THE EFFECT OF ORGANIZATIONAL COMMITMENT AND CULTURE ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF MUHAMMADIYAH HIGH SCHOOL TEACHER AT JEMBER REGENCY

PENGARUH KOMITMEN DAN BUDAYA ORGANISASI TERHADAP ORGANIZATIONAL CITIZENSHIP BEHAVIOR GURU SMA MUHAMMADIYAH KABUPATEN JEMBER

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ABSTRACK

Organizational Citizenship Behavior (OCB) plays an important role in increasing the creativity, effectiveness, and efficiency of an institution or organization. One indicator that can be used to see OCB behavior is employee commitment to the organization or institution where they work. In addition, organizational culture can also determine the success of creating OCB as a common consensus for organizational progress. This study aims to determine the effect of organizational commitment and culture on OCB in Muhammadiyah high school teachers in Jember Regency. The research approach used in this study is a quantitative approach, with the data source used in this study being primary data using Variance-based SEM or Partial Least Square (SEM-PLS) testing. Primary data was obtained from direct questionnaire answers from respondents which would be sent to all Muhammadiyah high school teachers in Jember Regency. Based on the results of the study indicate that there is work commitment and organizational culture have significant and positive effect on OCB.

Kata kunci: commitment, organizational culture, Organizational Citizenship Behavior

INTRODUCTION

Organizational Citizenship Behavior (OCB) has an important role in an institution or organization. In efforts to increase the creativity, effectiveness, and efficiency of an institution or organization, OCB plays an important role in it (Nisa et al., 2018; Claudia, 2018). The involvement of various parties (eg employees or members) in an institution or organization has an important role to contribute positively (Nurjanah et al., 2020). In addition to carrying out the duties and responsibilities and functions of employees routinely and procedurally, organizations also often require employees to be willing to behave according to organizational expectations and can bring progress to the organization as a whole.

With the creation of strong work culture, employees feel like doing their job more than what is required in the job description. Employees who feel comfortable and satisfied with the work they receive and get proper and fair treatment will form OCB behavior (Oemar, 2013). One indicator that can be used to see OCB behavior is employee commitment to the organization or institution where they work. Luthans (2016) explains that an employee with a strong work commitment to the organization will be more responsible and do his job as well as possible. If employees tend to be passive, do not carry out their duties, are not creative, and always

complain at work, then employee satisfaction is still not optimally felt (Rahma et al., 2013).

In addition to job satisfaction, organizational culture can also determine the success of creating OCB as a common consensus for organizational progress. Organizational culture will shape the character and behavior of each individual (employee) in the organization (Saputra and Supartha, 2019). The creation of a strong and adaptive organizational culture is a strategic step in improving employee performance. Oemar (2013) states that organizational culture directs employee behavior to improve workability, commitment, and loyalty, as well as extra-role behavior. In a strong organizational culture, employees feel like doing their job more than what is required in the job description. Employees will tend to take actions that go beyond their responsibilities if they are satisfied with their work, receive fair and caring treatment from friends and superiors, and believe that they are treated fairly by the organization which shows OCB behavior.

OCB behavior does not only occur in company employees, in educational organizations such as schools, OCB behavior is shown by teachers and education staff. Basically, the OCB behavior can grow by itself, so it takes a sense of job satisfaction in the teachers. Job satisfaction has several aspects, namely the work itself, salary, recognition, supervision, good cooperation between co-workers, and opportunities for development (Puspitawati and Riana, 2014). When the teacher feels comfortable and satisfied in doing his job, then OCB behavior will appear in him and will be a positive thing for the organization.

The workload of teachers tends to increase every year because the national curriculum is often changing. Especially during this COVID-19 pandemic, many teachers have to pay for themselves to facilitate online learning, such as buying computer or laptop devices and internet packages as a means of online learning. This is due to the lack of school readiness to provide learning facilities and infrastructure during the covid 19 pandemic. This behavior shows the teacher's OCB behavior to meet online learning targets. Based on this phenomenon, this study aims to determine the effect of organizational commitment and culture on organizational citizenship behavior (OCB) at teachers in Muhammadiyah high school, Jember Regency.

Many previous studies have examined the behavior of OCB, including research conducted by Sulistyowati and Yuwono (2014) which tested the existence of a positive and significant relationship between organizational culture and OCB. Trisia and Sakapurnama (2014) state that organizational culture also has a positive and significant influence on OCB in permanent employees. Lovihan (2014) states that joint organizational culture and OCB have a correlation with employee performance. Rahma, et al (2013) examined organizational culture and work ethic to make a significant contribution to job satisfaction. Sari, et al (2015) suggest that there is a positive and significant influence between job satisfaction and OCB behavior. Sugandhi, et al (2013) also showed the results of research on increasing job satisfaction and job loyalty will significantly increase OCB. Sanudin and Widjojo (2013) suggests that organizational culture has a positive effect on OCB, and there is a positive influence between organizational commitment to OCB. Saputra and Wayan stated that organizational culture and OBC behavior had a significant effect on organizational commitment and job satisfaction. Meanwhile, Waspodo and Lussy (2012) state that the OCB level of employees is quite good, and for job satisfaction and organizational commitment from employees is also fairly good.

According to Organ (2016), OCB is influenced by three factors, one of which is work attitude factors, namely emotions and cognitions based on individual perceptions of the work environment, including work commitment, perceptions of leadership and work support, person-organization fit, job satisfaction, psychological contract, perception of fairness and fairness of work. Meanwhile, organizational culture is the norms and values that direct the behavior of organizational members, where each member will behave in accordance with the prevailing culture to be accepted by the environment (Luthans, 2012: 38). Kusumajati (2014:7) reveals that organizational culture influences employee OCB behavior, by assuming and using social exchange theory to argue that when employees are satisfied with their work, they will reciprocate. Retaliation from these employees includes a strong sense of belonging to the work and behaviors such as organizational citizenship.

Based on these opinions and theories, the proposed hypotheses are:

H1 : Organizational Commitment has a Positive and Significant Effect on Organizational Citizenship Behavior of Muhammadiyah High School Teachers in Jember Regency.

H2 : Organizational Culture Has a Positive And Significant Influence on Organizational Citizenship Behavior of Muhammadiyah High School Teachers in Jember Regency.

RESEARCH METHODS

The research approach used in this study is a quantitative approach, where a quantitative approach is used to test hypotheses and to determine the influence between variables built in the research model. This research is designed as a quantitative study that explains the relationship between one variable and another and is also included in confirmatory research (Singarimbun and Efendi, 2016). The source of data used in this study is the primary data source. Primary data was obtained from direct questionnaire answers from respondents which would be sent to all Muhammadiyah high school teachers in Jember Regency.

The sampling technique used in this research is cluster random sampling, where each school is a cluster or a certain area as the object of research. In each school, 20 people were taken proportionally from the total existing teachers. Of the 8 Muhammadiyah senior high schools in Jember Regency, the total sample used was 20 people x 8 schools = 160 people. So the sample in this study was 160 teachers.

The data analysis that I will use in this study is descriptive analysis and hypothesis testing is done by testing variance-based SEM or Partial Least Square (SEM-PLS) with the warp pls 6.0 program. According to Sugiyono (2013), the definition of descriptive statistics is statistics used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations. SEM-PLS is used for exploratory research. The PLS approach is used as a measurement tool with the consideration that the measurement scale for the dependent variable and the independent variable used in the study is a nominal scale and an ordinal scale so it is non-parametric (Sholihin and Ratmono, 2013). Another consideration in using PLS as a measurement tool is that the indicators that make up the constructs in this study are reflexive. The reflexive model assumes that latent variables affect indicators whose causality is from construct to indicator or manifest (Ghozali, 2016).

The reflexive indicator model was developed based on classical test theory which assumes that the variation in the measurement score is a function of the actual score plus the error. It must have internal consistency because all indicator measures are assumed to be valid and two indicator measures with the same reliability can be interchanged. When the reliability of a construct will be low if there are only a few indicators, but the validity of the construct will not change if one of the indicators is omitted. The analytical steps used in the PLS approach include testing the outer model and the structural model (inner model) (Ghozali, 2016).

RESULTS AND DISCUSSION

One form of organizing human resources is to form an organizational structure. The organizational structure of SMA Muhammadiyah which is the object of this research has similarities because the organizational structure of SMA Muhammadiyah has been determined by Muhammadiyah colleges. The following is a picture of the organizational structure of SMA Muhammadiyah in Jember Regency (Table 1 and Table 2).

Data was collected by using the cluster random sampling method in all Muhammadiyah high schools in Jember Regency. The cluster random sampling method used in each school is a particular cluster or area as the object of research. In each school, 20 people were taken proportionally from the total existing teachers. From 8 Muhammadiyah high schools in Jember

Regency, the number of samples used was 20 people x 8 schools = 160 people. So the sample in this study was 160 teachers. Data collection was carried out in April 2022.

Based on the results of descriptive statistical analysis, is explained about the information on the mean, median, mode, standard deviation, maximum value, and minimum value of the research variables, namely the independent variable, namely work commitment, and work culture, the intervening variable is job satisfaction and the dependent variable is OCB behavior. The following is a descriptive analysis of each of these variables:

Table 1. Respondents' Assessment of Work Commitment

No Indicator	Respondent's Answer Score										Amount
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
X11	-	-	-	-	10	0.06	50	0.31	100	0.62	160
X12	-	-	-	-	8	0.07	62	0.38	90	0.56	160
X13	-	-	3	0.01	2	0.01	85	0.53	60	0.37	160
Average X1	**-**	**-**	**0.01**		**0.14**		**1.22**		**1.55**		

Note: the sign (-) indicates no answer.
Source: Data processed by the author, 2022

Based on Table 1 above, it is known that the frequency of respondents' answer scores for the X11 indicator as a work commitment variable is 6% who answered the number 3, 31% who answered the number 4, and 62% who answered the number 5. The frequency of the value of the X12 indicator is the organizational culture variable. by 7% who answered number 3, by 38% who answered number 4, and by 56% who answered number 5. The frequency of respondents' answer scores for the X13 indicator was the work satisfaction variable by 1% who answered number 2, by 1% who answered number 3, by 53% who answered number 4, and by 37% who answered number 5.

Teachers can carry out these decisions voluntarily which also helps realize the vision and mission of the organization. Individuals with high organizational loyalty will remain in the organization because they feel there is an obligation or duty. The work commitment of a teacher is able to create a feeling of belonging to the organization so that a teacher is willing to carry out tasks and work voluntarily. The results of the research test are the coefficient of the influence of the work commitment variable on job satisfaction of 0.36 with a p-value of 0.01. This result is significant because it is smaller than 0.05. This shows that the results of the study support hypothesis 1, namely the better the provision of work commitment, the greater the satisfaction of organizational citizenship behavior for Muhammadiyah high school teachers throughout Jember Regency.

Table 2. Respondents' Assessment of Organizational Culture

No Indicator	Respondent's Answer Score										Amount
	1		2		3		4		5		
	F	%	F	%	F	%	F	%	F	%	
X21	-	-	-	-	-	-	60	0.37	100	0.63	160
X22	-	-	-	-	-	-	62	0.38	98	0.62	160
X23	-	-	-	-	5	0.03	75	0.47	80	0.50	160
Average X2	**-**	**-**	**-**	**-**	**0.03**		**1.22**		**1.75**		

Note: the sign (-) indicates no answer.
Source: Data processed by the author, 2022.

Based on Table 2 above, it is known that the frequency of respondents' answer scores for the X21 indicator is 37% who answered the number 4 and 63% who answered the number 5. The frequency of the X22 indicator value was 38% who answered the number 4 and 62% who answered the number 5 The frequency of respondents' answers for the X23 indicator is 3% who answered 3, 47% answered 4 and 50% answered 5.

Organizational culture influences teacher OCB behavior. Work culture is reflected in OCB

behavior such as helping colleagues, helping provide services to anyone, being willing to complete tasks and work without being asked, following organizational changes and developments, being punctual in carrying out work activities, involvement in organizational functions and activities, having a sense of tolerance, and do not complain about the workload given. The results of the research test are the coefficient of the influence of work culture on OCB behavior is 0.24 with a p-value = 0.03. This result is significant because it is smaller than 0.05. This shows that the research results support hypothesis 2, namely the better the application of work culture, the more OCB of Muhammadiyah high school teachers throughout Jember Regency will increase.

CONCLUSIONS

This research on the effect of work commitment, and work culture on Organization Citizenship Behavior (OCB) was conducted in all Muhammadiyah high schools in Jember Regency in April 2022, where 160 respondents were teachers who teach at Muhammadiyah high schools in Jember Regency. . The purpose of this study was to determine the effect of organizational commitment and culture on OCB in Muhammadiyah high school teachers in Jember Regency.

Based on the results of the study indicate that there is a positive and significant effect of a work commitment on OCB. This shows that work commitment is able to increase OCB. The better the implementation of work commitment, the more OCB will be. An employee who upholds work commitment will contribute to better OCB for schools. Organizational culture also has a positive and significant influence on OCB. This means that the increasing work culture will increase OCB behavior. The work culture that applies and is adopted in an organization will increase the organizational citizenship behavior of employees.

Based on the conclusions and limitations of the study, the suggestions put forward in this study are that future research should use a qualitative approach and obtain exploratory research information and data in order to dig up more information and respondents' answers that reflect the actual condition of the research object. On the other hand, this study suggests that a system and method of implementing work commitments and work culture are in accordance with the needs of the workload as well as the implementation of education and teaching that involves all components, both teachers and school leaders. Optimizing work commitment and work culture to subordinates to improve employee performance.

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