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## ORGANIZATIONAL CITIZENSHIP BEHAVIOR, VARIABLE ANTECEDENTS AND THEIR EFFECT ON PERFORMANCE LECTURER

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### ABSTRACT

Lecturers as professional educators and as scientists, have the main task of building the character (*character building*) of students, transforming and developing, as well as disseminating science and technology through the activities of the Tri Dharma of Higher Education, which includes education, research and community service. No. 12 of 2012 concerning Higher education. Therefore, it is necessary to conduct research related to variables that can improve the *job performance* of lecturers, which include organizational culture, organizational commitment and *Organizational Citizenship Behavior* (OCB). **The purpose** of this study is to analyze and develop basic theoretical models and empirical research models to provide solutions to research gaps related to the importance of improving lecturer performance which is influenced by organizational culture, organizational commitment, professionalism and *organizational citizenship behavior* (OCB) of lecturers. **The research method** in this research is to describe the type of research, namely quantitative research that is explanatory research, the population in this study is a lecturer at the Muhammadiyah University of Jember, for the sampling technique using non-probability sampling, the sampling technique using purposive sampling, research variables, definitions operational variables, research instruments, data collection techniques and data analysis techniques using multiple linear regression. The results of the data analysis show that organizational culture, OCB (*Organizational Citizenship Behavior*), organizational commitment and professionalism have a significant effect on lecturer performance.

**Keywords:** Organizational Culture, commitment, professionalism, *Organizational Citizenship Behavior*, antecedents, Lecturer Performance

### 1. INTRODUCTION

The development of higher education in Indonesia has experienced considerable development. Currently, there are 330 private universities in East Java, consisting of 83 universities, 13 institutes, 143 high schools, 78 academies and 12 polytechnics and 1 community academy. The data can be seen in Table 1.1

**Table 1. 1 Recap of Private Universities and Study Programs in East Java**

Rekap Prodi Perguruan Tinggi Swasta							
No	Bentuk PT	Jumlah		Akreditasi BAN-PT			
		PT	Prodi	A	B	C	Bim
1	Universitas	83	1123	1089	0	4	30
2	Institut	13	113	110	0	0	3
3	Sekolah Tinggi	143	422	428	0	0	-6
4	Akademi	78	86	102	0	0	-16
5	Politeknik	12	36	33	0	0	3
6	Akademi Komunitas	1	3	1	0	0	2
Total		330	1783	1763	0	4	16

(Data Source: [http://www.kopertis7.go.id/structure\\_organization](http://www.kopertis7.go.id/structure_organization))

At the implementation level or in reality, it turns out that there are still so many problems related to lecturer performance, which is thought to have an impact on extra-role behavior or better known as OCB. (*Organizational Citizenship Behavior*) which is reflected in the involvement of lecturers to help voluntarily to anyone, showing a high level of participation and attendance in the organization as well as in various activities in the organization and especially more concern for the work environment, as well as in the implementation of teaching, research and abdimas, as well as the interest of the lecturers to take further education in S3. Efforts to increase self-competence by participating in scientific forum activities, such as seminars, workshops, short courses and others are still minimal and have many problems and have not yet been resolved (Demir, 2015)

Research performance and community service carried out by higher education institutions In general, it can be seen from the results of the clustering carried out by the Ministry of Research, Technology and Higher Education on August 8, 2016, it is known that the number of PTIS in the Mandiri cluster is 3 institutions, the Main cluster is 13 institutions, the Middle cluster is 24 institutions, the Fostered cluster is 114 institutions and 569 institutions are not included in the the 4 clusters. While the performance of community service, by referring to the Letter of Higher Education Number 772/E.3.3/PM/2017, the number of PTIS included in the Superior cluster is 1 institution, and the Very Good cluster is 7 institutions. ([http://www.kopertis7.go.id/structure\\_organization](http://www.kopertis7.go.id/structure_organization))

Several previous studies that examined the influence of culture on OCB, such as what was done by (Putri and Utami, 2017) based on research it was found that organizational culture can improve employee OCB behavior, organizational culture that creates a harmonious work atmosphere will further increase the OCB of employees. This is also supported by research conducted by (Ekowati, Troena and Noermijati, 2013) which states that the extra-role behavior of employees is influenced by organizational culture which is based on six dimensions, namely: process and result orientation, employee and job orientation, professionalism, open and closed management system, evaluation and normative. Research related to organizational culture's influence on OCB was also conducted by (Febriantina, Nur Lutfiani and Zein, 2018) stating that organizational culture has an effect on increasing OCB. This is also in line with research conducted by (Thanomwan and Buncha, 2014) which found that organizational culture has an effect on OCB. (Syafii *et al.*, 2015), stated that organizational culture in China which consists of a culture of mutual trust, restraint and always benefits the organization will improve organizational performance and can increase harmony among employees. Therefore, culture influences OCB. (Hussein *et al.*, 2016) found that organizational culture consisting of process and result orientation, employee and job orientation, professionalism, closed and open management system, evaluation and normative was not able to improve employee OCB.

Other studies classify performance into three levels, namely: high, medium or low, which are then grouped into certain targets. Departing from these things, performance is interpreted as the overall "performance" of an employee (Permanasari, Setyaningrum and Sundari, 2016).

The purpose of this study is to develop a basic theoretical model and empirical research model to bridge the research gap regarding the importance of improving lecturer performance which is influenced by organizational culture, organizational commitment and professionalism and *organizational citizenship behavior (OCB)*. Because in reality what happens between the target and the resulting performance achievement is still not fully achieved.

## 2. LITERATURE REVIEW

### Organizational behavior theory

Organizational behavior theory is a field of management that discusses organizational behavior which consists of a group of people who have the same goal. The activities of a group of people are related to the management function of the organization Gibson, Ivancevic & Donnelly Jr. (1986) states that "organizational behavior is related to human behavior, attitudes and the results of his work in the organizational environment". Robbin (2007) states that organizational behavior is a field that investigates the impact of individuals, groups and structures on organizations with the aim of applying knowledge to increase organizational effectiveness. The variables included in the scope of organizational behavior include; abilities, skills, personal background, and demographics.

Performance is the result of work achieved by an employee based on the duties and main functions of the employee. In working, employees can be supported by factors that can encourage better performance. These factors for example; competence. In organizational behavior theory, the competence of employees/employees has a strong role and influence on the smooth running of employees/employees in doing work. Robbin (2007) states that competence is the ability (ability) or the capacity of a person to do tasks on the job, the ability is determined by two factors, namely intellectual ability and physical ability. Luthans (2012) states that competence is the basic characteristic possessed by an employee that can increase success in work so as to improve the individual's performance.

### Organizational Culture

In order to understand the meaning or definition of organizational culture as a whole, it must be based on the definition of culture or culture contained in human life as social beings. Understanding culture is the basis for understanding human social life. Culture has been used for a long time to become an important concept for understanding human group society. Culture can characterize distinctive differences in the way members of a particular group or society interact with one another and the way in which they accomplish what they do. Culture is also knowledge that can be communicated. Through culture, it is possible to study the behavioral traits that exist in group members and their form in their institutions. Culture contains a broader understanding than the notion of organizational culture, because every organization can have its own culture that is different from other organizations. According to the opinion of Kreitner and Kinichi (2001) shows the characteristics of organizational culture in a company as follows:

1. Companies may have several organizational cultures, which are implemented in a dominant culture and several sub cultures different.
2. There is a tendency for organizational culture to change over time. For a new company, the size is still small and friendly, that is, it is communal, but in line with growth it moves up and down, and its culture may also change.

In other words, organizational culture is not fixed, it can change over time.

3. No culture is better than another. All cultures have positive and negative aspects. What is interesting is that some organizations can achieve success when they have a certain culture even though the organizational culture may not be suitable for other companies.

An organization will be able to achieve success or experience a failure, largely determined by the culture that exists in the organization. Winardi, (2002) states that a strong organizational culture will direct the organization to be able to achieve its success. Preferably a strong but inflexible culture will be the cause of organizational problems. Accordingly, Ndraha (1997) suggests "the stronger the culture, the stronger the effect or impact on the environment and human behavior"

### **Organizational commitment**

According to (Simamora, 2018), organizational commitment can be divided into two approaches, and organizational psychology. Mayer and Allen (1997) divide commitment into three groups, namely:

1. Affective

organizational commitment "organizational commitment refers to the emotions attached to employees to identify and involve themselves with the organization".

2. Normative

"organizational commitment, refers to the reflection of feelings of obligation to become employees of the company".

3. Continuing

"organizational commitment refers to employee awareness related to the consequences of leaving the organization". Three dimensions of organizational commitment according to Robbins and Judge (2008) are:

- (1) affective commitment,
- (2) normative commitment
- (3) continuance commitment,

### **Organizational Citizenship Behavior (OCB)**

(Podsakoff et al., 2000) Organizational Citizenship Behavior (OCB). ) or also known as Organizational Citizenship Behavior is "a behavior where someone wants to do something beyond what has been described by his job, and has no reward for it".

The dimensions in OCB include:

1. Helpfulness:
2. Sportive Attitude:
3. Loyalty or Loyalty:
4. Organizational Compliance:
5. Individual Initiative:
6. Civic Virtue/ Citizenship:
7. Self Development

Several previous studies proves: "Two important OCB dimensions according to (Motowidlo, 2011) are known as OCB-OCB Individual (, altruism, prioritizing the interests of others) which immediately provide special individual benefits and indirectly contribute to the organization (eg helping colleagues who are not included in the program). work, giving personal attention to other workers) and OCB-Organizational (OCBO, compliance, willingness) that provide benefits to the organization in general (eg providing advice to employees who are absent from work)".

### **Job Performance**

According to Armstrong, M. and Baron. (1998) there are several reasons for the use of self-assessment (self-appraisal)

1. Employees can participate in the assessment process
2. Able to optimize work motivation of employees being assessed so that they participate in healthy competition among employees, which in turn can minimize rejection when assessed
3. improve themselves
4. can determine future goals independently
5. another benefit is to train employees to determine and plan their own future careers.

### Conceptual Framework of Research

Based on the theories and empirical studies presented in the previous chapter, the variables used in this research are organizational culture, organizational commitment, lecturer professionalism, and OCB its influence on lecturer performance.

The variables derived from the theory of experts as a basis for making the dimensions and indicators in this dissertation are shown in Figure 1.1 as follows:

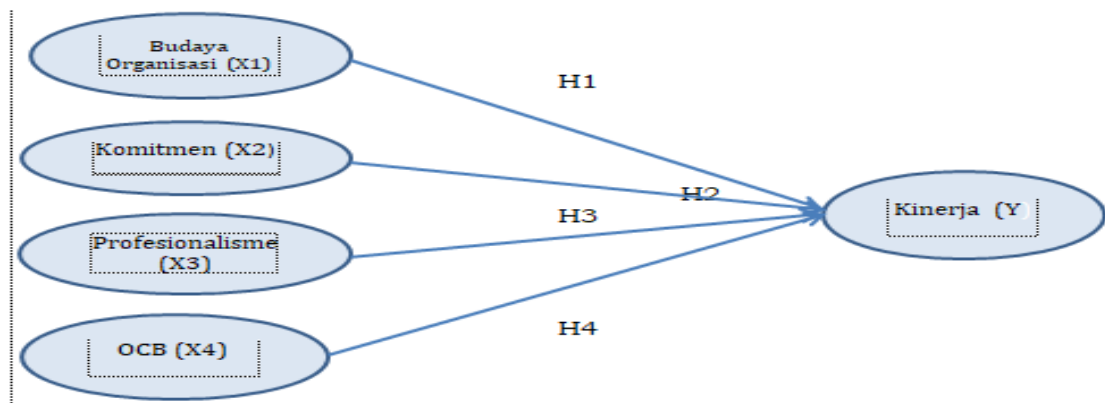


Figure 1.1 Research Conceptual Framework

**1** **Caption:**

- BO : Organizational Culture
- CO : Organizational Commitment.
- PD : Lecturer Professionalism
- OCB : Organizational Citizenship Behavior (OCB)
- KD : Lecturer Performance

Based on empirical studies of previous research, a summary of the hypotheses that have been developed can be presented in the table below:

#### Summary of Research Hypotheses

- Hypothesis 1** The higher the organizational culture of a company institution, the higher the performance of the lecturer
- Hypothesis 2** The higher the organizational commitment of the lecturer, the higher the performance of the lecturer
- Hypothesis 3** The higher the professionalism of the lecturer in an institution, the higher the performance of the lecturer
- Hypothesis 4** The higher the OCB owned by the lecturer, the higher lecturer performance

### 3. RESEARCH METHOD

This research approach uses a quantitative approach, the variables of this research consist of, Organizational Culture, Organizational Commitment, professionalism and organizational citizenship behavior (OCB). The population of this study were all lecturers at the Muhammadiyah University of Jember. The sampling technique used the slovin formula, then the number 72 was obtained, but those who answered completely were 68 so that the number of respondents' answers that could be processed was 68 from the lecturers who filled out the questionnaires sent. The data analysis method used multiple linear regression.

## **Operational Definition and Measurement of Variables**

This study uses five variables, namely, organizational culture, organizational commitment, lecturer professionalism, OCB and lecturer performance. The operational definitions and measurement variables used in analyzing this research model are explained as follows:

Independent Variables (Independent Variables):

### 1. Organizational Culture (X1)

The indicators of organizational culture (Robbin, 1993):

- a. Innovation and risk taking (X1.1)
- b. Attention to details (X1.2)
- c. Result orientation (X1.3)
- d. Orientation to people (X1.4)
- e. Orientation to the Team(X1.5)
- f. Aggressiveness (X1.6)
- g. Stability (X1.7)

### 2. Organizational Commitment (X2)

Is a deep willingness of employees to carry out all matters related to organizational performance (Ellen and Mayer, 1997), while indicators of organizational commitment include:

- a. Affective commitment (X2.1)
- b. Normative commitment (X2.2)
- c. Continuing commitment (X2.3)

### 3. Lecturer professionalism (X3)

- a. Pedagogic Competence (X3.1)
- b. Social Competence (X3.2)
- c. Personality Competence(X3.3)
- d. Professional Competence (X3.4)

### 4. Organizational Citizenship Behavior (OCB) (X4)

These are employee behaviors aimed at increasing the effectiveness of organizational performance without neglecting the productivity goals of individual employees, while indicators from OCB include: a. Contentiousness (X4.1)

- b. Sportsmanship (X4.2)
- c. Courtesy (X4.3)
- d. Altruism (X4.4)
- e. Civic Virtue (X4.5)
- f. Peacekeeping (X4.6)
- g. Cheerleading (X4.7)

### 5. Lecturer Performance (Y)

Implementation of the Tri Dharma of Higher Education which is carried out in the fields of education and teaching, research and development of scientific works, community service and other supporting activities (Diknas, 2004)

The indicators include:

- a. Dikjar (Y1.1)
- b. Research (Y1.2)
- c. Devotion (Y1.3)
- d. Supporting Others (Y1.4)

## **4. RESULTS AND DISCUSSION**

### **Characteristics of Respondents**

Based on the results of data processing, an overview of respondents who gave answers in this study was obtained, that based on the gender of the respondents who filled out the questionnaire, female (54.7%) and male (45.7%) Based on age, it is dominated by ages between 21-35

years (53.3%), based on the last education, Masters degree is dominated by (82%) and based on years of service is dominated by lecturers with a working period of 1-10 years.

### Validity Test

Based on the results of data processing using spss, it is known that the correlation coefficient of all statement indicators X1, X2, X3 and X4, r count is greater than r table and is positive, so it can be concluded that all indicators of variable statements X1 (Organizational Culture), X2 (Organizational Commitment), X3 (professionalism) and X4 (OCB), were declared valid.

### Reliability Test

Table 1.4. Reliability Test

Variabel	Cronbach's Alpha			Keterangan
X1	0.788	>	0.7	Reliabel
X2	0.792	>	0.7	Reliabel
X3	0.782	>	0.7	Reliabel
X4	0.764	>	0.7	Reliabel
Y	0.770	>	0.7	Reliabel

Source: Processed data (Appendix 1)

Based on table 1.4 it can be concluded that all variables have a Cronbach's Alpha value of more than 0.7, all instruments in this study are declared reliable.

### Multiple Linear Regression Test

Based on the calculation results of multiple linear regression analysis with the IBM SPSS version 23 program, the following results were obtained:

Table 1.5: Multiple Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	,384	1,377		,279	,781
Budaya Organisasi	,461	,125	,357	3,689	,000
Komitmen	,033	,053	,020	,621	,037
Profesionalisme	,061	,038	,110	1,587	,017
OCB	,393	,062	,524	6,347	,000

Source: Data Processed, 2021

Based on table 1.5 it can be seen that the regression equation formed is:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

$$Y = 0.384 + 0.461 + 0.033 + 0.061 + 0.393 + e$$

Description:

Y = Performance Lecturer

X1 = Organizational Culture

X2 = Commitment

X3 = Professionalism  
 X4 = OCB  
 e = *Standard Error Estimate*

The results of the multiple regression equation calculation are explained as follows:

- a. The constant of 0.384 indicates that in Organizational Culture, commitment, professionalism and OCB are constant, the performance value is 0.384
- b.  $b_1 = 0.461$  in organizational culture, meaning that if the organizational culture is increased by one unit, the performance will increase by 0.461 one unit, provided that commitment, professionalism and OCB are constant.
- c.  $b_2 = 0.033$  on Commitment, meaning that if Commitment is increased by one unit, the lecturer's performance will increase by 0.033 one unit, provided that the organizational culture, professionalism and OCB are constant.
- d.  $b_3 = 0.061$  on professionalism, meaning that if professionalism is increased by one unit, the lecturer's performance will increase by 0.061 one unit, provided that the organizational culture, commitment and OCB are constant.
- e.  $b_4 = 0.393$  in OCB, meaning that if the OCB is increased by one unit, the performance will increase by 0.393 one unit, provided that the organizational culture, commitment and professionalism are constant.

### Classical Assumption Test

#### 1. Multicollinearity Test

Table 1.6: Multicollinearity Test Results

No	Variabel	Nilai Tolerance	Nilai VIF
1	Budaya Organisasi (X1)	,094	9,639
2	Komitmen (X2)	,862	1,160
3	Profesionalisme (X3)	,184	5,443
4	OCB (X4)	,129	7,726

Source: *Data Processed, 2021*

From table 1.6 it can be concluded that there is no symptom of multicollinearity between independent variables in the regression model, because the VIF value of all research variables is smaller than 10, while the tolerance value of the independent variable is more than 10%.

#### 2. Heteroscedasticity Test

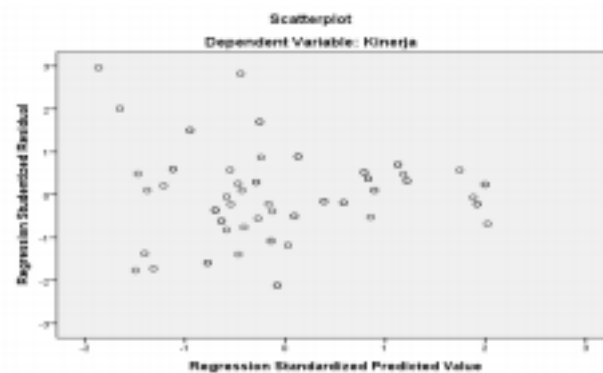


Figure 1.2. Heteroscedasticity Test

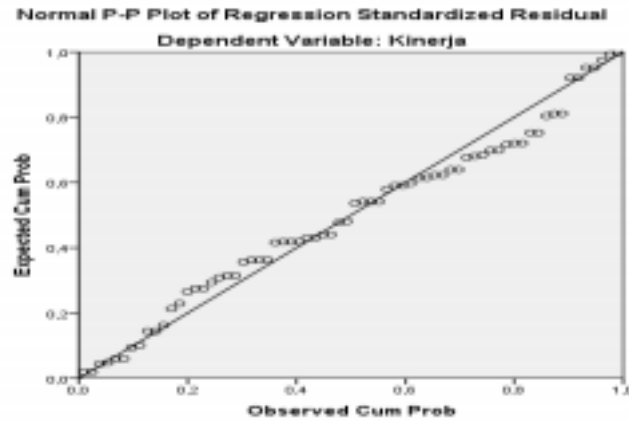
Source: *Data Processed 2021*



From the results of the heteroscedasticity test that has been carried out, it turns out that the points spread randomly, do not form a certain clear pattern, and are spread both above and below the number 0 (zero) on the Y axis, this means there is no deviation from the classical assumption of heteroscedasticity in the regression model made, in other words accepting the homoscedasticity hypothesis.

### 3. Normality Test

After testing, it turns out that all data are normally distributed, the data distribution is around the diagonal line. This shows that the regression model in this study meets the assumption of normality of the



data.

**Figure 1.3: Normality Test Results**

*Source: Data Processed 2021*

### Individual Parameter Significance Test (t Test Statistics)

**Table 1.7: t Test Results t**

No	Variabel	Taraf Sig.	Uji t		
			Sig. Hitung	t hitung	t tabel
1	Budaya Organisasi (X1)	0,05	,000	3,689	1,670
2	Komimen (X2)	0,05	,037	0,621	
3	Profesionalisme (X3)	0,05	,017	1,887	
4	OCB (X4)	0,05	,000	6,347	

From table 1.7 it is known that the comparison between the significance level and the table significance is as follows:

- The organizational culture variable (X1) has a value of t arithmetic (3.689) > t table (1.670) and a significance of 0.000 < 0.05, then Ho is rejected and Ha accepts, which means partially organizational culture has a significant effect on lecturer performance. t count is positive, the better the organizational culture, the higher the performance of lecturers
- Commitment variable (X2) has a value of t arithmetic (0.621) < t table (1.670) and a significance of 0.037 < 0.05, then Ho is rejected and Ha is accepted, which means that partially commitment has a significant effect on lecturer performance, this indicates that organizational commitment which is getting better will affect the performance of lecturers
- The professionalism variable (X3) has a value of t arithmetic (1.887) > t table (1.670) and a significance of 0.017 < 0.05, then Ho is rejected and Ha is accepted, which means partially professionalism has a significant effect on lecturer performance, professionalism has an effect on improving performance lecturer.
- The OCB variable (X4) has a t-value count (6.347) > t table (1.670) and a significance of 0.000 < 0.05, then Ho is rejected and Ha accepts, which means partially the quality of OCB has a significant influence on lecturer performance, the higher the OCB is. owned by lecturers, it will improve performance.

### F Test (Simultaneous Test)

**Table 1.8 F Test**

F Change	Sig. F Change
268,189	0.000 <sup>b</sup>

Source: Data Processed ,2021

The results of the statistical calculations in table 1.8 show a statistical significance value of 0.000. By using a significance level limit of 0.05, and the results of  $F_{\text{count}} (268.189) > F_{\text{table}} (2.518)$ , the hypothesis that organizational culture, organizational commitment, professionalism and OCB have a significant influence on lecturer performance is simultaneously accepted.

#### Coefficient of Determination

Table 1.9

R Square
0.945

Source: Processed Data, 2021

The results of the regression calculation in table 5.14 show that the percentage contribution of factor analysis that affects performance. And consists of several variables including: organizational culture (X1), commitment (X2), professionalism (X3) and OCB (X4). It can be seen from R square ( $R^2$ ) that it is 0.945 or 94.5% and the remaining 5.5% is influenced by other factors that are not included in this research model such as motivation, work discipline, work environment and others.

#### Discussion of Research Results The

##### Effect of Organizational Culture Lecturer Performance

Based on the results of the study, it was found that organizational culture has a significant influence on lecturer performance. This is because a good organizational culture will increase the spirit of mutual cooperation, increase togetherness, create a sense of helping each other, even more than what is expected, which is part of a good organizational culture. In other words, a good organizational culture will encourage increased performance.

**The Effect of Organizational Commitment on Lecturer Performance** After The results obtained which state that organizational commitment has a significant effect on performance. This is because employees who have a high commitment to work are more likely to keep their jobs and no longer think about looking for work elsewhere and will continue to improve their self-efficacy to advance the

institution where they work, because they want to reciprocate their positive experience in work. So it can be concluded that the second hypothesis is accepted.

##### The Effect of Professionalism on Lecturer Performance

The results of testing and data analysis stated that professionalism had a significant effect on performance. It can also be interpreted that the higher the professionalism of the lecturers will improve performance. This is because good professionalism will encourage each other to improve performance. So it can be concluded that the first hypothesis is accepted.

##### The Effect of OCB Lecturer Performance

The results obtained which state that the OCB variable has a significant effect on lecturer performance. This is because the higher the OCB level will lead to positive feelings about the job that will encourage employees to improve the performance achieved as a form of appreciation for themselves. So it can be concluded that the fourth hypothesis is accepted.

## 5. CONCLUSION

conclusions in this study include: 1) The results of hypothesis testing prove that organizational culture has a positive and significant effect on improving lecturer performance. 2) The results of hypothesis testing prove that there is a positive and significant effect of organizational commitment on performance. 3) The results of hypothesis testing prove that there is a positive and significant effect of the professionalism variable on performance. 4) The results of hypothesis testing prove that there is a positive and significant influence on OCB behavior variables on

employee performance.

## 6. IMPLIKATION

Based on the results of this study, it is recommended for further researchers to expand by adding other variables related to things that affect the improvement of lecturer performance. such as: work environment variables, individual characteristics, etc. It also expands the scope of research, not only in 1 university but can cover a wider area.

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