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The Effect of Work Culture on Teacher Performance Through Citizen Organizational Behavior and Work Engagement as Mediating Variables

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Abstract: The specific problem faced in this context is how work culture in public school institutions in East Flores Regency affects teacher performance through the mediating variables of Organizational Citizenship Behavior (OCB) and Work Engagement. This research uses quantitative methods with a survey approach. The research design used was a survey design, where data were collected using questionnaires distributed to the entire population of teachers in public high schools in East Flores Regency totaling 100 teachers. The results showed that work culture has a positive effect on Organizational Citizenship Behavior (OCB) and work engagement which further improves teacher performance, although work engagement has no direct effect on performance. In addition, OCB proved to be a significant mediator in the relationship between work culture and teacher performance. Based on the results of the discussion, it can be concluded that work culture is proven to have a positive influence on Organizational Citizenship Behavior (OCB), work engagement, and teacher performance. SmartPLS analysis shows that OCB work culture has an estimated value of 0.678 and a t-statistic value of 11.923 (p-value 0.000), for work engagement with an estimated value of 0.610 and a t-statistic of 11.186 (p-value 0.000), and for teacher performance with an estimated value of 0.220 and a t-statistic of 1.977 (p-value 0.049).

Keyword: Work Culture, Teacher Performance, Organizational Citizenship Behavior.

INTRODUCTION

Education is a medium that plays a role in educating the nation's life and bringing a nation to the era of enlightenment. Education is one of the keys to alleviating poverty of knowledge, solving the problem of ignorance, and solving the nation's problems that occur. Education must be able to realize the whole person, because education functions as a process of human awareness to be able to know, understand and understand the relationships of

everyday life. The progress of education today cannot be separated from the role of educational figures as the main actors. According to Ki Hajar Dewantara, the definition of education itself can be referred to as an effort to guide all the natural or basic strengths that exist in children as individuals and as members of society. The Preamble of the 1945 Constitution states that one of the objectives of the establishment of the Unitary State of the Republic of Indonesia is to educate the nation's life. Teachers as one of the implementers of education in schools are an important factor in achieving the success of the quality of education. Teachers in producing their performance cannot be separated from the work culture applied in an educational institution. Therefore, work culture will affect teacher performance (Dauhan, 2020). Work culture is the attitude or behavior and mindset of teachers in creating high work productivity (Puspitasari & Budiani, 2022).

One important aspect that supports the success of the teacher's learning process is work culture. An institution or school is said to be of quality if it has a work culture that can instill a teacher's work motivation. So that the goals of an educational institution can be achieved. Work culture is a system of shared meaning adopted by members that distinguishes an organization from other organizations. This shared meaning system, if observed carefully, is a series of key characteristics valued by the organization. A quality work culture will make the behavior of human resources in schools can achieve quality productivity as well (Haile G, 2023). The application of work culture will affect the activities of a school where these activities will give an impression and can affect the performance carried out by a teacher. Therefore, work culture can help the performance of a teacher, because it can cause great motivation for teachers to give their best ability in carrying out their work (Moron et al., 2023). The stronger the work culture, the greater the motivation of employees to move forward with the organization. Based on this, the introduction, creation, and development of an effective and efficient work culture in accordance with the vision and mission to be achieved (Haile G, 2023).

The quality of education depends on teacher performance. If teacher performance improves, the quality of education will also improve. Teacher performance is the result of teacher work that is reflected in designing teaching or preparing teaching plans, implementing teaching, interpersonal relationships, and in assessing learning outcomes. Meanwhile, the quality of teacher performance can be viewed from the process and results. In terms of the process, teachers are said to be successful if they are able to involve most students actively, both physically, mentally and socially in the learning process. In addition, it can also be seen from his enthusiasm and enthusiasm in teaching and his confidence. In terms of results, teachers are said to be successful if the learning they provide is able to change the behavior of most students towards better mastery of basic competencies (Hidayatullah & Farizal MS, 2023). This research has important value in the context of humanity. resource development in the field of education, especially in improving teacher performance. By understanding how work culture affects teacher performance through OCB and work engagement, public school institutions in East Flores Regency can design more effective strategies in creating a work environment conducive to teacher performance. In addition, this study can also make a theoretical contribution to the literature on the influence of work culture on individual performance in the context of education, as well as explain the internal mechanisms that link work culture to teacher performance through mediating variables such as OCB and work engagement (Ratnasari et al., 2023; Sukartini & Gaol, 2022; Zahreni et al., 2021).

The specific problem faced in this context is how work culture in public school institutions in East Flores Regency affects teacher performance through the mediating variables of Organizational Citizenship Behavior (OCB) and Work Engagement (Pangkerego, 2023; Prahara, 2020; Prasetyaningrum, 2023). During the challenges faced by teachers. Teachers have a high level of work, so decreased work effectiveness is often caused by

excessive workload, lack of time for effective planning, and pressure to achieve targets set by schools or government policies. Such busyness can lead to mental and emotional exhaustion which in turn can affect teachers' ability to deliver quality teaching and provide individualized attention to each student. Therefore, this study aims to explore the complex relationships between work culture, OCB, work engagement, and teacher performance in the context of education in East Flores District, thus providing in-depth insights into how to improve educational effectiveness in public school institutions.

METHOD

This study used a quantitative method with a survey approach. The research design used was a survey design, where data were collected using questionnaires distributed to the entire population of teachers in public high schools in East Flores Regency, totaling 100 teachers (Amin et al., 2023). With the census sampling method, the entire population was used as the research sample. The research instrument was a questionnaire with a Likert scale (1-5) which included variables of work culture, teacher performance, Organizational Citizenship Behavior (OCB), and work engagement (Pratiwi & Nawangsari, 2021). The instrument was tested through validity and reliability tests. The validity test used Pearson's Bivariate to measure the accuracy of the question items, while the reliability test used Cronbach's Alpha method to ensure the internal consistency of the question items (Adiningsih et al., 2024). Data analysis involves descriptive analysis that describes data cumulatively or individually. Indicator or outer model tests are conducted to test convergence validity, discriminative validity, and construct composite reliability. Hypothesis testing or inner model uses structural equation modeling (SEM-PLS) to test the relationship and influence between latent variables.

Mediation analysis compares Direct Effect (DE) with Total Effect (TE) to assess the role of mediating variables. In addition, dominant factor analysis assessed the influence of work culture, OCB, and work engagement factors on teacher performance (Muspawi, 2021). Data processing was conducted using SPSS ver.17.0 software for validity and reliability tests, and SEM-PLS software for structural model analysis. This quantitative method with a survey approach allows researchers to collect relevant data, analyze relationships between variables, and draw conclusions based on empirical data. The subjects in this study were teachers or educators at public school institutions in East Flores Regency. While the objects of research are Work Culture, Teacher Performance, Organizational Citizenship Behavior (OCB), and Work Engagement (Yugiantoro et al., 2023).

RESULTS AND DISCUSSION

The Role of Education in Educating the Nation

Education has a central role in educating the nation's life and bringing a nation to the era of enlightenment. Education is a medium that can overcome poverty of knowledge, ignorance, and various other social problems. According to Ki Hajar Dewantara, education is an effort to guide all the natural forces that exist in children as individuals and members of society (Tarigan et al., 2022). Quality education is expected to be able to realize the whole human being, so as to be able to know, understand, and understand the reality of everyday life.

Teacher Functions in the Education Process

Teachers are the main actors in the education process in schools and have an important role in achieving the success of education quality. Teacher performance is influenced by the work culture applied in educational institutions. Work culture is a system of shared meanings adopted by members of an organization that distinguishes one organization from another (Haile G, 2023). A strong work culture can increase teacher work productivity and create

great motivation for teachers to give their best in carrying out their work (Hamonangan et al., 2021).

Factors Affecting Teacher Performance

Teacher performance is closely related to the learning activities they carry out. Teacher performance is influenced by internal factors such as motivation, positive emotions, negative emotions, responsibility for tasks, discipline in completing tasks, concern for students, and job satisfaction. In addition, external factors such as leadership style, work environment, evaluation and supervision mechanisms, information and communication technology facilities, and physical facilities in the school environment also affect teacher performance (Ratnasari et al., 2023).

The Effect of Work Culture on Teacher Performance

The work culture applied in educational institutions has a significant influence on teacher performance. Previous research shows a positive and significant relationship between work culture and performance (Aboramadan et al., 2020; Ahsan, 2024). However, there are also studies that show different results, namely the negative and insignificant effect of work culture on employee performance (Nurul et al., 2021). The inconsistency in the results of this study indicates an empirical gap that needs further research (Abidin & Sasongko, 2022).

The Role of Organizational Citizenship Behavior (OCB) and Work Engagement

Organizational Citizenship Behavior (OCB) refers to the voluntary attitude of employees to do work outside their formal responsibilities which are considered beneficial to the organization (Sakti et al., 2020). OCB is considered a factor that contributes positively to the overall work of the organization (Moelyati & Marlibatubara, 2022). Work engagement is also an important factor affecting teacher performance (Aghnia & Sunarsi, 2023). High work engagement in teachers will improve the quality of education in schools (Maya & Mahmudah, 2023).

Teacher Performance and Education Quality

The quality of education depends on teacher performance. Good teacher performance will be reflected in teaching planning, teaching implementation, interpersonal relationships, and evaluation of learning outcomes. In terms of process, teachers are said to be successful if they are able to involve most students actively in the learning process. In terms of results, teachers are said to be successful if the learning provided is able to change student behavior towards better mastery of basic competencies (Hidayatullah & Farizal, 2023).

This literature review shows the importance of education in educating the nation's life and the role of teachers in achieving the success of education quality. A strong and positive work culture can improve teacher performance which in turn will improve the quality of education. However, there is an empirical gap in the research on the effect of work culture on performance, so further research is needed to explore the relationship, especially through mediating variables such as OCB and work engagement (Nurcholila et al., 2022). This study focuses on the context of educational institutions in East Flores Regency and is expected to provide in-depth insights into how to improve educational effectiveness in the region.

Research Result

Validity Test

Validity is a measure that shows the level of validity or validity of an instrument. An instrument is said to be valid, meaning that it shows that the measuring instrument used to obtain the data is valid or can be used to measure what should be measured. Thus, a valid instrument is the right instrument to measure what you want to measure. The validity test

uses the SPSS program with the Pearson Correlation method which correlates each indicator with the total questionnaire indicator score. The value of r table can be seen in the statistical table with $DF = N-2$ or $119-2 = 117$ and with a significance of 0.05, the value of r table = 0.1801. The validity test results are presented in the attached table.

1. Work Culture Variable (X1)

Based on the results of the validity test conducted using SPSS ver. 22, the questionnaire about work culture consisting of 8 questions is declared valid with the following details:

Table 1. Validity Test of Work Culture Variables

Question Bullet	Pearson Correlation	Important (2-tail)	Information
Q1	0,605	0,000	Legal
Q2	0,646	0,000	Legal
Q3	0,646	0,000	Legal
Q4	0,734	0,000	Legal
Q5	0,665	0,000	Legal
Q6	0,674	0,000	Legal
Q7	0,694	0,000	Legal
Q8	0,649	0,000	Legal

Source: Primary data processed in 2024

2. Organizational Citihenzip Behavior Variable (Y1)

Based on the results of the validity test conducted using SPSS ver. 22, the OCB questionnaire consisting of 10 questions was declared valid with the following details:

Tabel 2. Uji Validitas Organizational Citihenzip Behavior (OCB)

Question Bullet	Pearson Correlation	Important (2-tail)	Information
Q1	0,618	0,000	Legal
Q2	0,654	0,000	Legal
Q3	0,588	0,000	Legal
Q4	0,650	0,000	Legal
Q5	0,754	0,000	Legal
Q6	0,574	0,000	Legal
Q7	0,598	0,000	Legal
Q8	0,659	0,000	Legal
Q9	0,669	0,000	Legal
Q10	0,652	0,000	Legal

Source: Primary data processed in 2024

3. Work Attachment Variable (Y2)

Based on the results of the validity test conducted using SPSS ver. 22, the OCB questionnaire consisting of 6 questions was declared valid with the following details:

Table 3. Validity Test of Job Attachment

Question Bullet	Pearson Correlation	Important (2-tail)	Information
Q1	0,793	0,000	Legal
Q2	0,852	0,000	Legal
Q3	0,720	0,000	Legal
Q4	0,748	0,000	Legal
Q5	0,746	0,000	Legal
Q6	0,643	0,000	Legal

Source: Primary data processed in 2024

4. Teacher Performance Variable (Y3)

Based on the results of the validity test conducted using SPSS ver. 22, the OCB questionnaire consisting of 6 questions was declared valid with the following details:

Table.4 Teacher Performance Validity Test

Question Bullet	Pearson Correlation	Important (2-tail)	Information
Q1	HAI,667	0,000	Legal
Q2	0,766	0,000	Legal
Q3	0,744	0,000	Legal
Q4	0,716	0,000	Legal
Q5	0,758	0,000	Legal
Q6	0,637	0,000	Legal

Source: Primary data processed in 2024

Reality Test

The reliability test is useful for knowing whether an instrument whose questionnaire can be used more than once, at least by the same respondent, will produce consistent data. In other words, the reliability of an instrument characterizes its level of consistency. The reliability test used uses the Cronbach Alpha method. The Cronbach Alpha method is used to find the reliability of an instrument whose score is a range of several values or in the form of a scale. Making a reliability test decision by looking at Cronbach's $\alpha > 0.70$ is declared reliable, Cronbach's $\alpha < 0.70$ is declared unreliable.

Table 5. Reliability Test

Variabel	Nilai Lalai	Batasi r	Informasi
Budaya Kerja	0,803	0,70	Dapat diandalkan
OCB	0,838	0,70	Dapat diandalkan
Keterlibatan Kerja	0,839	0,70	Dapat diandalkan
Kinerja Guru	0,803	0,70	Dapat diandalkan

Source: Primary data processed in 2024

From the table above, it can be seen that the Cronbach's alpha value of the four variables is above 0.70. Because the value is greater than 0.70, the questionnaire measuring instrument is declared reliable or has met the reliability requirements.

Descriptive Analysis

Descriptive analysis is a type of analysis that uses statistics to describe the phenomena or characteristics of the data that has been collected without making generalizable conclusions Wiyono, 2020 in (Sulistiyawati, 2023) The analysis consists of two descriptions as follows:

1. Culture Variable

Table 6. Cumulative Description of Work Culture Variables (X1)

Category	Score	Total	% Taste
Strongly disagree	1 (STS)	2	0
Disagree	2 (TS)	1	0
Category	Score	Total	% Taste
Neutral	3 (N)	37	5
Agree	4 (S)	251	31
Strongly agree	5 (SS)	509	64
Total		800	100

Source: Primary data processed in 2024

Based on Table 6, the results of distributing questionnaires to 100 respondents can be illustrated that those who answered strongly disagree as much as 2 or 0%, disagree as much as 1 or 0%, answered neutral as much as 37 or 5%, agreed as much as 251 or 31% and answered strongly agree as much as 509 or 64%, meaning that the work culture variable that answered more was Strongly Agree.

2. Variabel Organizational Citizenship Behavior (OCB) (Y1)

Table 7. Cumulative Descriptive OCB Variable

Category	Score	Total	% Taste
Strongly disagree	1 (STS)	0	0
Disagree	2 (TS)	1	0
Neutral	3 (N)	12	1
Agree	4 (S)	379	38
Strongly agree	5 (SS)	608	61
Total		1000	100

Source: Primary data processed in 2024

Based on Table 7, the results of distributing questionnaires to 100 respondents can be illustrated that those who answered strongly disagree as much as 0 or 0%, disagree as much as 1 or 0%, answered neutral as much as 12 or 1%, agreed as much as 379 or 38% and answered strongly agree as much as 608 or 61%, meaning that the OCB variable that answered more was Strongly Agree.

3. Work Attachment Variable (Y2)

Table 8. Cumulative Descriptive Work Engagement Variable

Category	Score	Total	% Taste
Strongly disagree	1 (STS)	2	0
Disagree	2 (TS)	3	1
Neutral	3 (N)	65	11
Agree	4 (S)	209	35
Strongly agree	5 (SS)	321	54
Total		1000	100

Source: Primary data processed in 2024

Based on Table 8, the results of distributing questionnaires to 100 respondents can be illustrated that those who answered strongly disagree were 2 or 0%, disagree as many as 3 or 1%, answered neutral as many as 65 or 11%, agreed as many as 209 or 35% and answered strongly agree as many as 321 or 54%, meaning that in the work attachment variable who answered more were strongly agreed.

4. Teacher Performance Variable (Y3)

Table 9. Cumulative Descriptive of Teacher Performance Variables

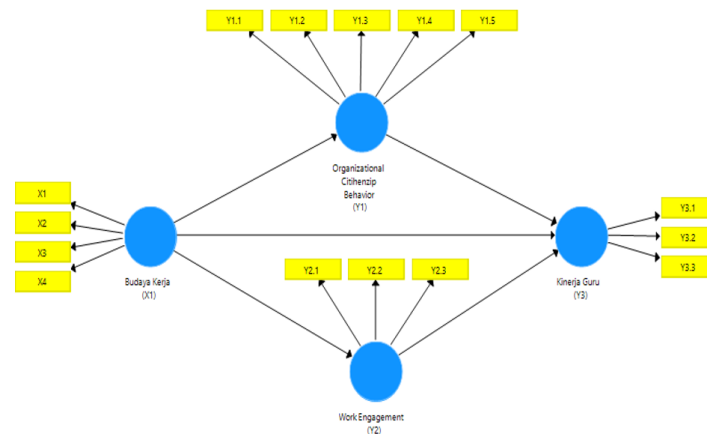
Category	Score	Total	% Taste
Strongly disagree	1 (STS)	2	0
Disagree	2 (TS)	3	1
Neutral	3 (N)	65	11
Agree	4 (S)	209	35
Strongly agree	5 (SS)	321	54
Total		1000	100

Source: Primary data processed in 2024

Based on Table 9, the results of distributing questionnaires to 100 respondents can be illustrated that those who answered strongly disagree as much as 0 or 0%, disagree as much as 3 or 1%, answered neutral as much as 28 or 5%, agreed as much as 209 or 35% and answered strongly agree as much as 360 or 60%, meaning that in the teacher performance variable the most answers were strongly agreed.

Test Indicator

This study uses an analytical tool, namely Partial Least Square (PLS) which is a variance-based SEM with SmartPLS Version 3.2.9.



Source: SmartPLS Output Version 3.2.9

Figure 1. Indikator Tes

This analysis is carried out because the model above uses intervening variables, so it is necessary to analyze and explain the role of these intervening variables. So based on the model, the analysis is as follows:

1. Work Culture (X1) → Organizational Citizenship Behavior (Y1) → Teacher Performance (Y3)
2. Work Culture (X1) → Job Attachment (Y2) → Teacher Performance (Y3)

Table 10. Mediation Effect Analysis

Variable	Direct Effect (De)	Indirect Effect (Ie)	Total Securities (Te)	Information
	(X1 → Y3)	X1 → Y1 → Y3	DE + Yaitu	
	(X1 → Y2)	X1 → Y2 → Y3		
(1)	(2)	(3)	(4)	(5)
MediationX1	0,220 (0,049)	0,407 (0,000)	0,627 (0,049)	Mediation
	0,610 (0,000)	0,011 (0,835)	0,621 (0,000)	Mediation

Source: SmartPLS output attached

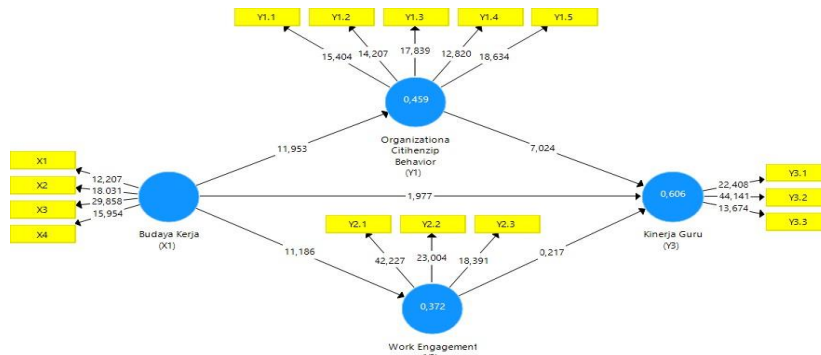
Table 10 above, the results of SmartPLS bootstrapping analysis show a mediating relationship between work culture (X1) → organizational citizenship behavior (Y1) → teacher performance (Y3), where the results of the study of the direct effect of work culture (Y3) X1 on teacher performance (Y3) of 0.220 are smaller than the total effect of 0.627 this indicates that organic citizenship behavior (Y1) is proven to mediate between work culture (X1) and teacher performance (Y3). Organizational Citizenship Behavior variable as a mediator plays a role in increasing the influence of the independent variable on the dependent variable.

As for work culture (X1) → Work Engagement (Y2) → teacher performance (Y3), where the research results of the direct effect of work culture (X1) on teacher performance (Y3) are 0.610 smaller than the total effect of 0.621, this shows that work engagement (Y1) is proven to mediate between work culture (X1) and teacher performance (Y3). The work engagement variable as mediation plays a role in increasing the influence of the independent variable on the dependent variable.

Hypothesis Test

In this hypothesis testing stage, it will be analyzed whether there is a significant influence between the independent variable and the dependent variable (Mislia & Hanafi, 2023). This test uses the help of SmartPLS (Partial Least Square) software. The value obtained comes from the bootstrapping results in the SmartPLS software by looking at the path coefficient which shows the coefficient parameter and the significance value of the t

statistic. The significance of the estimated parameters can provide information about the relationship between the research variables. The limit for rejecting and accepting hypotheses using a probability of 0.05. For the value of testing the research hypothesis can be seen from the model image and table below.



Source: SmartPLS Output Version 3.2.9
Figure 3. Hypothesis Test Using SmartPLS

Table 11. Hypothesis Testing Based on Path Coefficient

Hipotesa	Tanda	Koefisien (Asli Sampel)	t Statistik	nilai P	Status
Positive work culture for organizational behavior Cithenzip	(+)	0,678	11.923	0,000	Proven
Work culture that has a positive effect on work engagement	(+)	0,610	11.186	0,000	Proven
Work culture has a positive effect on teacher performance	(+)	0,220	1.977	0,049	Proven
Organizational citizenship behavior has a positive effect on teacher performance	(+)	0,601	7.024	0,000	Proven
Hypothesis	sign	Parameter Coefficient (Original Sample)	t Statistic	P-value	Status
Work engagement negatively affects teacher performance	(-)	0,019	0,217	0,829	Not proven

Source: SmartPLS Output

Conclusion Hypothesis testing, according to the criteria for acceptance or rejection of the hypothesis, H_a is accepted and H_o is rejected if the significance value of the t-statistic > 1.96 and the P-value < 0.05 at the 5% significance level (α 5%). From the results of hypothesis testing in the table above, it can be seen that the original sample coefficient for testing the effect of Work Culture (X1) on Organizational Behavior (Y1) shows an estimated value of 0.678 and a t-Statistic. value of $11.923 > 1.96$, with a P-value of $0.000 < 0.05$. Thus it can be concluded that the first hypothesis H1 is proven. The second hypothesis examining the effect of Work Culture (X1) on Work Engagement (Y2) shows the original sample estimate value of 0.610, and the t-Statistic value of $11.186 > 1.96$, with a P-value of $0.000 < 0.05$. Thus it can be concluded that the second hypothesis H2 is proven. The third hypothesis testing Work Culture (X1) on Teacher Performance (Y3) shows the original sample estimation value of 0.220, and the t-value of $1.977 > 1.96$, with a P-value of $0.049 < 0.05$. Thus, it can be concluded that the third hypothesis H3 is proven. The fourth hypothesis that examines the effect of Organizational Citizenship Behavior (Y1) on Teacher Performance (Y3) shows the original sample estimation value of 0.601 and the t-statistic value of $7.024 >$

1.96, with a P-value of $0.000 < 0.05$. Thus it can be concluded that the first hypothesis H4 is proven. The fifth hypothesis that examines the effect of Work Engagement (Y2) on Teacher Performance (Y3) shows an estimated value in the original sample of 0.019, and a t-value of $0.217 < 1.96$, with a P-value of $0.829 > 0.05$. Thus, it can be concluded that H5 is not proven.

CONCLUSION

Based on the results of the discussion, it can be concluded that work culture is proven to have a positive influence on Organizational Citizenship Behavior (OCB), work engagement, and teacher performance. SmartPLS analysis shows that OCB work culture has an estimated value of 0.678 and a t-statistic value of 11.923 (p-value 0.000), for work engagement with an estimated value of 0.610 and a t-statistic of 11.186 (p-value 0.000), and teacher performance with an estimated value of 0.220 and a t-statistic of 1.977 (p-value 0.049). In addition, OCB is proven to have a positive influence on teacher performance with an estimated value of 0.601 and a t-statistic of 7.024 (p-value 0.000). However, job attachment is not proven to have a positive influence on teacher performance with an estimated value of 0.019 and a t-statistic of 0.217 (p-value 0.829). This study also revealed that OCB and work engagement mediate the relationship between work culture and teacher performance. Thus, hypotheses H1, H2, H3, and H4 are proven, while hypothesis H5 is not proven.

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