



THE EFFECT OF JOB SATISFACTION, ORGANIZATIONAL COMMITMENT AND WORK MOTIVATION TO ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) TEACHERS IN SMAN 9 TANGERANG

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Abstract: This research aims to examine and analyze the effect of job satisfaction, organizational commitment and work motivation on the organizational citizenship behavior of teachers in SMA Negeri 9 Tangerang. The study approach is a quantitative approach through data collection method using a questionnaire with a sample of 56 respondents with the sampling technique used is census. The method of analysis used is multiple linear regression conducted through SPSS software version 25. The results show that the variables of job satisfaction, organizational commitment and work motivation partly have a positive and significant effect on organizational citizenship behavior. At the same time, all three variables independent of job satisfaction, organizational commitment and job motivation have a positive and significant impact on organizational citizenship behavior. teacher at SMA Negeri 9 Tangerang.

Keywords: *job satisfaction, organizational commitment, job motivation and organizational citizenship behavior.*

INTRODUCTION

Teachers as one of the resources of a school who are teaching staff in schools carry out three main tasks, namely educating, guiding and teaching / training students (Depdiknas: 2002). According to PP 74 of 2008 concerning teachers article 1, what is meant by teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal education, basic education and secondary education. Education provides a very large contribution to the progress of the nation and the development of the character of the nation. Among the many agendas for nation-building, education is one of the important and strategic agendas that requires real attention from all parties, because education is a determining factor for the nation's progress in the future.

Human resource is the most important asset in an organization, because it is the source that controls the organization and maintains and develops the organization in facing the various demands of the times. Therefore, human resources must be considered, maintained and developed. Likewise with educational institutions, must pay attention to, maintain, and

develop human resources. Quality human resources so that the work carried out will produce something desired.

Organizational Citizenship Behavior (OCB) is an individual's contribution that exceeds the demands of a role in the workplace and is rewarded based on individual performance results. Organizations will be successful if employees do not only do their main tasks, but also want to do extra tasks such as cooperating, helping, giving advice, participating actively, providing extra services to customers, and willing to use their work time effectively. Organ in Hermaningsih (2012: 128) argues that citizenship behavior or extra role is implemented in 5 forms of behavior, namely: 1) Altruism, 2) Conscientiousness, 3) Sportmanship, 4) Courtesy, 5) Civic Virtue

Job satisfaction is basically something that is individual. According to Robbins in Ningsih (2014: 42) explains that job satisfaction is a general individual feeling that is associated with work. Positive or negative feelings about work are the result of an internal evaluation process within a person. According to Laster in Aditya (2011: 19), there are nine factors of teacher job satisfaction, namely: 1) Supervision, 2) Colleagues, 3) Working Conditions, 4) Rewards, 5) Responsibility, 6) The work itself, 7) Promotion, 8) Security, 9) Awards.

Organizational commitment is a work attitude. Because it reflects a person's feelings (like it or not) towards the organization where he works, organizational commitment is an individual orientation towards the organization that includes loyalty, identification and involvement. Moorhead and Griffin (2013: 73) say that: "Organization commitment is an attitude that reflects the extent to which an individual knows and is tied to his organization". According to Meyer and Allen in Sari et.al (2014: 10) there are three components in organizational commitment, namely 1) Affective Commitment, 2) Continuance Commitment and 3) Normative Commitment.

Motivation comes from the word motive. Motive can be described as something behind someone acting. According to Hamzah B. Uno (2013: 72), "teacher work motivation is nothing but a process carried out to move teachers so that their behavior can be directed towards real efforts to achieve predetermined goals". Teacher work motivation is something that teachers need to mobilize and direct teachers in doing work in order to achieve predetermined goals. The teacher will move to do work if there is motivation both from within and from outside with components 1) Responsibility in doing work, 2) Achievements, 3) Self-development, 4) Independence in acting.

This study aims to determine the EFFECT OF JOB SATISFACTION, ORGANIZATIONAL COMMITMENT AND WORK MOTIVATION TOWARDS ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB), either separately or collectively.

LITERATURE REVIEW

ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB)

According to Robbins & Judge in Waspo (2012: 4) in his book Organizational Citizenship Behavior (OCB) as an optional behavior that is not part of an employee's formal work obligations, but supports the functioning of the organization effectively. Another opinion regarding the notion of OCB was put forward by Garay in Waspo (2012: 5) explaining that OCB is a voluntary behavior of a worker to want to carry out a task or job outside of his or her responsibility or obligation for the advancement or benefit of his organization. Meanwhile, according to the Organ in waspo (2012: 5) explains that OCB is a form of individual choice and initiative, not related to formal organizational rewards. This

means that the behavior is included in the employee's job requirements or job description so that if it is not displayed there will be no penalty.

Organ in Hermaningsih (2012: 128) argues that citizenship behavior or extra role is implemented in 5 forms of behavior, namely: 1. Altruism (behavior to help others) 2. Conscientiousness (thoroughness and caution), 3. Sportmanship (behavior that is sportsmanship), 4. Courtesy (maintaining good relations), 6. Civil Virtue (citizen wisdom)

JOB SATISFACTION

Job satisfaction is basically something that is individual. Each individual has a different level of satisfaction according to the value system that applies to him. The higher the assessment of the perceived activities according to the wishes of the individual, the higher the satisfaction with these activities. Job satisfaction is an expression of employee satisfaction about how their work can provide benefits to the organization, which means that what is obtained at work fulfills what is considered important (Luthans in Waspodo 2012: 3).

According to Robbins in Ningsih (2014: 42) explains that job satisfaction is a general individual feeling that is associated with work. Positive or negative feelings about work are the result of an internal evaluation process within a person.

ORGANIZATIONAL COMMITMENT

Muthuveloo in Chasanah (2012: 220) Commitment is defined as "an employee level of attachment to some aspect of work". This means that commitment is described as a level of employee / employee engagement in several aspects of work. Work commitment refers neither to the organization nor to one's career, but to employment itself ". That is, work commitment refers not to the organization or to one's career, but to the job itself.

Organizational commitment is a work attitude. Because it reflects a person's feelings (like it or not) towards the organization where he works, organizational commitment is an individual orientation towards the organization that includes loyalty, identification and involvement. So organizational commitment is an active relationship orientation between individuals and their organizations. This relationship orientation results in the individual (employee) willing to give something and something that is given illustrates his support for the achievement of organizational goals. So high organizational commitment is shown by a strong belief and acceptance of the values and goals of the organization. Meanwhile, the behavioral approach (behavior commitment) is related to the process in which the individual is bound to a certain organization.

WORK MOTIVATION

Hamzah B. Uno (2013: 72) states that the indicators of teacher work motivation consist of responsibility in doing work, achievements, self-development and independence in action.

1) Responsibility for doing work

Teachers who have high activation can be seen from their responsibilities in doing work. The teacher will complete the work with maximum results in accordance with the predetermined time limit. The teacher will plan, implement, and evaluate learning according to applicable regulations. Indicators of the value of the character of responsibility at work, namely: (1)

submitting assignments on time; (2) working according to instructions; (3) do picket according to the set schedule.

2) The achievements it has achieved

The teacher's achievements show that the teacher has high work motivation. This achievement can be in the form of an award from the principal, educational institution, or the work created. The indicators are: (1) quality of work; (2) quantity of work; (3) period of time; (4) the effectiveness of teacher self-development costs in carrying out their profession, it is very necessary to carry out teacher self-development in carrying out their profession, it is very necessary to carry out self-development. The participation of teachers in trainings held by educational institutions shows that teachers have enthusiasm so as to create high work motivation. The indicators are (1) active in the activities of professional organizations; (2) conduct scientific publications and (3) find and create innovative works.

3) Independence in action

Someone who has entered the productive age certainly has an independent attitude in acting. This independence is reflected in the attitude of teachers who always carry out their duties and responsibilities even though they are not ordered to. The teacher consciously does the work that is their obligation. The indicators are (1) able to think critically, creatively and innovatively; (2) not easily influenced by the opinions of others; (3) solving problems by thinking deeply; (4) trying to work with full diligence and discipline.

RESEARCH METHODS

This type of research is quantitative research using primary data in the form of surveys. This study uses a survey as a method of data collection. The method of collecting data through surveys has the following characteristics; (1) information is obtained from a group of people; (2) the information obtained from a group of people is a sample, and (3) the information is obtained through asking questions and several questions.

And according to Sugiyono (2010: 132), data collection methods commonly used in a study are interviews, questionnaires and observations. The data collection technique used in this study was by filling out a closed questionnaire. According to Siregar (2010: 132) a questionnaire is a technique of collecting information that allows analysis to study the attitudes, beliefs, behavior and characteristics of some people, especially in organizations who are biased by the proposed system or by existing systems. According to Arikunto (2010: 112), if the research population is less than 100, the samples taken are all. However, if the population is more than 100 people, the sample is taken 10% - 15% or 20% - 25% or more. Based on these opinions, the samples of this study were all 56 teachers of SMAN 9 Tangerang.

RESULTS AND DISCUSSION

Validity test

The validity test uses a 95% confidence level, where $df = n-2$. The value of n in this study is 56, so the value of $df = 54$. That way, the value of r table = 0.268 is obtained

The basis for making decisions on this validity test is as follows:

- a. If $r_{count} \geq 0.268$ then the statement item is valid
- b. If $r_{count} < 0.268$ then the statement item is invalid.

Table 1. Instrument Validity Test Results

Variable/Dimension	r_{count}	r_{table}	Inform
Job Satisfaction (X_1)			
Supervision	0,934	0,268	Valid
Co-workers	0,623	0,268	Valid
Working condition	0,771	0,268	Valid
Rewards	0,878	0,268	Valid
Responsibilities	0,897	0,268	Valid
The job itself	0,775	0,268	Valid
Promotion	0,840	0,268	Valid
Security	0,878	0,268	Valid
Rewards	0,822	0,268	Valid
Organization Commitment (X_2)			
<i>Affective Commitment</i>	0,950	0,268	Valid
<i>Continuance Commitment</i>	0,940	0,268	Valid
<i>Normative Commitment</i>	0,669	0,268	Valid
Work Motivation (X_3)			
Responsibility in doing work	0,967	0,268	Valid
Achievements	0,982	0,268	Valid
Self-development	0,977	0,268	Valid
Independence in action	0,959	0,268	Valid
Organizational Citizenship Behavior (Y)			
<i>Altruism</i>	0,849	0,268	Valid
<i>Conscientiousness</i>	0,734	0,268	Valid
<i>Sportsmanship</i>	0,834	0,268	Valid
<i>Courtesy</i>	0,857	0,268	Valid
<i>Civic Virtue</i>	0,846	0,268	Valid

Normality Test Results

The normality test is carried out to determine whether the data population is normally distributed. The normality test for each variable is carried out by looking at the data distribution points in the P-P Plot graphic image. Data from variables can be said to be normal, if the data distribution is in a straight line, the distribution of plot points.

The basis for making decisions on this normality test is as follows:

- If the significance value of the Kolmogorov-Smirnov test is $\text{Sig} \geq 0.05$, the data is normally distributed
- If the significance value of the Kolmogorov-Smirnov test $\text{Sig} < 0.05$, the data is not normally distributed.

The results of the Normality test can be seen in Table 4:11 below:

Table 2. Normality Test Results

<i>One Sample Kolmogorov Smirnov Test</i>	
Kolmogorov-Smirnov Z	0,064
Asymp. Sig. (2-tailed)	0,200

Based on Table 2. from the results of the One Sample Kolmogorov-Smirnov Test on the residuals the results are normally distributed. This can be seen from the total sample size of 56 people, the Kolmogorov-Smirnov Z value of 0.064 and a significance of $0.200 > 0.05$, so H_0 is rejected and H_a is accepted, meaning that it can be concluded that the data is normally distributed.

Multicollinearity Test

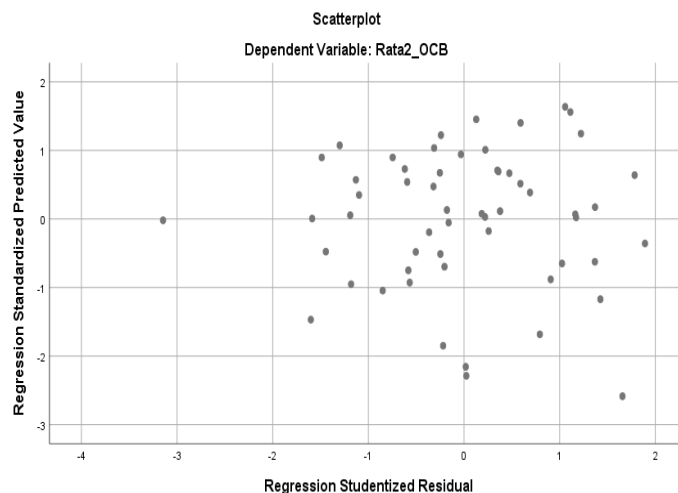
Multicollinearity test is to see the correlation between independent variables. In this test, it can be seen in the Coefficients table of the regression results of the Job Satisfaction variable (X1), the Organizational Commitment variable (X2), the Work Motivation variable (X3) and the Organizational Citizenship Behavior (Y) variable as shown in Table 4.10 below:

Table 3. Multicollinearity Test Results

Variabel	Tolerance	VIF
Job Satisfaction	0,824	1,214
Organization commitment	0,874	1,145
Work motivation	0,939	1,065

Heteroscedasticity Test

Heteroscedasticity test is to determine the presence or absence of heteroscedasticity, one of which is by using a plot graph between the bound and residual values. Heteroscedasticity to show the variance (Y-Y) between Y values is not constant or the same from one observation to another.



Multiple Linear Regression Analysis Test

Based on Table 3., it can be seen that the regression equation is:

$$Y^{\wedge} = a + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Information :

Constant value of Organization Citizenship Behavior (a) = 1.454

Job Satisfaction Constant Value (b1) = 0.265

Organizational Commitment Constant Value (b2) = 0.218

Constant Value of Work Motivation (b3) = 0.137

So the regression equation is as follows:

$$KO = 1.454 + 0.265KK + 0.218KO + 0.137MK + e$$

Table 4. Results of Testing the Effect of Job Satisfaction, Organizational Commitment and Work Motivation on Teacher Organizational Citizenship Behavior in SMA Negeri 9 Tangerang

Variable	Regression Coefficient	t count	Sig.
F _{count}		9,616	0,000 ^b
R ²	0,357		
Constant	1,454	2,979	0,004
Job Satisfaction	0,265	2,465	0,017
Organization Commitment	0,218	2,514	0,015
Work Motivation	0,137	2,217	0,031

Partial Test (t test)

The t test in multiple linear regression is intended to test whether the parameters (regression coefficients and constants) which are assumed to estimate the equation / multiple linear regression model are the correct parameters or not. The precise point here is that these parameters are able to explain the behavior of the independent variables in influencing the dependent variable.

Based on Table 4. above, it can be seen from the variable job satisfaction, the value of t count 2.465 > t table 2.005 and a significance level of 0.017 < 0.05 or H₀ is rejected and H_a is accepted, it can be stated partially that the job satisfaction variable has a significant effect on the organization citizenship behavior of teachers in SMA Negeri 9 Tangerang

Based on Table 2. above, it can be seen from the variable organizational commitment, the value of $t_{count} 2.514 > t_{table} 2.005$ and a significance level of $0.015 < 0.05$ or H_0 is rejected and H_a is accepted, it can be stated partially that organizational commitment variables have a significant effect on organizational citizenship behavior of teachers in high school Negeri 9 Tangerang.

Based on Table 3 above, it can be seen from the work motivation variable, the value of $t_{count} 2.217 > t_{table} 2.005$ and a significance level of $0.031 < 0.05$ or H_0 is rejected and H_a is accepted, it can be stated partially work motivation variable has a significant effect on organizational citizenship behavior of teachers in high school Negeri 9 Tangerang.

Simultaneous Test (Test F)

Model reliability test or model feasibility test is the initial stage of identifying regression models that are estimated to be feasible or not feasible (reliable), which means that the estimated model is suitable for use to explain the effect of independent variables on the dependent variable. To determine whether or not the influence of the independent variables is feasible (Job Satisfaction, Organizational Commitment and Work Motivation collectively on a dependent variable (Organizational Citizenship Behavior), then the F test is used.

Based on Table 3. above in column F, it is obtained that the F_{count} value is 9.616, in the Sig column is a probability or significant value of 0.000 or a significance of 0%. The value of F_{table} for the significance level (α) = 5% two tailed with a sample of 56 obtained by the df of the numerator using $k-1$ or the number of variables minus 1, namely the df of the numerator $4-1 = 3$, and the df of the denominator using nk or the number of samples minus the number of variables, namely df denominator $56-4 = 52$, then the obtained F_{table} is 2.78. The assessment is based on the F test: if $F_{count} > F_{table}$ then H_0 is rejected which means significant, from the calculation of the results of the analysis above is $9.616 > 2.78$ then H_0 is rejected which means significant. Based on the probability: if < 0.05 then H_0 is rejected, the analysis results obtained a value of $0.000 < 0.05$ means that H_0 is rejected and H_a is accepted. Thus it can be concluded that Job Satisfaction, Organizational Commitment and Work Motivation simultaneously have a significant effect on the Organizational Citizenship Behavior of Teachers in SMA Negeri 9 Tangerang.

Coefficient of Determination

The coefficient of determination explains the variation in the influence of the independent variables on the dependent variable. Or it can also be said as the proportion of the influence of all independent variables on the dependent variable. If the independent variable is more than one, the coefficient of determination can be measured by the value of R Square.

From Table 3. the results of the coefficient of determination R Square (R^2) are 0.357 or 35.7%. This shows that the percentage of the contribution of the influence of the independent variables (Job Satisfaction, Organizational Commitment and Work Motivation) on the dependent variable of Organizational Citizenship Behavior (Y) is 35.7%, while the remaining 64.3% is influenced by other variables not included in this study.

Inter-Dimensional Correlation Analysis

Dimensional analysis is used to determine the strength of the relationship between the dimensions of the independent variable and the dependent variable, for that we need a dimensional correlation matrix between variables which can be seen in Table 5.

Table 5. Dimensional Correlation Matrix Between Research Variables

Variable	Dimension	<i>Organization Citizenship Behavior (Y)</i>				
		<i>Altruism</i>	<i>Conscientiousness</i>	<i>Sportsmanship</i>	<i>Courtesy</i>	<i>Civic Virtue</i>
Job Satisfaction (X1)	Supervision	0,333	0,367	0,494	0,505	0,453
	Co-worker	0,110	0,267	0,359	0,439	0,207
	Working conditions	0,472	0,484	0,678	0,642	0,578
	Rewards	0,193	0,245	0,304	0,278	0,164
	Responsibilities	0,142	0,212	0,289	0,222	0,197
	The job itself	0,089	0,277	0,210	0,203	0,157
	Promotion	0,187	0,436	0,273	0,273	0,190
	Security	0,178	0,294	0,276	0,283	0,184
	Rewards	0,254	0,258	0,372	0,268	0,347
Organization Commitment (X2)	<i>Affective Commitment</i>	0,297	0,158	0,317	0,294	0,254
	<i>Continuance Commitment</i>	0,263	0,109	0,336	0,269	0,286
	<i>Normative Commitment</i>	0,513	0,441	0,356	0,523	0,365
	Responsibility in doing work	0,304	0,320	0,238	0,233	0,102
Work Motivation (X3)	Achievements	0,325	0,304	0,290	0,254	0,208
	Self-development	0,330	0,285	0,300	0,242	0,162
	Independence in action	0,323	0,361	0,313	0,261	0,214

The results of the correlation analysis made in table 5. are as follows:

Correlation of Job Satisfaction with Organizational Citizenship Behavior

In the table, it is explained that the results of the strongest dimensional correlation test with the level of the strong relationship are shown by the working conditions dimension with the sportmanship dimension of 0.678 and the correlation of the working conditions dimension with the courtesy dimension of 0.642. The weakest dimension with a very weak level of relationship is shown by the work dimension itself with the altruism dimension of 0.089 and the correlation of the co-worker dimensions with the altruism dimension of 0.110.

Correlation of Organizational Commitment to Organizational Citizenship Behavior

The results of the correlation between dimensions in the variable organizational commitment to Organizational Citizenship Behavior are the strongest dimensional correlation with the level of moderate relationship shown by the normative commitment dimension with the courtesy dimension of 0.523 and the correlation of the normative commitment dimension with the altruism dimension of 0.513. The weakest dimension with a very weak level of relationship is shown by the continuance commitment dimension with the conscientiousness

dimension of 0.109 and the correlation of the affective commitment dimension with the conscientiousness dimension of 0.158.

Correlation of Work Motivation on Organizational Citizenship Behavior

The result of the correlation between dimensions in the work motivation variable towards Organizational Citizenship Behavior is the strongest correlation with the level of weak relationship shown by the dimension of independence in acting with the dimension of conscientiousness of 0.361 and the correlation of the dimensions of self-development with the altruism dimension of 0.330. The weakest dimension with a very weak level of relationship is shown by the responsibility dimension in doing work with the civic virtue dimension of 0.102 and the correlation of the self-development dimension with the civic virtue dimension of 0.162.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the analysis and discussion described in the previous chapter, the following conclusions can be drawn :

Job satisfaction

organizational commitment and work motivation simultaneously have a significant effect on the organizational citizenship behavior of teachers at SMA Negeri 9 Tangerang. The coefficient value of positive correlation with interpretation of the level of the relationship is strong. The contribution of the variable job satisfaction, organizational commitment and work motivation to organizational citizenship behavior of 35.7%, the remaining is influenced by other variables. Thus, if job satisfaction, organizational commitment and work motivation are getting better, it will be able to increase teacher organizational citizenship behavior to be better too.

Teacher job satisfaction

has a significant and positive effect on organizational citizenship behavior of teachers at SMA Negeri 9 Tangerang. The correlation value or positive relationship level is strong. The amount of influence of job satisfaction on organizational citizenship behavior is 26.5%. This shows that the better the job satisfaction of the teachers, the better the organizational citizenship behavior of teachers. The influence is shown by the dimensions of working conditions with the sportsmanship dimension.

Teacher organizational

commitment has a significant and positive effect on organizational citizenship behavior of teachers at SMA Negeri 9 Tangerang. Moderate correlation value or positive relationship. The magnitude of the influence of organizational commitment on organizational citizenship behavior is 21.8%. This shows that the better the commitment of the teacher's organization, the better the teacher's organizational membership behavior will be. The influence is shown by the normative commitment dimension with the courtesy dimension.

Work motivation

has a significant and positive effect on organizational citizenship behavior at SMA Negeri 9 Tangerang. The correlation value or positive relationship is weak. The amount of influence of work motivation on organization citizenship behavior is 13.7%. This shows that the better the work motivation, the better the organizational citizenship behavior of teachers. The influence is shown by the dimension of independence in acting with the dimension of conscientiousness.

Based on the results of the research and discussion as well as the conclusions previously described, the authors put forward some suggestions as follows:

- To increase the organization citizenship behavior of teachers in schools, the principal needs to pay attention to working conditions by instructing teachers to pay more attention to the cleanliness and beauty of the school environment, office space, teacher's room, classrooms, libraries, yards, gardens and neat school gardens. and beautiful, impressed fun and art so that teachers can feel comfortable in carrying out the learning process at school.
- To increase the commitment of the teacher's organization, the school can make written rules between the teacher and the school, clarify and communicate the vision, mission and goals of the school and build a sense of community based on the value of school goals.
- It is expected that the school can make improvements to the responsibility of teachers in doing their work by providing job responsibilities according to the competence and expertise of the teacher and also the need for supervision of the results of the work and if the work is not satisfactory, the school can provide verbal and written warning to the teacher.
- It is hoped that the school can make improvements to teacher self-development activities by further intensifying teachers in participating in scientific meeting activities or joint activities aimed at achieving predetermined professional competency standards such as workshops, training and other collective activities in accordance with their duties and obligations. teacher.

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