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OPTIMIZING ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) OF VOCATIONAL HIGH SCHOOL TEACHERS THROUGH STRENGTHENING KNOWLEDGE MANAGEMENT, ADVERSITY INTELLIGENCE, SELF-EFFICACY, ORGANIZATIONAL CULTURE AND WORK MOTIVATION

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ABSTRACT

Teachers who successfully carry out their main duties as stated in their job descriptions coupled with the awareness of doing something extra are the key to organizational success. Extra activities that are not directly related to the formal reward system in place are called OCB (Organizational Citizenship Behavior). Based on preliminary research, it is known that permanent foundation teachers (GTY) of PGRI Vocational High Schools (SMK) in Bogor Regency have relatively low OCB. Therefore, research is needed to obtain information on variables related to increasing OCB. This research aims to make efforts to increase vocational school teachers' OCB by researching the influence of knowledge management variables, self-efficacy adversity intelligence, organizational culture, and work motivation. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to obtain optimal solutions in efforts to increase the OCB of vocational school teachers.

KEYWORDS: Organizational Citizenship Behavior (OCB), Knowledge Management, Adversity Intelligence, Self-Efficacy, Organizational Culture, Work Motivation, SITOREM Analysis.

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1. INTRODUCTION

Good Organizational Citizenship Behavior (OCB) is the behavior of a teacher who can carry out the main tasks as stated in the job description coupled with the awareness of doing something that he believes can accelerate the achievement of organizational goals which is demonstrated through behaviors such as; helping co-workers, being involved in the structure of school organizations and

professional organizations, being tolerant of situations and always being careful in your behavior so as not to cause problems.

Based on a preliminary survey conducted by distributing questionnaires to 30 teachers at 6 (six) PGRI Vocational High Schools (SMK) in Bogor Regency, data was obtained that there were 41.7% of teachers who were not optimal in helping colleagues (altruism), there were 36.7% of teachers who are not optimal in their attitude of preventing problems (courtesy), there are 35% of teachers who are not optimal in their attitude of exceeding minimum requirements (conscientiousness), there are 40% of teachers who are not optimal in their attitude of tolerance towards less than ideal conditions (sportsmanship), there are 35% of teachers not yet optimal in contributing to the progress of the organization or (civic virtue).

The survey results above show that the Organizational Citizenship Behavior (OCB) of vocational school teachers still needs to be improved and considering that teacher OCB is an important element related to achieving educational goals, this OCB is interesting to research.

The research aims to produce strategies and methods for improving the Organizational Citizenship Behavior (OCB) of vocational school teachers, namely by strengthening independent variables that have a positive influence on teacher OCB. These variables are knowledge management, adversity intelligence, self-efficacy, organizational culture, and work motivation. The optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school organizing institutions, and education offices.

LITERATURE REVIEW

1. Organizational Citizenship Behavior (OCB)

Luthans (2011), Organizational Citizenship Behavior (OCB) is certain personality characteristics (traits) possessed by individuals, including cooperative traits, being happy to help, paying attention (caring) to other people, and seriousness in work. The indicators shown are 1) Altruism, an example of the behavior shown is helping a colleague who is unable to work, 2) Conscientiousness, an example of the behavior shown is working hard and completing work until late at night, 3) Civic Virtue, an example of the behavior shown is carrying out activities -voluntary community activities to improve the image of the organization, 4) Sportsmanship, an example of behavior shown is feeling guilty and responsible for the failure of the team, 5) Courtesy, an example of behavior shown is understanding and feeling (empathy) for the difficulties faced by the organization or environment it works.

Mahambe and Engelbrecht (2014). Organizational Citizenship Behavior (OCB) is a behavior displayed by employees that is discretionary, not directly or explicitly recognized by formal reward systems, and that, overall, promotes the effective functioning of an organization (school). Factors associated with Organizational Citizenship Behavior (OCB) are internal motives that arise due to the individual's intrinsic needs for achievement, competence, belonging, or affiliation. Related indicators are 1) altruism shows helpful behavior for certain individuals, 2) conscientiousness shows employee acceptance and compliance with organizational rules, regulations, and procedures, and 3) sportsmanship refers to the employee's ability to tolerate less than ideal circumstances

without complaining and making problems seem worse. large, 4) courtesy refers to actions aimed at preventing problems in the future 5) civic virtue shows employees' active interest in organizational life.

Elkins (2015) states that Organizational Citizenship Behavior (OCB) has antecedents and consequences, so in defining it contains four main themes: 1) the behavior is something other than routine work functions; 2) behavior increases organizational effectiveness, both directly and indirectly; 3) the behavior is voluntary, or not required by the job description or role; and 4) behavior is variable, in the sense that some people engage in the behavior more often than others. Next, describe the 10 Organizational Citizenship Behavior (OCB) behaviors as follows: 1) Compliance, namely meeting performance expectations beyond the minimum requirements. 2) Courtesy, namely facilitating the workflow of other employees by making them aware of your work and solving problems rather than leaving it to others. 3) Cheerleading, namely contributing to creating a positive environment by celebrating the achievements of colleagues. 4) Civic Virtue, namely participating in the political culture of the organization. 5) Helping, namely helping other people in the organization with tasks or problems related to their work. 6) Loyalty, namely boosterism on behalf of the organization. 7) Peacemaking, namely considering work-related conflicts in the workplace. 8) Protecting Organization/Protecting the organization, namely correcting conditions that could cause damage to the organization's reputation or resources. 9) Self-development, namely employee efforts to increase their value to the organization by pursuing additional training for professional development. 10) Sportsmanship, namely the absence of negative behavior such as complaining and whining and the employee's ability to 'roll with the punches'.

Demir (2015) defines Organizational Citizenship Behavior (OCB) as discretionary individual behavior, not directly or explicitly recognized by formal reward systems, and that enhances the effective functioning of the organization. This definition emphasizes three main behaviors as an organizational citizen. First, behavior must be voluntary; that is, there are no defined roles or parts of formal duties. Second, the behavior benefits the organization from the organization's perspective. The important point here is that organizational citizenship behavior not only occurs irregularly within an organization, but the behavior is directed, or seen to benefit the organization. Third, organizational citizenship behavior has a multidimensional nature. Several researchers have stated that Organizational Citizenship Behavior (OCB) is likely to result in higher levels of organizational performance and task effectiveness. The dimensions of Organizational Citizenship Behavior (OCB) in general are 1) helping behavior, 2) sportsmanship, 3) organizational loyalty, 4) organizational compliance, 5) individual initiative, 6) civic virtue, and, 7) self-development.

Based on the theoretical explanation from several expert opinions above, it can be synthesized that Organizational Citizenship Behavior (OCB) is independent individual behavior that does not directly and explicitly receive rewards from the formal reward system, and which overall encourages the effectiveness of organizational functions by indicators, namely 1) Altruism, namely voluntary behavior that helps colleagues with work problems, 2) Courtesy, namely behavior that maintains good relationships with colleagues to prevent disputes between colleagues in the organization in the future, 3) Conscientiousness, namely behavior that has high dedication to work

and the desire to exceed achievement standards in every aspect, 4) Civic Virtue, namely behavior that shows responsibility to be involved, participate, participate and care in various activities organized by the organization, 5) Sportsmanship, namely behavior that is willing to accept all organizational policies even if less than ideal without complaining.

2. Knowledge Management

Michael J. (2012) that knowledge Management is the activity of an organization (organization members) in collecting, organizing, storing, transferring, and using knowledge and experience inside and outside the organization. Dimensions include: 1) Collecting: gathering knowledge; 2) Storing: documentation and storage of knowledge; 3) Transfer among members: exchange and transfer of knowledge between members of the organization; 4) Application: application of knowledge in work; and 5) Distribution / Dissemination: distribution of knowledge that has been successfully applied.

Jennex. (2008), Knowledge Management is the acquisition of the right knowledge for the right people at the right time. The dimensions are as follows: 1) Knowledge acquisition: acquisition of knowledge from knowledge sources; 2) Knowledge Storing: storage and documentation of knowledge files; 3) Knowledge evaluating: evaluating the usefulness and relevance of knowledge; 4) Knowledge dissemination: dissemination of information about the successful application of knowledge; and 5) Knowledge application: practical instructions on how to apply knowledge.

Aulawi, et. al (2009) that knowledge management is a management function that can create knowledge, manage the flow of knowledge, and ensure that knowledge is used effectively and efficiently for the long-term interests of the organization. Dimensions include: 1) Collecting and reusing structured knowledge; 2) Collect and sharing lessons learned from practices; 3) Creating and sharing lessons learned from practices; 4) Creating a structure and mapping the knowledge needed to improve performance; 5) Measuring and managing the economic value of knowledge; and 6) Compile and disseminate knowledge from external sources.

Leung, Chan, et. al (2013), Knowledge Management is a way for companies to identify, create, represent, distribute, and enable the adaptation of insight and experience. This insight and experience consists of knowledge, both possessed by individuals and knowledge inherent in processes or standard procedures. The dimensions are as follows: 1) Knowledge Identification; 2) Reflection of Knowledge; 3) Knowledge Sharing; and 4) Use of Knowledge.

E. Kusumadmo. (2013), Knowledge Management is the process of applying a systematic approach to capturing, structuring, managing, and disseminating knowledge throughout an organization so that it can be used to work faster, reuse 'best practices', and reduce expensive costs from project to project. Has been done. The dimensions of knowledge management are as follows: 1) Creating Knowledge: knowledge is created when humans determine new ways to do something or create know-how. Sometimes external knowledge is brought into the organization/institution; 2) Capturing knowledge: new knowledge is identified as valuable and represented in a way that makes sense; 3) Capturing knowledge: new knowledge must be placed in context so that it can be acted upon. This shows the inner human (tacit qualities) that must be captured along with explicit facts; 4) Storing

knowledge: useful knowledge must be stored in a good format in a knowledge repository so that other people in the organization can access it; 5) Processing knowledge: like a library, knowledge must be kept up to date. It should be reviewed to explain whether it is relevant or accurate, and 6) Disseminate knowledge: knowledge must be available in a format that is useful for all.

Based on the theoretical explanation from several expert opinions above, it can be synthesized that Knowledge Management is an individual's activity in accessing, collecting, storing, processing, utilizing, and developing personal knowledge to support the progress of himself and the organization. Indicators: 1) Acquisition of knowledge, 2) Collection of knowledge, 3) Storage of knowledge, 4) Processing of knowledge into new knowledge, 5) Utilization/application of knowledge, and 6) Sharing and distribution of knowledge

3. Adversity Intelligence

Adversarial intelligence is the ability to turn obstacles into opportunities for success in achieving goals. The indicator of adversity intelligence is called CO2RE, namely: 1) Control, how much control is felt over the difficulties or failures experienced, 2) Origin and Ownership, related to views on the origin of difficulties and recognition of the consequences of the difficulties experienced, 3) Reach, related to the extent to which difficulties are considered to reach life as a whole, and 4) Endurance, views on how long difficulties and the causes of those difficulties will last (Stoltz, 2005).

Pangma, Tayraukham, & Nuangchalerm, (2009). The indicators of adversity intelligence are as follows: 1) Identifying problems, and how to respond or not respond to these problems, 2) Searching for and developing ego identity or self-control in problem situations, 3) Adapting and adapting to the surrounding environment, 4) Individual strengths in facing problems (physical and mental), and 5) Adjustment to stressful situations.

Adversarial intelligence is the desire to succeed in achieving a goal, self-resilience to get back up, and the nature of not giving up easily in achieving a goal (Green, 2006). Indicators of adversity intelligence are as follows: 1) Desire to succeed, 2) Self-resilience, 3) Not giving up easily, and 4) Ability to rise.

Adversity Intelligence is how well a person faces difficulties and his ability to overcome them (Shivaranjani, 2014). The indicators of adversity intelligence are as follows: 1) Control, the extent to which someone feels they can influence whatever happens, 2) Ownership, improving the situation regardless of formal responsibility, 3) Reach, view of the extent of difficulties in other aspects of life, and 4) Endurance, how far you see difficulties will survive. Suseno (2012), describes adversity intelligence as a person's ability to turn obstacles and obstacles into challenges to achieve success. Adversity intelligence indicators are as follows: 1) Control, perceived control over difficulties, 2) Origin and Ownership, views on the origins of difficulties and recognition of the consequences of difficulties, 3) Reach, the ability to limit the consequences of difficulties, and 4) Endurance, views to how long the trouble will last.

Roosseno (2008), Adversarial intelligence is the resilience of how well a person survives the trials they experience and how well their ability to overcome these problems. Indicators of adversity intelligence are as follows: 1) Ability to withstand trials, and 2) Ability to overcome problems. Santos (2012), describes the Adversity Quotient as the ability to withstand difficulties. Adversity intelligence indicators are as follows: 1) Control, the level of perceived control over bad events, 2) Origin and Ownership, who or what is the origin of the difficulty and to what extent it causes the difficulty, 3) Reach, the perception of how far the adversity event influences life, and 4) Endurance, perception of time and the consequences that difficulties will endure.

Based on the theoretical explanation from several expert opinions above, it can be synthesized that adversity intelligence is the level of individual persistence in responding to various difficulties and obstacles in carrying out tasks. Adversity Intelligence indicators are as follows: 1) Control over difficulties (Control), 2) Views on the origins of difficulties (Origin), 3) Recognition of the consequences of difficulties (Ownership), 4) Reach of difficulties (Reach), and 5) Resilience against difficulties (Endurance)

4. Self-Efficacy

Self-efficacy is a person's belief about his or her chances of completing a particular task. Kinicki and Fugate (2016) state there are four sources of self-efficacy. First, prior experience, second, behavior model, third, persuasion from others, and fourth, assessment of physical/emotional state.

Robbins and Judge (2015) describe self-efficacy as an individual's belief that he or she can perform a task. Furthermore, Robbins and Judge (2015) explained that the most important source for increasing self-confidence is an experience that is relevant to the task or job. The second source is vicarious modeling - becoming more confident as you see others perform the task. Vicarious modeling is most effective when you see yourself as similar to the person you are observing. The third source is verbal persuasion: we become more confident when someone convinces us that we have the skills necessary to succeed.

Schermerhorn (2013) Self-efficacy is a person's belief that he or she is capable of performing a task. Self-efficacy uses terms such as self-confidence, competence, and ability. Referring to Schermerhorn (2013) stated that there are four ways to increase self-efficacy. The first is active mastery when a person gains self-confidence through positive experiences. The greater the initial success and the more experience one has with a task, the more confident a person will be in performing it. The second is representative modeling, learning by observing others. When other people are good at completing a task and we can observe how they do it, we gain confidence in being able to do it ourselves. Third is verbal persuasion - when someone tells us that we can or encourages us to do the task. Hearing others praise our efforts and link those efforts to successful performance is often very motivating. Fourth is emotional arousal – when we are highly stimulated or energized to perform well in a situation. A good analogy for passion is how athletes become "excited" and highly motivated to perform in major competitions. Schermerhorn (2013) clearly describes how to increase self-efficacy.

Gibson, et.al. (2011). Suggests that self-efficacy is a person's belief that they can work adequately in a situation. Self-confidence has three dimensions: magnitude, strength, and generality. The behavior of a person with high self-efficacy is positive, success-driven, and goal-oriented. When they need help, they look for real help and not reassurance or emotional support. On the other hand, people with low self-efficacy see problems and worries and think in terms of failure or not being able to do high-quality work.

Colquitt et al., (2014). suggests that self-efficacy is defined as the belief that a person has the abilities needed to carry out the behavior required for task success. Luthans (2009) explains that self-efficacy refers to an individual's beliefs about his or her ability to mobilize the motivation, cognitive resources, and actions necessary to successfully carry out a particular task in a particular context.

Based on the explanation of the theories above, it can be synthesized that self-efficacy is a person's belief regarding his ability to do and complete tasks in certain situations as well as possible. The indicators are as follows: 1) Self-confidence, which is related to the follower's belief in being able to solve the difficult tasks assigned, 2) Perseverance, which is related to the individual's mastery of the field or task being carried out, 3) Self-confidence, which is related to the level of a person's strength or stability in their beliefs, 4) Perseverance in facing challenges, namely resilience, and enthusiasm for achieving goals even though they have to face many obstacles, 5) Experience of success, which is related to perceived success, both the success of colleagues and the success of the organization, 6) Communication with colleagues work, which is related to the perceived attitude or communication style of co-workers, and 7) Commitment to goals, namely the belief that a person can consistently do what he does and expects

5. Organizational Culture

Robbins & and Judge, T (2018), define organizational culture as referring to the system adopted by its members that differentiates it from other organizations. The indicators are 1) Innovation and risk-taking. The degree to which workers are encouraged to be innovative and take risks; 2) Pay attention to details. Level workers are expected to demonstrate precision, analysis, and attention to detail; 3) Results orientation. The management level focuses on acquisition or results and not on the techniques and processes used to achieve them; 4) Orientation to the individual. The level of decision-making by management taking into account the effect of the results on people within the organization; 5) Team orientation. The degree to which work activities are organized in teams rather than individuals; 6) Aggressiveness. The degree to which people will become aggressive and competitive instead of relaxed; 7) Stability. The level of organizational activity emphasizes maintaining the status quo in contrast to growth.

According to Schein (2017), organizational culture is defined as the accumulation of shared learning from an organization in solving problems originating from external adaptation and internal integration; which has been validated and then taught to new members as the correct way to understand, think, feel and behave about the problem. The dimensions are: 1) artifacts: visible and felt structures and processes, observed behavior, difficult to describe; 2) adhered beliefs and values: ideals, goals, values, aspirations, ideologies, rationalizations, may or may not correspond to other

behaviors and artifacts; 3) basic underlying assumptions: unconscious and taken-for-granted beliefs and values that determine behavior, perceptions, thoughts, and feelings.

Balaji, M. S., Jiang, Y., Singh, G., & Jha, S. (2020), explained that organizational culture is a pervasive social system in an organization that guides the choice of strategic outcomes and ways to achieve them. The indicators of organizational culture are 1) values and 2) assumptions in the organization that influence how members interact with each other, as well as with the environment. Culture, which is effective in an organization, can communicate its values and standards to its members.

Bauer, T. and Erdogan, B., (2012), Organizational Culture refers to a system that shares assumptions, values, and beliefs that show employees which actions are necessary or unnecessary. The indicators of organizational culture are as follows: 1) Assumptions: something that is taken for granted as it is, and records reflect beliefs about the true nature of humans and their reality, 2) Values: values are a division of principles, standards, and goals, 3) Artifacts: aspects of organizational culture that can be seen physically.

According to Joseph, & Kibera, F. (2019). Organizational culture can be concluded as a network of basic assumptions, values, and artifacts that explain the identity of an organization. Indicators of organizational culture are as follows: (a) assumptions, cannot be observed directly, they are a cerebral level of culture and are inferred from organizational values and artifacts. Assumptions are mental models used by managers and employees to understand the environment. (b) Values are socially constructed principles that guide behavior and are reflected through spoken and heard goals, philosophies, and strategies, and (c) Artifacts are the visual and tangible layer of culture and consist of signage, branding, and the physical setting of an establishment.

Down, Machmed Tun. (2018), defines organizational culture as the values possessed by an organization that show daily characteristics, attitudes, and behavior whether consciously or unconsciously, shown by all members of the organization, and become an identity that differentiates it from other organizations. The factors are as follows: (a) Values, these values have become habits within the organization and have persisted for many years as written and unwritten values as guidelines for members of the organization; (b) Attitude, the same attitude shown by all members of the organization in facing various conditions within the organization; (c) Behavior, actions carried out by all members of the organization in various existing conditions; (d) Identity, permanent and comprehensive characteristics possessed by an organization; (e) Differentiators, values, attitudes, behavior and identity possessed by an organization that differentiates it from other organizations, whether they have activities in the same or different fields.

Buchanan, D. A., & Huczynski, A. A. (2019), said that organizational culture is the values, beliefs, and norms adopted that influence the way employees think, feel, and act toward other people inside and outside the organization. The dimensions are as follows: (a) Shared: being in the group's shared behavior, values, and assumptions and experienced through their norms and expectations which constitute their unwritten rules; (b) Pervasive: penetrates the organization and is manifested in surface manifestations such as collective behavior, physical environment, group rituals, physical

symbols, stories, and legends; (c) Enduring: directing employees' thoughts and actions over time. Culture becomes self-reinforcing as individuals are attracted to characteristics similar to their own, and companies select applicants who will 'fit'. Culture becomes self-reinforcing and resistant to change; (d) Implicit: despite its subconscious nature, individuals are programmed to recognize and respond to culture instinctively because it acts like a silent language.

From the various theories above, it can be synthesized that organizational culture is a set of values and norms that are formed and implemented by an organization that must be adhered to by employees and leaders in the organization to shape the character of employees in their daily attitudes and behavior in carrying out their respective duties and functions. to achieve organizational goals. The indicators of organizational culture are as follows: 1) innovation in work, 2) orientation towards work results, 3) team oriented, 4) empowerment of human resources in the organization, 5) consistent with established rules, and 6) adaptation to there is change.

6. Work Motivation

Work motivation is a psychological force that determines the direction of a person's behavior in an organization, the level of a person's effort, and the level of a person's persistence. Elements of work motivation: 1) Direction of Behavior, meaning what behavior a person chooses to carry out in an organization, 2) Level of Effort or level of effort, meaning how hard a person works to carry out the chosen behavior, and 3) Level of Persistence or the level of tenacity, means when faced with obstacles, barriers, how hard a person continues to try to carry out the chosen behavior successfully. (J. George & Jones, 2012).

Schermerhorn (2013) that motivation describes the strength within an individual that takes into account the level, direction, and persistence of efforts made at work. Simply put, highly motivated people work hard at work while unmotivated people do not. One of the most important managerial responsibilities is to create conditions in which others are consistently inspired to work hard. The dimensions of work motivation are as follows: 1) Motivator Factors, are internal factors related to job satisfaction and encourage work motivation, including: a) Achievement, b) Recognition, c) Work itself, d) Responsibility, e) Progress, and f) Growth. 2) Hygiene Factors are external factors related to job dissatisfaction that can reduce work motivation, such as a) Working conditions, b) Interpersonal relationships, c) Organizational policies and administration, and d) Compensation.

Greenberg & Baron (2008), defines work motivation as a process that encourages, directs, and maintains human behavior towards achieving a goal. Work motivation will give rise to stimulation, an urge within oneself to do something as optimally as possible, and be directed as it should be in achieving goals. Motivational factors are: 1) Stimulation, which is something that can influence someone to carry out an activity, 2) Maintenance, which is an activity in maintaining and caring for something well, 3) awakening element, which is reviving something within oneself in carrying out activities/work, and 4) Directing, is providing definite direction in achieving the desired goals.

Kreitner & Kinicki (2003), describe work motivation as also a psychological process that generates and directs behavior towards achieving goals or goal-directed behavior. The more a person's needs are fulfilled, the higher the response and encouragement of a person in directing their performance

and ability to work to achieve the desired goals. Motivational factors are 1) Needs, which are things that a person needs in living life that encourage a person to carry out activities/work. 2) Job Design, is the design of activities that have been determined to accommodate all aspects of achieving the desired goals, 3) Satisfaction, is the conformity between expectations and the results obtained by someone, and 4) Justice (Equity), There is an opportunity to get results that are following what is done.

Wexley & Yukl (2005), describe work motivation as something that creates enthusiasm or encouragement for work. Motivation is a form of a person's desire to do something, this motivation comes from within the self, as well as from outside the self. Motivational factors include: 1) work motivation depends on the work factor itself (the work itself), 2) achievement is an assessment resulting after carrying out an activity or job, 3) opportunities for progress (advancement), are the existence of opportunities or opportunities that can be used to demonstrate and improve one's quality, and 4) recognition from others (recognition), which is a statement or assessment from other people regarding the results of activities that have been carried out.

Gomes (2001). defining work motivation is that motivation is related to the level of effort made by a person in working on a certain goal. The higher a person's needs, the higher the motivation to work. The dimensions of work motivation are as follows: 1) Individual factors such as a) Needs, which are things that a person needs in living life that encourage a person to carry out activities/work, b) Goals, which are the targets to be achieved in doing activities/work, c) Attitude, is self-assessment and action carried out in an activity, and d) Ability, is the potential within oneself to master a skill to carry out an activity or job. 2) Organizational factors such as a) Salary (pay), which is the result of compensation a person gets after doing work, b) Job security is the feeling of security and protection one has in doing a job, c) Co-workers the interaction that occurs between workers in carrying out work, and d) Supervision is the activity of coaching work that has been carried out to improve quality.

Robbins & Judge (2013), define work motivation as a process that takes into account the intensity, direction, and persistence of an individual's efforts to achieve goals. Three key elements of motivation: 1) Intensity, describes how hard a person tries, 2) Direction, an effort that is channeled consistently in a direction that is profitable or in line with organizational goals, and 3) Persistence, how long a person can maintain the effort. Colquitt, LePine, & Wesson (2015) that motivation is defined as a set of energetic forces that originate both within and outside the employee, initiate work-related efforts and determine their direction, intensity, and persistence. Motivational factors: 1) Direction of Effort, related to determining what employees are doing at a certain time, 2) Intensity of Effort, related to how hard a person works, and 3) Persistence of Effort related to how much persistence they have in working.

From the various theories above, it can be synthesized that work motivation is the drive, desire, and movement power that grows within a person, both from within and outside him, to carry out work with high enthusiasm using all the abilities and skills he has with the aim of maximum achievement. The dimensions and indicators are as follows motivation namely: 1) desire to achieve achievement, 2) desire to get recognition (confession), 3) desire to be responsible (responsibility), 4)

desire to get progress b. external motivation, namely: 5) the desire to get working conditions, and 6) the desire to get organizational procedures.

RESEARCH METHODS

This research aims to find ways to increase teacher OCB through research on the strength of influence between OCB as the dependent variable and knowledge management, self-efficacy adversity intelligence, organizational culture, and work motivation as independent variables. The research method used is a survey method with a path analysis test approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for increasing teacher OCB.

The research was carried out on foundation permanent teachers (GTY) of PGRI Vocational High Schools (SMK) in Bogor Regency with a teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula taken from Umar.

Data collection in this research used research instruments in the form of questionnaires which were distributed to teachers as research respondents. The research instrument items are derived from the research indicators whose conditions will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using the Pearson Product Moment technique, while for the reliability test, a calculation was used using Cronbach's Alpha formula. After the data is collected, homogeneity tests, normality tests, linearity tests, simple correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing are then carried out.

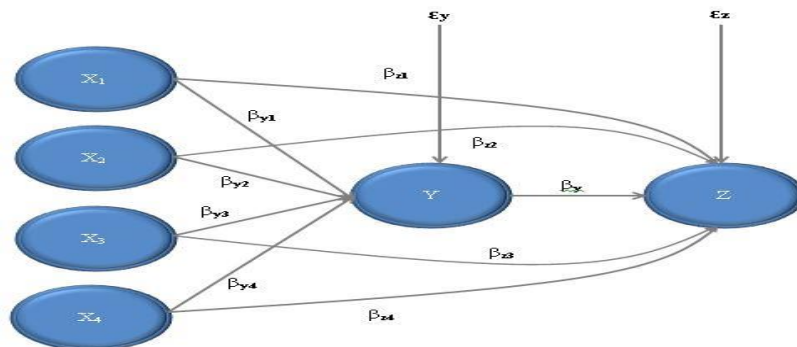
Next, indicator analysis was carried out using the SITOREM method to determine the priority order for improving indicators as recommendations to related parties as a result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order for handling indicators resulting from expert assessments, and (3) the indicator value obtained from data calculations. Obtained from the answers of research respondents.

SITOREM is an abbreviation for "Scientific Identification Theory to Conduct Operation Research in Education Management", which can generally be interpreted as a scientific method used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Hardhienata, 2017).

In the context of Correlational and Path Analysis research, SITOREM is used as a method to carry out: 1). Identify the strength of the relationship between the Independent Variable and the Dependent Variable, 2) Analysis of the value of the research results for each indicator of the research variable, and 3) Analysis of the weight of each indicator for each research variable based on the criteria "Cost, Benefit, Urgency and Importance".

Based on identifying the strength of the relationship between research variables, and based on the weight of each indicator of the independent variable that has the greatest contribution, a priority

order of indicators that need to be immediately improved and those that need to be maintained can be arranged. Analysis of research result values for each research variable indicator is calculated from the average score for each indicator of each research variable. The average score for each indicator is a description of the actual condition of these indicators from the point of view of the research subjects.



X1: Knowledge Management
X2: Adversity Intelligence
X3: Self-Efficacy
X4: Organizational Culture
Y: Work Motivation
Z: Teacher OCB

Figure 1. Research Constellation

Results and Discussion

1. Descriptive statistics

Based on the results of the analysis of statistical descriptions for research variables, symptoms of central data can be revealed as listed in the following table:

Table 1. Summary of Statistical Description of Research Variables

Description	Knowledge Management (X ₁)	Adversity Intelligence (X ₂)	Self-Efficacy (X ₃)	Organizational Culture (X ₄)	Work Motivation (Y)	Teacher OCB (Z)
Mean	122.91	126.75	122.80	121.05	126.28	118.65
Standard Error	1.19771	1.75046	1.77186	1.21728	1.25326	0.97599
Median	126.5	134	130	124	130	123
Mode	130	150	149	121	136	129
Stand Deviation	16.4221	24.001	24.2945	16.6906	17.1838	13.3821
Sample Variance	269.687	576.049	590.223	278.575	295.284	179.081
Kurtosis	1.64832	1.64903	0.5498	0.58266	0.85695	0.19120
Skewness	-1.3927	-1.4904	-0.7772	-0.9844	-1.0468	-1.0205
Range	81	101	101	70	77	59
Minimum Score	64	52	59	74	75	77

Description	Knowledge Management (X ₁)	Adversity Intelligence (X ₂)	Self-Efficacy (X ₃)	Organizational Culture (X ₄)	Work Motivation (Y)	Teacher OCB (Z)
Maximum Score	145	153	160	144	152	136

2. Normality Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 2. Estimated Standard Error Normality Test

Estimate Error	n	-	L-table		Decision
			$\alpha = 0,05$	$\alpha = 0,01$	
$z - \hat{Y}_1$	168	0.011	0.065	0.075	Normal
$z - \hat{Y}_2$	168	0.011	0.065	0.075	Normal
$z - \hat{Y}_3$	168	0.010	0.065	0.075	Normal
$z - \hat{Y}_4$	168	0.012	0.065	0.075	Normal
$z - \hat{Y}_5$	168	0.008	0.065	0.075	Normal
$y - X_1$	168	0.009	0.065	0.075	Normal
$y - X_2$	168	0.012	0.065	0.075	Normal
$y - X_3$	168	0.010	0.065	0.075	Normal
$y - X_4$	168	0.008	0.065	0.075	Normal
Normal distribution requirements: $L_{count} < L_{table}$					

3. Homogeneity Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 3. Summary of Data Variance Homogeneity Test

Grouping	X^2_{Count}	X^2_{table}	Conclusion
		$\alpha = 0,05$	
z based on X1	3710.50	6132.59	Homogeneous
z based on X2	4469.28	7288.01	Homogeneous
z based on X3	4912.17	8451.28	Homogeneous
z based on X4	3787.16	6313.26	Homogeneous
z based on y	3714.91	6192.48	Homogeneous
y based on X1	3823.33	6132.59	Homogeneous
y based on X2	4592.84	7288.01	Homogeneous
y based on X3	4613.17	7288.01	Homogeneous
y based on X4	5145.55	8451.28	Homogeneous
Homogeneous population requirement $\chi^2_{count} < \chi^2_{table}$			

4. Test the Regression Model

The overall calculation results of the regression model in this research can be seen in the summary in the following table:

Table 4. Regression Model

Relationship Model Between Variables	Regression Model	Significance Test Results
z to x1	$\hat{y} = 39,508 + 0,645X_1$	Significant
z to x2	$\hat{y} = 62,423 + 0,447X_2$	Significant
z to x3	$\hat{y} = 72,122 + 0,382X_3$	Significant
z to x4	$\hat{y} = 48,717 + 0,581X_4$	Significant
z to y	$\hat{y} = 46,152 + 0,577X_5$	Significant
y to x1	$\hat{y} = 39,508 + 0,645X_1$	Significant
y to x2	$\hat{y} = 54,744 + 0,523X_2$	Significant
y to x3	$\hat{y} = 58,693 + 0,533X_3$	Significant
y to x4	$\hat{y} = 72,302 + 0,440X_4$	Significant
z to x1 through y	$\hat{y} = 34,12 + 0,37X_1 + 0,33X_4$	Significant
z to x2 through y	$\hat{y} = 51,45 + 0,34X_2 + 0,20X_4$	Significant
z to x3 through y	$\hat{y} = 46,77 + 0,30X_2 + 0,26X_5$	Significant
z to x4 through y	$\hat{y} = 43,08 + 0,20X_3 + 0,41X_5$	Significant

5. Test the Significance of the Regression Model

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 5. Summary of Regression Model Significance Test Results (F Test)

Relationship Model Between Variables	Sig	α	Significance Test Results
z to x1	0,000 ^b	0,005	Significant
z to x2	0,000 ^b	0,005	Significant
z to x3	0,000 ^b	0,005	Significant
z to x4	0,000 ^b	0,005	Significant
z to y	0,000 ^b	0,005	Significant
y to x1	0,000 ^b	0,005	Significant
y to x2	0,000 ^b	0,005	Significant
y to x3	0,000 ^b	0,005	Significant
y to x4	0,000 ^b	0,005	Significant
z to x1 through y	0,000 ^b	0,005	Significant
z to x2 through y	0,000 ^b	0,005	Significant
z to x3 through y	0,000 ^b	0,005	Significant
z to x4 through y	0,000 ^b	0,005	Significant
Significant Terms: Sig< α			

6. Linearity Test

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 6. Summary of Regression Model Linearity Test Results (t-Test)

Relationship Model Between Variables	Sig	α	Linearity Pattern Test Results
z to x1	0,000	0,005	Linear
z to x2	0,000	0,005	Linear
z to x3	0,000	0,005	Linear
z to x4	0,000	0,005	Linear
z to y	0,000	0,005	Linear
y to x1	0,000	0,005	Linear
y to x2	0,000	0,005	Linear
y to x3	0,000	0,005	Linear
y to x4	0,000	0,005	Linear
z to x1 through y	0,000	0,005	Linear
z to x2 through y	0,000	0,005	Linear
z to x3 through y	0,000	0,005	Linear
z to x4 through y	0,000	0,005	Linear
Linear Terms: Sig< α			

7. Multicollinearity Test

Multicollinearity testing aims to determine whether the regression model found any correlation between independent variables or independent variables. Testing uses the Spearman Test. The effect of this multicollinearity is that it causes high variability in the sample. This means that the standard error is large, as a result, when the coefficient is tested, the t-count will be a smaller value than the t-table. The overall calculation results of the multicollinearity test are as follows:

Table 7. Summary of Multicollinearity Test

Independent Variable	Tolerance	VIF	Precondition	Conclusion
Knowledge Management (X1)	0.227	4.408	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Adversity Intelligence (X2)	0.172	5.803	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Self-Efficacy (X3)	0.225	4.449	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity

Independent Variable	Tolerance	VIF	Precondition	Conclusion
			multicollinearity	
Organizational Culture (X4)	0.203	4.934	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Work Motivation (Y)	0.213	4.692	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity

8. Heteroscedasticity Test

In this research, to test whether there is heteroscedasticity using the Glejser test where if the significant value is <0.05 then heteroscedasticity occurs, if on the contrary the significance value is ≥ 0.05 then homoscedasticity occurs. The overall calculation results of the heteroscedasticity test in this study can be seen in the summary in the following table:

Table 8. Summary of Heteroscedasticity Test

Variable	Sig.	α	Precondition	Conclusion
Knowledge Management (X1)	0,001	0,05	H ₀ : significant value < 0,05 then there is no heteroscedasticity. H ₁ : A significant value $\geq 0,05$ means there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Adversity Intelligence (X2)	0,004	0,05	H ₀ : significant value < 0,05 then there is no heteroscedasticity. H ₁ : A significant value $\geq 0,05$ means there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Self-Efficacy (X3)	0,000	0,05	H ₀ : significant value < 0,05 then there is no heteroscedasticity. H ₁ : A significant value $\geq 0,05$ means there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Organizational Culture (X4)	0,000	0,05	H ₀ : significant value < 0,05 then there is no heteroscedasticity. H ₁ : A significant value $\geq 0,05$ means there is heteroscedasticity.	Ho accepted There is no heteroscedasticity

Variable	Sig.	α	Precondition	Conclusion
Work Motivation (Y)	0,000	0,05	H ₀ : significant value < 0,05 then there is no heteroscedasticity. H ₁ : A significant value $\geq$ 0,05 means there is heteroscedasticity.	Ho accepted There is no heteroscedasticity

2. Test-Path Analysis

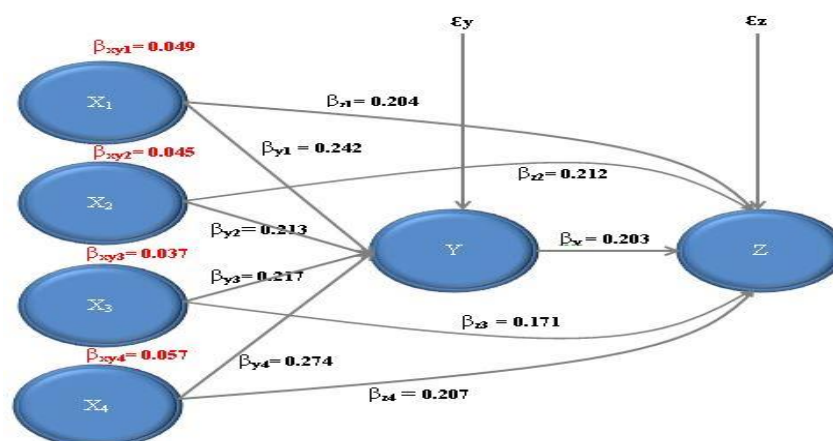


Figure 2. Path Analysis Results

The influence between the independent variable and the dependent variable when viewed from path analysis, then this relationship is a functional relationship where Teacher OCB (Z) is formed as a result of the working of the Knowledge Management (X1), Adversity Intelligence (X2), Self-Efficacy (X3) Culture functions. Organization Culture (X4) and Work Motivation (Y). Discussion of research results can be described as follows:

Table 9. Research Hypothesis

Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
Knowledge Management (X1) on Teacher OCB (Z)	0.204	H ₀ : $\beta_{z1} \leq 0$ H ₁ : $\beta_{z1} > 0$	H ₀ is rejected H ₁ is accepted	Direct Positive Influence
Adversity Intelligence (X2) on Teacher OCB (Z)	0.212	H ₀ : $\beta_{z2} \leq 0$ H ₁ : $\beta_{z2} > 0$	H ₀ is rejected H ₁ is accepted	Direct Positive Influence
Self-Efficacy (X3) on Teacher OCB (Z)	0.171	H ₀ : $\beta_{z3} \leq 0$ H ₁ : $\beta_{z3} > 0$	H ₀ is rejected H ₁ is accepted	Direct Positive Influence

Hypothesis	Path Coefficient	Statistical Test	Decision	Conclusion
Organizational Culture (X4) on Teacher OCB (Z)	0.207	$H_0 : \beta_{z4} \leq 0$ $H_1 : \beta_{z4} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Work Motivation (Y) on Teacher OCB (Z)	0.203	$H_0 : \beta_Y \leq 0$ $H_1 : \beta_Y > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Knowledge Management (X1) on Work Motivation (Y)	0.242	$H_0 : \beta_{z1} \leq 0$ $H_1 : \beta_{z1} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Adversity Intelligence (X2) on Work Motivation (Y)	0.213	$H_0 : \beta_{z2} \leq 0$ $H_1 : \beta_{z2} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Self-Efficacy (X3) on Work Motivation (Y)	0.217	$H_0 : \beta_{z3} \leq 0$ $H_1 : \beta_{z3} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Organizational Culture (X4) on Work Motivation (Y)	0.274	$H_0 : \beta_{z4} \leq 0$ $H_1 : \beta_{z4} > 0$	H_0 is rejected H_1 is accepted	Direct Positive Influence
Knowledge Management (X1) on Teacher OCB (Z) through Work Motivation (Y)	0.049	$H_0 : \beta_{xy1} \leq 0$ $H_1 : \beta_{xy1} > 0$	H_0 is rejected H_1 is accepted	Positive Indirect Influence
Adversity Intelligence (X2) on Teacher OCB (Z) through Work Motivation (Y)	0.045	$H_0 : \beta_{xy2} \leq 0$ $H_1 : \beta_{xy2} > 0$	H_0 is rejected H_1 is accepted	Positive Indirect Influence
Self-Efficacy (X3) on Teacher OCB (Z) through Work Motivation (Y)	0.037	$H_0 : \beta_{xy3} \leq 0$ $H_1 : \beta_{xy3} > 0$	H_0 is rejected H_1 is accepted	Positive Indirect Influence
Organizational Culture (X3) on Teacher OCB (Z) through Work Motivation (Y)	0.057	$H_0 : \beta_{xy4} \leq 0$ $H_1 : \beta_{xy4} > 0$	H_0 is rejected H_1 is accepted	Positive Indirect Influence

3. Indirect Influence Test

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The results of the indirect influence test are as follows:

Table 10. Research Hypothesis

Indirect Effect	Z-Count		Decision	Conclusion
Knowledge Management (X1) on Teacher OCB (Z) through Work Motivation (Y)	9.860	1,966	H0 is rejected H1 is accepted	is proven to be immediate
Adversity Intelligence (X2) on Teacher OCB (Z) through Work Motivation (Y)	3,678	1,966	H0 is rejected H1 is accepted	is proven to be immediate
Self-Efficacy (X3) on Teacher OCB (Z) through Work Motivation (Y)	4,608	1,966	H0 is rejected H1 is accepted	is proven to be immediate
Organizational Culture (X3) on Teacher OCB (Z) through Work Motivation (Y)	7,034	1,966	H0 is rejected H1 is accepted	is proven to be immediate

4. Optimal Solution for Strengthening Teacher Organizational Citizenship Behavior (OCB).

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for strengthening Teacher Organizational Citizenship Behavior (OCB) as follows:

Table 11. SITOREM Analysis

Knowledge Management ($\beta y1 = 0,204$) (rank. III)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Knowledge acquisition	1 st	Knowledge acquisition (23.17%)	3.88
2	Utilization of knowledge	2 nd	Knowledge gathering (22.54%)	4.10
3	Sharing and distribution of knowledge	3 rd	Knowledge storage h (20.96%)	4.00
4	Processing knowledge into new knowledge	4 th	Processing knowledge into new knowledge (18.12%)	3.61
5	Knowledge gathering	5 th	Knowledge utilization (15.21%)	3.60
6	Knowledge storage	6 th	Knowledge sharing and distribution (14.21%)	3.60

Adversity Intelligence ($\beta_2 = 0,212$) (rank. I)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Endurance to adversity	1 st	Control over difficulties (26.67%)	3.57
2	Difficulty range	2 nd	Views on the origins of difficulties (25.07%)	4.02
3	Control over adversity	3 rd	Recognition of the consequences of difficulties (24.88%)	3.68
4	A look at the origins of adversity	4 th	Difficulty Range (23.38%)	3.74
5	Recognition of the consequences of difficulties	5 th	Resilience to adversity (21.38%)	3.74

Self-Efficacy ($\beta_3 = 0,171$) (rank. V)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Persistence in facing challenges	1 st	Self-confidence (21.45%)	4.05
2	Perseverance	2 nd	Perseverance (20.24%)	4.07
3	Self-confidence	3 rd	Confidence (19.78%)	4.10
4	Commitment to goals	4 th	Persistent in facing challenges (19.64%)	4.04
5	Communication with colleagues	5 th	Successful experience (18.88%)	3.82
6	Successful experience	6 th	Communication with colleagues (17.64%)	3.84
7	Confident	7 th	Commitment to goals (16.88%)	3.92

Organizational Culture (X4) ($\beta_4 = 0,207$) (rank.II)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Adaptation to changes	1 st	Innovation at work (16.95%)	3.85
2	Oriented to work results	2 nd	Oriented to work results (16.36%)	4.11
3	Team oriented	3 rd	Team-oriented (14.31%)	3.65
4	Innovation at work	4 th	Empowerment of human resources in the organization (13.78%)	4.03
5	Consistent with the rules that have been set	5 th	Consistent with established rules (13.73%)	4.04
6	Empowerment of human resources in organizations	6 th	Adaptation to changes (12.70%)	3.78

Work Motivation ($\beta_5 = 0,203$) (rank. IV)

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Desire to be responsible	1 st	Desire to Achieve Achievement (20.01%)	4.10
2	Desire for Achievement	2 nd	Desire to get Recognition (19.27%)	3.37
3	Desire for Progress	3 rd	Desire to be responsible (18.27%)	4.04
4	Desire to get working	4 th	Desire for Progress (15.15%)	3.47

	conditions			
5	Desire to gain recognition	5 th	Desire to get working conditions (13.89%)	4.09
6	Desire to obtain organizational procedures	6 th	Desire to get organizational procedures (13.41%)	4.12

Organizational Citizenship Behavior (OCB) Guru

Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Altruism	1 st	Altruism (18.48%)	3.78
2	Civic Virtue	2 nd	Politeness (17.93%)	3.85
3	Caution	3 rd	Prudence (16.77%)	4.10
4	Courtesy	4 th	Civic Virtue (16.77%)	3.76
5	Sportsmanship	5 th	Sportsmanship (15.59%)	3.76

SITOREM ANALYSIS RESULT

Priority order of indicator to be Strengthened		Indicators remain to be maintained
1 st	Control over adversity	1. Views on the origins of difficulties
2 nd	Recognition of the consequences of difficulties	2. Oriented to work results
3 rd	Difficulty Range	3. Empowerment of human resources in the organization
4 th	Endurance to adversity	4. Consistent with the rules that have been set
5 th	Innovation at work	5. Knowledge gathering
6 th	Team oriented	6. Knowledge storage
7 th	Adaptation to changes	7. Desire to Achieve Achievement
8 th	Knowledge acquisition	8. Desire to be responsible
9 th	Processing knowledge into new knowledge	9. Desire to get working conditions
10 th	Utilization of knowledge	10. Desire to obtain organizational procedures
11 th	Sharing and distribution of knowledge	11. Self-confidence
12 th	Desire to gain recognition	12. Perseverance
13 th	Desire for Progress	13. Self-confidence
14 th	Successful experience	14. Be persistent in facing challenges
15 th	Communication with colleagues	15. Prudence
16 th	Commitment to goals	
17 th	Altruism	
18 th	Courtesy	
19 th	Civic Virtue	
20 th	Sportsmanship	

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. Strengthening Teacher Organizational Citizenship Behavior (OCB) can be done by using a variable development strategy that has a positive influence on Teacher Organizational Citizenship Behavior (OCB).
2. Variables that have a positive influence on Teacher Organizational Citizenship Behavior (OCB) are Knowledge Management, Adversity Intelligence, Self-Efficacy, Organizational Culture, and Work Motivation. This was proven from the results of variable analysis using the Path Analysis method.
3. The way to strengthen Teacher Organizational Citizenship Behavior (OCB) is to improve indicators that are still weak and maintain good indicators for each research variable.

Based on the research conclusions above, the following implications can be drawn from this research:

1. If Teachers' Organizational Citizenship Behavior (OCB) is to be strengthened, it requires the development of Knowledge Management, Adversity Intelligence, Self-Efficacy, and Organizational Culture as exogenous variables with Work Motivation as an intervening variable.
2. If Knowledge Management is to be developed, it is necessary to improve indicators that are still weak, namely: Control of difficulties, Recognition of the consequences of difficulties, Range of Difficulties, and Resilience to difficulties as well as maintaining or developing indicators: Views on the origins of difficulties
3. If Adversity Intelligence is to be developed, it is necessary to improve indicators that are still weak, namely, Control of difficulties, Recognition of the consequences of difficulties, Range of Difficulties, and Resilience to difficulties, as well as maintaining or developing indicators: Views on the origins of difficulties
4. If Self-Efficacy is to be developed, it is necessary to improve indicators that are still weak, namely, Successful experience, Communication with colleagues, and Commitment to goals, as well as maintaining or developing indicators such as self-confidence, Perseverance, Self-confidence, and Perseverance in facing challenges.
5. If organizational culture is to be developed, it is necessary to improve the indicators that are still weak, namely: Innovation in work, Team-oriented and Adaptation to changes, as well as maintaining or developing indicators: Oriented to work results, Empowerment of human resources in the organization, and Consistent according to established rules.
6. If work motivation is to be increased, it is necessary to improve indicators that are still weak, namely the desire to gain recognition, and the desire to gain progress, as well as maintaining or developing the indicators: desire to achieve, desire to be responsible, desire to obtain working conditions and desire to obtain organizational procedures.

Suggestions or recommendations that can be given to related parties are as follows:

1. Principals need to improve Teachers' Organizational Citizenship Behavior (OCB) by developing Knowledge Management, Adversity Intelligence, Self-Efficacy, Organizational Culture, and Work Motivation. by improving: Altruism, Politeness, Civic Virtue, and Sportsmanship and by maintaining prudence
2. The Ministry of Education, Culture, Research and Technology (Kemdikbudristek) and school organizing institutions need to develop teachers in strengthening Teacher Organizational Citizenship Behavior (OCB) by providing appropriate direction to strengthen the development

of Knowledge Management, Adversity Intelligence, Self-Efficacy, Organizational Culture and Work Motivation .in accordance with the results of this research.

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