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Improving Teacher Organizational Citizenship Behavior (OCB) Through Strengthening Transformational Leadership and Self-Efficacy

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ABSTRACT

The success and sustainability of an organization are largely determined by the willingness of employees to behave well not only when carrying out their main tasks, but also extra behavior in wanting to be good teachers. However, there are indications that teachers at the PGRI Vocational School in Bogor Regency only carry out basic tasks and do not demonstrate behavior that supports organizational effectiveness outside of this. This research aims to determine the relationship between Transformational Leadership and Self-Efficacy in Organizational Citizenship Behavior both partially and jointly. The population in this study were teachers at the PGRI Vocational School, Bogor Regency with a sample of 243 respondents. Data collection was carried out by distributing questionnaires and data processing was carried out by using simple regression analysis and multiple regression analysis. The research results show that (1) Transformational Leadership has a positive and significant relationship with teachers' Organizational Citizenship Behavior. (2) Self-efficacy has a positive relationship with teacher Organizational Citizenship Behavior. (3) Transformational Leadership and Self-Efficacy together have a positive and significant relationship with teachers' Organizational Citizenship Behavior.

Keyword: OCB, Transformational Leadership, Self-Efficacy, SITOREM, Teacher

INTRODUCTION

Management is the process of planning, directing, implementing, monitoring, controlling, and evaluating organizational resources to achieve organizational goals. Organizational resources consist of human resources, funding sources, materials, methods, facilities and infrastructure, and information. Therefore, educational management is the process of planning, directing, implementing, monitoring, controlling, and evaluating educational organization resources to achieve educational goals. Educational resources consist of educators and education personnel, funding, students, educational regulations, educational facilities, and infrastructure, as well as all information related to the world of education.

Many different indicators can be used to assess teacher OCB behavior. However, apart from the indicators of OCB itself, many other factors can influence OCB, including Sahertian (2010) and Logahan (2014) stated in their research that belief in one's abilities or self-efficacy (ED) is closely related to their willingness to OCB.

Transformational leadership (KT) is also stated to have a relationship with OCB. It is stated that transformational leadership in an organization to achieve a vision or a series of predetermined goals is very dependent on transformational leadership. Principals can motivate followers, in this case teachers, to work loyally and sacrifice personal interests for the sake of the school to carry out tasks that are not listed in the teacher's job description. The facts show that schools that have teachers like that have better results (Moghimi et.al, 2013; Hutahayan et al (2013); Sari et al, 2017).

LITERATURE REVIEW

Organizational citizenship behavior

Podsakoff & Scott (2006) state that OCB is individual behavior that is realized on the individual's own volition (voluntary), which accumulatively (as a whole) will support the effectiveness of organizational functioning, and this behavior, either directly or explicitly, is not reorganized or regulated by the formal reward system that applies within the organization.

Jahangir, Akbar, and Haq (2004) stated that OCB is referred to as a set of discretionary workplace behaviors that exceed a person's basic job requirements. This is often described as behavior that goes beyond the call of duty. Luthans, (2011) defines OCB as certain personality characteristics (traits) found in individuals, namely cooperative traits, a pleasure in helping and caring for other people, and seriousness in working.

Kumar, Bakhshi, and Rani (2009), define OCB as individual behavior that contributes to the creation of organizational effectiveness and is not directly related to the organization's

reward system. Nielsen (2012), states that OCB is work-specific helping behavior where this behavior exceeds normal work demands and contributes to organizational effectiveness.

Farh, Zhong, and Organ (2004), state OCB as individual behavior that is free (discretionary), which is not directly and explicitly rewarded by a formal reward system, and which overall drives the effectiveness of organizational functions. Aldag and Reschke (2007), emphasized that OCB is an individual's contribution to exceeding role demands at work. Robbins and Judge (2008), define OCB as an employee's work behavior in an organization that is carried out voluntarily outside the established job description to improve the progress of organizational performance.

Podsakoff, MacKenzie, Paine, and Bachrach (2000), emphasize OCB as independent individual behavior, which is not directly and explicitly rewarded by a formal reward system, and which overall drives the effectiveness of organizational functions. Is free and voluntary, because the behavior is not required by role requirements or job descriptions, which are required under the contract with the organization; but rather as a personal choice.

OCB is influenced by six things, namely organizational culture and climate factors, personality, perception of organizational support, perception of the quality of superior-subordinate interactions, length of service, and gender. These factors are related to each other.

Transformational Leadership

Transformational leadership is defined as actions taken by leaders to achieve predetermined goals by motivating their employees with a good attitude, explaining their vision clearly, explaining their roles, and being able to bring these employees to their best performance (Robbins and Judge, 2009). The deep essence of transformational leadership includes components:

- a. Charisma (ideal influence): provides vision and a sense of mission, instills pride, and gains respect and trust. Leaders display confidence, emphasize trustworthiness, take on difficult issues, present their most important values, and emphasize the importance of goals, commitment, and the ethical consequences of decisions. Such leaders are admired as role models of pride, loyalty, trust, and alignment of common goals.
- b. Inspiring motivation: communicating high expectations, using symbols to focus efforts, and describing important goals simply. Leaders articulate a compelling vision of the future, challenge followers with high standards, speak optimistically with enthusiasm, and provide encouragement and meaning to take necessary action.
- c. Intellectual stimulation: increases intelligence, rationality, and careful problem-solving. Leaders are not stuck by old ways, traditions, and beliefs. Leaders try to stimulate new perspectives and ways of doing things and encourage the expression of ideas from subordinates.
- d. Individual attention: providing personal attention, and treating each employee personally. Participate in training and advising his subordinates. Liaise or communicate with subordinates on a personal basis, considering their needs, abilities, and aspirations. Listen attentively to further developments about them.

Self-Efficacy

Self-efficacy is defined as the belief that a teacher can master a situation and produce positive results through his cognitive, social, and emotional abilities (Colquitt, Lepine, & Wesson, 2009). The measurement used regarding self-efficacy is the General Self-Efficacy (GSE) item from Schwarzer & Jerusalem quoted by Rahadiano and Yoenanto (2009), namely:

1. Magnitude or Level, the level of difficulty of the task expresses the dimensions of intelligence, energy, accuracy, productivity, or self-regulation that are needed to name several dimensions of performance behavior.
2. Generality. The feeling of capability that a person has as an action he has to master a task under certain conditions."
3. Strength is the level of a person's confidence regarding their perceived abilities.

METHOD

This research uses a survey method, namely research that takes samples from one population and uses a questionnaire as the main data collection tool with a correlation approach to obtain information on the relationship between transformational leadership and self-efficacy together with organizational citizenship behavior of State MTS teachers in the East Jakarta Region. In this research, there are two independent variables and one dependent variable. The independent variables are transformational leadership (X1) and self-efficacy (X2), while the dependent variable is organizational citizenship behavior (Y). The questionnaire or questionnaire in this research is a questionnaire where the answers have been provided so that the respondent just has to choose one answer that suits him. The questionnaire was designed to be shown to respondents, namely teachers at the PGRI Vocational School, Bogor Regency, who also served as the unit of analysis in this research. The research sample was 243 respondents from a total population of 617 teachers at the PGRI Vocational School, Bogor Regency.

The 40 questions for each variable of transformational leadership, self-efficacy, and organizational citizenship behavior, validity, and reliability tests were carried out. After the validity test, the valid statement items for the organizational citizenship behavior variable were 34 items. Meanwhile, for the self-efficacy and transformational leadership variables, there are 32 valid questions. After all the data from valid statement item answers are declared

normal, homogeneous, and linear, the research hypothesis test is carried out using simple regression analysis and multiple regression analysis. Furthermore, SITOREM analysis, namely a method of analyzing suggestions or recommendations for research results which is an abbreviation of Scientific Identification Theory to Conduct Operation Research in Education Management, is used to identify variables (theory) to carry out "Operation Research" in the field of Education Management (Hardhienata, 2017). The results of this analysis are used as a basis for consideration for preparing problem handlers (suggestions) through the following steps:

- a. Identify the relationship between the Independent Variable and the Dependent Variable.
- b. Analyze the weight of each indicator for each research variable based on the "Cost. Benefit, Urgency and Importance" criteria.
- c. Analyze the weighting results to obtain a priority order for improving the dependent variable under study.

RESULTS AND DISCUSSION

Based on the results of processing the questionnaire answer data, a description of the research data was obtained which is depicted as follows:

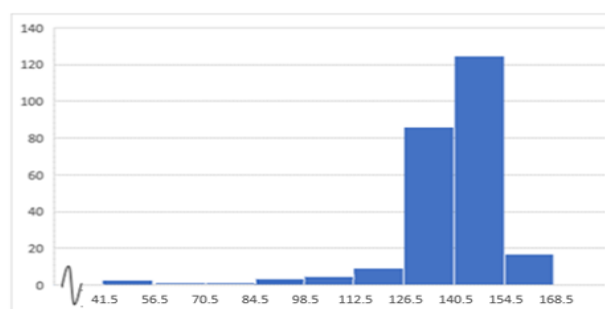


Figure 1. Frequency Distribution of OCB Data

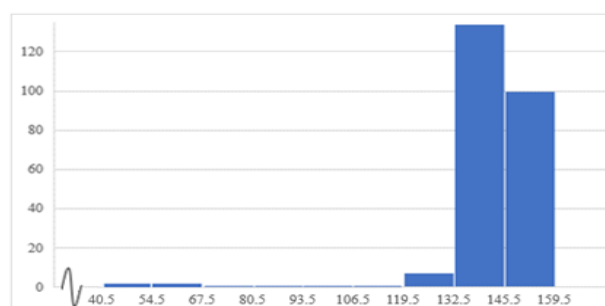


Figure 2. Frequency Distribution of Transformational Leadership Data

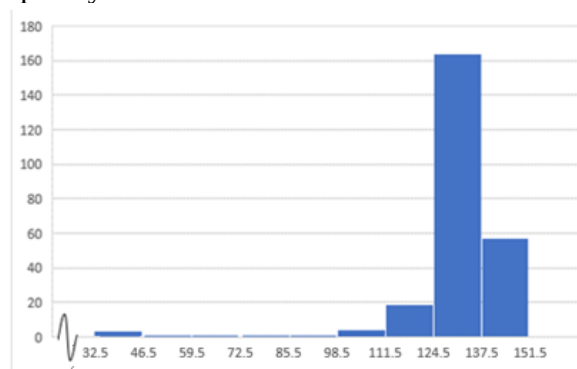


Figure 3. Frequency Distribution of Self-Efficacy Data

Based on the picture above, it can be seen that the research respondents' answer scores are relatively high. This means that teachers at the PGRI Vocational School, Bogor Regency, believe that they have OCB behavior, have high self-efficacy, and assess their principal's transformational leadership as good. Furthermore, through the correlation test, partial test results were obtained between transformational leadership variables and self-efficacy on organizational citizenship behavior as shown in Table 1 below.

Table 1. Summary of Significance Test Calculation Results

Correlation Test	Correlation coefficient ($r_{y.1}$)	t-count	DK	t-table		Information
			(N-2)	($\alpha=0,05$)	($\alpha=0,01$)	
OCB dan KT	0,4814	9,73	241	1,97	2,60	Significant
OCB dan ED	0,3116	2,85	241	1,97	2,60	Significant

From Table 1, it can be seen that the correlation coefficient value of OCB and KT is 0.4814, and the t- t-value is 9.73 for a t- t-table value of 1.97 at $\alpha = 0.05$. Because the t-count value is greater than the t-table, H_0 is rejected and H_1 is accepted. This means that there is a positive relationship between transformational leadership and organizational citizenship behavior, can also be seen that the correlation coefficient value of OCB and ED is 0.0316, and the t- t-value is 2.85 for a t table value of 1.97 at $\alpha = 0.05$. Because the t-count value is greater than the t-table, H_0 is rejected and H_1 is accepted. This means that there is a positive relationship between self-efficacy and organizational citizenship behavior.

The correlation test for the third hypothesis test can be seen in Table 2 below.

Table 2. ANAVA

Multiple Correlation Coefficient ($r_{y.12}$)	Coefficient of Determination ($r^2_{y.12}$)	F-count	F-table	Information
			$\alpha = 0,05$	
0,5124	0,2625	23,23	3,09	Significant

Based on the results of the regression test in the table above, it can be seen that F-count is 23.23, while F-table is 3.09. This shows that the correlation coefficient of transformational leadership and self-efficacy together with organizational citizenship behavior is significant so H_0 is rejected and H_1 is accepted. This means that there is a positive relationship between the transformational leadership variables and self-efficacy together with the organizational citizenship behavior variable.

Based on the analysis of the Scientific Identification Theory to Conduct Operation Research In Education Management (SITOREM) model for carrying out "operation research" in this research, the following calculation results were obtained:

Identify the Relationship between the Independent Variable and the Dependent Variable

At this stage, an analysis of the contribution of the independent variables, namely transformational leadership and self-efficacy, is carried out on the dependent variable, namely organizational citizenship behavior. Identification is carried out using the correlation coefficient and determination coefficient calculation formula. Based on the correlational research design in this study, the order of contribution based on calculations can be seen in the table below:

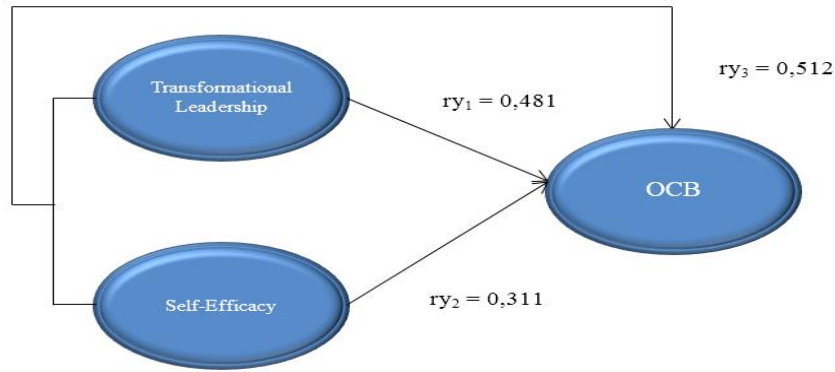


Figure 4. Correlation Test

Table 3. Analysis of the Contribution of Research Variables

No	Correlation Between Variables	Correlation coefficient	Coefficient of determination	Contribution	Sequence
1	Transformational Leadership with OCB	0,4814	0,2317	23,17%	2
2	Self-Efficacy with OCB	0,3116	0,1015	10,16%	3
3	Transformational Leadership and Self-Efficacy with OCB	0,5124	0,2625	26,25%	1

Analysis of research variable indicator weights

The indicator weight assessment is carried out by expert judgment with the following data.

Table 4. Weight Assessment of Organizational Citizenship Behavior Variable Indicators

No	Indicator	Assessment Aspects				Value	Weight (%)
		Cost	Bfit	Urg	Lmp		
1	Altruism (Behavior of willingly helping others)	4	5	4	5	18	24%
2	Civic Virtue (having a good society)	2	3	2	3	10	14%
3	Courtesy (Behavior that respects/pays attention to others)	3	4	3	4	14	19%
4	Conscientiousness (Voluntary behavior exceeding minimum requirements)	4	5	5	5	19	26%
5	Sportsmanship (Positive/sportsmanlike behavior)	3	3	3	4	13	18%
Total						74	100%

Table 5 Assessment of the Weight of Transformational Leadership Variable Indicators

No	Indicator	Assessment Aspects				Value	Weight (%)
		Cost	Bfit	Urg	Lmp		
1	Charisma	2	3	2	3	10	18%

2	Intellectual Stimulation	3	4	3	4	14	26%
3	Individual Attention	4	4	3	4	15	28%
4	Motivation	3	4	4	4	15	28%
Total						54	100%

Table 6. Weight Assessment of Self-Efficacy Variable Indicators

No	Indicator	Assessment Aspects				Value	Weight (%)
		Cost	Bfit	Urg	Lmp		
1	<i>Magnitude or level</i>	2	4	3	3	12	38%
2	Generality	2	3	2	3	10	31%
3	Strength	2	3	2	3	10	31%
Total						32	100%

DISCUSSION

1) The relationship between transformational leadership and organizational citizenship behavior

The results of the research show a positive relationship between transformational leadership and organizational citizenship behavior, meaning that the principal has the behavior motivating teachers at the PGRI Vocational School, Bogor Regency with a good attitude, can explain the vision and role of the teachers, and can bring teachers to their best performance. The strength of the relationship between transformational leadership and organizational citizenship behavior can be seen in the results of the correlation test with a coefficient of determination value of 0.2317 so the diversity in organizational citizenship behavior can be explained by transformational leadership with a contribution of 23.17%. Meanwhile, 76.83% were influenced by other factors outside transformational leadership.

The results of this research are in line with the research results of Malik, Ghafoor, and Iqba (2012); Moghimi et.al, 2013; Hutahayan et al (2013); Sari et al, 2017; Podsakof et al. (2000); Khan, Ghouri, and Awang (2013), who stated that there is a significant relationship between transformational leadership and organizational citizenship behavior. In other words, strengthening the intellectual stimulation and motivation of the principal accompanied by the charisma and attention given by the principal to the teachers can increase voluntary behavior,

good community, willingness to help others, and respectful behavior toward others from the teachers under his leadership. This is also reinforced by descriptive analysis of teacher answer scores where the majority of teacher answers fall in the range 133 - 145 and above which is included in the high category.

Leaders who can stimulate employees well can bring employees to achieve organizational goals (Morales, et.al., 2008). Likewise, leaders who facilitate by guiding build creativity in their subordinates (Mirkamali et al., 2011). This statement is reinforced by the research results of Agustina and Kriwangko (2017) which state that the higher the transformational leadership, the greater the organizational citizenship behavior.

2) Relationship between Self-Efficacy and Organizational Citizenship Behavior

The results of the research show a positive relationship between self-efficacy and organizational citizenship behavior, meaning that teachers at the PGRI Vocational School, Bogor Regency, are confident in their strengths, in completing difficult tasks, and in their cognitive, social, and emotional abilities in general, so they are willing to give their best, even more so for the success of the school where he works.

The strength of the relationship between self-efficacy and organizational citizenship behavior can be seen in the results of the correlation test with a coefficient of determination value of 0.3116 so that the diversity that exists in organizational citizenship behavior can be explained by self-efficacy with a contribution of 31.16%. Meanwhile, 69.84% were influenced by other factors outside of self-efficacy. So, it can be interpreted that the teachers believe that they have worked beyond the requirements and played a role in the success of the school through their abilities related to solving the level of difficulty of tasks, as well as generalization and self-strength in mastering situations and producing positive results through their cognitive, social and emotional abilities.

The results of this research are in line with the research results of Shahidi et al (2015); Nugroho (2017); Lestari et al (2015) where self-efficacy is stated to have a positive relationship with organizational citizenship behavior (OCB). These results are also strengthened by descriptive analysis of teacher answers regarding self-efficacy indicators where the majority of respondents' answers are in the score range of 125-137 which is classified as high.

3) The relationship between transformational leadership and self-efficacy with organizational citizenship behavior

The research results show a positive relationship between transformational leadership and self-efficacy with organizational citizenship behavior. This means an increase in teachers' willingness to behave voluntarily, socialize well, be willing to help others, and behave respectfully towards others, influenced by the strengthening of intellectual stimulation and motivation, charisma, and attention given by the principal, which is accompanied by teachers' confidence in their own strengths and solving abilities level of task difficulty, as well as generalization.

The strength of the relationship between transformational leadership and self-efficacy together with organizational citizenship behavior can be seen in the results of the correlation test with a coefficient of determination value of 0.2625 so that the diversity that exists in organizational citizenship behavior can be explained by transformational leadership and self-efficacy together with contribution of 26.25%. Meanwhile, 73.75% were influenced by other factors outside of transformational leadership and self-efficacy.

The results of this research are in line with the research results of Nugroho (2017); Lestari et al (2015); and Agustina and Kriwangko (2017) where transformational leadership and self-efficacy were stated to have a positive relationship with organizational citizenship behavior (OCB). Previous research support for the results of this research is also strengthened

by the results of descriptive analysis of the three variables transformational leadership, self-efficacy, and organizational citizenship behavior, all of which show respondents' answer scores are in the high category. In other words, the strong transformational leadership of the principal and the self-efficacy of the teachers can increase the organizational citizenship behavior of the teachers at the PGRI Vocational School, Bogor Regency.

4) Analysis of the SITOREM Model Weighting Results

After obtaining the weight values above, the next step is to determine the indicator classification, where indicators with an average weight score of 1.00 – 3.99 are included in the priority classification for immediate improvement, while indicators with an average weight score of 4.00 – 5.00 falls into the maintained or developed classification.

Table 7. Determining Classification of Organizational Citizenship Behavior

No	Indicator	Value	Weight (%)	Average Rating Score	Indicator Ranking
1.	Altruism (Behavior of willingly helping others)	18	24%	4,32	Maintained or developed
2.	Civic Virtue (having a good society)	10	14%	1,40	Repair immediately
3.	Courtesy (Behavior that respects/pays attention to others)	14	19%	2,66	Repair immediately
4.	Conscientiousness (Voluntary behavior exceeding minimum requirements)	19	26%	4,94	Maintained or developed
5.	Sportsmanship (Positive /sportsmanlike behavior)	13	18%	2,34	Repair immediately
Total		74	100%	15,66	

Table 8. Determining the Classification of Transformational Leadership

No	Indicator	Value	Weight (%)	Average Rating Score	Indicator Ranking
1.	Charisma	10	18%	1,80	air immediately
2.	Intellectual Stimulation	14	26%	3,60	Repair immediately
3.	Individual Attention	15	28%	4,20	Maintained or developed
4.	Motivation	15	28%	4,20	Maintained or developed
Total		54	100%	13,8	

Table 9. Determining Classification of Self-Efficacy

No	Indicator	Value	Weight (%)	Average Rating Score	Indicator Ranking
1.	Magnitude or level	12	38%	4,56	Maintained or developed
2.	Generality	10	31%	3,10	Repair immediately
3.	Strength	10	31%	3,10	Repair immediately
Total		32	100%	10,76	

Furthermore, the priority indicators are research findings that are used to develop action plans. In summary, the final results of the SITOREM analysis can be described below.

Table 10. SITOREM Analysis

Transformational Leadership ($r_{y1} = 0,481$) (rank. I)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Charisma	1 st	Charisma	1,80
2	Motivation	2 nd	Intellectual Stimulation	3,60
3	Individual Attention	3 rd	Individual Attention	4,20
4	Intellectual Stimulation	4 th	Motivation	4,20

Self-Efficacy ($r_{y1} = 0,311$) (rank. II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Generality	1 st	Magnitude or level	4,56
2	Magnitude or level	2 nd	Generality	3,10
3	Strength	3 rd	Strength	3,10

OCB				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Altruism	1 st	Altruism	4,32
2	Civic Virtue	2 nd	Civic Virtue	1,40
3	Courtesy	3 rd	Courtesy	2,66
4	Conscientiousness	4 th	Conscientiousness	4,94
5	Sportsmanship	5 th	Sportsmanship	2,34

SITOREM ANALYSIS RESULT		
Priority order of indicator to be Strengthened		Indicators remain to be maintained
1 st	Charisma	1. Individual Attention
2 nd	Intellectual Stimulation	2. Motivation
3 rd	Generality	3. Magnitude atau level
4 th	Strength	4. Altruism
5 th	Civic Virtue	5. Conscientiousness
6 th	Courtesy	
7 th	Sportsmanship	

CONCLUSION

Based on the analysis, it can be concluded that the relationship between Transformational Leadership and teachers' Organizational Citizenship Behavior is positive and significant. The relationship between Self-Efficacy and teacher Organizational Citizenship Behavior is positive and significant. The relationship between transformational leadership and self-efficacy together with teacher organizational citizenship behavior is positive and significant. As for transformational leadership, the indicators that are maintained are individual motivation and attention, for self-efficacy, the indicators that are maintained are magnitude or level indicators. Meanwhile, in transformational leadership, the indicators that must be improved are Charisma and Intellectual Stimulation, in self-efficacy, the indicators that must be improved are Generality and Strength.

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