

Efforts to Increase the Behavior of Organizational Citizenship Behavior Educator at the General Support Education Command

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Abstract—The objective of this research was to understand the effect of leadership, trust and motivation on organizational citizenship behavior Educators at the General Support Education Command. It was a quantitative research which was conducted in General Support Education Command. The research used a survey method with path analysis applied in the testing of hypothesis. It was conducted to 171 educators as the respondents who were selected in a simple random way. The results of this study are: (1). There is a positive direct effect of leadership on organizational citizenship behavior and (2). There is a positive direct trust on organizational citizenship behavior. (3) There is a positive direct work motivation on organizational citizenship behavior.

Keywords—*leadership; organizational citizenship behavior; trust; work motivation*

I. INTRODUCTION

All of these schools need coordination, supervision and control of the Education Center at the Education Command general support in carrying out educational functions as well as fostering strength including supporting facilities and their organic infrastructure [1]. In order to carry out all activities it requires knowledge of organizational management Good education so that all of the goals of the organization are similar to those expressed by Newman [2]. Fast, precise and responsive to the new situation and field, is one of the military doctrines taught to its soldiers, as well as the Educational Command General Support (Kodikdukum) Education Doctrine Development Command mandated by the Military Command Commander [3]. As with educational institutions, the General Support Education Command generally must have several requirements both material and non-material. This is in line with the research conducted [4]. There are elements that are no less important, namely the teaching staff or more often referred to as educators, based on the observations of the researchers that there is an overlap between the number of teachers and the number of study groups attached to the data [5].

For example, there are 1 senior educator who teaches in 1 Academic Year as many as 10 Classes with the burden of 89 meeting units. What makes it interesting is that there is a discrepancy between the burden of teaching and the ability.

Based on the information in the field, there was a girl who taught at the same hour in several classes, which made the quality of the lessons that were effective was not optimal.

This happens because the number of military teacher is not proportional, this happens because there are still a few gadik who have an educational background that fits their needs in class [6]. In addition, there are several events that disrupt the learning process such as there is an educator who also has a Functional Position. This is very disturbing because the concerned person has quite high activity, in the end the school commander made a breakthrough by giving teaching hours to other educators.

The workload of teaching staff is so heavy, and the amount of teaching that is not spread out evenly makes the school commander impart with his position such as encouraging other women to work extra without being given balance in hopes of helping seniors at work [7]. On the other hand, there is a girl who feels disadvantaged, that is, a girl who replaces the senior position of teaching, but does not get her full rights, this is where the researcher wants to examine more deeply related to voluntary behavior or what is often called organizational citizenship behavior [8].

Organizational citizenship behavior is an important thing in the organization. Improvement of organizational citizenship behavior of girls can be identified by various factors that influence the improvement of organizational citizenship behavior. To be able to improve organizational citizenship behavior of educators, it is very important for organizations to know what causes organizational citizenship behavior to arise. According to the increasing organ of organizational citizenship behavior is influenced by two main factors, namely internal factors and external factors. Internal factors originating from individuals are related to work satisfaction, commitment, personality, morale and motivation in working. The personality of the military teacher has a considerable influence on the formation of organizational citizenship behavior The organ cited by Daniel J. Comeau et.al in his research proves that personality plays an important role in a teacher so that it will show his organizational citizenship behavior. The basis of personality for organizational citizenship behavior is to reflect

characteristics, be helpful, considerate and earnest in work [9]. This becomes interesting regarding the continuity of the learning process that will be carried out by substitute schoolgirls. As a school commander it is hoped that a process of unification of perception can be carried out which is expected to all work optimally in accordance with the vision, mission of the organization [10].

Md. Aftab et.al explained that organizational citizenship behavior has become a concern for researchers in the aim of increasing organizational effectiveness and the key to success in achieving organizational targets that have been previously set [11]. Since organizational citizenship behavior first emerged in organizational behavior and management literature, it has become a topic of considerable research. Most of this research focuses on the predecessors of organizational citizenship behaviors such as job satisfaction, interpersonal trust, organizational commitment and employee mood and the consequences of organizational citizenship behavior such as performance, customer service [4,12,13].

The general support education command has managerial errors in the education process including the workload of educators who exceeds the limit, the lack of educators who are experts in their fields who are certified, this makes the school commanders must be able to coordinate properly so that all learning and training processes keep running in accordance with the target, which in the end to reduce the problem the school commander instructs the education staff to assume their duties to be education staff and student advisers. This is the case for the majority of education centers under the auspices of the general support education command in an effort to improve.

To realize organizational citizenship behavior, quality leaders are needed in their fields. As Prabhakar said: Good leaders do inspire their own self-confidence, but a truly great leader inspires confidence in the people they lead to exceed their normal level of performance. This can be interpreted as a way in which the concept of OCB arises in the presence of transformational leadership [14].

The process of supervision, control and coordination of functions Education in the field can be easily controlled by a school commander with the ability to properly manage all available resources [15]. In carrying out the general guidance function, including human, material, facilities and services as well as non-structural guidance at Kodikdukum, each school commander has the authority to manage the class or the learning process under the auspices of his school, therefore the school commander conducts a supervisory process, controlling and evaluating the implementation of work programs in their schools in order to ensure the achievement of their program objectives effectively and efficiently.

In fact, there are several stages that do not run perfectly because the task load that the school commander, Education Personnel and Educators have over their capabilities. Therefore, researchers are very interested in conducting studies in the hope that they can improve the quality of graduate students. Novelty based on Population based on the review literature conducted by researchers have not been found research on OCB gadik at the General Support Education

Command. Novelty based on Theory Researchers will carry out evidence related to the OCB theory revealed by Dennis W. Organ said: Organ then defined organizational citizenship behavior as an individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization [16]. Whereas to measure it the measurement used in this study, comes from the hypothesis of each variable which is based on the opinions of experts who are quoted as being lowered into indicators and lowered into the statement items as a measuring instrument or instrument. And based on the research constellation model, this research model has not been found in previous research that researchers have strengthened by conducting literature review.

II. RESEARCH METHOD

This research uses quantitative with path analysis method. In the process of collecting data using online media, digital questionnaires must be collected by respondents. The population is educators especially those who teach in general support education commands with a total of 300 educators. The sample was obtained by 171 educators as a source of information.

III. RESULTS AND DISCUSSION

The results of the analysis of the first hypothesis resulted in findings that leadership had a direct and positive effect on organizational citizenship behavior. Based on these findings it can be concluded that organizational citizenship behavior is directly influenced positively by leadership. The results of this study are in line with the opinions of several experts including Boerhannoeddin et.al. who said that leadership proved to be able to increase the role of extra work attitude or often called organizational citizenship behavior [17].

Being a leader in an organization must have a good attitude, because leaders have a role and really determine the success of an organization. No less important in the kodikdukum environment, where there was a place where Indonesian Navy soldiers were trained according to their fields. To be a leader who is favored by girls is expected: to be honest, able to communicate well with all colleagues, be fair, able to build a team well, understand the conditions on the ground that are felt by subordinates, can manage time well [18].

In addition, leaders must care for students, educators, education personnel and regularly provide improvements to the facilities needed to carry out learning activities both in the classroom or in the laboratory or practice. this is in line with the opinions of Nohe and Hertel who explain the role of leaders in the formation of organizational citizenship behaviors by giving attention to creating a climate or situation that is conducive to the work process [19]. this can give birth to the attitude of employee loyalty to leaders by volunteering willing to help coworkers voluntarily with the aim of achieving organizational performance.

To create a conducive atmosphere, among them leaders must have data based on the ability and background of each teaching staff, every educational staff, with this expected

leaders can provide work in accordance with their fields. When this happens, there is an advantage felt by the teaching staff and education staff that they will work comfortably, relaxed and excited because they have these abilities and need not bother to learn them again. This is reinforced by Wang et al. research which proves the existence of a positive correlation between leadership towards organizational citizenship behavior [20].

In addition, leaders must make an inventory of the needs of students, students, and educational staff. this can make it easier for leaders to evaluate when there are complaints that students complain or complain about at work. In addition, leaders are expected to be able to transform far ahead for the progress of the organization. This has been proven when leaders transform the organization they lead, can have an impact on increasing organizational citizenship behavior educators and education staff [21]. leadership style that seeks to transform the values embraced by subordinates to support the organization's vision and goals. Through the transformation of these values, it is expected that good relations between members of the organization can be built so that a climate of mutual trust emerges among members of the organization and will grow to help attitudes in working without being asked even in orders by the leader. Transformational leaders can be seen from their characteristics including character, behavior and style in making decisions. Transformational leadership has been shown to have an influence on employee OCB. The degree to which a leader is called transformational is mainly measured in relation to the effect of the leader on followers. The followers of leaders feel the trust of employees with each other and employees with the leadership, the sense of admiration, loyalty and respect for leaders and employees are motivated to do more than expected of them [22]. Admiration, respect for leaders will emerge when leaders can pay attention to the situation, current conditions before giving additional assignments, and reward to educators and educational staff who excel. In addition, leaders are expected to appreciate every work done by educators. and education, if it requires correction the leader can provide clear direction.

The results of the second hypothesis analysis resulted in the finding that trust directly and positively influences organizational citizenship behavior. Based on these findings it can be concluded that organizational citizenship behavior is directly influenced positively by trust. Increasing trust will result in an increase in organizational citizenship behavior.

In this study the variable trust has a dominant role in the formation of organizational citizenship behavior of educators. This can reflect the great expectations of the girls to the leaders for what they felt during this time in the field. This reinforces research conducted by Brower, quoted by Stephen P Robbins, explaining that trust in leaders is the dominant and tested variable [23].

The leader is expected when giving orders to his staff can be clearly and in detail. This can increase the belief that they have leaders who understand and can carry out their duties properly. In addition, it is expected that among the leaders of the Institute can do good coordination in giving orders, such as not giving assignments or meeting invitations on the same day

and hour in some activities. This can damage employee confidence in work.

The leader approaches the girls through discussions at the beginning of the semester and at the end of the semester in the hope that they can know the personality of each girl. Trust has been shown to have an influence on employee performance, besides that belief has a dominant role in forming an organizational citizenship attitude [24].

The results of the analysis of the third hypothesis resulted in the finding that motivation directly and positively influences organizational citizenship attitude. Based on these findings it can be concluded that organizational citizenship attitude is directly influenced positively by motivation. Increased motivation will lead to increased organizational citizenship attitude. The results of this study are in line with the opinions of several experts including Jason A Cloquit et al., Who explained that to move someone to do something including motivation, motivation arises and grows due to internal factors and external factors. To help coworkers who have difficulty in needing motivation from themselves to voluntarily help and be sincere in doing their tasks [24].

Organizational Citizenship Attitude is a situation where a teacher is willing to help his co-workers in completing their obligations without being asked for or rewarded, this can arise because there is an inner encouragement that is motivation, with a variety of reasons that make them motivated in doing so. because they feel one generation, one fate and pleasure. This can grow in various ways including taking the time to become loyal listeners to colleagues for all the problems they face. After becoming a loyal listener of coworkers, a sense of empathy will arise and a sense of arising will arise to help without being asked or often called organizational citizenship attitude.

The motivation of educators in working can help achieve the organizational and personal goals of educators [25]. The latest research was conducted by Lee Wang et al., Who proved that motivation has a role in the formation of organizational citizenship behavior in employees. The dimensions of conscientiousness of organizational citizenship behavior refer to behavior such as following formal and informal rules and in accordance with the norm. This behavior seems to reflect values such as security and conformity. Motivation influences employees of organizational citizenship behavior at work. individuals who have Conscientiousness Personality Dimensions tend to be more careful in carrying out an action or full consideration in making a decision, they also have high self-discipline and can be trusted.

Positive characteristics in dimensions are reliable, responsible, diligent and achievement oriented. The opposite nature of Conscientiousness is individuals who tend to be less responsible, rushed, irregular and less reliable in doing a job. Conscientiousness is a dimension that measures one's level of caution. If the Conscientiousness value of a person is high, the teacher tends to do something carefully. People with Conscientiousness are organized and disciplined because of their caution. This will lead to feelings of selfishness which encourage that the teacher must do work as much as possible with the hope that it will not burden the mind of the leader,

besides that motivation can move the gadik willing to sacrifice / contribute more to the organization without thinking of rewards. The dimensions of organizational citizenship behavior of conscience refer to behavior such as following formal and informal rules and in accordance with the norm. This behavior seems to reflect values such as security (including maintaining social order) and compliance. Motivational impact on organizational citizenship behavior at work [26].

IV. CONCLUSION

The results of this study found that several reasons for leadership had a direct positive effect on OCB. This means that the right leadership in managing the organization can lead to OCB behavior in working naturally. Trust has a positive direct effect on OCB. This means that one of the bases for generating OCB attitudes is Trust, with confidence in everything that exists in the organization, this is proven and must continue to be improved and Motivation has a positive direct effect on OCB. This means that the encouragement from within that arises from each girl or leader can influence the formation of OCB attitude in working.

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