

The Effect of Personality, Self Efficacy and Job Satisfaction on Organizational Citizenship Behavior of Vocational High Schools Teachers

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Abstract—The purpose of this study is to determine the effect of personality, self efficacy and job satisfaction on the organizational citizenship behavior (OCB) of teachers in Vocational High Schools of Region Two in North Jakarta. The research used the survey method and simple random sampling technique. The analysis and interpretation of the data indicates that personality has a direct positive effect on job satisfaction, self-efficacy has a direct positive effect on job satisfaction, personality has a direct positive effect on the OCB, self-efficacy has a direct positive effect on the OCB, and job satisfaction has a direct positive effect on the OCB.

Keywords—organizational citizenship behaviour (OCB), personality, self-efficacy, job satisfaction

I. INTRODUCTION

On May 2, 2017 Ministry of Education and Culture of the Republic of Indonesia developed the theme "Accelerate Equitable and Quality Education" on the National Education Day. It answers the world's phenomenon that is so fast and demands high quality. The theme shows the need for cooperation with various elements of the nation in the distribution of education as an effort to realize the mandate of UUDN RI (The Constitution of the Republic of Indonesia) 1945 in encouraging the distribution of education as an effort to realize Golden Indonesia 2045. In addition to strengthening the character, increasing access to education services through the Smart Indonesia Program (PIP) and Secondary Vocational School (SMK) Revitalization becomes the priority program of the ministry in preparing productive and competitive human resources (HR).

Looking at the revitalization program of SMK, according to Presidential Instruction (Inpres) No. 9 of 2016, this program focuses more on the reorientation of education and vocational training towards demand driven frameworks. Three reasons for SMK revitalization that need to be done are: first, the demand for domestic labor in large numbers, second, Indonesia's natural resources that have a great comparative advantage, and third, competitiveness in the global world. Teachers become the main key to success in the development of education, including in the effort to succeed in the revitalization program of SMKs, which has been declared by Ministry of Education and Culture of Republic of Indonesia. In general, teachers' work is divided into two, namely work related to teaching tasks, educate and social tasks (social). In the school environment, teachers carry out duties as teachers and educators. As teachers, they

provide knowledge (cognitive), attitudes and values (affective), as well as skills (psychomotor). Aside from this formal obligation, there are other responsibilities that teachers should have, having the role as parents in schools for students, facing the problem of students' mischief and so forth. Often, work should be done outside working hours, which means that teachers' duties are complex.

Professionalism of teachers becomes a necessity, and competence becomes an absolute requirement toward teachers' professionalism. These competencies include pedagogical competence, professional competence, personality competence and social competence. These competencies must be owned by the teachers because by fulfilling these competencies, the teachers can be considered to be ideal teachers. Unfortunately, not all teachers at school teach based on their competences.

Working behavior that goes beyond its main tasks is very close to the identity and obligations of teachers. As educated people, teachers not only work to gain welfare, but they also have a noble duty to educate the nation's children. Teachers in this case are expected to be able to show Organizational Citizenship Behavior (OCB) in order to carry out their duties and functions, and can contribute positively to the school by performing behavior that is not part of the job description. OCB can be interpreted as a person's willingness to assist both in performing roles or solving problems encountered, as well as about the willingness of someone to work more than the time specified, take the best time possible, and awareness to be honest in the work. OCB can also be addressed with an open attitude to change, self-development and avoiding conflicts with co-workers, not liking to complain, and always thinking positively in addressing issues.

From data of reporter of PMP (Quality Assurance in Education) in 2016, North Jakarta Sub-Department of Education (Sudin) Region 2, it is known that there are still teachers with the following behaviors: (1) teachers have less understanding of school administration; (2) teachers do not yet understand how to manage the class well; (3) teachers use less information and communication technology to improve the efficiency and effectiveness of learning; and (4) the entrepreneurial spirit of teachers is also low. To the authors, Supervisory Coordinator of North Jakarta Sudin of Education Region 2, Kastolani added that so far there are still negative behaviors done by unscrupulous teachers, such as there are teachers who are late to the classroom, the presence of teachers who do not use their teaching time effectively

causing they often dismiss the class faster, the conflict between teachers, and teachers who like to talk about other things that are not relevant to the lesson so that ultimately these can disrupt the effectiveness and efficiency of schools, and will be able to reduce the image of the organization. The behaviors conveyed indicate the low of OCB in Public vocational school teachers in Region 2 of North Jakarta.

A. Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) is an employee behavior intended to assist colleagues or the organization. "Organizational citizenship behavior or OCB is behavior by an employee intended to help coworkers or the organization".[1] Then, Schermerhorn defines it as follows. "organizational citizenship behavior is a willingness to go beyond the call of duty or go to the extra mile in one's work".[2] Next is, "Organizational citizenship behavior represent individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization".[3]

B. Personality

This term describes the characteristic that refers to the way individuals deal with life. Personality is a broad and integrated concept. "Personality is the relatively stable set of psychological attributes that distinguish one person from another". [4] Then, "Personality can be defined as the relatively enduring individual traits and dispositions that form a pattern distinguishing one person from all others".[5] Next, "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment".[6] Another argument "Personality is defined as a relatively stable set of characteristics that influence an individual's behavior".[7]

C. Self-Efficacy

The first to introduce the concept of self-efficacy states that, "Efficacy beliefs effect self-motivation and action through their impact on goals and aspiration. It is partly on the basis of efficacy beliefs that people choose what goals challenges to undertake, how much effort to invest in the endeavor, and how long to persevere in the past of difficulties".[8] Next, "Self-efficacy refers to an individual's convection (or confidence) about his or her abilities to mobilize the motivation, cognitive resources, and courses of action needed to successfully execute a specific task within a given context".[9] Self efficacy is the ability to obtain results or outputs, the ability to know effective actions. Self-efficacy relates to personal beliefs about competence and self-ability. Competence describes a person's belief in his capacity/ability to accomplish tasks well. Competence is often defined as self-conceptualization; employees with strong competence have confidence that they are capable of performing the specific tasks required to achieve success on the job.

D. Job Satisfaction

Job satisfaction is a pleasant emotional state resulting from an individual's work assessment or the existence of a work experience. Job satisfaction represents what is perceived for the job and what is in the mind of the job. Employees with high job satisfaction have positive feelings

when thinking about the tasks they take or take part in various task activities. The concept of job satisfaction "job satisfaction is a complex and multifaceted concept, which can mean different things to different people".[10] Job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work. Job satisfaction is a affective attitudesa feeling of relative like or dislike toward something (for example, a satisfied employee may comment that "I enjoy having the variety of tasks to do").[11]

II. METHODS

This research used the quantitative approach through the survey method. The target population in this study is all SMKN teachers in Region 2 North Jakarta. The population was gotten from four schools, that was about 242 teachers. The determination of the sample was done randomly, using the simple random sampling technique by drawing. The choice of the number of samples was determined by the Slovin formula. By using the formula, 151 teachers were chosen as the research sample.

The influence between variables in this study was analyzed by using the path analysis technique. This analytical technique is believed to have the power to test the influence between variables based on theoretical formulas and not to derive the theory of cause and effect. The consequence of using this technique is the necessity of using causal thinking which is a prerequisite in the path analysis.

III. RESULTS AND DISCUSSIONS

The path calculations are divided into 2 (two) sub-structures, namely:

A. Path Coefficients on the First Sub-structure Model

The structural equation formed in the first substructure model consists of three path coefficients of the variables X1 to X4, X2 to X4, and X3 to X4 in the form of: $X_4 = p_{41}X_1 + p_{42}X_2 + p_{43}X_3 + p_{4\epsilon}$. With the value $(R^2_{X_4}) = 0.2757$, so $p_{4\epsilon} = 0.851$. Thus, the form of the structural equation in the first sub-structure model is $X_4 = 0.265X_1 + 0.240X_2 + 0.235X_3 + 0.851$.

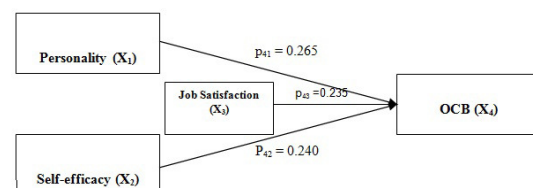


Figure 1.
Empirical Path Chart of Structural Model 1

B. Path Coefficients on the Second Sub-structure Model

The structural equation formed in the second sub-structure model consists of two path coefficients from the variables X1 to X3 and X2 to X3 as follows: $X_3 = p_{31}X_1 + p_{32}X_2 + p_{3\epsilon}$. With the value $(R^2_{X_3}) = 0.1253$, so $p_{3\epsilon} = 0.935$. So, the form of structural equation in the second sub-structure model is: $X_3 = 0.231X_1 + 0.223X_2 + 0.935$.

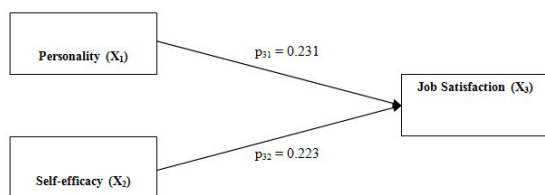


Figure 2
Empirical Path Chart of Structural Model 2

After the calculation of path coefficients is done through the analysis of causal structural model, to test the proposed hypothesis and measure the direct positive effect between variables then the hypothetical conclusion is drawn. The hypothesis conclusion is based on the calculation of path coefficients and significance through t-test for each path studied. Here is the description of the results of testing the research hypothesis:

1) Direct Positive Effect of Personality on OCB

The value of the personality path coefficient to OCB is 0.265 with a tcount of 3.60. Since the value of tcount is greater than ttable at $dk = 147$ for $\alpha = 0.05$ of 1.98, H_0 is rejected and H_1 is accepted, which means there is a direct positive effect of the personality variable to the OCB variable significantly.

2) A Direct Positive Effect of Self-efficacy on OCB

The value of the self-efficacy path coefficient to OCB of 0.240 with a tcount of 3.26. Since the value of tcount is greater than ttable value at $dk = 147$ for $\alpha = 0.05$ equal to 1.98, H_0 is rejected and H_1 is accepted, which means there is direct positive effect of the efficacy variable on the OCB variable significantly.

3) A Direct Positive Effect of Job Satisfaction on OCB

The coefficient of job satisfaction to OCB is 0.235 with tcount 3.14. Because tcount is bigger than ttable at the value of $dk = 147$ for $\alpha = 0.05$ equal to 1.98, H_0 is rejected and H_1 accepted, which means there is direct positive effect of the job satisfaction variable to the OCB variable significantly.

4) Direct Positive Effect of Personality on Job Satisfaction

The value of the coefficient of the personality path to job satisfaction is 0.231 with a tcount of 2.94. Because the value of tcount coefficient is greater than ttable value at $dk = 148$ for $\alpha = 0.05$ equal to 1.98, H_0 is rejected and H_1 is accepted, which means there is direct positive effect of the personality variable to the job satisfaction variable significantly.

5) A Direct Positive Effect of Self-efficacy on Job Satisfaction

The coefficient value of the self-efficacy path on job satisfaction is 0.223 with the tcount 2.83. Because the value of tcount is greater than ttable value at $dk = 148$ for $\alpha = 0.05$ equal to 1.98, H_0 is rejected and H_1 is accepted, which means there is direct positive effect of the efficacy variable on the job satisfaction variable significantly.

The results obtained after performing the model analysis were used as the basis for answering the hypothesis and drawing conclusions in this study. The explanation of the hypothetical answer can be described as follows:

1) A Direct Positive Effect of Personality (X_1) on OCB (X_4)

The result of the first hypothesis analysis shows that personality has a direct positive effect on OCB. Based on this finding, it can be concluded that OCB is directly and positively affected by personality. Increased personality will lead to an increase in OCB. The research The Influence of Personality on Employee Performance through Organization Citizenship Behavior, also concluded that personality has a positive and significant effect on OCB.[12] Then, "Organizational citizenship behavior represent individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization".[13]

2) A Direct Positive Effect of Self-efficacy (X_2) on OCB (X_4)

The result of the second hypothesis shows a finding that self-efficacy has a direct positive effect on OCB. Based on this finding, it can be concluded that OCB is directly and positively affected by self-efficacy. Increased self-efficacy will lead to increased OCB. Self-efficacy is often referred to as a positive attitude, "Individuals who focus on the positive aspect of themselves, other people, and the work in general are said to have a positive affect".[14] Someone who focuses on the positive aspect of himself, others and work in general is said to have a positive attitude.

A similar opinion related to several dimensions that could improve OCB, "Why do employees engage in OCB? There are actually three different explanations. According to the first, the primary determinant is positive affect, typically in the form of job satisfaction".[15] Based on the above description, addressing the same findings with the results of research by the authors that self-efficacy has a direct positive effect on OCB.

3) A Direct Positive Effect of Job Satisfaction (X_3) on OCB (X_4)

The results of the third hypothesis analysis shows a finding that job satisfaction has a direct positive effect on OCB. Based on this finding it can be concluded that OCB is directly and positively affected by job satisfaction. Increased job satisfaction will lead to increased OCB. This is in line with the opinion "Job satisfaction is related to many important personal and organizational outcomes, such as OCB, which is the voluntary behavior above and beyond the call of duty. Satisfied employees are more likely to make positive comments about the company, refrain from complaining when things do not work well, and help their coworkers".[16] Job satisfaction has much to do with personal interests and organizational interests, such as OCB, which is a voluntary behavior on the job and exceeds job obligations. Satisfied employees are more likely to make positive comments about the company, refrain from complaining when things at work do not go well and help their co-workers.

4) *A Direct Positive Effect of Personality (X_1) on Job Satisfaction (X_3)*

The result of the fourth hypothesis analysis gives the finding that personality has a direct positive effect on job satisfaction. Based on the finding it can be concluded that job satisfaction is directly and positively affected by personality. Increased personality will result in increased job satisfaction.

In line with who mentions that the effect of personality, especially in people who are extroverted to the level of job satisfaction, "research has been reported that extroverted people tend to perform well in sales and management jobs, do better in training programs and have higher levels of overall job satisfaction".[17] Research shows that extroverted people tend to perform well in sales and management jobs, better in training programs and have higher levels of job satisfaction.

5) *A Direct Positive Effect of Self-efficacy (X_2) on Job Satisfaction (X_3)*

The analysis result of the fifth hypothesis resulted in the finding that self-efficacy has a direct positive effect on job satisfaction. Based on these findings, it can be concluded that job satisfaction is directly affected positively by self-efficacy. Increased self-efficacy will result in increased job satisfaction.

The results were similar in dissertation titled "Opening The Black Box: The Mediating Effect of Employee Attitudes In The relationship Between High performance Work Systems and Form Performance". Judge and Bauer argued that self efficacy should affect job satisfaction insofar as self efficacy is associated with practical success on the job. Because individuals with high self efficacy deal more effectively with difficulties and persist in the face of failure.[18]

Female teacher had greater workload stress, greater classroom stress from student behaviors and lower classroom management self efficacy. Teacher greater workload stress had greater classroom stress has lower self efficacy and lower job satisfaction. The researchers concluded: ... Lastly, teacher with greater classroom management self efficacy or greater instructional strategies self efficacy had greater job satisfaction.[19] Female teachers have greater workload pressure than male teachers. The pressure comes from students' behavior and low class mastery. Greater workload pressure makes the level of self-efficacy and job satisfaction low. The researchers conclude that teachers with high self-efficacy have greater job satisfaction.

IV. CONCLUSION

Based on the results of the research and the discussion that have been done, it can be concluded: (1) personality has a direct positive effect on job satisfaction. This means that a good personality of a teacher causes an increase in job satisfaction of teachers of SMKN (Public Senior Vocational School) 2 North Jakarta, (2) self efficacy has a direct positive effect on job satisfaction. This means that increased self-efficacy causes increased job satisfaction of teachers SMKN 2 North Jakarta, (3) personality has a direct positive effect on OCB. This means that a good personality of teachers causes an increase in OCB of SMK Negeri 2 North Jakarta, (4)

Personality directly positive effect on OCB. This means that a good personality of a teacher causes the strengthening of teachers's OCB in SMKN 2 North Jakarta, (5) self-efficacy has a direct positive effect on OCB. This means that the increase in self-efficacy causes an increase in OCB of SMKN 2 North Jakarta.

The results of the study describe that personality, self-efficacy and job satisfaction have a direct positive effect on OCB, implying the following:

A. *OCB Improvement Efforts Through Strengthening Personality.*

Based on the results of this study it can be stated that to show teachers' OCB can be done with the improvement of personality, the dynamic characteristics of teachers both physically and mentally, with the indicators of increased sincerity, friendliness, openness, and caution. Schools' steps to improve teachers' personality can be done by holding periodic training. The type of training should be chosen not on skill but focus on personality coaching. Another step is direct coaching of supervisors to subordinates, in this case are there any principals who intensively conduct teachers' development with a more friendly approach, in addition, schools should also be used to hold forums that can open space for teachers to convey their opinions, teachers form many informal forums, such as chatting in the canteen, or making the teacher's room to discuss school problems without solutions. These may be counterproductive with school efforts, so there needs to be a formal forum that can accommodate teacher openness.

B. *Efforts to Improve OCB through Strengthening Self-efficacy*

The work that can be done to achieve OCB is to increase one's belief in himself to accomplish the tasks and responsibilities of the work well. The indicators are persistence in work, ability to solve problems encountered, attempts to complete tasks, and management of work situation. Efforts that can be made to self-efficacy in improving OCB is to involve more teachers in various activities in school, so that teachers experience more and know their ability to solve problems. Another step that can be done is to conduct a comparative study, so that the study can depict the ability of teachers on themselves; thus, when teachers are confident with their ability, will affect the teachers' OCB.

C. *Efforts to Increase OCB through Strengthening Job Satisfaction*

The work that can be done to achieve OCB is to increase the pleasure of teachers in their work and work experience, with indicators: feeling of success in work, feeling towards colleagues, feeling of appreciation, feeling of responsibility and feeling for opportunities to develop themselves.

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