

Effects of Empowerment and Work Motivation toward Organizational Citizenship Behavior of Public Schools Teachers in Jakarta

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Abstract—The research is aimed to examine the effect of empowerment and work motivation towards Organizational Citizenship Behavior (OCB) of teachers of Regrouping Elementary Schools (SDN) in South Jakarta. The sample of this research is 269 Civil Servant teachers of 59 regrouping SDN in South Jakarta selected randomly. The approach used is quantitative with the survey method. The tool used is multiple regression and the path analysis of the results of this study shows that the four hypotheses are accepted or no hypothesis is rejected. The results of this research conclude that empowerment has a direct positive effect toward OCB which namely self-development opportunities that directly affect OCB), work motivation has a direct positive effect toward OCB which namely the efforts to achieve better performance, and empowerment has a direct positive effect toward work motivation, self-development opportunities toward the efforts to achieve better performance.

Keywords— *empowerment, work motivation, OCB*

I. INTRODUCTION

The indications of elementary school merger are the facts that many elementary school buildings have to be repaired, the maintenance of school buildings, the decrease in the number of students, the uneven number of teachers and the amount of funding for salaries, teacher allowances and the principal so that the operational costs of education that must be spent by the government are very large.

Followed by the decision of the Provincial Government of DKI Jakarta province that issued a decree No 1921 of 2014 concerning the merger of primary public schools. The financial problem can be solved, yet the problem of school management has not been overcome properly especially those related to the teacher and the behavior in the organization as part of the organization. School merges as one school management efficiency budgets of institutional, facilities and infrastructure. Many regional provinces carried out the regrouping school steps, some were successful and some were unsuccessful including DKI Jakarta province.

The quality of the teacher's service in fulfilling his/her responsibilities can be seen from the teacher's ability to behave more to create an educational atmosphere that is meaningful, humanistic, creative, dynamic and dialogical after the task was given to him and even exceeding that, and thus he can be a role model and become an effective, efficient and qualified organization. This behavior exists because the teacher is part of an organization who is willing to do more without expecting a reward in returns. This

behavior is called organization citizenship behavior (OCB). Achua and Robert N. Lussier stated that organizational citizenship behavior is defined as individual behavior that is discretionary, not directly or explicitly recognized by formal reward system, and that in the aggregate promotes the effective functioning of the organization [1]. A successful organization not only depends on individual skills and expertise yet also on the empowerment of members, employee work motivation and equal treatment that leads to productive Organizational Citizenship Behavior (OCB) and is able to adapt to challenges and achieve organizational vision and mission. Based on preliminary observations of the researchers in SDN Regrouping South Jakarta, the phenomenon of OCB indicators is contradicted among others; the leadership of principals who do not unify the differences in schools, the leadership of principals who are not suitable with the environment, teachers are not satisfied with the ability of principals to unify the differences in school, teachers feel burdened when given additional assignments, teachers are less active during meetings, teachers are lack of initiatives to improve school quality, the active and warm communication of teachers occur to their closest colleagues only, lack of discussion after working hours to provide alternative problems in solving difficulties teachers faced on their students, teachers are reluctant to move from the previous school, teachers are reluctant to be a facilitator of professional development among teachers. The results of researchers' interviews with principals and supervisors identified the limitations of teacher OCB among others. They are : principals must work hard and need time to learn and to comprehend the changes in school organization especially teachers' attitude in refusing school principals' order lack of teachers' motivation in helping the principals to plan learning quality, generally teachers are only do their main task so that principals must be able to look for alternatives to improve teachers' morale. School manager role is to encourage and support the decision-making environment, and to give employees the tools and knowledge teachers need to make and act upon their own decisions. By doing this, the school manager helps teachers to reach an empowered state. Yet, there are still teachers who show less sincere in accepting the changes of management, even though the principal has given teachers the opportunity to express their ideas but it seems teachers are not bravely enough to express their view points, lack of teacher's professional growth, the principal has difficulties when the government policy of assigning teachers is sometimes not suitable with their educational background. J. Y. Jiang et al found that as part as OCB, empowerment implies positive

impact on employe’s optimism, involvement, commitment, ability to overcome difficulties and willingness to be independent and responsible [2]. All of these phenomena are evidence of low teacher’s OCB.

II. METHODS

This study used a quantitative approach through survey methods. Survey research involves collecting questionnaires that contain statements to test hypotheses. Paul D Leedy dan Jean Ellis Ormrod stated that survey research is a study designed to determine the incidence, frequency, and distribution of certain characteristics in a population; especially common in business, sociology, and government research [3]. Testing the hypothesis of this study using path analysis techniques with a constellation model between variables, consisting of exogenous variables namely Empowerment and Work Motivation and endogenous variables namely OCB.

The population in this study was 826 Civil Servant teachers (in 2015) at SDN regrouping South Jakarta. A total of 269 teachers of 59 SDN Regrouping were taken using simple random sampling technique with Slovin sample technique:

$$n = \frac{N}{N \cdot d^2 + 1}$$

n: number of samples
 N: population number
 d²: error tolerance limit set at 5% means having a 95% accuracy rate. By using this formula, it is obtained as follows:

$$n = \frac{826}{826 \cdot (0,05)^2 + 1} = \frac{826}{3,065} = 269$$

The influence between variables in this study was analyzed using path analysis techniques. This analytical technique is believed to have the power to test the influence between variables based on theoretical formulas and not to derive the cause and effect theory. The consequence of using this technique is the necessity of using causal thinking which is a prerequisite in path analysis. Other requirements that must fulfill in the path analysis are research samples derived from populations with a normal distribution to be linear and significant analyze by the estimated normality error test by Lilliefors test and linearity test and regression significant.

III. RESULT AND DISCUSSION

The results of this research conclude that empowerment has a direct positive effect toward OCB which namely self-development opportunities (22,9%) that directly affect OCB), work motivation has a direct positive effect toward OCB which namely the efforts to achieve better performance (33.6%), and empowerment has a direct positive effect toward work motivation, self-development opportunities toward the efforts to achieve better performance (54,2%).

The calculation result of substructure 1 (one) can be seen below:

TABLE I. PATH COEFFICIENTS OF SUBSTRUCTURE 1 (ONE) TABLE

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	47.124	5.002		9.421	.000
X1 Empowerment	.184	.050	.229	3.691	.000
X2 Work Motivation	.330	.056	.366	5.894	.000

^a Dependent Variable: Y_OCB

Based on the calculation results in Table 1 above, the research hypothesis test can further be explained as follows:

- Direct Positive Effect of Empowerment (X1) toward OCB (Y)

To test that Empowerment (X1) has a direct positive effect on OCB (Y), the tested hypothesis is as follows:

Ho: $\beta y1 \leq 0$

H1: $\beta y1 > 0$

- Direct Positive Effect of Work Motivation (X2) toward OCB (Y)

To test that Work Motivation (X2) has a direct positive effect toward OCB (Y) the tested hypothesis is as follows:

Ho: $\beta y2 \leq 0$

H1: $\beta y2 > 0$

The calculation result of substructure 2 (two) can be seen in Table 1.2 below:

TABLE II. PATH COEFFICIENTS OF SUBSTRUCTURE 2 (TWO)

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	49.345	4.562		10.815	.000
X1_Empowerment	.482	.046	.542	10.541	.000

^b Dependent Variable: X2_Work Motivation

To test that Empowerment (X1) has a direct positive effect on Work Motivation (X2), the tested hypothesis is as follows:

Ho: $\beta 21 \leq 0$

H1: $\beta 21 > 0$

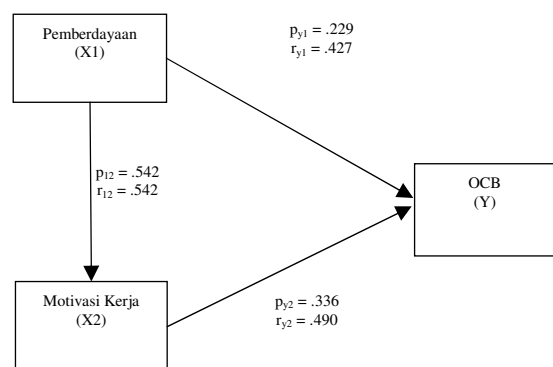


Fig. 1. Empirical Model of Structural Relationships Among the Variables Based on the Analysis of Path Result

A. Empowering toward OCB

The results in this study shows on the calculation result, path coefficient $\beta_1 = 0.229$ is obtained with value of $t_{\text{value}} = 3.691$, while $t_{\text{table}} = 1.969$ ($\alpha = 0.05$) because $t_{\text{value}} > t_{\text{table}}$ ($\alpha = 0.05$), H_0 is rejected, meaning the path coefficient is significantly indicate that empowerment has a direct positive effect on OCB. It shows that empowerment has a direct positive effect on OCB. It was found that self-development opportunities is the highest score and giving autonomy to the teacher is the lowest.

Teachers who have awareness to empower themselves can be seen by their efforts and their belief that they are influential contributors to the organization. Gary dan Saks said the concept of empowerment which means giving people the authority, opportunity, and motivation to take initiative to solve organization problem [4]. Empowerment is an effective buffer against self-problems because there are important resources for individuals such as autonomy, participation in decision making and competence, and because empowerment helps them cope with stressful events. Robbins emphasized that we would be likely to think that we should encourage employee motivation toward organizational citizenship behavior (OCB) and that helping others would be a benefit to the careers [5]. The more teacher has opportunities for professional growth, the more they will work hard to achieve for the good to the organization and the profession. Work motivation grows in OCB when the teachers involved in decision making, accepts autonomy, utilizes resources, and opportunities for self-development.

Teacher empowerment provides opportunities for teachers to develop themselves so they can contribute more to the school than what is formally demanded and behave positively in the form of willingness and voluntary work in the name of mutual interests. For example, at the end of the school year the teacher has proposed a training program that is needed both individually and collectively. By empowering employees, they feel proud of their work and motivated to be proactive, cooperative and helpful behaviors that include helping other coworkers who have work-related problems, and doing extra work for companies and clients and preserving organizational resources.

Increasing the provision of teachers' as teachers participation to improving the quality of school education. For example, the teacher wants to attend the meeting or make a target to the teacher in charge of the school competition. School manager gives autonomy to teachers in schools as a challenge to create and innovate in carrying out tasks and are treated as individuals who have their respective skills.

B. Work Motivation toward OCB

Based on the calculation result, path coefficient $\beta_2 = 0.366$ is obtained with the value of $t_{\text{value}} = 5.894$, while $t_{\text{table}} = 1.969$ ($\alpha = 0.05$) because $t_{\text{value}} > t_{\text{table}}$ ($\alpha = 0.05$), H_0 is rejected, meaning the path coefficient is significant. It was found that The effort to achieve better work results is the highest score and to create a good relationship with other parties as the lowest. The teacher will voluntarily work on things as extra efforts and not only tasks that have become his obligations will show good work motivation for the teacher. For example the teacher's work motivation to help

coworkers in completing their work, for example willing to volunteer to help teacher colleagues or new teacher colleagues, who do not understand something and help fellow teachers who get overloaded jobs, replacing teachers who do not enter. The creation of good relations with other parties can be seen from the behavior of teachers who tolerate less ideal conditions in school without raising objections or complaining and then swearing. The attitude of the teacher will be more polite and cooperate with others and not enlarge the operational problems of the school beyond its proportions so that it will create a more pleasant school environment.

High motivation to accomplish the task will prioritize OCB rather than reward. In organizations that focus more on behavior, the presence of the motivation to become a good citizen of the organizations can help achieve one's career goals. Furthermore, Colquitt, Lepine, and Wesson stated that, motivation determines what employees do at a given moment [6]. It realized that high extra role of a teacher means better results will achieve. It shows highly work motivation can improve OCB behavior because work motivation has a positive relationship with OCB and they demonstrates OCB by work more with various forms including influencing other teacher colleagues.

Identify and address barriers to employee motivation such as lack of knowledge, and fear of losing a job. Develop an employee motivation program such as provide encouragement, praise, and recognition as the employee's work improves. Make it clear that the employee's value in the workplace is increasing. Add motivation to employee training. Implement procedures for motivating an aging workforce. School managers should provide good supervision to guide and direct activities of teachers.

When the teacher shows a voluntary behavior, carry out tasks even exceed from their duties and helping others as part of participation, show polite attitude although criticized and criticized and openness to develop themselves then the work motivation will appear that influence others. Work motivation encourage teacher to involve in decision making, take part in delegation of authority and responsibility, have the opportunity to use resources and opportunities for self-development as part of empowerment.

Increasing work motivation will strengthen OCB by working extra so that the teacher gets positive feedback from students, parents on the teacher's efforts to achieve better work results, the success of controlling the situation and the efforts of the teacher to create good relations with others

C. Empowerment toward Work Motivation

Based on the calculation result, path coefficient $\beta_3 = 0.542$ is obtained with the value of $t_{\text{value}} = 10.541$, while $t_{\text{table}} = 1.969$ ($\alpha = 0.05$) and because $t_{\text{value}} > t_{\text{table}}$ ($\alpha = 0.05$), H_0 is rejected, meaning the path coefficient is significant. The results of this study indicate that empowerment directly has a positive effect on work motivation.

These show that good and effective empowerment can also improve work motivation for teachers. This condition can occur if the school management realizes and understands the importance of empowerment in improving work

motivation. In addition, the application of good empowerment will increase the sense of responsibility in every activity undertaken.

In organizations that focus more on behavior, the presence of the motivation to become a good citizen of the organizations can help achieve one's career goals. It shows high work motivation will increase the sense of responsibility in every OCB conducted.

Jhon Newstrom expressed that power motivated people make excellent managers if their drives are for institutional power instead of personal power. Allowing them more control giving them discretion over job performance and then holding them accountable for outcomes [7]

Demirci dan Erbas stated that empowerment also gives growth support to its employees through career planning, rewards and welfare, and by employing counseling, motivation, and appraisals techniques, uses social reinforcement and persuasion in the organization. Motivation is the real effort and energy employees put into the daily work to complete the task or work [8].

The teacher who shows voluntary work as extra efforts and not only formal duties however will help coworkers in completing their work, willing to volunteer to help teacher colleagues or new teacher colleagues, who do not understand something or help fellow teachers who get overloaded jobs, replacing teachers who do not enter. As teachers empower themselves by showing their effort to achieve their best work performances, they can control the situation through the authority that they have and their efforts to create good relationships with other parties.

Empowering teachers is to strengthen the work motivation of employees. empowered teachers are teachers who believe in and feel confident of their knowledge, skills, and agency in the workplace. In organizational management, a management approach oriented to human beings will strengthen employee self-esteem and positively influence their work motivation that supports OCB tendencies.

IV. CONCLUSION

Based on the results of the analysis and discussion which have been described in the previous explanation, the conclusions of this study are as follows: empowerment of teachers can improve OCB for better. Providing self-development opportunities as empowerment indicators in school operations will increase OCB. Self-development opportunities provide opportunities for contributions to carry out their duties outside of their main role as teachers. High motivation of teachers can improve OCB for better and efforts to improve teacher OCB are voluntary actions to help, participate fully in the organization and be open. The empowerment of teachers can increase teachers' work motivation to become better. Training teachers to be leaders is an empowerment effort that can increase work motivation to be comprehensive because teachers will act as leaders and provide opportunities to be responsible as leaders who must know the conditions and needs of their members and even encourage all members to be motivated to play an active role in cooperating and receiving good assignments as self-potential development.

Empowering teachers is to strengthen the work motivation of the teachers. In organizational management, management approaches that are oriented towards humans (human beings) will strengthen teacher self-esteem and positively influence their work motivation that supports OCB tendencies.

Furthermore, the implications of the results obtained from this study can be explained as follows. School managers should give opportunities to delegate authority with a clear understanding of responsibility, set the standard, and make training an ongoing process by utilizing a combination of training methods. Self-development program as part of empowerment is based on teacher's needs and requests. The implications for teachers are to discover their own potential. give helping hands to colleagues in their job difficulties, and more involved in school event. By reaffirming the good points of teachers, delegate teachers with the important task will motivate teacher in a more creative way will creating a positive relation. The implications for principals are motivating teachers to achieve excellence goals, providing the skill and will, giving out the compliment in front of others and give feedback to the low achievers. Teachers are building group work, taking the challenging task as well as sharing personal experience in teaching with others.

This study only examined three variables namely empowerment, work motivation and their influence on OCB. It is known that there are many other aspects or variables that have potential effect toward OCB. It is recommended that future research should involve other variables that are thought to influence OCB such as support for the work environment, job satisfaction, organizational commitment and various other psychological and sociological variables. The limitations of comprehensive data and information require quantitative analysis such as interviews or intensive observation of teacher behavior will make this research deeper and more useful.

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