

The Effect of Motivation and Job Satisfaction through Organizational Citizenship Behavior (OCB) on the Performance of State School Teachers, Murung Pudak District, Tabalong Regency

Susanty^{1*}, Wahyu¹, Suhaimi¹

¹Master of Education Administration Study Program, Lambung Mangkurat University, Banjarmasin, South Borneo, Indonesia

DOI: [10.36348/jaep.2022.v06i02.008](https://doi.org/10.36348/jaep.2022.v06i02.008)

| Received: 15.01.2022 | Accepted: 23.02.2022 | Published: 26.02.2022

*Corresponding author: Susanty

Master of Education Administration Study Program, Lambung Mangkurat University, Banjarmasin, South Borneo, Indonesia

Abstract

Teacher performance is very important in ensuring the achievement of school goals, it needs to be encouraged for better performance. However, this is not easy because many factors influence it. The purpose of this study was to analyze the direct and indirect effects of work motivation, job satisfaction and Organizational Citizenship Behavior (OCB) on teacher performance at SDN Murung Pudak District, Tabalong Regency. This research is a regression research with a quantitative approach which is formulated into a path analysis model. Based on the results of the study, the variable regression coefficient values were positive numbers such as work motivation (X1) with performance (Y) of 0.275, work motivation (X1) with Organizational Citizenship Behavior (OCB) (Z) of 0.433, job satisfaction (X2) with performance teachers (Y) of 0.375, job satisfaction (X2) with Organizational Citizenship Behavior (OCB) (Z) of 0.435, Organizational Citizenship Behavior (OCB) (Z) with teacher performance (Y) of 0.269, work motivation (X1) through organizational Citizenship Behavior (OCB) (Z) with teacher performance (Y) of 0.116 and job satisfaction (X2) through Organizational Citizenship Behavior (OCB) (Z) with teacher performance (Y) of 0.117. Therefore, this study can be concluded that there is a significant direct and indirect effect between work motivation, job satisfaction and Organizational Citizenship Behavior (OCB) on teacher performance.

Keywords: Motivation, Satisfaction, OCB, Teacher Performance.

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

I. INTRODUCTION

Education is an effort to improve the quality of human life. However, the quality of education in Indonesia has yet to show any indication of improvement. This can be seen, among other things, that the education development index in 2008 was 0.934. This value places Indonesia in 69th position out of 127 countries in the world (Barnawi & Arifin, 2014:13). Data from the Ministry of National Education shows 542,002 teachers (34.8%) out of 1.55 million elementary school teachers have a mismatch in teacher knowledge with the lessons they teach and based on the implementation of the Teacher Competency Test (UKG) in 2020 which was attended by 1.6 million teachers, more than 1.3 million of them have test scores less than 60, namely the average national UKG score is 53.02.

The results of initial observations in Murung Pudak District, especially State Elementary Schools, the learning process that is running looks quite good. If you pay attention, almost every teacher has a teaching program, but the implementation of learning every day is not based on a lesson plan. This can be seen from the discrepancy between practice and learning theory. This discrepancy is most often seen in the differences in the implementation of learning with the lesson plans that have been made by the teacher. In addition, there are still some teachers who have not fully implemented active, innovative, creative, effective and fun learning models and are still weak in developing learning materials.

The problems above seem to all boil down to the existence and duties of teachers in carrying out their duties as teachers and other functions. The progress of an educational institution is strongly influenced by the

performance of the individual teachers who serve in the institution. Likewise, the quality of education cannot be separated from the role of teacher performance in improving the quality of education.

The close relationship of motivation to improving teacher performance is evidenced by Rasyidah's research (2019) which shows a positive influence of work motivation on teacher performance, meaning that the better the motivation, the higher the teacher's performance. Other research results Hairina (2020) the results of teacher performance research are influenced by motivation at work. Thus, it can be understood that if work motivation is low, it will result in low performance as well, despite having good abilities and available opportunities. Likewise, if work motivation is high, but if the opportunity to use its abilities is not given the opportunity, then performance will also be low. Or if work motivation is high, and opportunities have been given, but if the ability is not possessed, then performance will also be low. In addition to motivational factors, teacher job satisfaction also affects teacher performance, because teachers as social beings at work also expect satisfaction in working like a teacher to be accepted and appreciated by fellow teachers, teachers will also be happier if they can accept and help other teachers. George, 2016:77). So a teacher's job satisfaction can be closely related to the results of teacher performance.

The significance of the relationship between job satisfaction and performance was put forward by Vroom and Strauss (Aslamiah, 2018: 26), saying productivity can be increased through increased job satisfaction, because job satisfaction motivates workers to increase productivity. Previous research by Utaminingtyas (2019), Sukmawan (2018) and Rifqi (2019), shows that job satisfaction has a significant effect on teacher performance. Meanwhile, the results of Pravitasari's research (2019) show that OCB and job satisfaction together have a positive and significant effect on performance. Furthermore, Mehboob and Niaz (2016) research results show that job satisfaction has a direct influence on performance and has an indirect effect on teacher performance, it is known that the results of this study indicate that motivation is a significant intervening variable in the relationship between job satisfaction and performance.

Organizational Citizenship Behavior (OCB) as a form of behavior that is an individual choice and initiative to improve the efficiency of organizational performance by helping the goals of individual employee productivity. According to Organ *Organizational Citizenship Behavior* (OCB) is individual behavior that is free, not directly or explicitly recognized in the reward system and in promoting the effective functioning of the organization (Zhang, 2013:75).

Based on the description above, there are many factors that influence teacher performance, especially public elementary school teachers in Murung Pudak District, Tabalong Regency, such as work motivation, job satisfaction and *Organizational Citizenship Behavior* (OCB) which has an important role in producing the best teacher performance in achieving organizational goals and facing all kinds of challenges. things that happen in the organizational environment. This is the background of the problem to conduct research on the effect of work motivation and job satisfaction through *Organizational Citizenship Behavior* (OCB) on teacher performance at SDN Murung Pudak District, Tabalong Regency.

II. METHOD

The type of research used is quantitative research. This study tries to reveal causality (*causal* or *explanatory*) in the form of the influence between work motivation, job satisfaction and *Organizational Citizenship Behavior* (OCB) on teacher performance in Murung Pudak District, Tabalong Regency which is formulated into a direct or indirect path analysis model. but the data studied are data from samples taken from the population, to find relative occurrences, distributions and relationships between variables.

III. RESULT AND DISCUSSION

Path analysis is an extension of multiple linear regression analysis, it is used to estimate the causal relationship between variables (*causal models*) that have been previously determined, so that regression analysis can be said to be a special form of path analysis (*regression is a special case of path analysis*) (Sugiyono, 2013). Overall path analysis (*path analysis*) based on the value of regression analysis are:

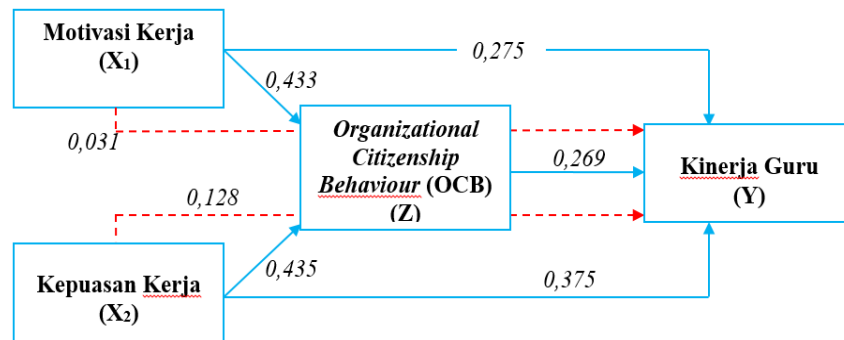


Figure 1: Path Analysis Regression Analysis Test Results

Summary of the calculation of the direct and indirect effects of the influence of work motivation (X₁), job satisfaction (X₂) on performance (Y) through

Organizational Citizenship Behavior (OCB) (Z) is written in the path coefficient summary table as follows:

Table 1: Path Analysis Regression Analysis Test Results

Variable Effect	Direct Influence	Indirect Influence	Information
Work Motivation (X ₁) – Teacher Performance (Y)	0.275 _	-	Significant
Work Motivation (X ₁) – <i>Organizational Citizenship Behavior</i> (OCB) (Z)	0.433 _	-	Significant
Satisfaction (X ₂) – Teacher Performance (Y)	0.375 _	-	Significant
Satisfaction (X ₂) – <i>Organizational Citizenship Behavior</i> (OCB) (Z)	0.435 _	-	Significant
<i>Organizational Citizenship Behavior</i> (OCB) (Z) – Teacher Performance(Y)	0.2 69	-	Significant
Work Motivation (X ₁) – <i>Organizational Citizenship Behavior</i> (OCB) (Z) – Teacher Performance(Y)	-	0.116 _	Significant
Satisfaction (X ₂) – <i>Organizational Citizenship Behavior</i> (OCB) (Z) – Teacher Performance (Y)	-	0.1 17	Significant

Based on the table above, the results of the *path analysis regression analysis* are able to answer the hypotheses in this study, namely:

- a. There is a direct influence on work motivation on the performance of teachers in SDN Murung Pudak District.

Based on the results of the regression test, it is known that the regression coefficient value of the influence of work motivation on teacher performance is 0.275, which means that if the work motivation variable increases by 1 point, the teacher's performance will increase by 0.275 points. Mark the regression coefficient is positive, so the correlation coefficient has a positive direction, which means that the higher work motivation will increase or improve teacher performance. In addition, seen from the results of the t-test, it can be seen that the significance value of the T Count value is $3.830 > 1.654$ (T_{table}), meaning that there is a direct influence of work motivation on teacher performance. Work motivation is the reason for a teacher to continue to give his best performance, so that both influence each other. So that work motivation must always be maintained in order to produce good teacher performance. The results of this study are supported by Aslamiah's research (2018) which states that there is a significant effect of work motivation on teacher performance with a contribution percentage of 23.7%.

- b. There is a direct influence on job satisfaction on the performance of teachers in SDN Murung Pudak District.

Based on the interpretation of the regression test, it can be seen that there is a positive relationship between the job satisfaction variable and the teacher's performance at SDN Murung Pudak District. This can be seen from the regression coefficient value of the job satisfaction variable = 0.375, which means that if the job satisfaction variable increases by 1 point, the teacher's performance will increase by 0.375 points. Mark the regression coefficient is positive, so the correlation coefficient has a positive direction, which means the higher job satisfaction will increase or improve teacher performance. These results are in accordance with the research of Greenberg & Baron (2014) entitled "*Job Satisfaction and Teachers Performance An Emperical Study at Higher Learning Institution*". Pravitas (2019). *Effect of Job Satisfaction, Culture and Work Motivation on Performance with OCB Mediation on Contract Employees of PT AST*. The results of his research both concluded that job satisfaction will affect performance.

- c. There is a direct effect of work motivation on *Organizational Citizenship Behavior* (OCB) teacher at SDN Murung Pudak

Based on the interpretation of the regression analysis test, it is known that the regression coefficient

value $t = 0.399$ shows a positive value which can be interpreted as if the work motivation variable increases by 1 point, the variable *Organizational Citizenship Behavior* (OCB) teachers will increase by 0.433 points. So the higher the work motivation that the teacher has, the more variables he or she will increase *Organizational Citizenship Behavior* (OCB) teacher. Judging from the results of the t-test can be seen the value of Sig. of $0.000 < 0.05$ and seen from the T_{count} value of $6.275 > 1.654$ (T_{table}). The conclusion is that there is a significant influence of the motivation variable to *Organizational Citizenship Behavior* (OCB) teacher at SDN Murung Pudak District. The results of this study are supported by research by Mariela (2014) entitled "*Motivation and Organizational Citizenship Behavior Toward*". *Work Satisfaction and Employees' Personality*". __ stated that work motivation can affect the behavior of *Organizational Citizenship Behavior*. Muchinsky (2020) entitled "*Organizational Communication: Relationship to Organizational Motivation and Job Satisfaction*" conclude there is a positive and significant effect between work motivation on OCB behavior. Other research results are in line, such as Nurbaya (2020), Nurhayati (2019) and Pravitasari (2019) in their conclusion, it can be seen that there is a relationship between work motivation and increasing teacher OCB.

- d. There is a direct effect of job satisfaction on *Organizational Citizenship Behavior* (OCB) teacher at SDN Murung Pudak

Based on the interpretation of the hypothesis test, it can be seen that there is a significant effect of job satisfaction on the *Organizational Citizenship Behavior* (OCB) of SDN teachers in Murung Pudak District. This can be seen from the regression coefficient value of the job satisfaction variable on *Organizational Citizenship Behavior* (OCB). teacher = 0.435, which means that if the teacher job satisfaction variable increases by 1 point, the *Organizational Citizenship Behavior* (OCB) teacher will increase by 0.435 points. So the higher the teacher's job satisfaction variable will increase or increase *Organizational Citizenship Behavior* (OCB). teacher. Judging from the results of the t-test, it can be seen that the $T_{\text{calculated}}$ value is $6.298 > 1.654$ (T_{table}). then H_0 is rejected and H_1 is accepted. This means that there is a direct influence of the teacher's job satisfaction variable on the *Organizational Citizenship Behavior* (OCB) (Z), so the higher the job satisfaction, the higher the teacher's *Organizational Citizenship Behavior* (OCB). The results of the study are in line with previous studies such as Sukmawan (2018) stating that job satisfaction has a positive and significant effect on OCB. Triyanto (2001) stated that job satisfaction has a significant positive effect on OCB.

- e. There is a direct influence of *Organizational Citizenship Behavior* (OCB) on teacher performance at SDN Murung Pudak District

Based on the interpretation of the hypothesis

test, it can be seen that there is a significant influence on the *Organizational Citizenship Behavior* (OCB) variable. on the performance of SDN teachers in Murung Pudak District. This can be seen from the regression coefficient value of the job satisfaction variable on the performance of SDN teachers in Murung Pudak District = 0.269, which means that if the variable *Organizational Citizenship Behavior* (OCB) increases by 1 point, the teacher's performance will increase by 0.269 points. Mark the regression coefficient is positive, so the coefficient relationship has a positive direction, which means the higher the *Organizational Citizenship Behavior* (OCB) will increase or improve the performance of teachers u. With this result, it means that the teacher is the determinant of the success of education in SDN in Murung Pudak District. Teachers who have attention and concern for learning are a teacher commitment. The results of this study are in line with research by Utaminingsy (2020) which concludes that job satisfaction has an influence and significance on the OCB variable.

- f. There is an indirect effect of work motivation through *Organizational Citizenship Behavior* (OCB) on teacher performance at SDN Murung Pudak District

Indirect relationship of teacher work motivation on Teacher Performance at SDN Murung Pudak District through *Organizational Citizenship Behavior* (OCB) has a coefficient value of = 0.116. This value indicates that the value is positive, so it can be concluded that the variable *Organizational Citizenship Behavior* (OCB) as a mediating variable (*intervening*) has an influence on the performance of SDN teachers in Murung Pudak District. The results of this study are in line with Arianty's (2020) research entitled "*The Effect of Job Satisfaction, Work Motivation and Organizational Citizenship Behavior (OCB) on Employee Performance (Study At PT. Plaza Simpanglima Semarang)*". The results of this study found that; Taken together, there is a positive significant effect of work motivation and *Organizational Citizenship Behavior* on employee performance and *Organizational Citizenship Behavior* is able to act as an intervening variable by 23%.

- g. There is an indirect effect of job satisfaction through *Organizational Citizenship Behavior* (OCB) on teacher performance at SDN Murung Pudak District.

Calculation of the value of the indirect effect of job satisfaction on teacher performance through the variable *Organizational Citizenship Behavior* (OCB) has a path coefficient value of 0.117. This value indicates that the value is positive, meaning that there is an indirect effect of the job satisfaction variable on teacher performance through the *Organizational Citizenship Behavior* (OCB) variable. at SDN Murung Pudak District. This can be seen from the behavior

displayed by the teacher who feels his satisfaction is fulfilled so that he is open and does not feel rivaled by his co-workers but will instead help share knowledge with other colleagues.

IV. CONCLUSION

Based on the results of the research that has been done, it can be concluded that there is a direct and indirect effect between motivation and job satisfaction through *Organizational Citizenship Behavior* (OCB) on the performance of State Elementary School teachers in Murung Pudak District, Tabalong Regency. The description of the variable level of work motivation is included in the high category with a percentage of 55.90%, the level of teacher job satisfaction is in the medium category with a percentage of 44.10%, the variable level of *Organization Citizenship Behavior* (OCB) is included in the high category with a percentage of 55.28 % and teacher performance is included in the medium category with a percentage of 55.90%. The results of this study can be continued by analyzing teacher performance in more depth using other variables.

REFERENCES

- Arianty, E. (2020). Pengaruh kepuasan kerja, motivasi kerja dan organizational citizenship behavior (ocb) terhadap kinerja karyawan (Studi Pada PT. Plasa Simpanglima Semarang). *Jurnal Untagsmg*, 1(1).
- Aslamiah. (2018). *Peer review: The relationship between Tranformational Leadership and Work Motivation with Teacher's Performance of Public Elementary School in South Banjarmasin District, Indonesia*. Universitas Lambung Mangkurat.
- Barnawi., & Arifin, M. (2014). *Kinerja guru profesional: Instrumen pembinaan, peningkatan dan penilaian*. Jogjakarta: AR-RUZZ MEDIA.
- George, B. (2016). *Personality theories*. Yogyakarta: Ar-Ruzz Media.
- Greenberg, J., & Baron. (2013). *Behavior in organizations (understanding and managing the human side of work)*. 8th edition, Prentice Hall.
- Hairina, D. (2020). The relationship of emotional intelligence and work motivation through work discipline on the performance of state vocational high school teachers in Banjarmasin city. *Journal of K6 Education and Management*, 3(3), 327-341. doi:<https://j-k6em.org/index.php/jkemorg/article/view/401>.
- Mariela, P. (2014). *Organizational citizenship behavior, work satisfactionand employees' personality*. transilvania university of brasov, 127, 489-493.
- Mehboob, F., & Niaz, A. B. (2016). *Job Sastifaction as A Predictor of Organizational Citizenship Behavior. A Study of Faculty Members at Business Institutes. Interdisciplinary Journal of Contemporary Research in Business*, 3(9).
- Muchinsky. (2020). Organizational communication: relationship to organizational motivation and job satisfaction. *Academy of Management Journal*, 20(4), 592-607.
- Nurbaya, T. (2019). The relationship between work commitment, work motivation and organizational citizenship behavior (ocb with teacher work morale at elementary schools in daha selatan district. *Journal of Communication Education*, 55, 63-72.
- Nurhayati, M., & Wulan. (2020). Pengaruh kepuasan kerja, lingkungan kerja dan loyalitas kerja terhadap organizational citizenship behavior (ocb) (Studi Kasus pada PT. Perwirabhakti Sentrasejahtera di Kota Semarang). *Journal of Management*, 2(2), 1-24.
- Pravitasari, N. (2019). Pengaruh kepuasan kerja, budaya dan motivasi kerja terhadap kinerja dengan mediasi ocb pada karyawan kontrak PT AST. *Student's Journal of Accounting and Banking*, 1(1).
- Rasyidah. (2019). Pengaruh kepemimpinan, iklim kerja dan motivasi terhadap kinerja guru Sekolah Dasar Negeri di Kecamatan Banjarmasin Utara. *Tesis*. Program Magister Manajemen Pendidikan Universitas Lambung Mangkurat Banjarmasin.
- Rifqi, M. (2019). Pengaruh komponen motivasi dan kepuasan kerja terhadap perilaku organizational citizenship pegawai negeri sipil di lingkungan bappeprop Jawa Timur. *Tesis*. tidak diterbitkan, Unair.
- Sugiyono. (2013). *Metode penelitian kuantitatif dan kualitatif*. Bandung: Alfabeta.
- Sukmawan. (2018). Pengaruh kepuasan kerja dan citizenship behavior (ocb) terhadap kinerja guru SMK Negeri 1 Banjarmasin. *Tesis*. Banjarmasin: Program Pascasarjana Manajemen Pendidikan Universitas Lambung Mangkurat.
- Triyanto, A. (2019). Pengaruh organizational citizenship behavior (ocb) dan kepuasan kerja karyawan terhadap kinerja pada karyawan PT Janur Kuning Kudus. *Jurnal Manajemen*, 7(4).
- Utaminingtyas, R. R., & Farouk, U. (2020). The effect of work motivation, jobs Satisfaction, and work environment on organizational citizenship behavior (OCB) at PT. Samudera Perdana Selaras. *Physics Education Research, American Journal of Physics Supplement*, 69(7).
- Zhang, D. (2013). *Organisational citizenship behavior*. White Paper (OCB).