

## **The Effect of Organizational Culture, Achievement Motivation and Organizational Commitment to Organizational Citizenship Behavior (OCB) Of Elementary School Teachers in Lampihong District**



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**ABSTRACT:** This study intends to examine the direct and indirect effects of organizational commitment as intermediary variables in the relationship between achievement motivation and organizational culture on teachers' organizational citizenship behavior (OCB). This study utilized a quantitative research method; path analysis was employed in correlational research. One hundred and twenty participants were chosen from a population of 172 elementary school teachers in the Lampihong District using the Proportional e Random Sampling technique. Instruments with organizational culture (17 items), achievement motivation (30 items), organizational commitment (24 items), and organizational citizenship behavior (21 items) that have undergone validity and reliability testing were used for data collection. Using the product moment person correlation test, the validity and reliability of this source of data were evaluated. In order to determine the direct and indirect relationships between variables, research data were first subjected to normality, linearity, and homogeneity tests. The findings revealed that organizational culture, achievement motivation, and organizational commitment all had direct and indirect influences on teachers' Organizational Citizenship Behavior (OCB).

**KEYWORDS:** Organizational Culture, Achievement Motivation, Organizational Commitment, Organizational Citizenship Behavior

### **I. INTRODUCTION**

Throughout the trajectory of a person's life, education is an exceptionally significant factor. The extent of education is increasingly used to gauge all facets of life. Inevitably, education is a major concern for Indonesians. One of the government's initiatives to educate Indonesians is education.

Education that can assist future growth is education that can unlock students' potential and prepare them to face and overcome the challenges of daily life. Both the potential for conscience and the potential for competence of students must be engaged by education. The concept of education is increasingly important when someone has to enter life in society and the world of work because the person concerned must be able to apply what is learned at school to overcome the problems faced in daily life today and in the future.

The educational community has positioned itself to step in and insist that teachers uphold the organization's standards as we enter the global era. This can be taken to mean that the teacher's expectations of the organization must be followed in order to earn the highest OCB possible. Therefore, there is a formal description of the behavior to be performed (intra-role behavior). The reality is that there are many behaviors that are not formally described by teachers, for example helping co-workers complete assignments, being serious about attending school meetings, complaining a little about working a lot, and so on. These behaviors are referred to as extra-role behaviors.

Extra-role behavior is behavior that is highly valued when carried out by teachers even though it is not formally described because it increases the effectiveness and survival of the organization. Extra-role behavior within the organization is also known as organizational citizenship behavior (OCB). OCB is a term used to identify employee behavior so that he can be called a "good member" (Wijaya, 2012). Good employees (good citizens) tend to display this Organizational Citizenship Behavior (OCB). Organizations will not succeed or survive without their members acting as "good citizens" (Markoczy & Xin, 2014).

Placing human resources as the major focus for constant development is one strategic approach for Elementary Schools Lampihong District to enhance educational quality and competitiveness in reference to other schools. While this is going on, the issue for human resource management, in this example the teachers at Elementary Schools Lampihong District, is to assist competent organizations in all fields so that they can function optimally and effectively. Given all of these requirements, it is obvious that employees must be regarded as competent team players in order to manage workflow effectively. Knowing a teacher's OCB level would be quite

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helpful as it would make the leadership's jobs easier. After all, if there were staff members with high OCB, their success and productivity would increase. DeNisi, Cafferty and Meglino in Hui (2010) stated that supervisors pay more attention to the real behavior of subordinates than to unreal behavior. OCB is perceived as a genuine employee contribution; however, not everyone in the organization demonstrates it. Employees who demonstrate high levels of OCB are more likely to receive favorable treatment from managers (such as opportunities for promotion) than those who do not. These explanations are sufficient to demonstrate why extra-role conduct is a significant organizational behavior.

OCB is primarily concerned with how a person in this case a teacher expresses themselves as a social being. In order to make conduct more altruistic or helpful, OCB is a kind of voluntary activity from members of the organization. This behavior is represented in the form of deeds that demonstrate selflessness and concern for the wellbeing of others.

Teachers are not always motivated to do well by things that simply benefit him/her. Their capacity for empathy allows them to comprehend other people and their environments and to match their personal beliefs with those of their surroundings, leading to the appearance of polite behavior, namely that of a good citizen. If an organization's employees have OCB, they can regulate their own behavior and make decisions about how to behave best for the organization. People with strong emotional skills are more likely to possess and exhibit these abilities. In order to develop OCB that stands out at work, emotional competence is a learning outcome that is based on emotional intelligence.

Attitude variables covering satisfaction, fairness and commitment show a very strong correlation with OCB. OCB is an important organizational behavior, so there is research showing a correlation with positive organizational consequences (Podsakoff et al., 2017). Understanding the values that direct human resources in carrying out their responsibilities and their conduct in the organization is necessary to comprehend these beneficial organizational outcomes. Organizational culture is a set of values and beliefs that emerge inside a group and influence how its members behave. These frameworks are frequently referred to as corporate cultures in business. No two people are alike, and no two organizations have the same culture. Experts and consultants concur that cultural variations have a significant impact on organizational OCB and the members' quality of working lives.

Another factor influencing OCB is commitment. Teacher commitment is one of the factors stimulating the development of student commitment to participate in programs and school administration, meaning that teacher commitment has an impact on the quality of learning and the quality of school education (Ngaba, 2017).

Teacher commitment is a teacher's internal interpretation of how they absorb and interpret their work experience (Wuryani, 2013). This means that this teacher's commitment effects how a teacher fulfills a decision in an educational institution.

The success of a teacher is determined by various factors, including a teacher's achievement motivation. A teacher can work professionally if he has high achievement motivation. Teachers who have high achievement motivation will usually carry out their duties with enthusiasm and energy, because there are certain motives or goals behind these actions. That motive is the driving factor that gives strength to him, so he is willing and willing to work hard.

There is a positive effect between achievement motivation and OCB achievement. This means that leaders, managers and employees who have high achievement motivation will achieve high OCB, and conversely those with low OCB are caused by low achievement motivation (Mangkunegara, 2015).

## **II. METHOD**

In order to obtain an understanding of the effect that organizational culture (X1), achievement motivation (X2), and teacher organizational commitment (Z) have on organizational citizenship behavior (OCB), this study employs a quantitative technique and a sort of regression research (Y). The 172 public elementary school teachers in Lampihong District, Balangan Regency, comprised the study's sample. Proportional Random Sampling was used to collect the 120-person research sample. A questionnaire that contained statement items about organizational culture, organizational commitment, accomplishment motivation, and OCB was used to collect data. By first performing normality, linearity, and homogeneity tests on the instrument, validity and reliability of the data description acquired through path analysis were tested in order to look for direct and indirect correlations. In this study, four questionnaires were used: one for organizational commitment, one for accomplishment motivation, and one for organizational citizenship behavior (OCB). The instruments used to collect the data were statements with 17 items each measuring organizational culture, 24 items measuring organizational commitment, 30 items measuring accomplishment motivation, and 21 items measuring OCB.

## **III. RESULTS AND DISCUSSION**

Path analysis was used to analyze the data, and the results showed that the coefficients of direct and indirect correlations are given in Figure 1.

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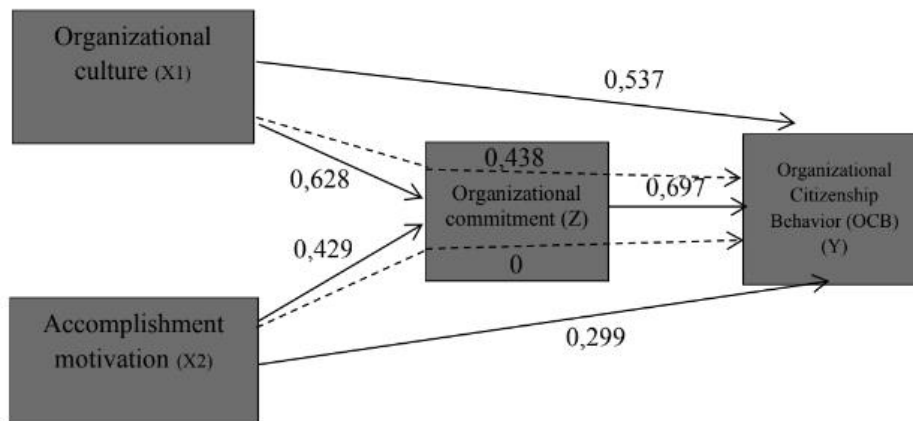


Figure 1: Results of the analysis

Information:  
 —————> : Direct correlation  
 - - - - -> : Indirect correlation

**Table 1. Summary of Hypotheses Testing Decisions of H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, H<sub>5</sub>**

| Hypothesis |   | p.s   | Decision |
|------------|---|-------|----------|
| H1         | There is a positive correlation between organizational culture and organizational commitment.                   | 0.628 | Accepted |
| H2         | There is a positive correlation between achievement motivation and organizational commitment.                   | 0.429 | Accepted |
| H3         | There is a positive correlation between organizational culture and Organizational Citizenship Behavior (OCB).   | 0.537 | Accepted |
| H4         | There is a positive correlation between achievement motivation and Organizational Citizenship Behavior (OCB).   | 0.299 | Accepted |
| H5         | There is a positive correlation between Organizational Commitment to Organizational Citizenship Behavior (OCB). | 0.697 | Accepted |

**Table 2. Summary of Hypotheses Testing Decisions of H<sub>6</sub> and H<sub>7</sub>**

|    |  | Direct | Indirect | Decision |
|----|--|--------|----------|----------|
| H6 | There is an indirect positive correlation between Organizational Culture and OCB Teachers through organizational commitment. | 0.628  | 0.438    | Accepted |
| H7 | There is an indirect positive correlation between achievement motivation and OCB teachers through organizational commitment. | 0.299  | 0.000    | Accepted |

**HYPOTHESIS**

Table 1 is a summary of the decisions H<sub>1</sub>, H<sub>2</sub>, H<sub>3</sub>, H<sub>4</sub>, H<sub>5</sub> with the criterion of a significance value of less than 0.05. Therefore, the hypotheses are all accepted. Table 2 is a summary of the decision to test the hypotheses of H<sub>6</sub> and H<sub>7</sub> with the stipulation that if the coefficient of the direct correlation is smaller than the coefficient of the indirect correlation, then the hypothesis is accepted.

**A. The Direct Effect of Organizational Culture to Elementary Schools Teachers Organizational Commitment in Lampihong District**

The results of this study strengthen research studies conducted by (Fitroliana & Suriansyah 2022; Karyadi et al., 2022; Martini & Ahmad 2022; Mistiah & Wahyu 2022; Firdaus & Aslamiah 2022; Nomaini & Aslamiah 2022; Wiewanthy & Wahyu 2022; Rudiansyah & Wahyu 2022; Rusdiana & Suriansyah 2022) who found that organizational commitment has a correlation with teacher performance. This shows that strong organizational commitment will make it easier for school principals to motivate teachers to achieve organizational goals. The same thing was also found by Sapriansyah & Aslamiah (2022) that organizational culture had a direct effect on the OCB behavior of teachers in the Lampihong sub-district of 0.636.

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### **B. The Direct Effect of Achievement Motivation on Teacher Organizational Commitment at Elementary Schools Teachers in Lampihong District**

This study reinforces the research study of Noriawati & Sulaiman (2022) with the analysis showing that there is a positive and significant direct correlation between work commitment and work motivation of 0.784. This means teachers who have good emotional intelligence will also tend to have high work motivation. Teacher work commitment has a very important role in building teacher motivation. Teacher commitment is one of the keys that determines the success or failure of a school organization in achieving its goals. Teachers who are committed to their work usually show high work motivation which is reflected in their work attitude and attention to their duties, are very responsible in carrying out their duties and are very loyal to the school. Furthermore, this research is in line with research conducted by Karyadi et al. (2022) that work motivation directly has a positive and significant effect on Organizational Citizenship Behavior commitment at MTsNs throughout Hulu Sungai Selatan Regency, namely 0.199. This research is also in line with the research of Martini & Karyono Ibnu Ahmad (2022) which found that there was a positive and significant direct correlation between work motivation and teacher performance of 0.087. This means that the higher the work motivation, the higher the teacher's performance. Likewise, Sapriansyah's research (2022) found that there was a direct effect between work motivation on the Organizational Citizenship Behavior (OCB) of elementary school teachers in Lampihong District, which was indicated by the Standardized Coefficients Beta value of 0.604.

### **C. The Direct Effect of Organizational Culture on Teacher OCB at Elementary Schools Teachers in Lampihong District**

The results of this study reinforced previous research conducted by Sapriansyah & Aslamiah (2022) which found that there was a direct effect of organizational culture on Organizational Citizenship Behavior (OCB) of Elementary Schools Teachers in Lampihong District which was indicated by the Standardized Coefficients Beta value of 0.636. Apart from that, the research by Mistiah et al. (2022) found that organizational commitment has a correlation with teacher performance of 0.702. The results of Radiansyah et al. (2022) found that there was a direct effect of work culture on teacher performance of 0.001. This shows that work culture has a considerable effect on teacher performance.

### **D. The Direct Effect of Achievement Motivation on Teacher OCB at Elementary Schools Teachers in Lampihong District**

The results of this research strengthened the research of Karyadi et al. (2022) which found that work motivation directly has a positive and significant effect on Organizational Citizenship Behavior commitment in MTsNs throughout Hulu Sungai Selatan Regency, namely 0.199. Furthermore, Martini & Karyono Ibnu Ahmad (2022) found that there was a positive and significant direct correlation between work motivation and teacher performance of 0.087. The same thing is also found in the research of Sapriansyah & Aslamiah (2022) that there is a direct effect of work motivation on the OCB of elementary school teachers in Lampihong District of 0.604. The same thing was also reinforced by the research of Normaini et al. (2022) who found that there was a significant effect of motivational variables on the performance of elementary school teachers in Halong District that is in the high category so that it is found that the motivation variable has a strong effect on teacher performance.

### **E. The Direct Effect of Organizational Commitment on OCB of Elementary School Teachers in Lampihong District**

A person who is committed will put in more time and effort to fulfill their duties. Therefore, it can be said that a teacher is more committed if he or she wishes to take responsibility for learning with more time, effort, and thought. Numerous factors, including the prior commitment, can have an impact on OCB. Naturally, a teacher who is more engaged in his job will give it his all and do everything in his power to educate the youth of the country. This organizational commitment is demonstrated by the instructors' concern for their students, their willingness to assist with their issues, their increased work hours, and their capacity to coach extracurricular activities. Teachers that pay close attention to their students will undoubtedly have a positive impact or interaction between the two of them. The learning process will proceed smoothly in that case. Obviously, teachers who merely show up and fill up the attendance sheet at school or who only perform unstructured duties will also have an impact on how the learning process goes.

The teachers will try to grasp what is going on with the students in addition to paying attention to them and showing organizational dedication. If there are any problems, the teachers will assist the students in resolving them in order to further learning. Students who struggle with the lesson can benefit from extra study time in the form of tutoring. Students will benefit from this and also achieve outstanding outcomes. Excellent learning outcomes for the students will make the teacher's OCB appear good as well.

The findings of this study corroborate those of Aslamiah & Normianti (2019), which indicated a 0.527 direct association between work dedication and teacher performance. This means that teachers who are committed to good will tend to have high performance as well. Teacher performance is very important in order to create conducive working conditions so that schools can run effectively and efficiently.

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### **F. The Indirect Effect of Organizational Culture on Organizational Citizenship Behavior (OCB) through the Organizational Commitment of Elementary School Teachers in Lampihong District**

The results of this study are in line with Sapriansyah & Aslamiah (2022) which shows that organizational culture indirectly has a positive and significant effect on Organizational Citizenship Behavior through work motivation of 0.266. The results of this study are in line with the opinion of Aldag & Reschke (2017) that Organizational Citizenship Behavior (OCB) is the voluntary behavior of members of an organization that is not directly related to wages or rewards. However, this behavior contributes to organizational effectiveness. Furthermore, according to Organ Shanker & Meera (2016), OCB is work behavior that exceeds the basic needs of a worker and is innovative, and spontaneously to achieve organizational goals and done voluntarily. Mahardika (2019) concluded that organizational culture has a positive effect on Organizational Citizenship Behavior (OCB). Therefore, the higher the organizational culture, the OCB will also increase.

### **G. The Indirect Effect of Achievement Motivation on Organizational Citizenship Behavior (OCB) through the Organizational Commitment of Elementary School Teachers in Lampihong District**

The results of this study indicate that there is an indirect effect of achievement motivation (X2) on Organizational Citizenship Behavior (OCB) (Y) through the organizational commitment (Z) of elementary school teachers in Lampihong District. In other words, the variable of organizational commitment (Z) is able to mediate between motivational variables achievement (X2) on Organizational Citizenship Behavior (OCB) (Y) through organizational commitment (Z) of Elementary Schools teachers in Lampihong District. OCB is an important aspect that needs attention in improving the quality of education in schools. Increasing OCB can be started by identifying the factors that can effect it. OCB is often seen as the level of employee ability in carrying out tasks or work. Organizational commitment and achievement motivation of teachers will likely be able to improve their OCB. The basic premise is that teachers who have a high commitment will voluntarily give maximum effort for the progress of the organization, participate and be actively involved in advancing the organization, and are responsible for the tasks entrusted to them. Likewise with motivation will be able to grow a strong will in carrying out these tasks.

## **IV. CONCLUSION**

The study's findings can be inferred from the conclusion that has been provided as follows:

The level of organizational commitment and culture falls within the very high category. Achievement motivation and organizational citizenship behavior (OCB) are in the high category, organizational culture has a direct impact on OCB of Elementary School teachers in Lampihong District, organizational commitment has a direct impact on OCB of Elementary School teachers in Lampihong District, and motivation achievement has a direct impact on organizational commitment. Then, there is a direct effect of achievement motivation on Organizational Citizenship Behavior (OCB) of Elementary Schools teachers in Lampihong District. There is a direct effect of teacher organizational commitment on Organizational Citizenship Behavior (OCB) of Elementary Schools teachers in Lampihong District. In addition, there is the indirect effect of organizational culture on Organizational Citizenship Behavior (OCB) through the organizational commitment of Elementary Schools teachers in Lampihong District. The last is there is an indirect effect of achievement motivation towards Organizational Citizenship Behavior (OCB) through organizational commitment elementary school teacher in Lampihong District.

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