

The Effect of Principal Academic Supervision and Job Satisfaction on Organizational Citizenship Behavior (OCB) Through Teacher Work Motivation



Inggid Megasari¹, Wahyu², Muhammad Saleh³

^{1,2,3}Master of Education Administration Program, Universitas Lambung Mangkurat, Banjarmasin 70123, Indonesia

ABSTRACT: The purpose of this study was to examine how teacher job satisfaction and principal academic supervision effect organizational citizenship behavior (OCB). The researchers employed a path analysis model and a quantitative methodology. There were 114 studies and 160 participants in the study. The principal's academic supervision (3 2 items), job satisfaction (21 items), work motivation (20 items), and organizational citizenship behaviors (OCB) (31 things), all of which have undergone validity and reliability testing, were used as the instruments for data collection. The path analysis was utilized to analyze the study's data. The study's findings revealed that the principal's academic supervision had an effect on organizational citizenship behaviors (OCB), job satisfaction with organizational citizenship behaviors (OCB), and work motivation for organizational citizenship behaviors (OCB). These findings also revealed that the principal's academic supervision had an effect on work motivation, job satisfaction with work motivation, and organizational citizenship behaviors (OCB) through work motivation.

KEYWORDS: academic supervision, job satisfaction, work motivation, organizational citizenship behavior

I. INTRODUCTION

Organizational Citizenship Behavior (OCB) is an extra individual behavior, which cannot be directly or explicitly known in a formal work system and quickly able to increase the effectiveness of organizational functions. Organizational Citizenship Behavior (OCB) is behavior that is voluntary and handpicked by employees and is not a coercion or necessity required by the organization for the benefit of the organization itself. There are five dimensions of OCB, namely altruism (helpful behavior), conscientiousness (earnestness in work), sportsmanship (high tolerance), courtesy (being polite), and civic virtue (prioritizing common interests). Organ and Smith in Karyadi, et al., (2022) stated that Organizational Citizenship Behavior is very beneficial and important to note because there is OCB's interest in organizational effectiveness. It also applies in educational organizations, namely schools. Teachers who volunteer to share information and share new ideas will encourage innovation behavior. They maintain school facilities and infrastructure such as turning off computers if they are no longer used and not using school facilities and infrastructure for private talks. This will help the school achieve cost efficiency and effectiveness in achieving educational goals in schools. A good OCB can also be thought of as making constructive statements about the working group and organization in which one works helping fellow colleagues, volunteering to do a variety of additional work, avoiding unnecessary conflicts and being willing to tolerate distractions and losses related to irregular work.

Organizational Citizenship Behavior is considered important for the success of the implementation of education, including at state elementary schools in Liang Anggang District, Banjarbaru. The results of a preliminary study conducted by the researchers through interviews with several heads of public elementary schools in Liang Anggang District revealed that the problem that occurs with state elementary school teachers in Liang Anggang District, Banjarbaru, is that there is still a lack of behavior to help each other. When asked to help other teachers, they still seem to delay by doing other activities. When there is a task that must be completed, it turns out that the teachers are not present. Most teachers have not been able to accept the changes that occur in schools even though these changes are structural rules in organizations such as having to wear special uniforms on certain days. Also, there are still complaints that occur with changes that are sometimes not expected in advance by the teachers. In addition, some teachers who participated in the meeting felt saturated so that the teacher went in and out of the room when the meeting was in progress. The teacher's earnestness at work is also still low, where during teaching hours, there are still teachers who leave school even though in the morning they come to follow the apples which is a routine activity of the organization after the apples are finished the teacher is absent and goes out of school for no reason or for a specific purpose.

The Effect of Principal Academic Supervision and Job Satisfaction on Organizational Citizenship Behavior (OCB) Through Teacher Work Motivation

The above phenomenon suggests that it is still necessary to develop OCB behavior. Factors that affect OCB according to Wirawan (2014: 143) include job satisfaction, motivation and leadership which can be seen from the implementation of supervision.

II. RESEARCH METHOD

This study used quantitative research with a correlational approach and a route analysis method in order to explain current facts and determine the relative importance of variables. The study's participants were 160 state elementary school teachers. Proportional random sampling was the method utilized for sampling. The 114-person Slovin formula was used to determine the number of samples. The data of this study was gathered through academic supervision tools (planning learning activities, carrying out learning activities, assessing learning results, utilizing assessment results for the improvement of learning services, creating a comfortable learning environment, utilizing available learning resources, and developing interactions that are appropriate in learning), job satisfaction (the work itself, salary, promotion, supervision, and co-workers), and work motivation (helping behavior, organizational obedience, organizational loyalty, civic virtue, and initiative conscientiousness). It was done by first completing a test of normality, linearity, and homogeneity. Meanwhile, the instrument was assessed through validity and reliability tests of the description of the obtained data using route analysis to see the direct and indirect effect.

III. RESULTS OF RESEARCH AND DISCUSSION

Based on the results of data analysis using path analysis as described above from the effect, it was found that the coefficients of direct and indirect effect as described in Figure 1.

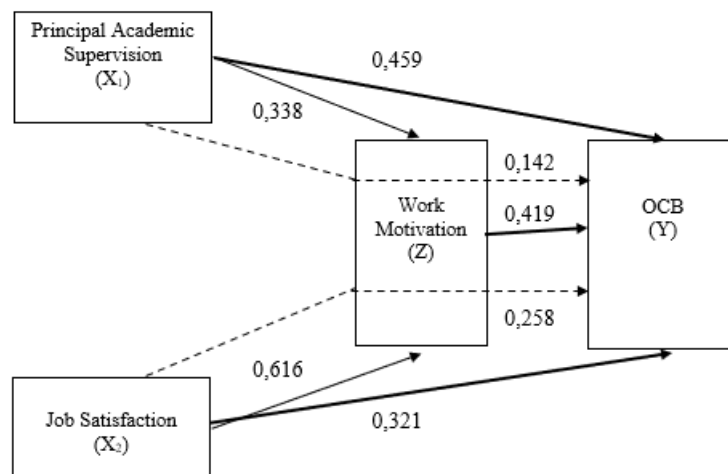


Figure 1. X₁, X₂, Z and Y Path Analysis Models

Based on Figure 1 above, the hypothesis in this study can be seen in Tables 2 and 3.

Table 1. Summary of Hypothesis Testing Decisions H₁, H₂, H₃, H₄, & H₅

Hypothesis	P	Decision
H ₁ There is a significant positive effect of the principal's academic supervision on OCB	0,000	Accepted
H ₂ There is a significant positive effect of job satisfaction on OCB	0,000	Accepted
H ₃ There is a significant positive effect of work motivation on OCB	0,000	Accepted
H ₄ There is a significant positive effect of the principal's academic supervision on work motivation	0,000	Accepted
H ₅ There is a significant positive effect of Job satisfaction on work motivation	0,000	Accepted

Table 2. Summary of H₆ and H₇ Hypothesis Testing Decisions

Hypothesis			Decision
	Immediately	Indirect	
H ₆ There is an indirect positive effect of the principal's academic supervision on OCB through work motivation	0.459	0.142	Accepted
H ₇ There is an indirect positive effect of job satisfaction on OCB through work motivation	0.321	0.258	Accepted

The Effect of Principal Academic Supervision and Job Satisfaction on Organizational Citizenship Behavior (OCB) Through Teacher Work Motivation

Table 1 is a summary of decisions H_1 , $H_{2,3}$, H_4 , and H_5 with a significance value criterion of less than 0.05, hence the hypothesis is accepted. Table 2 is a summary of the testing decisions of the H_6 and H_7 hypotheses provided that if the coefficient of direct effect is smaller than the coefficient of indirect effect, then the hypothesis is accepted. Based on the results of the analysis in Table 1, this study managed to find the effect between variables that can be explained as follows.

A. The Direct Effect of Principal's Academic Supervision on Organizational Citizenship Behaviors (OCB)

The results of testing through track analysis showed that the principal's academic supervision obtained a standardized coefficients Beta score of 0.459 with a significance of 0.000. It indicates that there is a direct effect of the principal's academic supervision on the organizational citizenship behavior (OCB) of state elementary school teachers in Liang Anggang District, Banjarbaru. The principal in the education unit is a leader who has two positions and an important role in carrying out the educational process. As an education manager, the principal has the task of developing the performance of personnel, especially teachers, towards the expected professionalism (Kurniadin and Machali 2017: 295). According to Agung (2017: 317), principals as educators must always show high commitment and focus on curriculum development and teaching and learning activities in schools.

One of the principal's duties is as a supervisor aiming to supervise the work done by the teacher. The principal as a supervisor must be able to control teachers with the aim of improving professional abilities and the quality of learning so that it can take place effectively and efficiently. The role of the principal as a supervisor is one of the most important roles in managing and advancing the school. Supervision is also important for the principal because it can provide assistance to teachers in schools to jointly realize school goals and educational goals nationally. Supervision does not only serve to improve teacher professionalism in the aspect of improving teacher behavior in the teaching process in schools. It is more than that, the supervision carried out by the principal as a leader is expected to provide work motivation as a teacher to teachers in the school and instill the values of responsibility, sincerity, hard work, loyalty, sacrifice and others. This behavior is termed Organizational citizenship behavior (OCB) (Fakhlevi, 2017: 6).

According to Aedi (2017: 184), academic supervision must directly effect the development of teacher behavior in managing the learning process because it is an essential characteristic of academic supervision. Fakhlevi (2017) in his research stated that supervision has a positive and significant effect on teachers' Organizational Citizenship Behavior (OCB). The results of this study are in line with research studies conducted (Akbar et al., 2022; Hidayah et al., 2022; Mujiati et al., 2019; Puspitasari & Saleh, 2022; Sabri et al., 2022; Wiyanthi et al., 2022) stated that academic supervision organized by the principal directly contributes to work achievement that encourages the creation of extra behavior or organizational citizenship behavior.

B. The Direct Effect of Job Satisfaction on Organizational Citizenship Behaviors (OCB)

The test results through path analysis showed that job satisfaction obtained a standardized coefficients Beta value of 0.321 with a significance of 0.000. Thus, there is a direct effect of job satisfaction on the organizational citizenship behavior (OCB) of state elementary school teachers in Liang Anggang District, Banjarbaru. Organizational Citizenship Behavior (OCB) is behavior that is voluntary and unmoved by something beneficial to employees but because individual initiative behavior performs a role that is more than its responsibility only for the benefit of the organization in achieving its goals (Mahendra & Surya, 2017: 4659).

An employee who is satisfied with their work and commitment to the organization they work for will be able to show better work performance than an employee who is dissatisfied with their work and organization. This study also shows that there is a negative correlation between OCB and employee counterproductive behavior (Robbins & Judge, 2016: 40). OCB can only be achieved if it is supported by factors in the organization allowing it, where the main thing is the presence of job satisfaction felt by employees during work in the organization. Organ in Karyadi et al., (2022) as an important figure stated the OCB that employees who are satisfied will repay the comfort of work, they feel to organizations that have treated themselves well and met their needs so far by carrying out their duties extra beyond existing standards. Satisfied employees will be more productive than dissatisfied employees. Evidence suggests that job satisfaction is moderately correlated with OCB, individuals with certain personality traits are also more satisfied with their work which then leads them to engage more in OCB. Therefore, job satisfaction is one of the factors that make up OCB, the map is very logical which considers that job satisfaction is the main determinant of employee OCB (Robbins & Judge, 2016: 43). Aslamiah (2015), Maulida & Suriansyah (2019) stated that job satisfaction affects Organizational Citizenship Behavior (OCB).

C. The Direct Effect of Work Motivation on Organizational Citizenship Behaviors (OCB)

Work motivation had a standardized coefficients beta value of 0.419 with a significance level of 0.000 in the test findings through path analysis, indicating a direct effect on organizational citizenship behavior (OCB) of state elementary school teachers in Liang Anggang District, Banjarbaru.

Organizational Citizenship Behavior (OCB) is perceived as the personification of a person's innate motives, such as certain personalities and interests. The primary notion or cause that underlies all human conduct is known as motivation. It is what drives a person to act. Economic incentives other than religious ones are the source of the increased activity of lecturers in general.

The Effect of Principal Academic Supervision and Job Satisfaction on Organizational Citizenship Behavior (OCB) Through Teacher Work Motivation

The degree to which an individual is highly motivated at work has a significant effect on that person's performance. The success of an organization will be significantly effected by a person's performance. This has a significant positive effect on the organization's members. Because achieving peak performance will result in organizational citizenship behavior (OCB) in the individual (Simon, 2015: 351).

Hendrawan (2020) in his research revealed that motivation is closely related to Organizational Citizenship Behavior (OCB). Simon (2015: 347) mentioned that work motivation has a direct effect on Organizational Citizenship Behavior. Meanwhile, Mahendra & Surya (2017) in their research stated that motivation has a positive and significant effect on organizational citizenship behavior. The results of this study are in line with research (Karyadi et al., 2022) that states that motivation directly affects organizational citizenship behavior.

D. The Direct Effect of Principal's Academic Supervision on Teacher Work Motivation

According to the testing through track analysis findings, the principal's academic supervision had a direct effect on the work motivation of state elementary school teachers in Liang Anggang District, Banjarbaru, with a standardized coefficients Beta score of 0.338 and a significance of 0.000.

Academic supervision, which is handled by the principle, is held to supervise, mentor, and support instructors in carrying out a quality learning process. The goal of academic supervision, according to Sergiovani in Mukhtar and Iskandar (2017), is to improve the efficacy and efficiency of the learning process, monitor the standard of learning, support teachers' professional growth, and inspire students.

Academic supervision is a set of exercises designed to support teachers in improving their capacity to direct learning in order to meet learning goals. Academic supervision, according to Arikunto (2017), is centered on the supervisor's monitoring of academic problems, namely things that are immediately surrounding learning activities when students are actively learning something.

Sutrisno (2018) claimed that effective supervision is an example of one of the outside forces that affect someone's motivation. In his research, Hardono (2017) found that academic supervision has a favorable and significant effect on work motivation. Work motivation will rise with good academic supervision.

E. The Direct Effect of Job Satisfaction on Teacher Work Motivation

Through path analysis, the test results revealed that job satisfaction had a standardized coefficients Beta value of 0.616 and a significance level of 0.000, indicating a direct relationship between job satisfaction and the work motivation of state elementary school teachers in Liang Anggang District, Banjarbaru.

The ability of a person's employment to match his or her expectations, wants, and desires is referred to as job satisfaction. A person's feelings and opinions about their work, specifically their working conditions, are referred to as job satisfaction. Profession motivation, on the other hand, is the human being's internal drive, effort, and desire that activates, powers, and guides behavior to complete tasks effectively within the parameters of his work.

Among other things, the desire to produce quality work and keep feedback defines work motivation. A person who works for an organization aspires to make ends meet while also having some ambitions, desires, and ideals that they anticipate their workplace to help them achieve. Employee satisfaction will develop if expectations and reality are in line while performing the work. When an employee feels that the return he receives exceeds the value of his sacrifice, this is a sign of job satisfaction. They nevertheless have enough advantages to satisfy his other demands and wants. The choices made by these employees in terms of their work motivation may have a positive effect on their enthusiasm and performance. The results of this study are in line with Birhasani et al., (2022); Firdaus et al., (2022); Hidayati, (2022); Ibrahim et al., (2019); Normaini et al., (2022). Their research findings showed that job satisfaction is closely related to motivation. The better job satisfaction felt by the individual, the greater the work motivation that arises in the individual concerned.

F. The Indirect Effect of the Principal's Academic Supervision on Organizational Citizenship Behaviors (OCB) Through Teacher Work Motivation

According to Aedi (2017: 184), academic supervision must directly effect the development of teacher behavior in managing the learning process because it is an essential characteristic of academic supervision. Academic supervision is a series of activities to help teachers develop their ability to manage the learning process to achieve learning objectives. According to Arikunto (2017: 33) academic supervision focuses on the supervisor's observation on academic problems, namely things that are directly in the environment of learning activities when students are in the process of learning something.

According to Sutrisno (2018: 124-129), good supervision is a manifestation of one of the external factors that have an effect on a person's motivation. Hardono (2017) in his research stated that there is a positive and significant effect of academic supervision on work motivation. Good academic supervision will increase work motivation.

The existence of a high work motivation of a particular individual greatly affects the performance of the individual concerned. A person's performance will have a significant effect on the progress of an organization. This greatly benefits the organization in

The Effect of Principal Academic Supervision and Job Satisfaction on Organizational Citizenship Behavior (OCB) Through Teacher Work Motivation

which the members of that organization work. Because by having maximum performance, it will cause Organizational Citizenship Behavior (OCB) behavior in the person (Simon, 2015: 351).

G. Indirect Effect of Job Satisfaction on Organizational Citizenship Behaviors (OCB) Through Teacher Work Motivation

Organizational Citizenship Behavior (OCB) is a type of volunteer work performed by members of the organization to support organizational operations and make this behavior more beneficial. It is characterized by actions that demonstrate altruism and care for the welfare of others as well as the organization. OCB is a behavior that develops at the employee's discretion, is done voluntarily, and involves no coercion. However, such activities are not technically required in work processes and are not directly tied to individual productivity in the payroll system, OCB can alternatively be defined as a helpful attitude displayed by members of the organization that is constructive in nature and valued by the company.

The relationship between job happiness and corporate citizenship behavior can be influenced by motivation (OCB). Motivation can either improve or lessen the relationship between work satisfaction and corporate citizenship behavior (OCB).

The essential issue is the presence of job satisfaction felt by employees while working in the company, and OCB can only be realized if it is supported by variables in the organization permitting it. Job satisfaction is one of the elements that influences how motivated people are to work; if someone is happy with their job, they will undoubtedly be inspired to do a better job and promote the formation of corporate citizenship behavior (OCB). Hendrawan (2020) stated that motivation and job satisfaction are factors that affect Organizational Citizenship Behavior (OCB).

IV. CONCLUSION

This study concluded that there are direct and indirect effects between the principal's academic supervision, job satisfaction, work motivation and organizational citizenship behaviors (OCB). Teachers in State Elementary Schools in Liang Anggang District Banjarbaru are advised to always maintain Organizational Citizenship Behaviors (OCB) and work motivation by adjusting subjects that are compiled with face-to-face loads.

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The Effect of Principal Academic Supervision and Job Satisfaction on Organizational Citizenship Behavior (OCB) Through Teacher Work Motivation

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