

# Analysis of the Effect of Organizational Citizenship Behavior and Work Motivation on Teacher Performance Moderated By Catholic High School Culture in East Flores District

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## ABSTRACT

Current research was conducted to know and analyze the effect of *organizational citizenship behavior* on teachers' performance, work motivation on teachers' performance, and school culture on teachers' performance in Catholic High School of East Flores. This research applied quantitative research through probability sampling. The data employed are primary data with the ordinal scale using *likert scale*. Furthermore, the data analysis was done using descriptive, inferential, and mediation analysis method. Based on the analysis results, it shows that OCB affects the teachers' performance by 0.050 (positive but less significant effect), work motivation also affects the teachers' performance by -0.069 (negative and insignificant effect), and school culture affects the teachers' performance by 0.556 (positive and significant effect). In addition, school culture also affects OCB by 0.443 (positive and significant effect) and affects teachers' work motivation by 0.420 (positive and significant effect). In this case, the role of school culture as intervening variable is permanent, except the school culture on teachers' performance which increases 0.007.

**Keywords:** OCB, motivation, school culture, teachers' performance

## 1. INTRODUCTION

Education is an effort to shape students' personalities into mature, wise, and physically and spiritually healthy human beings. According to Ki Hadjar Dewantara, the essence of education has been created through his teachings on education with the purpose of humanizing humans according to their honor and dignity as humans (Noviani, 2017). In other words, education is a way to achieve self-actualization. In this case, education tries to develop all students' abilities and potentials by accepting the differences they have. Hence, education is defined as a person's conscious effort to improve his potential. Education is also considered a process of humanization, which is a process of humanizing humans to become real humans according to their nature, where humans will find their identity and their essence when they receive education (Asa, 2019). In this case, there are several elements that will determine the achievement of this goal, including OCB (organizational citizenship behavior), work motivation, school culture, and teachers' performance.

The performance a person produces or shows is significantly related to the work outcome of the person in an organization. These outcomes are related to quality, quantity, and punctuality. Employee performance is not only affected by their ability and expertise at work, but is also affected by their morale (Rafida, 2017).

Teacher performance is defined as a set of real behaviors shown by the teacher during the learning process with the students in the classroom. These performances include the making of teaching programs, the selection of learning methods and media suitable for the students' conditions, learning evaluation, as well as follow-up in the forms of enrichment and remedial. Qualified teachers' performance will significantly affect the learning quality, the graduate quality, the educational quality, and the achievement of educational objectives. On the other hand, when the quality of teachers' performance is low, then it will lead to low educational quality, low achievement, and low graduate quality (Saragi, 2014).

Work motivation is the reason and purpose why someone chooses and pursues a certain job. Motivation in management is related to human resources (Faozen, 2021). In general, motivation is a set of behaviors and

values that affect someone in achieving their goals that come from within themselves, instead of coming from the encouragement of other parties (Rismayani et al., 2020).

According to Armstrong as quoted by Kuswibowo, motivation is something given to or for someone to motivate that person. This includes rewards, including increased salaries and promotion awards, as well as punishments such as disciplinary action (Kuswibowo, 2020).

Meanwhile, Abraham Maslow (in Widianingrum, n.d.) proposed his theory that work motivation is measured based on five things, those are self-physiology, self-security, self-social, self-esteem, and self-actualization. In this case, work motivation is considered can improve performance directly (Farhah et al., 2020). According to Hasibuan as quoted previously (Kuswibowo, 2020), work motivation is the provision of a driving force that builds enthusiasm for someone to work, so that they are willing to work cooperatively, and effectively, as well as integrated with all their efforts to achieve work productivity.

Work motivation is recognized as a factor that affects performance and a factor that mostly determines a person at work. In this case, motivation is someone's response towards statements regarding their efforts, so that encouragement to work is formed and the desired goals can be achieved (Jufrizen dan Hadi, 2021).

According to Robbins and Judge as quoted by Kirana, et al (2021), organizational culture, in this case, is strong and healthy school culture, is seen as a factor determining the sustainability or survival of an organization or company. School culture can be considered as the spirit of the school that makes the educational activities at school meaningful. Therefore, if the school culture is weak, then the school is not conducive to becoming an effective school. On the other hand, if the school culture is strong, it will become a facilitator for the efforts to create an effective school. Changes in school culture significantly determine the improvement of teacher performance in making the learning environment to be more lively, dynamic, real, and fun because the learning is not boring. Cultural change is an important component to develop teacher performance well (Saragi, 2014).

Individual performance basically affects team performance, which further ultimately affects the whole organizational performance. School organizations will be easier and more successful in achieving their goals if they have employees who do not only carry out their main tasks but are also willing to do other extra tasks such as helping each other, participating actively, providing advice, and providing extra services to service users (Gita et al., 2019). Organizations do not only demand in-role behavior but also extra-role behavior known as organizational citizenship behavior (OCB). Extra-role behavior gives benefits to support organizational sustainability (Junawar et al., 2020).

Many organizations expect their employees to have and implement organizational citizenship behavior. By owning and realizing this behavior, the organization obtains benefits that cannot be gained from the formal role obligations or in the form of contracts or recompensation. Therefore, when ICB is viewed more deeply, it is considered a factor that contributes to the whole organizational work (Fitriastuti, 2020).

OCB generally contributes to organizational effectiveness by creating social capital and increasing efficiency and productivity (Umiriyana et al., 2020). The reason is that organizational citizenship behavior has a direct, positive, and significant effect on the teachers' performance. Changes in organizational citizenship behavior have a positive and significant direction on improving the performance of teachers (educators). The better the organizational citizenship behavior, the higher the performance of teachers (educators). This fact indicates that good organizational citizenship behavior contributes to the improvement of the performance of teachers (educators) (Junawar et al., 2020). Organizational citizenship behavior is related to the implementation of tasks, roles, or activities outside the main role, in this case, the main task or main activity is a person's responsibility. Therefore, organizational citizenship behavior can be considered as a person's performance outside his role behavior. In other words, organizational citizenship behavior is related to more roles than formal job descriptions (extra role behavior). Extra role behavior becomes further consequence of someone's work motivation and is supported by the school culture which is the values and principles of life in the school environment. This encourages a person to carry out more activities for the organization, such as helping others in the organization, volunteering to carry out additional tasks, as well as adhering to the workplace rules and procedures. This behavior describes the form of prosocial behavior are positive, constructive, and helpful behavior. The main objective of this behavior is to support a conducive organizational, social and psychological environment. In this case, organizational citizenship behavior can be considered a voluntary behavior on matters

related to organizational needs, a voluntarily action, non-formally ordered, and indirectly related to the formal reward system (rewards or compensation).

Organ, Greenberg, and Baron (Rahman, 2014; (Junawar et al., 2020) said that there are five dimensions of organizational citizenship behavior, those are: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Furthermore, Podsakoff, Ahearne, and MacKenzie (Rahman, 2014) combined the dimensions of altruism, conscientiousness, and civilization into one dimension called helping behavior. MacKenzie, Podsakoff and Ahearne (Rahman, 2014) more specifically state that there are three dimensions organizational citizenship behavior, those are altruism, obedience, and sportmanship.

According to Netemeyer et al, Organ, Konovsky, Williams and Anderson (in Rahman, 2014), organizational citizenship behavior have three statement items. The first statement item is helping behavior which describes someone behavior who wants to help co-workers and new employees. For example, is the behavior of helping to complete difficult tasks and helping the new workers to adapt to the jobs. The other examples of helpful behavior are voluntarily helping coworkers who have problems, contributing a strong effort, and providing the means to develop themselves. The second behavior is civic virtue that refers to constructive actions in organizational activities, such as voluntarily attending meetings and responding quickly to correspondence. Meanwhile, the third behavior is sportsmanship that indicates the workers' desire to be tolerant of small setbacks that can occur in the workplace. The example of this behavior is not being easily complaining about issues that are not too important and not finding others' fault in the workspace.

Meanwhile, Luthan (Mardiyanti & Rahmawati, 2017) describes several indicators of OCB behavior. The first indicator is helping others' interests (altruism). An example of this indicator is helping a coworker who is not feeling well. The second indicator is conscientiousness. An example of this indicator is completing projects although being late. The third indicator is civic virtue, such as volunteering to represent a company or organization for a community program. The fourth indicator is sportsmanship, such as being open to the team failure that will succeed by following members' suggestions. The last indicator is courtesy, such understanding and being empathy even when provoked.

Based on the observations conducted by the researchers, not all teachers in the Catholic High School in East Flores District have good organizational citizenship behavior and work motivation as well as implement school culture which affect the teachers' performance. In this case, there is still a gap between organizational citizenship behavior, work motivation, school culture, and teacher performance. These things encourage researchers to conduct research under the main theme related to human resource management by taking a research background in the field of education by taking the research location at the Catholic High School in East Flores District, East Nusa Tenggara.

Based on the description above, the problems raised in this research are formulated as follows. The first question raised is whether the organizational citizenship behavior affects the teachers' performance in the Catholic High Schools of East Flores District. The second question raised is whether work motivation affects the teachers' performance in the Catholic High Schools of East Flores District. The third question raised is whether the school culture affects the teachers' performance in the Catholic High Schools of East Flores District. The fourth question raised is whether the school culture affects the organizational citizenship behavior of educators in the Catholic High Schools of East Flores District. The last question raised is whether school culture affects the teachers' work motivation in the Catholic High Schools of East Flores District.

## 2. METHODS

This research is categorized as quantitative research. The population involved in this study is 90 respondents who were teachers working at the Catholic High School in East Flores District. Due to the limited population involved, all respondents were used as subjects and objects of this research. In other words, all of these populations have the opportunity to be sampled (probability sampling) (Wiyono, 2020). Therefore, the sampling technique applied in this study is probability sampling (all populations are sampled). Furthermore, the data employed are primary data with an ordinal scale. The scaling technique used was a Likert scale, with a score of 1 to 5.

In this study, the analysis was carried out using descriptive analysis methods, inferential analysis, and mediation analysis. Descriptive Analysis was carried out through two descriptions: cumulative description,

which describes and analyzes broadly according to the categories made, and individual descriptions, which describe and analyzes based on the results of the questionnaire in detail according to the categories made. Inferential analysis is an analysis using Partial Least Square (PLS) as the analytical tool which is SEM-based on variance using SmartPLS 3.3.3 software. The stages of PLS test were conducted as follow:

- a. Indicator test (*Outer model* or *model measurement*). This test was conducted to test the relationship between the indicators and the construct variables. This test will produce the output of the validity and reliability of the model as measured by the following criteria: Convergent Validity, Discriminant Validity, and Composite Reliability. Convergent Validity is measured from the correlation between the indicator scores and their constructs. Individual indicators are considered valid if they have a correlation value above 0.50. If there are indicators that do not meet these requirements, they must be omitted. Meanwhile, discriminant Validity is measured from the cross-loading between the indicator and the construct. An indicator is declared valid if the relationship between the indicator and its construct is higher than its relationship with other constructs. The construct is declared reliable if the composite reliability has a value above 0.70.
- b. Model Fit test is further conducted by looking at the estimated output of SmartPLS compared to the following criteria:

**Table 1.**

Fit Summary	Cut off
SRMR	< 0.10
d_ULS d_G	Output Confidence Interval 95% - 99% >Original_Sampel
Chi-Square	$\chi^2_{Statistic} < \chi^2_{Table}$
NFI	Approaching value of 1
RMS Theta	< 0.12

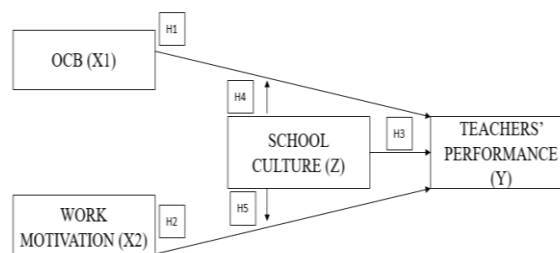
- c. Hypothesis test is conducted through *Inner Model* or *structural model* which describes the relationship and effects between latent variables based on *substantive theory*.

The mediation analysis was conducted by comparing *Direct Effect* (DE) and *Total Effect* (TE). TE is the summation of DE and IE (*Indirect Effect*).

### 3. RESULTS AND DISCUSSION

#### *Frame of Reference*

The frame of reference in this study is as follows:



**Figure 1.**

**Reliability test**

The result of the reliability test using the SPSS program was that the Cronbach's Alpha for each variable was  $> 0.207$  (tabulated scores), which was equal. It means that the question items for X1, X2, Z, and Y are considered reliable.

**Table 2.**

	Cronbach's Alpha	Number of Items
OCB	0.736	11
Work Motivation	0.738	11
School Culture	0.792	11
Teachers' Performance	0.767	20

If this Cronbach's Alpha is compared with the tabulated  $r$  (0.207), it can be seen that all Cronbach's Alpha values are more than 0.207, so it can be inferred that the item value partially or in a composite manner is categorized as reliable.

**Indicator Test**

The analysis tool used here was *Partial Least Square* (PLS), the variance-based SEM, with the SmartPLS program version 3.3.3. The result of this indicator test was obtained by using the PLS Algorithm calculation as shown below:

**Table 3. The Result of the Indicator Test**

Validity and Reliability	Indicators	Result				Status
		Latent Variables				
		SCHOOL CULTURE	TEACHERS' PERFORMANCE	WORK MOTIVATION	OCB	
Outer Loading/Convergent Validity)	X1A				0.776	Valid
	X1B				0.933	Valid
	X1C				0.954	Valid
	X2A			0.013		Invalid
	X2B			0.744		Valid
	X2C			0.564		Invalid
	X2D			0.696		Invalid
	X2E			0.934		Valid
	YA		0.819			Valid
	YB		0.834			Valid
	YC		0.756			Valid
	YD		0.809			Valid
	YE		0.962			Valid
	YF		0.936			Valid
ZA	0.955				Valid	
ZB	0.964				Valid	
ZC	0.867				Valid	
ZD	0.957				Valid	
Discriminant Validity (Cross Loading)	Indicators	Latent Variables				
	X1A	Z	Y	X2	X1	Valid
		0.235	0.080	0.101	0.776	Valid

X1B	0.424	0.224	0.366	0.933	Valid
X1C	0.459	0.335	0.340	0.954	Valid
X2A	-0.015	-0.065	0.013	-0.089	Invalid
X2B	0.336	0.179	0.744	0.380	Valid
X2C	0.160	-0.173	0.564	0.093	Invalid
X2D	0.229	-0.015	0.696	0.131	Invalid
X2E	0.408	0.141	0.934	0.264	Valid
YA	0.424	0.819	0.025	0.125	Valid
YB	0.372	0.834	-0.038	0.120	Valid
YC	0.318	0.756	-0.063	0.166	Valid
YD	0.482	0.809	0.286	0.302	Valid
YE	0.578	0.962	0.183	0.319	Valid
YF	0.566	0.936	0.152	0.294	Valid
ZA	0.955	0.530	0.401	0.477	Valid
ZB	0.964	0.553	0.377	0.384	Valid
ZC	0.867	0.345	0.366	0.340	Valid
ZD	0.957	0.586	0.405	0.441	Valid
Composite Reliability	WORK CULTURE		0.966		Reliable
	TEACHER PERFORM ANCE		0.942		Reliable
	WORK MOTIVATION		0.759		Reliable
	OCB		0.920		Reliable

Based on the table above, the following indicators (X2A, X2C, and X2D through both the Outer Loading/Convergent Validity test and the Discriminant Validity test (Cross Loading) are invalid. Thus, the invalid indicators should be omitted, so the model figure will change as seen in the following.

#### Goodness of Fit Test

Furthermore, with the new model above (after excluding the invalid indicators), the execution was performed on the PLS Algorithm to generate the model fit output in the form of Fit Summary and *rms Theta* as follows.

**Table 4. for the Goodness of Fit Test**

Model Fit Index	Cut Off Value	Model Output	Description
SRMR	< 0.10 is the goodness of fit relative to prevent from model misspecification	0.086	Good
d_ULS	> 0.05	0.893	Poor
d_G	> 0.05	0.670	Poor
Chi-Square	Statistical $\chi^2 < \text{Tabulated } \chi^2$	312.098	Excellent
NFI	Closing to 1; it gets better	0.775	Good
rms Theta	<0.12; indicating the appropriate model	0.237	Poor

Source: The *Output of SmartPLS 3.3.3*

**Hypothesis Testing**

The hypothesis testing was conducted by using the Bootstrapping procedure to process the output of hypotheses verification as shown in the table of Path Coefficient output below.

**Table 5.**

No	Hypotheses	Original Sample (Parameter Coefficient)	P-Values	Test Results
1	SCHOOL CULTURE -> TEACHERS' PERFORMANCE	0.556	0.002	Proven
2	SCHOOL CULTURE -> WORK MOTIVATION	0.420	0.022	Proven
3	SCHOOL CULTURE -> OCB	0.443	0.007	Proven
4	WORK MOTIVATION -> TEACHERS' PERFORMANCE	-0.069	0.736	Not Proven
5	OCB -> TEACHERS' PERFORMANCE	0.050	0.735	Proven

This study proposed five hypotheses as follows.

- 1) If teachers have a high organizational citizenship behavior, their performance in a Catholic High School located in East Flores District increases.
- 2) If teachers have a high work motivation, their performance in a Catholic High School located in East Flores District increases.
- 3) If the school culture performed by teachers increases, their performance in a Catholic High School located in East Flores District also increases.
- 4) If the school culture performed by teachers increases, their organizational citizenship behavior in a Catholic High School located in East Flores District will also increase.
- 5) If the school culture performed by teachers increases, their work motivation in a Catholic High School located in East Flores District will also increase.

Based on the table above, the results of the hypothesis testing can be explained as follows. The effect of OCB on teachers' performance of 0.050 is proven to have a positive effect but is less significant. The higher the OCB is, the teachers' performance will also be higher.

- 1) The work motivation against the teachers' performance of -0.069 is not proven to have a positive and significant effect. This condition needs careful attention as work motivation is strongly required to achieve a good performance.
- 2) The effect of school culture on the teachers' performance of 0.556 is proven positive and significant. The higher the school culture is, the teachers' performance will also be higher.
- 3) The effect of school culture on OCB of 0.443 is proven positive and significant. The higher the school culture is, the OCB is getting higher.
- 4) The effect of school culture on the teachers' work motivation of 0.420 is proven positive and significant. The higher the school culture is, the teachers' work motivation is getting higher.

Before conducting the study, the researchers proposed two assumptions. They are, first, organizational citizenship behavior and teachers' work motivation affected the teachers' performance. Organizational citizenship behavior and teachers' work motivation become the indicators of success in a Catholic High School located in East Flores Timur. One of the other factors that also support and affect the variables is the school culture. The result showed that OCB affected the teachers' performance with a score of 0.050. It had a positive effect yet was less significant. The educators who have organizational citizenship behavior will, in turn, bring themselves as social individuals who do not only deal with their main duty and ignore their school social

environment, but they also bring themselves as individuals with extra roles that contribute to their school success. Meanwhile, work motivation affects the teachers' performance with a score of -0.069. This indicates that work motivation is not proven to have a positive and significant effect on teachers' performance. Over here, the gap between work motivation and teachers' performance is clearly shown. This institutional education should pay more attention to this.

Secondly, the educators (teachers) who have a good work culture affect their performance as teachers. The result of this study showed that school culture affects the teachers' performance with a score of 0.556. The effect is positive and significant. The higher the school culture is, the teachers' performance gets higher and affects the student quality and the school quality.

The output from comparing the direct effect with the Total Effect showed the following things. The role of school culture as the intervening variable (mediation) had a consistent function shown by the constant direct effect and the Total Effect values; on the other hand, the role of school culture on the teachers' performance saw an increase by 0.007 as seen in the following table.

**Table 6.**

Variables	Direct Effect (Path Coefficient)		Total Effect		Changes In Effect
	Coef.	P-Values	P-Values	Coef.	
	OCB→Performance	0.050	<b>0.735</b>	<b>0.735</b>	
Work Motivation→Performance	-0.069	<b>0.736</b>	<b>0.736</b>	-0.069	Constant
School Culture→Performance	<b>0.556</b>	<b>0.002</b>	<b>0.006</b>	0.549	0.007

#### 4. CONCLUSION

This study is conducted to test the five hypotheses related to the effect of OCB, work motivation, school culture, and teachers' performance. They are as follows. First, organizational citizenship behavior increases the educators' performance in the educational institution, a Catholic High School, located in East Flores District. Secondly, work motivation affects the educators' performance in the educational institution, a Catholic High School, located in East Flores District. Third, school culture affects the educators' performance in the educational institution, a Catholic High School, located in East Flores District. Fourth, school culture affects the educators' organizational citizenship behavior in the educational institution, a Catholic High School, located in East Flores District. Fifth, school culture affects the educators' work motivation in the educational institution, a Catholic High School, located in East Flores District.

Based on the result, not all hypotheses are proven. The inferential analysis shows the following results. First, OCB affects the teachers' performance with a score of 0.050, proving that it has a positive effect yet is less significant. The higher the OCB is, the teachers' performance is also higher.

Second, work motivation affects the teachers' performance with a score of -0.069; it does not prove that it has a positive and significant effect. This condition needs careful attention as work motivation is strongly required to achieve a good performance.

Third, school culture affects the teachers' performance with a score of 0.556, proving that it has a positive and significant effect. The higher the school culture is, the teachers' performance is also higher.

Fourth, school culture affects OCB with a score of 0.443, proving that it has a positive and significant effect. The higher the school culture is, the OCB is getting higher.

Fifth, school culture affects the teachers' work motivation with a score of 0.420, proving that it has a positive and significant effect. The higher the school culture is, the teachers' work motivation is getting higher.

Meanwhile, the mediation analysis shows that the role of school culture as an intervening variable (mediating variable) has a consistent function shown by the constant direct effect and Total Effect values; in contrast, the role of school culture against the teachers' performance sees an increase by 0.007.

Based on the result above, the researchers propose several suggestions as follows.

First, in general, it can be stated that the Catholic High School as an educational institution located in East Flores District needs to perform an evaluation of the system and the process of human resource management to improve the education quality in the Catholic High School located in East Flores District. OCB affects the



teachers' performance with a score of 0.050, proving that it has a positive effect yet is less significant. The higher the OCB is, the teachers' performance is also higher.

Second, the teachers' OCB needs to be improved since the result shows that OCB positively affects the teachers' performance even though it is less significant. It needs to be noted as the higher the OCB is, the higher the teachers' performance will be.

Third, the teachers' work motivation becomes a primary concern as the result indicates that the teachers' work motivation is not proven to have a positive and significant effect on the teachers' performance. It is because work motivation is strongly required to achieve a good performance. Work motivation can also be improved by school culture because the result shows that school culture positively and significantly affects the teachers' work motivation. The higher the school culture is, the teachers' work motivation is getting higher.

Fourth, the school culture in the Catholic High School needs to be maintained and improved because school culture is proven to have a positive and significant effect on the teachers' OCB, work motivation, and performance. The higher the school culture is, the teachers' OCB, work motivation, and performance will get higher.

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