

The Effect of Organizational Culture and Organizational Climate Through Motivation Work towards Organizational Citizenship Behavior (OCB) Of Elementary School Teachers in Lamphong



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ABSTRACT: This study aims to analyze the direct and indirect effect of work motivation as an intermediary variable in the influence of organizational culture and organizational climate through work motivation on teachers' Organizational Citizenship Behavior (OCB). It employed a quantitative approach using the type of correlational research with path analysis. The research population was 172 elementary school teachers in Lamphong, with a sample of 120 teachers determined by using proportional random sampling. The data were collected through questionnaires which were analyzed descriptively and inferentially. The conclusion of this study is organizational culture and organizational climate in the very high classification, while work motivation and Organizational Citizenship Behavior (OCB) in the high classification. The suggestions given to the principal of elementary school teachers in Lamphong are in order to maintain OCB behavior, understanding the organization's mission and support at work, so that teachers are happy to be willing to work overtime to complete work, ready to work outside working hours, attendance at work is above standards set by the organization, and participate in education and training without being instructed.

KEYWORDS: organization, organizational climate, work motivation, Organizational Citizenship Behavior

I. INTRODUCTION

Human resource management requires organization that noticed the needs as well as ability of individual for effectiveness embodiment destination in organization (Siagian, 2015). Education is one of the pillars of human resource development that is very meaningful for development national, so the nation future lies in the quality of education. Therefore, the enhancement quality of education must be achieved with development and improvement quality of human resources (Mantja, 2010:223). Building human resource is a big and endless responsibility, starting from pre-school, elementary school, high school, and higher education so that they are able to compete in the global era (Ramli, 2018).

The function of education must really be paid attention to in order to achieve the goals of national education because the goal is to function as a clear direction for the activities of education providers so that the implementation of education must be directed to: (1) Education is carried out in a democratic and fair manner and is not discriminatory by upholding human rights, religious values, cultural values and national pluralism; (2) Education is organized as a systematic unit with an open and multi-meaning system; (3) Education is held as a process of cultivating and empowering students that lasts a lifetime; (4) Education is held by setting an example, building the will, and developing the creativity of students in the learning process (Tilaar, 2016:20).

Improving the quality of education is determined by the readiness of human resources involved in the educational process. The teacher is one of the determinants of the high and low quality of educational outcomes and has a strategic position, so in every effort to improve the quality of education, school principals need to pay great attention to teacher improvement both in terms of quantity and quality. According to Aldag & Reschke (2017:1) as long as there is an organization, there is always an attempt to measure the human dimension through organizational performance. The need for such action is more urgent at this time. In the past, technology created a competitive advantage. Now, due to the ease of access to technology, the effect of being equated with position, making employees the key to a more competitive advantage. Most organizations will state that "people/employees are the greatest asset in the organization.

Principals and teachers are professionals who have the task of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training as well as conducting research and community service (Djamarah, 2011:12). In order for all these problems to be resolved, teachers need to have Organizational Citizenship Behavior (OCB) that exceeds performance. According to (Sudjana) 2009:13, the three main tasks of teachers in carrying out their profession are: (1) Teachers as teachers are emphasized on planning, implementing and providing assessments of learning; (2) Teachers as supervisors must be

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able to provide assistance in solving problems faced by students; (3) Teachers must be able to carry out administrative tasks in learning. Organizational Citizenship Behavior is a voluntary behavior of members of an organization that is not directly related to wages or rewards, but the behavior contributes to the effectiveness of an organization. It is the behavior or actions of organizational members that are not directly related to their duties and functions as members of the organization but play an important role in the overall performance of an organization (Aldag & Reschke, 2017). Aslamiah (2016) stated that Organizational Citizenship Behavior (OCB) is behavior that is voluntary as a form of satisfaction based on achievements that are not formally ordered and are not directly and openly related to formal systems and rewards. According to Organ (Titisari, 2014:15) the factors that can affect OCB are two factors namely internal factors such as organizational commitment, motivation, personality, employee morale and job satisfaction, and external factors which include organizational culture, leadership style, organizational climate and trust in leaders. Mahardika (2019) showed that organizational culture has a positive effect on OCB (Organizational Citizenship Behavior). Organizational culture is a habit that is carried out repeatedly by employees in an organization, violations in this habit do not have strict sanctions, but from the behavior of the organization morally has agreed to these habits in the context of achieving goals (Hidayati et al., 2022;Rudiansyah et al., 2022;Hajidah et al., 2022).

organizational climate can affect employee attitudes and behavior towards their work. Furthermore, Lubis (2015) stated that Organizational Citizenship Behavior (OCB) is also affected by the climate of an organization. Organizational climate is the personality of an organization that distinguishes it from other organizations that leads to the perception of each member in viewing the organization (Karyadi et al., 2022;Firdaus et al., 2022) School organizational climate is a condition where the state of the school organization and its environment are in a very comfortable, conducive condition and fun for the teaching and learning process, easy to interact with fellow members of the organization in the school environment. Organizational Citizenship Behavior (OCB) is also affected by motivation. According to (M. S. Hasibuan, 2019) motivation is a way of encouraging the passion or work spirit of subordinates to want to work hard and give all their abilities and skills to realize organizational goals. Motivation is a driving factor in oneself that gives strength to teachers to work hard and can direct their behavior to carry out their duties and responsibilities¹ (Karyadi et al., 2022;Normaini et al., 2022;Martini et al., 2022).

II. RESEARCH METHOD

This study used a quantitative approach with the type of regression research that aims to describe and analyze the effect of one variable with another variable. This study utilized four variables, consisting of two independent variables, one intervening variable and one dependent variable. The independent variable is organizational culture (X1), and organizational climate (X2), the intermediary variable is work motivation (Z), and the dependent variable is Organizational Citizenship Behavior (OCB) (Y). The population in this study was all 172 public elementary school teachers in Lampihong, Balangan Regency. The research sample was 120 people that determined by using the Proportional Random Sampling technique. The data were collected through an instrument in the form of a questionnaire consisting of statements regarding organizational culture, organizational climate, work motivation and OCB. The statements consisted of 17 items of organizational culture, 20 items of organizational climate, 32 items of work motivation and 21 items of OCB. The instrument was analyzed by means of testing the validity and reliability of the description of the data collected using path analysis to see the direct and indirect correlation, by first testing normality, linearity, homogeneity.

III. RESEARCH FINDINGS AND DISCUSSION

Based on the results of data findings assisted by SPSS, direct and indirect correlation coefficients have been found. as described in Table 1.

Table 1. Summary of the path analysis results

Structural 1

Organizational Culture and Organizational Climate through motivation work

Variable	Path Coefficient	T	p	R2
Organizational Culture	0.636	0.350	0.000	0.561
Organizational Climate	0.435	8,031	0.000	

Structural 2

Organizational Culture, Climate through motivation work against Organizational Variable OCB teacher

Organizational Variable	Path Coefficient	T	p	R2
Organizational Culture	0.441	3,921	0.000	0.650

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Organizational Culture	Climate	0.613	5,902	0.000
Motivation work		0.604	0.028	0.000

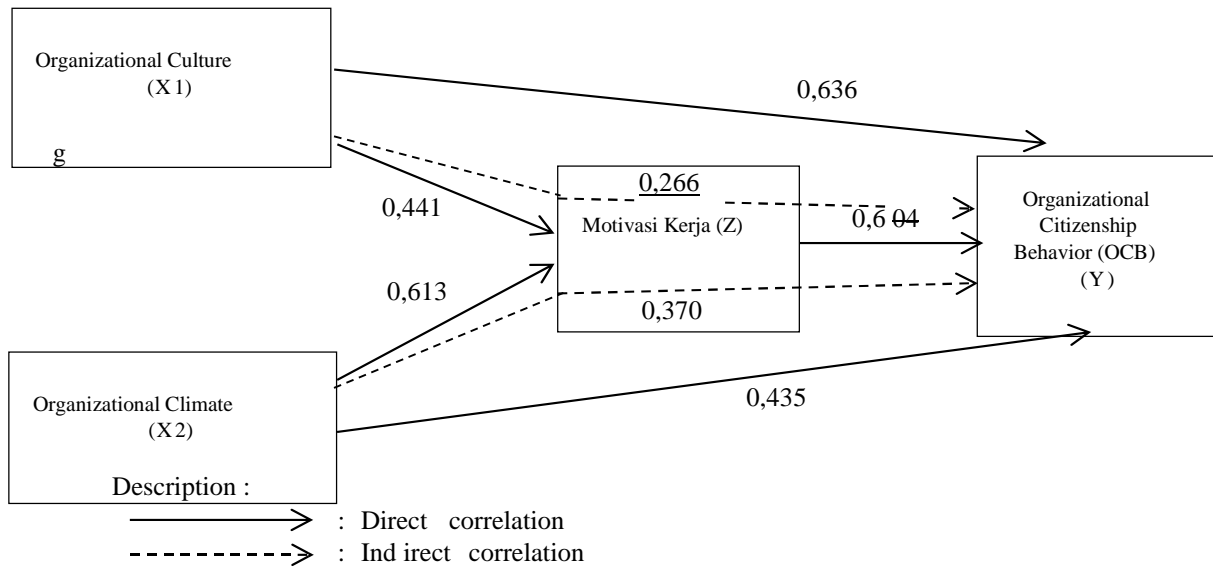


Figure 1. Substructural Equation Path 2

Table 2. Summary of the Hypotheses Testing Decisions of H₁, H₂, H₃, H₄, & H₅

Hypothesis	p	Decision
H 1 There is a positive significant correlation of organizational culture toward OCB teacher.	0.636	Accepted
H 2 There is a positive significant correlation of organizational climate toward OCB teacher.	0.435	Accepted
H 3 There is a positive significant correlation of work motivation toward OCB teacher.	0.604	Accepted
H 4 There is a positive significant correlation of organizational culture toward motivation work.	0.441	Accepted
H 5 There is a positive significant correlation of organizational climate toward motivation work.	0.613	Accepted

Table 3. Summary of the Hypotheses Testing Decisions of H₆ and H₇

Hypothesis	Direct	Indirect	Decision
H 6 There is an indirect positive correlation of organizational culture toward OCB teacher toward work motivation.	0.636	0.266	Accepted
H 7 There is an indirect positive correlation of organizational climate of OCB teacher toward work motivation.	0.435	0.370	Accepted

Hypothesis

Table 2 is a summary of decisions H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 3 is a summary of the decisions for testing the H₆ and H₇ hypotheses provided that if the direct correlation coefficient is smaller than the indirect correlation coefficient, then the hypothesis is accepted.

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IV. DISCUSSION

A. The Direct Effect of Organizational Culture with OCB Teachers of SDN in Lampihong

Based on the results of hypothesis testing, there is a significant correlation between organizational culture variables (X1) and teacher OCB (Y) teachers at SDN Lampihong. The results of this study are evidenced by the regression coefficient of 0.636, which if the organizational culture variable increases by 1 point. The teacher's OCB will increase by 0.636 points. The value of the regression coefficient is positive, so the coefficient correlation has a positive direction, which means that the higher the organizational culture, the higher the teacher's OCB.

These findings support previous research conducted by (Mistiah et al., 2022) that found organizational commitment has a correlation with teacher performance of 0.702. The results of this study also strengthen Hasanah's research (2018) that there is a positive significance of school culture with OCB at SMKs in Banjarmasin. Warsito's research (2019) found that there is a significant effect of organizational culture on OCB. Mahardika's research (2019) concluded that organizational culture has a positive effect on OCB (Organizational Citizenship Behavior).

The results of this study are in accordance with Denison's theory (2013) that organizational culture is the values, beliefs, and basic principles that are the basis for management systems and practices as well as behaviors that enhance and strengthen these principles. This finding is in accordance with Stephen's 2014 theory that organizational culture in schools is correlated with increased learning motivation and student achievement and job satisfaction and teacher productivity. Overall, organizational culture is included in the very good category because everything the principal does in carrying out his roles and functions always involves his/ her subordinates. This finding supports the statement by Kreitner and Kinicki (2014) that work culture is an organizational glue that binds organizational members through adhered values, symbols and social ideals to be achieved.

B. The Direct Effect of Organizational Climate on OCB Teachers at SDN Lampihong

Based on the results of the hypothesis testing, it can be seen that there is a direct effect between organizational climate on Organizational Citizenship Behavior (OCB) of SDN teachers in Lampihong that is indicated by the Standardized Coefficients Beta value of 0.435 with a significance value of $0.005 < 0.05$, then H_0 is rejected. Thus, there is an effect of organizational climate on Organizational Citizenship Behavior (OCB) of SDN teachers in Lampihong.

The results of this study prove Gibson's (2012) theory that organizational climate can affect employee attitudes and behavior towards their work. Indicators of organizational climate that affect organizational citizenship behavior (OCB) are: (1) Be a leader for yourself; (2) The feeling of belonging to the institution; and (3) Finding solutions to problems. Furthermore, the results of this study are in accordance with Rivai's theory (2011) stating that work motivation can be a driving force in humans and can direct their behavior to carry out their duties and responsibilities. Furthermore, the effect of climate on OCB proves the motivational theory of Litwin and Stringer, as quoted by Toulson and Smith (2014) who stated that organizational climate is something that can be measured in the work environment either directly or indirectly affects employees and their work where they work with the assumption that they will effect on employee motivation and behavior. This also proves the theory of (Davis and Newstrom (2011:25) in expressing their opinion about organizational climate, namely as the personality of an organization that distinguishes it from other organizations which leads to the perception of each member in viewing the organization.

The results of this study support previous research Karyadi, Wahyu, & Metroyadi (2022) that the work climate directly has a positive and significant effect on Organizational Citizenship Behavior commitment at MTsN throughout Hulu Sungai Selatan Regency, which is 0.221. Furthermore, Dewi (2012) research study on teachers at SD Negeri Mojolaban Sukoharjo found that organizational climate had an effect on teachers' OCB behavior. The results of this study found that the organizational climate variable was able to provide an effective contribution of 25% to the Organizational Citizenship Behavior (OCB) variable.

C. The Direct Effect of Work Motivation on Teacher OCB at SDN Lampihong

Based on the results of the path analysis test, the direct effect of work motivation on the Organizational Citizenship Behavior (OCB) of SDN teachers in Lampihong is indicated by the Standardized Coefficients Beta value of 0.604 with a significance value of $0.000 < 0.05$. Thus, H_0 is rejected. There is an effect of work motivation on Organizational Citizenship Behavior (OCB) of SDN teachers in Lampihong.

Maslow's theory of motivation is self-actualization related to the process of developing the true potential of a person. The need to demonstrate one's abilities, skills and potential. Even the need for self-actualization has a tendency to increase as people actualize their behavior. According to Hasibuan (2015), motivation is a question of how to increase employees' work passion so that they want to work hard. Motivation according to Kadarisman (2013) is the act of encouraging or stimulating people in such a way that they want to work without being forced. Furthermore, motivation can be defined as the driving force that motivates people to take action to achieve their goals (Karyadi et al., 2022). The results of this study are in accordance with Rivai's theory (2011) that work motivation can be a driving force in humans and can direct their behavior to carry out their duties and responsibilities.

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The results of this study are in line with research conducted by (Karyadi et al., 2022; Rudiansyah et al., 2022) that work motivation directly has a positive and significant effect on commitment. Organizational Citizenship Behavior at MTsN in Hulu Sungai Selatan Regency is 0.199. This study strengthens the results of Martini et al., (2022) research study stating that there is 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. Furthermore, Hasanah's research (2018) shows that there is a significant correlation between work motivation and Organizational Citizenship Behavior at Muhammadiyah Vocational Schools in Banjarmasin. This result is in line with the research of Normaini, Aslamiah & Sulaiman (2022) who found that there was a significant effect of motivational variables on the performance of elementary school teachers in Halong District, which were owned by elementary school teachers in Halong District, which were in the high category so that a close effect of motivational variables on teacher performance was found, because the better the motivation of the teacher, the better the teacher's performance.

D. The Direct Effect of Organizational Culture on Teacher Work Motivation at SDN Lampihong

There is a significant correlation between organizational culture variables and teacher work motivation at SDN Lampihong. This is evidenced by the coefficient value of 0.441 indicating a positive value, which means that for every 1 point increase in organizational culture, work motivation will increase by 0.441 points. This indicates a positive correlation between organizational culture and teacher work motivation. Therefore, the coefficient correlation has a positive direction. It means the higher the activity of organizational culture can increase the work motivation of SDN teachers in Lampihong.

The results of this study are in accordance with Stephen Stolp's theory (Digest, 2014) regarding several research results showing that organizational culture in schools is correlated with increased learning motivation and student achievement as well as job satisfaction and teacher productivity. These findings strengthen Hidayati's research study (2022) that work culture has a direct and significant correlation with work motivation at State Junior High Schools throughout Balangan Regency, which is indicated by a Beta value of 0.558 in the moderate proximity category. Furthermore, Suriansyah's research (2014) found that there was a positive and significant correlation between school culture and teacher work commitment. Similarly, Danang's research (2016) with the results of this study found that there was an effect of organizational culture on the work motivation of teachers at SMP Negeri One Roof 2 Soropia. Furthermore, Mahardika's research study (2019) found that organizational culture has a positive effect on work commitment.

E. The Direct Effect of Organizational Climate on the Work Motivation of SDN Teachers in Lampihong

Based on the results of the regression test, it can be seen that there is a significant correlation between organizational climate variables and the work motivation of teachers at SDN Lampihong. This is evidenced by several test results such as the regression coefficient value of 0.613 showing a positive value which can be interpreted, an increase of 0.613 from the teacher's OCB for every one-unit increase in the organizational climate variable. These results are in accordance with the theory of Litwin and Stringer (2011) defining organizational climate as something that can be measured in the work environment either directly or indirectly affecting employees and their work where they work with the assumption that it will affect employee motivation and behavior. The results of the research presented by Litwin and Stringer (2011) which define organizational climate as something that can be measured in the work environment, either directly or indirectly affect employees and their work where they work with the assumption that it will affect employee motivation and behavior. Stringer in Wirawan (2017) states that the characteristics or dimensions of organizational climate can affect the motivation of organizational members to behave in certain ways. This finding supports previous research by Karyadi, Wahyu, & Metroyadi (2022) that the work climate directly has a significant effect on the work motivation of MTsN teachers throughout Hulu Sungai Selatan Regency, which is 0.154. Furthermore, the results of Karlina's research (2013) with the results of this study found that the category of teacher work motivation was categorized as quite high or moderate. Most teachers have the desire or drive to carry out their duties and work well.

F. The Indirect Effect of Organizational Culture on Organizational Citizenship Behavior (OCB) through the Work Motivation of SDN Teachers in Lampihong

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

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G. The Indirect Effect of Organizational Climate on Organizational Citizenship Behavior (OCB) through the Work Motivation of SDN Teachers in Lampihong

The results of the study indicate that the organizational climate indirectly has a positive and significant effect on commitment to Organizational Citizenship Behavior through work motivation of 0.370. This study is in accordance with the results of research by Karyadi, Wahyu, & Metroyadi (2022) showing that the work climate indirectly has a significant effect on the commitment of the Organizational Citizenship Behavior of teachers through the work motivation of teachers in MTsN throughout Hulu Sungai Selatan Regency, which was 0.031. Furthermore, the research study conducted by Lubis (2015) concluded that Organizational Citizenship Behavior (OCB) is also affected by the climate of an organization. This study is in accordance with research by Gibson (2012) stated that organizational climate can affect employee attitudes and behavior towards their work. It is related to three indicators of organizational climate that affect organizational citizenship behavior (OCB) namely (1) being a leader for yourself; (2) the feeling of belonging to the institution; and (3) finding solutions to problems.

V. CONCLUSION

The conclusions that are drawn from this present study are: organizational culture and organizational climate of SDN teachers in Lampihong are classified as very high, while work motivation and Organizational Citizenship Behavior (OCB) of SDN teachers in Lampihong District are classified as high. There is a direct effect of Organizational Culture on Organizational Citizenship Behavior (OCB) of SDN Teachers in Lampihong District of 0.636. There is a direct effect of Organizational Climate on Organizational Citizenship Behavior (OCB) of SDN Teachers in Lampihong District of 0.435. There is a direct effect of Work Motivation on Organizational Citizenship Behavior (OCB) of SDN Teachers in Lampihong District of 0.604. There is a direct effect of Organizational Culture on the Work Motivation of SDN Teachers in Lampihong District of 0.441.

There is a direct effect of Organizational Climate on the Work Motivation of SDN Teachers in Lampihong District of 0.613.

There is an indirect effect of Organizational Culture on Organizational Citizenship Behavior (OCB) through the Work Motivation of SDN Teachers in Lampihong District of 0.266. Then, there is an indirect effect of Organizational Climate on Organizational Citizenship Behavior (OCB) through the Work Motivation of SDN Teachers in Lampihong District of 0.370.

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