

The Effect of Organizational Commitment on Teacher Job Satisfaction Mediated by Organizational Citizenship Behavior (OCB) at Senior High Schools of YPK Santo Yoseph Medan in Pematangsiantar

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Abstract: The objectives of this study are as follows: 1. To determine the description of organizational commitment, Organizational Citizenship Behaviour (OCB), and teacher job satisfaction. 2. To determine the effect of organizational commitment on teacher Organizational Citizenship Behaviour (OCB). 3. To determine the effect of Organizational Citizenship Behaviour (OCB) on teacher job satisfaction. This study used a library research design and field research. The study population comprised of 82 employees. Qualitative and quantitative data were used. Primary and secondary data were used as the data sources. The data were collected through interviews, documentation, and questionnaires. Validity and reliability tests were used as research instruments. The data analysis technique consisted of a normality test, a qualitative descriptive analysis, and a quantitative descriptive analysis. The conclusions of this study are as follows: 1. Teachers' organizational commitment and Organizational Citizenship Behaviour (OCB) are good, and teachers' job satisfaction is high. 2. There is a positive influence between organizational commitment on teacher Organizational Citizenship Behaviour (OCB). Likewise, the positive influence of Organizational Citizenship Behaviour (OCB) on teacher job satisfaction. 3. There is a moderately and positive relationship between teachers' organizational commitment and Organizational Citizenship Behaviour (OCB). Likewise, there is a moderately high and positive relationship between Organizational Citizenship Behaviour (OCB) and teacher job satisfaction. H₀ was rejected, meaning that there is a positive and significant influence between organizational commitment and teacher Organizational Citizenship Behaviour (OCB), as well as the influence of Organizational Citizenship Behaviour (OCB) on teacher job satisfaction.

Keywords: organizational commitment, organizational citizenship behavior (OCB), job satisfaction, teachers.

INTRODUCTION

The goal of national education is to develop the potential of students to become people who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens, this is stated in Law Number 20 of 2003 concerning the National Education System, Article 3 (Indonesia, 2003). To achieve this goal, national education is implemented from Elementary School to University level. One of the programs run by the government to support this national education program is 12 years of compulsory education, where education starts from elementary to high school.

To support this compulsory education program, the organizer and/or formal education unit can be established by the government or community in the form of an educational legal entity that functions to provide educational services to students, according to Law Number 20 of 2003 concerning the National Education System, Article 53 (Indonesia, 2003). One of the formal educational institutions that implements the national education program is the Catholic Education Foundation (YPK) Santo Yoseph, which organizes education starting from Elementary School (SD), Junior High School (SMP), Senior High School (SMA), and Vocational High School (SMK). The Catholic

Education Foundation of Santo Yoseph was established on March 18, 1987, and carries out operational educational activities based on the No. Decree of Legal Entity Approval of the Minister of Law and Human Rights: AHU-AH.01.06-0001036 dated March 22, 2017 (Medan 2024). The Vision of this Foundation is: "Forming whole people, having high competence, superior, inspired by the spirit of love based on the Catholic faith and Pancasila." One of the important elements in achieving the vision of this foundation is human resources as a vital element because the main operation of this foundation is the management of humans as students. Thus, education as a human resource is the spearhead for achieving the foundation's vision in educating students. The teachers who are used as the unit of analysis in this study are teachers who teach in the Senior High School education unit because in this unit, the number of students is less than in other units, indicating that there are variables that need to be investigated for optimization, one of which is teachers as an important element in managing the learning process.

One of the efforts to optimize the achievement of the vision and mission of YPK Santo Yoseph Medan, which oversees education in Pematangsiantar, is to create and encourage teacher satisfaction. Teachers who are satisfied

with their work will encourage or motivate themselves to provide the best results and will have an impact on their performance, which is in line with previous research (Widayati, *et al.*, 2020; Jamali and Refi, 2022). This also applies to the teachers at YPK Santo Yoseph Medan in Pematangsiantar. The measurement of teacher performance satisfaction can be seen in the following dimensions: mentally challenging work,

adequate rewards, supportive working conditions and supportive colleagues. Teachers' job satisfaction encourages them to carry out their responsibilities well. Teachers' job satisfaction at YPK Santo Yoseph Medan in Pematangsiantar is still not optimal. This can be seen from the phenomenon of job satisfaction based on pre-research interviews with several teachers in May 2024, as described in Table 1.

Table 1: Teacher Satisfaction Phenomenon

No.	Dimensions of Teacher Satisfaction	Very Good	Good	Medium	Not Good	Very Bad	Total
1	Mentally Challenging Jobs	75%	25%	--	--	--	100%
2	Adequate reward	30%	55%	15%	--	--	100%
3	Supportive Working Conditions	80%	20%	--	--	--	100%
4	Supportive colleagues	60%	30%	10%	--	--	100%
	Average	61,25%	32,5%	6,25%	--	--	100%

Source: interview results (2024)

From the table above, it can be seen that teacher job satisfaction is not optimal in the adequate reward dimension because the level of salary and allowances received by teachers are not in accordance with government regulations (hopefully in accordance with civil servant salaries) or the salaries in each high school unit are not the same. Similar to the supportive colleague dimension, this is because there are still co-workers who are not willing to replace co-workers when they are absent, as well as the behavior of superiors (vice principals or principals) who do not care about teacher complaints. Various elements can influence or encourage high job satisfaction, one of which is organizational citizenship behavior (OCB). According to Zufriah (2019) and Wahyuni, Kartikowati, and Azhar (2021), OCB has a positive and significant influence on job

satisfaction. The behavior of teachers who voluntarily work beyond the standards of the task should be. Teachers with high organizational citizenship behavior (OCB) are valuable assets for schools.

With high organizational citizenship behavior (OCB), teachers' job satisfaction can increase. The measurement of teachers' organizational citizenship behavior (OCB) can be seen from the dimensions of altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. The teachers organizational citizenship behavior (OCB) is not optimal. The phenomenon of teachers' organizational citizenship behavior (OCB) based on pre-research interviews with several teachers is described in table 2 below.

Table 2: Phenomenon of Organizational Citizenship Behavior (OCB)

No.	Dimension of Organizational Citizenship Behavior (OCB)	Very Good	Good	Medium	Not Good	Very Bad	Total
1	Altruism	70%	25%	5%	--	--	100%
2	Conscientiousness	75%	25%	--	--	--	100%
3	Courtesy	80%	20%	--	--	--	100%
4	Sportmanship	60%	30%	10%	--	--	100%
5	Civic Virtue	70%	20%	10%	--	--	100%
	Average	71%	24%	5%	--	--	100%

Source: interview results (2024)

As shown in Table 2, organizational citizenship behavior (OCB) was not optimal. In the conscientiousness behavior dimension, there are still teachers who do not meet the standards in carrying out their duties, such as preparing teaching materials, preparing questions, and

assessing students. Similar to the civic virtue dimension, there are still several teachers who are unresponsive to changes in the school and do not meet the standard procedures set by the school.

Various efforts can be made by YPK Santo Yoseph Medan in Pematangsiantar to encourage the organizational citizenship behavior (OCB) of teachers, one of which is through the creation of organizational commitment from the garu. According to previous research (Lestari, *et al.*, 2018; Wahyuni, *et al.*, 2021), commitment has a positive effect on organizational citizenship behavior (OCB). Teachers with high commitment

contribute beyond their daily duties and roles in the school. The measurement of teacher commitment can be seen in the dimensions of affective, ongoing, and normative commitment. From the results of interviews with researchers of several teachers, it is known that the organizational commitment of teachers is not optimal. This is shown in Table 3.

Table 3: Commitment Phenomenon

No.	Dimensions of Commitment	Very Good	Good	Medium	Not Good	Very Bad	Total
1	Affection Commitment	60%	30%	10%	--	--	100%
2	Ongoing Commitment	75%	25%	--	--	--	100%
3	Normative Commitment	65%	25%	10%	--	--	100%
	Average	66,7%	26,7%	6,6%	--	--	100%

Source: interview results (2024)

From the table above, it is known that the affective dimension is not optimal because there are still teachers who are not involved in decision-making by school management in school development planning, as well as in technical decisions related to the school unit where the teacher teaches. Similar to normative commitment, there are still teachers who try to move to other schools either by taking the civil servant acceptance test or applying it to other schools that are considered better without knowledge of school management. From the description above, there is a gap between what is expected by YPK Santo Yoseph Medan in Pematangsiantar and the reality related to the management of human resources, namely, its teachers. The hope is that the variables studied will be optimal; however, in reality, not all optimal variables have been achieved. This study focuses on permanent teachers in a high school unit under the auspices of YPK Santo Yoseph Medan in Pematangsiantar. This is indicated because teacher job satisfaction, organizational citizenship behavior (OCB), and organizational commitment of teachers in this unit are lower than those of teachers in other units. This high school unit focuses more on preparing its students for higher education, so that it requires higher teacher performance, which can be driven by teacher job satisfaction. Thus, the author was interested in conducting research related to the variables in question.

RESEARCH METHODS

A. Research Design

The research design used in writing this research proposal is as follows.

1. Library Research

This research was conducted by filtering the information obtained by reviewing reference books, literature, or documents related to the research variables.

2. Field Research

This study was conducted by conducting direct research at a high school organized by YPK Santo Yoseph Medan in Pematangsiantar. This research was conducted by collecting data through questionnaires that were distributed, along with interviews with the relevant parties regarding the object being studied.

B. Research Object

The author selected the Permanent Teachers at the Senior High School organized by YPK Santo Yoseph Medan in Pematangsiantar as the research objects in this study.

C. Time and Place of Research

The author plans a research period of approximately five months, starting from April to August 2024. The location of this study is YPK Santo Yoseph Medan in Pematangsiantar, which is located at Jalan Melanthon Siregar No.171, Marihat Jaya, Kec. Siantar Marihat, Pematangsiantar City, North Sumatra 21133.

D. Scope of Research

This study discusses organizational commitment (X) with the dimensions of affective commitment, ongoing commitment, and normative commitment. The dimensions of organizational citizenship behavior (OCB) (Z) are altruism, conscientiousness, courtesy, sportsmanship, and civic virtue. Job satisfaction (Y) consists of the dimensions of mentally challenging work,

adequate rewards, supportive working conditions, and supportive colleagues.

E. Population and Sample of the Research

1. Population

The population in this study includes all Permanent Teachers of Senior High Schools organized by YPK Santo Yoseph Medan in Pematangsiantar, totaling 103 people.

2. Sample

This study uses a sample considering that the analysis unit (permanent teachers) is homogeneous, and the location is far from the operational office of the Foundation. The sample used in this study used the Slovin formula with the Proportional Simple Random Sampling technique. The sample size in this study was determined using the Slovin formula as follows:

$$n = \frac{N}{1 + n e^2} \dots\dots\dots(\text{Umar, 2013})$$

Notes:

- n = number of samples
- N = number of population
- e = error tolerance limit

From the formula above, the number of samples (n) is as follows:

$$n = \frac{103}{1 + 103 (0.05)^2}$$

$$n = \frac{103}{1 + 103 (0.0025)}$$

n = 82

Based on the calculation results, the number of samples was determined to be 82. The proportional distribution is as follows:

Table 4: Sample Distribution of Permanent Teacher Data for Senior High Schools Organized by YPK Santo Yoseph Medan in Pematangsiantar

No.	List of SHS school	Population	Sample
1	SMA Santa Maria Pakkat	18	(18/103 x 82) = 14
2	SMA Santa Maria Tarutung	21	(21/103 x 82) = 17
3	SMA Santo Mikael Pangururan	24	(24/103 x 82) = 19
4	SMA Abdi Sejati Perdagangan	8	(8/103 x 82) = 6
5	SMA Panti Budaya Kisaran	5	(5/103 x 82) = 4
6	SMA Santo Yosep Aek Kanopan	11	(11/103 x 82) = 9
7	SMA Tritunggal Tanjung Balai	5	(5/103 x 82) = 4
8	SMA Seminari Menengah P. Siantar	11	(11/103 x 82) = 9
Total		103	82

Source: data processing (2024)

F. Data Source

In this study, the researchers used two types of data sources:

1. Primary Data

That is, data were obtained from the results of the respondents' research. Primary data were obtained by distributing questionnaires and interviews with the relevant parties.

2. Secondary Data

That is, data were obtained from other parties conducting research, such as literature studies. In

this study, the researcher read the final assignment completion guidelines, books, notes, and previous reports.

G. Method of Data Collection

The data collection methods implemented are:

1. Questionnaire Method

That is a data collection technique obtained by a method of a number of written questions to be answered by respondents. This technique uses a measurement scale as a reference, the scale is called a Likert scale in the form of:

Table 5: Likert Scale

Question/Statement Category	Likert Scale
Very Good/Very High	5
Good/High	4
Moderate	3
Not Good/Low	2
Very Bad/Very Low	1

Source: (Sugiyono, 2017)

2. Interview Method

That is collecting data by directly interviewing the relevant parties. The results of the interview can be used as input in writing the research proposal.

3. Documentation Method

That is by obtaining data from various theoretical books with the title of the research carried out as material for writing the thesis proposal.

H. Method of Data Analysis

The following methods were used to analyze the data in this study, the researchers used the following methods:

1. Normality Test

The normality test method was used to prove that the data studied by the author were normally distributed. With the provision of apartments Sig (2-tailed) requirement must be greater than 0.05. This normality test used SPSS version 24.

2. Qualitative Descriptive Analysis

The author conducts this analysis by observing selected parts in detail to obtain data that matches the problems listed by the author in the research objectives, then the data will be processed, analyzed and processed with theories that have been studied previously, then the author will draw a conclusion.

3. Quantitative Descriptive Analysis

The analysis method is carried out by collecting, classifying, analyzing, and interpreting data to provide a clear picture of the problems faced.

RESULTS AND DISCUSSION

Organizational Commitment of Teachers at Senior High Schools organized by YPK Santo Yosep Medan in Pematangsiantar.

Highly committed teachers will encourage them to do their best to carry out their responsibilities as educators. Committed teachers consider their attitudes and views on the sustainability and development of the school. The commitment of teachers to this school is good, with an average value of 3.58 and a range of values of 2.63 - 4.53, in the category of quite good to very good. This indicates that there are indicators of teacher organizational commitment that are not optimal, namely, indicators that are still below the overall average value.

The dimension that is not optimal in organizational commitment is the affective commitment for the indicator of the desire to work for the development of the school, with a value of 3.49. This can be optimized by leadership by continuing to motivate

teachers' awareness of the importance of school development because it will have an impact on the existence of the school and the hours of teaching teachers, which have implications for the income received. Likewise, teachers are expected to realize the importance of school development amidst the competition between many private schools around them.

Similar to the normative commitment dimension of the action indicator in accordance with applicable norms, with a value of 3.56. This can be optimized by motivating and disciplining teachers who do not comply with applicable rules and norms, even by making banners in the school environment related to acts that are in accordance with norms. Similar to the indicator of the intention to move to another place, with a value of 3.10. This can be optimized by the principal, together with the foundation, in terms of teacher welfare concerns, specifically related to financial and non-financial compensation given to teachers. In addition to the efforts that have been described, there are various efforts that can be made to increase teachers' organizational commitment to schools, such as commitment to core human values, communicating the school's mission to teachers, ensuring organizational justice, creating a sense of community, paying attention to personal characteristics - work-organization, and considering the work experience of teachers Dessler (Luthans, 2011) and Steers and Porter (Lubis and Zulkarnain, 2018).

Organizational Citizenship Behavior (OCB) of Teachers at Senior High Schools organized by YPK Santo Yoseph Medan in Pematangsiantar.

Teachers with good organizational citizenship behavior (OCB) perform duties beyond general standards in carrying out tasks in schools. Teachers with good organizational citizenship behavior (OCB) will encourage them to help colleagues become more productive and practice good things in schools, which will have an impact on improving teacher and school performance. The organizational citizenship behavior (OCB) of teachers at this school is good, with an average value of 3.58 and a range of values of 2.64 - 4.52, in the category of quite good to very good. This indicates that there are indicators of teacher organizational citizenship behavior (OCB) that are not optimal because there are still indicators below the overall average value. The dimension that is not optimal is conscientiousness, an indicator of willingness to work beyond the established standards, with a value of 3.49. This can be

optimized by providing incentives for teachers to perform additional tasks outside of working hours. Thus, the perception indicator considers work as a service with a value of 3.54. This can be improved by reminding the spiritual values of the foundation's founder or protector by re-instilling the teachings of the holy book about the view of work. Similar to the sportsmanship dimension, with an indicator of willingness to tolerate things that are not ideal with a value of 3.37, this can be improved by fostering self-awareness from teachers either by themselves or the principal to see things from a different perspective; it can also be done with joint activities outside of school. In addition, an indicator for minimizing personal objections with a value of 3.27. This can be optimized by conducting transparent communication and participatory management with teachers by the principal or instilling the habit of not reprimanding someone in public, but it is better to do it face to face.

The last dimension that is not yet optimal is civic virtue, with an indicator of attitude towards existing changes with a value of 3.37 can be optimized by socializing or communicating the change plan that will be carried out before it is implemented, as well as choosing agents of change among teachers, and helping teachers to overcome obstacles when there is a change. Likewise, with the initiative indicator working with a value of 3.44, this can be optimized by facilitating training activities for teachers to create and encourage creativity and innovation, initiating a reading culture at certain times as one way to create initiative. In addition to the efforts explained above, teachers' organizational citizenship behavior (OCB) can also be improved by paying attention to factors that influence organizational citizenship behavior (OCB) from within the teacher themselves, such as: job satisfaction, commitment and personality, employee morale, motivation, employee age, work involvement, collectivism and organizational justice and so on. Other factors outside the teacher include leadership style, trust in leadership, and organizational culture so on Organ (Titisari, 2014), Jahangir, *et al.* (2019), and Wirawan 2014).

Teacher Job Satisfaction at Senior High Schools Organized by YPK Santo Yoseph Medan in Pematangsiantar.

High teacher job satisfaction will have an impact on teacher performance and implications for school performance. Teacher job satisfaction will foster positive feelings in teachers about their

work, which will form satisfaction itself. Teacher job satisfaction at this school was good, with an average value of 3.54 with a range of values of 2.60 - 4.47, in the moderate to very high category. This indicates that some indicators of teacher job satisfaction are not optimal because there are still indicators that are below the overall average value. The dimension that is not optimal is challenging work on the indicator of attitudes towards challenges in work, with a value of 3.39. This can be improved by holding outbound activities outside of school or teamwork building activities so that teachers feel challenged in their work and try to complete it. In the adequate reward dimension, with an indicator of satisfaction with the salary received with a value of 3.49, this can be optimized by the principal by communicating and making a request to the foundation for policy adjustments related to teacher compensation. In addition, an indicator of fairness perception when working with a value of 3.49. This can be improved with transparency and objectivity of the leadership (vice principal, principal, and foundation) regarding the division of working hours and the provision of existing rewards. Likewise, the dimension of colleagues who support the indicator of support from colleagues from the same unit with a value of 3.39 can be improved by maintaining harmony in the office situation, togetherness, and family togetherness when there are non-formal or social events from the school.

In addition, the indicator of support from colleagues from other units with a value of 3.34 can be optimized by increasing the frequency of meetings of teachers in the foundation both online and onsite, or conducting teacher work visits to other units within the scope of the foundation. Additionally, the indicator of relations with leaders at school with a value of 3.37 can be optimized by the willingness of the principal to listen to complaints or sharing from teachers personally, or the willingness of the principal when at school to start activities together before teaching, or during break times at the office. In addition to efforts to increase teacher job satisfaction that have been explained above, principals and teachers can also encourage job satisfaction by paying attention to the psychological - social - physical factors of teachers in their work, the quality of supervision carried out by the principal, intrinsic and extrinsic factors in teachers, work procedures and regulations, communication, and so on (Sinambela, 2018), (Badriyah, 2018)

CONCLUSIONS

Based on the analysis results described in the previous section, the following conclusions can be drawn:

1. The results of the qualitative descriptive analysis of teachers' organizational commitment obtained the highest answer value in the affective commitment dimension, with an indicator of feeling happy carrying out tasks to school. The lowest answer value in the normative commitment dimension indicates the intention to move to another place. The average total answer value with standard deviation shows that teacher competence ranged from good to very good.

2. The results of the qualitative descriptive analysis of organizational citizenship behavior (OCB) obtained the highest answer value in the altruism dimension, with a willingness to help coworkers regarding personal problems. The lowest answer value in the sportsmanship dimension is an indicator of efforts to minimize personal objections. The average total answer value with standard deviation shows that teachers' organizational citizenship behavior (OCB) is in the range of quite good to very good.

3. The results of the qualitative descriptive analysis of job satisfaction obtained the highest answer value in the challenging work dimension, with an indicator of the ability to work with variation. The lowest answer value in the supportive colleague dimension is an indicator of support from coworkers in other units. The average value of the total answers with standard deviation shows that employee job satisfaction was in the moderate to very high range.

4. The results of the simple linear regression analysis showed a positive relationship between organizational commitment and teachers' organizational citizenship behavior (OCB). Likewise, there was a positive relationship between organizational citizenship behavior (OCB) and teacher job satisfaction.

5. The results of the correlation coefficient analysis show that there is a strong and positive relationship between teachers' organizational commitment and teachers' organizational citizenship behavior (OCB). Similarly, there is a strong and positive relationship between organizational citizenship behavior (OCB) and job satisfaction. The results of the determination coefficient analysis show that teachers' organizational commitment contributes to good or

bad organizational citizenship behavior (OCB). Likewise, teachers' organizational citizenship behavior (OCB) contributes to their high or low job satisfaction.

6. The results of the hypothesis testing with the t-test show that H₀ is rejected, meaning that teachers' organizational commitment has a positive and significant effect on their organizational citizenship behavior (OCB) at the high school organized by YPK Santo Yoseph Medan in Pematangsiantar. Likewise, the organizational citizenship behavior (OCB) of teachers has a positive and significant influence on teacher job satisfaction in the high school organized by YPK Santo Yoseph Medan in Pematangsiantar.

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