



**RELATIONSHIP OF SCHOOL CULTURE AND WORK MOTIVATION
WITH ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB)
TEACHER OF MUHAMMADIYAH VOCATIONAL SCHOOL
IN BANJARMASIN, INDONESIA**

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Abstract:

The purpose of this study was to find out: (1) Relationship between school culture and OCB of Muhammadiyah Vocational Schools in Banjarmasin, (2) Relationship between work motivation and OCB of Muhammadiyah Vocational Schools in Banjarmasin, (3) The relationship between school culture and work motivation together with OCB of Muhammadiyah Vocational Schools in Banjarmasin. The research used a quantitative research approach with descriptive methods. The population in this study were all teachers of Muhammadiyah Vocational School in Banjarmasin City. The sampling technique used in this study was simple random sampling. The sample used amounted to 90 teachers. Data collection techniques used were questionnaire and observation techniques. While the data analysis techniques used statistical tests, regression analysis, T test and F test. The results showed that: (1) there was a relationship between school culture with OCB of Banjarmasin Muhammadiyah Vocational School teachers, (2) there was a relationship between work motivation and OCB teachers Muhammadiyah vocational school in Banjarmasin, (3) The relationship between school culture and work motivation together with OCB of Muhammadiyah Vocational School teachers in Banjarmasin. The conclusion that can be drawn from this study is that there is a relationship between school culture and work motivation with OCB which means that the school culture and quality work motivation will increase the OCB of the teacher.

Keywords: school culture, work motivation, organizational citizenship behavior

1. Introduction

1.1 Research Background

One of the very serious problems in education in our country today is the low quality of education in various types and levels of education. Many parties argue that the low

quality of education is one of the factors that hinders the provision of human resources who have the expertise and skills to meet the demands of nation-building in various fields.

According to the Ministry of National Education, the main problem with the quality of education in Indonesia includes both academic and non-academic fields. In the academic field this is reflected in the low average score of the national examination results. Various results of surveys conducted by international institutions also place the achievements of Indonesian students in the lower position. Finally, the 2013 TIMSS survey (Trends in International Mathematics and Scoping Study) under the umbrella of the International Association for Evaluation of Educational Achievement (IEA) placed Indonesia in 34th position in the field of mathematics and in 36th position in the field of science from 45 countries surveyed. In the non-academic field, it can be seen from low moral and discipline, independence and still low creativity and lack of achievement in the fields of sports and art (Depdiknas, 2005).

The quality of education as one of the pillars of human resource development, is strategic for national development. That is, the future of the nation is very dependent on the quality of today's education, and quality education will emerge if school level education is also of high quality (Suriansyah, 2017). Enhancing academic ability, professionalism and developing abilities and forming dignified national character and civilization in order to educate the nation's life and develop the potential of students to become human beings who have faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen. This must be accompanied by an increase in the quality of educators and education personnel in accordance with Law No. 20 of 2003 (Sisdiknas, article 3).

Organizational Citizenship Behavior (OCB) as a behavior that is able to improve the quality of education, so that being able to achieve OCB behavior is influenced by two main factors, namely internal factors such as moral, satisfaction, positive attitude, while external factors (external) such as management systems, leadership systems, organizational culture and work motivation. According to the Ministry of National Education, an important element of school culture is norms, beliefs, traditions, religious ceremonies, ceremonies and myths that are translated by a certain group of people. This can be seen from the habits that are carried out by school people continuously (Depdiknas, 2003). The improvement of the school system is essentially to build schools with the main strengths of school culture. Through understanding the school culture, the functioning of the school can be understood, various problems can be identified, and their experiences can be reflected (Suriansyah, 2013). Therefore, by understanding the characteristics of school culture, it is expected that teachers can demonstrate OCB behavior, such as helping other individuals in the team, volunteering to do extra work, avoiding unnecessary conflicts, respecting the spirit and contents of school regulations.

The teacher as a component of the school has an important role even referred to as the spearhead of educational success. In the education process the teacher occupies a strategic position and a key role in the activities of the teaching and learning process,

meaning that the teacher must be able to provide assistance to students to obtain knowledge and skills in accordance with educational goals (Suriansyah, 2018). The teacher is a facilitator or information needed by students, having a big role in fostering students to have good mental and intellectual attitudes.

2. Theoretical Basis

A. School Culture

School culture refers to a system of values, beliefs and norms that are accepted together, and carried out with full awareness as natural behavior, which is formed by the environment and which creates the same understanding among all elements and school personnel. School culture in question is a culture that has characteristics and structural dimensions including individual initiative, tolerance for risky actions, direction, integration, support from management, control, identity, a system of tolerance for conflict and patterns of communication (Suriansyah, 2014).

B. Work Motivation

Work motivation is also interpreted as a power resource that moves and controls human behavior. Motivation as an effort that can give impetus to someone to take a desired action, while the motive as the movement of someone to do. Because a person's behavior tends to be goal oriented and driven by the desire to achieve certain goals. So the work motivation factor in question is a hygiene factor consisting of salary/wages, job security, working conditions, status, company procedures, quality of supervision and quality of interpersonal relationships. The second factor is the motivator factor which consists of achievement, recognition, responsibility, work itself and the possibility to grow.

C. Organizational Citizenship Behavior (OCB)

OCB is extra individual behavior, which is not directly or explicitly recognizable in a formal work system, and which in aggregate is able to improve the effectiveness of organizational functions and is built with five dimensions, each of which has unique characteristics, namely:

- a) Altruism, willingness to help co-workers in completing their work in unusual situations,
- b) Civic virtue, concerns the support of workers for administrative functions in organizations
- c) Conscientiousness, describes workers who carry out their duties and responsibilities more than expected,
- d) Courtesy, behavior alleviates the problems associated with work faced by others,
- e) Sportsmanship, describes workers who place more emphasis on looking at positive aspects than negative aspects of the organization, sportsmanship describes the sportsmanship of a worker towards the organization.

2. Methods

This study uses analytic methods of quantitative description and verification. Descriptive method is a method that describes the facts and events in the object under study and verification, namely the method carried out using statistical calculations. The population in this study amounted to 116 people spread into 3 schools, of which the population was taken 90 people as the study sample.

3. Results and Discussion

3.1 Inferential Analysis

Table 1: Linearity Test

| Variable | p Value | | Information |
|----------------------------------|-----------|--------------------------|-------------|
| | Linearity | Deviation from Linearity | |
| School Culture → OCB | 0,000 | 0,016 | Linear |
| Work Motivation → OCB | 0,000 | 0,233 | Linear |
| School Culture → Work Motivation | 0,000 | 0,309 | Linear |

3.2 Hypothesis Testing

Table 2: Partial Test (T Test)

| Relationship Estimator (Regression Coefficient) | Correlation Value | p Value | Information |
|---|-------------------|---------|--------------|
| β_1 | 0,429 | 0,004 | Significance |
| β_2 | 0,411 | 0,005 | Significance |

Table 3: Simultaneous Test (F Test)

| Independent Variable | Dependent Variable | Correlation | |
|----------------------------------|--------------------|-------------|--------------|
| | | Value | Information |
| School Culture | OCB | 0,429 | Significance |
| Work Motivation | OCB | 0,411 | Significance |
| School Culture & Work Motivation | OCB | 0,848 | Significance |

4. Research Results

4.1 Relationship between School Culture and OCB

Based on the calculation, there is a large contribution between the relationship between school culture and OCB calculated by the correlation coefficient is 0.429. This shows a very close relationship (close to 1) between the relationship between school culture and OCB. The direction of a positive relationship (no negative sign at the number 0.429) shows that the higher the relationship between school culture and OCB tends to increase. The significance level of the correlation coefficient (measured by probability) produces 0.004. Because the probability is far below 0.05, the relationship looks very real. Therefore, it means that there is a significant relationship between the relationship

between school culture and OCB. The findings from the results of the above research prove that there is a significant contribution between the relationship of school culture with OCB of Muhammadiyah Sekota, SMK. OCB will increase.

According to Organ (2006), there is strong evidence that suggests that organizational culture is a major initial condition that triggers OCB. Sloat (1999) argues that employees tend to take actions that go beyond their work responsibilities if they: (a) feel satisfied with their work; (b) accepts sporty and attentive treatment from supervisors; (c) believe that they are treated fairly by the organization. The organizational climate and organizational culture can be a strong cause for the development of OCB in an organization. In a positive organizational climate, employees feel more willing to do their work beyond what is required in the job description, and will always support the organization's goals if they are treated by superiors with sportsmanship and with full awareness and trust that they are treated fairly by their organization (Nurhayati et al., 2016).

Relevant research based on the statement above was conveyed by Anjari (2007) that generally shows a positive and significant influence of the leadership role of principals, work environment and organizational culture on teacher OCB both partially and simultaneously. Pitaningdyah (2017) in his research stated that organizational culture has a direct effect on job satisfaction. One thing that is contextually influential with Organizational Behavior is the organizational culture, beliefs and values that influence the behavior of members of the organization. Almost similarly delivered by Ivancevich et al. (2011), because organizational culture involves shared expectations, values, and attitudes, which influence individuals, groups and organizational processes. For example, its members are considered good citizens and follow. Organizational culture involves shared expectations, values and attitudes, so it affects individual groups and organizational processes. For example, organizational members are influenced to become good employees and follow all existing rules.

Organizational culture in schools consists of values contained in its members, namely principals, teachers and employees who will then influence the work environment. Organizational culture that creates a work environment in accordance with the expectations and desires of organizational members will influence the motivation of organizational members. Someone who is motivated will try to work better and produce the best work for himself and his organization. Thus organizational culture has a positive direct effect on OCB.

4.2 Relationship between Work Motivation and OCB

Based on the calculation there is a large contribution between work motivation and OCB calculated with the correlation coefficient is 0.411. This shows a very close relationship (close to 1) between work motivation and OCB. The direction of a positive relationship (there is no negative sign at the number 0.411 indicates that the higher the work motivation with OCB tends to increase. The significance level of the correlation coefficient (measured by probability) produces 0.005. Because the probability is far

below 0.05, the relationship looks very real. Because the null hypothesis that says there is no significant relationship between work motivation and OCB, it is rejected, meaning that there is a significant relationship between work motivation and OCB, acceptable.

From the results of this study found evidence of the contribution of work motivation with OCB, according to Herzberg, teacher motivation to work as a teacher to work in accordance with the demands of his profession, the emergence of encouragement to carry out work (Hasibuan, 2006). Through work motivation makes teachers to increase their potential so that they are better able to create in order to improve beyond OCB's performance. This is supported by the opinion of Hamalik (2002) which states that the work motivation function is: (a) Encouraging people to act, so as a motor or a motor that releases energy. Motivation in this case is the driving force of every activity that will be carried out. (b) Determine the direction of action that is towards the goal to be achieved. Thus motivation can provide direction and activities that must be done in accordance with the formulation of the objectives. (c) Selecting actions, namely determining actions that must be done in harmony to achieve the goal, by setting aside actions that are not beneficial for that purpose.

Based on the opinion of Kusumajati (2014), the contribution of work motivation with OCB teachers of Muhammadiyah vocational school in Banjarmasin, more dominantly comes from within a person: (a) Ability to work, (b) Morale or morale, (c) A sense of togetherness in life in groups, and (d) Worker achievement and productivity. This study explains OCB is widely seen as a factor that contributes to the work of the organization as a whole.

Fiftyana et al. (2018) in his research explains OCB has a relationship with emotional intelligence, that OCB as a tool for achievement in the teacher's task, when work performance becomes a motive, organizational citizenship behavior emerges, because the behavior is deemed necessary for the success of the task. Motivation encourages a person to view tasks that are developed more thoroughly, thus forming OCB. Djati (2009) explains the contribution of OCB to the quality of service in private education institutions in Surabaya that the problem is the factor that encourages educators to serve with a focus on three aspects, namely moral, commitment and motivation as exogenous variables that contribute to OCB as endogenous variables. Combining all these variables is a combination of several scientific disciplines in the field of human resources, marketing and behavioral philosophical variables, namely moral. In general, the quality of services provided by education staff. Based on the opinions of a number of theories and experts, it reinforces the results of this study that there is a contribution to work motivation with OCB to teachers at the Muhammadiyah Vocational School in Banjarmasin City. It means that the greater the contribution of teacher work motivation, the higher teacher OCB.

4.3 Relationship between School Culture and Work Motivation with OCB

In the development of modern times, various aspects of excellence are needed by each organization in order to achieve its goals. An organization or company really needs a

strong internal potential and strength in order to face all challenges, obstacles and changes that exist. According to Aldag and Reschke (1997), OCB is the contribution of individuals in exceeding the demands of roles in the workplace. This OCB involves several behaviors including helpful behavior for other people, volunteering for extra tasks, obeying the rules and procedures in the workplace. This behavior illustrates the added value of employees which is a prosocial one, namely positive, constructive and meaningful social behavior. Culture is seen as important because it is a value, ideology, trust, informal rules and rituals that are attached to individuals in the organization into a unified whole and create a climate that affects individual behavior. School culture serves to overcome the problems of its members in terms of adapting to their external environment. This can be done by strengthening the understanding of the members of the organization. Motivation is a skill in directing employees to organizational goals to want to work and try so that the desires of employees and organizational goals can be achieved. According to Robbins and Judge (2009) successful organizations are organizations that require employees who are able to act beyond their public work duties, or provide performance that exceeds estimates and facts show that organizations that have employees who have good OCB, will have better performance than other organizations.

From the testing of the relationship between school culture and work motivation with OCB in Banjarmasin City Muhammadiyah Vocational High School Teachers shown in the results of the correlation which states both together have a relationship with OCB. It is proven by the magnitude of the relationship between school culture and work motivation of 0.848 indicating that it has a significant relationship with OCB, it is acceptable. Based on the description of a number of theories and expert opinions, it can be concluded that, the higher the relationship between school culture and work motivation, the higher OCB. The results of this study are not absolute results even though the instruments given to respondents have been tested for validity and reliability, these tests have a level of tolerance (level of error) or value obtained at a certain level of significance. Scientifically the ability of measuring instruments is limited, until now there is no perfect measurement tool for measuring these variables.

5. Conclusion

Based on the results of the research that has been described, the conclusions in this study are as follows:

1. There is a significant positive relationship between School Culture and OCB in Muhammadiyah Vocational Schools in Banjarmasin.
2. There is a significant relationship of Work Motivation with OCB in Muhammadiyah Vocational Schools in Banjarmasin.
3. Taken together, there is a significantly positive relationship of School Culture and Work Motivation with OCB in Muhammadiyah Vocational Schools in Banjarmasin.

5.1 Suggestions

1. The findings of this study are School Culture has a significant relationship with OCB. Thus, it is recommended that principals make the school culture remain good in order to increase OCB.
2. For teachers, it is recommended to continue to improve their work motivation. Because with increasing work motivation, there will be an increase in OCB.
3. In the findings of this study, so that school supervisors can provide input regarding improving school culture and teacher motivation in order to increase OCB. For the Banjarmasin City Education Office it is recommended that the results of this study can be used as a basis and reference in the preparation of a school culture improvement program and increasing teacher work motivation. Thus, improving the quality of education in Muhammadiyah Vocational Schools in Banjarmasin can be realized soon.

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