

The Influence of Organizational Citizenship Behavior and Organizational Commitment Towards Teachers' Performance Madrasah Aliyah in Bitung

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Abstract

The purpose of this study was to analyze the effect of (1) Organizational Citizenship Behavior (OCB) on teachers' performance in Madrasah Aliyah in Bitung, (2) organizational commitment on teachers' performance in Madrasah Aliyah in Bitung, (3) the Organizational Citizenship Behavior (OCB) and organizational commitment toward teachers' performance in Madrasah Aliyah in Bitung. This research was conducted from July to September 2019 located in Madrasah Aliyah in Bitung. The population in this study was 98 teachers spread over 4 Madrasah Aliyah in Bitung. All populations became sample in this research by using nonprobability sampling. Data analysis was conducted by using inferential statistical analysis techniques, namely statistical techniques used to analyze the sample data and the results were applied to all populations. Based on the results of the study, it can be concluded that: (1) there wasn't a significant influence of Organizational Citizenship Behavior (OCB) on teachers' performance in Madrasah Aliyah in Bitung, (2) there was a significant influence of organizational commitment on teachers' performance in Madrasah Aliyah in Bitung, and (3) there was a significant influence of Organizational Citizenship Behavior (OCB) and organizational commitment toward teachers' performance in Madrasah Aliyah in Bitung.

Keywords: Organizational Citizenship Behavior (OCB), organizational commitment, teachers' performance.

1. Introduction

Schools (madrasah) are one of the educational institutions as a determining factor in achieving the goals of implementing education to lead a nation's development. In educational institutions, the quality of teachers as educators is an important role and it needs special attention. According to Indonesian Law number 14 of 2005 Article 4, the teachers' function as professional educators is to improve their dignity and role as agents of learning in the context of improving the quality of national education. The success of improving the quality of education depends on the role of the teacher as one of the main subjects in learning implementation.

Teachers as professional educators are not only required to have the ability in the teaching process but must also have a sensitivity to the dynamic of educational development in a comprehensive manner. Teachers must be able to be dynamic and innovative in the learning process and must have complex skills. These skills are not only hard skills, such as the ability to transfer knowledge to students through various dynamic and innovative learning methods but also soft skills and positive attitudes to be able to work professionally and be transformed to students in having positive learning experiences. This situation may reflect the emergence of quality performance among teachers in providing professional services to their students, which can reflect the existence of a good Organizational Citizenship Behavior (OCB) from the teachers.

OCB is a behavior of working more than the time set by the organization and not expecting how much reward will be received. Garay stated that Organizational Citizenship Behavior is the voluntary behavior of an individual to

perform tasks or jobs outside of responsibility, besides those individuals must advance or benefit the organization (Garay, 2006). Somech & Drach-Zahavy (Ariyani, 2017) divided teachers' OCB into three, namely OCB to students, to teams or colleagues, and schools. If teachers have high OCB, then indirectly they will be ready to do work outside their job description. Srimulyani in his research (Hafida Dewi Humairo, 2013) said that if an organization has individuals with high levels of OCB, these individuals will strive to provide the best performance for developing the organization thus it is hoped that the organization will be able to deal with the dare that arise from environmental changes, both internal and external (Hafida Dewi Humairo, 2013).

From the results of preliminary observations made by researchers, Madrasah Aliyah (MA) in Bitung continues to develop and can compete with non-Madrasah schools. The improvement of the institutional quality of Madrasah Aliyah in Bitung could be seen from the amount of students which has increased over the last three years. Based on data obtained by researchers from Bitung Education Authority, the number of Madrasah Aliyah students in Bitung was 321 students in the Academic Year 2015/2016 and increased by 10.5% (334 students) in the Academic Year 2016/2017. The number of students increased by 13% (445 students) again in the Academic Year 2017/2018.

In addition to institutional quality, teachers' performance can be measured by the students' learning achievements. The teacher's performance is a determinant factor affecting a student's achievement (Sudjana, 2006: 76). From the results of outset observations, contradictory facts were found related to the learning achievement of Madrasah Aliyah students in Bitung based on the National Examination (Ujian Nasional) average score. The data obtained shows that there has been a decrease in the average score of the National Examination for Madrasah Aliyah Students in Bitung in the academic years 2015/2016 until 2017/2018. These facts show that there are problems with the quality of learning in Madrasah Aliyah Bitung, and one of them is determined by the teacher's performance.

Based on observations, OCB is one of the factors contributing to the problem of teacher's performance in Madrasah Aliyah in Bitung. It was found that several phenomena were related to teachers' negative behavior in OCB at schools. The teachers sometimes feel objected when they are asked to participate in the training held by the school. Therefore, they are not maximal to carry out training activities. The teachers should be more contribute to the school without thinking about the rewards.

Another factor affecting the teacher's performance based on the results of preliminary observations was organizational commitment. It is often found that the teachers are coming late to school for various reasons, and some teachers leave school before the class is over. Organizational commitment is a force that binds individuals to an action that is linked to one or more targets (Allen & Meyer, 1990). The teacher's commitment is the power to run the school's programs. The high commitment of the teacher to the school will make it easier to achieve the school's goals.

Teacher's performance assessment is a crucial factor for the successful implementation of learning in schools. Teacher's performance assessment is important to do because it greatly determines the output and outcome of the implementation of education in the school environment. Therefore, this study was intend to analyze the effect of (1) Organizational Citizenship Behavior (OCB) towards teacher's performance, (2) organizational commitment toward teacher's performance, (3) Organizational Citizenship Behavior (OCB) and organizational commitment toward teacher's performance in Madrasah Aliyah in Bitung, North Sulawesi, Indonesia.

2. Literature Review

Before the emergence of the Organizational Citizenship Behavior (OCB) term, Bamard (Djastuti, Chabaqib, & Raharjo, 2008) had used a similar concept to OCB, and he named it a voluntary attitude in cooperation (willingness to cooperate). Then, Katz had first used a similar concept in 1964 and called it an innovative and spontaneous behavior. Later in the early 1980s, Organ (2006) created the term Organization Citizenship Behavior (OCB). Furthermore, Van Dyne (Djastuti et al., 2008) used many terms to describe behavior in this work, including Organization Citizenship Behavior, pro-social organizational behavior, extra-role behavior, and counter-role behavior.

According to Organ (2006), Organizational Citizenship Behavior was a special kind of work habit that distinguishes the individual behavior that is very beneficial to the organization and constitutes the choice's independencies, indirectly or obviously recognized by the formal reward system. This implies that its behavior was not included in

the employee's job requirement or job description. So if it is not done, there is no punishment for it. Organ (Organ, Podsakoff, & MacKenzie, 2006) further argued about the dimension of OCB which consisted of (1) Altruism is the behavior of employees in assisting the co-workers who are experiencing troubles in the situation at hand, both related to the tasks in the organization as well as other's problems. This dimension caused to providing assistance which was not an responsibility that it bears, (2) Conscientiousness is behavior which demonstrated by strive to transcend what the company expects. Voluntary behavior which is not the employee's obligation or tasks. This dimension achieves far above and far ahead of the tasks, (3) Sportsmanship is behavior that tolerates less than ideal conditions in the organization without raising objections. Someone who has a high level of sportsmanship will increase a positive relationship among employees, employees will be politer and cooperate with others so that it will create a more pleasant work environment, (4) Courtesy is to maintain good relationships with colleagues to avoid of interpersonal problems. A person who has this dimension is a person who values and cares for others, such as helping colleagues, preventing problems with their work by providing consultation, information, and respecting their needs, and (5) Civic Virtue is behavior that indicates responsibility for organizational sustainability (keep up with changes that occur in the organization, taking the initiative to recommend how the organization's operations or procedures can be upgraded, and preserving the organization's resources). This dimension direct to the responsibility which is given by the organization to a person in improving the quality of the occupation field.

OCB is individual behavior which is independent, not recognized directly or explicitly in the reward system and in promoting the effective functioning of the organization. In other words, OCB is employee behavior that exceeds their mandatory duties, which is not regulated or recognized directly or explicitly in the formal reward system that exists in the organization. Free behavior means that the behavior is not compulsion, done voluntarily or behavior that is a personal choice that arises based on self-awareness without expecting a reward to be obtained.

While organizational commitment is a situation in which an employee recognizes and favors a particular organization and was bound by its goals and desires to maintain membership in that organization. This work attitude is crucial for the organizational sustainability, because employees who have a strong commitment are expected to show their willingness to work harder to achieve organizational goals and have a greater desire to continue working or staying in that organization (Kreitner & Kinicki, 2014). According to Fred (2011), organizational commitment is a reflection of employee loyalty and a continuous process in which organizational members express their concern for the organization and their belief in accepting organizational values and goals. Meanwhile, according to Robbin and Judge (Luthans, 2006), organizational commitment is a condition in which an employee side with the goals of the organization and has the desire to maintain membership in the organization.

According to Mayer, Allen, and Smith (Luthans, 2006), there are three aspects of organizational commitment, (1) Affective commitment, this is related to the existence of employee emotional ties, identification, and involvement in the organization because of one's desires, (2) Continuance commitment is a commitment based on rational needs. In other words, this commitment is formed based on the profits and losses earned by the employees. Thus, it becomes a material for consideration what must be sacrificed when staying in an organization, and (3) Normative commitment is a commitment based on the norms that exist within employees, which is an individual's belief in responsibility for the organization.

In general, citizenship behavior refers to 3 main elements: compliance, loyalty, and participation. With positive OCB behavior, a teacher will have the sincerity to do something that is not their responsibility for organizational development, in this case, school development. This behavior will improve the teacher's performance as the main element determining the success of the education implementation in schools.

Likewise, organizational commitment is a reflection of the loyalty of employees to the organization and a continuous process in which members of the organization express their concern for the organization, its success, and continuous progress. Commitment in the organization will make a teacher give the best to the organization, in this case, the school. Working with a high commitment to an organization tends to be helpful and able to work together, hence it will improve teacher's performance both in the implementation of learning and in contributing to the achievement of organizational goals in general.

Thus, a teacher's performance is conceptually defined as the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities, which includes the lesson plan, implementation, evaluation, and fostering interpersonal relationships with students by the OCB and teacher's

organizational commitment. This can be understood if the teacher's performance is seen as an independent element. This means that teacher's performance is influenced by various factors, including OCB and organizational commitment factors. Various studies confirm the influence of these two variables on teacher's performance, including research by (Huda, 2018).

Based on the research results, it appears that there is a significant influence between OCB and teacher's performance. Likewise, organizational commitment has a significant effect on the teacher's performance. From several existing research results, an employee's performance is indeed the object or research respondent. Although a teacher is still included in the scope of employees, a teacher's performance has certain specifications, because a teacher has certain required specifications or competency criteria. This competency criterion is related to the teacher's activities in the learning process, known as a teacher.

Teachers' performance that can be seen and measured based on specifications or competency criteria must be possessed by every teacher, is related to the form of behavior, it is teacher's activities in the learning process. Concerning teacher's performance standards, Sahertian (Kanto, Wisadirana, Chawa, & Umanailo, 2020; Kusmianto, 1997; Mu'adi, Maksum, Hakim, & Umanailo, 2020) explained that teacher performance standards are related to the quality of the teachers in carrying out their duties such as (1) working with students individually, (2) preparation and lesson planning, (3) empowerment learning media, (4) involving students in various learning experiences, and (5) active leadership from the teacher. Whether the achievement of a teacher's performance standard is determined or not determined by OCB and organizational commitment, is the focus of the analysis in this study.

3. Method

This research was conducted in July - September 2019 in Madrasah Aliyah (MA) in Bitung, North Sulawesi, Indonesia, which consisted of Madrasah Aliyah Alkhairaat Bitung, Madrasah Aliyah Arafah Bitung, Madrasah Aliyah Al-Muhtadien Bitung, and Madrasah Aliyah Negeri 1 Bitung.

The population in this study were all Madrasah Aliyah teachers in Bitung, totaling 98 teachers. The entire population was sampled in the study (total sampling). The sampling method used was non-probability sampling with saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as a sample. It is intended for the sample that is well distributed (Sarjono & Julianita, 2011).

This research used a quantitative research design to examine a specific population or sample. Random sampling method was used in the sampling technique in this study. Data collected in this research used a research instrument, data analysis is quantitative/statistical to test predetermined hypotheses (P.D, 2014).

The research hypothesis testing was carried out by using multiple regression analysis techniques. This technique aims to measure the effect of the independent variable on the dependent variable, they are the effect of organizational citizenship behavior (X1) and organizational commitment (X2) toward teacher's performance (Y). This research used multiple regression analysis with the equation:

$$\hat{Y} = a_0 + a_1 X_1 + a_2 X_2 + \dots + a_k X_k$$

Where:

\hat{Y} = Teacher performance

a = Constant

X1 = Organizational Citizenship Behavior

X2 = Organizational Commitment

(Sudjana, 2002: 332)

3.1 Partial Test (t-test)

A partial test (t-test) was used to determine the effect of each independent variable (Organizational Citizenship Behavior and organizational commitment) on the dependent variable (teacher performance). The rules for decision making in the t-test using SPSS (Statistical Product and Service Solutions) are:

If the probability > 0.05 then Ho is accepted

If the probability < 0.05 then Ho is rejected

3.2 Simultaneous Test

Simultaneous test (F test) is used to test the dependent variable (teacher's performance) on the independent variable (Organizational Citizenship Behavior and organizational commitment) together (simultaneously) with a significant level used at $\alpha = 5\%$ and $df (k: n - k1)$. The rule for decision making in the F test using SPSS are:

If the probability > 0.05 then H_0 is accepted

If the probability < 0.05 then H_0 is rejected

The principle of this test is a parametric statistical test so that before testing, the analysis prerequisite test must first be carried out, namely the normality test and the homogeneity of the population variance. Also, because this test uses a regression test, an econometric test is carried out, namely the regression linearity test, multicollinearity, autocorrelation, and heteroscedasticity test (Sugiyono, 2010: 69). The process of testing the hypotheses in this study was carried out using the assistance of the IBM SPSS statistic 24 program.

3.3 Data Collection

Data collection of this research was carried out by measuring the variables using a questionnaire. The instrument was arranged based on the data requirements used to find out the data from the respondents. Instruments for exploring respondent data are compiled and described in the form of indicators and questions with categories by using a Likert Scale, namely strongly disagree (Sangat Tidak Setuju) with a score of 1, disagree (Tidak Setuju) with a score of 2, doubt (Ragu-Ragu) with a score of 3, agree (Setuju) with a score of 4, and strongly agree (Sangat Setuju) with a score of 5. The questionnaire instrument used was a questionnaire that has been tested for validity and reliability.

4. Results and Discussion

In this study, there are three hypotheses tested for meaningfulness: (1) there is a significant influence between organizational citizenship behavior toward teachers' performance in Madrasah Aliyah in Bitung, (2) there is a significant effect of organizational commitment toward teachers' performance in Madrasah Aliyah in Bitung, and (3) there is a significant influence between organizational citizenship behavior and organizational commitment simultaneously toward teachers' performance in Madrasah Aliyah in Bitung. The hypotheses were analyzed using multiple regression tests.

From the analysis carried out, the results of multiple linear regression analysis were obtained as follows:

Table 1. Multiple Linear Regression Analysis Between OCB and Organizational Commitment toward Teacher's Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.295	12.387		1.154	.251
	Organizational Citizenship Behavior (OCB)	.031	.084	.031	.370	.712
	Organizational commitment	.847	.111	.646	7.637	.000

a. Dependent Variable: teacher performance

From the table above, the equation for multiple linear regression lines is as follows:

$$Y = 14.295 + 0.031X_1 + 0.847X_2$$

Based on the regression equation obtained, can be explained as follow:

1. A constant value of 14.295, states that if the Teachers' Performance variable (Y) is not influenced by the two independent variables: Organizational Citizenship Behavior (X1) and Organizational Commitment (X2) is zero, then the average Teachers' Performance is 14.295.
2. The regression coefficient for the independent variable X1 (Organizational Citizenship Behavior) is positive, indicating a unidirectional relationship between Organizational Citizenship Behavior (X1) and teachers' performance (Y). The regression coefficient for the X1 variable is 0.031 which indicates that for each one-unit increase in the score of Organizational Citizenship Behavior (X1), it will cause an increase in teachers' performance (Y) by 0.031.

- The regression coefficient for the independent variable X2 (Organizational Commitment) is positive, indicating a unidirectional relationship between organizational commitment (X2) and teachers' performance (Y). The regression coefficient for the X2 variable is 0.847, indicating that for each one-unit increase in the organizational commitment score (X2) it will cause an increase in teachers' performance (Y) by 0.847.

4.1 Partial Hypothesis Testing

The t-test aims to prove whether the independent variables individually affect teachers' performance or what is better known partially. The test criteria of the t-test if the significance > 0.05 , then H0 is accepted, and if significant < 0.05 , then H0 is rejected.

4.1. The effect of Organizational Citizenship Behavior toward teachers' performance

Based on the results of the multiple regression test above, the t value for the effect of the variable X1 on Y is 0.370 with a significance value (Sig.) = 0.712. This significance value is higher than $\alpha = 0.05$ so that H1 is rejected. Thus it can be concluded that Organizational Citizenship Behavior has no significant effect on teachers' performance.

4.2. The influence of organizational commitment toward teachers' performance

Based on the results of the multiple regression test, the t value for the effect of the variable X2 on Y is 7,637 with a significance value (Sig.) = 0,000. This significance value is smaller than $\alpha = 0.05$ so that H1 is accepted. Thus it can be concluded that organizational commitment has a significant effect on teachers' performance.

4.3 Simultaneous Hypothesis Testing (Test F)

The F statistical test shows whether all the independent variables included in the regression model have a joint influence on the dependent variable. If the F count is higher than the F table or the probability is smaller than the level of significance (Sig. < 0.05), then the research model can be used or the model is appropriate in which H1 is accepted. If the F count is less than the F table or the probability is higher than the level of significance (Sig. > 0.05), then the research model cannot be used or the model is not appropriate where H0 is accepted.

The results of simultaneous hypothesis testing using IBM SPSS Statistic 24 are as follows:

Table 2. F Test Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12810.055	2	6405.027	36.540	.000 ^b
	Residual	16652.445	95	175.289		
	Total	29462.500	97			

a. Dependent Variable: Teachers' Performance

b. Predictors: (Constant), Organizational Commitment, Organizational Citizenship Behavior (OCB)

From the ANOVA table above, it is obtained that the F value is 36.540 with a significance (Sig.) = 0.000, this significance value is smaller than the $\alpha = 0.05$. With these results, H0 is rejected and H1 is accepted, which means that the independent variables of the study, namely Organizational Citizenship Behavior (X1) and organizational commitment (X2) simultaneously have a significant effect on teachers' performance (Y).

4.4 Coefficient of Determination (R²)

This test is conducted to determine the ability of the independent variables in explaining the dependent variable. The coefficient of determination has a magnitude of 0 to 1, if the results of the test are close to 1, it can be said that the independent variable provides information that is increasingly able to explain the dependent variable. The results of the determination coefficient test are as follow:

Table 3. Results of the calculation of the coefficient of determination

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.659 ^a	.435	.423	13.240

Based on the results of the coefficient of determination test above, it can be seen that the R-value is 0.659 which means that the correlation between the independent variable and the dependent variable is strong enough, which is based on an R-value that is above 0.5. The value of R² obtained is 0.435, which indicates that the ability of the independent variables (Organizational Citizenship Behavior and organizational commitment) can explain 43.5% of the variation in the dependent variable (teachers' performance). In comparison, the remaining 56.5% is explained or influenced by other variables, which not included in this research model.

From the results of the t-test (partial) on multiple regression coefficients, the results of t count for the variable Organizational Citizenship Behavior are significant at the real level $\alpha = 0.05$, so it can be concluded that Organizational Citizenship Behavior has no significant effect on the performance of *Madrasah Aliyah* teachers. The performance of *Madrasah Aliyah* teachers in North Sulawesi does not depend on the OCB factor. Nevertheless, a positive t value indicates that OCB and teachers' performance have a unidirectional relationship, although the effect is not significant. Another conclusion that can be described from the results of this study is that the efforts to improve teachers' performance will not be optimal if only paying attention to the OCB factor.

The results of this research are in line with what was stated by Ivancevich et al. (Hendrawan, Suchayawati, & Indriyani, 2017) who conducted an assessment of the reasons why employees are involved in OCB and what can be done to encourage employees to do OCB, wherefrom this study is concluded that there is no clear relationship between OCB and most personality characteristics. A higher OCB is often found in employees who are oriented towards the achievement of collectivism compared to employees who are more oriented towards achieving individualism. Teachers with high OCB tend to be oriented towards the collective organizational achievement of schools (*madrasah*) compared to individual achievements such as increasing competence and individual performance.

The results of this research are also in line with research conducted by Mendo (Mendo, 2011) who found that OCB has a negative and insignificant effect on employees' performance. It was also found that the OCB variable indicator did not support employees to be able to develop their behavior in achieving optimal work results, because although the OCB variable was in the high category, it was not able to produce maximum performance from the employees. In contrast to the results of this study, Suratiah (Suratiah, 2018) in her research entitled "*Kepemimpinan Transformasional dan Organizational Citizenship Behaviour dalam Meningkatkan Kinerja Guru*" found that OCB had a positive and significant effect on teachers' performance, with a standard coefficient or beta value of 33.6%.

Performance is the result of the implementation of tasks that are mostly influenced by individual factors, namely the ability, competence, proficiency, and seriousness in carrying out the assigned tasks and responsibilities. Especially in the context of implementing the duties and responsibilities of teachers as educators, teachers' performance measured by their ability or competence in carrying out these tasks and responsibilities, which can be divided into four abilities, they are planning the teaching and learning process, implementing and processing the teaching and learning process, assessing the progress of the teaching and learning process, and mastering the subject matter (Nana Sudjana, 2013). The four clusters of teachers' ability in carrying out these tasks are in the realm of individual competence. On the other hand, teachers' OCB behavior is mostly motivated by situational collectives (non-individual) goals, such as the desire to be accepted in the community or group, or as a manifestation of the moral responsibility of the teachers to improve the effectiveness of organizational functions (*madrasah*).

Furthermore, from the t value obtained in the multiple regression analysis for the influence of the variable organizational commitment (X₂) toward teachers' performance (Y) can be concluded that organizational commitment has a significant effect on the performance of *Madrasah Aliyah* teachers in Bitung. The t value obtained is also positive, so it can be concluded that the higher organizational commitment that is owned, the more increase in teachers' performance.

The results of this study are in line with what Luthans (Luthans, 2006). It stated that organizational commitment is an attitude that shows employee loyalty and is an ongoing process of how an organization member shows their concern for the success and goodness of the organization. Organizational commitment makes employees try to give the best to the organization where they work. Teachers who have high organizational commitment will be more oriented towards improving the quality of the implementation of their works hence they continue to strive to improve their competence and to improve their performance.

In contrast to a research conducted by Sunarno and Liana (Sunarno & Liana, 2016) with the title “Pengaruh Komitmen Organisasional dan Budaya Organisasi Terhadap Kinerja Guru Dimediasi Kepuasan Kerja (Studi Kasus Pada Guru SMA Kesatrian Dalam Yayasan Pendidikan Kesatrian 67)”, in which the result shows that Organizational Commitment does not affect the teachers’ performance with the direction of the influence of the estimated parameter is positive as indicated by the beta coefficient of 0.056 and it has Sig value of 0.682 > 0.05 which is not significant. Thus, it is concluded that organizational commitment has no significant effect on teachers’ performance.

The difference in the results of this study is because organizational commitment is a perception that is built from multiple perspectives, depending on the perspective and interpretation ability of each individual. This is in line with (Meyer, Stanley, & Parfyonova, 2012). which emphasized that commitment to work is a multidimensional perspective in the form of development of organizational commitment theory, wherein a multidimensional approach, commitment to work as well as organizational commitment provides a complex understanding of one's attachment to work.

Meanwhile, the results of the F test (simultaneous) in the multiple regression analysis concluded that Organizational Citizenship Behavior and organizational commitment simultaneously (together) had a significant effect on teachers’ performance. The R² value obtained was 0.435, in which these results indicated that Organizational Citizenship Behavior and organizational commitment were able to explain 43.5% of the teachers’ performance variations, while the remaining 56.5% were explained or influenced by other variables.

From the results of this analysis, it can be seen that Organizational Citizenship Behavior (OCB) and organizational commitment simultaneously make a significant contribution to the teachers’ performance. In other words, it can be concluded that to improve teachers’ performance, increasing OCB and increasing organizational commitment are two important elements that need to be considered. This is in line with what was stated by Mangkunegara (2013: 20) that the factors affecting employee performance in carrying out their duties can be sourced from individual and organizational environmental factors, in which an organization can improve and optimize employees’ performance when employees have the organizational commitment and Organizational Citizenship Behavior (OCB) for employees who are good at doing their job. The development of an attitude of commitment and OCB is very important to encourage company development. High performance comes from organizational commitment and Organizational Citizenship Behavior (OCB) which provides a strong bond between employees and the company so that they can carry out their obligations properly according to their roles and functions in the organization.

Several studies reveal a relationship between OCB and organizational commitment, as expressed by Kumara (2018) in his research entitled “Hubungan antara Komitmen Organisasi dengan Organizational Citizenship Behavior (OCB)”, that there is a very significant positive relationship between organizational commitment and Organizational Citizenship Behavior.

Organizational commitment and OCB that exist in employees are two aspects expected by organizations to improve the performance of the organization. Organizations that can encourage their employees to always be obedient to the values and rules in the workplace, helping behavior and maintaining good relationships with colleagues, will provide greater opportunities to be able to improve employee competence which will have an impact on their work and the achievement of organizational goals.

5. Conclusion

The conclusions of this research are (1) Organizational Citizenship Behavior (OCB) has no significant effect on the performance of Madrasah Aliyah teachers in Bitung. It means that the performance of Madrasah Aliyah teachers in Bitung, North Sulawesi does not depend on the OCB factor, (2) organizational commitment has a significant effect on the performance of Madrasah Aliyah teachers in Bitung which means that the higher commitment of the organization that is owned, the more increase in teachers’ performance, (3) there is a significant effect of OCB and organizational commitment toward the performance of Madrasah Aliyah teachers in Bitung. These results indicate that to improve the performance of Madrasah Aliyah teachers in Bitung, the increase of OCB and organizational commitment are two important elements that need to be considered in improving teachers’ performance in Madrasah Aliyah. Based on the research conclusions, it can be said that the simultaneous testing of two independent research variables (OCB and organizational commitment) shows a positive and significant direction of influence. This means

that although the partial test of the effect of the OCB variable toward teachers' performance is not significant, the importance of OCB to improve teachers' performance cannot be ignored. This was confirmed through simultaneous testing of the two independent variables which shown a positive and significant effect.

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