

# The Role of Organizational Citizenship Behavior (OCB) and Organizational Commitments in Mediation between Competence with Honorer Teacher Performance (Study at State Middle School in Kediri City)

Mentari Clara Dewanti<sup>1</sup>, Wahdiyati Moko<sup>2</sup>, Sudjatno<sup>3</sup>

<sup>1</sup>Master Student, Faculty of Economic and Business, University of Brawijaya, Indonesia

<sup>2,3</sup>Advisor, Faculty of Economic and Business, University of Brawijaya, Indonesia

**Abstract:** *This study was focused on competencies in improving to honorary teachers performance through Organizational Citizenship Behavior (OCB) and Organizational Commitment. The purpose was to determine and analyze the effect between competence honorary teachers performance both directly and indirectly through mediation of Organizational Citizenship Behavior (OCB) and organizational commitment. The sample was used for honorary teacher at the State Junior High School in Kediri City. The research sampling technique also used by saturated sampling like 51 people. An analytical method was used with descriptive analysis and Partial Least Square (PLS) using smartPLS 3 software applications. The results are indicated that competence has a significant effect honorary teachers performance and mediation testing with Organizational Citizenship Behavior (OCB) provided that a partial mediation role. Meanwhile, from mediation testing which shown that organizational commitment does not mediate on the effect between competence and honorary teachers performance.*

**Keywords:** Competence, Organizational Citizenship Behavior (OCB), Organizational Commitment, and Honorary Teacher Performance

## 1. Introduction

The purpose of the nation's education in Indonesia is to produce generations who are able to compete, excel, skilled and produce quality human resources. To support an achievement of these educational goals, the government is obliged to organize good and quality for education for every citizen. There are many factors that can affect to quality in the process of organizing education, such as facilities, funding, curriculum, administration, and educators (teachers).

In Indonesia, teachers have different employment statuses, likes civil servant (PNS) teachers who have been appointed by the State and Honorary teachers who have not been appointed by the State. Every year in Indonesia, there is an increase in the number of students and teachers entering retirement age. This is reflected in the increase in the number of students in public schools in Indonesia from 2014/2015 to 2016/2017 by 44,282 students and a decrease in the number of teachers by 336,859 teachers. There are many schools that need new teachers to replace retired teachers. However, the Recruitment of teachers with the status of Civil Servants (PNS) held on the government has not been able to meet the required number of teachers. Thus, the shortage of teachers has an impact on increasing the admission of honorary teachers in public schools, so a teaching-learning process can still run smoothly.

The honorary teachers performance can be a problem for schools or workplaces because of the status factor attached to honorary teachers as non-permanent teachers with relatively low salaries, and the same workload as teachers with

Civil Servants (PNS) status, so this can cause low to honorary teachers performance. The assessment of the honorary teachers performance in Indonesia is still relatively low because not all schools have records related to the achievement / honorary teachers performance. So, the schools are not aware of any increase or decrease in honorary teacher performance. In addition, the lack of central and regional governments in paying attention to the welfare and existence of honorary teachers can cause the responsibilities of honorary teachers to be low, thus affecting to their performance.

The honorary teachers performance is one of the things that needs to be observed because there are quite a number of honorary teachers in Indonesia, such as in 2019 reaching 157,210 people or 35.84%. In addition, to find out the factors that can affect to honorary teachers performance. Competence possessed by a teacher is one of the factors that can affect performance. According to Majid (2005) explained that a competency will show about a quality of the teacher in the teaching process. A competence will be realized in the mastery of knowledge and professional in carrying out its function as a teacher. Meanwhile, Piet Sah understanding (1994) argued that teacher competence is an ability to carry out teaching and educating tasks obtained through education and training. Based on the results, a competency test for junior high school teachers in the East Java Province in 2018, there were two cities that scored lower than other cities. The results of Teacher Competency Test (UKG) assessment for the junior high school level in the East Java Province can be seen in Table 1. Teacher Competency Test (UKG) aims to strengthen the role of teacher in implementing for education.

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**Table 1:** Teacher Competency Test (UKG) Junior High School Level in the City of East Java Province

Names of City	Province	Junior High School Level	Average
Surabaya City	East Java Province	63.54	63.48
Malang City	East Java Province	67.25	67.42
Madiun City	East Java Province	66.01	63.9
Kediri City	East Java Province	63.78	64.24
Mojokerto City	East Java Province	66.41	66.3
Blitar City	East Java Province	65.12	65.66
Pasuruan City	East Java Province	65.62	62.2
Probolinggo City	East Java Province	66.94	62.99
Batu City	East Java Province	68.06	65.89

Source: Kemendikbud, 2018

## 2. Theoretical Framework

It can be seen that the teacher competency test conducted by the Ministry of Education and culture on PNS and Non PNS Teachers (honorary) in East Java Province has two cities that score lower than other cities such as Surabaya City and Kediri City. The city of Surabaya was obtained an average value of 63.48 and a city of Kediri obtained an average value of 63.90.

Based on the results of an empirical study shows that the relationship between work competence and employee performance. Research conducted by Vukovic et al. (2013) explained that there is an influence of competence which has an impact on their performance. In addition, research conducted by Halil Zaim et al. (2013); Hande Serim et al. (2014); and Massoud (2012) which also stated that work competence has a significant effect on employee performance. Different research results were conducted by Sanda et al. (2011) and Resubun et al. (2013) which stated that work competence has no significant effect on employee performance.

This study reexamined the effect between competence, OCB, and organizational commitment on employee or teacher performance, as well as the role of OCB and organizational commitment as a mediating variable. The renewal of this research lies in the mediating role on OCB with the effect between competence and employee or teacher performance, in previous studies only examined the direct effect of competence on OCB (Hande serim et al., 2014; Ebrahim Sabahi et al., 2015) and the direct influence between OCB and performance employees (Wiwik Harwiki, 2013; Ling Tai et al., 2012; Hande Serim et al., 2014; Chamariyah et al., 2015). In addition, this study reexamined the mediating role of organizational commitment on the effect between competence on employee or teacher performance that was carried out in previous research (Fu and Despadhe., 2013; Lotunani., 2014).

### Teacher

Based on Article 1 of Law No. 14 of 2005 concerning with teachers and lecturers which states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, evaluating students in early childhood education, formal education pathways, education elementary and secondary education. Each teacher has a role and task to be able to develop a learning material.

Article 20 of Government Regulation Number 19 of 2005 requires that teachers be able to develop learning materials, which are then clarified through Minister of National Education Regulation (Permendiknas) Number 41 of 2007 concerning on process standards, which regulates the planning of learning processes that require teaching staff in units education to develop a lesson plan (RPP).

### Competence

Competence becomes an important part of the success of human resources in realizing organizational goals. Competence comes from the word competent which means capable of commensurate with the word ability or ability. Competence is related to the potential possessed by individual human resources in behaving and acting to achieve their goals in the organization (Walker, 2007). According to Thierauf (2008), stated that individual competence has a relationship with work theory. In this work theory suggests that every job requires people who are competent in their fields, which means that between work activities and competencies become a unity in producing an assessment of work. Based on Paragraph (10) Article 1 of Law Number 14 Year 2005 concerning on teachers and lecturers stated that competence is a set of knowledge and behavior that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out their duties and professionalism. Meanwhile, Piet Sah understanding (1994) argued that teacher competence is the ability to carry out teaching and educating tasks obtained through education and training.

### Organizational Citizenship Behavior (OCB)

Good performance also requires proper employee behavior and expected by the organization. Behavior is demanded by an organization that not only in-role behavior, but also extra-role behavior. This extra-role behavior is also called by Organizational Citizenship Behavior (OCB). Statement of Katz, 1964; (in Konovsky & Pugh, 1994) which stated that extra-role behavior is behavior in work and not contained in formal employee job descriptions, but will be highly valued if displayed because it can increase the effectiveness and survival of the organization. Organizational Citizenship Behavior (OCB) is a behavior that has a positive impact on the running of an organization, OCB contributes to increase an employee productivity, improve performance, and strengthen the organization's ability to adapt effectively (Podsakoff et al., 2000). So, it can be concluded that Organizational Citizenship Behavior (OCB) is employee behavior that has a positive impact in influence to work productivity and improve to performance effectively.

### Organizational Commitment

Meyer and Allen (1997) stated that employees who are committed to the organization will be able to work with full dedication because employees who are highly committed consider that important to achieve of tasks within the organization. Employees who have high organizational commitment also have According to Usman (2009) which stated that commitment is an attitude of loyalty, loyalty is the desire to always protect, save, obey, or obey what is told or desired, and full of dedication. The commitment of teachers in schools can be seen from their daily lives in carrying out their duties. The teacher will always put any interests of the school ahead of his personal interests, be unconditionally

loyal to the school and be happy to be involved in the work or activities carried out.

**Honorary Teacher Performance**

According Sinambela (2012) which stated that employee performance is defined as the ability of employees to perform certain skills. Performance of employee employees is very necessary, because with the performance of these employees will be known how far the ability of employees in carrying out the tasks assigned to him. For this reason, it is necessary to determine clear and measurable criteria and determine them together as a reference.

Performance in educational institutions refers more to the performance of teachers who have a role in producing quality students. Imam Wahyudi (2012) which explained that teacher performance is a result of work in quality and quantity achieved by a teacher in carrying out their duties, in accordance with the responsibilities imposed on them which include preparing learning programs, implementing learning, conducting evaluations and evaluating evaluations.

**3. Methodology**

This research will use a quantitative approach, which is the research whose results will be described or represented in the form of numbers or numbers as a measurement tool. This type of research also used an explanatory research approach. The targets of population were honorary teachers spread across 8 state junior high schools in Kediri City, already recorded as honorary teachers in the personnel administration in the Kediri City Education Office, so the total population based on records from the Education Office was 51 honorary teachers. Research sampling technique was uses saturated sampling. Saturated sampling is a determination of the number of samples involving all members of the population, because the population is relatively small and wants to make generalizations as a whole (Sugiono, 2012).

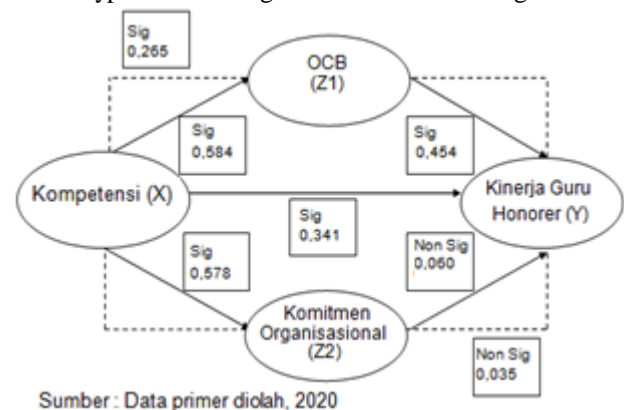
The research instrument is a questionnaire distributed to respondents in a structured way to record existing data, so

the data can be accurate as data can be accurate as a form of direct response from respondents to obtain information needed by researchers (Sekaran, 2003). Measurement scale researchers who will use the Likert scale as a basis for scoring with the answer scale 1-5.

Analysis of the data was used with descriptive statistical analysis, because descriptive statistics is a method relating to the collection and presentation of data. So, it can produce useful information. This research was used by Structural Equation Modeling (SEM), with the Partial Least Square (PLS) approach. The reason for using PLS is because the structural model has a number of variables and more complex with a sample size is not too large.

**4. Results**

The hypothesis can be accepted if the probability value is less than 0.05 (significance level of 5%) or the t-statistic value is greater than t-table (1.96). T-statistic test on PLS analysis is by applying the bootstrapping method. The results of hypothesis testing can be shown in the figure below.



The results of the path analysis test in the picture above, can be explained the value of the path coefficient in each hypothesis as shown in table 2.

**Table 2: Hypothesis Testing Results**

Hypothesis	Relationship between variables	Path Coefficient	T-statistic	Results	
H1	Competence → honorary teacher performance	0.341	2.3	Significant	Accepted
H2	Competence → Organizational Citizenship Behavior (OCB)	0.584	6.992	Significant	Accepted
H3	Organizational Citizenship Behavior (OCB) → honorary teacher performance	0.454	3.513	Significant	Accepted
H4	Competence → organizational commitment	0.578	5.786	Significant	Accepted
H5	organizational commitment → honorary teacher performance	0.06	0.416	Not Significant	Rejected
H6	Competence → Organizational Citizenship Behavior (OCB) → honorary teacher performance	0.265	3.189	Significant	Accepted (a part of mediation)
H7	Competence → organizational commitment → teacher performance (contracts)	0.035	0.381	Not Significant	Rejected

Source: Primary Data Processed, 2020

Based on Table 2, the results of hypothesis testing can be explained as follows:

H1: Competence Has a Significant Effect on Honorary Teacher Performance

Based on the results of the analysis in Table 2, it can be seen that the effect between competence on honorary teachers performance who have a t-statistic value is greater than the t-

table value (2.857>1.96). Therefore, it was concluded that the competency variable had a significant effect on honorary teachers performance. Thus, statistically H1 was accepted.

H2: Competence Has a Significant Effect on Organizational Citizenship Behavior (OCB)

Based on the results of the analysis in Table 2, it can be seen that the effect between competence on OCB, which has a t-

statistic value is greater than the t-table value ( $6.941 > 1.96$ ). Therefore, it was concluded that the competency variable has a significant effect on OCB. Thus, H2 is statistically accepted.

**H3: Organizational Citizenship Behavior (OCB) has a Significant Effect on Honorary Teacher Performance**

Based on the results of the analysis in Table 2, it can be seen that the influence between OCB and honorary teachers performance who have a t-statistic value is greater than the t-table value ( $3.823 > 1.96$ ). Therefore, it was concluded that the OCB variable had a significant effect on honorary teachers performance. Thus, statistically H3 is accepted.

**H4: Competence Has a Significant Effect on Organizational Commitment**

Based on the results of the analysis in Table 2, it can be seen that the effect of competence on organizational commitment that has a t-statistic value is greater than the t-table value ( $5.786 > 1.96$ ). Therefore, it is concluded that the competency variable has a significant effect on organizational commitment. Thus, statistically H4 is accepted.

**H5: Organizational commitment has a significant effect on honorary teachers performance**

Based on the results of the analysis in Table 2, it is known that the effect between organizational commitment and honorary teachers performance who have a t-statistic value is smaller than the t-table value ( $0.416 < 1.96$ ). Therefore, it is concluded that the variable organizational commitment significantly influences to honorary teachers performance. Thus, statistically H5 was rejected.

**H6: Competence has a significant effect on honorary teachers performance through OCB**

Based on the results of the mediation test, it is known that OCB provides a partial mediation role on the effect of competence on honorary teachers performance with a t-statistic value greater than t-table ( $3.189 > 1.96$ ). Thus, H6 stated that competence has a significant effect on honorary teachers performance through OCB as a mediation otherwise accepted.

**H7: Competence has a significant effect on honorary teachers performance through organizational commitment**

Based on the results of the mediation test, it is known that organizational commitment does not provide a mediating role on the effect between competence and honorary teachers performance with a t-statistic value smaller than t-table ( $0.781 < 1.96$ ). Thus, H7 stated that organizational commitment does not mediate the effect between competence on honorary teachers performance. So, statistically H7 was rejected.

## 5. Discussion

### The Effect between Competence and Honorary Teacher Performance

The results were indicated that competence has a significant effect on honorary teachers performance. This can be shown that the competency of honorary teachers can improve honorary teachers performance at the junior high school level in the city of Kediri. The results are in line with the opinion of

Spencer (1993) stated that a person's competence is the basis of an individual associated with effective performance in completing his work.

### The Effect between Competence and Organizational Citizenship Behavior (OCB)

The results are shown that competence had a significant effect on Organizational Citizenship Behavior (OCB). This means that competence is an important variable in increasing honorary teacher OCB at the level of state junior high schools in the city of Kediri. The results are in line with the opinion of Wibowo (2007) which stated that competence about a person about himself will greatly affect a person's behavior to do work that exceeds the limits of his ability.

### The Effect between Organizational Citizenship Behavior (OCB) and Honorary Teacher Performance

Based on the results are shown that OCB has a significant effect on honorary teachers performance. This means that OCB is able to improve honorary teachers performance or in other words that OCB is an important variable in improve to honorary teachers performance at the level of state junior high schools in Kediri City. The results are in line with the opinion of Podsakoff et al. (2000) which stated that Organizational Citizenship Behavior (OCB) is a behavior that has a positive impact on the running of an organization, Organizational Citizenship Behavior (OCB) contributes to increase employee productivity, can improve performance, and strengthen the organization's ability to adapt effectively.

### The Effect between Competence and Organizational Commitment

The results of research conducted indicated that competence has a significant influence on organizational commitment. This can be interpreted that the higher the competency of the honorary teacher, the organizational commitment will also increase. Teachers who have competencies as measured by their abilities will produce high commitment to the organization, like a school. The competencies possessed by honorary teachers at the State Junior High School level in Kediri City were able to increase their commitment in working in schools. When, their abilities match the field of work, they produce emotionally strong ties and a sense of belonging to the school where they work. In addition, it provides an understanding of work responsibilities and a high sense of loyalty towards the school. The results are in line with several previous studies conducted by Lot Greece (2014) which founded that competence had a significant effect to organizational commitment.

### The Effect between Organizational Commitment and Honorary Teacher Performance

The results showed that organizational commitment did not significantly influence to honorary teachers performance. This can be interpreted that organizational commitment cannot directly influence honorary teachers performance at the junior high school level in the city of Kediri. Because the lack of organizational commitment to honorary teachers performance, which is the employment status of those who are non-permanent teachers. The results are not in line with previous studies conducted by Yousef (2000), Fu and Despadhe (2013), and Gelderen and Bik (2015) who founded that organizational commitment significantly affected to

employee performance. However, this study is in line with the results of previous studies conducted by Shaw, Delery, and Abdulla (2003), and Mentor (2004) who founded that organizational commitment is not related to employee performance.

#### **The Effect between Competence and Honorary Teacher Performance with Organizational Citizenship Behavior (OCB) as a Mediation**

The results were indicated that honorary teacher competencies have an important impact on honorary teachers performance through OCB. However, the impact of OCB mediation is known to be partial mediation. Thus, it can be interpreted that OCB can mediate the effect between competence and honorary teachers performance, but without OCB. Basically, the competence of honorary teachers at the state junior high school level in Kediri City is able to improve honorary teachers performance. The role of OCB in mediating the effect of competence on performance, can be seen from the indirect impact caused by competence and performance. The important role of OCB in improve to employee performance in line with several previous studies Hidayah et al. (2014) who founded that OCB significantly influence to employee performance.

#### **The Effect between Competence and Honorary Teacher Performance with Organizational Commitment as Mediation**

The results were showed that organizational commitment did not mediate the effect between competence and honorary teacher performance. Thus, it can be interpreted that organizational commitment does not play a role as a mediating variable, and without organizational commitment basically the competence of honorary teachers at the junior high school level in Kediri City, which is able to improve honorary teachers performance. The competencies possessed by honorary teachers at the State Junior High School level in Kediri City were able to increase their commitment in working in schools. When their abilities match the field of work, they produce emotionally strong ties and a sense of belonging to the school where they work. However, the commitment they have not directly affect to their performance. This happens because the employment status who become temporary teachers and works in accordance with the work contract agreed with the school. In addition, if they move the workplace to another school will have a same workload, almost the same salary and have to re-adapt to the new work environment.

#### **Implication**

Some implications for the development of concepts related to competence, OCB, organizational commitment, and honorary teachers performance. The results can be a reference study related to the effect between competence and honorary teachers performance with OCB as a mediation. In addition, the results can also be taken into consideration that organizational commitment cannot mediate to the effect between competence and honorary teachers performance. The results can also contribute to organizations or schools. The results also indicated that competence is a factor with can affect to performance.

## **6. Limitation**

The limitations of this research was include that only limited to aspects of the technical field such as competence which lacks a view of aspects in the psychological field with motivation and job satisfaction of honorary teachers of state junior high schools in Kediri City. In addition, another debate is a measurement of honorary teachers performance with limitation of respondents' perceptions themselves of their performance. It can be said that their performance appraisals are still in the viewpoints of the honorary teachers themselves, so they tend to have subjective judgments. Therefore, in future research it is necessary to involve other parties in the assessment of honorary teachers performance such as school principals, coworkers, and the education office.

## **7. Conclusion**

Competence is also able to increase OCB, which a higher competency of the honorary teacher. This is reflected that exceeds the role teachers should be doing, for the sake on the interests of the school or place of work. In addition, a competence is also able to increase organizational commitment. A higher of the competency with honorary teacher effect to the organizational commitment.

OCB towards students becomes the most important factor which refers to the teacher's behavior which exceeds the tasks and roles that are shown to students. Different results are founded in organizational commitment, where organizational commitment is not able to improve to honorary teachers performance. Because inability of organizational commitment in improving honorary teachers performance is due to the employment status who become temporary teachers.

The mediating role of OCB variables whose results indicated that OCB is able to mediate competence in the honorary teachers performance. An existence of high honorary teacher competencies can increase OCB, so it can improve to honorary teachers performance. Different results are found in the mediating role of the organizational commitment variable. Organizational commitment is not able to mediate competence in honorary teachers performance. An existence of high honorary teacher competencies can increase organizational commitment, but high organizational commitment is not able to improve honorary teachers performance. This is due to the honorary teacher employment status. In addition, high organizational commitment is caused if they move from their work places will have the same workload and salary, then must re-adapt to the new environment, so it does not affect to honorary teachers performance.

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