The Role of Cultural Organizations, Leadership Services, Job Satisfaction towards Organizational Citizenship Behavior: A Path Analysis Study in Private Primary Schools

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Abstract. This research was conducted to study the effect of organizational culture, servant leadership, job satisfaction toward organization citizenship behavior of the private elementary teachers. The research used a quantitative approach with a survey method and path analysis technique. Data were collected from 136 elementary teachers as a sample. Finding Show: (1) organization culture has a positive direct effect on organizational citizenship behavior, (2) servant leadership has a positive direct effect on organizational citizenship behavior, (3) job satisfaction has a positive direct effect on organizational citizenship behavior, (4) organization culture has positive direct effect toward job satisfaction, and (5) servant leadership has positive direct effect toward job satisfaction. The findings lead to the implication to increase organizational citizenship by improving organizational culture, servant leadership, and continuously improve job satisfaction.

Keywords: organizational culture, servant leadership, job satisfaction, and organizational citizenship behavior

I. INTRODUCTION

The progress of a nation is determined by the quality of its human resources. Qualified and competitive human resources can only be produced from the results of education organized by the government and society. A good educational process is determined by the quality of good educators. The government is currently working to improve the education system in Indonesia.

Developed countries generally have a good quality of education. They not only compile a program for equitable education for their people but also build a quality education system.

Until now, Indonesia is still classified as a country with a low level of education. Based on data from The Program for International Student Assessment (PISA) conducted by the Organization for Economic Cooperation and Development (OECD) in 70 countries in 2015-2016, Indonesia is included in the group of countries with low education ratings. Indonesia is ranked 62 out of 70 countries. When compared with Vietnam which is ranked 22 and Singapore which is ranked first.

Currently, the Indonesian nation is working on improving the quality of education in Indonesia. There are 3 (three) determinants of the success of the educational process, namely, educators, educational facilities and infrastructure, and the education system. Of these three factors, the role of the educator or teacher is the basic determinant of the success of the entire educational process itself.

No matter how good the curriculum is planned, it will not be meaningful without a teacher who can apply the curriculum in learning. The success of a curriculum is in the hands of the teachers.

A teacher is not only required to carry out his duties in the classroom or the school environment. But also must continue to carry out its role as a teacher outside school hours and even outside the environment where they work. Teachers are demanded more, than just a profession, but a dedication. The profession as a teacher is inherent and becomes one's identity.

Teacher behavior as described above is in line with organizational citizenship behavior (OCB). OCB expects that every person in the group may be involved in positive activities to help others, such as being involved in working on occasional projects, pending the time and resources they have with others, and took the initiative to help co-workers who need help. They are expected to use the best of their abilities and energy to fully assist the organization in achieving its efficiency and effectiveness goals.

Some of the behaviors that should be seen from teachers who implement organizational citizenship behavior (OCB) include the behavior of happy to help others, volunteering to do extra tasks to achieve maximum learning goals, and obey the rules and procedures that apply in schools.

As expressed by the Minister of Education and Culture in the Appreciation Night for the Selection of outstanding and dedicated GTK in 2018 in Jakarta. "If the teacher cannot be a role model, then the

teacher's identity will disappear. Therefore, this is what we encourage. How do teachers appear as role models or the significant other?"

IPEKA Christian School as one of the private schools in Indonesia also needs to improve, improve the quality and up to date learning system so that it can continue to be one of the reference schools in Jakarta. The problem is that it is not easy to find teachers who have good teaching skills and can be role models.

A teacher can show OCB behavior if they have understood his meaning as a teacher by achieving job satisfaction. In this case, job satisfaction is something that is individually based on the level of personal satisfaction.

One of the factors that determine job satisfaction is the relationship of a teacher with his leader, in this case, the principal. The ability of the principal to assist, both technical and non-technical to his teachers, affects the job satisfaction of the teachers he leads. Besides, a teacher can carry out their duties properly if led by a school principal who has high social sensitivity. This kind of leadership is called servant leadership.

In addition to principal leadership factors that can affect job satisfaction, environmental factors and co-workers can also affect the understanding and behavior of teachers. Organizational culture in the school environment affects teacher satisfaction and attitudes towards the profession.

The behavior of teachers who have high OCB is shown, when a teacher is willing to help fellow teachers, or when the teacher wants to do a task that exceeds the demands of the teaching standard, or when the teacher is still obeying the rules without being supervised by the principal. A teacher's high loyalty and love for his students and school is a sign that the teacher has high OCB values in him.

Organizational Citizenship Behavior (OCB)

Organizational citizenship behavior (OCB) is part of the science of organizational behavior, OCB is a form of workplace behavior that is usually not seen or counted. The approach to the OCB concept, namely OCB, is an extra-role performance that is separate from in-role performance or performance that fits the job description.

According to Organ in Luthans defines OCB is discretionary individual behavior, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functionary of the organization [1]. Similar to Organ, Robin, Stephen P; Judge statedOCB is the discretionary behavior that is not part of any employee's formal job requirements, and that contributes to the psychological and social environment of the workplace [2]. Furthermore, John R. Schermerhorn et al., define Organizational citizenship behavior (OCB) are the extras people do to go the extra mile in their work [3].

Organization Culture

Organizational culture is understood by some people as a characteristic that is upheld by the organization. Organizational culture is also a characteristic that distinguishes one organization from other similar organizations. Some stated that organizational culture is the values and norms of behavior that are accepted and understood by every member of the organization. Organizational culture is used as a basis for behavior in the organization.

According to Hofstede et alOrganization Culture is thecollective programming of the mind that distinguishes the members of one group or category of people from others[4]. Then, Heneman III et al. stated Organizational culture is a very complex topic, in part because the culture is so difficult to define, in essence, culture is the set of intangibles that influences attitudes and behavior in organizations. Some of the factors that can influence an organization's culture include the expressed vision of the executive, the degree of hierarchy and bureaucracy, the history of interactions among departments, and the style of communication throughout the organization [5]. Next, Jones &George, stated Organization culture is the set of shared values, beliefs, and norms that influences the way employees to think, feel, and behave toward each other and toward people outside the organization [6]. Meanwhile, McShane&Glinow said that: Organizational culture is the basic pattern of shared assumptions and values that govern behavior within a particular organization [7].

Servant Leadership

Servant leadership changes the paradigm of leadership that is centered on a desire to lead others to the desire to serve others. The concept of serving leadership was first raised by Robert Greenleaf (1904-1990) in his book entitled The Servant as Leader.

The difference manifests itself in the care taken by the servant first to make sure that other people's highest priorities are being served. The best test, and difficult to administer is: Do those served

grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become a servant? And what is the effect on the least privileged in society; will they benefit, or at least not be further deprived? [8].

According to Lussier&Achua, Servant leadership is leadership that transcends self-interest to serve the needs of others, by helping them grow professionally and personally [9]. Furthermore, according to Daft, Servant leadership is leadership upside down. Servant leaders transcend self-interest to serve the needs of others, help others grow and develop, and provide an opportunity for others to gain materially and emotionally [10].

Job Satisfaction

Job satisfaction is an individual thing because it is influenced by the level of satisfaction of each individual. The more individual satisfaction factors that can be fulfilled, the higher the level of job satisfaction.

Colquitt defines Job satisfaction is defined as a pleasurable emotional state resulting from the appraisal of one's job or job experiences. In other words, it represents how you feel about your job and what you think about your job [11]. Next, Jones & George stated that job satisfaction is the collection of feelings and beliefs that people have about their current jobs [12]. Then, Mullins defined job satisfaction as a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is necessary to achieve a high level of motivation and performance. Job satisfaction is more of an attitude an internal state. Job satisfaction is itself a complex concept and difficult to measure objectively. Job satisfaction is affected by a wide range of variables relating to individual, social, cultural, organizational, and environmental factors [13].

II. METHODS

This research used the quantitative approach through the survey method. The target population in this study is Elementary School teachers from SDK IPEKA Jakarta. The population was gotten from six schools, which was about 145 teachers. The determination of the sample was done randomly, using the simple random sampling technique by drawing. The choice of the number of samples was determined by the Slovin formula. By using the formula, 136 teachers were chosen as the research sample.

$$n = \frac{N}{N.d^2 + 1}$$

Note:

n : number of sample
N : number of population
d^2 : error tolerance limit set at 5% means having a 95%
           accuracy rate.

By using this formula, it is obtained as follows:

$$n = \frac{206}{206.(0,05)^2 + 1} = \frac{206}{1,515} = 135,97$$

The influence between variables in this study was analyzed by using the path analysis technique. This analytical technique is believed to have the power to test the influence between variables based on theoretical formulas and not to derive the theory of cause and effect. The consequence of using this technique is the necessity of using causal thinking which is a prerequisite in the path analysis. Other requirements that must fulfill in the path analysis are research samples derived from populations with a normal distribution to be linear and significant analyzed by the estimated normality error test by Lilliefors test and linearity test and regression significant.

III. RESULT AND DISCUSSIONS

The path calculations are divided into 2 (two) substructures, namely:
Path Coefficients on the First Sub-Structure Model
The structural equation formed in the first substructure model consists of three path coefficients of the variables X_1 to X_4, X_2 to X_4, and X_3 to X_4 in the form of:
$= \rho_{41}X_1 + \rho_{42}X_2 + \rho_{43}X_3 + \rho_{4(321)} \varepsilon_1$

Based on the results of the acquisition of the coefficient of determination $R^2_{4(321)}$ = 0.711, calculations can be made to obtain the value of $\rho_{4(321)}$. $\rho_{4(321)} = \sqrt{1 - R^2_{4(321)}}$ = 0.538.

Thus the structural equation for the first substructure model is obtained as follows:

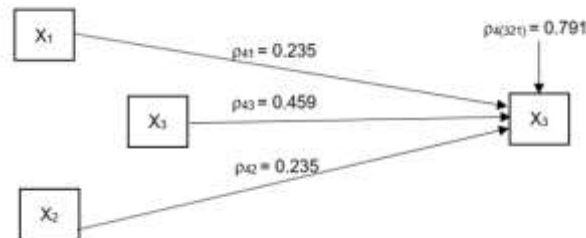$\hat{X}_4 = 0.235X_1 + 0.346X_2 + 0.459X_3 + 0.538\ \varepsilon_1$

Figure 1. Empirical Path Chart of Structural Model 1

Path Coefficients on the Second Sub-Structure Model

The structural equation formed in the second substructure model consists of three path coefficients of the variables X_1 to X_3, and X_2 to X_3 in the form of:

$= \rho_{31}X_1 + \hat{\rho}_{32}X_2 + \rho_{3(21)}\ \varepsilon_2$

Based on the results of the acquisition of the coefficient of determination $R^2_{3(21)}$ = 0.374, calculations can be made to obtain the value of $\rho_{3(21)}$. $\rho_{3(21)} = \sqrt{1 - R^2_{3(21)}}$ = 0.791 .

Thus the structural equation for the first substructure model is obtained as follows:

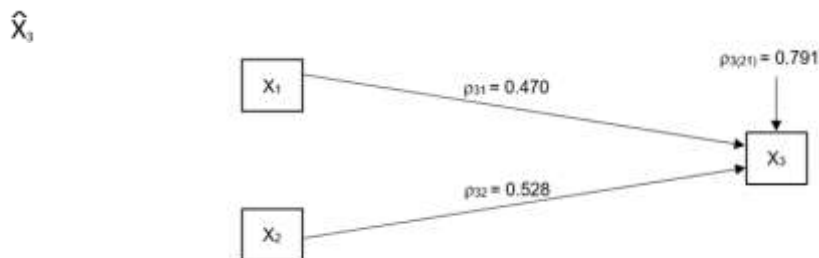$= 0.470\ X_1 + 0.528\ X_2 + 0.791\ \varepsilon_2$

Figure 2. Empirical Path Chart of Structural Model 2

Based on the results of the analysis and hypothesis testing that has been carried out on the proposed hypotheses, it shows that are proven. In detail, the discussion of the results of the analysis and testing of the research hypothesis is as follows:

Organizational Culture toward OCB

The results in this study shows on the calculation result, path coefficient (ρ_{41}) = 0.235 is obtained with value of t_{value}= 8.016, while t_{table} = 1.656 (α = 0.05) because t_{value}>t_{table} (α = 0.05), H_1 is excepted, meaning the path coefficient is significantly indicate that organizational culture has a direct positive effect on OCB. It shows that organizational culture has a direct positive effect on OCB private elementary school teachers.

Cultural organizations private elementary school teacher became identifier that distinguishes it from other elementary school teachers. Organizational culture is the values and norms of behavior that are accepted and understood by the teachers at the school and eventually become the basis for the provisions of the school teacher's behavior. Furthermore, in a school organizational culture, it forms an extra role in teacher behavior which indirectly encourages the effectiveness of organizational functions.

The results of research by Darto stated that the more a person understands their organizational culture, the more their OCB behavior will be [14]. Likewise, research was conducted by Mohanty and Rath in three different organizations. It shows that there are certain factors related to the culture which, if practiced in the workplace, will increase the OCB of employees [15].

Based on the description above and the empirical evidence carried out in the study, it is seen that there is a significant correlation between organizational culture and OCB of elementary school teachers. The higher the value of organizational culture will increase teacher OCB behaviors.

Servant Leadership toward OCB

The results in this study shows on the calculation result, path coefficient (ρ_{42}) = 0.346 is obtained with value of t_{value}= 10.424, while t_{table} = 1.656 (α = 0.05) because t_{value}>t_{table} (α = 0.05), H_1 is excepted, meaning the path coefficient is significantly indicate that servant leadership has a direct positive effect on OCB. It shows that servant leadership has a direct positive effect on OCB.

Servant leadership is a leader whose focus is to serve those they lead. The difference can be seen from the attention given. If the priority to serve, then the needs of his subordinates will be the priority of his leadership.someone who has servant leadership can be proofed from the person they lead shows progress, can actualize themselves, be wiser, and more independent.

Research conducted by Mi'raj showed that "lecturers' OCB behavior will increase if it is supported by servant leadership" [16]. It is also said that: "If subordinates think that the behavior of the leader always prioritizes their interests and/or needs compared to the needs or interests of the leader himself, then the subordinates will develop a more positive perception and relationship towards the leader and the organization".

Based on the description above and the empirical evidence carried out in the study, it can be seen that a significant linkage of indicators between servant leadership and OCB of private elementary school teachers. If the principal has a high value of servant leadership, it will impact to increase the value of the teacher's OCB behaviors.

Job Satisfaction toward OCB

The results in this study shows on the calculation result, path coefficient (ρ_{43}) = 0.459 is obtained with value of t_{value}= 13.242, while t_{table} = 1.656 (α = 0.05) because t_{value}>t_{table} (α = 0.05), H_1 is excepted, meaning the path coefficient is significantly indicate that job satisfaction has a direct positive effect on OCB. It shows that job satisfaction has a direct positive effect on OCB.

When someone is satisfied with their job satisfaction, it will show a positive attitude. And this is closely related to OCB behavior. Kamel, in his research, stated that: "The job satisfaction is a very high impact on job performance and effectiveness of the organizational citizenship behavior. The greater the level of job satisfaction higher the level of organizational citizenship behavior. "[17].

Research conducted in a national gas and electricity distribution company shows that job satisfaction greatly affects the performance and effectiveness of OCB. The higher the job satisfaction level, the higher the OCB level.

Based on the description and empirical evidence in this research, it can be seen that there is a significant correlation between job satisfaction and OCB private elementary school teachers. If the teacher's job satisfaction is high, it will affect the increase in the OCB behavior of the teacher.

Organization Culture toward Job Satisfaction

The results in this study shows on the calculation result, path coefficient (ρ_{31}) = 0.328 is obtained with value of t_{value}= 6.164, while t_{table} = 1.656 (α = 0.05) because t_{value}>t_{table} (α = 0.05), H_1 is excepted, meaning the path coefficient is significantly indicate that organization culture has a direct positive effect on job satisfaction. It shows that organizational culture has a direct positive effect on job satisfaction.

Organizational culture is a characteristic that differentiates between other similar organizations. Some say that organizational culture is values that are understood and accepted by members of the organization. So that in the end the organizational culture is used as the basis for the provisions of behavior within the organization.

Job satisfaction is influenced by individual, social, cultural, and environmental factors. In this case, organizational culture affects one's job satisfaction. If the organizational culture of an organization is good, it will affect the job satisfaction of the people who work for the organization.

Habib in their research states that: "Organizational Culture has a strong and deep impact on the performance of the employees, that help employees to be satisfied themselves with the organization and that cause to improve in the productivity of employees. Based on findings of this research we conclude that there is a positive and significant correlation among Impact of organizational culture on employees commitment, job satisfaction, and employee retention". [18].

Based on the description and empirical evidence in the study, it shows a significant correlation between organizational culture and job satisfaction of private elementary school teachers. If the organizational culture is high, it will affect increasing teacher job satisfaction.

Servant Leadership toward Job Satisfaction

The results in this study shows on the calculation result, path coefficient (ρ_{32}) = 0.417 is obtained with value of t_{value}= 7.206, while t_{table} = 1.656 (α = 0.05) because t_{value}>t_{table} (α = 0.05), H_1 is excepted, meaning the path coefficient is significantly indicate that servant leadership has a direct positive effect on job satisfaction. It shows that servant leadership has a direct positive effect on job satisfaction.

In his research results, Al-Asadi stated, "Our research helps to highlight the significance of embracing more altruistic leadership approaches such as servant leadership in promoting employee job satisfaction. Leaders in this region must be aware of the positive outcomes of this approach on job satisfaction. which can eventually contribute to engaged employees and improve their performance that is essential for contemporary organizations ".[19].

Based on the description above and the empirical evidence carried out in the study, it can be seen that there is a significant linkage of indicators between serving leadership and job satisfaction of private elementary school teachers. If the value of serving leadership is high, it affects the increase in teacher job satisfaction.

IV. CONCLUSION

Efforts to increase teacher OCB can be done by improving organizational culture, serving leadership, and job satisfaction. Thus various school activities and programs that support the improvement of organizational culture, serving leadership, and job satisfaction must be fully supported.

Meanwhile, increasing job satisfaction can be done by improving organizational culture and serving leadership.

Efforts to improve organizational culture, servant leadership, and job satisfaction as a consequence of the conclusions of this study, the following things need to be done:

1. Increasing Organizational Culture.

First, the school principal disseminates well to every teacher about the school policies that are made. Therefore the principal must understand every policy made before disseminating it to every teacher.

Second, the principal must be consistent in implementing school policies. There is no differentiation in the treatment of all stakeholders of the policy.

Third, the principal must ensure that every policy that is taken is written and well documented and makes it easy for every stakeholder to access the policy.

Fourth, the principal needs to provide an explanation for each policy taken, so that all teachers have the same understanding of the policy. Because if teachers can have the same understanding, they will be able to support the implementation of the policy properly.

2. Increasing Servant Leadership.

First, the principal needs to improve his ability to assess problems correctly. Investigate before making a decision. So that every decision that is made is the right decision.

Second, the principal needs to provide a special time to conduct classroom supervision for each teacher. So that the principal can find out the problems faced by each teacher and prepare training according to the needs of each teacher.

Third, the school principal shall complete its work perfectly with the interests of the school above personal or group interests.

3. Increasing Job Satisfaction.

First, it is necessary to improve the comfort of the school environment to support teaching teachers.

Second, the cleanliness of classrooms and toilets needs to be improved. It is necessary to create a clear cleaning system so that it does not only enforce cleaners but also involves all students and teachers to maintain and improve the cleanliness of the classroom and school environment.

Third, learning facilities in the classroom must be improved, both the availability of learning facilities and their maintenance. So the teacher can use the learning facilities optimally.

Fourth, teachers need a clean and tidy workspace. So the teacher can do the lesson preparation work well.

Thus various school activities and programs to support the improvement of organizational culture, serving leadership, and job satisfaction must be fully supported.

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