



How Organizational Citizenship Behavior On Teachers Seen From Work-life Balance and Job Satisfaction?

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ABSTRACT

This study aims to determine the relationship between Work-life Balance and Job Satisfaction with Organizational Citizenship Behavior in teachers. Organizational Citizenship Behavior (OCB) is a voluntary behavior possessed by a person to carry out tasks outside of the main tasks without being based on a reward system. This behavior is also referred to as extra role behavior. The research subjects in this study were as many as 84 people who were teachers from elementary schools in Bondowoso Regency. This study uses data analysis techniques multiple linear regression to see the results of hypothesis testing partially and simultaneously. The partial test results obtained a value of $t = 4.196$, $0.000 < 0.01$ which states that there is a significant relationship between Work-life Balance and Organizational Citizenship Behavior. Job Satisfaction on Organizational Citizenship Behavior obtained results of $t = 3.698$, $0.000 < 0.01$ which stated that there was a significant relationship. In the simultaneous test, the results obtained were $F = 52.527$, $0.000 < 0.01$ which stated that Work-life Balance and Job Satisfaction together contributed 52.527 (52%) to Organizational Citizenship Behavior. The conclusion from this study is that there is a relationship between Work-life Balance and Job Satisfaction with Organizational Citizenship Behavior in teachers.

Keyword: Job Satisfaction; Organizational Citizenship Behavior; Teachers; Work-life Balance.

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INTRODUCTION

Teachers have a role in the process of carrying out education in schools. A teacher must have high dedication when carrying out his role in the process of transferring knowledge to his students. Teachers with high dedication will later be able to encourage students to achieve optimal learning outcomes according to their potential (Padilah et al. 2022). Teachers must have the ability to provide good learning so that students are able to understand learning in school. The quality of human resources in teachers is an important focus for the educational process and school progress. Schools must strive to have a workforce of educators who have competence and qualified performance in their fields (Batilmurik 2021). Teachers must have a strategy to establish, support, carry out plans, processes and determine goals in carrying out their roles.

School is also a place to build the character of students. Therefore, teachers must always behave well to set an example to their students. Seeing the importance of the role of a teacher, success in carrying out the role will be achieved if the teacher has initiative behavior to do work outside of his main task (Extra Role) which is called Organizational Citizenship Behavior (OCB). OCB is a voluntary behavior that belongs to someone to take action outside of the main duties and responsibilities they have at work without being based on rewards (Organ, 1998). There are five aspects in OCB according to Organ (1998), namely Altruism, Conscientiousness, Sportmanship, Courtesy and Civic Virtue.

Teachers who have OCB must have strong internal motivation, enthusiasm for learning and self-development and carry out sincere activities in improving student learning and building a positive school environment. However, this is not the case covered by detik jatim which reported about a teacher hitting his student. The teacher's behavior does not show aspects of OCB, namely Courtesy, where the teacher should have the behavior to solve or prevent problems from occurring.

Teachers should have behaviors that show their dedication in improving performance and building a positive atmosphere at school (Mayasari, 2021). This positive atmosphere can be shown from the behavior of helping fellow teachers, helping to solve problems that exist in schools and helping to design strategies or innovations for school progress. However, there was a case covered by tribunnews.com which reported that there was a teacher who set fire to the school where he taught. The teacher's behavior shows that there is no OCB aspect, namely Sportmanship, where the teacher should have the behavior to always accept all conditions that exist in the school environment where he teaches without expressing his complaints.

The above phenomena underlies that OCB in teachers still needs to be investigated whether someone really has a strong desire to carry out the profession as a teacher. Because the basic concept of OCB is someone who has a fundamental motivation to get, maintain and protect what they value (Sofiah et al. 2022). OCB behavior towards teachers can improve the quality of education, strengthen bonds among teachers, and set an example for students to apply positive behavior. OCB behavior in teachers will later be seen based on the relationship of the teacher's Work-life Balance and Job Satisfaction. The higher the level of Work-Life Balance and Job Satisfaction for teachers, the OCB for teachers will also increase. Vice versa, if the work-life balance and job satisfaction for teachers is low, then OCB is also low.

METHOD

Research Design

This study uses a correlational quantitative research design to answer problems based on existing phenomena.

Participants

In this study, the participants used teachers who taught at the elementary level in Bondowoso Regency. The researcher chose the participants using the simple random sampling method and found 4 schools which were the places to distribute the research questionnaires.

Instrument

Research questionnaires were used to obtain data and used techniques with a Likert scale. The questionnaire used consisted of a printed questionnaire and an online questionnaire using Google Drive.

Research Prosedure

Researchers determine the formulation of the problem and hypothesis in this study. Then, the researcher determines the data collection techniques and research instruments to be used. Next, the researcher processes the data, determines the data analysis technique and finally makes conclusions based on the results of the data analysis.



RESULT

This study uses data analysis of multiple linear regression which produces three hypotheses on the variables Organizational Citizenship Behavior, Work-life Balance and Job Satisfaction in teachers. The data used is the result of data collection on 86 participants. The results obtained are as follows:

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10286.015	2	5143.008	52.527	.000 ^a
	Residual	8126.740	83	97.913		
	Total	18412.756	85			

The results of the statistical calculations above state that the F value is 52.527 sig. 0.000<0.01. It is stated that Work-life Balance and Job Satisfaction simultaneously provide a significant relationship of 52.527 on Organizational Citizenship Behavior.

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	5.548	8.837		.628	.532		
	WLB	.821	.196	.430	4.196	.000	.506	1.978
	JS	1.021	.276	.379	3.698	.000	.506	1.978

The next calculation result is a partial test. By looking at the table above, the t value obtained on the Work-life Balance is 4.196 sig 0.000 <0.01 which states the contribution of the relationship between Work-life Balance and Organizational Citizenship Behavior. Meanwhile, the relationship between Job Satisfaction and Organizational Citizenship Behavior obtained a value of t = 3.698 sig. 0.000<0.01.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.747 ^a	.559	.548	9.895	2.210

The table above shows the results of the R Square value of 0.559 which shows the magnitude of the influence of Work-life Balance and Job Satisfaction on Organizational Citizenship Behavior.

DISCUSSION

Based on the results of hypothesis testing on multiple linear regression analysis, it can be concluded that there is a significant relationship between Work-life Balance and Job Satisfaction with Organizational Citizenship Behavior, so the hypothesis in this study is accepted. The OCB behavior of 86 participants who work as teachers is influenced by Work-life Balance and Job Satisfaction. Teachers who have reached the level of Work-Life Balance will have sufficient concentration in doing their jobs such as teaching. All work that is the responsibility of a teacher will also be fulfilled. This is because there is no conflict that occurs in personal life that affects the teacher's work life. This is in line with research conducted by Kurniawan & Rizana (2021) which states that Work-Life Balance affects OCB. Someone who has a balance between the world of work and personal life has, the OCB in a person will

increase. The results of the study also show that teachers have OCB which is influenced by work-life balance. Teachers who are satisfied with their work, with the salary they are given, and the working time they have, these are the dynamics of a teacher having Job Satisfaction. The results of this study are also in line with Djatola and Hilal (2022) research regarding the effect of Job Satisfaction on OCB. Every time there is a change in the level of Job Satisfaction, it will have an impact on a person's OCB. If the Work-life Balance and Job Satisfaction have been fulfilled, the teacher will bring up OCB behavior.

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This research has benefits in the development of the field of psychology, especially in the focus of industrial and organizational psychology. The researcher realizes that there are still deficiencies, but this will be an evaluation in future research regarding Organizational Citizenship Behavior. The researcher thanks the teachers who participated in their willingness to support this research. All funds used for the purposes of this research are privately owned funds without the interference of other parties. Researchers also thank the support that has been given. It is the hope of the researchers that this discovery can provide benefits to the readers.

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