
Improvement of Organizational Citizenship Behavior (OCB) through Strengthening Organizational Culture, Teamwork, Personality, and Decision Making

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ABSTRACT

The purpose of the research is to produce strategies and ways to improve the Organizational Citizenship Behaviour (OCB) of private vocational school teachers, namely by strengthening the independent variables that have a positive effect on teacher OCB. These variables are Organizational Culture, Teamwork, Personality, and Decision Making. The optimal solution found is then used as a recommendation to related parties, namely teachers, principals, school supervisors, school management institutions and education agencies. The method used in this research is quantitative research using survey methods and path analysis techniques and SITOREM analysis to analyze indicators to determine optimal solutions in improving teacher OCB. The research was conducted on permanent foundation teachers (GTY) of private Vocational High Schools (SMK) in East Jakarta with a population of 381 teachers, with a sample of 195 teachers calculated using the Taro Yamane formula. The results of this study are that there is a positive direct effect of organizational culture, teamwork, personality, and decision making variables on OCB; there is a positive direct effect of organizational culture, teamwork, and personality on OCB; there is a positive indirect effect of organizational culture, teamwork, and personality on OCB through decision making.

Keywords: OCB, Organizational Culture, Teamwork, Personality, Decision Making

INTRODUCTION

Education is a place to train qualified human resources both ethically and intellectually, as well as a benchmark for the progress of a country. The world of education cannot be separated from the factors that can determine the success or failure of the learning process, including educational goals, students, educators, learning methods and materials, the environment, tools, and educational facilities. One of the factors that will be discussed is educators (teachers). Teachers are the most visible component of the entire education system, which must receive focused attention, because teachers are always related to any component in the education system. Teachers play an important role in educational development, especially in determining student success, especially in the teaching and learning process. Teachers are also the most influential component in creating quality educational

processes and outcomes. Teachers are lifelong learners and must continue to strive to keep up with the times so that their insight into thinking is broadening and obtaining more information and inspiration to be applied in learning activities.

It is not enough for teachers to fulfill their job descriptions; they must engage in extra role behaviors, often referred to as Organizational Citizenship Behavior (OCB). The definition of OCB is individual behavior that is discretionary, not directly and explicitly rewarded by a formal reward system, and that, in aggregate, improves the efficiency and effectiveness of organizational functioning. It is free and voluntary, because this behavior is not required by role requirements or explicitly required job descriptions based on contracts with organizations, but is an individual choice (Organization et al, 2006). There are 3 important points about OCB: 1) Indirectly, OCB is present

in almost every job, regardless of the specific tasks assigned, and research shows that this behavior can improve organizational efficiency. 2) Depending on the situation in which an employee works, behavior can change significantly over time, 3) from the employee's point of view, it is easy to overlook the importance of OCB behavior by often focusing only on the task itself and ignoring any "extra" things.

Facing the era of industrial revolution 4.0 towards society 5.0, education plays an important role in improving the quality of human resources. The quality of human resources is not only intelligent but also personality (good intelligence and attituded), has the ability to face challenges and has skills that are needed on a global scale. For this reason, Indonesian human resources must have: (1) character (performance character: hard work, discipline, tenacity, not giving up easily, thoroughness and moral values such as faith and piety, honesty, humility, politeness / morals); (2) competence (creative thinking, creativity, communication and collaboration and problem solving); and (3) literacy (reading and writing, numeracy, scientific literacy, ICT Fluency / technology skills), language skills, cultural awareness, logical thinking) and communication skills in the global world. Facing these challenges, the Indonesian nation must create quality human resources through quality education from preschool education to university education (Arifin, 2010).

To face the Society 5.0 era, education units must change their education model. The role of teachers as agents of change is very important and very strategic. This is the biggest challenge for teachers: to adapt immediately. Teachers must be a source of inspiration to develop students' creativity. Therefore, it is necessary to strengthen the human resources of both teachers and principals to be able to answer the challenges of 21st century skills. Based on researchers' observations in several private vocational high schools (SMK), it was found that school management is carried out by the institution but some policies are left to the

school principal. However, principals are still not free to manage the schools they manage because they have to wait for instructions from the foundation and there is work reporting to the foundation. In addition, financial management is also difficult because so far the platform has only been the managing institution. If this is the case, the principal will find it difficult to develop his/her work program. If you pay attention, there may be institutions that only care about improving facilities and pay less attention to teacher welfare.

Voluntary behavior, sincere, and mutual cooperation as well as independence in carrying out tasks outside the main task or main task can help the school in terms of efficiency in recruiting other technical personnel outside of the main task of teachers as educators. This is in response to the challenges of revolution 4.0 facing the era of society 5.0. Education plays an important role in improving human resources. Teachers who are willing to voluntarily help new teachers to adjust to their duties, help train technical skills, help smooth teaching will improve the quality of the KBM process and reduce the cost of recruiting trainers.

In an initial preliminary survey related to teacher OCB by distributing questionnaires to 34 respondents of private vocational school teachers in East Jakarta. data obtained that there are 54.41% of teachers (Altruism) who are not optimal in helping and helping colleagues (Altruism), there are 20.59% of teachers who are not optimal in being tolerant and not complaining (Sportsmanship), there are 30.88% of teachers who are not optimal in actively participating in organizational governance (Civic virtue), there are 32, 35% of teachers who are not optimal in taking responsibility for doing work (Concientiousnes), there are 30.88% of teachers who are not optimal in preventive behavior to help avoid work-related conflicts (Courtesy), there are 44% of teachers who are not optimal in promoting and representing the organization positively (Boosterism). Thus it can be said that private vocational school teachers in East Jakarta still need to be improved regarding OCB. Teachers needed by institutions

are teachers who have good work behavior, quality, and are highly committed to the institution.

Previous research conducted by Ida Farida (2020) entitled *The Effect of Organizational Culture, Teamwork, Personality, and Procedural Justice on Organizational Citizenship Behavior at Job Pertamina Medco E&P Tomori Sulawesi* shows that Organizational citizenship behavior (OCB) is organizational citizenship behavior, from development in human resource management. This concept can support organizational progress in a positive direction. OCB is voluntary, which is not directly and explicitly rewarded by the formal reward system and which overall encourages the effectiveness of organizational functions, so that the role of OCB becomes very important for organizational development. This quantitative research aims empirically to test and analyze the positive direct effect of organizational culture variables, personality, teamwork, procedural justice, on OCB and the positive indirect effect of organizational culture variables, personality, teamwork on OCB through procedural justice at JOB Tomori Pertamina E&P Sulawesi. This survey was developed by involving 250 employees as respondents. Data were analyzed using descriptive statistical techniques, and path analysis with SPSS 25 application and Sobel Test. Of the 10 hypotheses developed based on the results of statistical tests, it was found that the total effect of organizational culture on OCB was 27.6%, teamwork on OCB was 36.1%, personality on OCB was 28.3%, while procedural justice on OCB was 21.5% as an intervening variable.

Robbins and Judge (2015) argue that Organizational Citizenship Behavior (OCB) is individual behavior that supports the functioning of the organization effectively but is not a formal work obligation. Individuals who have high OCB behavior greatly contribute to organizational progress. The indicators are: 1) Altruism, 2) Sportsmanship, 3) Conscientiousness, 4) Civic Virtue, and 5) Courtesy. Hart, Gilstrap, & Bolino (2016) *Organizational Citizenship Behaviour*

(OCB) as free individual behavior, not directly or explicitly recognized by the official reward system, and overall improves the effective functioning of the organization. The foundation of OCB personality reflects the nature of employees to be cooperative, helpful, caring and attentive to words. The indicators are: 1) Altruism, 2) Conscientiousness. 3) Civil virtue, 4) Sportsmanship, and 5) Honor.

Debusscher, Hofmans, & Fruyt, (2016) *Organizational Citizenship Behaviour (OCB)* is a positive behavior shown by someone (individual), is voluntary and informal without expecting rewards and exceeds formal work requirements in an organization, so as to contribute to the achievement of organizational goals and effectiveness. The dimensions of OCB are: 1) Conscientiousness, 2) Extraversion-introversion, 3) Agreeableness, and 4) Emotional Stability. Mariam, (2020) defines OCB as good behavior done by an individual in an organization outside of their main duties voluntarily, earnestly, happily and carefully without expecting rewards, but can contribute to organizational effectiveness. The indicators are: 1) Altruism (helping coworkers), 2) Sportsmanship (tolerance of less than ideal circumstances without complaining), 3) Civic virtue (supporting all organizational activities more than personal activities), 4) Conscientiousness (being responsible), 5) Courtesy (maintaining good relations with colleagues), and 6) Boosterism (promoting the organization).

Simple behavior or OCB, sometimes underestimated but in fact has a positive impact on organizational development. This is in line with research (Nurjanah et al., 2020b) which explains that OCB is a function of employee performance, which may or may not be appreciated, but contributes to the organization by improving the overall quality of employees where work is taking place. The factors associated with OCB are: a) helping coworkers, b) keeping secrets from coworkers, c) developing people by creating a soothing weather environment.

In synthesis, Organizational Citizenship Behavior (OCB) is the good behavior of an individual who is voluntary, mutual assistance, sincere and independent in an organization outside his main task (extra-role) without expecting any reward, but making a positive contribution to the overall function and progress of the organization. The OCB indicators are as follows: 1) Altruism (helping and helping coworkers), 2) Sportsmanship (being tolerant and not complaining), 3) Civic virtue (actively participating in organizational governance), 4) Conscientiousness (being responsible in doing work), 5) Courtesy (preventive behavior helps avoid work-related conflicts), 6) Boosterism (promoting and representing the organization positively).

Culture as a concept is rooted in the study or discipline of anthropology, and is an identity of each nation. Culture is an integrated pattern of human behavior, which consists of thoughts, language, actions and other cultural products. Organizational culture affects the way things are done in the organization. Ijins, J., et al (2015) define organizational culture as culture as a pattern of basic assumptions that have been determined or developed to learn ways of integrating, which have functioned well which have been considered new therefore must be taught to new members as a big way to think, see and feel concerned about the problem. The following are the dimensions of organizational culture including: 1) innovation and risk taking, namely the extent to which employees are encouraged to be innovative and dare to take risks in carrying out work, 2) attention to detail, namely the extent to which employees are expected to exercise precision, analysis, and attention to detail, 3) outcome orientation, namely the extent to which management focuses more on results than on the techniques and processes used to achieve these results, 4) people orientation. The extent to which management decisions consider the effects of these results on people in the organization. 5) team orientation, which is the extent to which work activities in the organization on teams rather than on individuals, 6) aggressiveness,

which is the extent to which people are aggressive and competitive rather than relaxed, 7) stability, which is the extent to which organizational activities emphasize maintaining the status quo in comparison with growth.

Stephen P. Robbins (2019) defines organizational culture as a system of meanings shared by members that distinguishes the organization from other organizations. The following are indicators of organizational culture: 1) Innovation and risk taking: the extent to which employees are encouraged to be innovative and risk-taking, 2) Attention to details: the extent to which employees are expected to demonstrate accuracy, analysis, and depth of attention to details, 3) Outcome orientation: the extent to which management focuses on results or outcomes rather than the techniques and processes to achieve those results, 4) People orientation: the extent to which management decisions consider the impact of work outcomes on the people in the organization, 5) Team orientation: the extent to which work activities are coordinated in teams rather than individuals, 6) Aggressiveness: the extent to which people are aggressive and competitive rather than just working for the easy way out, 7) Stability: the extent to which organizational activities emphasize the importance of maintaining the status quo rather than growth.

Winarsih & Riyanto (2020) suggest that organizational culture is related to a shared meaning system that distinguishes one organization from another and the stronger the organizational culture will provide organizational stability. Andi Hermawan, et al (2023) defines organizational culture as including values, beliefs, and norms that influence employees. Factors involve sharing, pervasiveness, persistence, and implicitness. From the various theories above, organizational culture is the values and norms that shape employee character. Indicators include innovation, results orientation, team orientation, human resource empowerment, consistency with rules, and adaptation to change. Organizational culture has values, policies and regulations applied in an organization that are carried out and adhered

to by all members of the organization in achieving common goals (Diah Pranitasari, et al, 2023).

In synthesis, organizational culture is a set of values, beliefs, norms, and practices accepted and followed by members of the organization, with distinctive characteristics and influencing individual behavior in the organization. to support organizational goals. The dimensions / indicators of organizational culture are as follows; 1) Norms and behavior, namely the rules that have been set and the standards of behavior that are carried out in reality by members of the organization at work, 2) Innovation and risk taking, namely the extent to which employees are encouraged to be innovative and dare to take risks in carrying out work, 3) Outcome orientation: the extent to which management focuses on results or outcomes rather than techniques and processes to achieve these results, 4) Attention to detail: the extent to which employees are expected to exercise precision, analysis, and attention to detail, 5) Team orientation, which is the extent to which work activities in the organization on the team rather than on individuals, 6) Aggressiveness, which is the extent to which people are aggressive and competitive rather than just work looking for easy, 7) Stability: the extent to which organizational activities emphasize the importance of maintaining the status quo rather than growth.

Teamwork is one of the activities that contribute to achieving organizational goals. Individuals will feel motivated and helped by organized teamwork. J.S. Smith and C. Correl. (2015) that teamwork is a group of individuals who are satisfied working in a group, who have the same goals, each member contributes, and uses organizational resources effectively. With indicators: 1) The members have a common goal, 2) Homogeneity of group membership, 3) Members have complementary skills, 4) Active participation of members, 5) Realization of interpersonal communication, 6) Rewards for group performance, 7) Group cohesiveness and 8) Shared decision making. Park, S., Henkin, A.B., and Egley, R., (2017) gives the opinion

that teamwork is a collection of people who are able to work together in a team, everyone has the same degree and importance in the organization. Each individual relates to another individual through a designated leader. The indicators of Teamwork according to Park, S., Henkin, A.B., and Egley, R. are: 1) Setting team performance goals. 2) Planning work. 3) Negotiating rules. 4) Setting performance criteria, and 5) Planning performance feedback.

Lawasi, (2017) suggests that the definition of teamwork is a group of people who work together to achieve the same goal and that goal will be easier to obtain by doing teamwork than by doing it alone. Cooperation or learning together is a team process (group) in which members support and rely on each other to achieve a consensus result. Polega, M., Neto, R., & Podbregar, R. B. (2019) defines teamwork as an activity that is managed and carried out by a group of people who are members of one organization. Teamwork can improve cooperation and communication within and between parts of the company. Usually teamwork consists of people who have different expertise so that it is used as a strength in achieving organizational goals. Teamwork indicators according to Polega, M., Neto, R., & Podbregar, R. B are: 1) Team members have goals and values, 2) Members understand the roles and duties in the team, 3) There is mutual trust and support between team members, 4) Mutual communication 5) Mutual participation in the team, 6) Leaders who support the team, 7) Constructive handling of differences and 8) Structure consistent with goals, tasks and people. Alobaidani & Kolluru (2020) identified that teamwork is a popular concept in human resource management as it is seen by many as the best way to 'tap' expertise and skills from the workforce. In line with the above theories Cheng, I., Powers, K., Mange, D., Palmer, B., Chen, F., Perkins, B., & Patterson, S. (2020) expresses his opinion that teamwork is a group that interacts primarily to share information and make various decisions to help each member work within his area of responsibility to achieve common goals. The indicators are; 1) Same

goal, 2) High enthusiasm, 3) Clear roles and responsibilities, 4) Effective communication, 5) Conflict resolution, 6) Shared power.

Teamwork can be synthesized, a group of individuals who cooperate through intensive and specific coordinated activities which contain elements of trust, honesty, mutual support, and responsibility in carrying out tasks and are willing to contribute to the group in achieving organizational goals. The indicators are: 1) Same goal, 2) Communication, Team, 3) Active participation of members, 4) Group Cohesion, and 5) Constructive conflict management.

Sutinah, et al (2018) state that personality is a set of characteristics that a person has that is relatively stable, tends to be influenced by social, cultural, and environmental factors. Personality is something that a person has that is created and present through a series of processes that he has undergone since childhood, this will certainly be influenced by the family environment, home, and of course the prevailing norms. Personality Indicators: 1) Expression, 2) Friendliness, 3) Cautiousness, 4) Emotional stability, and 5) Openness to experience. According to Liang & Kelsen, (2018) personality is an inherent difference between individuals and contributes to differences in the individual itself related to temperament, attitude, cognition, motivation and learning style of a person which in turn affects the academic achievement of the individual itself. The indicators are the Big Five personality traits/fivefactor model (FFM), 1) Extraversion, 2) Agreeableness, 3) Conscientiousness, 4) Neuroticism and 5) Openness to Experience. Personality is five broad dimensions or factors ranging from sociability, conscientiousness, extraversion, emotional stability (or neuroticism), and openness to experience. (Mahlamäki, Rintamäki, & Rajah, 2019) . The dimensions include: (1) Extraversion, (2) Friendliness, (3) Consciousness, (4) Emotional stability, (5) Openness.

Personality is a set of relatively stable psychological attributes that distinguish one person from another (Ricky W. Griffin, Jean M.

Phillips, 2020) . Its dimensions are: 1) Conscientiousness: reliable and organized, 2) Neuroticism: the tendency of people to experience unpleasant things such as anger, anxiety, depression, and sensitivity, 3) Extraversion: Tends to feel comfortable in social relationships, 4) Introversion: Tend to be less comfortable in social relationships, and 5) Openness: Easily accepts new ideas and responds quickly to new information. Personality is a distinctive and relatively long-lasting way of thinking, feeling or emotion, and acting or behaving that characterizes a person's response to life situations throughout life and to motivate individuals to adapt to the world. The following dimensions are: (1) Extraversion, (2) Agreeableness, (3) Conscientiousness, (4) Openness, and (5) Neuroticism. (Widodo, 2021).

Personality can be synthesized as a set of psychological characteristics possessed by a person that is quite stable and different from other people who are influenced by genetic, social and environmental factors. The dimensions/indicators are: 1) Extraversion: sociable, talkative and assertive, 2) Agreeableness: pleasant traits for others such as cooperative attitude, happy to help others, promoting negotiation, avoiding confrontation, 3) Emotional Stability: a person's tendency to experience positive emotional states (feeling psychologically safe, calm, and relaxed), 4) Conscientiousness: a diligent and forward-looking trait such as a sense of responsibility, reliability, diligence and achievement-oriented, 5) Openness to Experience: a trait of openness or sensitivity to new experiences (imaginative).

Decision making is something that is almost unavoidable. The failure or success of an organization basically depends on the decisions made by management, without good decision making, basic management functions such as planning, organizing, leading, and controlling cannot be carried out properly. Colquit, et al. (2011) state that decision making is a process that produces choices, by choosing from several options to solve problems. The rational decision-making process is carried out through

five stages, namely; 1. Identify criteria, 2. Make a list of potential problem options, 3. Evaluate the options that have been determined in the first stage, 4. Alternative choices as the best result, and 5. Establish alternative choices.

Gibson, et al. (2012), argue that decision making is concerned with choosing an action when facing a situation involving several alternatives, comparing among alternatives, using the selected alternative to solve the problem and evaluating the results in the organization. The stages of decision making are: 1. Setting objectives, 2. Identifying alternatives, 3. Evaluating alternatives, 4. Choosing alternatives, and 5. Implementing decisions. Terry, G.R. and Rue (2014) state that decision-making is choosing an alternative from two or more options to determine an opinion or course of action. Terry's quote puts more emphasis under decision-making as something that organizations should take a faster pace.

Decision making is an action taken by the leader to select, develop, decide, and assess the best alternative to achieve organizational goals, with indicators: a) identify problems; b) choose alternatives; c) develop alternatives; d) implement decisions, and e) evaluate decisions (Purwani, 2017). According to Grit and Rita, (2018) decision making is the process of choosing the best alternative to achieve goals. Teachers who are able to determine the best choice to achieve goals will realize the importance of developing OCB for school progress. Grit and Henny, (2019) decision making is the process of choosing the best alternative to achieve goals. Teachers who are able to make the best choices to achieve goals will realize the importance of developing OCB for school progress. The spirit to continue working and achieving will make teachers feel responsible for carrying out other tasks in the success of the organization where they work.

Decision making can be synthesized as an action taken by a person in determining the best choice from several alternative choices to achieve organizational goals, with indicators of a) defining the problem, b) identifying the problem, c) formulating alternative problem

solving, d) assessing alternative problem solving, and e) determining the decision.

Some of the previous studies mentioned above show that Organizational Culture, Teamwork, Personality and Retrieval can affect OCB. However, all of the above studies, each unit of analysis is civil servant teachers, lecturers and employees who work in companies so that there are still opportunities for renewal with the unit of analysis of private teachers, of course with indicators that are in accordance with the unit of analysis. Another opportunity for renewal is to use path analysis and SITOREM analysis.

Based on the background described above, the purpose of the study is to produce strategies and ways to improve the Organizational Citizenship Behaviour (OCB) of private vocational school teachers, namely by strengthening the independent variables that have a positive effect on teacher OCB. These variables are Organizational Culture, Teamwork, Personality, and Decision Making. The optimal solution found is then used as a recommendation to related parties, namely teachers, principals, school supervisors, school management institutions and education agencies.

METHODS

The method used in this research is quantitative research using survey methods and path analysis techniques and SITOREM analysis. Setyaningsih (2020) revealed that path analysis can be said to be an extension of multiple regression analysis, although based on history there are basic differences between path analysis which is independent of statistical procedures in determining causal relationships; while linear regression is indeed a statistical procedure used to analyze causal relationships between the variables studied. SITOREM method for indicator analysis to determine the optimal solution in improving teachers' OCB. The research was conducted on permanent foundation teachers (GTY) of private Vocational High Schools (SMK) in East Jakarta with a population of 381 teachers, with a sample of 195

teachers calculated using the Taro Yamane formula (Riduwan, 2017).

Data collection in this study used research instruments in the form of questionnaires distributed to teachers as research respondents. The items of the research instrument are derived from the research indicators that will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using data analysis techniques, namely descriptive statistical analysis, prerequisite test analysis and research hypothesis testing using path analysis techniques. SITOREM method from (Hardhienata, 2017) to determine the priority order of indicator improvement as a recommendation to related parties which is the result of this research. In determining the priority order of handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order of handling indicators resulting from expert judgment, and (3) the value of indicators obtained from data calculations obtained from the answers of research respondents.

RESULTS AND DISCUSSION

1. Hypothesis Test

a) First Hypothesis Testing

From the calculation results, the path coefficient value is obtained with $\beta_{y1} = 0.200$. The results of testing the meaning of the coefficient obtained tcount of 4.009 and t table (dk = 191, with $\alpha = 0.05$) of 1.973 and t table (dk = 191, with $\alpha = 0.01$) of 2.602.

b) Second Hypothesis Testing

From the calculation results obtained the path coefficient value with $\beta_{y2} = 0.089$. The results of testing the meaning of the coefficient obtained tcount of 2.070 and t table (dk = 191, with $\alpha = 0.05$) of 1.973 and t table (dk = 191, with $\alpha = 0.01$) of 2.602. The results of the analysis and direct effect test can be seen in table 4.41.

c) Third Hypothesis Testing

From the calculation results obtained the path coefficient value with $\beta_{y3} = 0.089$. The results of testing the meaning of the coefficient obtained tcount of 2.070 and t table (dk = 191, with $\alpha = 0.05$) of 1.973 and t table (dk = 191, with $\alpha = 0.01$) of 2.602.

d) Fourth Hypothesis Testing

From the calculation results, the path coefficient value is obtained with $\beta_{y4} = 0.089$. The results of testing the meaning of the coefficient obtained tcount of 2.070 and t table (dk = 191, with $\alpha = 0.05$) of 1.973 and t table (dk = 191, with $\alpha = 0.01$) of 2.602.

e) Fifth Hypothesis Testing

From the calculation results obtained the path coefficient value with $\beta_{41} = 0.219$. The results of testing the meaning of the coefficient obtained tcount of 2.817 and t table (dk = 191, with $\alpha = 0.05$) of 1.973 and t table (dk = 191, with $\alpha = 0.01$) of 2.602.

f) Sixth Hypothesis Testing

From the calculation results, the path coefficient value is obtained with $\beta_{41} = 0.699$. The results of testing the meaning of the coefficient obtained tcount of 9.541 and t table (dk = 191, with $\alpha = 0.05$) of 1.973 and t table (dk = 191, with $\alpha = 0.01$) of 2.602.

g) Seventh Hypothesis Testing

From the calculation results, the path coefficient value is obtained with $\beta_{41} = 0.699$. The results of testing the meaning of the coefficient obtained tcount of 9.541 and t table (dk = 191, with $\alpha = 0.05$) of 1.973 and t table (dk = 191, with $\alpha = 0.01$) of 2.602.

h) Eighth Hypothesis Testing

From the calculation results, the Z statistic value is 3.865, then the test results obtained Z statistic $3.865 > 1.96$. Thus, it can be concluded that Decision Making functions effectively as an intervening variable on the indirect effect of organizational culture on OCB. Then, the Indirect Coefficient value is 0.108, which

means that the amount of indirect influence of X1 on Y through X4 is 10.8%.

i) Ninth Hypothesis Testing

From the calculation results, the Z statistic value is 1.797, then the test results obtained Z statistic $1.797 < 1.96$. Thus, it can be concluded that Decision Making does not function effectively as an intervening variable on the indirect effect of teamwork on OCB. Then, the Indirect Coefficient value is 0.048, which means that the amount of indirect influence of X2 on Y through X4 is 4.8%.

j) Tenth Hypothesis Testing

From the calculation results, the Z statistic value is 2.506, then the test results obtained Z statistic $2.506 > 1.96$. Thus, it can be concluded that it functions

effectively Decision Making as an intervening variable on the indirect effect of Personality on OCB. Then, the Indirect Coefficient value is 0.070, which means that the amount of indirect influence of X1 on Y through X4 is 7%.

2. SITOREM Analysis

After obtaining the average results of school research on each indicator and the weight (%) of each indicator, further analysis can be carried out to determine the classification of the indicators of the research variables, namely into (a) groups of indicators that need immediate improvement (high weight and low score), and (b) groups of indicators that need to be maintained or developed (high weight and high score), as described in the table below.

Table 1 SITOREM Analysis Results

OCB		
Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. Altruism	1 st Courtesy (18,82%)	4,05
2. Sportmanship	2 nd Sportmanship (17,65%)	3,92
3. Civic Virtue	3 rd Conscientiousness (17,06%)	3,95
4. Conscientiousness	4 th Altruism (16,47%)	3,61
5. Courtesy	5 th Civic Virtue (15,29%)	3,9
6. Boosterism	6 th Boosterism (14,71%)	4,14
Organizational Culture ($\beta=0.200$) Rank II		
Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. Norms and Behavior	1 st Norms and Behavior (16,5%)	4,42
2. Innovation and Risk Taking	2 nd Team Orientation (16%)	4,26
3. Outcome Orientation	3 rd Innovation and Risk Taking (15,5%)	4,38
4. Attention to Detail	4 th Attention to Detail (13,5%)	4,43
5. Team Orientation	5 th Aggressiveness (15,29%)	4,32
6. Agresiveness	6 th Outcome Orientation (13%)	4,27
7. Stability	7 th Stability (12%)	4,36
Teamwork ($\beta=0,089$) Ranging IV		
Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. Common Purpose	1 st Team Communication (22.73%)	4,41
2. Team Communication	2 nd Same Purpose (20.13%)	4,43
3. Active Member Participation	3 rd Constructive Conflict Management (20.13%)	4,21
4. Group Cohesion	4 th Active Member Participation (20.13%)	3,99
5. Constructive Conflict Management	5 th Group Cohesion (16.88%)	4,35
Personality($\beta=0.131$) Rank III		



Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. <i>Extraversion</i>	1 st Emotional Stability (21,43%)	4,17
2. <i>Agreeableness</i>	2 nd Openness to Stability (20,78%)	4,22
3. <i>Emotional Stability</i>	3 rd Extraversion (19,48%)	4,4
4. <i>Conscientiousness</i>	4 th Agreeableness (19,48%)	4,18
5. <i>Openness to Experience</i>	5 th Conscientiousness (18,83%)	4,18
Decision Making ($\beta=0.538$) Rank I		
Initial Indicator	Indicator After Expert Assessment	Indicator Value
1. Defining the Problem	1 st Defining the Problem (22.85%)	4,18
2. Identifying the Problem	2 nd Identifying the Problem (20.13%)	3,66
3. Formulate Alternative Problem Solving	3 rd Formulating Alternative Problem Solving (18.79%)	4,22
4. Assessing Problem-Solving Alternatives	4 th Assessing Problem Solving Alternatives (18.79%)	4,17
5. Determining Decision Making	5 th Determining Decision Making (19.46%)	3,80

DISCUSSION

1. Hypothesis Test Results

a) There is a Positive Direct Effect of Organizational Culture (X_1) on OCB (Y)

From the calculation results, the path coefficient value is obtained with $\beta_{y1} = 0.200$. The results of testing the meaning of the coefficient obtained tcount of 4.009 and t table (dk = 191, with $\alpha = 0.05$) of 1.973 and t table (dk = 191, with $\alpha = 0.01$) of 2.602. Based on the calculation results as shown in the table above, it is obtained that $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Thus it can be concluded that organizational culture (X_1) has a direct positive and significant effect on OCB (Y).

b) There is a Positive Direct Effect of Teamwork (X_2) on OCB (Y)

From the calculation results, the path coefficient value is obtained with $\beta_{y2} = 0.089$. The results of testing the meaning of the coefficient obtained tcount of 2.070 and t table (dk = 191, with $\alpha = 0.05$) of 1.973 and t table (dk = 191, with $\alpha = 0.01$) of 2.602. Based on the calculation

results as shown in the table above, it is obtained that $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Thus it can be concluded that teamwork (X_2) has a direct positive and significant effect on OCB (Y).

c) There is a Positive Direct Effect of Personality (X_3) on OCB (Y)

From the calculation results, the path coefficient value is obtained with $\beta_{y3} = 0.089$. The results of testing the meaning of the coefficient obtained tcount of 2.070 and t table (dk = 191, with $\alpha = 0.05$) of 1.973 and t table (dk = 191, with $\alpha = 0.01$) of 2.602. Based on the calculation results as shown in the table above, it is obtained that $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Thus it can be concluded that Personality (X_3) has a direct positive and significant effect on OCB (Y).

d) There is a Positive Direct Effect of Decision Making (X_4) on OCB (Y)

From the calculation results obtained the path coefficient value with $\beta_{y4} = 0.089$. The results of testing the meaning of the coefficient obtained tcount of 2.070 and t table (dk = 191, with $\alpha = 0.05$) of 1.973

and t table ($dk = 191$, with $\alpha = 0.01$) of 2.602. Based on the calculation results as shown in the table above, it is obtained that $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Thus it can be concluded that Decision Making (X_4) has a direct positive and significant effect on OCB (Y).

e) There is a Positive Direct Effect of Organizational Culture (X_1) on Decision Making (X_4)

From the calculation results obtained the path coefficient value with $\beta_{41} = 0.219$. The results of testing the meaning of the coefficient obtained tcount of 2.817 and t table ($dk = 191$, with $\alpha = 0.05$) of 1.973 and t table ($dk = 191$, with $\alpha = 0.01$) of 2.602. Based on the calculation results as shown in the table above, it is obtained that $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Thus it can be concluded that Organizational Culture (X_1) has a direct positive and significant effect on Decision Making (X_4).

f) There is a Positive Direct Effect of Teamwork (X_2) on Decision Making (X_4)

From the calculation results, the path coefficient value is obtained with $\beta_{41} = 0.699$. The results of testing the meaning of the coefficient obtained tcount of 9.541 and t table ($dk = 191$, with $\alpha = 0.05$) of 1.973 and t table ($dk = 191$, with $\alpha = 0.01$) of 2.602. Based on the calculation results as shown in the table above, it is obtained that $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted.

g) There is a Positive Direct Effect of Personality (X_3) on Decision Making (X_4)

From the calculation results, the path coefficient value is obtained with $\beta_{41} = 0.699$. The results of testing the meaning of the coefficient

obtained tcount of 9.541 and t table ($dk = 191$, with $\alpha = 0.05$) of 1.973 and t table ($dk = 191$, with $\alpha = 0.01$) of 2.602. Based on the calculation results as shown in the table above, it is obtained that $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted. Thus it can be concluded that Personality (X_3) has a direct positive and significant effect on Decision Making (X_4).

h) Positive Indirect Effect of Organizational Culture (X_1) on OCB (Y) through Decision Making (X_4)

From the calculation results, the path coefficient value $\beta_{y41} = 0.108$ was obtained. The test results obtained Zstatistic of 3.865 and Ztabel of 1.96. Based on the calculation results as shown, the $Z_{statistic} > Z_{tabel}$ is obtained. Thus, it can be concluded that Decision Making functions effectively as an intervening variable on the positive indirect effect of organizational culture on OCB.

i) Positive Indirect Effect of Teamwork (X_2) on OCB (Y) through Decision Making (X_4)

From the calculation results, the path coefficient value $\beta_{y42} = 0.048$ was obtained. The test results obtained Zstatistic of 1.797 and Ztabel of 1.96. Based on the calculation results as shown, the $Z_{statistic} < Z_{tabel}$ is obtained. Thus, it can be concluded that Decision Making does not function effectively as an intervening variable on the positive indirect effect of teamwork on OCB.

j) Positive Indirect Effect of Personality (X_3) on OCB (Y) through Decision Making (X_4)

From the calculation results, the path coefficient value $\beta_{y43} = 0.07$ was obtained. The test results

obtained Zstatistic of 2.506 and Ztabel of 1.96. Based on the calculation results as shown, the Zstatistic > Ztabel is obtained. Thus, it can be concluded that Decision Making functions effectively as an intervening variable on the indirect effect of Personality on OCB.

2. SITOREM Analysis

The following are the results of the SITOREM analysis to determine which indicators need to be maintained and improved.

Table 2 Results of SITOREM analysis

SITOREM ANALYSIS RESULTS	
Priority order of indicators to be strengthened	Indicator retained/developed
1 st <i>Sportmanship</i>	1 st <i>Altruism</i>
2 nd <i>Civic Virtue</i>	2 nd <i>Boosterism</i>
3 rd <i>Conscientiousness</i>	3 rd <i>Norms and Behavior</i>
4 th <i>Courtesy</i>	4 th <i>Innovation and Risk Taking</i>
5 th <i>Group Cohesion</i>	5 th <i>Outcome Orientation</i>
6 th <i>Determining Decision Making</i>	6 th <i>Attention to Detail</i>
	7 th <i>Team Orientation</i>
	8 th <i>Agresiveness</i>
	9 th <i>Stability</i>
	10 th <i>Same Goal</i>
	11 th <i>Team Communication</i>
	12 th <i>Active Member Participation</i>
	13 th <i>Constructive Conflict Management</i>
	14 th <i>Extraversion</i>
	15 th <i>Agreeableness</i>
	16 th <i>Emotional Stability</i>
	17 th <i>Conscientiousness</i>
	18 th <i>Openness to Experience</i>
	19 th <i>Defining the Problem</i>
	20 th <i>Identifying Problems</i>
	21 st <i>Formulating Alternative Problem Solving</i>
	22 nd <i>Assessing Problem Solving Alternatives</i>

CONCLUSIONS

The following are the conclusions of this research:

1. There is a direct and significant effect of organizational culture on OCB with a path coefficient value $y_1 = 0.200$, p (sig) $< 0.05 = 0.000 < 0.05$. This means that a strong organizational culture can increase OCB, so that the stronger the organizational culture implemented, the stronger the OCB.
2. There is a direct and significant effect of *teamwork* on OCB with a path

coefficient value $y_2 = 0.089$, p (sig) $< 0.05 = 0.026 < 0.05$. This means that strong *teamwork* can increase OCB, so that the stronger the *teamwork* implemented, the stronger the OCB.

3. There is a direct and significant effect of personality on OCB with a path coefficient value $y_3 = 0.131$, p (sig) $< 0.05 = 0.043 < 0.05$. This means that a strong personality can increase OCB, so that the stronger the personality that is applied, the stronger the OCB.

4. There is a direct and significant effect of decision making on OCB with a path coefficient value of $\gamma_4 = 0.538$, $p(\text{sig}) < 0.05 = 0.000 < 0.05$. This means that strong decision making can increase OCB, so that the stronger the decision making that is applied, the stronger the OCB.
5. There is a direct and significant effect of organizational culture on decision making with a path coefficient value $\gamma_1 = 0.219$, $p(\text{sig}) < 0.05 = 0.006 < 0.05$. This means that a strong organizational culture can improve decision making, so that the stronger the organizational culture that is applied, the stronger the decision making.
6. There is a direct and significant effect of *teamwork* on decision making with a path coefficient value of $\gamma_2 = 0.699$, $p(\text{sig}) < 0.05 = 0.000 < 0.05$. This means that strong *teamwork* can improve decision making, so that the stronger the *teamwork* that is applied, the stronger the decision making.
7. There is a direct and significant effect of personality on decision making with a path coefficient value $\gamma_3 = 0.098$, $p(\text{sig}) < 0.05 = 0.000 < 0.05$. This means that a strong personality can improve decision making, so that the stronger the personality that is applied, the stronger the decision making.
8. Effective functioning of decision making as an intervening variable on the indirect effect of organizational culture on OCB. This is evidenced by the value of $Z_{hitung} > Z_{tabel}$ ($3.865 > 1.96$) with the path coefficient value $\gamma_{41} = 0.108$.
9. Decision making does not function effectively as an intervening variable on the indirect effect of *teamwork* on OCB. This is evidenced by the value of $Z_{hitung} < Z_{tabel}$ ($1.797 > 1.96$) with the path coefficient value $\gamma_{42} = 0.048$.

10. Effective functioning of decision making as an intervening variable on the indirect effect of personality on OCB. This is evidenced by the value of $Z_{hitung} > Z_{tabel}$ ($2.506 > 1.96$) with the path coefficient value $\gamma_{43} = 0.070$.

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