

Contribution of Job Satisfaction and Organizational Trust to Organizational citizenship Behavior (OCB) among Teachers

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Abstract

This research was conducted with the aim to know the contribution of job satisfaction and organizational trust towards OCB among elementary school teachers in Depok, West Java Indonesia. The research data were collected at Public and Private elementary schools, in which the numbers of respondents are 107 teachers. Questionnaire was administered to the respondents. The questionnaire consists of 36 items related to job satisfaction, adapted from Paul E. Spector (1994); 29 items related to organizational trust, adapted from Shockley-Zalabak et al (2000); and 24 items related to Organizational Citizenship Behavior, adapted from Podsakoff et al. (1990). The data were analyzed by using multiple regression technique with SPSS program Ver. 22.0 for Windows. The results of the research indicate that: (1) no significant contribution of job satisfaction to OCB (organizational citizenship behavior), (2) no significant contribution of organizational trust to OCB (organizational citizenship behavior), (3) no significant contribution of job satisfaction and organizational trust, jointly, to OCB (the behavior of civic organizations).

Keywords : Job Satisfaction, Organizational Trust, Organizational Citizenship Behavior (OCB)

Background

The development of research on human resources is growing rapidly nowadays, humans are used as subjects and objects in HR research, which is aimed to find new things that can be used as a source of human capacity improvement for themselves. One of the researches on human resources that are feasible to study is about OCB or organizational citizenship behavior on teachers.

The teacher is one of the important components in an education system. The teacher plays an important role both in planning and implementing the curriculum. The teacher is also an educational staff assigned with carrying out the tasks of administration, management, development, supervision and technical services to support the education process in education units. The teacher is a professional who is in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and also conducting research and community service especially for educators and universities.

Besides teachers as planners and developers, there are also various roles that must be carried out by teachers including teachers as educators, instructors, mentors, trainers, advisors, innovators, models and role models, individuals, researchers, motivators of creativity, a view builder, and teachers as emancipators. All the teacher roles are very important and they must be owned and carried out by the teachers. A teacher is acknowledged to be successful if he/she is able to carry out their roles well. Teachers must also pay attention to their attitudes both at school and outside school, because teachers' behaviors and movements always become the center of attention for their students. In addition, teacher's behavior is sometimes modeled on by the students. (Mulyasa, 2008).

Loyalty, trust, and high organizational responsibility are needed in an organization, because the creation of loyalty, trust and high organizational responsibility will affect

professional working situations. Loyalty here is narrowly defined as how long a teacher works in an organization or the extent to which they obey orders from superiors without seeing the quality of contributions to the organization. Afterwards, phenomenon arises in Indonesia, that an employee / a teacher will be considered loyal, when they obey the superiors even though it is not in the context of an employment relationship, because in the world of works, one's commitment to the organization / the company often becomes a very important issue. (Asaepulloh, 2011).

The trust factor in the teacher's self that will bring up the feeling of owning an organization and the trust that has been built can support the fulfillment of the teacher's expectations at work. Trust occurs in people who have a comfortable feeling towards positions, co-workers, leaders, and work environment. When a teacher feels confident that his/her abilities and capacities are kindly appreciated, the initiative will grow. If trust has been built, then organizational commitment in work will emerge. A good performance demands the teacher-appropriate behavior expected by the organization. Citizenship behavior is a term used to identify teacher behavior so that he can be called a good member. Organizational behavior is a term used to identify teacher's behavior so that he/she can be called a good member. This behavior tends to see a person (a teacher) as a social being (a member of an organization), compared to being a selfish individual.

The Purpose of the Study

The purpose of this study is to determine the contribution of job satisfaction to organizational behavior, to determine the contribution of organizational trust to organizational

behavior, and also to find out the contribution of job satisfaction and organizational trust altogether to organizational citizenship behavior in teachers.

Theoretical Review

Organ, Dennis, Podsakoff, Philip, MacKenzie & Scott (2006), defined organizational citizenship behavior (OCB) as free individual behavior, it is not directly or explicitly related to the reward system and it can improve the effective functioning of the organization. Organ also noted that organizational citizenship behavior was found as an alternative explanation for the "satisfaction based on performance" hypothesis. Some dimensions of Podsakoff et al (2006) are: Altruism, Conscientiousness Sportmanships, Courtesy, and Civic Virtue.

Organizational citizenship behavior can be influenced by several factors, namely *job satisfaction, organizational support, organizational justice*, trust, personality, organizational climate, emotional intelligence, and commitment. The first factor that affects is satisfaction. If the job satisfaction possessed by employees is high, it will also increase their organizational citizenship behavior.

Organizational citizenship behavior is a term used to identify teacher's behavior so that he/she can be called a good member (Sloat, 1999). This behavior tends to see a person (a teacher) as a social being (a member of an organization), compared to being a selfish individual.

Organizations generally believe that to achieve excellence, they must strive for the highest of the individual performance, because basically individual performance affects the

performance of the teams or work groups and ultimately affects the overall performance of the organization.

If a teacher in an organization has an organizational performance, then the effort to control the teacher decreases, because the teacher can control their own organizational citizenship behavior or they will be able to choose the best behavior for the benefit of their organization.

According to Locke & Spector (in Jex, 2002), Job satisfaction is defined as the degree of positive feelings of workers for the work or situation of their jobs. In positive feelings there are cognitive and behavioral components that can be called attitudes. In other words, job satisfaction is the attitude of workers towards their works. In the cognitive component, job satisfaction is represented by workers' trust in their works, where workers believe that their work is attractive, challenging, boring or demanding.

Some dimensions of job satisfaction according to Spector (1997) include Salary (payment/fee), promotion (promotion opportunities), supervision (supervision from superiors), fringe benefits (contingency benefits), contingent rewards (awards received when showing good performance), or achievements in work), operating conditions (conditions of change, such as rules and procedures), co-workers (interaction and collaboration with colleagues), nature of work (nature or type of work), communication (communication within the organization).

According to Shockley-Zalabak (2000), he explained that organizational trust is the willingness of an organization, based on culture and communicating behavior in relationships and transactions, to be vulnerable to other individuals, groups, or other organizations on the

basis of the belief that they are competent, open and honest, caring, reliable, and identified with goals, norms and values.

Some dimensions of organizational trust are: Competence, Openness and honesty, Feelings of care / empathy / tolerance for employees (concern for employees), Dependable / consistent actions (reliability), and identification.

Research Method

Based on its purpose, this research is a Descriptive survey. A descriptive format to describe, summarize various conditions, various situations or various variables that arise in the community that becomes the object of the research. Then draw to the surface as a feature or a description of certain conditions, situations, or variables.

Therefore, based on several supporting studies, the writer wants to find out how far the contribution of job satisfaction and organizational trust to organizational citizenship behavior in the teachers.

In collecting the data, the researcher adapted a measuring instrument of three variables, namely: organizational citizenship behavior measurement using a modified scale from Podsakoff, Mac Kenzie, Moorman and Fetter (1990) with reliability 0.76 and made in a form of favorable and unfavorable. The scoring system on the scale of organizational citizenship behavior takes the form of a Likert scale in which items or statements contained in the questionnaire are favorable and unfavorable items. This questionnaire consists of 24 items.

For job satisfaction measurement tools, the researcher used a modification from Spector with 0.915 reliability developed by Rasuanti (2015). The scoring system on the job

satisfaction scale is in the form of a Likert scale where items or statements contained in the questionnaire are favorable and unfavorable items. This questionnaire consists of 36 items.

Whereas for organizational trust measuring instruments, the researcher adapted this measuring instrument based on articles from the journal Measuring Organizational Trust, the Cross Cultural Survey and Index written by Shockley-Zalabak et al (2000), with reliability of 0.85 developed by Faza (2013). The scoring system on the job satisfaction scale is in the form of a Likert scale where items or statements contained in the questionnaire are favorable and unfavorable items. This questionnaire consists of 29 items.

The researcher translated these items into Indonesian and assisted by an experienced translator. After all these items had been translated into Indonesian, these items were translated back into English again with the help of another translator. After that, the researcher was assisted by several raters to see the suitability of the language between the original scale and the scale that had been adapted so that an appropriate measuring instrument was created.

In accordance with the purpose of the study that is to examine the contribution of job satisfaction and organizational trust on organizational citizenship behavior, the technique used to test the hypothesis was a multiple regression technique with the help of SPSS Ver. 22.0 for Windows.

Research Results and Discussion

This study used 107 samples of public and private elementary school teachers who fulfilled the requirements to be analyzed by the researcher, they were the teachers in the

Sukmajaya Depok urban area. This research was obtained by one time try out in distributing questionnaires as well as direct data used in this study. This method was chosen by the researcher due to the limited time of research, labors and funds.

The Scale of Organizational Citizenship Behaviour

Based on the results of the item discrimination test conducted on citizenship behavior scale, of 24 items it was found that 9 items were disqualified. Before the invalid item was omitted, the reliability of the organizational scale was 0.681. The remaining 15 items that have good item discriminatory power range from 0.217 to 0.475. While the reliability coefficient of organizational citizenship behavior scale measurement tool after invalid items were omitted is 0.731. For the Normality Test in this study, the researcher used the SPSS 22 for Windows program, namely the test of Kolmogorov Smirnov.

Based on the Kolmogorov Smirnov normality test on the Organizational Citizenship Behavior variable, it was obtained the significance of 0.006 ($p \leq 0.05$). This shows that the distribution of scores of organizational citizenship variables is normally distributed.

The Scale of Job Satisfaction

Based on the results of the item discrimination test conducted on job satisfaction, of 36 items it was found that 10 items were disqualified. Before the invalid item was omitted, the reliability of the organizational scale was 0.850. The remaining 26 items that have good item discriminatory power range from 0,330 to 0,756. While the reliability coefficient of measuring the job satisfaction scale after invalid items are removed is 0.904. For the

Normality Test in this study, the researcher used the SPSS 22 for Windows program, namely the test of Kolmogorov Smirnov.

Based on the Kolmogorov Smirnov normality test on the Job Satisfaction variable, it was obtained the significance of 0,175 ($p \geq 0,05$). This shows that the distribution of scores of job satisfaction variables is normally distributed.

The Scale of Organizational Trust

Based on the results of the item discrimination test conducted on organizational trust, of 29 items it was found that 2 items were disqualified. Before the invalid item was omitted, the reliability of the organizational scale was 0,911. The remaining 27 items that have good item discriminatory power range from 0,362 to 0,671. While the reliability coefficient of measuring the organizational trust scale after invalid items are removed is 0,916. For the Normality Test in this study, the researcher used the SPSS 22 for Windows program, namely the test of Kolmogorov Smirnov.

Based on the Kolmogorov Smirnov normality test on the Organizational Trust variable, it was obtained the significance of 0,000 ($p \leq 0,05$). This shows that the distribution of scores of job satisfaction variables is not abnormally distributed.

The Linearity Test

For the linearity test, it is resulted that the F value is 1.117; 0.291 and 0.833 with a significance of 0.000 ($p \geq 0.05$). Thus, it can be concluded that there is no linear relationship

between organizational citizenship behaviour, job satisfaction, and organizational trust variables.

Results of Contributions Test

Based on the test result of contribution analysis, it shows that F value 1,117 and significance coefficient 0,293 ($p > 0,05$) is obtained. This means that the hypothesis proposed in this study is not proven. There is no contribution of job satisfaction to organizational citizenship behavior.

Based on the test result of contribution analysis, it shows that F value 0,291 and significance coefficient 0,591 ($p > 0,05$) is obtained. This means that the hypothesis that says: "There is a contribution of organizational trust to organizational citizenship behavior" in this study is rejected. And the result of the coefficient of determination (R Square) shows that the contribution of work satisfaction (X2) and organizational trust (X2) to organizational citizenship behavior (Y) is 16%. This means that there are 84% of other variables outside the job satisfaction and organizational trust variables that contribute to the organizational citizenship behavior variables.

Category of Research Subjects

The Scale of Organizational Citizenship Behavior

The first thing to do is to calculate the standard deviation value. On the Organizational Citizenship Behavior scale, the number of items that have good discrimination power is 15

items using the range 1 to 5. This means that the smallest scale value is 1 and the largest is 5. The minimum range is obtained from the value of the smallest scale multiplied by the number of items that have good discrimination, which is $1 \times 15 = 15$. Then, the maximum range is obtained from the highest scale value multiplied by the item that has good discrimination power, namely $5 \times 15 = 75$. So, it is obtained that the range between 15 to 75 with a space of distance $75 - 15 = 60$, with the standard deviation obtained is equal to $60 : 6 = 10$. 6 is obtained from the normal distribution curve which is divided into 6 regions, namely 3 positive areas and 3 negative regions.

Then after getting the standard deviation value, next step is to look for the hypothetical mean value by multiplying the middle value by the number of items that have good discrimination power, that is $3 \times 15 = 45$. While the empirical mean value is obtained by using the help of IBM SPSS Statistics 22 for Windows that is equal to 57.32.

Job Satisfaction Scale

The first thing to do is to calculate the standard deviation value. On the Job Satisfaction scale, the number of items that have good discrimination power is 26 items using the range 1 to 6. This means that the smallest scale value is 1 and the largest is 6. The minimum range is obtained from the value of the smallest scale multiplied by the number of items that have good discrimination, which is $1 \times 26 = 26$. Then, the maximum range is obtained from the highest scale value multiplied by the item that has good discrimination power, namely $6 \times 26 = 156$. So, it is obtained that the range between 26 to 156 with a space of distance $156 - 26 = 130$, with the standard deviation obtained is equal to $130 : 6 = 21,6$. 6 is obtained from

the normal distribution curve which is divided into 6 regions, namely 3 positive areas and 3 negative regions.

Then after getting the standard deviation value, next step is to look for the hypothetical mean value by multiplying the middle value by the number of items that have good discrimination power, that is $3,5 \times 26 = 91$. While the empirical mean value is obtained by using the help of IBM SPSS Statistics 22 for Windows that is equal to 113,01.

The Scale of Organizational Trust

The first thing to do is to calculate the standard deviation value. On the Job Satisfaction scale, the number of items that have good discrimination power is 27 items using the range 1 to 5. This means that the smallest scale value is 1 and the largest is 5. The minimum range is obtained from the value of the smallest scale multiplied by the number of items that have good discrimination, which is $1 \times 27 = 27$. Then, the maximum range is obtained from the highest scale value multiplied by the item that has good discrimination power, namely $5 \times 27 = 135$. So, it is obtained that the range between 27 to 135 with a space of distance $135 - 27 = 108$ with the standard deviation obtained is equal to $108 : 6 = 18$. 6 is obtained from the normal distribution curve which is divided into 6 regions, namely 3 positive areas and 3 negative regions.

Then after getting the standard deviation value, next step is to look for the hypothetical mean value by multiplying the middle value by the number of items that have good discrimination power, that is $3 \times 27 = 81$. While the empirical mean value is obtained by using the help of IBM SPSS Statistics 22 for Windows that is equal to 100,55.

Based on the analysis results, it can be seen that there is no contribution of job satisfaction to organizational citizenship behavior, there is no contribution between organizational trust on organizational citizenship behavior, and there is no contribution between job satisfaction and organizational trust together on organizational citizenship behavior.

The result of the first contribution hypothesis, it shows that F value 1,117 and significance coefficient 0,293 ($p > 0,05$) is obtained. This means that the hypothesis that says: "There is a contribution of job satisfaction to organizational citizenship behavior" in this study is rejected. And the result of correlation coefficient (R) between job satisfaction and organizational citizenship behavior is 0,103 which means the relation between the two variables in the category is weak. The result of determination coefficient (R Square) shows that the contribution of job satisfaction and organizational citizenship behavior is 11%. While the remaining 89% are other factors that contribute to organizational citizenship variables behavior that are not included in this study.

Many factors can form organizational citizenship behavior (OCB), one of the most important is job satisfaction, the statement is very logical which considers that job satisfaction is the main determinant of employees' organizational citizenship behavior (OCB) (Robbins, 2006). Satisfied employees are more likely to speak positively about the organization, help co-workers, and make their performance beyond normal estimates, more than that satisfied employees are more obedient to the call of duty, because they want to repeat their positive experiences (Robbins, 2006). That all dimensions of job satisfaction such as salary, promotion, supervision, fringe benefits, contingent reward, operating conditions, co-workers,

nature of work and communication and overall are positively correlated with organizational citizenship behavior (OCB), Spector (1997).

The teacher is one of the important components in an education system. The teacher plays an important role both in the planning and implementation of the curriculum. A good and professional teacher needs a strong, intelligent, charming and smart personality. Moreover, what is meant by strong character is in addition to strong physical, the teacher must have a full personality, mature, authoritative, noble character, good morals, full of responsibility and have a spirit of representative, and have determination or determination to strive to build and improve the quality of human resources fully through the tasks they carry and is not easily affected by conditions that can cause them to be out of track from the "right path and struggle". Whereas an intelligent teacher means having the ability to make breakthroughs and thoughts that are able to solve problems and carry out developments that lead to the attainment of educational goals - building a whole person, both in terms of intellectual and moral, Agusampurno (2012).

The teacher is all people who are authorized and responsible for guiding and fostering students, both individually and classically at school and outside of school. There are teachers who want to be a teacher because of the heart calling and there are also teachers who just want to only pursue careers. The educational background of a teacher from other teachers is sometimes not the same as the educational experience that has been entered for a different period of time. The length of time for teaching public and private elementary schools is far different, and also the differences in educational backgrounds will influence the activities of teachers in carrying out teaching and learning interaction activities. However, because of the large number of teachers needed in schools, the educational background of a person is often

not considered, in this case all the judgments of each teacher are different, especially for the organization they work for.

Organizational trust is a factor that influences organizational citizenship behavior, it is in accordance with the effect of trust between leaders and subordinates and organizational citizenship behavior. In particular, the results of this study indicate that a person's trust is positively related to organizational citizenship behavior, as well as personal attitudes and evaluations.

Loyalty, trust, and high organizational responsibility are needed in an organization, because the creation of loyalty, trust and high organizational responsibility will affect a professional work situation, the trust factor inside the teacher that will bring up the feeling of owning an organization. The trust that has been built can support the fulfillment of the teacher's expectations at work. Trust occurs in people who have a comfortable feeling towards positions, co-workers, leaders, and the work environment. When a teacher feels confident that his/her abilities and capacities are kindly appreciated, the initiative will grow. This makes the teacher able to carry out their duties and responsibilities properly.

From the description above, it can be concluded that trust is one of the factors forming a personal character of a person in the organization and building trust, not only in words, but also must be supported by actions that make a person feel appreciated for the works that have been done. It is recommended that organizations should facilitate processes that lead to trust in the organization, so that teachers are better involved in extra-role behavior which results in increasing effectiveness of individuals and organizations.

The explanation above means that organizational citizenship behavior is not included in the work requirements or employee's job descriptions, so that if it is not showed, it will not be given a penalty. When organizational trust is present in elementary school teachers, then the level of job satisfaction will tend to increase among teachers so that it contributes to organizational citizenship behavior, whereas the absence of organizational trust in teachers, the level of job satisfaction will tend to be low among teachers so that there is no contribution to organizational citizenship behavior. This shows that, if a teacher does not have confidence, is incompetent, no openness, no honesty when facing risky situations for themselves or the organization, then the words of the boss or leader cannot help organizational trust inside the teacher, so there is no contribution between the two variables.

An organization in achieving its goals always has strategies, a harmonious relationship between employees is a key factor in implementing the strategy. In this situation, the relationship between job satisfaction and trust in the organization needs to be emphasized among organizational members.

It can be said that different dimensions of organizational citizenship behavior (OCB) are not only significantly related to job satisfaction and organizational trust but also positively related to each other and therefore further research is needed to examine the relationship between job satisfaction and organizational trust with behavior citizenship (OCB).

Conclusion

The conclusion obtained from this study is that it is appropriate if a teacher has a loyal attitude, honesty, is good, is responsible for the organization / school, becomes an educator who can be a role model for the sons and daughters of the nation.

Lack of attention from the school resulted in most teachers feeling less trust in school. Schools are considered to be less listening to teachers' concerns / weaknesses. Submission of information that is lacking from schools related to school strategies and decisions further proves the existence of barriers in communication patterns that are important in building a trust in the organization.

The things that need to be considered for future researchers are advised to pay attention to:

1. Pay attention to the study area in order to obtain a larger sample.
2. Respondents in this study are limited in the scope of the samples, that is only some elementary teachers in Depok area.
3. It takes a large amount of funds, it is recommended to get a sponsor or scholarship.
4. For further researchers, it is expected to pay attention to the characteristics of the subjects in order to obtain a homogeneous sample.

The results of this study become a material to reflect on ourselves by trying to have a good perception of the school by thinking positively of organizational policy, realizing that achieving school goals in accordance with the vision and mission is a shared responsibility.

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