

Effect of Organizational Citizenship Behavior, Work Satisfaction and Organizational Commitment toward Indonesian School Performance

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ABSTRACT

This research was designed to evaluate and analyse the impact of the OSC on high school results, to determine and analysis the effect of the work on the school's results at secondary schools, and to determine and analyse the influence of OSC on school performance in midschools. As an analysis tool, this review uses quantitative methods. Data collection has been done through the distribution of online electronic questionnaires to senior high school teachers in Jakarta. Snowball sampling data set of 150 Senior High School teachers. The results of this study show that the relationship between job satisfaction and school performance is significant, the correlation between organisation's engagement and school performance is relevant, and that the link is significant between organisational citizenship and school performance.

Keywords: Organizational Citizenship Behavior, Work Satisfaction, Organizational Commitment, Indonesian School Performance

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INTRODUCTION

In Indonesia, Industrial Revolution 4.0 was implemented into education. The digitisation and fully automaticity of all is characteristic of this time. Cyber-physics and manufacturing cooperation are also marking Industrial Revolution 4.0 .. The industrial revolution integrates the computers, workflows and structures, by integrating intelligent networks, all in one mechanism that should be managed separately, and an improvement in teacher and educators' professionalism is required for the creation of the induse, according to [Kadiyono \(2020\)](#); [Bahdin \(2020\)](#); [Abidina \(2020\)](#) and [Yunita \(2020\)](#). The Industrial Revolution 4.0 demands that the teachers of [Fatonja \(2020\)](#), [Chahyone \(2020\)](#) and [Kartika \(2020\)](#), use the advancements in information technology that are currently very rapid to improve the standard of education and training for teachers and to create a higher generation. The learning of the teacher to students must change along with the changes that happen. Increased teacher innovation and imagination are required to also support students with the learning process in line with the changes occurring. The teachers' teaching and learning standard can not certainly be isolated from the principal's controls and evaluations. As a school chief, the principal has an responsibility to train teachers to enhance learning.

As principal as leader in school, the role and strategic roles of principal are very important and strategic (one of which is to prepare teachers to improve the qualities of learning. The skill of principal must also be improved and strengthened in line with the industrial revolution which took place on the education world of Indonesia and its duties. In the field of work, the age of industrial revolution 4.0 seems to be very influential, much of which is dominated by technological innovations. These developments force the education world to reform the training framework so that learners can obtain the qualifications required in these times. In Indonesia, a willingness to cope with educational growth during the Industrial Revolution 4,0 is immediately to increase human resources' capacities and skills by creating curricula that have academic potential, other invisible skills such as interpersonal skills, global thought and media literacy. In academic and non-academic education, teaching play an important role in the human capital preparedness of the 4.0 Revolution period. The instructor should also be updated with the growth of the digital economy, the evolution of Revolution 4.0 and technology. The teacher's teacher learning characteristics anticipated by an Industrial Revolution 4.0 age are adaptive, innovative, useful of technology and a focus on learner, according to [Fahmi \(2020\)](#); [Sartika \(2020\)](#) and [Achmadi \(2020\)](#). Teacher learning should respond to evolving

student needs in line with technical advances and the climate. The teacher learning is fresh and innovative to enhance the learning value of the students and to enhance their ability according to [Fahmi \(2020\)](#). Learning comes from technical advancement and communication. And education that focuses on students' needs and growth. Some of the learning properties which the new Industrial Revolution was meant to achieve in era 4.0.

The part of the teacher who has been the sole provider of information has been slightly distanced according to [Suheny \(2020\)](#); [Basri \(2020\)](#) and [Supriadi \(2020\)](#). The role and attendance of teachers in classrooms will in future be ever more difficult and demand a high degree of creativity.. Industry 4.0 is the name for the industry framework trend in which the most recent data in fabric technology are exchanged. The challenge facing industry 4 in the world of education is to nurture education values that need to be developed. The younger generation is taught the ideals and morality they need. The education aims to prevent, inter alia, the rise in the number of cases of crime, moral degradations and illicit drug use of the younger generation, according to [Fahmi \(2020\)](#). By knowing value, students will be able to evaluate the positive and the poor grades in life in order to select good values to enhance their quality of life in society. To date, the central government, which is none other than Ministry of Education and Culture, has pressured schools, educators and students to obey a pattern without taking into account the diversity.. Schools and trainers are not granted the right to draw up a programme or curriculum according to their students' conditions. In the industrial revolution period of education 4.0, there has to be concrete ways and initiatives by the Indonesian government and all of us to embrace the digital era in order to understand the ideals of making Indonesia 4.0. In any innovation and technology transition, some obstacles are faced. Otherwise we will slip into this time of ruin. we must be courageous and ready.

Among others, some problems relating to teachers' organisational citizenship (OCB) behaviour, including that some teachers still seem less integrated with their work, considering their educational background. That often leads to a sluggish and time-consuming job which can be completed in a shorter time frame. In addition, OCB activity does not display maximum potential to be unsure about the future. Based on the findings of preliminary interviews with OCB-related teachers, the majority of teachers are less likely to replace coworkers in recesses or if coworkers are more expensive to work and there are also teachers who are less equipped to help work when coworkers don't work. However, there are only a few teachers not engaged in outside-work activity because they do have an indirect impact on each teacher's personal performance. In view of this phenomenon, it can be seen that indirectly there will still be an increase in the extra role (OCB) actions of individual teachers along with in the number of circumstances which are often pressing. There will, of course, be concerns about a lecturer's role in providing services, given that social security is a call or a service rather than a job.

Some issues with senior high school organisational participation based on preliminary interviews with many employees are that undisciplined teachers still exist, several teachers are using office resources for their own purposes and they do not always do their work on time.

Organizational engagement is a prerequisite for a professor and his willingness to remain members of a specific organisation to fulfil his goals and objectives. High employment participation means taking sides to the particular mission, according to [Suheny \(2020\)](#), [Basri \(2020\)](#) and [Supriadi \(2020\)](#), and a high organisational engagement means being on sides with the company hiring the person. In the School Association teachers are competent people who face students directly so that they can follow those strategies and are committed to the school where they serve while performing their duties as educators. The psychological state of organisational engagement, which is characteristic for the relationship between employees and the organisation (2020); [Abidina \(2020\)](#); [Yunita \(2020\)](#), is characterised as psychological state and has implications that affect whether employees stay in the company or not in three parts: affective commitment; continuous engagement; and not employees. This description is interesting because what we see is that workers stay in the company psychological. And this is considered to be very important for the study of employee organisational commitments

This research was designed to evaluate and analyse the impact of the OSC on high school results, to determine and analysis the effect of the work on the school's results at secondary schools, and to determine and analyse the influence of OSC on school performance in midschools.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Organizational Citizenship Behavior (OCB)

The OCB is an individual effort that exceeds its job position ([Robbins, 2017](#)). Organizational citizenship behault (OCB). OCB consists of the actions of others, voluntary service for additional duties, and the observance of laws and procedures in the workplace. Two key factors (job satisfaction, engagement, personality, moral, motives, and so on) and external (leadership style, leadership faith, organisational culture and so on) influence OCB development. OCB is an employee free conduct that does not form part of its structured work, but is able to maximise the productivity of the organisational tasks (Organ, 1998). Organizational Citizenship Activity (OCB) addresses an employee's manifestation as a social being. OCB is a voluntary activity by coordinating participants that promotes the work of the organisation. The OCB is a type of voluntary activity. This behaviour is expressed in acts which demonstrate selflessness and take care of others. The following metrics ([Organ 1988](#) and [Organ 1990](#)) are used to assess organisational citizenry activity (OCB). 1. Helpful attitudes (e.g. assisting when a colleague is uncomfortable). Altruism is the behaviour of supporting people without having to function closely connected with corporate operations. 2. Science (e.g. overtime for project completion). The exercise of the position pre-requisites above the minimum requirements requires conscientiousness. 3. Civic virtue / public interest (including in the case of joint initiatives the will to represent the company). Civic Virtue demonstrates professional as well as social engagement and support for organisational functions. Sport / Sporting attitude (e.g. share a team project failure that could be successful by following the advice of the members). Sport is abstinence, even though they feel frustrated, from causing destructive problems. 5. Cortesy / courtesy (even blamed for comprehension and empathy). Courtesy is a way to

minimise the dilemma of other people in the workplace. 6. Peacekeeping – actions to prevent and settle disputes between individuals (as organisational stabiliser). 7. Cheerleading is described as helping colleagues achieve better results.

Organizational Commitment

Three forms of organisational engagement group [Allen and Meyer \(1990\)](#) namely: 1. Affective Engagement Employees' emotional bond, identity and organisational participation Highly affective individuals will continue to be members of the group and they have their own interests. 2. Continuation commitment Individual commitment based on what should be lost when the company is abandoned. In this situation, the individual agrees to settle in an organisation because it believes that needs are met. 3. Normative dedication Individual convictions to the organisation's duty. People stay with an organisation as they feel obligated to be loyal to the organisation. The organisational commitment represents, according to [Griffin \(2008\)](#), the degree to which an person knows and is bound by the business. Employees who are more active in the organisation, have reliable habits, intend to remain longer in the business, the corporate commitment is characterised as an employee who stands by and wants to stay membership in a particular organisation. [Porter et al. \(2009\)](#) describe organisational commitment as a relative strength of an individual to an organisation, and its participation in a particular organisation which has three psychological factors : (1) a strong desire to remain an organisation member, (2) a desire to make the best of itself in the organisation and (3) certain beliefs, acceptance and commitment of values. Corporate commitment means more than passive loyalty to the company, more than simply loyalty, because corporate commitment requires active relationships among staff and the company or organisation ([Yuwono et al. 2006](#)). Organizational involvement differs between individuals. Organizational engagement may be measured on the basis of each employee's individual characteristics. These characteristics include gender , age , marital status, and employment. [Allen and Meyer \(2009\)](#): 1. 1. Affective commitment: emotional connexion, identity and organisational participation. In this case a individual remains in an organisation for his own sake. 2. Constant dedication, namely: individual participation focused on what needs to be sacrificed in leaving the organisation. In this situation, the individual wishes to remain in an organisation because he finds it a meeting of needs. 3. Normal dedication, namely: individual confidence in the organisation's duty. People stay with an organisation as they feel obligated to be loyal to the organisation.

Work Performance

[Hasibuan \(2000\)](#) success is the product of a person's work in carrying out his tasks based on strength , knowledge and gravity and time. Furthermore, in accordance with the results of [Hasibuan \(2013\)](#), a person's efforts to perform his duties have been focused on strength, experience and gravity and time. Leistung is a combination of three major factors, namely a worker's capacity and interest, the competence and approval of task delegation and the role of the motivation level of the worker. In order to assess efficiency, [Robbins measures \(2006: 260\)](#) are used as follows 1. The consistency. Consistency. Quality of work is determined by employees' insights into the quality of work generated and the improvement of work in terms of their expertise and

ability. 2. Sum. Represents the number of operation cycles completed by the amount generated in terms such as the unit. 3. On time.-On time. Is the task level performed at the start of the given date, seen from the coordinating point of view with the outcomes and optimising the time available for other activities. 4. -- Effectiveness. Is maximised the degree of use of organisational resources (power, money, technical equipment , raw materials) in order to increase the results of each unit of resources use. 5. Democracy. Democracy It is the degree of an employee who can perform his duties later. Job involvement is a degree where staff are committed to collaborating with the department and the office's responsibilities. [Mathis and Jackson \(2002: 78\)](#) claim that the standards of success of an entity are seen as quality of output, output quantity, length of production, participation and cooperative approach. The working standards are based on the job requirements, i.e. what the company does, so individual job performance in comparison with established standards must be assessed and results conveyed to all employees. [Christie et al \(2010 \)](#) stated the achievement of results based on predetermined objectives that are defined by the task expertise of a individual or community. [Bernandin, John H & Joyce E.A Russel \(1993\)](#), the effects of a particular operation, over a specific period of time, are registered. The individual performance assessment is of very high benefit for the growth of the company, and the actual state of how employees work can be seen via this assessment

Work satisfaction

According to [Hasibuan \(2013\)](#) satisfaction at the workplace has become a friendly emotional attitude and a lover of his / her career. "Satisfaction with the workforce is the job satisfaction at the workforce enjoyed by achieving job outcomes, placement, care, equipment and a good work atmosphere."

HYPOTHESIS DEVELOPMENT

Relationship Organizational Citizenship Behavior (OCB) and school performance

Previous studies have shown various results and findings about the relationship between Organizational Citizenship Behavior (OCB) and performance. As done by [Asbary et al \(2019\)](#), it shows that OCB has a positive and significant effect on employee performance. Similar to research conducted by [Purwanto et al \(2019\)](#), [Bernarto et al \(2019\)](#), which shows that OCB has a positive and significant effect on employee performance. From the description of previous research, it can be concluded that most studies show that Organizational Citizenship Behavior (OCB) has an effect on performance.

Hypothesis 1: Organizational Citizenship Behavior (OCB) has a positive and significant effect on school performance

Relationship Work satisfaction relationship with school performance

Previous studies have shown various results and findings about the relationship between work satisfaction and performance. As done by [Purwanto et al \(2019\)](#), it shows that work satisfaction has a positive and significant effect on employee performance. Similar to research conducted by [Pramono et al \(2019\)](#), [Asbary et al \(2019\)](#), which shows that work satisfaction has a positive and significant effect on employee performance. From the description of previous research, it can be concluded that most studies show that work satisfaction has an effect on performance.

Hypothesis 2: Work Satisfaction has a positive and significant effect on school performance

Relationship Organizational Commitment Relationship with school performance

Previous studies have shown various results and findings about the relationship between Organizational Commitment and performance. As done by [Brenarto et al \(2019\)](#), it shows that Organizational Commitment has a positive and significant effect on employee performance. Similar to research conducted by [Vizano et al \(2019\)](#), [Asbari et al \(2019\)](#), which shows that Organizational Commitment has a positive and significant effect on employee performance. From the description of previous research, it can be concluded that most studies show that Organizational Commitment has an effect on performance.

Hypothesis 3: Organizational Commitment has a positive and significant effect on school performance

METHODS

This research uses quantitative methods as a method of analysis. Data collection was carried out by distributing electronic online questionnaires to teachers in senior high school in Jakarta. Five answer choices give each closed question / statement item given, namely: strongly agree (SS) score 5, agree (S) score 4, disagree (KS) score 3, disagree (TS) score 2, and strongly disagree (STS) score 1. PLS software and SmartPLS version 3.0 were used as data processing methods. Data collection conducted by snowball sampling to 150 teachers in Senior High School.

Table 1. Information descriptive of the sample

Criteria		Total
Age	< 30 years	40
	30 - 40 years	70
	> 40 years	40
Working period as Teacher	< 5 years	60
	5-10 years	50
	> 10 years	40
Highest education	Bachelor degree	110
	Master degree	30
	Doctoral degree	10

Based on the questionnaire data that was returned, it was obtained the profile of respondent teachers who were under 30 years old, a total of 40 teachers, aged between 30 - 40 years some 70 and those over 40 years old were 40 teachers. Based on the category of Working period as Teacher, with a working period of less than 5 years, there were 60 teachers, 50 teachers between 5-10 years and 40

teachers over 10 years. Based on the education category, highest education for Bachelor degree 110 teachers, Master degree for 30 teachers and Doctoral degree for 10 teachers.

Based on literature review and previous research research, this research model is made as follows

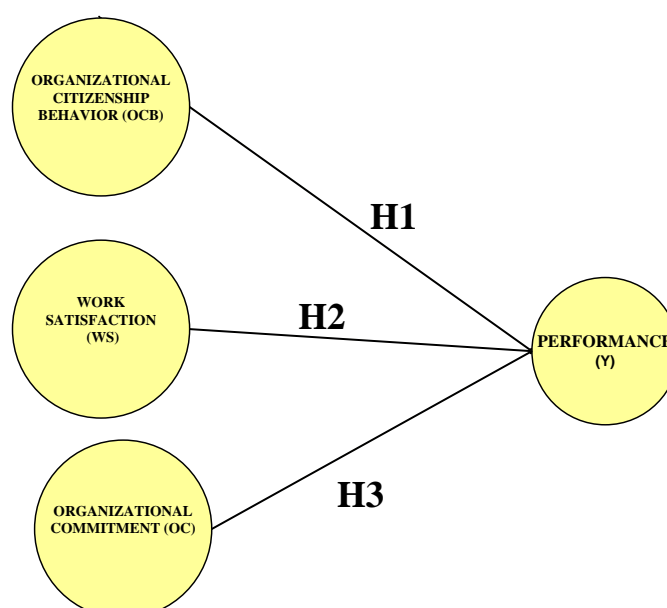


Fig 1. Research Model

Hypothesis 1: Organizational Citizenship Behavior (OCB) has a positive and significant effect on school performance

Hypothesis 2: Work Satisfaction has a positive and significant effect on school performance

Hypothesis 3: Organizational Commitment has a positive and significant effect on school performance

The data obtained from the research results were then processed using data analysis techniques, namely Partial Least Square (PLS). PLS according to Wold in Ghazali (2008) is a powerful analytical method because it is not based on many assumptions. This study uses PLS as a data analysis technique with SmartPLS version 2.0 software. The PLS method has its own advantages including: the data does not have to have a normal multivariate distribution (indicators with category, ordinal, interval to ratio scales can be used in the same model) and the sample size does not must be big.

The stages used to analyze the data are:

1. Confirmatory Factor Analysis. Church and Burke in Widhiarso (2004) say that the Confirmatory Factor Analysis technique is a technique that is quite adequate in analyzing a simple model in seeing the functioning of the empirical construct (factor) in a structural model. One of the strengths of Confirmatory Factor Analysis is the degree of flexibility it has when applied to a complex hypothetical model. The purpose of this factor analysis is to explain and describe by reducing the number of parameters that exist (Widhiarso, 2004). Confirmatory Factor Analysis constructs are used to see the validity of each indicator and to test the reliability of the construct. The criterion of indicator validity is measured by convergent validity. The indicator is said to be valid with a convergent validity of loading value of 0.7 but for research in the early stages of development the loading value of 0.5 to 0.6 is considered sufficient, and can also be indicated by the Average Variance Extracted (AVE) value which is above 0.50. Construction reliability is measured by Composite Reliability and Cronbach Alpha. A construct is said to be reliable if it has Composite Reliability and Cronbach Alpha values above 0.70 (Ghozali (2008). Research that

emphasizes model building needs to be tested for suitability, including research using structural equation modeling. The Structural Model is evaluated using the Goodness of Fit Model, which shows the difference between the observed values and the values estimated by the model. In the regression model, Goodness of Fit (suitability testing) which shows an R2 value above 80% is considered good (Jogiyanto, 2008).

2. Multiple Regression Analysis, is intended to see the direct effect between constructs based on the hypotheses that have been expressed and the structural equation model. The model hypothesizes that changes in latent constructs will affect changes in indicators. Indicators must have internal consistency because all indicator measures are assumed to be valid in measuring a construct, so that if there are two indicators of the same size, their reliability can be exchanged (Ghozali, 2008).
3. Path analysis, The next step to test the amount of contribution shown by the path coefficient on each path diagram of the causal relationship between constructs is to use Path Analysis. Path analysis will reveal the direct and indirect effects between constructs, based on standardized regression coefficients.

RESULTS AND DISCUSSION

Convergent validity, discriminant validity, and composite reliability testing are the measurement models used in the testing phase. To test the research hypothesis if all the indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing can use the results of the PLS analysis.

Convergent Validity Test

To see the loading factor value of each indicator, do a convergent validity test. For most references, latent constructs are considered to have sufficiently strong validation explained through a factor weighting of 0.5 or more (Chin, 1998; Hair *et al.*, 2010; Ghazali, 2014). AVE requirements for each construct > 0.5 are accepted as the minimum loading factor size in this study (Ghozali, 2014).

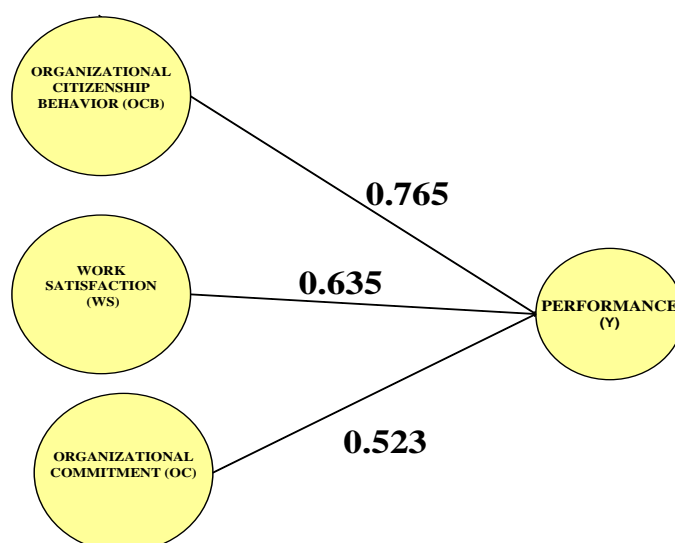


Figure 2. Estimation valid model

Construct Reliability Test

The value of Cronbach's alpha and composite reliability of each construct can assess construct reliability. The recommended composite reliability and Cronbach's alpha values are more than 0.7. (Ghozali, 2014). All constructs have composite reliability and Cronbach's alpha value greater than 0.7 (> 0.7) is indicated by the reliability test results in table 2 above. In conclusion, the required reliability have been met all constructs.

All indicators have a loading factor value above 0.5 so that the model meets the convergent validity

requirements, which is based on the estimation results of the PLS model in the picture above. Convergent validity is assessed from the AVE value in each construct, besides that it is also seen from the value of the loading factor on each indicator. AVE value for each construct of this research is above 0.5. So the convergent validity of this research model meets the requirements. In table 2 below can see the loading value, Cronbach's alpha, composite reliability, and AVE of each construct:

Table 2. Items, Loadings, Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

Variables	Items	Loadings	Cronbach's Alpha	Composite Reliability	AVE
OCB	OCB1	0.652	0.861	0.923	0.614
	OCB2	0.741			
	OCB3	0.891			
	OCB4	0.910			
	OCB5	0.761			
Work Satisfaction (WS)	WS1	0.821	0.902	0.910	0.831
	WS2	0.812			
	WS3	0.814			
	WS4	0.915			
OC	OC1	0.915	0.893	0.918	0.765
	OC2	0.921			
	OC3	0.911			
	OC4	0.921			
	OC5	0.916			
School' Performance (SP)	SP1	0.831	0.853	0.921	0.843
	SP2	0.871			
	SP3	0.951			
	SP4	0.871			

Discriminant Validity Test

To ensure that each concept of each latent variable is different from other latent variables do discriminant validity. If the AVE squared value of each exogenous construct (diagonal value) exceeds the correlation between construct and another construct (values below

the diagonal) it can be interpreted that the model has good discriminant validity (Ghozali, 2014). AVE squared value is used as a result of the discriminant validity test by looking at the Fornell-Larcker Criterion Value obtained as follows:

Table 3. Discriminant Validity

Variables	OCB	WS	OC	SP
OCB	0.739			
WS	0.712	0.928		
OC	0.715	0.765	0.902	
SP	0.709	0.723	0.734	0.809

The results of the discriminant validity test in table 3 above can conclude that the model meets the discriminant validity show by all constructs that have AVE square root values above the correlation value with other latent constructs (through the Fornell-Larcker criteria).

Hypothesis Test

The inner model test was called the hypothesis test in PLS. A test of the significance of direct and indirect effects

and measurement of the magnitude of the effect of exogenous variables on endogenous variables are included in this test. The t-statistic test in the partial least squared (PLS) analysis model using the help of SmartPLS 3.0 software perform using the direct effect test. The table below obtain the bootstrapping technique, R Square values, and significance test values:

Table 4. R Square Value

	R Square	R Square Adjusted
School Performance	0.871	0.703

According to Table 4 above, the R Square lecturers' performance (LP) value of 0.871 which means that the School' performance variable (SP) can be explained by Organizational Citizenship Behavior, Work Satisfaction and Organizational Commitment, while other variables

explain the remaining 12.9% (not discussed in this research). While Table 5 displays the effect between the research variables that have been mentioned are showed the T Statistics and P-Values .

Table 5. Hypothesis Test

Hypothesis	Relationship	Beta	SE	T Statistics	P-Values	Decision
H1	OCB -> SP	0.212	0.069	2.321	0.001	Supported
H2	WS -> SP	0.413	0.082	4.213	0.001	Supported
H3	OC -> SP	0.213	0.087	2.541	0.003	Supported

DISCUSSION

Based on Table 5 above, it shows that the relationship between all hypotheses is significant with a T-statistic of greater than 1.96 or > 1.96) with a p value of less than 0.050 <0.050, thus all hypotheses in this study are accepted.

Relationship between Organizational Citizenship Behavior and School Performance

Based on Table 5 above, it shows that the relationship between Organizational Citizenship Behavior and School Performance in hypothesis 1 is significant with a T-statistic of 2,321 greater than 1.96 or > 1.96 with a p value of 0.001 less than 0.050 <0.050 thus Hypothesis1 in this study is accepted, the relationship between Organizational Citizenship Behavior and School Performance is positive and significant. This result is in line with the research conducted by Asbari (2019) and Purwanto (2020) which states that Organizational Citizenship Behavior has a significant effect on performance. Research conducted by Vizano (2020) also states that Organizational Citizenship Behavior has a significant effect on performance. Research conducted by Suheny (2020); Basri (2020) and Supriadi (2020) also states that Organizational Citizenship Behavior has a significant effect on performance.

Relationship between Work Satisfaction and School Performance

Based on Table 5 above, it shows that the relationship between Work Satisfaction and School Performance in hypothesis 2 is significant with a T-statistic of 4,213 greater than 1.96 or > 1.96 with a p value of 0.001 less than 0.050 <0.050, thus hypothesis 2 In this study is accepted, the relationship between Work Satisfaction and School Performance is positive and significant. These results are in line with research conducted by Purwanto (2019) and Asbari (2020) which states that Work Satisfaction has a significant effect on performance. Research conducted by Vizano (2020) also states that Work Satisfaction has a significant effect on performance. Research conducted by Kadiyono (2020); Bahdin (2020); Abidina (2020) and Yunita (2020) also states that Work Satisfaction has a significant effect on performance.

Relationship between Organizational Commitment and School Performance

Based on Table 5 above, it shows that the relationship between Organizational Commitment and School Performance in hypothesis 3 is significant with a T-statistic of 2.541 greater than 1.96 or > 1.96 with a p value of 0.003 less than 0.050 <0.050, thus the hypothesis in This research is accepted, the relationship between Organizational Commitment and School Performance is positive and significant. These results are in line with research conducted by Purwanto (2019) and Asbari (2020) which states that Organizational Commitment has a significant effect on performance. Research conducted by Vizano (2020) also states that Work Satisfaction has a significant effect on performance. Research conducted by Fatonia (2020); Cahyono (2020); Kartika (2020); Fahmi (2020); Sartika (2020) and Achmadi (2020) also state that Organizational Commitment has a significant effect on performance.

The results of the analysis show that there is a straight relationship between the two variables. The more schools fulfill employee job satisfaction items consisting of salary, promotions, coworkers, superiors, and the job itself, the stronger the Organizational Citizenship Behavior will be. Teachers who have a higher level of satisfaction with their work will show cooperative behavior and accept the organization, they have the potential to help their colleagues. This will indicate that they are able to go beyond what should be done. In general, this behavior has a positive impact, because according to Asbari (2020) job satisfaction is one of the determinants of Organizational Citizenship Behavior. The results of the study which noted that Job Satisfaction contributed highly to Organizational Citizenship Behavior were also stated by several previous researchers. First, research by Fatonia (2020); Cahyono (2020); Kartika (2020); Fahmi (2020); Sartika (2020); Achmadi (2020) who found that Job Satisfaction has a significant and positive effect on Organizational Citizenship Behavior. Second, Suheny (2020); Basri (2020); Supriadi (2020) who also notes that Job Satisfaction has an influence on Organizational Citizenship Behavior and the performance of the results of this study supports previous research which reveals how Job Satisfaction and Organizational Citizenship Behavior affects school performance. The results of the analysis explain that the allegations about the effect of Organizational Citizenship Behavior on teacher

performance are accepted and proven. Thus it can be interpreted that the stronger Organizational Citizenship Behavior can increase teacher performance within a certain period of time with agreed targets and standards. Organizational Citizenship Behavior acts as an independent variable on teacher performance which has a significant effect on teacher performance. Organizational Citizenship Behavior supports individuals to be able to complete their tasks and provide good behavior to colleagues and organizations.

Organizational Citizenship Behavior in an organization encourages the creation of a more effective and positive organizational environment. The organization will generate more benefits if employees have a voluntary attitude and have an attitude beyond what the role demands. The existence of Organizational Citizenship Behavior makes social interactions at school fast and smooth, reduces the occurrence of disputes, and improves the performance and efficiency of employees in a company. Besides, it is also useful for increasing the ability of the organization to attract and retain the best employees. Thus it can be concluded that the Organizational Citizenship Behavior has an influence on performance. Teachers with high Organizational Citizenship Behavior usually have high performance, and vice versa. Organizational Citizenship Behavior is able to save resources owned by management and the organization as a whole. First, if teachers help each other so that there is no need to involve the manager, the manager can use his time to do other tasks. Second, employees with high conscientiousness need only minimal supervision, so that managers can delegate greater responsibility to them and managers can get more time to do more important work. Third, old employees who assist new employees in work orientation will help the organization reduce costs for this purpose. Fourth, employees with sportsmanship behavior will help managers by not spending too much time dealing with the minor complaints of teachers. The results of the analysis reveal that job satisfaction has a positive and significant effect on teacher performance. This relationship means that the more satisfied teachers are with the school, the work performance and work results shown will be better or vice versa. If someone feels satisfaction in his work, his morale will increase. This encouragement can make it easier to achieve the goals set by the school. Job satisfaction is a predictor of performance, because job satisfaction has a moderate correlation with performance. Thus it can be concluded that the level of teacher job satisfaction will affect performance. If job satisfaction is achieved, employee performance will be high.

CONCLUSIONS

The results of this study indicate that the relationship between work satisfaction and school performance is significant, the relationship between organizational commitment and school performance is significant, the relationship between organizational citizenship behavior toward and school performance is significant. The more schools fulfill employee job satisfaction items consisting of salary, promotions, coworkers, superiors, and the job itself, the stronger the organizational citizenship behavior will be. Teachers who have a higher level of satisfaction with their work will show cooperative behavior and accept the organization, they have the potential to help their colleagues. This will indicate that

they are able to go beyond what should be done. . The existence of organizational citizenship behavior makes social interactions at school fast and smooth, reduces the occurrence of disputes, and improves the performance and efficiency of employees in a company. Besides, it is also useful for increasing the ability of the organization to attract and retain the best employees. the more satisfied the teacher is with the school, the better or vice versa the work performance and work results are shown. If someone feels satisfaction in his work, his morale will increase. This encouragement can make it easier to achieve the goals set by the school. This study has limitations, namely only 3 variables are discussed and it is possible that there are other variables that also have a significant effect on teacher performance that are not discussed in this study. For further research, it is necessary to examine other variables that are not discussed in this study.

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