

The Influence of Organizational Culture and Job Satisfaction on Teacher Organizational Citizenship Behavior (OCB) Junior High School Teachers in Paal Dua District Manado

Jeane Marie Tulung¹, Alrik Lapijan², Hedy Rogahang³, Olivia Wuwung⁴, Jhoni Lagun Siang⁵, Subaedah Luma⁶

^{1,2,3,4,5,6}Lecturer at Institut Agama Kristen Negeri Manado

Jalan Bougenville, Tateli Satu, Pineleng, Tateli Satu, Mandolang, Kabupaten Minahasa, Sulawesi Utara 95661

Email : jeane.tulung@iagn-manado.ac.id, alrik.lapijan@iagn-manado.ac.id, hedy.rogahang@iagn-manado.ac.id, olivia.wuwung@iagn-manado.ac.id, jhoni.lagunsiang@yahoo.co.id, subaedahluma@iagn-manado.ac.id

ABSTRACT

The objective of this research is to obtain information concerning to the effect of communication and dysfunctional conflict toward job satisfaction of the teachers in Junior High School at Paal dua District Manado. The research was conducted by using survey method with path analysis in testing hypothesis. In this research, 106 from 145 teacher of schools selected random sampling. The research was focused on three aspect; communication and dysfunctional conflict toward teachers job satisfaction. The data were collected with questionnaire and analyzed with path analysis. Result on the analysis it is concluded that (1) there the positive direct effect of communication toward job satisfaction, (2) there is negative direct effect of dysfunctional conflict toward job satisfaction and (3) there is negative direct effect of communication toward dysfunctional conflict.

Keywords: Job satisfaction, communication, dysfunctional conflict

Correspondence:

Jeane Marie Tulung

Lecturer at Institut Agama Kristen Negeri Manado

Jalan Bougenville, Tateli Satu, Pineleng, Tateli Satu, Mandolang, Kabupaten Minahasa, Sulawesi Utara 95661

INTRODUCTION

Teachers are part of human resources that have a central role in determining *output* educational. This central role is related to the duties of teachers as teachers and educators in charge of transferring knowledge to students. Teachers have the most intensive interaction with students. Its role has a lot of influence on the way students think, behave, and behave. This important role is related to the existence of teachers as one of the factors that determine the level of education quality.

The contribution of teachers in realizing the goals and improving the quality of schools is determined by many factors. One of them is how much the teacher tends to show extra role behavior, or *Organizational Citizenship Behavior* (OCB). This behavior leads the teacher to take positive actions that benefit the school organization. OCB behavior, among others, is shown by a willingness to carry out tasks outside of its main role, a willingness to protect organizational interests, and to take greater responsibility for advancing the school.

In order to realize the success and improvement of school quality, serious attention to OCB behavior for teachers of Junior High School in Paal Dua District is the object of research. From the results of interviews with staff and several teachers, it was identified that there are limitations to OCB teachers, including: lack of extra awareness to improve the quality of education through a continuous quality learning process, lack of innovation in advancing schools, low sportsmanship in dealing with problems and challenges that arise in schools and the limited willingness to do extra for the best for the benefit of schools and educational advancement.

To have a strong OCB, supporting factors are needed within the organization. When referring to the literature, many factors influence OCB. Some of them are emotional intelligence, managerial effectiveness, job involvement, career development, perceptions of organizational justice, job satisfaction, work motivation, organizational culture, reward systems, personality, organizational climate, organizational commitment, job characteristics, and leadership. In this study, it is focused on two factors that have the potential to improve OCB, namely organizational culture and teacher job satisfaction.

John R. Schermerhorn (2010: 12), says that organizational culture, "a shared set of beliefs and values within an organization". Organizational culture is a system of actions, values and beliefs built within an organization. The concept of organizational culture is in line with the views of Richard L. Daft (2008: 85-86), namely: "Culture as the set of key values, beliefs, understandings, and norms shared by members of an organization". Culture as a collection of key values, beliefs, understandings, and norms shared by members of the organization. The concept was expanded by Coffey, Cook, and Hunsaker, (1994: 36), namely: "Organizational culture is a family of fundamental assumptions that give meaning to members as guides to acceptable behavior." Organizational culture is a collection of fundamental assumptions that give meaning to members as a guide for acceptable behavior. Fundamental assumptions about organizational values, beliefs, norms, symbols, language, rituals and myths that give meaning to organizational membership and are collectively accepted by a group as a guide for expected behavior.

The Influence of Organizational Culture and Job Satisfaction on Teacher Organizational Citizenship Behavior (OCB) Junior High School Teachers in Paal Dua District Manado

Meanwhile, Schein in Gary Yukl, (2010: 303) organizational culture is as follows, "Defines the culture of a group or organization as shared assumptions and beliefs about the world and their place in it, the nature of time and space, human nature, and human relationship ". Schein emphasized that organizational culture is a shared assumption and belief about the world and their place in it, the nature of space and time, human nature, and human relationships. Linda K. Stroh, Northcraft, and Neale, (2002: 297) have the view that: "Organizational culture is a system of shared values about what is important and beliefs about how things work that produce the norms and expectations of performance". Organizational culture is a shared value system about what is important and beliefs about how things are done that generate performance norms and expectations. According to Schermerhorn, et al; (2010: 366), "Organizational or corporate culture is the system of shared actions, values, and beliefs that develop within an organization and guides the behavior of its members". Organizational culture is a system of collective action, values, and beliefs that develop in an organization and guide the behavior of its members. Furthermore, Harris and Hartman, (2002: 75-76) emphasize that: "An organization's culture consists of the values, norms, and attitudes of the people who make up the organization". Organizational culture consists of the values, norms, and attitudes of the people who make up the organization. Values show what is important; norms reveal the expected behavior, and attitudes show the individual's mindset. The group selects symbols, slogans, and ceremonies to convey its values. Thus, culture tells people what is important in the organization, how to behave and see things. Organizational culture usually contains several characteristics including individual autonomy, structure, support, identity, performance rewards, conflict tolerance, risk tolerance, attitudes to change, focus, standards and values, rituals, attention to people, openness, communication, and supervision, orientation. market and customers, joy, pride, and *esprit de corps* (loyal friends), commitment, teamwork. According to Robbins, (2003: 231): "Organizational culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations; (1) Innovation and risk taking, (2) Attention to detail; (3) Outcome orientation; (4) People orientation; (5) Team orientation; (6) Aggressiveness; (7) Stability. " Organizational culture refers to a system of shared meanings owned by members that differentiates between organizations and other organizations which include: (1) Innovation and risk taking, the extent to which teachers are encouraged to be innovative and take risks; (2) Attention to detail, where teachers are expected to show accuracy, analysis, and attention to levels; (3) Results orientation, the extent to which management focuses on results or rather than on the techniques and processes used to achieve these results; (4) People orientation, the extent to which management decisions take into account the impact of the results on people in the organization; (5) Team orientation, the degree to which work activities are organized around the team and not individuals; (6) Aggressiveness, the degree to which people are aggressive and competitive rather than relaxed and lazy and (7) Stability, the degree to which organizational activities emphasize and maintain a *status quo* that is different from growth.

From the viewpoint of some of these experts, it can be synthesized that organizational culture is a system of collective action, values, and beliefs that develop in an organization and guides the behavior of its members with indicators: innovation and risk taking, attention to details, results orientation, individual orientation, team orientation, aggressiveness and stability.

Colquitt, Lepine, and Wesson (2013: 96) stated: "Job satisfaction is a pleasurable emotional state resulting from the appraisal of one's job or job experiences. It represents how you feel about your job and what you think about your job". Job satisfaction is an expression of pleasant feelings. Job satisfaction is defined as a pleasant feeling condition as a result of an assessment of work or work experience. The same thing was expressed by Luthans (2011: 141), "Job satisfaction is a result of employee's perception of how well their job provides those things that a viewed as important". Job satisfaction is the result of employees' perceptions of how good their job is in providing everything they deem necessary. Kinicki and Fugate (2012: 161) state, "Job satisfaction is an affective or emotional response toward various facets of one's job". Job satisfaction is an affective or emotional reaction to various aspects of a job. In this sense, job satisfaction cannot be understood in one concept. Because job satisfaction contains complexity, for example, there are workers who are happy with one aspect of their work, but they do not like other aspects. In addition, something that is considered satisfactory for one employee does not necessarily satisfy another employee.

Therefore, Colquitt et al, (2013: 98-100) summarizes them in 5 main dimensions, namely: (i) *Pay satisfaction*, namely the employee's feelings about the salary received (Appropriateness, guaranteed, and adequate); (ii) *Promotion satisfaction*, namely employees' feelings about the rules and the implementation of promotions (fair, periodic, and based on capacity); (iii) *Supervision satisfaction*, namely employees' perceptions of their superiors (competent, friendly, communicative, or otherwise, lazy, annoying and cold); (iv) Satisfaction with work colleagues (*Co-worker satisfaction*), namely the employee's assessment of other colleagues (v) Satisfaction with work itself (*Satisfaction with work itself*), namely the employee's feelings about the job itself. From these dimensions it can be concluded that a worker will feel satisfied if the values he wants are available in the organization where he works, and vice versa.

In addition, Greenberg and Baron (2003: 148) say, "Job satisfaction as individual's positive or negative attitudes toward their jobs". Job satisfaction is a person's positive or negative attitude regarding his job. So that McShane (2010: 108) says, "Job satisfaction a person's evaluation of his or her job and work context, is probably the most studied attitude in organizational behavior". Job satisfaction is a person's evaluation of his job and work context, perhaps the most studied attitude in organizational behavior. Spector (1997: 2) also states: "Job satisfaction is simply how people feel about their jobs and different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs". Job satisfaction can be summed up in the way a person feels about work and various aspects of his job. It also means the extent to which a person likes or dislikes his job.

From the viewpoint of several experts on job satisfaction above, it can be synthesized that job satisfaction is a

The Influence of Organizational Culture and Job Satisfaction on Teacher Organizational Citizenship Behavior (OCB) Junior High School Teachers in Paal Dua District Manado

pleasant feeling that is felt by individuals based on assessment and work experience with indicators: satisfaction with the job itself, promotion satisfaction, supervision satisfaction, satisfaction with colleagues. According to Kinicki and Fugate (2012: 163), "Organizational citizenship behaviors consist of employee behaviors that are beyond the call of duty". In this view, OCB is the behavior of employees who are outside the call of duty. Or in the view of Schnake (1997: 57), "OCB is a behavior that goes beyond the formal requirements of a job". OCB is behavior that goes beyond the formal requirements of a job. Thus, OCB represents the character of employees who are willing to work beyond their main duties and jobs.

Robbins (2013: 61) states, "citizenship behavior is the discretionary behavior that is not part of an employee's formal job requirements, and that contributes to the psychological and social environment of the workplace." OCB behavior is optional behavior that is not part of an employee's formal work obligations, and psychologically and socially contributes to the organizational environment. This psychological and social contribution will in turn increase organizational effectiveness. Furthermore, McShane and Glinow (2010: 17) state, "Organizational citizenship behavior's various forms of cooperation and help fullness to others that support the organization's social and psychological context". OCB is a variety of forms of cooperation and assistance to other people who support the social and psychological situation of the organization. Therefore, Newstrom (2011: 232) asserts that: "Organizational citizenship (also called prosocial behavior) is often marked by its spontaneity, its voluntary nature, its constructive impact on results, and its unexpected help fullness or cooperativeness to others. OCB is often referred to as pro-social behavior characterized by sportsmanship, voluntary spirit, and cooperation with others.

This opinion represents that, OCB is an individual behavior that reflects independence, which is not directly related to the formal reward system, but as a whole can encourage the effective functioning of the organization, as well as being voluntary because this behavior is not a requirement that must be carried out in a particular role. or a job description, expressly prosecuted under a contract with the organization but as a personal choice.

Colquitt (2013: 38), states: "Citizenship behavior, which is defined as voluntary employee activities that may or may not be rewarded but that contribute to the organization by the improving overall quality in the setting in which work takes place". Social behavior which is often defined as the willingness of employees to do various jobs with, or without pay, but contributes to the improvement of the overall quality of the organization. In this view, it is possible to have asystem reward in OCB behavior. This is different from the view of Organ (1983: 151), which states that OCB is completely unrelated to thesystem reward. Thus, Organ emphasized that OCB is really a voluntary behavior separate from thesystem reward. However, both of them agree that OCB is voluntary behavior for the advancement of the organization.

Furthermore Greenberg and Baron (2003: 408) stated; "Organizational citizenship behavior an informal form of behavior in which people go beyond what is for mally expected of them to contribute to the well-being of their organizational and those in it. OCB is an informal form of someone's behavior that can go beyond what is officially

expected to contribute to the welfare of the organization and the people in it. OCB refers to extra behavior that exceeds the minimum requirements of a job.

In its implementation, Greenberg and Baron (2003: 409) explain 5 dimensions of behavior in OCB, namely: (1) Altruism (*altruism*), which prioritizes the interests of others, such as helping colleagues in completing their work; (2) Awareness and thoroughness (*Conscientiousness*), such as efficient use of time, high attendance, and arriving early; (3)*Civic virtue*, politically involved but responsible in making organizational policies; (4) Honesty or*Sportsmanship*, ignoring and not complaining about minor pressures and disturbances that arise in the workplace; and (5) politeness or example (*Courtesy*), avoiding behavior that could cause problems for other co-workers.

While Podsakoff et.al, (2000: 516) summarizes OCB behavior in 7 dimensions, namely: (1)*helping behavior*, (2) honesty (*sportsmanship*), (3)*organizational loyalty*, (4) behave in accordance with organizational rules (*organizational compliance*), (5)*individual initiative*, (6)*civic virtue*, and (7)*self-development*.

From the opinions of several experts about OCB, it can be synthesized that OCB is the act of a person voluntarily outside his main role as an employee who can contribute positively to organizational development with indicators: volunteerism or care, wisdom, thoroughness, politeness, and sportsmanship.

RESEARCH METHODOLOGY

This study aims to examine the direct effect; (1) Organizational culture towards *Organizational Citizenship Behavior* (OCB), (2) Job satisfaction towards OCB intentions, and (3) Organizational culture towards job satisfaction. This study used a survey method with a path analysis technique approach. The research was conducted at Junior High School Teachers in Paal Dua District. The population reached by this study was 110 teachers. The research sample was 86 teachers. Data were collected through questionnaires designed in the form of Likert scale of 1 to 5. The method used is survey method with quantitative approach-causal path analysis technique (*PathAnalysis*).

Before the questionnaire was used in this study, a trial was conducted to determine the validity and reliability of the instrument. These results are used as an instrument for collecting research data in the field. Data analysis for hypothesis testing was carried out using path analysis techniques. Path analysis technique is a technique applied to explain the influence between research variables. This technique was chosen to analyze the pattern of relationships between variables in order to determine the direct or indirect effect of a set of independent (exogenous) variables on the dependent (endogenous) variable. Before the path analysis was carried out, significant regression test and regression linearity test as a prerequisite for statistical tests were carried out by testing the data normalization of each of the research variables using the liliefors-test, inferential statistics were used to test hypotheses about the influence between variables using path analysis techniques.

RESEARCH RESULTS AND DISCUSSION

The Influence of Organizational Culture on Teacher Organizational Citizenship Behavior (OCB).

The Influence of Organizational Culture and Job Satisfaction on Teacher Organizational Citizenship Behavior (OCB) Junior High School Teachers in Paal Dua District Manado

From the calculation of the path analysis, the positive direct effect of organizational culture on OCB, the path coefficient value is 0.300 and the value is $t_{\text{count}} = 2.76$. The t_{table} value for $\alpha = 0.01$ is 2.64. Because the t_{count} value is greater than the t_{table} value, H_0 is rejected and H_1 is accepted, thus there is a significant influence between organizational culture and OCB. Organizational

culture has a positive direct effect on OCB and is acceptable.

The results of the analysis of the first hypothesis provide the finding that organizational culture has a positive direct effect on OCB. Thus, it can be concluded that OCB is directly influenced positively by organizational culture. The higher the organizational culture, the higher the OCB.

Table 1. Path Coefficient Influence X_1 on X_3

Direct influence	Path Coefficient	t_{count}	t_{table}	
			$\alpha = 0.05$	$\alpha = 0.01$
X_1 against X_3	0.300	2.76 **	1.99	2.64

** Path coefficient very significant ($2.76 > 2.64$ at $\alpha = 0.01$)

The results of this study are in line with the views of several experts including according to [Schermerhorn, et al. \(2010: 9\)](#), "Organizational culture the shared beliefs and values that influence the behavior of organizational members". One thing that has a large contextual influence on organizational behavior is the organizational culture, beliefs and values that influence the behavior of every teacher in the school organization.

This study is almost in line with the opinion of [John M. Ivancevich, Robert Konopaske and Michael T. Metteson \(2011: 40\)](#): "Since organizational culture involves shared expectations, values and attitudes, it exerts influence in individual, groups and organizational processes. For example, members are influenced to be good citizens and to go along". Organizational culture involves shared expectations, values and attitudes, so it affects every person, group and organizational process in education. For example, each teacher is influenced to become a good teacher, has character, and follows all the existing rules.

According to [Colquitt, LePine and Wesson \(2013: 535\)](#): "Organizational culture as the shared social knowledge within an organization regarding the rules, norms and values that shape the attitudes and behaviors of its employees". Organizational culture is a form of social knowledge in an organization by looking at the rules, norms and values that shape the skills and behavior of each member. Research from [Jagannath Mohanty and Bhabani P. Rath \(2012: 71\)](#), says that: "In this study, we found support for the hypothesis that the organizational culture is positively related to the dimensions of OCB. It was observed that all dimensions of organizational learning were found significantly correlated to the OCB. This further strengthens the assumption that all factors of organizational culture will impact the citizenship behaviors". In this study, we found the hypothesis that

organizational culture is positively related to the OCB dimension. It is an observation that all dimensions of organizational culture were found to be significantly correlated with OCB. This further reinforces the assumption that all organizational culture factors will have an impact on OCB behavior.

Organizational culture in schools consists of the values contained in its members, namely the principal, teachers, and employees which will then affect the work environment, namely the school environment. Organizational culture that creates a work environment and atmosphere in accordance with the hopes and desires of members of the school organization will affect the motivation and commitment of teachers, school principals, and employees. A teacher who has positive commitment and motivation will try to work better and produce the best learning process for himself, students, fellow teachers, leaders and all school members.

Based on the description above, it is clear that organizational culture has a direct positive effect on OCB, if the organizational culture is improved it will result in an increase in OCB.

Against influence OCB Teacher Job Satisfaction

From the calculation of path analysis, the direct effect of job satisfaction on OCB, path coefficient value of 0.447 and the value of t_{count} equal to 4.10. The t_{table} value for $\alpha = 0.01$ is 2.64. Because the t_{count} value is greater than the t_{table} value, H_0 is rejected and H_1 is accepted, thus job satisfaction has a positive direct effect on OCB can be accepted.

The results of the second hypothesis analysis resulted in the finding that job satisfaction has a positive direct effect on OCB. Based on these findings, it can be concluded that OCB is directly influenced positively by job satisfaction. High job satisfaction results in high OCB.

Table 2. Path Coefficient of Effect X_2 on X_3

Direct Effect of	Path Coefficient	t_{count}	t_{table}	
			$\alpha = 0.05$	$\alpha = 0.01$
X_2 to X_3	0.447	4.10 **	1.99	2.64

** Path coefficient very significant ($4.10 > 2.64$ at $\alpha = 0.01$)

The Influence of Organizational Culture and Job Satisfaction on Teacher Organizational Citizenship Behavior (OCB) Junior High School Teachers in Paal Dua District Manado

This is in line with the opinion of Schnake (1997: 57) which states, "... OCB is caused by good treatment from the supervisor and by job satisfaction". OCB is caused by good supervision mechanisms and job satisfaction. This is very natural, because individuals who feel comfortable with the way their boss works and like their work tend to overperform. In connection with this attitude, Colquitt (2013: 114) explains, "Satisfied employees engage in more frequent" extra mile "behaviors to help their co-workers and their organization. Positive feelings increase their desire to interact with others and often result in spontaneous acts of helping and other instances of good citizen". Satisfied employees tend to increase the frequency of their 'behaviorextra mile'to help their colleagues and their organization. Positive feelings increase their tendency to interact positively to help fellow workers as well as other examples of social behavior. Similar opinion was conveyed by Robbins (2013: 118), "Job satisfaction should be a major determinant of an employee's organizational citizenship behavior. Satisfied employees would seem more likely to talk positively about the organization, help others, and go beyond the normal expectations in their job, perhaps because they want to reciprocate their positive experiences". Robbins views job satisfaction as a major factor in employee OCB behavior. Satisfied employees have positive arguments about the organization, help colleagues, go beyond the expected behavior, which may be the best reward for a perceived positive experience. Teachers who have high job satisfaction will influence the birth of OCB behavior. The satisfaction they get at work makes them love and appreciate the jobs and organizations they work for more. As a consequence, they perform their best at work and dedicate their best to the organization. In this regard, George and Jones (2012: 84) state: "It seems logical to assume job satisfaction should be a major determinant of an employee's organizational citizenship behavior. Satisfied employees would seem more likely to talk positively about the organization, help others, and go beyond the normal expectations in their job, perhaps because they want to reciprocate their positive experiences. Consistent with this thinking, evidence suggest job satisfaction in moderately correlated with OCBs, people who are more satisfied with their jobs are more likely to engage in OCBs". It seems logical to assume job satisfaction should be a very important determinant of OCB. Employees who feel satisfied at work will appear more positive to talk about their organization, help each other and give more than expectations, maybe because they want rewards for positive experiences. It is consistent with this assessment that the results of the study indicate that job satisfaction is closely related to OCB. A person who is more satisfied with his job will feel more attached to OCB. Remuneration for job satisfaction obtained by employees will arouse positive employee feelings. Of

course this will increase employee creativity, problem solving, decision making, relationships with colleagues and communities outside the organization, naturally and spontaneously help regardless of what, who and tend to try to do something that can preserve and develop a better organization or company, such as preventing behavior that is detrimental to the organization.

This is further emphasized by Robbins and Judge (2012: 124) who state: "It seems logical to assume job satisfaction should be a major determinant of an employee's organizational citizenship behavior. Satisfied employee would seem more likely to talk positively about the organization, help others and go beyond the normal expectations in their job". Logically, job satisfaction can be the main factor determining an employee's OCB. Satisfied employees will show a good way of speaking about their organization, helping others and behaving much better than their job expectations. This is a 'call' of duty because they want to be rewarded for their positive experience of the organization's treatment. Remuneration regarding the satisfaction experienced by employees is of course based on the presumption of justice, where if they help their colleagues and behave better than expected. Likewise, if employees do not feel their superiors, organizational procedures, or wage policies are fair, their job satisfaction is seen to decrease drastically and of course this will result in them behaving negatively.

Of course, OCB is something that cannot be considered as insignificant anymore, and furthermore OCB will affect organizational performance by supporting work activities continuously and influencing performance appraisal. Employees who behave in OCB such as helping others or providing constructive ideas receive much better performance appraisals. With other influences, managers are trying to keep looking for ways and programs that can increase job satisfaction.

Based on the description above, it is clear that job satisfaction has a positive direct effect on OCB, if increased job satisfaction will result in an increase in OCB.

Influence of Organizational Culture on Job Satisfaction

From the calculation of path analysis, the direct influence of organizational culture on job satisfaction, path coefficient value of 0.623 and value of 7.29. The t_{table} value for $\alpha = 0.01$ is 2.64. Therefore, the value of is greater than t_{table} then H_0 is rejected and H_1 accepted. Thus, organizational culture has a positive direct effect on job satisfaction. The results of the third hypothesis analysis provide the findings that organizational culture has a positive direct effect on job satisfaction. Thus, it can be concluded that job satisfaction is directly influenced positively by organizational culture. High organizational culture results in high job satisfaction.

Table 3. Path Coefficient Influence X_1 on X_2

Direct influence	Path coefficient	t_{count}	t_{table}	
			$\alpha = 0.05$	$\alpha = 0.01$
X_1 to X_2	0.623	7.29 **	1.99	2.64

The Influence of Organizational Culture and Job Satisfaction on Teacher Organizational Citizenship Behavior (OCB) Junior High School Teachers in Paal Dua District Manado

** Path coefficient very significant ($7.29 > 2.64$ at $\alpha = 0.01$)

The results of this study are in line with the views of several experts, among others, according to [Salman Habib, et al \(2014: 220\)](#) said that: "On the basis of findings of this research we conclude that there is positive and significant correlation among impact of organizational culture on employees commitment, job satisfaction and employees retention. From our study we found that organizational culture is important element which highly influences the employee commitment, job satisfaction, and employee's retention". On the basis of the findings of this study it was found that there is a positive and significant correlation between the impact of organizational culture on employee commitment, job satisfaction and employee retention. This study also emphasizes that organizational culture is an important element that greatly influences employee commitment, job satisfaction, and employee retention.

[Stephen P. Robbins, \(2015: 521\)](#) argues, "This overall perception becomes, in effect, the organization's culture or personality and affects employee performance and satisfaction, with stronger cultures having greater impact". Teachers form subjective perceptions of the organization based on overall perceptual factors and the basis is organizational culture or personality that can affect teacher performance and job satisfaction.

According to [Rea Andre, \(2008: 128\)](#), there is an influence between organizational culture and job satisfaction. "Job satisfaction is a collection of attitudes about the various parts of job. It can be measured simply by asking a person, overall, how satisfied are you with your job? " Job satisfaction is a set of attitudes from several parts of a job. This can be described simply by asking the teacher, overall, how satisfied are you. Meanwhile, according to [James L. Gibson, et al, \(2012: 104\)](#) has the view that: "Job satisfaction is an attitude that individuals have about their jobs. It results from their perception of their jobs, based on factors on the work environment work group affiliation, working conditions and fringe benefit ". Job satisfaction is a person's attitude about his job which is based on factors of the work environment, job security, working conditions and income.

A similar opinion is said by EA Locke in his book [Steven L. McShane and Mary Ann Von Glinov \(2010: 108\)](#) says that: "Job satisfaction a person evaluation of his her job and work context, is probably the most studied attitude in organizational behavior. ". A person's job satisfaction is a self-evaluation of his / her job and work context, perhaps

the most widely felt attitude in organizational culture. These beliefs, values, and norms can ultimately influence job satisfaction through changes in teacher attitudes and behavior to work better. Or vice versa, job dissatisfaction can occur, because the organizational culture that is formed is not in accordance with the expectations of the teacher, such as: lack of attention to achievement, laziness or diligence has no effect. Not creating a harmonious relationship between fellow teachers, principals, foundations and employees.

According to research by [Crispen Chipunza and Bulelwa Malo, \(2017: 5\)](#) it is emphasized that: "The relationship between organizational and behavioral outcomes such as job satisfaction is significant. A study on the organizational supportive culture and job satisfaction in the Taiwanese higher education context carried out by [Dian-Yan, Chia-Ching and Shu-Hsuan \(2014\)](#) underscores the halo effect to organizational commitment in the mediation of organizational culture and in affecting behavioral outcomes such as job satisfaction ". The relationship between organizational outcomes and behaviors such as job satisfaction is significant. A study on organizational supportive culture and job satisfaction in the context of Taiwanese higher education conducted by Dian-Yan, Chia-Ching, and Shu-Hsuan in 2014, underlined the effect on organizational commitment in mediating organizational culture and influencing behavioral outcomes such as job satisfaction. Organizational culture that supports the achievement of organizational goals, namely norms, rules, symbols, values, and prevailing language. Thus, organizational culture has a positive direct effect on job satisfaction. From the results of previous research that have been disclosed by the experts above, it can be concluded that organizational culture variables can positively influence job satisfaction variables. This means that the organizational culture felt by the teacher plays an important role in relation to job satisfaction, especially in terms of satisfaction with colleagues and superiors. If fellow teachers and superiors are able to be trusted in both their words and actions, this can lead to teacher job satisfaction.

Based on the description above, it is clear that organizational culture has a positive direct effect on job satisfaction, if the organizational culture is improved it will result in increased job satisfaction.

A summary of the path analysis model can be seen in the following:

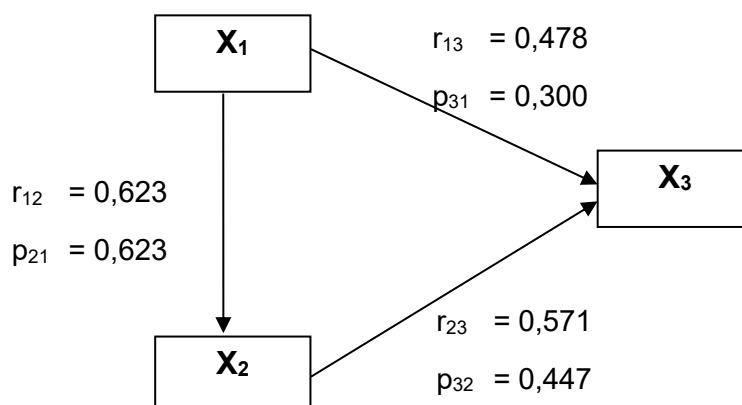


Figure 1. Empirical Model Between Variables

The Influence of Organizational Culture and Job Satisfaction on Teacher Organizational Citizenship Behavior (OCB) Junior High School Teachers in Paal Dua District Manado

CONCLUSION

Based on the results of research conducted on teachers at Junior High School in Paal Dua District, the following conclusions are obtained: 1) Organizational culture has a positive direct effect on OCB. This means that the high level of teacher organizational culture resulted in an increase in OCB for teachers at Junior High School in Paal Dua District. 2) Job Satisfaction has a positive direct effect on OCB. This means that the high level of job satisfaction felt by teachers results in an increase in OCB for teachers at Junior High School in Paal Dua District. 3) Organizational culture has a positive direct effect on job satisfaction. This means that the high level of teacher organizational culture resulted in an increase in job satisfaction felt by teachers at Junior High School in Paal Dua District.

REFERENCES

1. Andre, Rea. (2008). *Organization Behavior, An Introduction to your live in organizational*. Pearson Prentice Hall.
2. Chipunza, Crispin dan Bulelwa Malo. (2017). Organizational Culture and Job Satisfaction Among Academic Professional at a South African University of Technology. *Journal of Problems and Perspectives in Management*, Volume 15, Issue 2:5.
3. Coffey, Robert E., Curtis W. Cook, dan Phillip L. Hunsaker. (1994). *Management and Organizational Behavior*. Boston: Irwin.
4. Colquitt, Jason A., Jeffery A. Lepine and Michael J. Wesson. (2013). *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York: McGraw-Hill/Irwin.
5. George, Jennifer M. dan Gareth R. Jones. (2012). *Understanding and Managing Organizational Behavior 6th edition*. Upper Saddle River: Prentice Hall.
6. Gibson, James L., et al. (2012). *Organizations Behavior, Structure, Processes*. New York: McGraw-Hill.
7. Gibson, James L., John M. Ivancevich, and James H. Donnelly, Jr. (2012). *Organizations: Behavior, Structure, Process*. New York: McGraw-Hill.
8. Greenberg, Jerald dan Rober A. Baron. (2003). *Behavior in Organization*. New Jersey: Prentice Hall.
9. Habib, Salman et.al. (2014). The Impact of Organizational Culture on Job Satisfaction, Employees Commitment and Turn over Intention. *Journal Advances in Economic and Business*, Vol.2 (6):216.
10. Harris, O. Jeff dan Hartman, Sandra J. (2002). *Organizational Behavior*. New York: The Haworth Press, Inc.
11. Ivancevich, John M., Robert Konopaske, dan Michael T. Matterson. (2011). *Organizational Behavior and Management*. New York: McGraw-Hill.
12. Kinicki, Angelo dan Mel Fugate. (2012). *Organizational Behavior, Key Concept, Skills, and Best Practices*. New York: McGraw Hill.
13. Luthans, Fred. (2011). *Organizational Behavior 12th edition*. New York: McGraw-Hill.
14. McShane, Steven L. dan Glinow, Mary Ann Von. (2010). *Organizational Behavior*. New York: McGraw-Hill.
15. Mohanty, Jagannath dan Rath, Bhabani P. (2012). Influence of Organizational Culture on Organizational Citizenship Behavior: A Three-Sector Study. *Global Journal of Business Research*, Vol.6 (1): 67.
16. Newstrom, Jhon W. (2011). *Organizational Behavior, Human Behavior at Work*. New York: McGraw Hill.
17. Richard, L. Daft. *Management*. (2008), USA: Thomson South-Western.
18. Robbins, Stephen P. and Mary Coulter. (2012). *Management 11th edition*. New Jersey: Pearson Prentice Hall.
19. Robbins, Stephen P. and Timothy A. Judge. (2013). *Organizational Behavior 15th edition*. New Jersey: Pearson Education, Inc.
20. Schermerhorn, John R., James G. Hunt ad Richard N. Osborn. (2010) *Organizational Behavior 11th edition*. New York: John Wiley & Son, Inc.
21. Smith, C.A, Organ, D.W; dan Near, J.P., (1983). Organizational Citizenship Behavior: Its Nature and Antecedent. *Journal of Applied Psychology*, Vol.36, 151-169.
22. Spector, P. E. (1997). *Job Satisfaction*. Sage, Thousand Oaks, CA.
23. Stroh, Linda K., Gregory B. Northcraft, dan Margaret A. Neale. (2002). *Organizational Behavior, A Management Challenge*. London: New Jersey LEA.
24. Swaminathan, Samanvitha dan Jawahar, P. David. (2013). Job Satisfaction as A Predictor Of Organizational Citizenship Behavior: An Empirical Study. *Global Journal of Business Research*, Vol.7 (No.1): 73.
25. Yukl, Gary A. (2010). *Leadership in Organizations*. New Jersey: Prentice Hall.