

THE ROLE OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) IN MEDIATING THE EFFECT OF COMPETENCE ON PERFORMANCE OF HONORER TEACHERS (STUDY AT STATE MIDDLE SCHOOL IN KEDIRI CITY)

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ABSTRACT

This study was focuses on competencies in improving to the performance of honorary teachers through Organizational Citizenship Behavior (OCB). The purpose was to de-termined and analyze the effect between competence and the performance of honorary teachers both directly and indirectly through mediation Organizational Citizenship Behavior (OCB). The sample was used with honorary teachers at the junior high school in Kediri City. Research sampling technique was using by saturated sampling, which amounted to 51 people. The analytical method used in descriptive analysis and Partial Least Square (PLS) using the software application smartPLS 3. The results were indicated that competence has a significant effect between the performance of honorary teachers and from mediation testing with Organizational Citizenship Behavior (OCB) that provides a partial role mediation on the effect between competence and the performance of honorary teachers.

Keywords: Competence, Organizational Citizenship Behavior (OCB), and Honorary Teacher Performance

INTRODUCTION

In Indonesia, teachers have different employment statuses, like civil servant teachers (PNS) who have been appointed by the state and honorary teachers. The Minister of Education and Culture stated that an existence of honorary teachers could be used to replace teachers who had entered retirement age, the addition of teachers in new schools, the addition of new classrooms, and as a substitute for teachers who died or teachers who resigned (Kemdikbud.go. id, 2019). Based on 2018 government data honorary staff reaching 438,590 people consisted of teachers, lecturers, health workers, extension workers, and administrative staff. Especially for honorary teachers the number reached 157,210 people or 35.84%.

In achieving a good quality of education is strongly influenced by the performance of employees or teachers in carrying out their duties, so teacher performance is an important demand for achieving educational success. Performance in educational institutions refers more to the performance of teachers who have a role in producing quality students. Imam Wahyudi (2012) explained that teacher performance is a result of quality and quantity on work achieved by a teacher in carrying out their duties, in accordance with the responsibilities assigned to them, including developing learning programs, implementing learning, conducting evaluations and evaluating evaluations. Competence becomes a core value in an organization to be able to improve employee and organizational performance (Mathis and Jackson, 2011).

Competence possessed by a teacher is one of the factors that can affect to performance. The learning process can be accomplished like a bath, if it is supported by the competencies of the teacher because of his role and ability to create an effective environment. Based on Article 8 of Law Number 14 Year 2005 concerning Teachers and Lecturers, it is stated that teachers must have academic qualifications, competencies, education certificates, be physically, mentally healthy, and have an ability to be able to realize national education. With the competencies possessed by a teacher to become a professional teacher can be used in improving to student achievement. Teacher competencies are explained in paragraph (1) Article 10 which mandated that teachers must have pedagogical competencies, personal competencies, social competencies, and professional competencies.

The results of the competency test for junior high school teachers in the East Java Province in 2018 contained two cities that scored lower than other cities. The results of the assessment of the UKG at the Junior High School in East Java Province can be seen in the following table:

Table 1. Teacher Competency Test (UKG) Junior High School Level Region of East Java Province

Names of City	Province	Junior High School	Average
Surabaya City	East Java Province	63.54	63.48
Malang City	East Java Province	67.25	67.42
Madiun City	East Java Province	66.01	63.90
Kediri City	East Java Province	63.78	64.24

Mojokerto City	East Java Province	66.41	66.30
Blitar City	East Java Province	65.12	65.66
Pasuruan City	East Java Province	65.62	62.20
Probolinggo City	East Java Province	66.94	62.99
Batu City	East Java Province	68.06	65.89

Source: Kemendikbud, 2018

It was shown that the UKG results in the City of East Java Province. UKG aims to strengthen the role of teachers in implementing education. It can be seen that the teacher competency test conducted by the Ministry of Education and Culture on PNS and Non PNS Teachers (honorary) in the City of East Java Province has two Cities that score lower than other Cities such as Surabaya City and Kediri City. The city of Surabaya was obtained an average value of 63.48 and the City of Kediri obtained an average value of 63.90.

Based on the results of an empirical study shown that the relationship between work competence and employee performance. Yu and Ramanathan (2012) explained that competence increases to performance. Research conducted by Vukovic et al. (2013) explained that there is an influence of employee competencies shown in graduate qualifications and potentials for employees to have an impact on their performance. In addition, research conducted by Halil Zaim et al. (2013); Hande Serim et al. (2014); and Massoud (2012) which stated that work competence significantly influences to employee performance. However, there are different results of research conducted by Sanda et al. (2011) and Resubun et al. (2013) which stated that work competence has no significant effect on employee performance.

This study reexamined the effect between competence and OCB on employee or teacher performance with the role of OCB as a mediating variable. The renewal of this research lies in the mediating role of OCB on the effect between competence on employee or teacher performance, in previous studies only examined the direct effect of competence on OCB (Hande serim et al., 2014; Ebrahim Sabahi et al., 2015) and the direct influence to OCB and performance employees (Wiwik Harwiki, 2013; Ling Tai et al., 2012; Hande Serim et al., 2014., Chamariyah et al., 2015).

TEORITICAL FRAMEWORK

Teacher

According to the Big Indonesian Dictionary, a teacher is the person whose job (his livelihood, profession) teaches. Suparlan in his book entitled "Becoming an Effective Teacher" revealed different things about the understanding of the teacher. According to Suparlan (2008) said that many teachers can be interpreted as people whose duties are related to efforts to educate the nation's life in all aspects, both spiritual and emotional, intellectual, physical, and other aspects. Based on Article 1 of Law Number 14 Year 2005 concerning Teachers and Lecturers, it states that a teacher is a professional education whose main task is to educate, teach, guide, direct, train, evaluate, evaluate students in early childhood education, formal education pathways, basic education , and secondary education.

Competence

Armstrong (2009) defined that competency as a characteristic of a person in producing effective and superior performance. Furthermore, it was explained that competence was demonstrated in the form of expertise and behavior expected by the organization for employees to be able to apply it at work. Armstrong (2009) also added about the competence to articulate expected any results between efforts and behavior of individuals who carry out their activities. Based on Paragraph (10) Article 1 of Law Number 14 of 2005 concerning to Teachers and Lecturers which stated that competence is a set of knowledge and behaviors that must be possessed, internalized, and mastered by the teacher or lecturer in carrying out their duties and professionalism. Teacher competency variables are measured using four indicators, each indicator consisting of several items that refer to the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers which include: pedagogical competence, personal competence, social competence, and professional competence.

Organizational Citizenship Behavior (OCB)

"Organizational Citizenship Behavior" as a term coined by Organ (1988) and the root of it is found in the concept of "Extra-role behavior". Extra-role behavior is an employee's discretionary behavior that is not part of a formal job description but helps in organizational effectiveness (Organ, 1988) Organ (1988) defined that OCB as individual behavior that is free (discretionary), does not directly or explicitly receive rewards from the formal reward system, and which as a whole encourages the effectiveness of organizational functions. Organizational Citizenship Behavior (OCB) teachers have an important role in effectiveness in schools because their roles are very broadly defined and respected in most societies. So, need for OCB among teachers is very high and, in certain ways, there is indirect pressure on them to show a behavior because of high expectations, so bad luck to them. Each school will compete to advance the education of its students with supervision from the local education office.

Research on OCB among teachers and its impact on various stakeholders has been carried out by many researchers (eg Oplakta, 2009; Somech and Drach-Zahavy, 2000). In this study measure about teacher with Organizational Citizenship Behavior (OCB) that consists to three indicators, such as OCB towards students, OCB towards colleagues, and OCB towards schools.

Aldag and Resckhe (1997) who explained that Organizational Citizenship Behavior (OCB) involves several behavioral elements, which include behaviors helping others, volunteering for extra tasks, complying with rules and procedures in the workplace. These behaviors describe "employee added value" which is a form of prosocial behavior, namely positive, constructive and meaningful social behavior that helps. Therefore it can be said that OCB has an important role for the success of an organization.

Kumar (2009) defines that OCB as individual behavior that contributes to the creation of organizational effectiveness and is not directly related to the organization's reward system. Furthermore, Shweta and Sriarang (2009) stated that OCB is characterized by efforts in any form that are carried out based on employee discretion that provides benefits for the organization without expecting anything in return. So it can be concluded that the organization will succeed if the employees not only carry out their basic tasks, but also want to do extra tasks such as willingness to work together, please help, give advice, actively participate, provide extra services to users services, and want to use their work time effectively.

Williams and Anderson (1991) that OCB can be divided into two categories including OCBO (Organizational Citizenship Behavior Organization), which is behavior that can benefit the organization in general, for example giving notice when not coming to work, then OCBI (Organizational Citizenship Behavior Individual), namely behavior that directly benefit certain individuals and contribute more to the company, for example helping an employee carry out certain tasks.

Organ (1988) in Castro et al. (2004) first proposed the term organizational citizenship behavior (OCB). The five primary components of OCB:

- a. Concerned with others, namely the behavior of helping other employees without coercion on tasks that are closely related to organizational operations.
- b. Policy behavior, which is behavior that indicates employees take responsibility, participate and pay attention to organizational life, is manifested by individual actions in providing constructive advice on how to improve the effectiveness of team performance, including the active presence to participate in activities organized by the organization.
- c. Be cautious, for example behaviors that meet or exceed the minimum requirements for the role desired by the organization, are realized by coming right or at the beginning of time, not spending time doing things that are not necessary, working with high accuracy, etc.
- d. Politeness, which is a behavior that aims to prevent work problems with coworkers or within the organization. It is like manifested by an attitude of employees who consider any advice or consideration of other employees and superiors before acting or making decisions. Moreover, also provide important information that they have in order to resolve the problem.
- e. An attitude of not complaining, which is a behavior that looks at the organization more positively than negatively, was manifested by not complaining about temporary conditions that are less than ideal without making complaints that can bring the organization down in the eyes of the community.

Honorary Teacher Performance

According to Rivai (2010) stated that performance is a result or level of overall success on a person in a certain period in carrying out the task compared with various possibilities such as work standards, targets or criteria. It has been determined in advance and have been mutually agreed upon. Performance also derived from the word job performance or actual performance means work performance or actual achievements that have been achieved by someone. In educational institutions refer to the performance of teachers who have a role in producing quality students.

Imam Wahyudi (2012) explained that teacher performance is the result of quality and quantity of work achieved by a teacher in carrying out their duties, in accordance with the responsibilities assigned to them which include preparing learning programs, implementing learning, conducting evaluations and evaluating evaluations. Teacher performance appraisal designed by the Directorate of Education Personnel in the Framework of Improving the Quality of Educators and Education Personnel in 2008 stated that there are three indicators of teacher performance, consisting of program planning of learning activities, implementation of learning activities, and implementation of learning activities.

METHODOLOGY

This research will use a quantitative approach, which is the research whose results will be described or represented in the form of numbers as a measurement tool. This type of research uses an explanatory research approach. Sekaran (2011) which stated that explanatory research is aims to obtain an explanation of the causal relationship between variables that exist through testing hypotheses. The purpose of this study is to test, explain, and analyze the relationship between competence, Organizational Citizenship Behavior (OCB), and the performance of honorary teachers in state junior high schools in Kediri City.

The target population were honorary teachers spread across 8 state junior high schools in the city of Kediri, already registered as honorary teachers in personnel administration in the City of Kediri Education Office. So, the total population was 51 honorary teachers. Research sampling technique was used by saturation sampling. Saturation sampling is the determination of the number of samples involve for all members of the population, because the population is relatively small and wants to make generalizations as a whole (Sugiono, 2012).

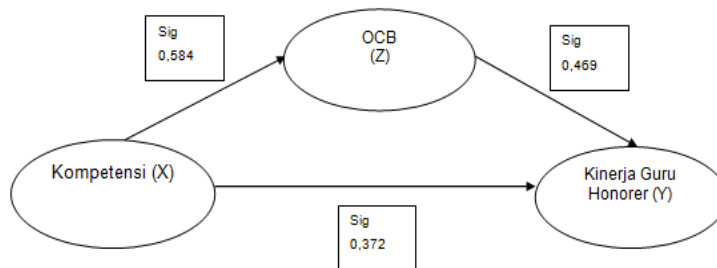
The research instrument was used by a questionnaire. Measurement scale researchers who will use the Likert scale as a basis for scoring with the answer scale 1-5. Choices of answers from respondents with a Likert scale have gradations from very positive to

very negative. The respondent's choice of answer to the question is strongly agree, agree, neutral, disagree, and strongly disagree. Data will be given the following scores: "strongly agree" with a score of 5, "agree" with a score of 4, "neutral" with a score of 3, "disagree" with a score of 2, and "strongly disagree" with a score of 1.

Analysis of the data also used by descriptive statistical analysis, according to Sugiyono (2012) which explained that descriptive statistics are describing data with no intention to make general conclusions. This research was used with Structural Equation Modeling (SEM) and Partial Least Square (PLS) approach. According to Ghazali and Latan (2015) who explained that PLS is an alternative approach that shifted from the covariant-based SEM approach to variant-based.

RESULTS

The indicator is said to be valid, if the factor loading coefficient is 0.50 (Ghozali and Latan, 2015), and the alpha significance level is 0.05 or the t-statistic is 1.96. The hypothesis can be accepted if the probability value is less than 0.05 (significance level of 5%) or the t-statistic value is greater than t-table (1.96). T-statistic test on PLS analysis is by applying the bootstrapping method. The results of hypothesis testing can be shown in the figure below.



Sumber: Data primer diolah, 2020

The results of the path analysis test in the picture above, can be explained the value of the path coefficient in each hypothesis as shown in table 2.

Table 2. Hypothesis Testing Results

Hypothesis	Relationship between variables	Path Coefficient	T-statistic	Results	
H1	Competence → honorary teacher performance	0.372	2.857	Significant	Accepted
H2	Competence → OCB	0.584	6.941	Significant	Accepted
H3	OCB → honorary teacher performance	0.469	3.823	Significant	Accepted
H4	Competence → OCB → honorary teacher performance	0.274	3.560	Significant	Accepted (a part of mediation)

Source: Primary Data Processed, 2020

Based on Table 2, the results of hypothesis testing can be explained as follows:

H1: Competence Has a Significant Effect on Honorary Teacher Performance

Based on the results in Table 2, it was known that the effect between competence and the performance of honorary teachers, which has a t-statistic value greater than the t-table value (2.857>1.96). Therefore, it can be concluded that the competency variable has a significant effect on the performance of honorary teachers. Thus, statistically H1 was accepted.

H2: Competence Has a Significant Effect on OCB

Based on the results of the analysis in Table 2, it was known that the effect between competence on OCB has a t-statistic value greater than the t-table value (6.941 > 1.96). Therefore, it can be concluded that the competency variable has a significant effect on OCB. Thus, H2 is statistically accepted.

H3: OCB has a Significant Effect on Honorary Teacher Performance

Based on the results in Table 2, it was known that the influence between OCB and the performance of honorary teachers, which has a t-statistic value greater than the t-table value ($3.823 > 1.96$). Therefore, it can be concluded that the OCB variable has a significant effect on the performance of honorary teachers. Thus, statistically H3 is accepted.

H4: Competence has a Significant Effect on the Performance of Honorary Teachers through OCB

H4 testing aims to see the role of OCB mediation on the effect between competence and the performance of honorary teachers. As in the previous explanation that the direct effect on each of the link pathways (H2 and H3 testing) shows a significant results. In addition, the results by mediation test, OCB provides a partial mediation role on the effect between competence and the performance of honorary teachers with a t-statistic value greater than t-table ($3.560 > 1.96$). Thus, H4 stated that competence has a significant effect between the performance of honorary teachers through OCB as mediation otherwise accepted.

DISCUSSION

The Effect between Competence and Honorary Teacher Performance

The results showed that competence had a significant effect on the performance of honorary teachers. This can be interpreted that the competencies of honorary teachers can improve the performance of honorary teachers at the state junior high school level in Kediri City. The competency possessed by honorary teachers at the state junior high school level in the City of Kediri, it can be used to improve a student learning achievement. Based on the results are shown that a personal competence is the ability of a teacher to reflect his personality. This shows in carrying out its role a teacher must have behavior according to norms and have a work ethic. The results are in line with some of the findings of the most recent study conducted by Vukovic et al. (2013), Yu and Ramanathan (2012), Halil Zaim et al. (2013), Hande serim et al. (2014), and Massoud (2012), who founded that competence had a significant influence on performance. This study is not in line with the results of research by Sanda et al. (2011), Resubun et al. (2013), and Sutton and Watson (2013) who founded that competence had no significant effect on performance.

The Effect between Competence and OCB

The results were showed that competence had a significant effect on OCB. This means that a high competence is able to increase OCB as reflected in doing work that exceeds the role they are supposed to do, in the interest of the school or they are working, or in other words competence is an important variable in increasing OCB honorary teachers at the junior high school level in Kediri City. The results of this study are also in line with the research of Hande Serim et al. (2014) and Ebrahim Sabahi et al. (2015) which founded that competence had a significant effect on performance. The results are not in line with research by Kim and Latif (2011) which states that competence does not significantly influence to OCB.

The Effect between OCB and Honorary Teacher Performance

Based on the results are shows that OCB has a significant effect between the performance and honorary teachers. This means OCB is able to improve to the performance of honorary teachers or in other words that OCB is an important variable in improving the performance of honorary teachers at the level of state junior high schools in Kediri City. The results are also in line with previous studies conducted by Ling Tai et al. (2012) and Hande Serim et al. (2014) who founded that OCB had a significant effect on performance.

The Effect between Competence and Honorary Teacher Performance with OCB Mediation

The results were showed that the competence had an important impact on the performance of honorary teachers through OCB. However, the impact of OCB mediation is known to be partial mediation. Thus, it can be interpreted that OCB can bridge the effect of competence on the performance of honorary teachers, but without OCB, basically the competency of honorary teachers at the state junior high school level in Kediri City is able to improve to the performance of honorary teachers. The role of OCB in mediating the effect between competence and performance, can be seen from the indirect impact caused by competence and performance. The important role of OCB in improving to employee performance is in line with several previous studies, namely Ling Tai et al. (2012), and Hidayah et al. (2014) who founded that OCB significantly influence employee performance. In addition, the results of research by Hande Serim et al. (2014), and Ebrahim Sabahi et al. (2015) which founded that competence had a significant effect on OCB. The results are contradict with research by Kim and Latif (2011) showed that competence had no significant effect to OCB. Chelagat et al. (2015) also shown that OCB has no significant effect to employee performance.

IMPLICATION

Many implications for the development of concepts related to competence, OCB, and the performance of honorary teachers. The results also can be a reference study related to the effect between competence and the performance of honorary teachers with OCB as mediation. A competence had an important impact to the performance of honorary teachers through OCB. However, the impact of OCB mediation is known to be partial mediation. Thus, it can be interpreted that OCB can bridge the effect between competence and the performance of honorary teachers.

The results also indicated that competence is a factor that can affect to performance. The personal competence of a teacher must be owned and maintained well because a teacher not only plays a role in delivering learning material to students, but also serves as a role model for students in school. It is proven to play an important role in improving to performance. In addition, professional competencies need to be considered and developed in carrying out their duties as a teacher.

The results of this study contribute as input for honorary teachers and state junior high schools in the City of Kediri, as well as a strategic decision-making reference related to improving the performance of honorary teachers. Furthermore, making a major

contribution to further research as information and comparison material, regarding the competence of honorary teachers, OCB, organizational commitment and the performance of honorary teachers.

The results of this study indicate the implications for the development of concepts related to competence, OCB, and the performance of honorary teachers. The results of this study can be a reference study related to the effect of competence on the performance of honorary teachers with OCB as mediation. Based on the research findings described earlier, the results of this study indicate and have been confirmed in research that the formation of competencies can achieve optimal performance. From the results of this study indicate that competence directly affects the performance of honorary teachers, or indirectly through OCB.

LIMITATION

The limitations are include about aspects of the technical field such as competence which lacks a psychological aspect with a motivation and job satisfaction of honorary teachers in a junior high schools in Kediri City. Honorary teacher performance measurement with only limited to the respondents' perceptions of their own performance. It can be said that their performance evaluation is still in a viewpoint of the honorary teachers themselves, so it tends to have a subjective assessment. Therefore, in future research it is necessary to involve other parties in the assessment of the performance of honorary teachers such as school principals, coworkers, and the education office.

CONCLUSION

A personal competence is the most important factor in shaping personal abilities to make a model teacher for students. Competence can increase Organizational Citizenship Behavior (OCB). This was reflected in doing work that exceeds the role teachers should be doing, for the sake of the interests in the school or place of work.

Organizational Citizenship Behavior (OCB) is able to improve the performance of honorary teachers. Because of OCB towards students becomes the most important factor, which refers to the teacher's behavior which exceeds the tasks and roles that are shown to students. Organizational Citizenship Behavior (OCB) is able to mediate competence in the performance of honorary teachers. In this study, OCB acts as a partial mediation with existence of high honorary teacher competencies that can increase OCB, so OCB can improve to the performance of honorary teachers. Teachers who have OCB will work beyond their role in increase a work performance achievement, trying to help students and coworkers, and advancing schools, so they can contribute more to improve their performance.

This study aims to determine and analyze the effect of competence on the performance of honorary teachers both directly and indirectly through mediation Organizational Citizenship Behavior (OCB). Based on the results of the study note that the hypothesis in this study was accepted. Based on the descriptive analysis it can be concluded that competence has a significant effect on the performance of honorary teachers, both directly and indirectly through OCB mediation. Competence is able to improve the performance of honorary teachers, so that the higher the competency of honorary teachers, the more an increase in the performance of honorary teachers.

The results of this study are in accordance with Mansfield's opinion in Armstrong (2009) which explains that competence can determine performance because competence is an expected characteristic in measuring performance. The results of this study also provide an explanation related to the problems faced by honorary teachers, namely the number of honorary teachers continues to grow and the status of staff is not fixed, they still have high competence in improving their performance as honorary teachers.

The need for OCB among honorary teachers is also very high because their role is very broadly defined and respected in most communities, there is an indirect pressure on them to show behavior that is more than a job description. In this study OCB acts as a partial mediation. The high competency of honorary teachers is able to increase OCB, so that OCB can improve the performance of honorary teachers. Teachers who have OCB will work beyond their role in increasing work performance achievement, trying to help students and coworkers, and advancing schools, so that they can contribute more to improve their performance.

In this study, there are some suggestions that can be given by researchers, namely for Honorary Teachers to be able to carry out their role as teachers, even though their employee status is not fixed. In addition, schools and other colleagues are also expected to provide advice, direction or assistance related to the role of becoming a teacher in schools.

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