

The Effect of Leadership Style and Organizational Citizenship Behavior on Teacher Performance

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ABSTRACT: *One aspect to improve student achievement in learning at school is the effectiveness of teacher performance when teaching. Good teacher performance will determine the quality of learning and work of a student when he is in the community and company environment. The lack of optimal teacher performance is due to the lack of coordination of the principal's leadership and the low behavior in increasing organizational effectiveness or what is called OCB (organizational citizenship behavior). The objectives of this study are: 1) to find out the description of leadership style, OCB and teacher performance; 2) to see the influence of leadership style and OCB on teacher performance simultaneously and partially. This research uses the design of library and field research. The population in this study is the teachers of Kartika I-4 Private High School, amounting to 27 teachers. Data collection is done by questionnaire, interview and documentation. Technical analysis of data uses the classic assumptions test, qualitative descriptive, and quantitative descriptive. The results of the study note that: 1) leadership style, OCB and teacher performance are good; 2) there is a positive influence between leadership style and OCB on teacher performance; 3) there is a strong relationship between leadership style, OCB and teacher performance; 4) the results of the hypothesis state H_0 is rejected, which means that leadership style and OCB have a positive and significant effect on teacher performance simultaneously and partially.*

KEYWORDS: Leadership Style, OCB, Teacher Performance

INTRODUCTION

One very important aspect that cannot even be separated from an organization, both for institutions and companies is human resources. Human resources include a central part that determines the development of an educational institution that is school. Private High School (SMA) Kartika I-4 Pematangsiantar is one of the private schools that aim to continue to a higher level (Senior High School, State and Private Universities). Based on the results of interviews of the writer with the deputy headmaster of Pematangsiantar Private Kartika I-4 High School, stated that the performance of the teachers of Pematangsiantar Private Kartika I-4 High School is still not optimal. As for the parameters in measuring teacher performance using fourteen dimensions in accordance with Minister of Education Regulation No.16 of 2007 [1]. It is known that from the fourteen dimensions, it was found that three dimensions were not optimal, namely in the dimension of mastering the characteristics of educator

participants, as many as 20% of teachers had not attempted to transcribe and use student characteristics information. Furthermore, in the dimension of mastering the theory of learning and teaching principles that educate, there are 50% of teachers who have not been consistent in determining creative learning techniques.

Principal's leadership style is expected to provide a balance and determine the performance of its members in accordance with expectations [2]. The low relevance of teacher performance can be caused by the non-functioning dynamics of the principal's leadership style. The democratic leadership style in the Pematangsiantar I-4 Pematangsiantar private high school is not yet due to the principal not accepting suggestions or opinions from subordinates so that teachers feel they are not given the freedom to express their opinions or suggestions in the decision making process. Whereas in the dimension of controlled free leadership style there is an indication that the school principal has high participation in the procedure of determining the decisions made by the teacher.

Another factor that is indicated to affect teacher performance is OCB (organizational citizenship behavior). OCB (organizational citizenship behavior) can contribute to the evaluation of performance and compensation decisions [3]. The phenomenon of suboptimal OCB (organizational citizenship behavior) that occurs in private high school Kartika I-4 Pematangsiantar is because in the dimension of conscientiousness there were still teachers who were less careful and focused in their work. Furthermore, in the civic virtue dimension, there were teachers who had low participation in the activities in the school so they experienced limited support and innovative thinking from school.

To achieve the orientation of the school goals and objectives in the long run, it is necessary to have a comprehensive consolidation that supports the implementation of the school's vision and mission. Relevant consolidation between leadership style, OCB (organizational citizenship behavior), and teacher performance are expected to be able to provide good results for schools. Leadership that impacts others to agree and agree on what needs to be done and how the task is carried out effectively, as well as processes to accommodate individual and collection efforts in achieving common goals [4]. To support the leadership role, it is better to have a good and correct implementation of leadership style in schools. Leadership style has the attitude or way of a leader in coordinating and guiding employees in an organization [5]. According to Handoko [2], there are three types of leadership styles which include: 1) Autocratic leadership style; 2) Democratic leadership style; 3) The leadership style of control (*lasses faire*).

RESEARCH METHOD

This research applied a qualitative study. It used the questionnaire, interview, and documentation as instruments. Some tests which include: 1) Validity test; 2) Reliability test; 3) Test for normality, then descriptive qualitative and quantitative descriptive which includes: 1) Analysis of multiple linear regression; 2) Correlation and coefficient of determination; 3) Hypothesis testing which consists of simultaneous test (F) and partial test (t test). Data calculation used the SPSS 21 application. In data analysis the calculated value of all indicators of the variable above $r_{critical}$ is 0.3, so it can be concluded that all $S_{variabel}$ indicators in this study are valid. Then the second assumption test, namely the reliability test shows that

all cronbach's alpha variables if item deleted is greater than 0.70. This means that the indicators in this study are reliable. Next to the third classic assumption test, the normality test is known that the value of Asymp. Sig. (2-tailed) on the leadership style variable obtained a value of 0.784, then the OCB variable (organizational citizenship behavior) obtained a value of 0.894, and teacher performance obtained a value of 0.557. Therefore, it is concluded that all variables are greater than alpha 0.05 so that it can be stated that each variable is normally distributed.

Overall descriptive qualitative analysis obtained the average value of respondents on the leadership style variable of 3.90 with good answer criteria. The highest average value of 4.44 with good answer criteria is found in the dimensions of the autocratic leadership style. While the lowest average value of 2.96 with quite good criteria in the dimensions of democratic leadership style. Furthermore, a qualitative descriptive analysis for OCB (organizational citizenship behavior) variables obtained an average value of respondents of 3.89 with good answer criteria. The highest average value of 4.56 with very good answer criteria lies in the altruism dimension. While the lowest average value of 3.30 with quite good criteria lies in the civic virtue dimension. Furthermore, for teacher performance variables the average value of respondents' answers was 4.00 with good answer criteria. The highest average value is 4.70 with very good criteria in the dimension of showing a mature person. While the lowest average value of 2.70 with quite good answer criteria found in the dimensions of mastering the theory of learning.

Furthermore, for quantitative descriptive analysis in this study can be explained as follows:

Multiple Linear Regression Analysis

The function of regression analysis is to see the influence that occurs between the three variables. In addition, regression analysis also serves as a pointer to the relationship that occurs between the dependent variable and the independent variable. The results of multiple linear regressions obtained the following values:

Table 1. Result of Multiple Linear Regression Analysis

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>
(Constant)	62,062	24,736	
Leadership Style (X ₁)	1.543	.696	.373
OCB (X ₂)	.888	.359	.416

a. *Dependent Variable: Teacher Performance*

Based on the results of data processing in table 2 obtained by the equation model = 62.062 + 1.543X₁ + 0.888X₂, meaning that there is a positive influence between leadership style (X₁) and OCB (X₂) on teacher performance (Y) in Kartika I-4 Private High School Pematangsiantar.

Correlation and Determination Coefficient

Correlation calculation in the form of degree or depth of functional relationship that explains the relationship between changes is expressed by the so-called correlation which is often symbolized by r and the coefficient of determination aims to find out how much the independent variable affects the dependent variable. As for the results of the correlation and the coefficient of determination are as follows:

Table 2. Result of Correlation and Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665 ^a	.442	.395	13.604

a. Predictors: (Constant), OCB, Leadership Style

b. Dependent Variable: Teacher Performance

Source: Data Processing Result, 2018.

From the results of the correlation in the table, the value of $r = 0.665$ is obtained, which means there is a strong and positive relationship between leadership style, OCB and teacher performance in Kartika I-4 Private High School Pematangsiantar. Then obtained the coefficient of determination (R Square) = 0.442, meaning that the high and low performance of teachers on employee performance (Y) Kartika I-4 Private High School Pematangsiantar can be explained by the leadership style (X1) and OCB (X2), while the remaining 55.8 % is influenced by other factors such as motivation, work ethics, commitment and other variables not examined and examined in this study.

Hypothesis test

Simultaneous Test (F Test)

This test is carried out simultaneously which is done to decide the rejection of H_0 or acceptance of H_0 according to the sound of the hypothesis. Hypothesis testing is done to find out whether the leadership style and work environment variables tested affect employee performance. If the significance level is below 0.05 then H_0 is rejected.

Table 3. The Estimate of F_{count} Value

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3516.403	2	1758.20	9.500	.001 ^b
Residual	4441.597	24	195.067		
Total	7958.000	26			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), OCB, Leadership Style

Source: Data Processing Result, 2018.

Based on table 3 above, the value of F_{count} with $df = nk-1$ ($27-2-1 = 24$) is 9,500 greater than F_{table} with (0.05; 2 vs 24) of 3.40, or with a significant $0.001 < \alpha 0.05$, then H_0 is rejected, meaning that the leadership style and OCB significantly influence the Private Kartika I-4 Pematangsiantar High School.

Partial Test (t test)

This test is done partially which is done to determine whether the hypothesis is accepted or rejected; hypothesis testing is done to find out whether the leadership style and OCB variables tested affect the teacher's performance. If the significance level is below 0.05 then H_0 is rejected. To test the truth, partial hypothesis testing was carried out using the SPSS Version 21 application program.

Table 4. The Estimate of t_{count} Value

Model	t	Sig.
1 (Constant)	2.509	.019
Leadership Style	2.218	.036
OCB	2.477	.021

a. *Dependent Variable:* Teacher Performance

Source: Data Processing Result, 2018.

Based on table 4 above, obtained the value of t_{count} on the variable X1 (leadership style) of $2.218 >$ from t_{table} with $df = nk-1$ ($27-2-1 = 24$) of 2.063 or significant level $0.036 < \alpha 0.05$, then H_0 is rejected, it means that the leadership style has a significant effect on teacher performance in Pematangsiantar I-4 Private High School. Then the t_{count} on the variable X2 (OCB) of $2.477 >$ from the table with $df = nk-1$, ($27-2-1 = 24$) of 2.063 or a significant level of $0.021 < \alpha 0.05$, then H_0 is rejected, meaning OCB has a significant effect on teacher performance in Kartika I-4 Private High School Pematangsiantar.

RESULTS

From the results of all the analytical descriptions that have been stated in the previous chapter, the authors draw conclusions as follows:

1. The results of a qualitative descriptive analysis of the leadership style obtained an average value of 3.90. Then the highest average value is 4.44 in the autocratic leadership style dimension with the technical indicators of the principal in giving assignments to teachers. While the lowest average value of 2.96 with the dimensions of the democratic leadership style dimensions with indicators of teacher freedom to provide advice or input to the principal.
2. The results of a qualitative descriptive analysis of OCB obtained an average value of 3.89. Then the highest average value is 4.56 on the altruism dimension with an indicator of teacher willingness to sacrifice for the sake of others. While the lowest average scores of respondents was 3.30 in the civic virtue dimension, indicators of participation and teachers in a school activity.
3. The results of a qualitative descriptive analysis of teacher performance obtained a value of 4.00. Then the highest average value of 4.70 on the dimension shows a mature

person with indicators presenting themselves as role models. While the lowest average score of respondents was 2.70 in the dimension of mastering learning theory, for indicators using creative learning techniques.

In addition to the need for coordination of the principal's leadership style with teachers, organizational citizenship behavior or called OCB (organizational citizenship behavior) is one of the factors to support teacher performance for the better. The implementation of tasks that are done properly, correctly and exceeds the job description is a manifestation of the attitude of a teacher's initiative in supporting the vision and mission of the school. An open character determines that is not from the formal requirements of the worker but has an impact on the psychological and social environment of the workplace [6]. According to Organ [3], explained there are five dimensions in OCB (organizational citizenship behavior) which include: 1) Altruism; 2) Conscientiousness; 3) Sportmanship; 4) Courtesy; 5) Civic virtue.

With the achievement of good and right consolidation between leadership style and OCB (organizational citizenship behavior) it will create a process of good work productivity so that it has implications for performance improvement. This process is goal oriented which is directed to ensure that organizational processes are carried out in their place [7]. The process in question is learning as part of teacher performance in educational tasks carried out through the development of school activities. Teacher performance is judged by the degree of success of teachers in doing and doing tasks in accordance with educational tasks that are responsible and have authority based on work standards set during a certain period [8]. In accordance with Regulation of the Minister of National Education Number 16 of 2007 [1] regarding Academic Qualification Standards and Teacher Competence, there are four indicators of performance measurement sourced from teacher competencies, namely as follows: 1) Mastering the characteristics of students; 2) Mastering learning theory and learning principles that educate; 3) Curriculum development; 4) Educating learning activities; 5) Development of students' potential; 6) Communication with students; 7) Assessment and evaluation; 8) Behave according to national religious, legal, social and cultural norms; 9) Showing a mature and exemplary person; 10) Ethos, high responsibility, pride in being a teacher; 11) Be inclusive, act objectively and not be discriminatory; 12) Communication between teachers, education personnel, parents, students, and the community; 13) Mastery of material, structure, concepts and scientific mindset; 14) Develop professionalism through reflective actions.

The results of multiple linear regression analysis showed a positive influence between leadership style and OCB on teacher performance in Kartatang I-4 Private High School Pematangsiantar.

The results of the correlation coefficient analysis showed that there was a very strong and positive relationship between leadership style, OCB and the performance of teachers in Pematangsiantar Private Kartika I-4 High School. Then the coefficient of determination indicates whether or not the performance of teachers in the Pematangsiantar Private Kartika I-4 High School can be explained by the leadership style and OCB.

The results of simultaneous hypothesis testing (F test), this shows that there is a significant influence between the leadership style and OCB variables on teacher performance in Kartika I-4 Private High School Pematangsiantar.

The results of partial hypothesis testing (t test) means that there is a significant influence between the leadership style and OCB variables on teacher performance in Pematangsiantar Private Kartika I-4 SMA partially.

CONCLUSIONS

From the conclusions above, it is necessary to put forward some suggestions that can be useful for schools, namely as follows:

1. To improve the leadership style of the Pematangsiantar Private Kartika I-4 High School, the headmaster should provide opportunities for teachers to provide input or suggestions in problem solving. Thus it can be useful for solving problems more quickly and precisely for completion and successful joint work.
2. To increase OCB in Kartika I-4 Private High Schools in Pematangsiantar, teachers should increase their participation in activities held from schools. Thus the school organization will progress.
3. To improve teacher performance in Pematangsiantar Kartika I-4 Private High Schools, it is better for teachers to increase their creativity in teaching, so that the learning objectives are achieved.

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