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Organizational Support and Service Leadership in Improving Organizational Citizenship Behavior (OCB) Among Private High School Teachers in Depok City

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Abstract

This study aims to analyze the influence of organizational support and service leadership on organizational citizenship behavior (OCB) among private high school teachers in Depok City. Organizational citizenship behavior (OCB) refers to voluntary contributions made by employees that support organizational effectiveness, beyond their formal obligations. This study employs a quantitative approach with a survey design and involves 234 teachers from various private schools in Depok City. Data were collected through a questionnaire measuring organizational support, service leadership, and OCB. The data analysis technique used was multiple linear regression to test the influence of each variable on OCB. The results of the study indicate that both organizational support and service leadership have a significant influence on increasing OCB behavior. These findings provide insights for private school management to develop policies that support OCB behavior through adequate support and service-based leadership. Thus, this study confirms the importance of the role of organizational support and leadership in creating a productive and collaborative work environment in the education sector.

Keywords: Organizational Support, Service Leadership, Organizational Citizenship Behavior (OCB), Teachers, Private Schools.

INTRODUCTION

Organizational Citizenship Behavior (OCB) is voluntary behavior that is not included in job descriptions but is very important for the smooth running and success of an organization. OCB among teachers can be seen through various actions, such as helping colleagues, providing

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support to students, or taking the initiative in school development. As one of the primary indicators for assessing the quality of interpersonal relationships within an organization, OCB has a significant impact on organizational effectiveness and performance (Organ, 1988). In the context of education, OCB plays a crucial role in creating a harmonious work environment and enhancing the quality of learning.

Recent research indicates that certain factors can encourage OCB, one of which is organizational support and service leadership. Organizational support refers to the extent to which an organization values and pays attention to employee well-being, which can encourage them to behave more positively (Eisenberger et al., 1986). In a recent study, Cai et al. (2018) stated that organizational support can strengthen employee commitment and enhance OCB, especially in workplaces that require collaboration and synergy, such as schools.

Meanwhile, service leadership is a leadership style that focuses on serving organizational members, particularly by empowering, developing, and supporting them. Eva et al. (2019) suggest that service leadership has a strong relationship with increased OCB, as servant leaders pay more attention to employees' needs, which in turn enhances their sense of responsibility and commitment to the organization. This leadership style strengthens interpersonal relationships within the organization and facilitates better collaboration, which is essential for enhancing OCB in an educational setting.

According to Chen et al. (2021), organizational support and service leadership are interrelated and together create a supportive work environment for positive citizenship behavior. In the school context, teachers who feel supported by the organization and led by caring leaders are more likely to engage in OCB, such as helping colleagues and contributing to the overall development of the school. This aligns with the research by Ahmed et al. (2022), which states that organizations that provide support for employee well-being and implement inclusive leadership principles can create a positive work climate that supports the realization of OCB.

At the practical level, the implementation of strong organizational support and effective service leadership in private high schools in Depok City has the potential to increase teachers' OCB. This study aims to explore the extent to which these two factors contribute to the increase in OCB among teachers, as well as provide recommendations for schools to create a supportive environment where OCB can thrive and contribute to improving educational quality.

METHOD

This research design is divided into two categories, namely:

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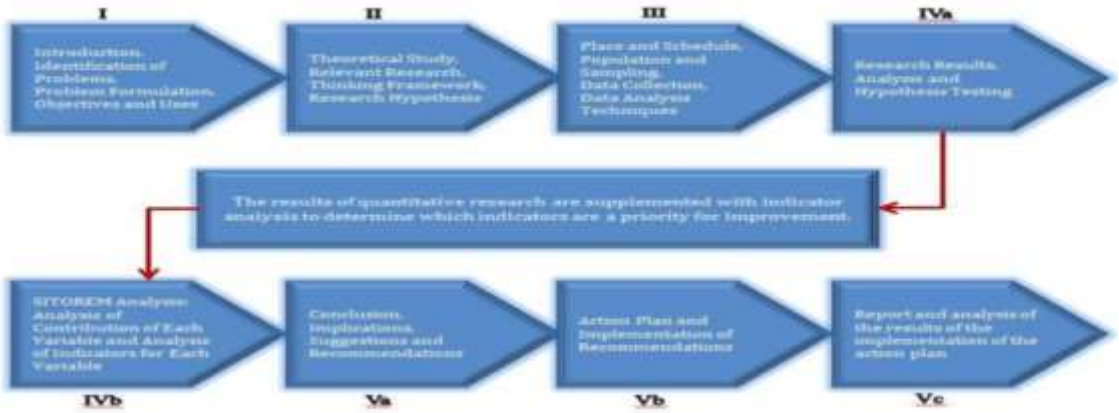
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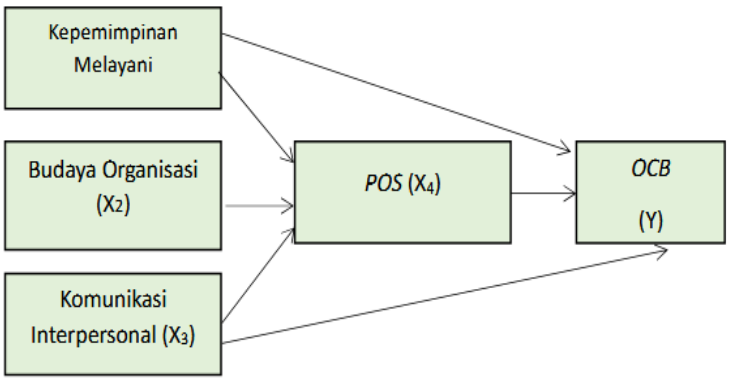
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1. Quantitative research in the form of a survey to prove the research hypothesis.
2. Verification of quantitative research results using SITOREM analysis.

These steps can be seen in the chart below, Path Analysis research design and analysis SITOREM These steps can be seen in the chart below. The research design is a comprehensive plan for the research, starting with a preliminary study to identify problems, formulate hypotheses and their operational implications, followed by a theoretical review to strengthen the variables to be studied so that their depth can be measured, then the definitive determination of the location and population to obtain the research sample, followed by the formulation of problems answered by the research results, then the use of SITOREM analysis to measure indicators that can be maintained or improved for recommendations based on the discussion, followed by conclusions and implications of the research results presented, as well as recommendations that can be provided based on the research results, then the Action Plan is implemented based on the recommendations from the SITOREM results, and finally a report is prepared after implementation.



Source: Widodo Sunaryo dan Sri Setyaningsih (2018)



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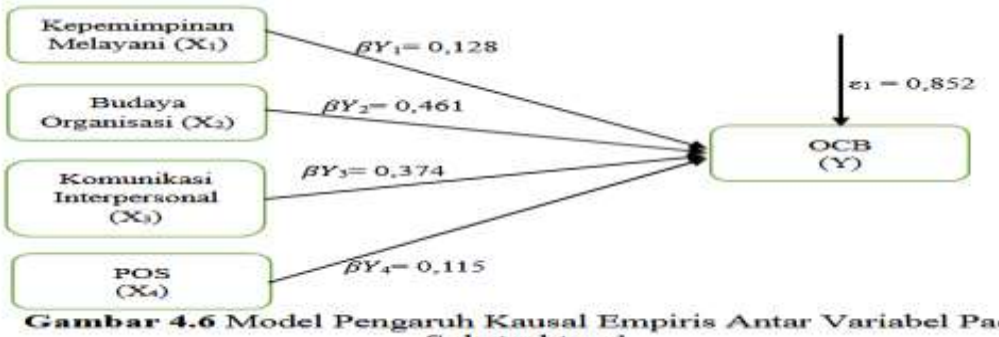
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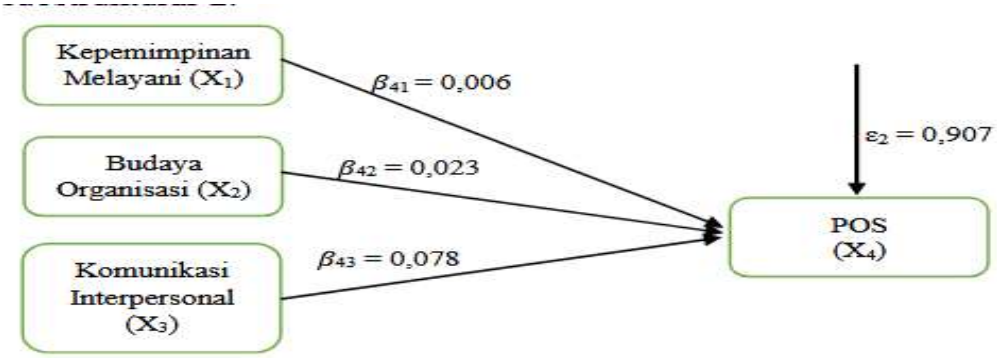
Based on the data generated from the hypothesis and research framework, this study was conducted using a path model. In this regard, the technique used was path analysis data (path analysis). The methods used were partial correlation analysis and joint correlation analysis. The model of the relationship between variables consisted of four: substructures, namely: (1). Substructure 1 consists of one endogenous variable, Organizational Citizenship Behaviour (OCB) (Y), and four exogenous variables that act as causal variables: servant leadership (X1), organizational culture (X2), interpersonal communication (X3), and POS (X4). The causal relationships between variables in substructure 2 consist of exogenous variables: servant leadership (X1) and organizational culture servant leadership (X1) and organizational culture (X2), as well as the endogenous variable POS (X4). (3) Substructure 3 consists of one endogenous variable, interpersonal communication (X3), and two exogenous variables, servant leadership (X1) and organizational culture (X2). (4) 4 consists of one exogenous variable, namely servant leadership (X1), and one endogenous variable, namely organizational culture (X2).

1) Inter-variable Path Relationship Model in Substructure-1



Gambar 4.6 Model Pengaruh Kausal Empiris Antar Variabel Pada Substruktur-1

2) Inter-variable Path Relationship Model in Substructure-2



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RESULTS AND DISCUSSION

Based on the results of the research indicator analysis for the indicator scores on the OCB (Y) variable, the average score for helping colleagues to perform optimally was 3.40; tolerance for less than ideal circumstances was 4.33; active participation in organizational activities was 3.70; responsibility for achieving maximum work results was 4.27; efforts to create a conducive work environment averaged 4.35; and promoting the organization with an average of 3.75. The indicator scores for the servant leadership variable (X1) on the indicator of rewarding members with an average of 4.20; authenticity of thoughts and actions with an average of 4.09; sharing leadership with an average of 4.21; developing member independence with an average of 3.73; and developing service and collaboration with an average of 4.11. The indicator scores for the organizational culture variable (X2) on the artifact indicator averaged 4.25; shared values averaged 4.31; agreed norms averaged 4.25; and basic assumptions averaged 3.98. The indicator scores for the interpersonal communication variable (X3) were as follows: openness with an average of 4.25; empathy with an average of 4.19; feedback confirmation with an average of 4.15; equality with an average of 3.67; support provision with an average of 3.56; and politeness with an average of 4.31. The indicator scores for the POS variable (X4) on the organizational recognition of member contributions indicator averaged 4.17; organizational concern for member well-being averaged 3.77; and organizational support for members' social-emotional needs averaged 4.12.

a) Normality Test

No	Galat Baku Taksiran	*Sig.*	Syarat	Kesimpulan
1	Y atas X_1	0,456	0,05	Berdistribusi Normal
2	Y atas X_2	0,104	0,05	Berdistribusi Normal
3	Y atas X_3	0,795	0,05	Berdistribusi Normal
4	Y atas X_4	0,814	0,05	Berdistribusi Normal
5	X_4 atas X_1	0,224	0,05	Berdistribusi Normal
6	X_4 atas X_2	0,289	0,05	Berdistribusi Normal
7	X_4 atas X_3	0,394	0,05	Berdistribusi Normal
Syarat Distribusi Normal adalah *sig.* > 0,05				

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c) Homogeneity Test

No	Kelompok	Sig. (Uji Bartlett)	Syarat	Kesimpulan
1	X_1 atas Y	0,219	0,05	Homogen
2	X_2 atas Y	0,945	0,05	Homogen
3	X_3 atas Y	0,352	0,05	Homogen
4	X_4 atas Y	0,124	0,05	Homogen
5	X_1 atas X_4	0,061	0,05	Homogen
6	X_2 atas X_4	0,129	0,05	Homogen
7	X_3 atas X_4	0,447	0,05	Homogen
Syarat Populasi Homogen adalah sig. > 0,05				

d) Test the linearity of the regression model.

Hubungan variabel	Uji Linieritas *Sig.*	Syarat	Kesimpulan
Ŷ atas X_1	0,141	0,05	Linier. Dapat digunakan untuk memprediksi tingkat OCB yang dipengaruhi oleh variabel kepemimpinan melayani.
Ŷ atas X_2	0,262		Linier. Dapat digunakan untuk memprediksi tingkat OCB yang dipengaruhi olehvariabel budaya organisasi.
Ŷ atas X_3	0,170		Linier. Dapat digunakan untuk memprediksi tingkat OCB yang dipengaruhi oleh variabel komunikasi interpersonal.
Ŷ atas X_4	0,392		Linier. Dapat digunakan untuk memprediksi tingkat OCB yang dipengaruhioleh variabel POS.
X_4 atas X_1	0,084		Linier. Dapat digunakan untuk memprediksi tingkat POS yang dipengaruhi oleh variabel kepemimpinan melayani.
X_4 atas X_2	0,613		Linier. Dapat digunakan untuk memprediksi tingkat POS yang dipengaruhi oleh variabelbudaya organisasi.
X_4 atas X_3	0,427		Linier. Dapat digunakan untuk memprediksi tingkat POS yang dipengaruhi oleh variabel komunikasi interpersonal.
Syarat Signifikansi: Nilai sig > α = 0,05. Maka kesimpulan persamaan adalah linier			

Measurement accuracy rate

Based on the theoretically constructed causal model, a path analysis diagram and the calculated values of each path coefficient will be obtained. The model testing is as follows:

1) Path Influence Model Between Variables in Substructure-1

The Organizational Citizenship Behaviour (OCB) (Y), and four exogenous variables that act as causal variables: servant leadership (X1), organizational culture (X2), interpersonal

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communication (X3), and POS (X4).), as well as one residual variable, namely Ɛy1. Based on this influence, the path model in Substructure-1 is as follows: ŷ = βy1x1 + βy2x2 + βy3x3 + βy4x4 + εy. The results of the test yielded the following path coefficients for Substructure-1:

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1991.797	1	1991.797	8.235	.004[b]
	Residual	52000.166	147	241.861		
	Total	53991.963	148			

The model summary table above shows the calculation of the coefficient of determination, marked as R Square 0.274 or 27.4%. This indicates that the contribution of X1, X2, X3, and X4 to Y is 27.4%, while the remaining 72.6% is contributed by other variables that were not studied. The remaining influence is calculated using the formula 1-0.274=0.726, and the value of e (error) can be calculated using the formula $\varepsilon 1 = \sqrt{(1 - 0.274)} = 0.852$.

2) Model of the Influence of Paths Between Variables in Substructure-2

The influence model in each variable in substructure-2 consists of one endogenous variable, namely POS (X4), and three exogenous variables, namely servant leadership (X1), organizational culture (X2), and interpersonal communication (X3), as well as one residual, namely $\varepsilon 2$. Based on this impact, the path model in substructure-2 is $X4 = \beta 41X1 + \beta 42X2 + \beta 43X3 + \varepsilon 2$. The results of the test yielded the following path coefficients for substructure-2:

Model Summary

Model	R	R *Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	.422[a]	.178	.186	12.710

a. *Predictors*: (*Constant*), Komunikasi Interpersonal, Kepemimpinan Melayani, Budaya Organisasi

The model summary table above shows the calculation of the coefficient of determination, marked as R Square 0.178 or 17.8%. This indicates that the contribution of X1, X2, and X3 to X4 is 17.8%, while the remaining 82.2% is contributed by other variables that were not studied. The remaining influence is calculated using the formula 1-0.178=0.822, and the value of e (error) can be calculated using the formula $\varepsilon 2 = \sqrt{(1 - 0.178)} = 0.907$.

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3) Contribution Analysis (Contribution Coefficient)

The indirect effect test in this study used the Preacher and Hayes test. The test results are as follows:

No	Hubungan Antar Variabel	Koefisien Beta	Kontribusi (%)
1	Pengaruh langsung kepemimpinan melayani terhadap OCB	0,128	12,8%
2	Pengaruh langsung budaya organisasi terhadap OCB	0,461	46,1%
3	Pengaruh langsung komunikasi interpersonal terhadap OCB	0,374	37,4%
4	Pengaruh langsung POS terhadap OCB	0,115	11,5%

CONCLUSION

1. A strategy was developed to improve the quality of teacher services by identifying the strengths of influence between research variables. The strategy to improve the quality of teacher services was carried out by strengthening the variables of Servant Leadership, Organizational Culture, Interpersonal Communication, and Perceived Organizational Support (POS) in an effort to improve Organizational Citizenship Behavior (OCB).
2. Methods for strengthening the research variables were developed. Some findings related to indicators in the research variables require improvement, while others need to be maintained or further developed.

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