



Contents lists available at [Journal IICET](https://journal.iicet.org)

JPPI (Jurnal Penelitian Pendidikan Indonesia)

ISSN: 2502-8103 (Print) ISSN: 2477-8524 (Electronic)

Journal homepage: <https://jurnal.iicet.org/index.php/jppi>



The effect of job satisfaction, transformational leadership and interpersonal communication on organizational citizenship behavior

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Article Info

Article history:

Received Apr 06th, 2022

Revised Jun 14th, 2022

Accepted Jul 29th, 2022

Keyword:

Transformational leadership,
Job satisfaction,
Interpersonal communication,
Organizational Citizenship
Behavior (OCB)

ABSTRACT

The purpose of this study was to determine the direct effect of Job Satisfaction on Organizational Citizenship Behavior (OCB) and the indirect effect of Job Satisfaction on OCB through the mediation of Transformational Leadership and Interpersonal Communication. Job Satisfaction as the independent variable, the variables of Transformational Leadership and Job Satisfaction as the mediating variable, and OCB as the dependent variable. The research sample involved was from 266 teachers who were selected by proportional random sampling from 20 junior high schools in the city of Bogor, West Java. This research uses Path analysis technique with PLS-SEM Program. This research concludes that: (1) Job Satisfaction has a significant positive direct effect on OCB ($\beta = 0.358$ $p < 0.01$), (2) Job Satisfaction has a significant positive effect on Transformational Leadership ($\beta = 0.755$ $p < 0.01$), (3) Job Satisfaction has a significant positive effect on Interpersonal Communication ($\beta = 0.941$ $p < 0.01$), (4) Transformational Leadership has a significant positive effect on OCB ($\beta = 0.185$ $p < 0.05$), (5) Interpersonal Communication has a significant positive effect on OCB ($\beta = 0.337$ $p < 0.01$), (6) Job satisfaction has a significant positive effect on OCB through the mediation of Transformational Leadership ($\beta = 0.140$ $p < 0.05$), (7) Job Satisfaction has a significant positive effect on OCB through the mediation of Interpersonal Communication ($\beta = 0.317$ $p < 0.01$). Based on the conclusions of the research results above, the strengthening of OCB can be carried out directly through increasing job satisfaction and can be done indirectly through increasing job satisfaction through the mediation of interpersonal communication



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Introduction

In accordance with the functions and objectives of national education in Law No. 20 of 2003 on the National Education System Article 3, namely, educators function to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, and aims: to develop the potential of students to become Humans who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In addition, in accordance with the regulation of the minister of education and culture of the Republic of Indonesia number 81A of 2013 concerning the implementation of the 2013 curriculum, among others, the assessment of student

learning progress towards competency achievement is carried out based on indicators of achievement of learning outcomes, both in the cognitive, affective and psychomotor domains. In an effort to realize the goals of national education, graduates' competency standards have been set which are criteria regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills.

It is emphasized in the regulation of the Minister of Education and Culture of the Republic of Indonesia number 64 of 2013 concerning the content standards of basic and secondary education in 2013, to achieve the competence of graduates, it is necessary to set content standards which are criteria regarding the scope of the material and the level of competence of students to achieve graduate competence at the level and certain types of education. To meet future needs and welcome Indonesia's golden generation in 2045, competency standards have been set for graduates based on XXI century competencies, Indonesia's demographic bonus, and Indonesia's potential to become a group of 7 largest economies in the world, and at the same time strengthen Indonesia's contribution to the development of world civilization. Therefore, apart from the cognitive aspect, schools need to look at the affective and psychomotor aspects. As stated in the 2013 curriculum, these aspects will shape a person's attitude and behavior to be good because there is a balance. Attitudes and behaviors are not only instilled in students but also for teachers and employees as good examples in order to form a good culture, character and work climate in the school environment.

Given the great responsibility of the teacher and the limitations of the teacher as well as the limitations of the situations and conditions that are expected to be obtained from his profession, it is very necessary to have behavior that exceeds the workload that is the teacher's obligation, namely organizational citizenship behavior or what is known as Organizational Citizenship Behavior (OCB). Progress in the organization is strongly influenced by the attitudes and behavior of each teacher. Each teacher has got the task and role of each. Related to OCB that each individual is willing to work voluntarily outside of the tasks that have been accepted. In addition to being willing to work voluntarily, OCB is related to individuals who like to help leaders or co-workers who are experiencing difficulties.

In fact, in the world of education, it is also known that there is a tendency for the function and role of teachers to be not optimal in carrying out their additional duties at school, the awareness of teachers in contributing voluntarily in improving OCB has not been of significant value. Progress in educational organizations is strongly influenced by the attitudes and behavior of each teacher. A teacher has got the task and role of each. In relation to OCB, that each individual is willing to work voluntarily outside of the tasks that have been accepted, in fact there is still a tendency for teachers to only do their own work so that being willing to work outside of their duties is still of minimal value.

The results of the initial data survey obtained from 30 teachers from several SMP Negeri Bogor City in April 2014, obtained information that there is a tendency that not all teachers are optimally involved in organizational activities in their institutions. Based on the results of the initial survey, information was obtained that there was a tendency for teachers to be rarely involved in activities related to their activities as school members, namely the problem of involvement in committees (56.67%), bringing the team to take part in competitions outside of school (60%), being active in forums. meetings (63.33%), giving additional lessons to students (53.33%) and activities outside of school which are basically for the benefit of the organization (66.67%).

Several indications of those problems above mentioned serve as a benchmark that OCB is not yet optimal in the Bogor City State Junior High School. Teachers have not been optimally involved directly in activities related to activities both inside and outside the school. The tasks carried out are still limited to fulfilling the required workload. Information from the initial data is a teacher's assessment of involvement in carrying out their duties at school, and is suspected to be an indication of OCB. This is the main reason why research is needed on OCB at State Junior High Schools in Bogor City which is associated with other variables. The variables in question are Transformational Leadership, Job Satisfaction and Interpersonal Communication.

Good OCB is a form of attitude from all school personnel that is needed to achieve educational goals, facilitated by a leader who is reactive in dealing with situations and conditions of organizational change, a leader who understands the needs of his subordinates in proportion to the satisfaction of elements, so as to create good interpersonal interaction and communication among the citizens of the organization. Good quality OCB if there is a leadership attitude that is willing to change for the sake of the progress of the organization, the job satisfaction factor for its personnel is achieved and the creation of interpersonal communication that is comfortable and runs optimally both internally and externally.

Research from Yusnita, Sunaryo and Sri Yulianti (2021) with the topic Strengthening OCB through Organizational Climate and Personality generate conclusion that Strengthening Teachers' OCB through improving school's organizational climate and strengthening teacher's personality will have effect on organizational effectiveness. Research from Nurhasan, Rubini and Sunaryo (2021) that one of the objectives to

investigate the relationship between OCB generated a finding that OCB had strong relationship with Innovativeness. Improving teacher's OCB would increase teacher's innovativeness. Research from Muharam, Sunaryo and Gunawan (2019) with topic Improving OCB through Development of Transformational Leadership and Work Satisfaction generated a finding that transformational leadership and work satisfaction had strong relationship with OCB. Developing transformational leadership and work satisfaction would improve OCB. Based on research findings above mentioned it can be concluded that teachers' OCB in educational organization at Bogor Region become a trending topic and had the important role for the teacher.

Method

The method in this study is a survey method using Path Analysis Techniques through the Partial Least Square – Structured Equation Model (PLS-SEM) Program (Hair et al, 2017). The study consisted of 1 independent variable (Job Satisfaction), 2 mediating variables (transformational leadership and Interpersonal Communication), and 1 dependent variable, namely OCB. This research will begin with the stage of making the instrument, followed by the stage of testing the instrument with statistical calculations. The next stage is to get instrument validation and instrument reliability, after that the instrument is distributed to a predetermined sample. The research constellation is formulated as shown in the image below:

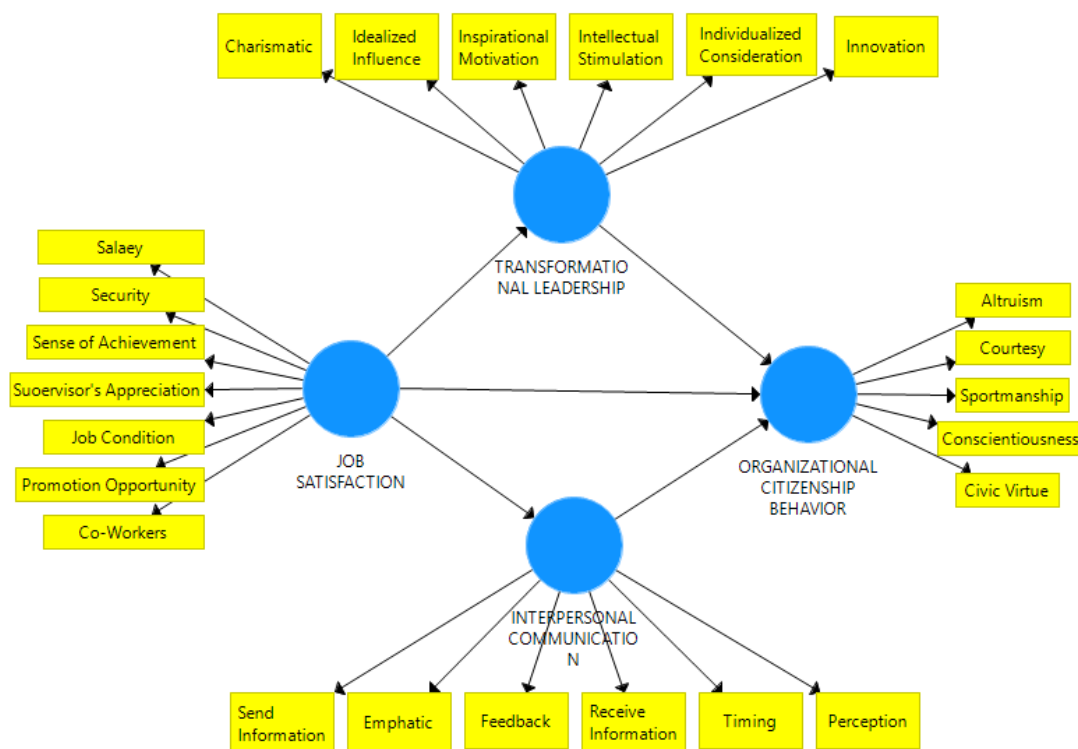


Figure 1. Research Constellation

Based on the theoretical review and framework of thinking, the following research hypotheses can be proposed: 1) There is a direct effect of Job Satisfaction on OCB; 2) There is a direct effect of Job Satisfaction on Transformational Leadership; 3) There is a direct effect of Job Satisfaction on Interpersonal Communication; 4) There is a direct influence of Transformational Leadership on OCB; 5) There is a direct influence of Interpersonal Communication on OCB; 6) There is an indirect effect of Job Satisfaction on OCB through Transformational Leadership; and 7) There is an indirect effect of Job Satisfaction on OCB through Interpersonal Communication.

The population of this study were all teachers of State Junior High Schools in the city of Bogor with the status of Civil Servants as many as 793 people. The sample in this study was taken using a simple proportional random sampling technique. The sample size was calculated using the Taro Yamane formula (Sugiyono, 2011) as many as 266 respondents.

Results and Discussions

Statistical Analysis Requirements Testing

Based on calculations using the Smart PLS-SEM 3.3 program, a description of the validity and reliability of the instruments of each research variable is obtained as listed in the following table 1.

Construct Reliability and Validity

Table 1. Construct Reliability and Validity

	Cronbach's Alpha	Rho_A	Composite Reliability	Average Variance Extracted (AVE)
Interpersonal Communication	0,909	0,912	0,930	0,689
Job Satisfaction	0,928	0,929	0,942	0,700
Organizational Citizenship	0,931	0,932	0,948	0,784
Transformational Leadership	0,937	0,942	0,951	0,764

The coefficient of reliability based on the Cronbach Alpha formula and the calculation of Composite Reliability for all research instrument variables shows a coefficient greater than 0.900. This means that the instruments used in this study have a high level of reliability. The results of the calculation of the validity coefficient expressed in the Average Variance Extracted (AVE) on each research variable instrument showed a coefficient greater than 0.600. This means that each instrument used has a fairly high level of validity (Hair et al, 2017).

Based on the R-Square calculation using the Smart PLS-SEM 3.3 program, the R-Square coefficient is obtained, namely the contribution of each exogenous variable to the endogenous variable as listed in the following table 2.

R Square

Table 2. Contribution of Research Variables

	R. Square	R. Square Adjusted
Interpersonal Communication	0,886	0,885
Organizational Citizenship	0,714	0,711
Transformational Leadership	0,571	0,569

The data in Table 2 above provides an overview of the relatively high contribution of exogenous variables to the OCB variable, namely the Interpersonal Communication variable contributing to OCB by 0.886 (88.6%), the Job Satisfaction variable contributing to OCB by 0.714 (71%), and the Transformational Leadership variable contributed 0.571 (57.1%).

Research Hypothesis Testing

Based on the calculation of the research data using the Smart PLS-SEM 3.3 program, the path coefficients that show the effect of the research variables are as shown in the following figure 2.

The results of the calculation of the path coefficients in Figure 2 above show the magnitude of the direct and indirect effects of exogenous variables (independent variables and mediating variables on endogenous variables (dependent variable), which are described in detail below.

Analysis of the direct effect of Job Satisfaction (X1) on OCB (Y).

The first hypothesis in this study: H0: $x_1y = 0$, H1: $yx_1 = 0$. The path coefficient of Job Satisfaction (Job Satisfaction) on OCB is $x_1y = 0.358$ ($p < 0.01$), where Hypothesis Zero (H0) is rejected and Hypothesis 1 (H1) is accepted, which means that there is a direct positive effect of Job Satisfaction on OCB. This finding supported by reserach finding from Putra and Turangan (2020) that job satisfaction had a direct positive effect on OBB ($\beta = 0.457$ $p < 0.000$).

Analysis of the direct effect of Job Satisfaction (X1) on Transformational Leadership (X2)

The second hypothesis in this study: $H_0: x_1x_2 = 0$, $H_1: x_1x_2 \neq 0$. The Path Coefficient of Job Satisfaction on Transformational Leadership is $x_1x_2 = 0.755$ ($p < 0.01$), where Hypothesis H_0 is rejected and Hypothesis H_1 is accepted, which means that there is a direct positive effect of Job Satisfaction on Transformational Leadership. This finding supported by research finding from Sunaryo, Tukiran, Yusnita and Wulandari (2021) that there is a direct positive effect of Transformational Leadership on Job Satisfaction ($b = 0.306$ $p < 0.000$).

Analysis of the direct influence of Job Satisfaction (X1) on Interpersonal Communication (X3)

The third hypothesis in this study: $H_0: x_1x_3 = 0$, $H_1: x_1x_3 \neq 0$. The Path Coefficient of Job Satisfaction on Interpersonal Communication is $x_1x_3 = 0.941$ ($p < 0.01$), where Hypothesis Zero (H_0) is rejected and Hypothesis 1 (H_1) is accepted, which means there is a direct positive effect of Job Satisfaction on Interpersonal Communication. This finding supported by research finding from Nurhadi, Notosudjono and Entang (2020) that there is a positive relationship between Job Satisfaction and Interpersonal Communication ($r = 0.241$ $p < 0.01$).

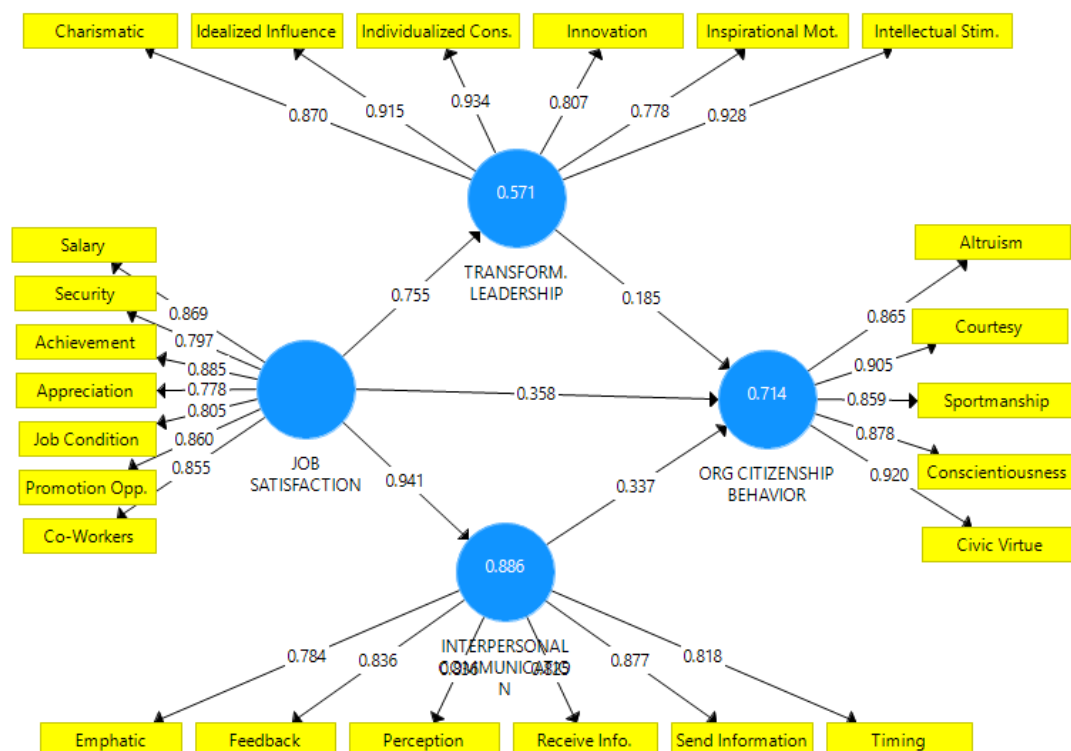


Figure 2. Result of the Calculation of the Path Coefficients between Research Variables

Analysis of the direct influence of Transformational Leadership on OCB

The fourth hypothesis in the study: $H_0: x_2y = 0$, $H_1: x_2y \neq 0$. The Path Coefficient of Transformational Leadership on OCB is $x_2y = 0.185$, where Hypothesis Zero (H_0) is rejected and Hypothesis 1 (H_1) is accepted, which means that there is a direct positive effect of Transformational Leadership on OCB. This finding supported by research finding from Syamsudin, Tunas and Retnowati (2019) that there is a positive relationship between Transformational Leadership and OCB ($r = 0.518$ $p < 0.01$).

Analysis of the direct influence of Interpersonal Communication on OCB

The fifth hypothesis in this study: $H_0: x_3y = 0$, $H_1: x_3y \neq 0$. The Path Coefficient of Interpersonal Communication on OCB is $x_3y = 0.337$, where Hypothesis Zero (H_0) is rejected and Hypothesis 1 (H_1) is accepted, which means there is a direct positive from Interpersonal Communication on OCB. This finding supported by research finding from Fauziah, Abdullah and Sunaryo (2019) that there is a positive relationship between Interpersonal Communication with OCB ($r = 0.402$ $p < 0.01$).

Analysis of the indirect effect of Job Satisfaction on OCB through Transformational Leadership.

The sixth hypothesis in this study: $H_0: x_1y.x_2 = 0$, $H_1: x_1y.x_2 \neq 0$. The path coefficient of Job Satisfaction on Transformational Leadership is $x_1x_2 = 0.755$, and the path coefficient of Transformational Leadership on OCB is $x_2y = 0.185$, thus the indirect effect is $x_1y.x_2 = (0.755)(0.185) = 0.140$, which means there is a positive influence of Job Satisfaction on OCB through Transformational Leadership.

Analysis of the indirect effect of Job Satisfaction on OCB through Interpersonal Communication.

The third hypothesis in quantitative research: H0: $y_1 \geq 0$, H1: $y_1 < 0$. The path coefficient of Job Satisfaction on Interpersonal Communication is $x_1 \times x_2 = 0.941$, and the path coefficient of Interpersonal Communication on OCB is $x_2 \times y = 0.337$, thus the indirect effect is $x_1 \times y \times x_3 = (0.941)(0.337) = 0.317$, which means there is a positive influence of Job Satisfaction on OCB through Interpersonal Communication.

Conclusions

Based on research findings above mentioned it can be concluded that Job Satisfaction, Transformational Leadership and Interpersonal Communication had positive direct and indirect effect on OCB as described: 1) There is a direct positive effect of Job Satisfaction on OCB, which means that increasing OCB is more effective directly through strengthening Job Satisfaction than through the mediation of Transformational Leadership or Interpersonal Communication; 2) There is a direct positive effect of Job Satisfaction on Transformational Leadership, which means strengthening Job Satisfaction can increase the effectiveness of Transformational Leadership; 3) There is a direct positive effect of Job Satisfaction on Interpersonal Communication, which means strengthening Job Satisfaction can increase the effectiveness of Interpersonal Communication; 4) There is a direct positive effect of Transformational Leadership on OCB, which means strengthening of Transformational Leadership has a weak impact on increasing OCB; 5) There is a direct positive effect of Interpersonal Communication on OCB, which means strengthening Interpersonal Communication can increase OCB; 5) There is a positive indirect effect of Job Satisfaction on OCB through the mediation of Transformational Leadership, but the power of influence through this mediation is lower than the direct effect of Transformational Leadership on OCB. This means that Transformational Leadership does not function effectively as an "intervening variable" that mediates the effect of Job Satisfaction on OCB. Increasing OCB is more effectively carried out directly through strengthening Job Satisfaction; 6) There is a positive indirect effect of Job Satisfaction on OCB through Interpersonal Communication, but the strength of this mediating effect is lower than the direct influence of Interpersonal Communication on OCB. This means that Interpersonal Communication does not function effectively as an "intervening variable" which mediates the effect of Job Satisfaction on OCB. Increasing OCB is more effectively carried out directly through strengthening Job Satisfaction.

Direct increase in OCB through strengthening Job Satisfaction can be done by strengthening the job satisfaction indicators, namely as follows: 1) Conduct a review of the income level of PNS teachers (AVE Salary = 0.869). The addition of welfare allowances for teachers can have an impact on the sense of security (security) of teachers at work so as to increase teacher job satisfaction. Furthermore, the increase in teacher job satisfaction will have an impact on increasing teacher OCB; 2) Principals are advised to be more active in giving appreciation (appreciation) to teacher performance to increase their sense of achievement (AVE = 0.865) and opportunities to get promotions for teachers, which in turn can have an impact on increasing teacher job satisfaction, and increasing teacher OCB; 3) A review of the working conditions of teachers with more emphasis on the pattern of working in groups (teamwork) (AVE = 0.855) will foster cohesiveness of work between teachers and develop a more effective supervision pattern from the Principal towards teachers.

Increasing OCB through strengthening Transformational Leadership can be done primarily (priority) through increasing the "Individualized Consideration" indicator (AVE = 0.934), namely by giving greater attention to the different individual needs of teachers. Meeting the specific needs of each teacher will strengthen the role of Transformational Leadership in improving the OCB of these teachers.

Increasing OCB through strengthening Interpersonal Communication can be done primarily (priority) through increasing teachers' positive perceptions (AVE = 0.836) towards school principals so as to increase the effectiveness of interpersonal communication between teachers and principals, which in turn has the effect of increasing teachers' OCB. The increase in OCB can be done effectively by combining efforts to increase the income and sense of security of teachers, individual attention to teachers, and increasing the positive perception of teachers towards school principals.

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