

The Role of Leadership in Improving Organizational Citizenship Behavior and Performance of Vocational High School (SMK) Teachers

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ABSTRACT

The government's efforts to help vocational schools produce graduates who are superior and absorbed in the world of work continue to be made. One of them is the existence of the Center of Excellence (PK) Vocational School program. This program aims to enable graduates to be globally competitive and able to open up job opportunities through entrepreneurship. This research aims to determine and analyze the impact of teacher leadership on teacher OCB and teacher performance at Muhammadiyah Vocational Schools domiciled in Banyuwangi. All 345 vocational school teachers were used as the population. The total sample is known to be 184 teachers using the Slovin Formula. Descriptive statistics are used to find out information about respondents and research variables. Structural Equation Model (SEM) with WarpPLS 7.0. After analysis, the results are that: 1) leadership at SMK Muhammadiyah Banyuwangi has a positive influence on teacher performance; 2) organizational citizenship behavior possessed by teachers can improve teacher performance.

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1. INTRODUCTION

Education is important in managing a country. Whether a country is developed or not is determined by the education level of its population. This education problem will continue to arise as the population of a country increases. In 2021, according to World Population Review data, Indonesia is ranked 54th out of 78 in the world education system ranking, which states that Indonesia is not very superior. Thus, education issues still need serious attention from the government and existing private institutions. It is urgent to improve the quality of education considering that rankings are decreasing, not increasing.

Teachers are the most important element in improving the quality of education in the country. Therefore, it is urgent to improve teacher performance immediately at every level of education from primary education to secondary education. Research shows that 30% of student achievement success is determined by teacher factors. The results of work (performance) both in quality and quantity that can be achieved and carried out by a teacher in carrying out tasks and carrying out responsibilities given by superiors (school principals) are called teacher performance [1]. Efforts to support good teacher performance are by improving a teacher's leadership and OCB.

Leadership is a factor that is also predicted to improve teacher performance in educational institutions. Leadership can be defined as a person's efforts to direct, influence and control the activities of other people related to work [2]. Leadership must be able to provide a good example to its subordinates [3]. Research [4], [5], [6] shows that leadership has a positive impact on performance. Meanwhile, research conducted by [7], [8], [9] also states that leadership influences employee performance.

Performance can also increase due to organizational citizenship behavior (OCB) possessed by an employee. Organizational citizenship behavior (OCB) is functional behavior, extra-role behavior, and proportional behavior of employees directed at targets within the organization [10]. Research on the relationship between organizational citizenship behavior (OCB) and employee performance has been conducted, among others, by: [7], [11], [12], [13], [14], [15], [16] with the result that OCB impact on employee performance. Other research with the results that OCB can improve performance is carried out by: [17], [18], [7], [19].

Muhammadiyah Vocational School in Banyuwangi Regency is trying to continue to participate in improving the quality of vocational school graduates so that they can compete for jobs when they graduate. Vocational school teachers are also required to improve their performance in order to produce quality graduates. However, the results of vocational school students in Banyuwangi still fluctuate, the data of which is presented in Table 1.

Table 1. Total Data on Acquisition of Vocational High School Students in Banyuwangi

No.	Name of School	Total of Student		
		2020	2021	2022
1	SMK Muhammadiyah 1 Genteng	1105	1087	1041
2	SMK Muhammadiyah 2 Genteng	1579	1414	1230
3	SMK Muhammadiyah 3 Tegaldlimo	342	349	379
4	SMK Muhammadiyah 4 Glenmore	548	484	494
5	SMK Muhammadiyah 5 Srono	102	117	145
6	SMK Muhammadiyah 6 Rogojampi	1108	989	915
7	SMK Muhammadiyah 7 Purwoharjo	-	-	30
8	SMK Muhammadiyah 8 Siliragung	1060	1103	1058
9	SMK Muhammadiyah 9 Gambiran	356	283	275

Source: Majelis Dikdasmen Banyuwangi, 2022.

Based on Table 1, it shows that the 9 Muhammadiyah Vocational Schools in Banyuwangi have different progressivity, based on data from the last 3 years, the number of new students tends to decrease. There are schools whose development is significant, there are also those which are weakening. One of the school developments apart from infrastructure is the increase in the number of students each year. From the total number of students, it can be seen how much interest the students have in the school. The spearhead of the attractiveness of a school is the performance of all school components, especially teachers, which includes leadership, loyalty, performance which will then lead to the development of the school itself. An important aspect of an educational institution or school is none other than the role of a teacher. The school will run well and achieve its goals fully because the performance produced by each teacher runs smoothly and supports each other.

Based on the problems being faced by vocational schools in Banyuwangi Regency, the aim of this research is teachers (Y). all the teachers in Banyuwangi Vocational Schools, totaling 9 Vocational Schools, were used as a population with a total of 345 teachers. The number of samples was determined using the Slovin formula and obtained a total of 185 teachers. The questionnaire used in this research was tested using validity and reliability tests. Research analysis uses descriptive analysis and hypothesis testing.

Based on the problems faced by Vocational Schools in Banyuwangi Regency, the aim of this research is to analyze the impact of leadership and OCB variables on the performance of teachers at Muhammadiyah Vocational Schools domiciled in Banyuwangi. The research conceptual framework is presented in Figure 1.

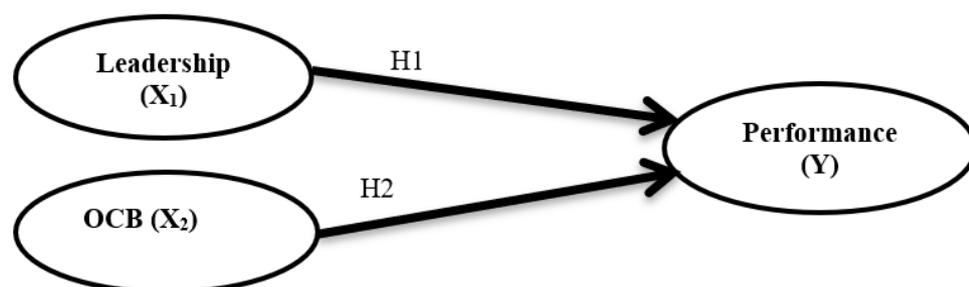


Figure 1. Conceptual Framework of Research

2. RESEARCH METHOD

2.1. Organizational Citizenship Behavioral (OCB)

OCB can be defined as functional behavior, OCB can be defined as functional behavior, extra role behavior, and proportional behavior of employees which has the aim of easing and helping co-workers' work without expecting reward and is done voluntarily. According to [20] OCB is conceptualized as containing a large number of proportional employee behaviors that contribute to providing ideas or thoughts to improve or support organizational effectiveness. OCB is an employee's voluntary behavior and is not included in the job description. OCB is an employee's spontaneous behavior without someone's advice or orders. OCB is also behavior that wants to help fellow colleagues in an organization. This OCB behavior is behavior that is not

easily seen and can be assessed through work evaluations. Examples of OCB behavior include helping colleagues to help with the work of office mates who need help because their work has been completed.

2.2. Leadership

Leadership is a person's style in managing an organization where there are several people as subordinates [21]. A leader must be able to be fair and understand what his subordinates want. It is best for companies to apply all different leadership styles according to the conditions existing in the company so that they can handle all kinds of different situations.

2.3. Teacher Performance

Teacher performance in the learning process can be interpreted as how a teacher plans learning, implements learning and assesses learning outcomes (Permendiknas RI No. 41 of 2007). According to Minister of National Education Regulation Number 35 of 2010, teacher performance is the result of an assessment of the process and work results achieved by teachers in carrying out their duties. Teacher performance related to the implementation of the learning process includes planning and implementing learning activities, evaluation and assessment, analysis of assessment results, and implementation of follow-up to assessment results. Teacher performance related to the implementation of the learning process includes mentoring activities, evaluation and assessment of guidance results, analyzing results.

3. RESULTS AND ANALYSIS

3.1. Results of Descriptive Analysis of Respondents

Table 2. The Results of Description of The Respondents

Variable	Total	Percentage
Sex		
Male	98	53
Female	86	47
Education		
Diploma	2	1
S1	161	88
S2	21	11
Age		
20 - 30 years	105	57
31 - 40 years	55	30
41 - 50	16	9
>50 years	8	4
Teaching Time		
< 1 year	1	1
1-5 years	79	43
6-10 years	66	36
11-15 years	20	11
>15 years	1	9

3.2. Research Validity Test Results

Table 3. Validity Test Results for This Research

Variable	AVE Value	Cut Off Value	Results
Leadership (X21)	0,786	0,5	Valid
Organizational Citizenship Behaviour (X2)	0,698	0,5	Valid
Performance (Y)	0,614	0,5	Valid

Based on the data in Table 1, the result is $r_{xy} > 0.5$. Thus, all question items in this research with the variables leadership (X1), organizational citizenship behavior (X2) and teacher performance (Y) are very valid.

3.3. Research Reliability Analysis Test Results

Table 4. Reliability Test Results

Variable	Value of Cronbach Alpha	Cut Value	Results
Leadership (X1)	0,975	0,7	Reliable
Organizational Citizenship Behaviour (X2)	0,949	0,7	Reliable
Performance of Theachers (Y)	0,975	0,7	Reliable

Based on the data in Table 2, it is known that the Cronbach's alpha value for the variables in this study, namely the leadership variable (X1), organizational citizenship behavior (X2) and teacher performance (Y), is above 0.7. Thus it can be concluded that all question items are very reliable.

3.4. Research Hypothesis Test Results

The results of the hypothesis test calculations are presented in Table 3 and also Figure 2. Based on the results of inductive statistical calculations, the coefficient for the leadership variable is 0.24 with a value of $p = 0.000$. Meanwhile, for the OCB variable, the coefficient value is 0.67 with a p value = 0.000.

Table 5. Research Hypothesis Test Results

Relations of Effect	Coefficient Regression Value	t-count Value	p-value	t-table Value
Leadership (X1) Performance (Y)	0,24	4,27	0,000	1,96
OCB (X2) → Performance (Y)	0,67	16,32	0,000	1,96

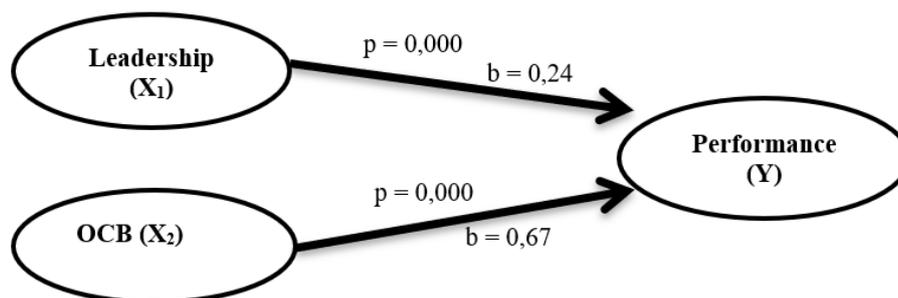


Figure 2. Hypothesis Results

3.5. Analysis

3.5.1. The Influence of Leadership on the Performance of Vocational School Teachers in Banyuwangi

The results of statistical analysis show that the coefficient value of the leadership variable is 0.24 with a p value of 0.000. Thus, it can be concluded that the first hypothesis (H1) which states that leadership has an impact on teacher performance is accepted (H1 is accepted) and H0 is rejected. Leadership in vocational schools in Banyuwangi can improve teacher performance. Therefore, good leadership needs to be maintained and also improved in order to continue to improve teacher performance. This research is in line with research conducted by: [22], [23], [24], [7], [25], [17], [26], [27], [8], [9], [28], [29], [30], [31], [32], [33], [34] [35], [36], [37], [38], [39], [39], [40] which states that good leadership and being able to set an example will improve employee performance in all organizations. Meanwhile, research that is not in line is that conducted by [41] which states that leadership has no impact on employee performance.

3.5.2. The Influence of Organizational Citizenship Behavior on the Performance of Vocational School Teachers in Banyuwangi

The results of statistical analysis show that the coefficient value of the OCB variable is 0.67 with a p value of 0.000. Thus, it can be concluded that the second hypothesis (H2) which states that OCB has an impact on teacher performance is accepted (H2 is accepted) and H0 is rejected. OCB possessed by teachers at vocational schools in Banyuwangi can improve teacher performance. Therefore, good OCB needs to be maintained and also improved so that teacher performance can continue to improve. This research is in line with research conducted by: [42], [43], [44], [45], [12], [7], [46], [31], [11], [47], [16], [48], [49], [50], [17], [19] whose results are that OCB influences employee performance in an organization. Meanwhile, research that is not in line is that conducted by [15], [51] which states that OCB has no effect on performance.

4. CONCLUSION

Based on the description presented in the previous paragraph, the conclusions from the analysis of research results regarding the influence of leadership and OCB on teacher performance at Muhammadiyah Banyuwangi Vocational School are: 1) The results of the analysis state that leadership has a significant influence on teacher performance at Muhammadiyah Banyuwangi Vocational School. Therefore, leadership in vocational schools throughout Banyuwangi must be improved and maintained in order to improve teacher performance; 2) The test results state that organizational citizenship behavior has an impact on the performance of Muhammadiyah Vocational School teachers throughout Banyuwangi. Therefore, it is necessary to improve the organizational citizenship behavior of teachers at Muhammadiyah Vocational Schools in Banyuwangi so that teacher performance increases.

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