

The Influence of Work Motivation on Performance with Organizational Citizenship Behavior (OCB) In Elementary School Teachers of Wedarijaksa, Pati

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Abstract: This study aims to analyze the effect of motivation on the performance of elementary school teachers in Wedarijaksa District, Pati Regency through OCB. The approach in this research is a quantitative approach, because this research is presented with numbers. This type of research is explanatory research or confirmatory research, namely research that explains causal influences and examines the relationship between several variables through several hypotheses or explanatory research. In this research, several techniques will be used to collect research data, namely observation, literature study, interviews, questionnaires. The population in this study were all 151 elementary school teachers in Wedarijaksa District, Pati Regency. The results of the study showed that motivation had a significant effect on teacher performance at Wedarijaksa Elementary School, Pati Regency. The results of this study indicate that motivation has a significant effect on teacher performance, meaning that the higher the teacher's motivation, the higher the teacher's performance at Wedarijaksa Elementary School, Pati Regency. From this research it is suggested that: the school should provide objective performance assessments to Wedarijaksa Elementary School teachers in Pati Regency regularly and in a transparent manner so that all teachers at Wedarijaksa Elementary School Pati Regency know about their performance so that they are more motivated to improve their performance.

Keywords: Motivation, Organizational Citizenship Behavior, Performance

1. Introduction

The current of global democratization has pressured governments in various parts of the world towards achieving "good governance" which has at least three main pillars, namely transparency, accountability and participation. The impact of this new direction of government does not only occur in the government sector but penetrates into various aspects of national and state life, especially issues related to key public services such as the health, education and social welfare sectors. The education sector is seen as a strategic sector in today's development, at a global level, the world is entering the era of a knowledge-based economy. This view believes that the economic growth, prosperity and welfare of a country is strongly influenced by the quality of education and its ability to master science.

In Indonesia, the demand for the provision of educational services based on "good governance" is getting stronger, especially after the reform era in 1998. The characteristics of old education sector development policies tend to emphasize the dominance of the role of the central government in regulating education, policies like this result in uniformity and centralization of management. education which has an impact on the weak actualization of educational capacity. The principle of good governance emphasizes public accountability. (Alini, 2014)

Conceptually, this policy provides 'fresh air' and optimistic hope for the progress of education in Indonesia. However, there are a number of things that need to be observed, especially related to the impact of the change in status which in fact leaves many problems related to organizational structure, management, student recruitment and financial matters. According to the Balitbang Ministry of National Education (2020), only 28.94% of teachers are eligible to teach at both the public and private elementary school levels. Public junior high school teachers 54.12%, private 60.99%, public high

school teachers 65.29%, private 64.73%, public vocational schoolteachers 55.91%, private 58.26%. Therefore, the teacher must have the right performance and behavior.

The reality in the field based on observations shows that the behavior of elementary school teachers in Wedarijaksa District, Pati Regency is different from one another. There are among the teachers who show behavior with a desire to always help colleagues, want to give the best for the organization, and tolerate unpleasant situations at work and are always serious in carrying out any work assigned, there are always creative ideas for school development. This can be seen when there are meetings or internal meetings, this teacher will actively come up with ideas. On the other hand, there are also teachers with behaviors that do not respect the rules that apply in the organization, such as not complying with the provisions of working hours by resting before their time and exceeding the break time, ignoring assignments given and going home earlier than the provisions of working hours and sometimes being found by teachers in public places, not because of the service, lack of tolerance for unpleasant situations at work, and low ability to cooperate with fellow co-workers. Concretely this indication can be seen from the presence of teachers who are unable to work in a work team. This teacher prefers to carry out work individually, so that when faced with a field of work that requires teamwork, the teacher looks unproductive. Employees generally work to meet work standards set by their organization. There are no creative ideas to contribute to the progress of the school, even though in the midst of competition today reliable human resources are needed who have creative ideas by making internal changes within the organization. An organization cannot be said to be dynamic if there are still employees who feel uncomfortable at work and think that the organization is not part of themselves but only a compulsion. Even the teacher also does not respect the opinions of other teachers in his work team.

Therefore, this study aims to analyze the effect of motivation on the performance of elementary school teachers in Wedarijaksa, Pati Regency through Organizational Citizenship Behavior

2. Conceptual Framework

An organization of one's work behavior requires an encouragement that can arouse morale so that performance can be achieved which can be accounted for. This encouragement is called motivation. Motivation is one of the main factors that influence employee performance. Etymologically, Putra (2018) explains that the term motivation comes from the Latin word, namely *movere* which means to move (to move). Absorbed in English to be motivation means giving motives, generating motives or things that give rise to encouragement or circumstances that give rise to encouragement. According to Rahayu (2015) motivation is usually used to indicate an understanding that involves three main components, namely (1) empowering human behavior (energizing); (2) giving direction to human behavior (directing); (3) how the behavior is maintained (sustaining). Hasibuan (2018) defines motivation as giving a driving force that creates enthusiasm for someone's work, so that they want to work together, be effective and integrated with all their efforts to achieve satisfaction. According to Mangkunegara (2016), motivation is formed from the attitude (attitude) of employees in dealing with work situations at school (situation). Motivation is a condition or energy that drives employees who are directed or directed to achieve the goals of the school organization. The pro and positive mental attitude of employees towards work situations strengthens their work motivation to achieve maximum performance. Work motivation is a process where the need encourages someone to carry out a series of activities that lead to the achievement of certain goals. Goals that, if successfully achieved, will satisfy or fulfill these needs (Alhamdani, 2014).

Performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, vision and mission of the school contained in the formulation of an organization's strategic scheme (Amalia, 2016). In general it can also be said that performance is an achievement that can be achieved by a school within a certain period. This is in accordance with the concept of performance which is divided into 3 (three) parts, namely individual performance, group performance, and school performance. Teachers must have truly optimal performance and OCB for the school. There are various opinions expressed by scientists regarding performance or achievement. Epistemologically, performance comes from the word performance or means work performance, as stated by Zubair (2017), performance is the result of work that can be achieved by a person or group of people in a school in accordance with the authority and responsibility of each in an effort to achieve organizational goals illegally, does not violate the law and does not conflict with morals and ethics. Ardiana (2017) says that work performance is a person's ability to achieve better/more prominent work results towards achieving school goals, while Latief (2018) defines work performance or achievement as the result of people's work in quality and quantity achieved by a person. the teacher in carrying out his duties in accordance with the responsibilities given to him within a set period of time.

Organ (2006) argues that OCB is an indicator of job performance that not only measures when teachers achieve work requirements but also measures spontaneous and innovative behavior. OCB supports school performance by launching school social activities (Oemar, 2013). According to Rini (2013) good teachers (good citizens) tend to display OCB in their work environment, so schools will be better with teachers with good behavior. Individual performance will affect school performance as a whole, which demands teacher behavior in a school. Ristiana (2013) revealed that the behavior that schools demand from teachers is not only in-role behavior, but also extra-role behavior.

OCB involves several behaviors, including helping others, volunteering for extra tasks, complying with workplace rules and procedures. These behaviors describe "teacher added value" and are a form of prosocial behavior, namely social behavior that is positive, constructive and meaningful to help (Shafazawana, 2016). Podsakov (2013) defines OCB as behavior that is individual choice and initiative, not related to the school's formal reward system but in the aggregate increases school effectiveness. This means that the behavior is not included in the job requirements or job description of the teacher so that if it is not shown, no punishment is given (Felicia, 2017).

OCB helps change the formal school atmosphere to be a little relaxed and full of cooperation. It is hoped that with such an atmosphere the tension between teachers can be reduced and because of a supportive atmosphere it is hoped that teacher productivity will increase, so that effectiveness and efficiency will be achieved. This is also confirmed by Humairo (2013), who reveals that OCB can smoothen and expedite social life in an organization. OCB is individual behavior that is free to determine, which is not directly or explicitly recognized by the formal reward system and together will encourage more effective school functions (Mahnaz, 2013). There is evidence that individuals who exhibit OCB perform better and receive higher performance evaluations from their schools.

An increase in teacher OCB can be identified by various factors that influence an increase in OCB. To be able to improve teacher OCB, it is very important for schools to know what causes or increases OCB. According to Organ et al. (2006) the increase in OCB is influenced by two main factors, the first is internal factors that come from the teacher himself, including job satisfaction, commitment, and personality. Secondly, OCB is influenced by external factors that come from outside the teacher, including leadership style and school culture. These factors are able to shape the creation of OCB (Rakhroy, 2016).

3. Methodology

The approach in this research is a quantitative approach, because this research is presented with numbers (Sugiyono, 2017). This type of research is explanatory research or confirmatory research, namely research that explains causal influences and examines the relationship between several variables through several hypotheses or explanatory research. This study describes the independent variable, namely the teacher's professional allowance, and the dependent variable, namely OCB and performance.

3.1 Research Design

The approach in this research is a quantitative approach, because this research is presented with numbers (Sugiyono, 2017). This type of research is explanatory research or confirmatory research, namely research that explains causal influences and examines the relationship between several variables through several hypotheses or explanatory research. This study describes the independent variable, namely the teacher's professional allowance, and the dependent variable, namely OCB and performance.

3.2 Respondent of the Study

The population in this study were all 151 elementary school teachers in Wedarijaksa District, Pati Regency. The sampling technique to be used in this study is saturated sampling. Saturated sampling is a way of taking samples by taking all members of the population as samples. This method is used when the population is small and another term for saturated sampling is census (Sugiyono, 2017). The sample is 151 people. Data collection techniques used are observation, library research, interviews, and questionnaires. The analysis technique used to test the hypothesis in this study is a structural equation modeling (SEM) using the AMOS (Analysis of Moment Structure) program package. The use of SEM allows researchers to test the validity and reliability of research instruments, confirm the accuracy of the model as well as test the effect of a variable on other variables.

4. Findings and Discussion

Evaluation of Structural Equation Modeling (SEM) Assumptions

The evaluation of SEM assumptions is divided into four types, namely: sample size, outlier test, normality test and multicollinearity test

4.1 Sample Size

In SEM modeling, there are two kinds of sample sizes that must be met, namely: first, between 100-200 samples (Hair et al. 1998) or second, using a comparison of 30 observations for each estimated parameter. With a total sample of 151 Wedarijaksa Elementary School teachers, Pati Regency, the sample in this study met the assumptions about the number of samples.

4.2 Outlier Test Results

The outlier test is an extreme data search that is different from other data observations, both for a single variable or combination variables. Outliers are observations that appear with extreme values both univariately and multivariately, which arise because of a combination of unique characteristics that are possessed and look very much different from other observations. If an outlier occurs, special treatment can be given to the outlier as long as it is known how the outlier appears. Detection of multivariate outliers is carried out by taking into account the Mahalanobis distance value. The

criteria used are based on the Chi Squares value in the degree of freedom of the number of indicator variables at a significance level of $p < 0.05$ (Ghozali, 2018).

The results of the outlier test in this study appear to be Malahanobis distance or Mahalanobis d-squared. To calculate the Malahanobis distance value based on the Chi squares value at degrees of freedom 23 (number of indicator variables) at the level of $p < 0.05$ ($\chi^2_{0.05}$) is 35.132 (based on the χ^2 distribution table). So data that has a Mahalanobis distance greater than 35.132 is a multivariate outlier. The results of the outlier test showed that none of the cases had a Malahanobis distance value greater than 35.132. It can be concluded that there were no multivariate outliers in the research data.

4.3 Normality test

The normality test aims to measure the normality of data in univariate or multivariate ways. Testing the normality assumption is carried out by calculating the z-statistic for the skewness and kurtosis of the data, which is seen from the Critical Ratio (CR) in the assessment of normality. At $\alpha = 5.00$, if the CR value is a critical ratio value below the absolute value of ± 1.96 the data is normally distributed, univariately or multivariately (Ghozali, 2018). Data on research variables all have critical ratio values between -1.96 to +1.96. This proves that there was no violation of the SEM normality assumption in the input data of this study.

4.4 Multicollinearity

Symptoms of multicollinearity can be indicated from the determinants of the variance-covariance matrix of exogenous variable data. A small determinant value indicates the presence of multicollinearity symptoms. If that happens, then the data cannot be used for research (Ghozali, 2007). The test results show that the determinant value of the variance-covariance matrix = 0.111. This value is relatively large, and can be used as an indication that there is no multicollinearity between exogenous variables.

4.5 Structural Equation Modeling (SEM) Results

a) Model Test

Based on the method of determining values in the model, the variables tested for this first model are grouped into exogenous variables and endogenous variables. Exogenous variables are variables whose values are determined outside the model. Endogenous variables are variables whose values are determined through equations or from the relationship model formed, included in the group of exogenous variables of work motivation (X) and endogenous variables OCB (Z) and teacher performance (Y). The results of the initial model construct tests presented were evaluated based on the goodness of fit indices. Model criteria and their critical values that have data suitability can be seen in Table 1 below.

Table 1. Evaluation of the Goodness of Fit Indices Criteria.

<i>Goodness of fit Indices</i>	<i>Cutt of value</i>	Result	Description
<i>Chi Square</i>	Expected small	453,333	<i>Marginal Fit</i>
<i>Significane Probality</i>	$\geq 0,05$	0,000	<i>Marginal Fit</i>
RMSEA	$\leq 0,08$	0,082	<i>Goodness Fit</i>
GFI	$\geq 0,90$	0,791	<i>Marginal Fit</i>
AGFI	$\geq 0,90$	0,745	<i>Marginal Fit</i>
CMIN/DF	$\leq 3,00$	2,006	<i>Goodness Fit</i>
TLI	$\geq 0,95$	0,823	<i>Marginal Fit</i>
CFI	$\geq 0,95$	0,842	<i>Marginal Fit</i>

Based on Table 1, it can be seen that the model is feasible to use by assuming the Parsemony principle meets the criteria because there are already more than one fulfills so this model is feasible to use.

Model evaluation showed that of the eight goodness of fit indices criteria, all of them met the criteria and were close to the recommended critical value. Thus, referring to the principle of parsimony, the overall model can be said to be in accordance with the data and can be analyzed further. After knowing the description of the relationship between the variables of this study, the results of hypothesis testing will then be presented. In this case, the path coefficient values between the variables will be presented along with the significance of the hypothesis test results in Table 2 as follows:

Table 2. Path Coefficient Values and Hypothesis Testing

Variable	Path Coefficient	C.R	Probability	Result
X → Y	0,481	4,664	0,000	Significant
X → Z	0,020	5,465	0,004	Significant
Z → Y	0,930	5,661	0,009	Significant

The hypothesis in this study states that work motivation has a significant and positive effect on teachers' OCB. Based on Table 2 it is known that the path coefficient value between learning motivation and OCB is 0.481 with a CR

value of 4.664 more than the required critical value of 2. These results support (accept) the hypothesis in this study which states work motivation has a significant and positive effect on teacher OCB Wedarijaksa Elementary School, Pati Regency.

Furthermore, following are the results of the total effect of the variables presented in Table 3 which presents the results of the total effect regarding the relationship that occurs between exogenous and endogenous latent variables.

Table 3. Total Effect of Research Variables

Direct Influence		Endogenous Variables	
		OCB	Teacher Performance
Exogenous Variables	Motivation	0,029	0,656
	OCB	0,000	0,855

Based on Table 3, it can be explained that the total influence of exogenous latent variables on endogenous latent variables. There is an effect on OCB (Z), namely and motivation (X). There are two total effects on teacher performance (Y), namely motivation (X) and OCB (Z). The largest total effect on teacher performance (Y) is OCB (Z). This shows that these latent variables make a major contribution in influencing teacher performance.

The OCB factor and teacher performance are important in an institution because many studies show that OCB is associated with improving teacher performance. Based on the previous data analysis, it can be seen that work motivation influences OCB and performance. These results are also supported by the results of the descriptive analysis of respondents' answers to the variables of motivation, OCB and performance. The results of the study are explained in full as follows:

Based on the results of SEM analysis, motivation has a significant effect on performance. In this study, it can be seen that the direct influence of teacher motivation on teacher performance at Wedarijaksa Elementary School, Pati Regency is significant. This means that the hypothesis which states that teacher motivation has a significant effect on performance is proven. Based on the results of the respondent's assessment, it is known that the teacher's motivation which is well perceived by the teacher has a significant effect on teacher performance. This is due to teacher motivation which is good enough to increase good performance for teachers.

The results of the analysis show that motivation has a positive and significant effect on teacher performance at Wedarijaksa Elementary School, Pati Regency. This means that the second hypothesis which states that the stronger the motivation, the higher the teacher's performance is accepted as true. This result is supported by the teacher's assessment of motivation which in general has quite agreed and agreed ratings. This can be interpreted that the teacher has a fairly good perception of the motivation that is applied at Wedarijaksa Elementary School, Pati Regency.

The results of this study indicate that motivation as part of a system influences the teacher's internal behavior in improving teacher performance at Wedarijaksa Elementary School, Pati Regency. Motivation that covers the entire organization is actually rooted in the individual self of each member of the organization. Each individual (teacher) must have beliefs about certain things that he believes are true (beliefs), which if later confirmed in his daily life will become individual values that he guides as good things to do (value). If the set of values of these individuals combine to become common beliefs (common values) and are internalized in the daily life of the organization, then motivation is formed. More importantly, the culture that is formed through this process can be said to manifest well if it is actualized in the daily behavior of its members (behavior) and eventually becomes a habitual pattern (habit).

The results of this study are consistent with the research of Vanindya et al. (2016) and Danis et al. (2016) that motivation affects teacher performance. Types of abilities, skills and task fulfillment will be able to positively influence performance. The implementation of the effect of motivation on performance at Wedarijaksa Elementary School, Pati Regency, was realized by achieving the performance targets of teaching staff at Wedarijaksa Elementary School, Pati Regency, having good category results.

Implementation of the influence of motivation on OCB includes behaving and acting properly and correctly and adhering to the code of ethics and moral principles, teaching thoroughly and accurately on the basis of the best competencies with full responsibility, building and ensuring productive internal cooperative relations and harmonious partnerships with stakeholders, to produce useful and quality work and provide services that meet stakeholder satisfaction which is carried out wholeheartedly, transparently, quickly, accurately and safely.

The effect of motivation on teacher performance is consistent with research conducted by Danis, et al. (2016) and Sindi and Alini (2016) the effect of motivation on employee performance simultaneously and partially has a positive and significant influence on employee performance.

5. Conclusions

Motivation has a significant effect on the performance of Wedarijaksa Elementary School teachers, Pati Regency. The results of this study indicate that motivation has a significant effect on teacher performance, meaning that the higher the

teacher's motivation, the higher the teacher's performance at Wedarijaksa Elementary School, Pati Regency. From this research it is suggested that: the school should provide objective performance assessments to Wedarijaksa Elementary School teachers in Pati Regency regularly and in a transparent manner so that all teachers at Wedarijaksa Elementary School Pati Regency know about their performance so that they are more motivated to improve their performance.

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Appendix A: An Example

Before the References section, authors must include an appendix section. All appendices are required to have headings in style as above. It needs to be arranged automatically from A, B, C etc.

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