

The Effect of Organizational Commitment and Organizational Citizenship Behavior (OCB) on Teacher Job Satisfaction at SMAN 1 Bangsal Mojokerto

By

Ari Kartiko

Institut Pesantren KH. Abdul Chalim, Indonesia

Email: <mailto:ari.kartiko5@gmail.com>

Muhammad Sya'roni

Sekolah Tinggi Ilmu Tarbiyah Al-Fattah Siman Lamongan, Indonesia

Email kangroni1981@gmail.com

Ahmad Karim

Universitas Pembinaan Masyarakat Indonesia

Email : ahmadkarimk1973ok@gmail.com

Juarni Siregar

Universitas Nusa Mandiri

Email juarni.jsr@nusamandiri.ac.id

Donny Dharmawan

Universitas Krisnadwipayana, Indonesia

Email: donnydharmawan.ac.id.

Muhammad Mujtaba Mitra Zuana

Institut Pesantren KH. Abdul Chalim, Indonesia

Email: Mujtaba.mitrazuana@gmail.com

Suhud Agustina

Islamic Education Management Program, Institut Pesantren KH. Abdul Chalim, Indonesia

Email: Suhudagustina25@gmail.com

Abstract

Job satisfaction is an important concern for every organization to be able to increase teacher productivity and maximum work, the emergence of job satisfaction comes from the teacher's feelings towards work that are felt to be in accordance with the values given by the organization, of course in growing job satisfaction it is important for organizations to be able to increase commitment and organizational citizenship behavior (OCB). This study was conducted with the aim of knowing how the effect of organizational commitment and organizational citizenship behavior (OCB) on teacher job satisfaction. This study uses a quantitative approach with the help of IBM SPSS version 25, the validity and reliability of the research instrument were tested, the respondents in this study were 71 respondents using the census method which took the entire population as as ample and collected data using a questionnaire. The results of this study indicate that the organizational commitment variable (X1) influence on teacher job satisfaction (Y1), this can be seen from the t-test hypothesis testing in the eyes of Tarithmetic $> T_{table}$ ($2.354 > 1.995$) and the significant level is less than 0.05, namely ($0.021 < 0.05$), the variable organizational citizenship behavior (OCB) (X2) has an influence on job satisfaction (Y1), this can be seen based on the results of the t test, namely

$T_{count} > T_{table}$ ($5.413 > 1.995$) and a significant level that is less than 0.05, namely ($0.000 < 0.05$), organizational commitment variables (X_1) and organizational citizenship behavior (OCB) (X_2) on job satisfaction (Y_1) simultaneous effect on job satisfaction. (Y_1), this can be known based on the F test, namely $F_{count} > F_{table}$ ($19.656 > 3.13$) and the significant level is less than 0.05, namely ($0.000 < 0.05$).

Keywords: Organizational Commitment, Organizational Citizenship Behavior (OCB), Job Satisfaction

Introduction

Education is a primary need for humans because it plays an important role in shaping a person's good or bad in social life in a normative measure, but in fact based on a student ability survey it becomes a reference for the quality of education in the world by assessing math, science and reading abilities in each country released by the Program for International Student Assessment (PISA) on December 3, 2019 in Paris, ranked Indonesia at 72nd out of 77 countries (kumparan, 2020).

The creation of an increase in quality human resources requires increasing the ability and discipline of educators, namely teachers. Teachers as role models are the most influential people in the development of various potentials and the formation of national character, data from UNESCO in the Global Education Monitoring (GEM) Report 2016, regarding the quality of teachers as an important component in education is ranked 14th out of 14 developing countries in the world. Of course, this is acceptable in the world due to the fact that almost 75% of schools in Indonesia do not meet the minimum education service standards. Based on Law Number 14 of 2005 Article 1 paragraph 1 explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training and evaluating students in the education of children aged through formal education, basic education and secondary education. Teachers in fulfilling these tasks are required to have high job satisfaction, teachers who do not have high job satisfaction certainly cannot carry out the teacher's duties to the fullest.

Based on the results of research conducted by Ufi and Wijono with the research title "The Relationship between Organizational Commitment and Teacher Job Satisfaction at Public High Schools in Kupang City" in (2020) the results showed that there was a significant relationship between organizational commitment and its three aspects (affective commitment, ongoing commitment). and normative commitment) with job satisfaction. A teacher who has high organizational commitment will make them experience high job satisfaction and vice versa if organizational commitment is low then teacher satisfaction will be low, this is also in line with research conducted by Paramita et al. with the research title "The Effect of Motivation and Organizational Commitment on Job Satisfaction in Administrative Employees (Case Study of Seven Faculties at the State University of Jakarta) in (2014) obtained empirical results that organizational commitment has a significant influence on job satisfaction. It is evident from the results of two studies that look for the influence between organizational commitment and job satisfaction, providing an illustration if there is indeed an influence between the two.

Research conducted by Harmalina (2019) found that OCB behavior has a good influence on educational institutions, the higher the support provided by schools and the government to teachers, the higher the tendency of teachers, especially teachers with civil servant status to display OCB, therefore in order to achieve this. a school that has superior human resources, it is important for the government and schools to work together and always support teachers in carrying out their duties and roles.

Based on observational studies conducted, SMAN 1 Bangsal Mojokerto has a number of achievements including intra- and extra-curricular achievements to the national level, of course this cannot be separated from the role of a teacher and school who always provides support in developing student achievement. Teachers at SMAN 1 Bangsal have high job satisfaction as evidenced by each teacher having a job that is in accordance with their duties and responsibilities so that they voluntarily do the assigned tasks, from this the school also facilitates teachers to develop their achievements by participating in various competitions at the district level as well as provincial, achievements that have been achieved include 1st place in the selection of outstanding/exemplary teachers at the Mojokerto district in 2009, 2012 and 2018, 1st place at the 2015 Mojokerto district-level teacher Olympiad and proves that human resources are empowered according to school needs.

Teachers at SMAN 1 Bangsal have a good organizational commitment, this is reflected in the number of teachers who have survived more than 15 years and are willing to stay afloat due to the support and attention from the organization that frees teachers to be able to explore themselves, in addition to raising their commitment they will always try maintain good relations between superiors and subordinates or other co-workers such as wanting to listen to teacher complaints and obstacles in teaching, being able to provide input that supports teachers to continue to develop potential both in teaching and in the external environment so that it will be very easy to attract teachers when there is an emotional approach good behavior from the school in paying attention to the needs of teachers.

OCB behavior in any organization will have a positive impact to help achieve goals, as well as the OCB behavior of teachers at SMAN 1 Bangsal by paying attention to the needs and abilities of teachers to be one way of SMAN 1 Bangsal so that all teachers can want to work together, because the organization is aware of differences in character. and the personality of each educator so that they will observe early to see the interests and abilities of the teacher, the school will not give more duties and responsibilities to someone who does not like the task given so that it will result in the achievement of school goals and tasks that are not the visit is over, as in the committee system, various committees are formed so that all teachers can participate so that there is no social jealousy at work because it is in accordance with the ability of the teacher, so that this will lead to the OCB behavior of teachers at SMAN 1 Bangsal and very t is useful in supporting organizational growth.

Based on the explanation described above, achieving the goal of increasing loyalty and voluntary behavior raised by teachers in helping institutions is the reason researchers are interested in carrying out research with the title " The Effect of Organizational Commitment and Organizational Citizenship Behavior (OCB) on Teacher Job Satisfaction at SMAN 1 Bangsal Mojokerto".

Based on the background described above, the following problems can be formulated:

1. Is there an effect of organizational commitment and organizational citizenship behavior (OCB) on teacher job satisfaction at SMAN 1 Bangsal Mojokerto?
2. Is there an effect of organizational commitment and organizational citizenship behavior (OCB) together on teacher job satisfaction at SMAN 1 Bangsal Mojokerto?

Based on the formulation of the problem that has been stated above, the objectives to be achieved in this study are as follows:

1. To determine the effect of organizational commitment and organizational citizenship

- behavior (OCB) on teacher job satisfaction at SMA N 1 Bangsal Mojokerto.
2. To determine the effect of organizational commitment and organizational citizenship behavior (OCB) together on the job satisfaction of teachers at SMAN 1 Bangsal Mojokerto.

Theory

A. *Job satisfaction*

Robbins & Judge (114; 2016) express job satisfaction as positive feelings about work as a result of evaluation of its characteristics. The job requires interaction with coworkers and superiors, following organizational rules and policies, meeting performance standards, living with less than ideal working conditions and the like. According to Mangkunegara, the theory of job satisfaction is divided into: Equity Theory, Discrepancy Theory, Need Fulfillment Theory, Social Reference Group Theory and Two Factors Theory.

Factors influencing job satisfaction Greenberg and Baron (114, 2014) divide job satisfaction factors into two major groups, namely factors related to individuals and organizations. These factors are as follows:

Factors that come from within the individual include personality, individual values, interests and use of skills, age and work experience, gender, status and seniority. Factors related to the organization include, work situation and conditions, reward systems, supervisory and communication, employment, security company policies, social aspects of work, opportunities for growth and promotion.

Satisfaction and dissatisfaction at work certainly have reasons for the reflection of employees who are given the impact of satisfaction and dissatisfaction causing some positive and some negative behavior in employees, they will tend to show attitudes according to the circumstances they feel towards any activity in the organization.

1. *Productivity Or Performance*

High productivity causes an increase in job satisfaction if the workforce perceives that the intrinsic and extrinsic rewards they receive are considered fair, reasonable, and associated with superior performance if the workforce does not perceive intrinsic and extrinsic rewards associated with performance, an increase in performance. work will not correlate with an increase in job satisfaction.

2. *Turnover*

Absenteeism and the decision to stop working are qualitatively different answers, absenteeism is more spontaneous which does not reflect job dissatisfaction, while quitting work or leaving work is related to job dissatisfaction.

3. *Health*

Badriyah (230;2015), stated that although it is clear that job satisfaction is related to health, the casual relationship is not clear, it is suspected that job satisfaction supports the level of mental physical function and satisfaction is a sign of health. The level of job satisfaction and health are mutually reinforcing so that an increase in one can increase the other and vice versa a decrease in one has a negative effect.

Operational variable Organizational commitment is a strong desire to become a member of the organization, this desire can be seen from the attitude of loyalty, effort and belief to be able to achieve the vision, mission and goals of the organization. The indicator variables consist

of 1) Affective Commitment (X_{1.1}) , 2) Continuing Commitment (X_{1.2}) and 3) Normative Commitment (X_{1.3}) .

B. Organizational commitment

According to Steers & Porter, organizational commitment is a condition where employees are very interested in the goals, values and goals of the organization and organizational commitment means more than just formal membership because it includes an attitude of liking the organization and a willingness to put in a high level of effort for the benefit of the organization to achieve goals in the opinion of Schermerhorn et al. (72;2015), stated organizational commitment as an individual's loyalty to the organization, individuals with high organizational commitment identify very strongly with the organization and feel proud to consider themselves as members of the organization.

Sopiah revealed that there are two conceptual approaches to organizational commitment, namely:

1) Exchange Approach

Commitment to the organization is largely determined by the exchange of contributions that the company can make to its members and members of the organization so that the greater the suitability of the exchange based on the views of members, the greater their commitment to the organization.

2) Psychological Approach

This approach emphasizes organizations that are active and positive from members of the organization, namely attitudes or views towards the workplace organization that will connect and improve one's situation with the organization .

Benefits of organizational commitment according to Luthans (249; 2015):

1) Avoiding High Employee Replacement Costs

A person who is committed does not like to quit his job and accept another job when an employee is committed, there will be no high employee turnover. Organizational commitment affects whether an employee will remain as a member of the organization or leave the organization to find another job. An employee who has a strong commitment will stay for members of the organization.

2) Reducing or Easing Employee Supervision

Employees who are committed and have high expertise will reduce the need for supervision, strict supervision and inherent supervision will waste time and money.

3) Increase Organizational Effectiveness

Lack of commitment can reduce organizational effectiveness, an organization whose employees have organizational commitment will get the desired results such as high performance, low employee turnover, low absenteeism and a warm organizational climate that supports being a good team member and ready to help.

The operational definition of organizational commitment variable Organizational Citizenship Behavior (OCB) is behavior that arises from the initiative of an individual and outside of formal duties and is not included in the reward system which if done will improve the function of the organization. Variable indicators consisting of: 1) Altruism (X_{2.1}) , 2) Conscientiousness (X_{2.2}) , 3) Sportsmanship (X_{2.3}) , 4) Courtesy (X_{2.4}) and 5) Civic Virtue

(wisdom) (X 2.5) .

C. Organizational citizenship behavior (OCB)

According to Organ (2015) Organizational Citizenship behavior that is directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization.

OCB behavior include the following:

1) Appreciation

The award is simply a reward or effort that has been made by someone who gets an award that is in accordance with his efforts and will have the desire to do the same effort. The most common form of appreciation is in the form of money in the form of salaries or other incentives, besides that awards can also be in the form of praise or in the form of other objects.

2) Job satisfaction

Job satisfaction is a feeling of satisfaction with the work that has been done, a teacher who is satisfied will display behavior that is in accordance with his main task. This feeling of satisfaction can be a trigger for doing a better job .

3) Motivation

Motivation is an impulse from within a person to do something every job always begins with motivation, the higher the motivation, the more enthusiastic people work. Teachers who have high motivation will display OCB behavior in carrying out their duties by increasing teacher motivation so that they can become triggers in displaying OCB behavior.

4) Commitment

Commitment is a promise to oneself and to others that can be seen from actions, people who have a high commitment will always work well, committed people do not give up easily in the face of work obstacles. A teacher should have a commitment to work. This commitment can be seen from being serious in working. Commitment will affect a person's OCB behavior, a teacher with a high commitment always works with dedication and always strives to advance the school.

5) Loyalty

People who have loyalty will carry out orders properly and responsibly, a teacher must have loyalty to the principal and as an organization. According Hardiyanto (2019) Loyalty that is owned will affect a person's OCB behavior with the loyalty in oneself will obey the rules that apply in the organization. High loyalty will make a person work beyond the main task he carries.

According to Podsakoff in zadeh et al (2015) organizational citizenship behavior (OCB) can affect organizational effectiveness such as:

- 1) OCB can help increase co-workers' productivity
- 2) OCB can help increase managerial productivity
- 3) OCB can help make efficient use of organizational resources for productive purposes.
- 4) OCB can reduce the level of need for provision of organizational resources for employee maintenance purposes
- 5) OCB can serve as an effective basis for coordinating activities between team members

- and between work groups
- 6) OCB can improve an organization's ability to acquire and retain reliable human resources by giving the impression that the organization is a more attractive place to work
 - 7) OCB can improve organizational performance stability
 - 8) OCB can increase the organization's ability to adapt to environmental changes.

Operational definition Job satisfaction is the feeling of an employee towards his work that arises from the assessment and work experience and can arise from within and outside the individual. The variable indicators consist of 1) Satisfaction with work ($Y_{1.1}$), 2) Satisfaction with salary ($Y_{1.2}$), 3) Promotion opportunities ($Y_{1.3}$), 4) Satisfaction with supervision ($Y_{1.4}$) and 5) Satisfaction with colleagues work ($Y_{1.5}$)

Research Method

The type of research used is a quantitative approach because the data used in this study is expressed in the form of numbers and the analysis uses statistics to measure and obtain research results through questionnaires, Sugiyono (2019). This research is a causal associative research that is to find out the relationship between two or more variables with this research it will be able to build a theory that functions to explain, predict or control a symptomⁱ through testing the hypothesis, the purpose of testing the hypothesis is to determine the probability that the hypothesis is supported by facts or empirical data.

Population is a generalization area consisting of objects/subjects that affect certain qualities and characteristics determined by the researcher to be studied and then conclusions are drawn covering all the characteristics and properties possessed by the subject or object. The population in this study were all 71 teachers at SMAN 1 Bangsal Mojokerto.

The sample is part of the population taken for research and the research results are used as a representation of the population as a whole, thus the sample can be stated as part of the population taken from certain techniques or methods to be studied and generalized to the population. The sampling technique in this study uses the Probability Sampling technique, which is a sampling technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample, because the population is relatively small, the entire population is taken as a sample so that the sample in this study is all teachers at SMAN 1 Bangsal Mojokerto totaling 71 teachers.

The data collection method in this study used a questionnaire/questionnaire. The data collection method used in this study uses primary data, namely data sources that directly provide data to data collectors. The primary data source was obtained by the researcher by distributing questionnaires/questionnaires to be answered or filled out by the respondents, namely teachers at SMAN 1 Bangsal Mojokerto.

The research instrument is a tool used to measure the observed natural and social phenomena, the variables in this measurement are measured using a Likert scale. The instrument was tested using validity and reliability tests. The instrument is said to be valid if $r_{\text{arithmetic}} > r_{\text{table}}$, and is declared reliable if the *Cronbach Alpha value* > 0.60 .

Findings and Discussion

Findings

The results of the validity test obtained that the overall results of the question items were declared valid and reliable, because the value of $r_{\text{arithmetic}} > r_{\text{table}}$ so that it was said to be able to measure variables. The results of the reliable test can be seen in the table.

Table 1 *Reliable Test Results*

No	Variable	Cronbach's Alpha	Information
1	Organizational Commitment (X1)	0.731	reliable
2	OCB (X2)	0.904	reliable
3	Job Satisfaction (Y1)	0.934	reliable

(Source: Processed primary data, 2022)

Based on table 1, the reliable test results on each variable have a Cronbach's Alpha coefficient > 0.60 so it can be concluded that the measurements on each variable are declared reliable and can be used in this study.

The results of the classical assumption test are obtained as follows:

a. Normality test

The normality test is used to test whether there is independent variable data with the dependent variable having a normal relationship or not using the *Kolmogorov Smirnov method* with IBM SPSS 25. Based on the rules that can be used to determine whether a distribution is normal or not, that is, if $p > 0.05$ then the distribution is will be said to be normal and vice versa if $p < 0.05$ the distribution can be declared abnormal. This can be seen in the following table:

Table 2 *Normality Test Results*

One-Sample Kolmogorov-Smirnov Test		
N		Unstandardized Residual 71
Normal Parameters ^{a,b}	mean	.0000000
	Std. Deviation	1.19465657
Most Extreme Differences	Absolute	.076
	Positive negative	.067 -.076
Test Statistics		.076
asyp. Sig. (2-tailed)		.200 ^{c,d}

(Source: Processed primary data, 2022)

From the results of normality using the Kolmogorov Smirnov method, the significance result of the normality test of 0.200 is that the result is greater than the significance level of 0.05 ($0.200 > 0.05$), so the researcher can conclude that the normality test in the test in this study is declared to have a normal distribution.

b. Linearity Test

Table 3. *Linearity Test Results*

Variable	Deviation From Linearity	Description
(X1).(Y1)	0.684	linear
(X2).(Y1)	0.108	linear

(Source: Processed primary data, 2022)

Based on the results of the linearity test above, it is known that the value of sig. Deviation from Linearity of the two variables is greater than 0.05. Therefore, it is said that

there is a linear relationship between the variable organizational commitment (X1) to job satisfaction (Y1), and the variable Organizational Citizenship Behavior (OCB) (X2) to job satisfaction (Y1).

c. Multicollinearity Test

Table 4 Multicollinearity Test Results

Variable	Tolerance	VIF	Information
X1	0.979	1.021	Non Multicollinearity
X2	0.979	1.021	Non Multicollinearity

(Source: Processed primary data, 2022)

From the calculation results in the multicollinearity test table, the independent variable shows that the *VIF value is 1.021* where the value is smaller than 10 ($1.021 < 10.00$), and the independent variable shows that the *Tolerance value is 0.979* where the value is greater than 0.1000 ($0.979 > 0.1000$) so it can be concluded that it is free from multicollinearity.

1. Hypothesis Test

a. Multiple Linear Regression Test

Hypothesis testing in this study using multiple linear regression analysis using the help of IBM SPSS Statistics version 25. Multiple Linear Regression (Multiple Linear Regression) serves to determine the effect of the relationship between two independent variables (organizational commitment and *organizational citizenship behavior*) or more with the dependent variable (job satisfaction).

Table 5 Results of Multiple Linear Regression Analysis

Model		Coefficients ^a				Sig.
		Unstandardized Coefficients		Standardized Coefficients	t	
		B	Std. Error	Beta		
1	(Constant)	50.412	4.408		11.437	.000
	X1	.044	.019	.230	2.354	.021
	X2	.257	.047	.528	5.413	.000

Source: processed primary data, 2022

Based on the test results in the table above, it can be seen that the regression equation for the effect of organizational commitment (X1) is 0.44 and OCB (X2) is 0.257 with a constant value of 50.412 so that the equation from the regression can be seen as follows:

$$\text{Job Satisfaction} = 50.412 + 0.44 + 0.257 + e$$

Based on the values of the coefficients from the results of the formulation of multiple linear regression can be explained by the researchers as follows:

- 1) Constant (a) = 50.412 this means that the price is constant, if the variables of

- organizational commitment (X1) and *OCB* (X2) = 0, then job satisfaction = 50,412.
- 2) Organizational commitment regression coefficient value (X1) = 0.44. This means that if every increase in organizational commitment (X1) is 1%, then job satisfaction will also increase by 0.44. This shows that the provided organizational commitment variable contributes positively to job satisfaction.
 - 3) *OCB* regression coefficient value (X2) = 0.257. This means that if every increase in *OCB* (X2) is 1%, then job satisfaction will increase by 0.257. This shows that the provided *OCB* variable contributes positively to job satisfaction.

b. Coefficient of Determination Test

To see the effect of organizational commitment and *OCB* on job satisfaction combined or simultaneously, the researcher will see the results of the calculation using the *summary model* using *SPSS*, especially the *R Square* (R²) figure below:

Table 6 Determinant Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.605 ^a	.366	.348	1.212

Source: processed primary data, 2022

The magnitude of the number of R Square (R²) which is 0.366 can be seen in table 6 Summary models. This figure can be used to see the magnitude of the effect of organizational commitment and *OCB* on job satisfaction, namely 0.366 (36.6%), while the remaining 64.4% is influenced by variables not examined in this study.

c. T Test (Partial)

In order to know the magnitude of the influence of the variable organizational commitment and *OCB* on job satisfaction individually (partial) can use the t-test, in order to know how much influence the variable, with an error rate of 5% (0.05). This test is carried out by looking at the significance column of each independent variable (free) with a significance level > 0.05. The tests carried out can be seen in the following table:

Table 7 T. Test Results

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.	
		B	Std. Error	Beta		
1	(Constant)	50.412	4.408		11.437	.000
	X1	.044	.019	.230	2.354	.021
	X2	.257	.047	.528	5.413	.000

Source: processed primary data, 2022

- 1) The effect of organizational commitment on job satisfaction Seen in table 4.19 from the calculation results of *SPSS* 25, the t_{count} is 2,354 . For the significance level using 0.05 and the number of samples 71, and the value of $t_{\text{table}} = t(\alpha/2; nk-1 = t(0.05/2; 71-2-1) = (0.025; 68) = 1.995$
- 2) Based on the results of the calculation obtained the number at $t_{\text{count}} 2,354 > t_{\text{table}}$ of 1,995. and a significant value of $0.021 < 0.05$, meaning that there is a significant effect of organizational commitment on job satisfaction, while the magnitude of the influence of organizational commitment on job satisfaction is 0.044 or 44%.
- 3) The effect of *OCB* on job satisfaction is seen in table 4.19. From the results of *SPSS* calculations, the t_{count} is 5.413. For the significance level using 0.05 and the number of samples 71, and the value of $t_{\text{table}} = t(\alpha/2; nk-1 = t(0.05/2; 71-2-1) = (0.025; 68) = 1.995$
- 4) Based on the results of the calculation, the t_{count} is $5.413 > t_{\text{table}}$ is 1.995 and the significant value is $0.000 < 0.05$. This means that there is a significant effect between *OCB* on job satisfaction. The magnitude of the effect of *OCB* on job satisfaction is 0.257 or 25.7%.

d. F Test (Simultaneous)

In order to know whether *the model summary* above is correct or not, it is necessary to have a hypothesis test (Test F). Test the hypothesis using the number F as listed in the table of results from the following *SPSS* :

Table 8 F . Test Results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	57,758	2	28,879	19,656	.000 ^b
	Residual	99,904	68	1.469		
	Total	157,662	70			
Source: processed primary data, 2022						

The calculations in this test are carried out using 2 ways. First, by comparing the magnitude of the calculated F number with F table . Second, by comparing the numbers at the significance level (sig) of the results of the research calculations with a significance level of 0.05 (5%).

- 1) Comparing the magnitude of the $t_{\text{calculated}}$ F number with the F_{table} . It can be seen that the F research from *SPSS* is 19.656, by looking at the F table value = $k; n - k = (2; 71-2) = (2; 69)$ so that a number of 3.13 is obtained with an error rate of 5%. From the results of these calculations it has been found that the $t_{\text{calculated}}$ F is $19.656 > F_{\text{table}}$ is 3.13 so that it can be concluded that there is a positive simultaneous influence between organizational commitment and *OCB* , therefore, the coefficient of determination test above is feasible and also correct. That the magnitude of the influence is 36.6% and 64.4%. influenced by other variables outside of the variables studied.
- 2) The level of significance of the results of the research calculation with a significance level of 0.05 Based on the results of the calculation above which shows that the number at a significance of $0.000 < 0.05$, it can be concluded that there is a significant effect of organizational commitment and *OCB* on teacher job satisfaction.

Discussion

1. *The Effect of Organizational Commitment on Teacher Job Satisfaction at SMAN 1 Bangsal Mojokerto*

Based on the hypothesis test, the results of this study indicate that organizational commitment has a significant and positive effect on teacher job satisfaction at SMAN 1 Bangsal Mojokerto, this is evidenced by looking at the significance value in the multiple regression test which is smaller than the 0.05 significance level, namely 0.21 and the value of t_{count} is greater than t_{table} , which is $2,354 > 1,995$.

Organizational commitment is an attitude that reflects employee loyalty to the organization and the ongoing process in which members of the organization express their concern for the organization and the continued success of the organization. ¹The commitment shown by teachers at SMAN 1 Bangsal can be said to be quite moderate, so SMAN 1 Bangsal must be able to increase teacher commitment so that all teachers can be emotionally attached which will also support operational activities from teachers to schools.

In this regard, organizational commitment has several indicators that researchers have tested including affective commitment, ongoing commitment and normative commitment, from these indicators based on a descriptive analysis of organizational commitment research at SMAN 1 Bangsal Mojokerto the indicator with the highest value is affective commitment where this commitment is defined as a person's feeling to remain in the organization because of a desire, which means this commitment is related to one's feelings and beliefs about the values of the organization.

According to Streers & Porter, organizational commitment is a condition where employees are very interested in the goals, values and goals of the organization and organizational commitment means more than just formal membership because it includes an attitude of liking the organization and a willingness to put in a high level of effort for the benefit of the organization to achieve goals.

Based on the explanation that the researcher explained, it can be concluded that if organizational commitment can be maintained and even improved, it will have an impact on teacher job satisfaction which results in increased productivity so that the vision, mission and goals of the organization can be achieved and are supported by the concept of organizational commitment put forward by Sopiah, namely: the concept of commitment with an exchange approach, namely the contribution made by the organization to members and vice versa, a psychological approach that emphasizes the active and positive nature of the organization's members.

This research is strengthened by previous research by Darmawan (2016) with the research title "The Influence of Work Motivation, Organizational Commitment and Organizational Culture on Job Satisfaction of Elementary School Teachers in School Cluster VI, Kejayan District, Pasuruan Regency" with the results of the research that organizational commitment variables have a real influence on teacher job satisfaction. So the organization must instill organizational commitment in every teacher so that a teacher can have high job satisfaction so that organizational productivity can be achieved.

¹Fred Luthans, p.249

2. *The Effect of Organizational Citizenship Behavior (OCB) on Teacher Job Satisfaction at SMAN 1 Bangsal Mojokerto*

Based on the hypothesis test, the results of this study indicate that organizational citizenship behavior (OCB) has a significant positive effect on teacher job satisfaction at SMAN 1 Bangsal Mojokerto which is proven based on the results of the hypothesis in this study showing *OCB* has a significant effect on teacher job satisfaction. This is evidenced by the significance value in the multiple regression test which is smaller than the 0.05 significance level, which is 0.000 and the t - count value is greater than the t- table , which is $5.413 > 1.995$.

Organizations need human resources to be able to carry out functional organizational tasks, fulfilling this it is time for us to measure a person's work not only from the job description, namely by looking at the extra roles performed by workers, according to the OCB Organ is a form of behavior that is a choice and individual initiative is not related with the organization's formal *reward system but in the aggregate* increase the effectiveness of the organization .

OCB behavior is needed by any organization as well as SMAN 1 Bangsal Mojokerto which is shown from the friendly attitude of teachers, helping each other in completing work and providing direct assistance by the teacher, OCB has several indicators that researchers use in this study, namely, altruism (helpful behavior). conscientiousness, sportsmanship, courtesy and civic virtue, from some of these indicators there is the highest indicator, namely the indicator of altruism (helping behavior) which is behavior that prioritizes the interests of others or behavior of helping others, where this behavior provides an overview of the environmental conditions in SMAN 1 Bangsal Mojokerto by showing an attitude mutual help will indirectly lead to teamwork and bring a positive influence on the organizational environment.

According to Zadeh et al , the high quality of OCB behavior will support the overall effectiveness and increase the work efficiency of the organization, although OCB behavior is voluntary and its function is not an absolute requirement.

OCB in this study emphasizes more on how schools can have a real influence on behavior and conditions created by schools so that OCB behavior can appear, the role of extra teachers has a positive influence in accordance with Podsakoff's opinion that *OCB* in organizations will increase productivity, use efficiency HR, teamwork to improve organizational stability and many others, of course from the magnitude of the benefits provided SMAN 1 Bangsal is aware of this so it can be concluded that *OCB* at SMAN 1 Bangsal Mojokerto has emerged which will be very supportive and influential on teacher job satisfaction.

The research conducted by Khasanah (2019) with the research title "The relationship between job satisfaction and *organizational citizenship behavior (OCB)* in UIN Raden Intan Lampung employees" found that there was a significant relationship between job satisfaction and OCB .

OCB in teachers is needed to improve performance and help the growth of the organization, this behavior will be needed by the organization because it will have a direct impact on themselves, others and even the environment in which they work. The magnitude of the effect of *OCB* on teacher job satisfaction at SMAN1 Bangsal Mojokerto is 0.257, meaning that *OCB* has an effect on job satisfaction of 25.7% while the remaining 74.3% is influenced by other variables not included in this study.

3. *The Effect of Organizational Commitment and Organizational Citizenship Behavior (OCB) on Teacher Job Satisfaction at SMAN 1 Bangsal Mojokerto.*

This study shows that there is a significant and positive relationship between organizational commitment and *organizational citizenship behavior (OCB)* together on teacher job satisfaction, which means that the higher the organizational commitment and *OCB* together, the teacher's job satisfaction will increase as evidenced by the score. The significance of the multiple regression test is smaller than the 0.05 significance level, which is 0.000 and the calculated F value is greater than the F_{table} , which is $19.656 > 3.13$.

Organizational commitment is something that must be owned by an employee, an effective teacher is those who can commit and continuously update their knowledge in order to maximize their duties. Likewise with *OCB* at SMAN 1 Bangsal Mojokerto emphasizes how teachers can be responsible for anything so that schools become better, teachers with high *OCB* will not be willing if school institutions experience difficulties in realizing their vision and mission, they will voluntarily give maximum contribution so that the vision and mission schools can be achieved optimally.

OCB behavior shown by the teacher towards the organization so as to create good results. Of course, in this case the school must support in carrying out the tasks and responsibilities that have been given, teachers who have understood the values given by an organization will make the organization unique. Work that is supported by quality human resources and the presence of supporters in completing tasks that will directly lead to job satisfaction for teachers is certainly supported by these two variables, each good individual will also understand and be able to adapt to his organization.

Teacher job satisfaction at SMAN 1 Bangsal Mojokerto can be said to be good because it is in accordance with what is expected by the teacher, so it can be concluded that organizational commitment and *OCB* have a joint effect on job satisfaction which is supported by the suitability of the values provided by the organization with what expected and obtained by the teacher in carrying out their duties and responsibilities.

Conclusion

Based on the results of data analysis on the effect of organizational commitment and *organizational citizenship behavior (OCB)* on teacher job satisfaction at SMAN 1 Bangsal Mojokerto, the following conclusions were obtained :

1. Based on the results of the T test, there is a significant positive effect between organizational commitment (X1) and *organizational citizenship behavior (OCB)* (X2) on job satisfaction (Y1). It can be concluded from the results of the calculation using SPSS version 25, namely organizational commitment (X1) to job satisfaction (Y) for the significance level using 0.05. So that the t_{count} is $2.354 > t_{table}$ is 1.995, while the magnitude of the influence between X1 and Y1 is 44%. Based on the T test on *Organizational Citizenship behavior* (X2) on job satisfaction (Y), it can be concluded from the results of the analysis for a significance level of 0.05. So that the t_{count} is $5.413 > t_{table}$ is 1.995. The magnitude of the influence between the variables X2 on Y is 25.7%.
2. Based on the results of the F test, there is a significant effect of organizational commitment and *organizational citizenship behavior (OCB) on teacher job satisfaction, it can be concluded from the results of calculations* with the help of the SPSS version 25 application . $19.656 > F_{table}$ which is 3.13 and shows a significance value of $0.000 < 0.05$. So it can be concluded that there is a positive and significant influence

between Organizational Commitment (X1) and *Organizational Citizenship Behavior* (OCB) (X2) on job satisfaction (Y). The magnitude of the influence between these variables is 36.6%. While the magnitude of the influence of other variables outside the model is 64.6%.

References

1. Delsylia Tresnawaty Ufi dan Sutarto Wujiono. 2020. Komitmen Organisasi Dan Kepuasan Kerja Guru Di Sma Negeri Di Kota Kupang, *Journey Humanitas*, Vol. 4 No.2. Hal.179-191
2. Didit, Darmawan. (2016). Peranan Motivasi Kerja, Komitmen Organisasi dan Budaya Organisasi Terhadap Kepuasan Kerja Guru SD di Gugus Sekolah VI Kecamatan Kejayaan Kabupaten Pasuruan. *Jurnal Ilmiah Manajemen Pendidikan Indonesia Vol. 2 No (3)*, 97-106.
3. Fransiska Harmalina Pungkas. (2019). *Hubungan Antara Perceived Organizational Support (POS) Dan Organizational Citizenship Behavior (OCB) Pada Guru Berstatus PNS*, Tesis Universitas Sanata Dharma Yogyakarta.
4. Hardianto. (2019). Meningkatkan Perilaku Kewarganegaraan Organisasi Bagi Guru dan Tenaga Kependidikan. *Jurnal Idaarah, Vol III, No. (1)*, , 47.
5. Jr Schermerhorn, Jhon R, James G, Hunt, Richard N, Osborn & Mary Uhl-Bien. (2015). *Organizational Behavior* (New Jersey: Jhon Wiley & Jhon Wiley Sons, Inc.
6. J Greenberg & Robert A Baron.(2014) *Behavior in Organization International Edition*, New Jersey: Prentice Hall.
7. Khasanah, Putri Uswatun. (2019). Hubungan Antara Kepuasan Kerja dengan Organizational Citizenship Behavior (OCB) pada Pegawai UIN Raden Intan Lampung. Skripsi Universitas Islam Negeri Raden Intan Lampung.
8. Luthans, F. (2015). *Perilaku Organisasi*. Yogyakarta: Andi Offset.
9. M.Zadeh., Esmail M., Tojari F, Zarei A. (2015) Relationship Between Job Satizfaction, Organizational Commitmen and Organizational Justice with organizational Citizenship behavior in Physical education. *MAGNT Reserch Report*. Vol 3 (2).
10. Mila Badriyah (2015). *Manajemen Sumber Daya Manusia Cet.1*, Bandung: Pustaka Setia.
11. Naway, Armin. (2017). *Organizational Citiznship Behavior. Gorontalo: Ideal Publishing*.
12. Organ, D. W., & Lingl, A. (1995). Personality, satisfaction, and organizational citizenship behavior. *The Journal of Social Psychology*, 135(3), 339–350.
13. Widya Paramita, Dianty Larasati dan Agung Wahyu Handaru, Pengaruh Motivasi dan Komitmen Organisasional terhadap Kepuasan Kerja Pada Pegawai Tata Usaha (Studi Tujuh Fakultas di Universitas Negeri Jakarta) *Jurnal Riset Manajemen Sains Indonesia (JRMSI)* Vol.5, No.1, 2014, hal.123-146.
14. Robbins, S & Judge, A.T. (2016). *Perilaku Organisasi*. Jakarta: Salemba Empat.
15. Syarif Yunus, *Potret Pendidikan Indonesia, Siapa yang harus berbenah*. Kumparan. 2020.<https://m.kumparan.com.cdn.ampproject.org/v/s/m.kumparan.com/amp/syarif-yunus/potret-pendidikan-indonesia-siapa-yang-harus-berbenah-1tkr0bDEZwG>
16. Sugiyono. (2019). *Metode Penelitian Kuantitatif dan R&D*. Bandung: Alfabeta.
17. Sopiiah. (2017). *Perilaku Organisasi*. Jakarta: Offset
18. Undang-Undang Republik Indonesia , No 14 Tahun 2005, Tentang Guru dan Dosen

¹Sugiyono, p. 55