

## **Relationship between Self-Efficacy, Organizational Climate, Work Commitment and Organizational Citizenship Behavior (OCB) of Public Junior High School Teachers in North Banjarmasin District**



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**ABSTRACT:** The purpose of this study is to analyze the direct and indirect relationship between Self-Efficacy, Organizational Climate, Work Commitment and Organizational Citizenship Behavior (OCB) of SMPN teachers in North Banjarmasin District. The research design used in this study is descriptive correlational using a path analysis model to analyze the pattern of relationships between variables. The study population was 273 teachers from 10 junior high schools in North Banjarmasin District, Banjarmasin City, and 163 respondents were taken as research samples using the Probability Simple Random Sampling technique. Data collection using questionnaire instruments and data analysis using descriptive analysis, classical assumption testing, hypothesis testing and path analysis. The results of the analysis of the regression coefficient of the variables Self Efficacy and Organizational Citizenship Behavior (OCB) amounted to 0.276, the variables of Organizational Climate and Organizational Citizenship Behavior (OCB) amounted to 0.332, the variables of work commitment and Organizational Citizenship Behavior (OCB) amounted to 0.311, the variables of Self Efficacy and Work Commitment amounted to 0.442, the variables of Organizational Climate and teacher work commitment amounted to 0.544, variables of Self Efficacy and Organizational Citizenship Behavior (OCB) through work commitment of 0.137 and variables of Organizational Climate and Organizational Citizenship Behavior (OCB) through a commitment of 0.169. The conclusion of this study is that the variables of Self-Efficacy, Organizational Climate, Work Commitment and Organizational Citizenship Behavior (OCB) of SMPN teachers in North Banjarmasin District are all included in the high category. There is a partial direct relationship between Self Efficacy, Organizational Climate, Work Commitment and Organizational Citizenship Behavior (OCB) of SMPN teachers in North Banjarmasin District. There is an indirect relationship between Self Efficacy, Organizational Climate and Organizational Citizenship Behavior (OCB) through work commitment at SMPN North Banjarmasin District, Banjarmasin City. Suggestions for an increase in self-efficacy variables still need to be improved in organizational climate variables, work commitment and Organizational Citizenship Behavior (OCB).

**KEYWORDS:** Self Efficacy, Organizational Climate, Work Commitment, Organizational Citizenship Behavior (OCB)

### **INTRODUCTION**

Teachers as professionals are not only required to have the ability in the teaching process but also need to have skills, knowledge and a positive attitude to be able to work professionally in educating students. A teacher is required a great responsibility, but there are still limitations. To overcome this problem, extra role behavior (OCB) is needed in order to help each other between teachers in completing tasks and can improve the quality of teachers. This statement is supported by Garay (Harahap, 2021) who states that Organizational Citizenship Behavior (OCB) is a voluntary behavior of an individual to perform tasks or work outside our responsibilities, besides that individuals have an obligation to advance or benefit the organization. Greenberg and Baron (Darsana, 2013) define OCB as a form of informal behavior of a person beyond the formal behavior expected of them to contribute to the good of the organization and what is in it. That is, OCB Organizational Citizenship Behavior is behavior outside the job description which is the main task of the employee but is done voluntarily and has a positive influence on the organization.

The reality in educational organizations (schools) today is still found behavior that does not reflect OCB behavior. Teachers who should pay attention to and improve OCB behavior in order to improve the quality of schools, especially their students, are still relatively low in teacher quality. The fact shows that teachers do not take the initiative to replace other teachers who are unable to attend (Altruism aspect), teachers do not play an active role in realizing school development aspects (Civic Virtue), there are teachers leaving school before teaching time or learning is complete (Conscientiousness aspect), teachers prefer to let conflicts occur to their colleagues (Sportmanship aspect ) or teachers are indifferent to their co-workers in giving constructive advice or input (Courtesy

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aspect). This fact is according to the results of research conducted by (Wahyu et al., 2022) that as many as 12.80% of teachers have a low level of organizational citizenship behavior, 43.90% are in the medium category and 29.88% are in the high category.

Organ (Suhendi & Anggara, 2015) states that there are several factors that affect OCB, namely personality (self-efficacy), organizational climate, and organizational commitment, Self-efficacy is an ability to reflect on oneself in making others able to understand and direct others in thinking, motivating themselves in action (Sahertian, 2020). Self-efficacy affects OCB in the form of teacher personality in carrying out their duties in the school environment. Teachers who have good aspects of self-efficacy can estimate what behaviors can be done, especially in work to be in accordance with the vision and mission of the organization, so that OCB teachers are not only bound to their formal duties, but have concern for extra tasks that reach other authority tasks. By carrying out their duties, the teacher no longer thinks about profit and reward, but he has a calling to totally devote himself to the world of education. This is supported by the results of research conducted by (Rifani & Andrayni, 2021) which states that there is a positive influence of self-efficacy on Organizational Citizenship Behavior (OCB) in teachers with a regression coefficient value of 0.359. This shows that the higher the teacher's self-efficacy, the higher the OCB in the teacher.

Faktor that is thought to be related to OCB Teacher behavior is organizational climate, according to the results of researchn (Andala et al., 2021) states that there is a correlation between organizational climate and Organizational Citizenship Behavior (OCB) on. Teachers with an effective contribution of 39.80% and a relative contribution of 55.87%. OCB behavior can be formed if the organizational climate in the work environment is conducive. In school organizations, teachers are one of the parties responsible for creating an organizational climate. Organizational climate can be a strong cause or development of Organizational Citizenship Behavior (OCB) in an organization, in a positive organizational climate employees feel more willing to do more work than indicated in the job description, and will always support organizational goals if they are treated by superiors positively and with patience and trust that they are treated fairly by Because individual behavior is affected by habits in the organizational climate to help each other and do something more that can increase organizational effectiveness, this condition can be called Organizational Citizenship Behavior (OCB). This fact is supported by the results of research (Aslamiah et al., 2022) concluded that there is a relationship between organizational climate variables and OCB with a score of  $r = 0.500$  with a positive relationship direction, meaning that 50% increase in teacher OCB can be explained by the state of the organizational climate in schools.

The next factor thought to be related to a teacher's Organizational Citizenship Behavior (OCB) is work commitment. This can be seen from teachers in schools also described by teachers diligently providing learning, utilizing time efficiently, working collaboratively, and emphasizing school-related activities rather than personal activities. Teachers strive so that all parties involved in the school can benefit. In other words, teachers who are committed to their work and organization will encourage the emergence of Organizational Citizenship Behavior (OCB), which is behavior beyond what has been standardized by the organization. In accordance with the results of research (Saepudin, 2020) shows that teachers who feel more committed to the organization have reliable habits, plan to stay longer in the organization, and devote more effort to work and supported by research results (Rahmi, 2019) concluded that organizational commitment has a positive and significant relationship with Organizational Citizenship Behavior (OCB) with significance values of  $0.000 < 0.05$  and  $T_{\text{Calculated}} > 1.659 (T_{\text{table}})$ . Where with teachers who have organizational commitment has increased organizational effectiveness and efficiency which has an impact on increasing teacher OCB.

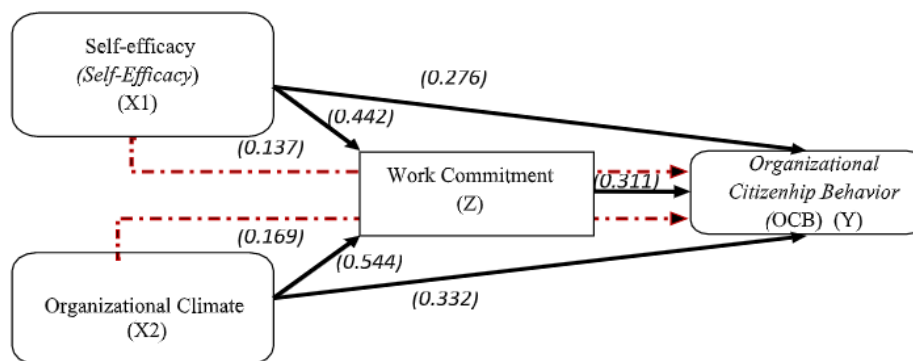
### METHOD

The method used in this study is descriptive correlational using a path analysis model to analyze the pattern of relationships between three groups of variables, namely the independent variable consisting of self-efficacy (X1) and organizational climate (X2), the dependent variable Organizational Citizenship Behavior (OCB) (Y) and the intermediate or mediating variable namely teacher work commitment (Z). The population in this study was all teachers who taught in 10 schools in North Banjarmasin District, namely 277 people and 163 respondents were taken as research samples using the Probability Simple Random Sampling technique and proportional allocation formula. Data collection using questionnaire instruments that pass validity and reliability tests. While data analysis uses descriptive analysis, classical assumption tests, hypothesis tests and path analysis including regression test steps, partial tests (T-Test), determinant tests and sobel tests

### RESULTS

Based on the results of data analysis using the analysis path (path analysis), direct and indirect relationships between variables can be seen from the following path analysis figure:

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**Figure 1. Path Analysis Model X<sub>1</sub>, X<sub>2</sub>, Z and Y**

**Table 1. Summary of Direct Effect Hypothesis Test Results**

Hypothesis	Sig.	Decision
H <sub>1</sub> : there is a relationship between self-efficacy and organizational citizenship behavior (OCB)	0.276	Accepted
H <sub>2</sub> : there is a relationship between organizational climate and Organizational Citizenship Behavior (OCB)	0.332	Accepted
H <sub>3</sub> : there is a relationship between work commitment and Organizational Citizenship Behavior (OCB)	0.311	Accepted
H <sub>4</sub> : There is a relationship between self-efficacy and work commitment	0.442	Accepted
H <sub>5</sub> : There is a relationship between organizational climate and work commitment	0.332	Accepted

**Table 2. Summary of Indirect Influence Hypothesis Test Results**

Hypothesis	Coefficient Relationship		Sobel Test	Decision
	Immediately	Indirect	T count	
H <sub>6</sub> : there is an indirect relationship between self-efficacy and organizational citizenship behavior (OCB) through work commitment	0.276	0.137	2,549	Accepted
H <sub>7</sub> : there is an indirect relationship between organizational climate and Organizational Citizenship Behavior (OCB) through work commitment	0.332	0.169	2,588	Accepted

Based on the summary of the results of the analysis in Tables 1 and 2 above, in this study managed to find relationships between variables that can be explained as follows.

**DISCUSSION**

**A. Direct Relationship Between Self-Efficacy and Organizational Citizenship Behavior (OCB) of Teachers at SMPN North Banjarmasin District**

Based on the interpretation of the regression analysis test and the results of the path analysis test (Path Analysis), it can be seen that there is a significant relationship between self-efficacy variables and Organizational Citizenship Behavior (OCB) of Teachers at SMPN North Banjarmasin District. Based on the results of this analysis, it is interpreted that teachers who have high efficacy can result in higher levels of OCB behavior in teachers, on the contrary having low efficacy has an impact on low OCB behavior in teachers at SMPN North Banjarmasin District.

Teachers who have high self-efficacy can make teacher behavior have confidence in their own ability to face and solve problems effectively. With this belief, the teacher's OCB behavior increases by itself by leading to love giving help which is not an obligation he bears. Teachers who have high self-efficacy can make teacher behavior have confidence in their own ability to face and solve problems effectively. Self-efficacy also means believing oneself to be able to succeed and succeed.

Regarding the relationship of self-efficacy to OCB teachers at SMPN North Banjarmasin District, it is seen from the teacher's confidence in their abilities, that teachers will succeed in completing their work. Therefore, you will be able to feel confidence and motivation in working will show high organizational citizenship behavior. This indicates that a teacher with high self-efficacy in work, will also be able to do work not because of obligations. In other words, teachers will easily develop empathy for colleagues in

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completing tasks. In addition, teachers in religious schools with a culture of community participation that still holds strong mutual assistance, also have an impact on the work environment in the school, helping old and new co-teachers.

Teachers who have high self-efficacy have high fighting spirit in exerting all the potential that exists in them to lead to the success of their tasks. We recommend that a teacher / educator who has low self-efficacy will affect teacher behavior at work, seen from the lack of mutual help among fellow teachers in replacing teachers who do not enter school, lack of coordination between fellow teachers so that they tend to make their own decisions in the team, teachers often complain when faced with unfavorable situations, Teachers are often late for class, and teachers are also willing to attend non-mandatory activities if only ordered by the principal.

Based on the description above, it is seen that the strong influence of teacher self-efficacy on the resulting performance, where students with strong self-efficacy will be open to new ideas and willing to experiment with new methods to meet the needs of their students and those with high self-efficacy show greater success for teaching, Have a high commitment to teach, more diligent and at home to teach. The results of this study are in line with the results of the study (Pratiwi et al., 2021). The results of his study stated that self-efficacy has an influence on OCB of 0.446 (44.6%), thus self-efficacy is very influential on efforts to improve teacher OCB. Other studies such as (Nugroho et al., 2022) based on the results of path analysis calculations, the direct influence of self-efficacy on OCB, the value of the path coefficient of 0.280 and the calculated value of 3.11. And other studies such as (Rahman et al., 2022) which states that there is a significant relationship between self-efficacy, and organizational citizenship behavior, where a Sig. value of 0.016 is obtained.  $0.016 < 0.05$ .

### **B. Direct Relationship Between Organizational Climate and Organizational Citizenship Behavior (OCB) of Teachers at SMPN North Banjarmasin District**

Based on the interpretation of the hypothesis test, it appears that there is a relationship between organizational climate variables and Organizational Citizenship Behavior (OCB). So, the better the organizational climate, the better the level of Organizational Citizenship Behavior (OCB) of teachers at SMPN North Banjarmasin District. Bersona and Avilio (Ingarianti, 2017) stated that one of the important factors that shape OCB is organizational climate. This can be illustrated from how the informal atmosphere built by the school increases the comfort of teachers at school. This sense of comfort and fun is what is known to improve performance. Organizational climate is defined as an individual's perception of the quality of the organization's internal environment that is relatively perceived by the individual and can affect behavior at work.

The organizational climate will determine whether a person carries out duties and responsibilities in accordance with established procedures or not. If the organizational climate is perceived positively, then individuals as members of the organization will voluntarily carry out their work in the organization beyond what is expected and carried out. Vice versa, in conditions of a negative organizational climate, teachers will find it difficult to work together and help each other in completing work because teachers feel limited freedom of expression at work. Teachers who feel they are in a positive organizational climate will feel happy while working, and this will have an impact on the formation of teacher OCB behavior in the organization.

(Nandedkar & Brown, 2017) stated OCB is a behavior that supports work performance through improving the organizational climate, if the organizational climate is perceived positively by members of the organization, then voluntarily members of the organization will contribute to efforts to achieve organizational goals. OCB as an informal contribution gives choices to members of the organization in this case teachers freely choose to give or not contribute without any sanctions or incentives. Furthermore, Gadot (Pozveh & Karimi, 2017) explained the relationship between organizational climate (school climate) and OCB, namely if the organizational climate is perceived positively, OCB behavior will appear. Schools have a social responsibility to the environment so naturally teachers will develop a willingness to work beyond their primary duties to help achieve school goals. A positive organizational climate atmosphere will accumulate into OCB behavior.

Based on the results of the study, it can be seen the direction of a positive relationship between organizational climate and organizational citizenship behavior of teachers. The level of organizational citizenship behavior of teachers will increase when teachers have been able to provide a positive perception of their work climate. This is because teachers who have been able to provide this perception will assume that the existing organizational climate has been effective to develop themselves and contribute more to the school. In addition, when teachers give a positive perception, they will assume that the school where they work has provided appropriate benefits, systematic procedures and rules, supervision, satisfaction at work, support from superiors, to opportunities provided by the school in actively involving teachers in every activity. This makes teachers always provide optimal performance and are willing to do more work for the benefit and progress of the school.

The results of the study are in line with previous studies such as (Wahyu et al., 2022) the results of his research The relationship between organizational climate variables and Organizational Citizenship Behavior (OCB) is shown with a correlation score = 0.500, with a positive relationship direction which means that the better or higher the organizational climate will increase Organizational Citizenship Behavior (OCB). Other studies such as (Aslamiah et al., 2022) concluded that organizational climate variables contributed 25% effectively to OCB, while the remaining 75% came from other factors not revealed in this study.

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### **C. Direct Relationship Between Work Commitment and Organizational Citizenship Behavior (OCB) of Teachers at SMPN North Banjarmasin District**

Based on the results of the path analysis test, it can be seen that there is a significant relationship between the variable of work commitment and the Organizational Citizenship Behavior (OCB) of SMPN teachers in North Banjarmasin District. Teachers who have a high work commitment will be more productive and responsible for their work so that in the end it is also more profitable for the organization. Teachers who have high work commitment also have a positive outlook and will do their best for the benefit of the organization. This makes teachers have Organizational Citizenship Behavior (OCB) behaviors such as the desire to provide more energy and responsibility beyond their duties and responsibilities to support the welfare and success of the organization where they work.

One of the factors that influence OCB is work commitment. According to (Yusuf & Syarif, 2018) stated that work commitment is a desire owned by organizational members to stay in the organization and strive to realize organizational goals. According to Meyer and Allen (Shaleh & Firman, 2018) formulate three dimensions of work commitment, namely affective commitment, continuance commitment, normative commitment. While Organizational Citizenship Behavior in addition to being called the extra role behavior is also one of the categories that are important for organizational effectiveness and efficiency. This behavior is voluntary and is not a forced action against things that prioritize the interests of the organization as a form of satisfaction based on performance and is not formally ordered and is not directly related to the formal reward system (Sari et al., 2022). Basically, OCB cannot be separated from teacher commitment, because no matter what work performance exceeds what it should be, much is determined by the strength or absence of teacher commitment to the implementation of their work.

Teachers have high commitment because teachers feel comfortable being and working in their organizations now, there is a feeling of indebtedness, so there is a feeling of shame to change workplaces, besides that this high commitment is due to teachers feeling a sense of trust so that loyalty arises to their place of work. This high commitment fosters a high level of teacher Organizational Citizenship Behavior with the characteristic of volunteering to help others in the workplace and coordinating activities among teachers, creating a positive social environment.

Some similar studies such as research (Setiawan et al., 2019) can prove that work commitment and organizational citizenship behavior have a positive relationship as evidenced by work commitment making an effective contribution of 24.5% to organizational citizenship behavior. The results of the study (Hasnah, 2020) showed the influence of work commitment on organizational citizenship behavior, partially evidenced, with  $p = 0.000$  ( $p < 0.05$ ). The results of the study (Asmawati et al., 2022) stated that work motivation is positively related between work commitment and Organizational Citizenship Behavior (OCB). This is shown based on the results of the t test (partial) in the regression model, obtained a significance value of the work commitment variable of  $0.000 < 0.01$  (real level of research significance).

### **D. Direct Relationship Between Self-Efficacy and Teacher Work Commitment in SMPN North Banjarmasin District**

Based on the results of the study, it can be seen that there is a significant relationship between the variables between self-efficacy and the work commitment of teachers at SMPN North Banjarmasin District. Self-efficacy is closely related to work commitment, where if employees have high self-efficacy, the commitment to what they do will also be higher. Individuals with high self-efficacy are committed to solving their problems and will not give up when they find that the strategy is not working.

Teachers who have a high level of self-efficacy will have a high level of commitment as well, as seen from the results of research on high teacher efficacy in confidence in being able to solve problems in various situations or conditions, teachers are also able to motivate themselves to take the actions needed to complete tasks and teachers have efficacy in doing several activities at once. Wilcox (2018) defines self-efficacy as a person's belief to carry out work in difficult situations. Self-efficacy is one of the most influential aspects of self-knowledge in everyday human life. This is because self-efficacy affects individual commitment in determining actions to be taken to achieve a goal, including estimating various events that will be faced.

Teachers who have positive self-efficacy will have a strong commitment such as looking confident to be able to do a given job. According to the results of the efficacy research questionnaire, teachers showed confidence in completing the task (target) done, confidence in the field being done and a sense of responsibility for everything that has become a consequence and increasing confidence in being able to rise from failure. So self-efficacy will determine how the teacher is always committed to being able to complete a certain job, endurance in the face of adversity or failure, and how success or failure so that they can commit and survive there.

The results of this study are supported by research (Susanty et al., 2020) concluding that there is a relationship between the principal's managerial activities and teacher performance, this is shown by the results of the coefficient of determination ( $R^2$ ) of work commitment of 0.706 ( $R^2 = 70.6\%$ ), which means a good model. This means that the percentage of work commitment can be explained by self-efficacy, so teachers who have a high level of self-efficacy will have a high level of commitment as well. Research (Asmawati et al., 2022) statistical testing results show that self-efficacy has a positive and significant effect on work commitment, this can be seen from the original sample value of 0.678 (positive) and pvalue  $0.000 < 0.05$ , so that it can mean that self-efficacy has a significant influence on work commitment and on research (Sundari et al., 2020)(Sundari et al., 2020) The research results show that the t value

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calculated from the influence of self-efficacy variables on work commitment is  $5.120 > t \text{ table} = 1.664$ . It can be concluded that self-efficacy has a positive effect on work commitment such as previous research.

### **E. Direct Relationship Between Organizational Climate and Teacher Work Commitment in SMPN North Banjarmasin District**

Based on the results of the regression test, it can be seen that there is a significant relationship between the work climate and the work commitment of teachers at SMPN North Banjarmasin District. Based on the results of the study, where the organizational climate felt by teachers in working well such as mutual trust in fellow colleagues, willingness to help and provide assistance, building harmonious friendships among colleagues and mutual acceptance of colleagues compatibility with colleagues and leaders as well as open interaction and communication (Suryabrata, 2015) explains that teachers at work need a supportive climate to interact and cooperate with colleagues or work groups. The benefits of interaction between individuals in the workplace are being able to exchange information, experience, and most importantly social relationships from colleagues can be harmoniously established so as to make employees feel comfortable and happy, do not feel pressured and free to be able to realize themselves in showing their abilities.

The work climate also acts as a psychological means that affects the commitment of teachers, the work climate in the organization is important because with a conducive atmosphere organizational members can carry out work in accordance with their duties, fulfill their obligations both personally and in teams because it can affect the commitment of teachers to their organizations. According to Chowwen (Saragih & Suhendro, 2020) suggests that organizational climate is included in organizational factors that can affect work commitment. According to Altman (Sun'an, 2014) that one of the goals of the organizational climate is to form member commitment in it, how the interaction between the organization and members in order to create a sense of responsibility for members, so that members have a positive perception of the organization. Thus, the organization and members must also work together to create a high commitment in their organization, when members feel comfortable in the organizational environment, members will easily achieve work commitments.

According to Mathis & Jackson in (Ingarianti, 2017) an organizational climate that is built must increase its members in commitment because the settled attitude shown to organizational members will raise awareness and obligation for members to understand norms and uphold the values in it and can facilitate organizational activities to take place, without commitment in members, the organization will be difficult to run well and even neglected or disorganized activities. This shows the strong relationship between organizational climate variables and work commitment, it can be interpreted as organizational climate to be one of the strong enough reasons for members to stay in the organization.

Research that is in line with the results of this study such as the results of research (Ariansyah et al., 2023) calculations to see the effect of the work climate on teacher work commitment obtained a calculated value of  $> t \text{ table} (7,245 > 1,852)$  and a significance value of  $0.000 < 0.05$ , meaning that the work climate variable has a positive and significant effect on teacher work commitment. The magnitude of the influence of the work climate on teacher work commitment is 0.605 or 60.50%. In addition, in the results of the study (Kardata et al., 2023) and (Firdaus et al., 2022) the results of the t test show that the significance value of the organizational climate to work commitment is  $0.000 < 0.05$  and the calculated t value is  $5.017 > \text{the } t \text{ table value is } 2.31$ , meaning that there is a significant relationship between the work climate and significant work commitment. (Firdaus et al., 2022)

### **F. Indirect Relationship Between Self-Efficacy and Organizational Citizenship Behavior (OCB) through Teacher Work Commitment at SMPN North Banjarmasin District**

The calculation of the sobel test states that there is an indirect relationship between organizational climate variables and Organizational Citizenship Behavior (OCB) through teacher work commitment in SMPN North Banjarmasin District, with the calculation of the sobel test showing organizational commitment is able to function as a mediation/intervening of the relationship between organizational climate variables and Organizational Citizenship Behavior (OCB) in SMPN North Banjarmasin District.

Teachers who have high self-efficacy will tend to have a high commitment to the organization by choosing to be directly involved in working on a task, while individuals who have low self-efficacy tend to have low commitment to avoid the task. So teachers who have high self-efficacy tend to have high commitment in doing a certain task, even though these tasks are difficult tasks. Therefore, the existence of members' work commitment is very close to the existence of self-efficacy in members in supporting the achievement of the goals to be obtained by the organization.

In addition to self-efficacy, high work commitment will be able to display high OCB as well. Teachers will be willing to help both colleagues and the organization as a form of loyalty to the organization. Conversely, teachers who have low work commitment will show low OCB as well. Teachers will be reluctant to help fellow colleagues or teacher indifferent to the organization because of the low loyalty teachers have to the organization. Work commitment is one of the important factors that influence individuals to stay in an organization and is a very important element in retaining a member in the organization. (Apriansyah, 2022) illustrates that work commitment to an organization member or volunteer is an attitude with a willingness to dedicate time, energy to the organization without monetary compensation to improve its organization and find that a member's self-confidence affects his work commitment.

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Several other studies that are in line (Hasnah, 2020) work commitment can be used as a mediation of self-efficacy against OCB, this proves that self-efficacy affects organizational citizenship behavior (OCB) mediated by work commitment, so that work commitment can be used as an intervening variable, according to research (Teresia et al., 2023)(Teresia et al., 2023) The results of the Sobel test aimed at testing intervening work commitment show that  $t$  count (2.945) >  $t$  table (1.655). The results of the Sobel test show a greater calculated  $t$  value compared to the  $t$  table (5%), so it can be concluded that the variable mediating work commitment is significant. (Dirgantara et al., 2022) The results of his research the value of indirect influence obtained from the value of the path coefficient  $\rho_{y1x1}$  multiplied by the value of the path coefficient  $\rho_{y2y1}$  to  $(0.308 \times 0.447) = 0.138$  shows a positive value. Thus, there is a significant relationship between self-efficacy variables through intervening variables, namely work commitment related to OCB.

### **G. Indirect Relationship Between Organizational Climate and Organizational Citizenship Behavior (OCB) through Teacher Work Commitment at SMPN North Banjarmasin District**

The calculation of the Sobel test states that there is an indirect relationship between organizational climate variables and Organizational Citizenship Behavior (OCB) through teacher work commitment in SMPN North Banjarmasin District, with the calculation of the Sobel test showing organizational commitment is able to function as a mediation/intervening of the relationship between organizational climate variables and Organizational Citizenship Behavior (OCB) in SMPN North Banjarmasin District.

A positive assessment of the organizational climate will shape the teacher's commitment in carrying out organizational norms, where teachers routinely carry out their work can be interpreted that teachers feel aspects of the organizational climate are pleasant, such as good leadership qualities; trust between superiors and subordinates and between colleagues; effective and efficient communication; feelings that teachers doing useful work; responsibilities that must be carried out properly; fair rewards; reasonable work pressure; fair opportunities for all employees; reasonable control, structure and bureaucracy; and the participation of teachers in any activities in the organization. All of these elements are commitments from each individual who routinely carries out work in the organization.

The relationship between organizational climate and OCB is influenced by work commitments including leadership-management capabilities, individual commitment, work group commitment, and organizational ownership. For individual commitment, namely the teacher's personality, including the teacher's perception of the organizational climate where he works, it can be in the form of positive or negative perceptions. Positive teacher assessment of the organizational climate needs to be maintained with efforts that can make the atmosphere comfortable for employees at work, so that it will also increase teacher work commitment. Therefore, it is important for organizations to be able to maintain a comfortable working atmosphere for employees in order to create work implementation in accordance with organizational rules and goals. A positive organizational climate will bring employees to increase their commitment in the organization.

The results of the study (Asmawati et al., 2022) The findings in the correlation and regression analysis are also partially in line with the results of the correlation analysis and multiple regression between work climate and work commitment with teacher Organizational Citizenship Behavior (OCB). The test results showed that the value of the correlation coefficient of work climate and work commitment with teacher Organizational Citizenship Behavior (OCB) was 0.623 and contributed 38.18%. The correlation coefficient is quite significant so that it can be said that the Organizational Citizenship Behavior (OCB) of teachers is largely determined by the work climate and work commitment in their respective teacher environments. Meanwhile, the results of the study (Imron et al., 2022) stated that there was a significant relationship between the work climate and the Organizational Citizenship Behavior (OCB) of teachers through work commitment as an intervention because the results of the Sobel test showed  $t$  count (3.525) >  $t$  table (1.655). The results of the Sobel test show a greater calculated  $t$  value compared to the table  $t$  (5%).

## **CONCLUSIONS**

Based on the results of the analysis in the study, it can be concluded that there is a partial direct relationship between self-efficacy, organizational climate, work commitment and Organizational Citizenship Behavior (OCB) of SMPN teachers in North Banjarmasin District, and there is an indirect relationship between self-efficacy, organizational climate and Organizational Citizenship Behavior (OCB) through the work commitment of SMPN teachers in North Banjarmasin District.

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