The Effect of Principal Instructional Leadership and Job Satisfaction on Organizational Citizenship Behavior (OCB) is Mediated by Teacher Work Motivation at Private Islamic Middle Schools in Banjarbaru

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ABSTRACT: This study aims to determine and analyze the effect of principal instructional leadership and job satisfaction on Organizational Citizenship Behavior through teacher work motivation. This research is quantitative research with a path analysis approach. The study population was 159 teachers of Banjarbaru Islamic Private Junior High School with a research sample of 114 people. The data collection was carried out using instruments consisting of principal instructional leadership (21 items), job satisfaction (20 items), work motivation (20 items), organizational citizenship behavior (20 items) that have been tested for validity and reliability. Data analysis of this study uses path analysis (Path Analysis). The results found that there was an effect of instructional leadership on OCB (0.592), job satisfaction on OCB (0.418), work motivation on OCB (0.674), instructional leadership on work motivation (0.747), job satisfaction on work motivation (0.339), principal instructional leadership on OCB through work motivation (0.503), work culture on OCB through work motivation (0.228).

KEYWORDS: instructional leadership, job satisfaction, Organizational Citizenship Behavior, motivation

INTRODUCTION

Organizational Citizenship Behavior can improve efficiency and effectiveness organization with give contribution to transformation source power, innovation and power adaptation or also called Organizational Citizenship Behavior, that is behavior membership organization (Anshori, 2013; Herminngsih, 2012; Koesmono, 2017). The results of preliminary studies show that OCB in terms of loyalty to the organization or school, the majority of teachers have high loyalty to each school co-worker, but there are some teachers who often behave disloyally towards their school which can be seen from the the habits of the teacher concerned who indulge in deficiencies or conflicts that occur in the school are concerned with teachers from other schools. In the aspect of participation in organizational activities, only a small number of teachers dare to express their ideas or opinions when the school is facing several problems. The results of the preliminary study show that OCB in terms of individual initiative only some teachers have creativity and initiative in carrying out their duties as teachers, while others only carry out sober tasks without any renewal or creativity while the results of preliminary studies on aspects of self-development the majority of teachers have never attended education and training programs or workshops on their own initiative, Instead, it only carries out education and training if assigned by the school. This indicates that the Organizational Citizenship Behavior of teachers of Private Islamic Junior High School in Banjarbaru City is still low, so there needs to be efforts to improve the Organizational Citizenship Behavior of teachers of Private Islamic Junior High School in Banjarbaru City.

Organ (2014) stated that OCB can only be achieved If supported by factors within the organization possible that, which is the most important is exists satisfaction work perceived by employees during work in the organization. Next too suggested that employees who feel satisfied will repay comfort work he feels to organization that has treat himself well and fulfilled his needs all this time with method carry out his job in a manner extra exceed existing standards.

Hasibuan (2019) OCB is reflection from inner motivation someone, for example personality as well as interest certain. explain that motivation is gift Power the driving force that creates excitement Work someone, so they will work same, work effective and integrated with all Power his efforts for reach satisfaction. Source performance power man effected by many things, both arising from within the work itself (satisfaction work, compensation, skills) and the environment Work in a manner whole nor outside environment work.

Work motivation is an impulse that grows within a person, both from within and outside himself to do a job with high enthusiasm using all the abilities and skills he has which aims to get work results so as to achieve satisfaction in accordance with

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his wishes. Teachers with high work motivation can make it easier for work to be completed on time and within the allotted time. The work was done because of the motivation that drives it will make someone feel happy doing their job. Danim (2014) stated that the characteristics of people who work with motivation can be seen from 1) Working according to standards; 2) Happy at work; 3) Feeling valuable; 4) Work hard; and 5) Little supervision. The correlation among these three factors are still under research particularly done in the setting of junior high schools. Therefore, this study aims to analyze the direct and indirect correlations of the principal transformational leadership, work ethic and work motivation on teacher performance (Widya, et all, 2022).

METHODS

This research includes quantitative research with a path analysis approach, namely research aims to explain existing facts and find out how much effect between variables. The population in this study is 159 teachers of Banjarbaru City Islamic Private Junior High School. The sampling technique used is proportional random sampling. The number of samples was determined based on the Slovin formula as many as 114 people. Data were collected through the principal's instructional leadership instruments (formulating content, managing learning programs, building school climate), job satisfaction (activity, independence, variety, social status, moral values, security, social service, authority, ability utilization, responsibility, creativity , achievement, compensation, advancement, coworker, human relations supervisions, technical supervisions, company policies and practices, working conditions, recognition), motivation work (work performance, recognition of work results, responsibility, the job itself, growth opportunities, salary), OCB (helping behavior, sportsmanship, general/organizational compliance, organizational loyalty, organizational participation, individual initiative, self-development) instruments are analyzed through validity and reliability tests of the description of the collected data using path analysis to see direct and indirect effects, by first conducting a normality test, linearity, homogeneity.

RESULTS

Based on the results of data analysis using path analysis as described above from effect, direct and indirect effect were found as described below
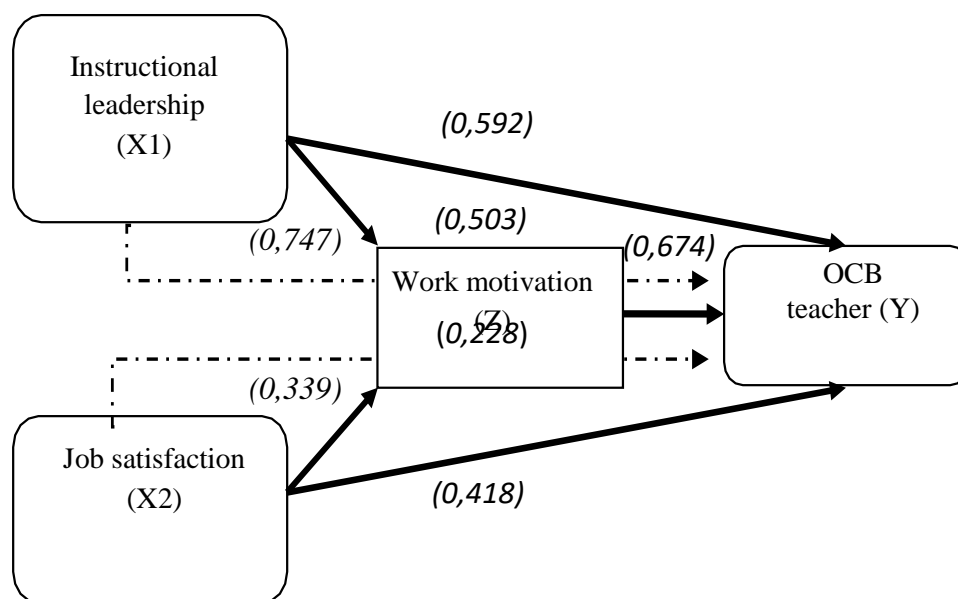

Figure 1. Path Analysis Model X $_1$, X $_2$, Z and Y

Table 1. Summary of the Hypothesis Testing Decisions of H1 , H2 , H3 , H4 , H $_5$

Hypothesis			decision
H $_1$	There is a significant positive effect of principal instructional leadership on OCB.	0.000	accepted
H $_2$	There is a significant positive effect of job satisfaction on OCB.	0.000	accepted
H $_3$	There is a significant positive effect of work motivation on OCB.	0.000	accepted
H $_4$	There is a significant positive effect of principal instructional leadership on work motivation.	0.000	accepted
H $_5$	There is a significant positive effect of job satisfaction on work motivation.	0.000	accepted

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Table 2 . Summary of Hypothesis Testing Decisions of H $_6$ and H $_7$

Hypothesis _		Direct	Indirects
H $_6$	There is an indirect positive effect of principal instructional leadership on OCB through work motivation	0,592	0.503
H $_7$	There is an indirect positive effect of job satisfaction on OCB through work motivation.	0.418	0.228

Table 1 is a summary of decisions H1, H2, H3, H4, and H5 with a significance value criterion of less than 0.05, then the hypothesis is accepted. Table 2 is a summary of the decision to test hypotheses H6 and H7 provided that if the coefficient of direct effect is smaller than the coefficient of indirect effect, then the hypothesis is accepted. Based on the results of the analysis in Table 1, this study succeeded in finding the effect between variables that can be explained as follows.

DISCUSSION

1. Direct Effect of Principal Instructional Leadership on Organizational Citizenship Behavior

The results showed that the principal's instructional leadership directly had a positive and significant effect on Organizational Citizenship Behavior (OCB) as evidenced by a Beta value of 0.592 with a significant score of 0.000.The leadership style of superiors greatly effects the emergence of OCB in employees, this can be understood through the modeling process or vicarious learning carried out by superiors which then inspires employees to do OCB as well, so that superiors can become OCB model agents. However, this must also be supported by the quality of good interaction between superiors and subordinates. That way, superiors will have a positive view of subordinates, while subordinates will feel that their superiors provide support and motivation so that they will show respect and try to do more for their organization (Birhasani et al., 2022; Karyadi et al., 2022; Rizkie et al ., 2022; Emilia et al., 2022; Suriansyah et al., 2019)

2. Direct Effect of Job Satisfaction on Organizational Citizenship Behavior

The results showed that job satisfaction directly had a positive and significant effect on Organizational Citizenship Behavior (OCB) as evidenced by a Beta value of 0.418 with a significant score of 0.000. Organizational Citizenship Behavior (OCB) is a behavior that is voluntary and not moved by something that is beneficial for employees but because individual initiative behavior performs a role that is more than its responsibility only for the benefit of the organization in achieving its goals (Mahendra & Surya, 2017: 4659). Robbins & Timothy A. Judge (2018) OCB can only be achieved if supported by factors in the organization allow it, where the most important thing is the job satisfaction felt by employees while working in the organization. Organ (2014) as an important figure stated OCB, stating that employees who feel satisfied will return the comfort of work they feel to organizations that have treated themselves well and met their needs so far by carrying out their duties extra beyond existing standards (Setiani & Hidayat, 2020).

3. Effect Direct motivation work on Organizational Citizenship Behavior

The results showed that work motivation had a direct positive and significant effect on Organizational Citizenship Behavior (OCB) as evidenced by a Beta value of 0.674 with a significance score of 0.000.

Organizational Citizenship Behavior (OCB) appears as a manifestation of internal motivation that exists within a person, for example personality and certain interests. Motivation is reason base a person's impulse to act or the main idea that always plays a role in human behavior. The reason for being more active at work than lecturers in general is because motivation economy besides worship motivation. The existence of certain individual work motivation is high, very influential on the performance of the individual concerned. A person's performance will have a more significant impact on the progress of an organization. It is very profitable organization place organizational members work. Because by having maximum performance, it will lead to Organizational Citizenship Behavior (OCB) behavior in that person (Simon, 2015). Work Motivation has a direct effect on Organizational Citizenship Behavior. Mahendra & Surya (2017) in his research states that work climate and motivation have a positive and significant effect on organizational citizenship behavior , both partially and simultaneously, then Karyadi (2022) states that work motivation has a direct effect on Organizational Citizenship Behavior.

4. Effect direct leadership instructional head school on work motivation

The results of the research show that leadership instructional head school directly has a positive and significant effect on teacher work motivation as evidenced by the Beta value of 0.747 with a significance score of 0.000. Leadership instructional is one dimensions major contributors to school achievement. The Hallinger and Murphy model states that Leadership Instructional own three important dimensions of leadership are defining the school's mission, managing learning programs, and creating a learning climate within the school. Ten function or elements leadership The instructional models in this model are formulating school goals, conveying school goals, supervising and evaluating teaching, coordinating curriculum, monitoring progress students, control time teach , look after visibility, provides incentives for teachers, promoting development professionals , and provide incentives to learn.

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Definition leadership instructional since then it has been further defined as an effect process in which the principal identifies the direction of the school, motivates it staff , and coordinating strategy for schools and classrooms with the aim of improving the teaching-learning process. Leadership Instructional can also be considered as a long and dynamic process with a purpose For reach excellence in teaching and learning (Samsiah et al., 2019)

The principal's leadership pattern will be very influential and even determine the progress of the school. The principal as a leader must be able to motivate his subordinates because the success of a leader in mobilizing people to realize goals is very dependent to the authority. Irmawati (2021) in her research stated that leadership instructional influential to teacher work motivation. Better leadership applied instruction principal, the better the motivation of the teachers. Likewise Hafiz et al., (2017) which states that leadership instructional head school directly positive effect on motivation. The research result found that leadership instructional a leader teaching institutions have a direct effect on the work motivation of teachers (Karyadi et al., 2022; Suriansyah et al., 2019).

5. The direct effect of job satisfaction on work motivation

The results of the study show that job satisfaction has a direct positive and significant effect on teacher work motivation as evidenced by a Beta value of 0.339 with a significance score of 0.000. Motivation and job satisfaction are a functioning unit realize objective A organization or institution. Motivation acts more as a personal factor than employees at work, while the organizational climate plays a role as factor situational and external.

Motivation formed from attitude (attitude) of employees in dealing with the situation (situation). Motivation is the condition or energy that drives it self- directed or directed employees for reach corporate organizational goals. It is the pro and positive mental attitude of employees towards work situations that strengthens motivation to achieve maximum performance (Mangkunegara, 2019). Motivation work in consequence Lots factor, where research will look at the work climate factor. The work climate is as a reflecting concept _ content and strength of general values, norms, attitudes, behavior and feelings of employees towards a social system such as policy programs, working conditions, tools and materials, places work, wisdom leadership, enthusiasm, cooperation in groups, willingness each other help . Presentation and productivity of employees. The results of this study are in line with a number of previous studies conducted by which stated that job satisfaction is related and has a contribution or impact on work motivation (Birhasani et al., 2022; Firdaus et al., 2022; Hidayati, 2022; Irawati et al., 2019; Normaini et al., 2022; Pancasila et al., 2020).

6. Effect no Direct Leadership Instructional Head school to Organizational Citizenship Behavior through work motivation

Indirect effect variable Leadership Instructional Head School (X_1) to Organizational Citizenship Behavior (OCB) (Y) through work motivation (Z) which is the multiplication of the variable beta values Leadership Instructional Head School (X_1) to work motivation variable (Z) with a beta value of work motivation variable (Z) Organizational Citizenship Behavior (OCB) variable (Y), namely: 0.747 x 0.674 = 0.503. This means that indirectly there is a moderate effect between Leadership Instructional Head School (X_1) towards Organizational Citizenship Behavior (OCB) of teachers (Y) through work motivation (Z) of teachers at Islamic Private Middle Schools in Banjarbaru City. Organ (2014) defines OCB as individual behavior that is independent, and not in a manner direct get award from formal reward system, but as a whole can increase the efficiency and effectiveness of organizational functions. The behavior is free and voluntary, because behavior is not required by clear role requirements or job descriptions demanded based on contract with organization, but as a personal choice. In today's dynamic world of work, where tasks are increasingly often work in teams and need flexibility, organization need employees who have OCB behavior, such as help other individuals on the team, volunteered to perform work extra, avoid conflict with co-workers, comply regulations, as well tolerate happening loss and interruption work (Robbins & Timothy A. Judge, 2018).

In order for the OCB of the teachers to be shown properly, then effectiveness role a leader, in this case the head school, really required. To be an effective leader, a school principal must be able to effect the entire community the school he leads through positive ways to achieve educational goals in schools. Leadership very good instructional applied to a dynamic school environment and have teachers who are power professional, educated and have level high intellect. Leader instructional is Leaders who inspire their followers for put aside their personal interests for good organization and is able to have a tremendous effect on its followers. Leader instructional capable put attention to development needs himself his followers, change awareness and manner look at the followers to problems that occur, as well as being able to please and inspire his followers to work hard to achieve common goals (Robbins & Timothy A. Judge, 2018). A leader who is able to carry out leadership well, of course, will form the work motivation of his subordinates, if employees feel they have an ideal leader who is able to direct their subordinates to work well, it will create work motivation for their subordinates to carry out extra behavior outside of the main task and main function as a teacher. The findings of this study are reinforced by research which states that leadership instructional a leader teaching institution have a direct effect on the work motivation of teachers (Karyadi et al., 2022; Suriansyah et al., 2019). Simon (2015) states that Work Motivation has a direct effect on Organizational Citizenship Behavior. Mahendra & Surya (2017) in his research states that work climate and motivation have a positive and significant effect on organizational citizenship behavior, both partially and simultaneously.

7. Indirect effect of job satisfaction on Organizational Citizenship Behavior through work motivation

The indirect effect of job satisfaction variable (X_2) on Organizational Citizenship Behavior (OCB) (Y) through work motivation (Z) which is the multiplication of the beta value of the job satisfaction variable (X_2) to the work motivation variable (Z) with the beta variable value work motivation (Z) on Organizational Citizenship Behavior (OCB) variable (Y), namely: $0.339 \times 0.674 = 0.228$. This means that indirectly there is a weak effect between job satisfaction (X_2) on Organizational Citizenship Behavior (OCB) (Y) through the work motivation (Z) of teachers at Islamic Private Middle Schools in Banjarbaru City.

Organizational Citizenship Behavior (OCB) is a form of voluntary activity by members of an organization that supports organizational functions so that this behavior is more helpful which is expressed in the form of actions that show selflessness and concern for the welfare of others and the organization. OCB is a behavior that appears at the discretion of an employee which is carried out voluntarily and without coercion (Andriani, 2012). OCB can also be defined as an attitude of helping shown by members of the organization, which is constructive in nature, appreciated by the company but this action is not formally required in work procedures and is not directly related to individual productivity in the payroll system.

Motivation is a factor that can affect the relationship between job satisfactions with organizational citizenship behavior (OCB). The presence of motivation among relationship satisfaction work and organizational citizenship behavior can strengthen, however can also be debilitating linkages between satisfactions Work with organizational citizenship behavior (OCB).

OCB can only be achieved if it is supported by factors within the organization that allow it, where the most important thing is the job satisfaction felt by employees while working in the organization. Meanwhile job satisfaction is one of the factors that shape work motivation, if a person is satisfied with his job, of course the person concerned will too motivated For Work better and encourage the emergence of organizational citizenship behavior (OCB).

The results of this study are in line with a number of previous studies conducted by (Birhasani et al., 2022; Firdaus, Aslamiah, et al., 2022; Firdaus, ASlamiah , et al., 2022; Hidayati, 2022; Irawati et al., 2019; Normaini et al., 2022; Pancasila et al., 2020; Perbaungan et al., nd; Suriansyah et al., 2021) which states that job satisfaction is related and has a contribution or impact on work motivation. Likewise, Simon's research (2015) states that work motivation has a direct effect on organizational citizenship behavior. Mahendra & Surya (2017) in his research states that work climate and motivation have a positive and significant effect on organizational citizenship behavior, both partially and simultaneously. Likewise research (Karyadi et al., 2022) which states that work motivation has a direct effect on Organizational Citizenship Behavior.

CONCLUSIONS

There are direct and indirect effects between leadership instructional head school, job satisfaction, and work motivation on Organizational Citizenship Behavior. Teachers should be able to increase job satisfaction by improving coordination with co-workers, for example collaborating in making learning tools and in making learning media, so as to be able to produce learning products that can improve the quality of teaching which will ultimately maximize performance.

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