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Improvement of Organizational Citizenship Behavior (OCB) through Strengthening Transformational Leadership, Job Satisfaction, and Self-Efficacy

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Abstract

Organizational Citizenship Behavior (OCB) is believed to be able to improve the efficiency and effectiveness of organizations such as schools because it contains a component of a teacher's loyalty and dedication with compliance with organizational policies and policies as well as responsibilities for assignments and jobs even outside of the job description. The correlational statistical approach is used in the study followed by the SITOREM method to set recommendations and find the order of priority scale for improvement of indicators of each variable. The study was conducted on PNS teachers in the "A" accredited State Junior High School in Depok with a study population of 372 teachers, with a proportional random sample of 193 teachers. Based on the results of research sequentially shows that there is a positive relationship between independent variables and OCB variables as follows: 1) transformational leadership ($r_{y1} = 0.711, \alpha < 0.05$); 2) job satisfaction ($r_{y2} = 0.792, \alpha < 0.05$); and 3) self-efficacy ($r_{y3} = 0.829, \alpha < 0.05$); 4) there is a positive and significant relationship between the principal's transformational leadership and job satisfaction together with OCB with the correlation coefficient $r_{y12} = 0.813 (\alpha < 0.01)$; 5) there is a positive and significant relationship between the principal's transformational leadership and self-efficacy together with OCB with the correlation coefficient $r_{y13} = 0,848 (\alpha < 0.01)$; 6) there is a positive and significant relationship between job satisfaction and self-efficacy together with OCB with the correlation coefficient $r_{y23} = 0.844 (\alpha < 0.01)$; and 7) there is a positive and significant relationship between transformational leadership, job

satisfaction, and self-efficacy together with OCB with the correlation coefficient $r_{123} = 0.854$ ($\alpha < 0.01$). The results of the SITOREM analysis show the indicators that need to be corrected priority are: 1). Magnitude, 2). Strength, 3). Generality, 4). Supervision, 5). Coworkers, 6). Income, 7). The work itself, 8). Sense of Justice, 9). Promotion, 10). Intellectual Stimulation, 11). Idealized Influence, 12). Individual Consideration, 13). Conscientiousness, 14). Altruism, 15). Courtesy, and 16) Civic Virtue, while the sequence is maintained by Inspirational Motivation and Sportmanship.

Keywords: OCB, Transformational Leadership, Job Satisfaction, Self-Efficacy and SITOREM

Mejora Del Comportamiento De Ciudadanía Organizacional (Ocb) A Través Del Fortalecimiento Del Liderazgo Transformacional, La Satisfacción Laboral Y La Autoeficacia

Resumen

Se cree que el Comportamiento de Ciudadanía Organizacional (OCB) puede mejorar la eficiencia y la eficacia de organizaciones como las escuelas porque contiene un componente de la lealtad y dedicación de un maestro con el cumplimiento de las políticas y políticas de la organización, así como las responsabilidades de las tareas y trabajos, incluso fuera de la descripción del trabajo. El enfoque estadístico correlacional se utiliza en el estudio seguido del método SITOREM para establecer recomendaciones y encontrar el orden de escala de prioridad para la mejora de los indicadores de cada variable. El estudio se realizó con maestros de PNS en la Escuela Secundaria Estatal acreditada "A" en Depok con una población de estudio de 372 maestros, con una muestra aleatoria proporcional de 193 maestros. Basado en los resultados de la investigación muestra secuencialmente que hay una relación positiva entre las variables independientes y las variables OCB de la siguiente manera: 1) liderazgo transformacional ($r_{y1} = 0.711$, $\alpha < 0.05$); 2) satisfacción laboral ($r_{y2} = 0.792$, $\alpha < 0.05$); y 3) autoeficacia ($r_{y3} = 0.829$, $\alpha < 0.05$); 4) existe una relación positiva y significativa entre el liderazgo transformacional del director y la satisfacción laboral junto con OCB con el coeficiente de correlación $r_{y12} = 0.813$ ($\alpha < 0.01$); 5) existe una relación positiva y significativa entre el liderazgo transformacional y la autoeficacia del director junto con OCB con el coeficiente de correlación

$r_{y13} = 0,848$ ($\alpha < 0.01$); 6) existe una relación positiva y significativa entre la satisfacción laboral y la autoeficacia junto con OCB con el coeficiente de correlación $r_{y23} = 0.844$ ($\alpha < 0.01$); y 7) existe una relación positiva y significativa entre el liderazgo transformacional, la satisfacción laboral y la autoeficacia junto con OCB con el coeficiente de correlación $r_{y123} = 0.854$ ($\alpha < 0.01$). Los resultados del análisis SITOREM muestran que los indicadores que deben corregirse son: 1). Magnitud, 2). Fuerza, 3). Generalidad, 4). Supervisión, 5). Compañeros de trabajo, 6). Ingresos, 7). El trabajo en sí, 8). Sentido de la justicia, 9). Promoción, 10). Estimulación intelectual, 11). Influencia idealizada, 12). Consideración individual, 13). Conciencia, 14). Altruismo, 15). Cortesía, y 16) Virtud cívica, mientras que la secuencia es mantenida por Motivación inspiradora y deportividad. Palabras clave: OCB, liderazgo transformacional, satisfacción laboral, autoeficacia y SITOREM

A. Background and Research Objectives

The success of a teacher as one of the elements that shapes the process of success in education does not mean only seen from the performance of the task in accordance with the description of his duties as an educator, but also behavior, in this case the behavior of teachers as good school citizens. Teachers should exhibit positive behaviors such as helping the work of other colleagues, volunteering to do useful additional activities at school even outside of school, avoiding conflicts with teachers and other colleagues at school, caring for, respecting and protecting school facilities, obeying rules and codes teacher ethics, tolerant of things that are less than ideal in school, provide constructive advice for the progress of the school, and do not spend time in vain while on duty. The positive work behavior of a teacher as a school citizen is better known as the Organizational Citizenship Behavior (OCB) teacher.

Behavior that reflects the Organizational Citizenship Behavior (OCB) of the teacher in addition to the aforementioned ones includes carrying out work beyond the agreed time, voluntarily guiding and directing other younger teachers or employees who have just entered the school environment. OCB is a positive act or act of people in an organization that is applied through a form of conscious and extra willingness without expecting or demanding compensation. In educational organizations, OCB is expected to condition teachers who are confident in their ability or ability to do things without being asked or volunteered. Thus, according to the meaning

of citizen, the teacher has the responsibility and love for work outside of the description of work done voluntarily.

Based on the results of an initial survey through a questionnaire about OCB teachers of state junior high schools in Depok, it was concluded that there were 50% of teachers with problems in altruism, this was not yet fully apparent from the concern to help coworkers still lacking the behavior of teachers to help work colleagues; there are 55% of teachers who have problems with conscientiousness, which can be seen from the lack of teacher behavior to arrive early in class before students enter; there are 49% of teachers who have problems in courtesy, it seems that there are still many teachers who do not take advantage of discussions with other teachers who are more experienced; there are 45% of teachers who have problems in sportsmanship, it can be seen from many teachers that they cannot understand the condition of the school when the water does not flow; there are 48% of problematic teachers in civic virtue, seen from teachers who have problems in terms of establishing cooperation with the environment around the school.

Some possible factors are related to the low OCB in school organizations, such as school principal leadership, teacher motivation, trust, organizational commitment, organizational culture, self-efficacy, teacher job satisfaction and so on. To observe and research about OCB, the researcher considers the independent variables of transformational leadership, job satisfaction, and self-efficacy to be interesting to study. Based on this background, this study aims to find efforts to improve teacher OCB through strengthening the principal's transformational leadership, job satisfaction, and self-efficacy.

B. Overview of Theory

1. Organizational Citizenship Behavior (OCB)

OCB is defined as a set of voluntary work behavior that exceeds a person's basic job requirements (Jahangir, N., Akbar, M. M. and Haq, 2004). This is often described as behavior beyond the call of duty. Furthermore Jahangir also detailed the dimensions of OCB, namely: 1) Altruism, 2) Conscientiousness, 3) Sportsmanship, 4) Courtesy, 5) Civic Virtue. Nelson defines OCB as work behavior that exceeds task or job obligations with dimensions of (a) altruism, (b) sportsmanship, and (c) voice (Nelson, 2006). Kinicki and Williams consider OCB as employee behavior that indirectly performs work beyond what is required by the organization with dimensions of (a) Courtesy, (b) Altruism, (c) Civic Virtue, (d) Sportsmanship, and

(e) Conscientiousness (Kinicki, Angelo, 2008).

Shweta and Srirang describe Organizational citizenship behavior as discretionary efforts for employees for the benefit of the organization without expecting anything in return. Several dimensions of the formation of OCB were proposed by Shweta and Srirang, namely: 1) Altruism; 2) Courtesy; 3) Sportmanship; 4) Civic Virtue; and 5) Conscientiousness (Shweta, J., and Srirang, 2010).

2. Transformational Leadership

Transformational Leadership according to Colquitt is leadership that involves inspiring all members to commit to a common vision that gives meaning to the development of their own potential and some problems from a new perspective (Colquitt, J.A., 2015). According to him, the factors forming transformational leadership are: (a) Idealized Influence (charisma), (b) Intellectual stimulation, (c) Individualized consideration, and (d) Inspirational Motivation. Meanwhile, Bass explained that transformational leadership stimulates and inspires his followers to achieve extraordinary results and in the process of developing their own leadership capacity (Bass, 2006). Transformational leadership indicators according to Bass become: (a) Idealized Influence, ie the leader acts as a role model or role model, (b) Inspirational Motivation, ie the leader creates a clear picture of the state of the future optimistically, (c) Intellectual stimulation, namely the leader stimulate people to be creative and innovative, and (d) Individual consideration, namely leaders develop people by creating a supportive conducive environment.

Yuki argued that transformational leadership is the behavior of a leader who can call on moral values to his followers in his efforts to increase their awareness of ethical issues and mobilize their energy and resources to reform institutions (Yuki, 2006). Robbins and Judge formulated that transformational leadership is leadership that gives subordinates the inspiration to erase their own interests for the good of the organization and has a great influence on their subordinates (Robbins, Stephen P. and Timothy A, 2015). The indicators are 1) Idealized Influence, is the behavior of leaders who provide vision and mission, generate pride, and gain respect and trust from subordinates; 2) Inspirational Motivation is the behavior of leaders who are able to communicate high expectations, convey a shared vision in an interesting manner by using symbols to focus the efforts of subordinates and inspire subordinates; 3) Intellectual Stimulation is a leader behavior that is able to increase the intelligence of subordinates to increase brand creativity and innovation; and 4) Individualized Consideration, in the form

of personal attention, treating each subordinate individually as an individual with different needs, abilities, and aspirations, as well as training and giving advice.

Spector describes transformational leadership as a leader who is able to inspire others to accept the noble goals of their organization and strive to achieve them (Spector, 2008). Components on transformational leadership, namely: (a) the ideal influence of leaders who encourage followers with their statements and model high standards of behavior, (b) inspirational motivation leaders convey vision that motivates and inspires, (c) intellectual stimulation of leaders by encouraging followers to question the status quo and think of better ways to do things, and (d) the consideration of individual leaders who pay attention to the development and welfare of followers.

Bargh formulates that transformational leadership is a leader who has more instincts and brings inspiration to the effort to achieve goals (Bargh, Chaterine, Jean Boccock, Peter Scott, 2010). Its dimensions are: (a) inspires subordinates, gives confidence, trust, loyalty, respect, (b) the ability to see subordinates as individuals by treating subordinates according to their abilities and needs; and (c) focus attention on problem solving.

3. Job Satisfaction

Luthan defines job satisfaction as a result of employee perceptions about how well his work provides what is considered important (Luthan, 2011). The main influencing factors as Luthan described are: 1) The work itself; 2) Salary; 3) Promotional opportunities; 4) Supervision; and 5) Co-workers. Mullins formulated his opinion about job satisfaction, which is a pleasant feeling that arises from the perception when one's work fulfills or allows for the fulfillment of the important values of one's work (Mullins, 2005). Stone believes job satisfaction is the degree to which employees have a positive attitude towards their work (Stone, 2011). Job satisfaction reflects the feelings of employees about several aspects of work according to Stone, namely: (a) the quality of supervision from superiors, (b) relationships with colleagues, (c) opportunities to advance, and (d) the amount of wages paid.

Wood defines job satisfaction as the extent to which individuals feel positive or negative about their work (Wood, J., 2001). Indicators of the definition of job satisfaction are: (a) work, including responsibilities, interests and development, (b) relationships with colleagues, which include harmonious relations and mutual respect, (c) opportunities for promotion, such as opportunities for further progress, and (d) fees, including fees that are

suggested to be sufficient and fair compared to other fees received. Kreitner and Kinicki expressed their opinion that job satisfaction is an effective or emotional response to various aspects of work (Kreitner and Kinicki, 2011).

4. Self-Efficacy

Self-efficacy according to Ivancevich is one's belief in his ability and competence to successfully complete a task (Ivancevich, Jhon M., Robert Konopaske, 2014). Ivancevich formulated three dimensions of self-efficacy consisting of: (a) magnitude, measuring the magnitude or level of difficulty of a task that a person believes he is able to carry out, (b) strength, indicating whether the magnitude was strong and can lead to perseverance when difficulties arise in carrying out the task, and (c) generalization, which is the perception or hope that similar successes can occur in other assignments in different situations depending on the situation, tasks and people concerned.

Efficacy is one's belief in their ability to use a number of functions to control themselves and their environment is self-efficacy (Feist, Jess, 2013). Factors that contribute to one's self-efficacy, namely: (a) prior success experiences, (b) social modeling (successful behavior models), (c) social persuasion, and (d) physical and emotional states, anxiety, fear and excessive stress. Passer and Smith state that self-efficacy is a belief about the ability to display the desired behavior to achieve the expected results (Passer, 2007). Four determinants that affect one's self-efficacy, namely: (a) previous performance experiences, (b) Learning from observations about the behavior and achievements of others, (c) verbal persuasion, and (d) emotional states.

Eysenck defines self-efficacy as one's beliefs about his ability to successfully handle certain situations (Eysenck, 2009). The determinants of self-efficacy according to Eysenck are: (a) previous experience, be it about personal successes or failures in certain situations, (b) the experience of others that are relevant, (c) verbal or social persuasion that makes a person's self-efficacy increase when there is that he is capable and has the skills to succeed in the situation, and (d) emotional arousal, the heightened desire is often associated with anxiety and failure which has the potential to reduce self-efficacy.

Boyd argues that self-efficacy focuses on a person's belief in his capacity to cause something he wants to happen or become reality (Boyd, 2009). Furthermore the factors that influence self-efficacy, namely: (a) the perception of the similarity of abilities with group members (successful behavior

models), (b) encouragement from information sources that are considered important (social persuasion), and (c) real experience in activities the same (previous experience).

C. Research Methods

The method used in this research is the correlational study method which is part of a quantitative descriptive research type and continued by using SITOREM analysis. The purpose of the correlation study is to find the presence or absence of relationships, closeness, and the direction of the relationship (positive or negative). Correlation studies contain the strength of the inter-variable relationship, the statistical significance of the relationship between the two variables, and the direction of the correlation.

Hardhienata stated that the correlational approach and SITOREM analysis are research methods that combine correlational research methods whose results are strengthened by using SITOREM analysis (Hardhienata, n.d.). The use of SITOREM analysis makes correlational research results analyzed in more detail on indicators of research variables, until indicators are found that need to be immediately corrected, maintained or developed. Research constellation which is a constellation of relationships between variables studied is as follows:



Figure 1. Constellation of relationships between variables and indicators

The study was conducted on the status of 372 teachers of civil servants in state junior high schools in the city of Depok. Using the Slovin formula the research sample obtained 193 teachers. Research data collection using instruments in the form of questionnaires with research instrument items derived from research indicators explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. Validity test is done by using the Pearson Product Moment technique, while for the reliability test using calculations through the Cronbach Alpha formula. Analysis of research data using multiple correlations, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing.

The final stage of the study is an analysis of indicators using the SITOREM Method (Sunaryo, 2018) to determine the scale of the order of priority for the improvement of indicators as recommendations to related parties of this study. In determining the priority order for handling indicators, the SITOREM Method uses three criteria that need to be determined, namely (1) the strength of the relationship between the variables obtained from the hypothesis test, (2) the priority order for handling the indicators of the assessment results from experts, and (3) the indicator values obtained from calculation of data obtained from respondents' answers.

D. Results and Discussion

1. Relationship between Transformational Leadership and OCB

Based on the results of data processing through the statistical hypothesis test it can be concluded that there is a very significant positive relationship between transformational leadership and OCB teachers, with a correlation coefficient of 0.711 and a coefficient of determination of 0.505. This means that the higher the transformational leadership, the higher the OCB of the teacher. The implication of this is that if OCB teachers are to be improved, strengthening the principal's transformational leadership is needed.

Expert assessment related to the priority indicators of transformational leadership variables by considering the factors of cost, benefit, importance, and urgency and produce the following sequence: 1. Idealized Influence 24.90%, 2. Inspirational Motivation 25.30%, 3. Intellectual Stimulation 25.49%, and 4. Individual Consideration 24.31% . The results of the calculation of the indicators of data processing obtained from research respondents are as follows: 1). Idealized Influence 3,98, 2). Inspirational Motivation 4.03, 3). Intellectual Stimulation 3,62, and 4). Individual Consideration 3.68.

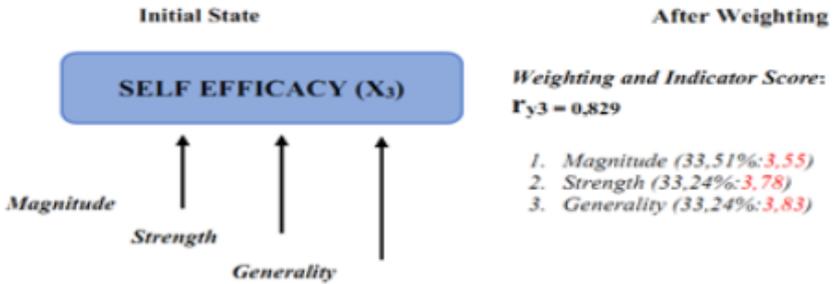


Figure 2. Weighting of indicators and values of transformational leadership indicators

2. The relationship between job satisfaction with OCB teachers

Based on the results of data processing through the statistical hypothesis test, it can be concluded that there is a very significant positive relationship between job satisfaction with OCB teachers, with a correlation coefficient of 0.792 and a coefficient of determination of 0.627. This means that the higher the job satisfaction, the higher the OCB of the teacher. The implication of this is that if the OCB of the teacher wants to be improved, a reinforcement of job satisfaction is needed.

Expert assessment relates to priority indicators of job satisfaction variables by considering the factors of cost, benefit, importance, and urgency and produce the following sequence: 1). The work itself is 16.71%, 2). Income 16.84%, 3). Promotion Opportunities 16.32%, and 4). Supervision 16.97%, 5). Coworkers 16.84%, and Sense of Justice at work 16.32%. Furthermore, the results of the calculation of the indicators of data processing obtained from research respondents are as follows: 1). The work itself 3.80, 2). Earnings 3,80, 3). Promotion Opportunities 3.82, and 4). Supervision 3.69, 5). Coworkers 3.63, and Sense of Justice at work 3.71.

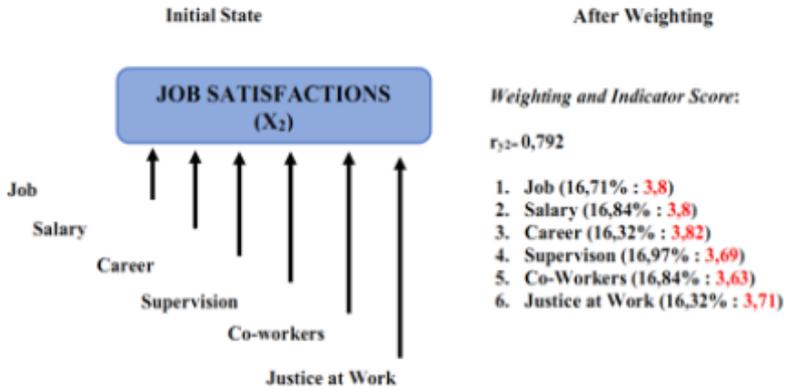


Figure 3. Indicator weighting results and job satisfaction indicator values

3. The relationship between self-efficacy with OCB teachers

Based on the results of data processing through the statistical hypothesis test, it was concluded that there was a very significant positive relationship between self-efficacy and OCB of the teacher, with a correlation coefficient of 0.829 and a coefficient of determination of 0.688. This means that the higher the self-efficacy the higher the teacher OCB will be. The implication of this is that if the OCB of the teacher wants to be improved, it is necessary to strengthen self-efficacy.

Expert assessment relates to the priority indicators of self-efficacy variables by considering the factors of cost, benefit, importance, and urgency and produce the following sequence: 1). Magnitude 33.51%, 2). 33.24% Strength, and 3). Generality 33.24%. Furthermore, the results of the calculation of the indicators of data processing obtained from research respondents are as follows: 1). Magnitude 3.55, 2). Strength 3.78, and 3). Generality 3.83.

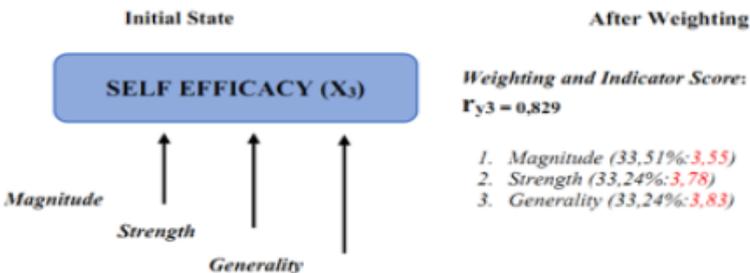


Figure 4. The results of weighting the indicators and the value of self-efficacy indicators

4. The relationship between principal transformational leadership, job satisfaction, and teacher efficacy together with OCB teachers

Based on the results of data processing through the statistical hypothesis test, it can be concluded that there is a very significant positive relationship between the principal's transformational leadership, job satisfaction, and self-efficacy together with OCB teachers, with a correlation coefficient of 0.854 and a coefficient of determination of 0.729. This means that the higher the principal's formal leadership, job satisfaction, and self-efficacy together the higher the teacher OCB. The implication of this is that if the OCB of the teacher wants to be improved, a reinforcement of job satisfaction is needed.

Expert judgment relates to OCB variable indicator priorities by considering cost, benefit, importance, and urgency factors and producing the following sequence: 1). Altruism 19.85% 2). Conscientiousness 20.30%, 3). Courtesy 19.85%, and 4). Sportmanship 20.15%, and 5). Civic Virtue 19.85%.

Furthermore, the results of the calculation of the indicators of data processing obtained from research respondents are as follows: 1). Altruism 3,30 2). Conscientiousness 3,93, 3). Courtesy 3.74, and 4). Sportmanship 4.06, and 5). Civic Virtue 3.96.

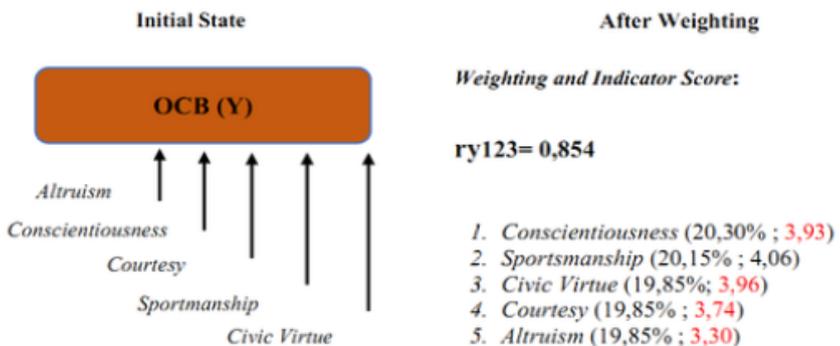


Figure 5. Results of indicator weighting and OCB indicator values

5. Results of SITOREM Analysis

Based on the results of the statistical hypothesis test, the determination of priority indicators, and calculation of the value of indicators as described above, then an analysis is carried out using the SITOREM method. This is used to provide recommendations on research results. This recommendation contains suggestions for improvement of indicators that are arranged based on priority handling and indicators that remain to be maintained

because the indicators are in good condition. The results of the SITOREM analysis are shown in the following figure:

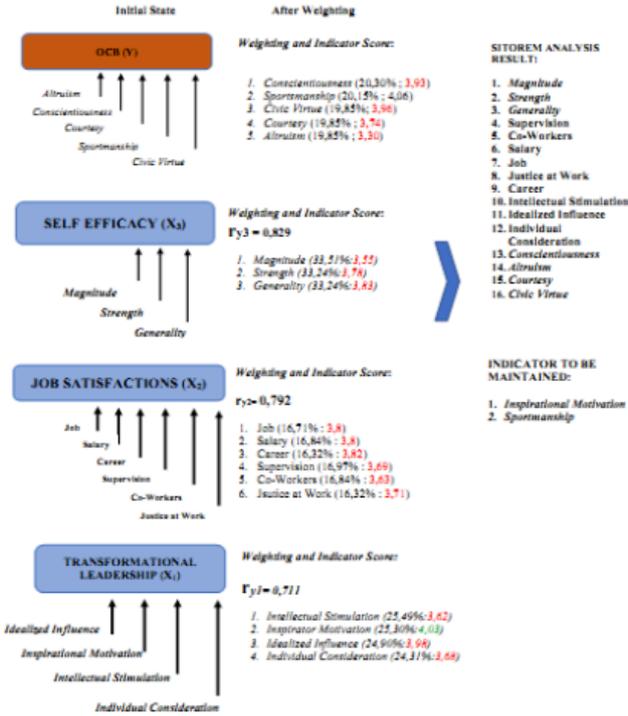


Figure 6. Results of SITOREM analysis for determining indicators to be improved and which is maintained

The figure above explains that the order of priority improvements that need to be improved (scale < 4.00), namely: 1). Magnitude, 2). Strength, 3). Generality, 4). Supervision, 5). Coworkers, 6). Income, 7). The work itself, 8). Sense of Justice, 9). Promotion, 10). Intellectual Stimulation, 11). Idealized Influence, 12). Individual Consideration, 13). Conscientiousness, 14). Altruism, 15). Courtesy, and 16). Civic Virtue, As for the sequence that is maintained (scale > 4.00), namely: 1). Inspirational Motivation and 2). Sportmanship.

Based on the results of the SITOREM analysis it is increasingly clear that the research findings contained 16 indicators that must be improved and two indicators that were sufficient to be maintained. With the recommendations for improvement of these indicators, transformational leadership, job satisfaction, and self-efficacy become stronger so as to increase teacher

OCB.

6. Conclusions

Based on the results of the study, it can be concluded that efforts were found to improve the OCB of PNS teachers in State Junior High Schools in Depok through strengthening transformational leadership, job satisfaction and self-efficacy, with the following identification results:

a. There is a significant positive relationship between transformational leadership variables with OCB PNS teachers in State Junior High Schools in Depok City. This can be seen from the acquisition of scores on the correlation coefficient (r_{y1}) of 0.711. The coefficient of determination of the regression equation is 0.505 (r^2_{y1}), which means the percentage of the relationship between transformational leadership variables and OCB is 50.5%. Thus, strengthening the principal's transformational leadership is predicted to increase teacher OCB.

b. There is a significant positive relationship between the variable Job Satisfaction with OCB PNS teachers in State Junior High Schools in Depok City. Obtaining a score on the correlation coefficient (r_{y2}) of 0.792. The coefficient of determination of the regression equation is 0.627 (r^2_{y2}). Thus, strengthening teacher job satisfaction is predicted to increase teacher OCB.

c. There is a very significant positive relationship between self-efficacy variables with OCB PNS teachers in State Junior High Schools in Depok City. This is evident from the acquisition of scores on the correlation coefficient (r_{y3}) of 0.829. The coefficient of determination of the regression equation is 0.688 (r^2_{y3}). Thus, strengthening self-efficacy is predicted to increase teacher OCB.

The conclusions of this study can also explain that the order of priority improvement of indicators that need to be improved (scale < 4.00), namely: 1). Magnitude, 2). Strength, 3). Generality, 4). Supervision, 5). Coworkers, 6). Income, 7). The work itself, 8). Sense of Justice, 9). Promotion, 10). Intellectual Stimulation, 11). Idealized Influence, 12). Individual Consideration, 13). Conscientiousness, 14). Altruism, 15). Courtesy, and 16). Civic Virtue, As for the sequence that is maintained (scale > 4.00), namely: 1). Inspirational Motivation and 2). Sportmanship.

In this study found three main things that become limitations on research, so it needs to be developed into a dynamic research that is in accordance with the development of time. The three main points can be explained as follows: 1) The study population consisted of PNS teachers in the "A"

accredited State Junior High School in Depok, so the generalization of the results of this study was also limited only to the study population. A greater scope of research is needed so that the results of this study have a broader impact, for example compared to other private junior high school teachers; 2) This research is only limited to three independent variables, namely transformational leadership variables, job satisfaction variables and self-efficacy variables and OCB dependent variables. If a more comprehensive understanding is needed, further research is needed regarding other variables, such as personality variables, organizational climate, situational leadership, achievement motivation, self-concept, and trust; 3). This study uses theories of transformational leadership, job satisfaction, self-efficacy and OCB so that the implications are certain that the implications are limited to the concepts used today. In another view, theories in the field of organizational behavior, organizational management and OCB are developing rapidly so that new concepts emerge, both regarding variables related to this research and other variables.

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