The Role Of Job Satisfaction On The Relationship Between Self-Leadership And Organizational Citizenship Behavior

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Abstract

Organizational citizenship behavior is a voluntary action carried out outside of its main duty as an employee. Several factors can influence OCB attitudes, such as self leadership and job satisfaction. The purpose of this study was to determine the effect of self leadership to job satisfaction and organizational citizenship behavior in the organization or the company. The method used is a survey with the number of respondents in this study as many as 32 respondents. The analysis used is the test of validity, reliability test, multiple regression, sobel test, and hypothesis testing. The results of the study show that job satisfaction can mediate between self leadership and organizational citizenship behavior.

Keywords

Self Leadership, Job Satisfaction, Organizational Citizenship Behavior

INTRODUCTION

Human resources will determine the success or failure of the organization. They function as movers, and thinkers to achieve organizational goals. Human resources have a significant contribution in determining the progress and development of an organization. Quality and capable human resources will support the progress and development of the organization (Handoko, 2001). Schools are binding organizations that have a system of social interaction consisting of personal and group interactions. The results expected by the community from activities in the school are forming an active, creative attitude.

Human resources in schools, which play an essential role in training and growing the personality of students, are teachers. A professional teacher is demanded by a number of requirements, including having professional education qualifications and scientific competencies, having the ability to interact, creative and productive spirit, having high morale and commitment to his profession and always developing himself continuously (Sidi, 2001). Behavior respecting his profession can be reflected in the availability of helping other people's duties.

Teacher behavior such as happy to help others outside their main tasks such as working together, helping, helping to play an active role, giving input and using their working time effectively can encourage organizational effectiveness and reflect organizational citizenship behavior (OCB). OCB is the behavior of free individuals, not listed in the formal reward system but effectively enhancing organizational performance (Organ & Ryan, 1995).

In order to be able to fulfill the qualifications of professional teachers, can be done by having the spirit of self-leadership. Following the results of research from Kaihatu and Rini (2007), which were conducted on high school teachers in the city of Surabaya that good leadership can influence teachers, increase motivation, and intellectual stimulation. The teacher strives to achieve common goals and will enhance extra-role behavior, as well as improving the quality of work life indirectly.

A teacher has excellent self-leadership characteristics if he has been able to carry out tasks more effectively in teaching, mastering the steps of learning, developing learning materials, acting creatively in carrying out tasks, giving appreciation to oneself for every successful and able business positive learning situation. When the teacher manages to lead himself well, it will give good results for himself and generate job satisfaction and provide these results to the organization. Teachers who can...
combine interactions between self-leadership and work structure can influence the level of job satisfaction (Roberts and Foti, 1996). Based on interviews with several teachers of the 9th Al Azhar Islamic High School in Yogyakarta that in carrying out teaching and learning activities, teachers are still experiencing limitations. Some teachers appear to be absent from meetings when meetings are held on holidays, while when done after working hours, there are still complaints about the schedule of meetings held. Another problem faced by teachers is the profession's demands; teachers are required to be in the school environment starting at 6 am and still have to be in the school environment until 16:00. Teachers sometimes have to violate these rules because of other needs. Limitations possessed by the teacher to replace the teaching schedule of related lessons or other lessons when other teachers cannot attend. The case is very related to the critical role of teachers in organizations, especially the extra behavior of the role or voluntary behavior of teachers in favorite organizations known as organizational citizenship behavior.

The results of the interview before the study provided results that there were still teachers who still had to find work elsewhere because of the discrepancies that were obtained from the organization with the workload given. The case shows an attitude of dissatisfaction with work. Based on these problems, the author conducted a study of job satisfaction as a mediating variable between self-leadership towards organizational citizenship behavior.

LITERATURE REVIEW AND HYPOTHESES

Organizational Citizenship Behavior

Organizational citizenship behavior is free individual behavior, not directly or explicitly related to the reward system but can improve the effective functioning of the organization (Organ & Ryan, 1995). It can be concluded that OCB is a voluntary individual behavior, not a forced action on matters that prioritize the interests of the company. Individual behavior that arises based on job satisfaction and is done not based on formal orders.

According to Organ et al. (2006), Organizational citizenship behavior has five indicators, namely: Altruism, assisting without any coercion to other employees. This indicator leads to helping behavior in other people's work obligations. Civic Virtue, behavior that is responsible for the life of the organization. This indicator leads to the responsibilities given to improve the quality of work being undertaken. Conscientiousness, trying to act beyond what the organization requires. This indicator shows that the attitude of work exceeds the task assigned. Sportsmanship accepts less ideal conditions in the organization without raising objections. Courtesy avoids problems with coworkers by behaving politely. Someone who animates this indicator will be more tolerant in working.

Self-Leadership

Self Leadership accommodates individuals to increase their capacity to control, motivate, and direct themselves through a series of behavioral and cognitive strategies to address their own and their environment (Manz and Neck, 2004). Individuals who have the spirit of self-leadership are shown by the quality of the person who takes the initiative, has new ideas and communicates them to others always learning and practicing in order to carry out self-renewal on aspects that have not been mastered.

Several benefits will be felt by individuals who have self leadership (Williams, 1997) First, creating a conducive and comfortable work climate because individuals are given room to move their tasks through their methods. Second, prevent individuals from thinking negatively and pessimistically. Third, work will be efficiently completed because individuals are motivated. Fourth, provide maturity in the mindset, so that individuals will be able to become successful individuals who lead themselves, so that all self-performance can be resolved well and full of wisdom.

Job satisfaction

Handoko (2001) argues that job satisfaction is a pleasant or unpleasant emotional state by employees when looking at their work. Job satisfaction reflects a person's feelings for his job. This appears in a positive attitude towards work and everything that is faced in the work environment. Every individual is different in determining the level of job satisfaction because it is following the value system that applies to him. Activity is assessed according to the wishes of the individual, so the satisfaction of the activity will be higher. So it is concluded that job satisfaction is the expression of individuals in seeing the work they do as pleasant or unpleasant.
Formulation of Hypotheses and Research Models

Roberts and Foti (1996) on several manufacturing employees, found that the interaction between self-leadership and work structure was able to influence the level of employee job satisfaction. Employees with high self-leadership and freer work structures tend to have a higher level of job satisfaction. In line with Manz and Neck (1996) in a study of a commercial airline in America that almost went bankrupt, it was proven that mental strategies in self-leadership were able to increase job satisfaction. Other research conducted by (Politis, 2008) on manufacturing company employees in Australia proved that there was a significant positive correlation between focused behavior strategies in self-leadership and job satisfaction. Thus the first hypothesis is formed:

H1: There is a positive effect of self-leadership on job satisfaction

The ability to lead self (self-leadership) is a decisive capital in improving its performance following the role of its duties and responsibilities to the organization (Musaheri, 2014). Strong self-leadership will lead individuals to be brave to take the initiative, be voluntary, care, and empathize to help the environment, be firm, and ready when they fail. Research conducted by Cohen et al. (1997) in telephone companies confirms that conducive and effective self-leadership will increase employee involvement in the organization relating to solving problems in the company. Thus the second hypothesis is formed:

H2: There are positive self-leadership influences on organizational citizenship behavior

Sambung (2011) explained that the increasing work satisfaction of lecturers at Palangkarya University, the lecturers will show more about their OCB behavior. Lecturers will be more proactive, communicative, patient, wise, and communicate and interact with students voluntarily. In line with Ngadiman (2013) who examined lecturers at UNS revealed that the higher the job satisfaction of lecturers, the higher the level of their OCB. Thus the third hypothesis is formed:

H3: There is a positive effect of job satisfaction on organizational citizenship behavior

Job satisfaction can be used as a reference for an individual's emotional orientation to carry out the role of in-role, extra-role, and personal characteristics. Employees who feel satisfied with their work can be encouraged to take an extra-role. According to the Opinion opinion, (2011), the increase in job satisfaction can increase off-role behavior or OCBs, especially OCB-O. Another researcher Agung et al. (2011) the higher the job satisfaction that employees have, the higher OCB, and vice versa. Based on previous research conducted by Nasra and Heilbrunn (2016), placing job satisfaction can be a mediation of transformational leadership with OCB as a final consequence. The study explains a school principal through his transformational leadership if he intends to increase the OCB of the teacher, it is necessary to improve his job satisfaction first. According to Bligh et al., (2006) employees with high self-leadership will be more positive towards work, more willing to make efforts outside of their duties to achieve goals if the employee is satisfied with his job. Thus the fourth hypothesis is formed:

H4: Job satisfaction mediates self-leadership towards organizational citizenship behavior

METHODS

This type of research is quantitative research using survey methods on teachers of Al Azhar 9 Islamic High School in Yogyakarta. The object of the research is teacher OCB, and the variables that influence it are job satisfaction and also self-leadership factors. Measurement of variables in this study using a Likert scale. Each instrument on the answer using a Likert scale has gradations from very positive to very negative. The Likert Scale always has an odd number of answers, and there are neutral or undecided choices (Suliyanto, 2011). The numerical score on the Likert scale is for the Strongly Agree (SS) answer score of 5, and until the Strongly Disagree (STS) score is 1. Variable OCB is measured by five indicators (Organ et al. 2006), self-leadership eight indicators (Manz and Neck, 2004), and job satisfaction five indicators (Robbins, 2008).

RESULTS AND DISCUSSION

Data Collection

Male respondents were 43.75% and 56.25%, female. It can be concluded that female respondents were more dominant than male, and according to Organ and Ryan (1995), women were more animating in role behavior than extra-roles. The largest age range of ≤
30 indicates that relatively young workers are needed by Al Azhar 9 Islamic High School Yogyakarta because they tend to be ready to work hard, productive, fresh graduates. A combination of the experienced workforce is also needed to develop Al Azhar 9 Islamic High School, which is pioneering as a private school.

**Hypothesis Analysis**

Testing the significance of the effect of self-leadership variables on job satisfaction obtained by t-count of 2.388. The value obtained by t-count is greater than the value of one side table (1.697) with Sig. 0.233 > 0.05. The results of statistical tests confirm that self-leadership affects job satisfaction because the value of t-count is greater than the value of table. The first hypothesis which states that self-leadership influences job satisfaction are accepted and supported by the empirical results of this study.

**Table 1. Regression Analysis**

<table>
<thead>
<tr>
<th>Var</th>
<th>Koef Reg</th>
<th>$t_{hitung}$</th>
<th>$t_{table}$</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(X1)</td>
<td>0.789</td>
<td>2,388</td>
<td>1,697</td>
<td>0.023</td>
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<td>Konst</td>
<td>31,565</td>
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<tr>
<td>Koef Det</td>
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<td></td>
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<tr>
<td>$F_{Cont}$</td>
<td>5.703</td>
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</table>

Testing the significance of the effect of self-leadership variables on Organizational Citizenship Behavior obtained t-count of 2.240 and with a significance value of 0.033. The value obtained by t-count is higher than the value of t table (1.699). The results of statistical tests confirm that self-leadership affects Organizational Citizenship Behavior because the value of t-count is higher than the value of table. The second hypothesis, which states that self-leadership influences job satisfaction are accepted and supported by the empirical results of this study.

Significance testing of the effect of job satisfaction variables on Organizational Citizenship Behavior obtained t-count of 3.727 and with a significance value of 0.001. The value obtained by t-count is higher than the value of t table (1.699), and the significance value is smaller than the value of a (0.05). The results of statistical tests confirm that job satisfaction affects Organizational Citizenship Behavior because the value of t-count is higher than the value of table. The third hypothesis, which states that job satisfaction affects the Organizational Citizenship Behavior is accepted and supported by the empirical results of this study.

**Table 2. Multiple Regression Analysis**

<table>
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<th>Var</th>
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<th>$t_{table}$</th>
<th>Sig.</th>
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<td>1,699</td>
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<td>(X2)</td>
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<td>1,699</td>
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<tr>
<td>$F_{Cont}$</td>
<td>15,222</td>
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</tbody>
</table>

**Mediation Analysis Using Sobel Test**

Based on the calculation obtained $a = 0.789$; $S_a = 0.331$; $S_b = 0.115$; $b = 0.428$; $S_c = 0.227$; $c' = 0.508$. The next test using Sobel Test is as follows:

Based on the results of the Sobel test calculation listed in the appendix, the z-count of the self-leadership variable against OCB through job satisfaction (1.94155852) is greater than the z-table value (0.97381). The fourth hypothesis, which states that job satisfaction mediates the relationship between self-leadership and OCB is accepted and supported by the empirical results of this study because the value of z-count is greater than the value of z-table.

**CONCLUSION**

Self-leadership has a positive effect on the job satisfaction of teachers of Al Azhar 9 Islamic High School Yogyakarta. Providing new knowledge so that it helps him to be more enthusiastic in carrying out his duties and keeps the teacher’s saturation away from his work so that he is satisfied with the results of his work. Self-leadership has a positive effect on OCB, the teacher of Al Azhar 9 Islamic High School in Yogyakarta. The greater the freedom to lead self (self-leadership) will increase the behavior of voluntary co-workers (OCB) to help the interests of Al Azhar 9 Islamic High School Yogyakarta.

Job satisfaction has a positive effect on OCB teachers of Al Azhar 9 Islamic High School Yogyakarta. The greater the level of job satisfaction that the teacher feels will increase the behavior of voluntary co-workers (OCB) to help the interests of Al Azhar 9 Islamic High School Yogyakarta. Job satisfaction mediates the effect of self-leadership on OCB teachers in Al Azhar 9 Islamic High School Yogyakarta. There is an indirect relationship that indicates when self-leadership is given to the teacher, so they have high job satisfaction and will be willing
to do activities to support the organization because of the excellent feedback from the organization. The researcher only provided questionnaires that were distributed directly to the teacher. This is an obstacle because some questionnaires are tucked in so it must take longer; the researcher should have made a questionnaire form using an online system.

Researchers at pre-research only interviewed several new teachers, so the results obtained differed from the results of the study. This research is only limited to questionnaires about self-leadership, OCB, and job satisfaction for further research can be combined with training on self-leadership. Besides, the next researcher can also develop conceptual about research modeling regarding organizational commitment, work motivation, job training, or other relevant variables.

REFERENCES


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