

The Influence of Principal Leadership Style, Organizational Citizenship Behavior and Rewards on Teacher Performance at Senior High School in Banda Aceh District

Said Ashlan^{1*}, Benyamin², Irsan³

¹Doctoral Student State University of Medan

^{2,3}Medan State University

³Email: ash.said999@gmail.com

Abstract.

This study aims to look at: (1) the effect of organizational citizenship behavior on teacher performance, and (2) the imbalance effect on teacher performance, (3) finding the teacher performance model the influence of organizational citizenship behavior and mismatches on teacher performance. The research subjects were teachers of public high schools in Banda Aceh with a total sample of 240 people who were taken by proportional stratified random sampling, the data were analyzed using path analysis after continuing to monitor all the research variables in the form of a matrix. The findings were obtained from the performance of public high school teachers in Banda Aceh City directly by the behavior of organizational citizens, and the imbalance. Based on testing the hypothesis it can be rejected: (1) there is a direct influence on the behavior of organizational citizens on teacher performance, and (2) there is a direct effect of imbalance on teacher performance. The results of the study provide an illustration that the relative direct influence of organizational citizenship behavior (X_1) on teacher performance (X_3), namely: $\rho_{31} = 0.233$, and the relative direct influence of imbalance (X_2) on teacher performance (X_3), namely: $\rho_{32} = 0.055$.

Keywords: *Organizational Employee Behavior, Teacher Rewards and Performance.*

I. INTRODUCTION

One of the figures who occupies a position and plays an important role in the formal education unit is the teacher. When everyone raises questions about education, teacher figures must be involved in the discussion agenda, especially regarding formal education in schools. The teacher is a noble job that has a long-term link to orbit the continuity of future generations, which is expected to get better, whether it increases in terms of social welfare or increases in terms of mindset, skills and personality when these students gain knowledge through school education.

The teacher is a very dominant determining factor in education in general, because the teacher plays a role in the learning process, where the learning process is the core of the overall educational process. A teacher is said to have high performance if he understands the true meaning of performance and must be

proven in implementation by carrying out his duties. Teacher performance is said to be good if the teacher has carried out the elements related to learning well, such as mastering and developing learning materials, teaching discipline, creativity in teaching, collaboration with all school members, having exemplary examples that students should emulate, being objective in guiding and assessing students.

In reality, to be able to have a strong Organizational Citizenship Behavior (OCB), supporting factors are needed in the organization, one factor that is no less important is influenced by organizational citizenship behavior is the performance of the teacher itself. In the era of bureaucratic reform as it is currently being carried out in various government agencies, the role of OCB is considered vital and very much determines organizational performance, especially in educational units.

Luthans (2011) defines Organizational Citizenship Behavior as a discretionary behavior, indirectly or explicitly recognized by the normal requirements of work, but in aggregate it can improve the effective functioning of the organization. Griffin and Moorhead (2014) also suggest that OCB behavior refers to individual behavior that makes an overall positive contribution to the organization. According to Luthans (2011), the OCB dimensions can be divided into five dimensions, namely altruism, awareness, civic virtue, sportsmanship and politeness. Colquit, LePine and Wesson (2011) state that: Organizational Citizenship Behavior (OCB) has two types of categories, namely OCB-Organization creates dimensions: voice, civic virtue, boosterism and OCB-Interpersonal creates several dimensions such as: help, politeness, and sportsmanship as illustrated in the following Figure.

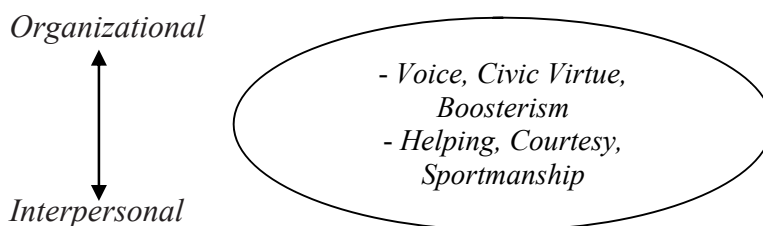


Fig 1. Types of Citizenship Behavior

Source: *Organizational Behavior* oleh Colquit, LePine and Wesson (2011)

Another variable that is no less urgent in influencing teacher performance is reward as one of the challenges that must be faced, it is hoped that rewards are no longer considered merely as a means of satisfying one's material needs but have been linked to human dignity. This reward is very influential on teacher

performance, a teacher in teaching will choose a high reward when compared to other schools except for teachers / civil servants who have been bound as state civil servants. Setiawan (2012) defines reward as one of the efforts made by management to improve work performance, motivation, and job satisfaction of employees. According to Abdussamad (2014) the reward variable has 4 indicators, namely: salary, incentives, goals and facilities.

Further more, the opinion of Sutrisno (2013) that there are several objectives of reward that need to be considered, namely the first is to respect work performance, with adequate compensation is an organizational reward for employee work performance; the second will encourage employee behaviors or performance in accordance with what the organization wants, for example high productivity.

From the results of the author's interviews with some high school teachers in the city of Banda Aceh when meeting at schools and a number of cafe places, there are still phenomena that occur, including the following: first, there are still teachers who work at the original school working because of their perception of the principal those deemed lack of transparency in the management of student scholarships and school operational funds; second is that there are still teachers who seem not serious in teaching, are lazy and do not have targets because of their perceptions of school principals who are considered less concerned about their welfare.

Third, there are still teachers who often come late to school to teach because they feel that the principal never rewards teachers who are diligent and punish those who are lazy. Fourth, there are still teachers who perceive that the remuneration of salaries and allowances is inadequate, so they are still looking for additional income outside of school; fifth is there are still teachers who have not reached the teaching hours according to the regulations of the Ministry of Education and Culture so that to meet this by finding teaching hours in other schools, and the sixth is that there are still civil servant teachers who have not received teacher certification allowances.

Teacher performance is influenced by intrinsic (internal) and extrinsic (external) factors. In addition, the indicators for evaluating teacher performance can be seen from planning, implementing activities and evaluating learning. Teacher performance is also a measure that should be considered in assessing the work of an educator or teacher, because it is the embodiment of activities that greatly affect the success of students, various other aspects of life values, especially the variable factors related to this study. These factors are the basis for the authors to conduct research on the scope of Organizational Citizenship

Behavior, and Rewards for High School Teacher Performance in Banda Aceh City.

II. METHOD

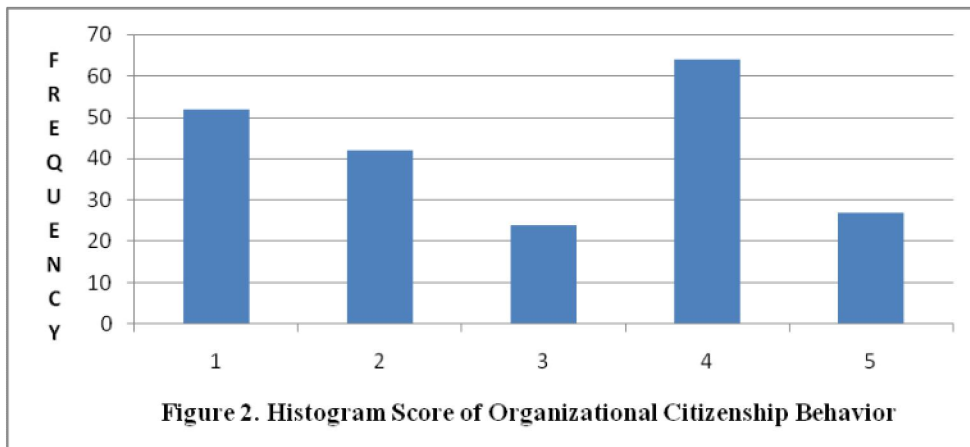
The research design is explanatory correlational because it aims to describe and measure the degree of relationship between variables in causal modeling using path analysis. The population of this research is the teachers of State Senior High Schools in the city of Banda Aceh. Based on data from the Provincial Education Office, it was obtained by 16 State Senior High Schools and 675 teachers from 16 Public Senior High Schools. While the sample amounted to 240 teachers with the sampling technique using the formula from Slovin. Data analysis includes descriptive analysis, analysis requirements test, and hypothesis testing.

III. RESULT AND DISCUSSION

Based on the results of the theoretical study and the results of the analysis of the structure of the associative causal relationship between exogenous variables and endogenous variables, it was found that the teacher performance has a positive direct effect on teacher performance in public high school teachers in Banda Aceh, meaning that if the rewards are better, it will improve teacher performance. This is based on hypothesis testing with a path coefficient of $\rho_{53} = 0.055$, and $t = 2.363$ with a significance level of 0.004 (the hypothesis is accepted if the significance level of the $t_{count} < 0.050$), so that the direct effect of rewards for high school teachers in Banda Aceh is 0.030. This coefficient value implies an increase of 1 unit of reward variable will increase the teacher performance variable by 0.030 units, assuming the other variables are considered constant.

Organizational citizenship behavior has a positive direct effect on teacher performance at public high schools in Banda Aceh, meaning that if organizational citizenship behavior is getting better, it will improve teacher performance as well. This is based on hypothesis testing with the path size coefficient $\rho_{52} = 0.233$ and $t = 3.725$ with a significance level of 0.000 (accepted if the significance level of the $t_{count} < 0.050$), so that the direct effect of organizational citizenship behavior on teacher performance in public high schools in the city Banda Aceh is 0.054. This coefficient value implies that an increase of 1 unit of organizational citizenship behavior variable will increase the teacher performance variable by 0.054 units, assuming the other variables are constant.

Overall it can be concluded that organizational citizenship behavior tends to be in the "low" category. The histogram display of the variable organizational citizenship behavior can be seen in the following Figure.

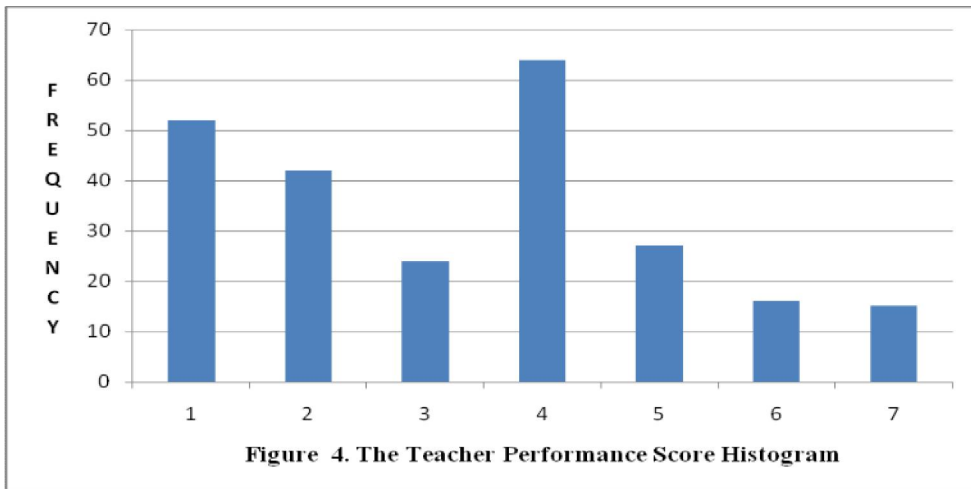


Based on the path coefficient value obtained in sub structure 3, it can be concluded that the effect of the reward variable on teacher performance is in a fairly good position. This shows that the higher the reward, the higher the teacher's performance. Likewise, if the reward is low, it will reduce the level of teacher performance. So changes (high-low) teacher performance at SMA Negeri in Banda Aceh City can be determined by the level of teacher salary.

The remuneration for public high school teachers in Banda Aceh City is generally in the "poor" category. therefore, it can be improved so that it can reach a better category or reach the "high" category. The better the reward score, the better the OCB variable score and teacher performance. The imbalance variable histogram display can be seen in the following Figure.



Thus, in the end the performance of public high school teachers in Banda Aceh is generally in the "low" category. The histogram of teacher performance variables can be seen in the following Figure.



Based on the results of the theoretical study and the results of the analysis

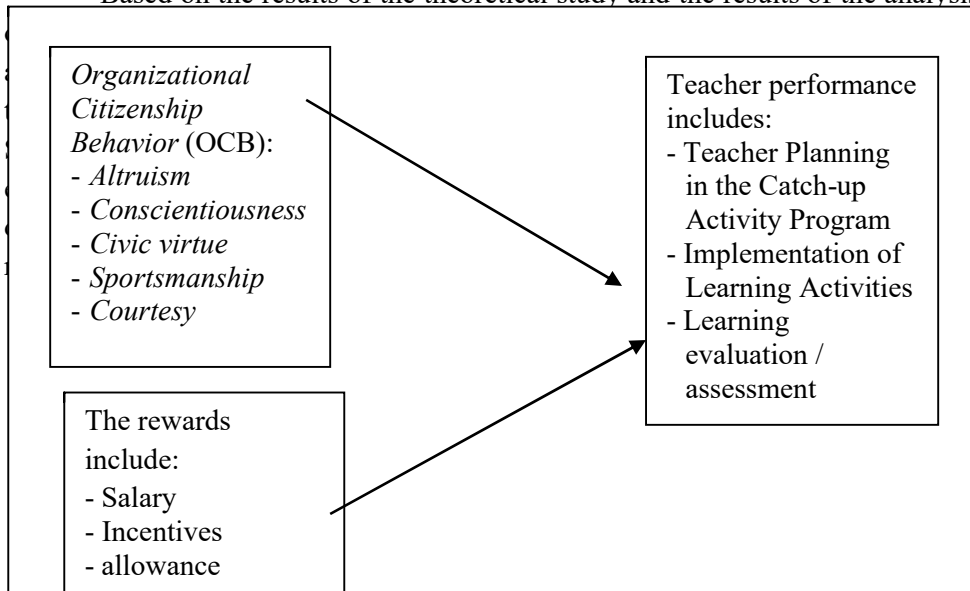


Fig 5: Teacher Performance Development Model at Public Senior High Schools in Banda Aceh City

IV. CONCLUSION

Based on the data obtained in the field, a number of facts were found, data analysis was carried out, and the research conclusions were discussed as follows: Organizational citizenship behavior has a positive direct effect on the performance of the Banda Aceh City Senior High School teachers. teacher performance is manifested by an indicator of a teacher's ability to carry out lesson planning,

implementation of effective learning, and learning outcomes in achieving the quality, vision and mission of education in schools. This indicates that the higher or better the organizational citizenship behavior, the higher the performance of the public high school teachers in Banda Aceh City. While, Rewards have a positive direct effect on the performance of public high school teachers in Banda Aceh. Rewards are manifested by indicators of remuneration received by teachers in the form of salaries, incentives and allowances to achieve the vision, mission and programs of the school organization. Schools must have the ability to apply remuneration in accordance with government regulations and rank groups that apply to the school education unit. This indicates that the higher or more effective rewards to teachers, the higher the performance of public high school teachers in Banda Aceh City.

REFERENCE

- [1] Abdussamad, Zuchri. 2014. *The Effect of Compensation on Work Productivity Employees at PT Asuransi Jiwasraya Gorontalo*. Management Journal, Volume XVIII, No. 03.
- [2] Colquitt, Jason A., Jeffery A. LePine, dan Michael J. Wesson. 2011. *Organizational Behavior*. New York: McGraw-Hill. Page. 42.
- [3] Henry Simamora. 2011. *Human Resource Management*, STIE YKPN. Yogyakarta. Page. 442.
- [4] Luthans, Fred. 2011. *Organizational Behavior: An Evidence Based Approach*. New York: McGraw-Hill Education. Vol. 2. No. 2. Page. 149.
- [5] Moorhead, Gregory & Griffin, Ricky W. 2013. *Organizational Behavior: Human Resource Management and Organizations*: Issue 9. Translator: Diana Angelica. Jakarta: Four Salemba. Page. 182.
- [6] Setiawan, Toni. 2012. *Human Resource Management: Performance, Motivation, Job Satisfaction and Productivity*. Prints I. Jakarta: Platinum. Page. 123
- [7] Sutrisno, Edy. 2013. *Human Resource Management*. Jakarta: Golden. Page. 188.