

THE INFLUENCE OF ORGANIZATIONAL COMMITMENT ON PERFORMANCE WITH ORGANIZATIONAL CITIZENSHIP BEHAVIOR (OCB) AS MEDIATION FOLLOWING THE IMPLEMENTATION OF THE MERDEKA CURRICULUM

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ARTICLE INFO

Keywords:

Organization Commitment
Educator performance
Organizational citizenship behavior

ABSTRACT

This study aims to determine the influence between organizational commitment and organizational citizenship behavior (OCB) as an intervening variable in the implementation of an independent curriculum (Empirical Study on Kindergarten Teachers). The type of research used is a quantitative approach. The instrument used is a questionnaire with multiple choice options that must be selected from 5 choices. The population in this study was all educators who were in kindergarten institutions in Bekasi City. The purposive sampling technique is a sampling technique in this study, where in choosing the sample according to what the researcher expects and can represent characteristics in the population. The results obtained state that the evaluation of measurements has good validity through the Average Varian Extracted measurement model and means that all constructs meet the criteria for the validity of discrimination.

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1. INTRODUCTION

The independent curriculum program is the mainstay of the Ministry of Education and Culture of Research and Technology in the recovery of learning after the COVID-19 pandemic. The curriculum, which is centered on the interests and talents of students with a project-based learning model, was enthusiastically welcomed by the education unit in East Java. The Ministry of Education and Culture of Research and Technology organizes Special Training for school principals and teachers to be able to implement an independent curriculum. Based on data obtained from the IKM dashboard on June 5, 2022, East Java is the largest implementer of IKM Mandiri lines in Indonesia. This achievement is certainly proud of the East Java Provincial Government. East Java Governor Khofifah Indar Parawansa said that this proud achievement could not be separated from the desire of schools who participated in solving the problem of learning loss during the pandemic. Evidently, from the total number of SLB, Public And Private High Schools/Vocational Schools as many as 4,044 institutions, which have implemented an independent curriculum as much as 76%. It was this success that led the author to try to find out the success of SMEs at the level of early childhood education.

Every institution wants to realize human resources that are committed to having high performance as loyalty to the institution where they work, as well as having adequate quality and performance capacity. The quality of human resources can be formed because of the personality that each educator has in order to improve the performance of educators. The performance of educators as a determining factor for the continuation of the institution due to the interest in good work.

One of the factors that affect performance in Kindergarten Education Institutions is organizational culture, for which educators need to apply the organizational culture that exists in Kindergarten Educational Institutions.

Another factor that affects performance is organizational commitment. According to Sopiah (2018) organizational commitment is a combination of behaviors that function to evaluate how much a person wants to choose a career in the long term within the Kindergarten Educational Institution.

Organizational commitment is also useful in predicting activities and attitudes at work, because organizational commitment can describe a person's good behavior towards kindergarten educational institutions. With the organizational culture and organizational commitment, it will be the impetus for the emergence of OCB in Kindergarten Educational Institutions.

OCB can be said to be an act that a person performs voluntarily for the purpose of the organization and does not ask to be given a reward. Educators who have a high OCB level will easily comply with the regulations that have been implemented in Kindergarten Educational Institutions. IGTK's own activities are collecting, managing and training to distribute knowledge to all kindergarten teachers around the East Bekasi area.

With this, all teachers of East Bekasi Kindergarten are required to always provide the best guidance to their students. Where the research found a phenomenon based on the information obtained that there are problems related to the spread of the IKM program can be absorbed by all schools. Programs that have not met expectations. Here educators from all IGTK east Bekasi still complain that they do not understand how its application is collaborated with existing programs, both in person and electronically through any media.

2. METHOD

This research was carried out using a quantitative research approach with a correlation descriptive design, aiming to describe the role of work discipline in influencing the performance of educators by mediating cyberloading behavior. The population in this study was 100 educators in Bekasi City. Sampling based on accidental probability sampling formula. The sampling was carried out with the sample taken at the time the questionnaire was distributed. In this study, the data analysis techniques used were descriptive analysis techniques and technical inferential analysis using the Partial Least Square (PLS) analysis tool.

3. RESULT AND DISCUSSION

3.1 Convergent Validity

Convergent validity, the correlation between the reflexive indicator score and its later variable score. Convergent validity is measured using the outer loading parameter. Reflective measure is carried out high if it correlates more than 0.70 with the construct to be measured. However, in the early stages of research, the outer loading value of 0.60 was considered sufficient (Haryono, 2017).



Figure 1. Outer Model 1 Result

From the results of the analysis in figure 1, it shows that there are as many as 13 indicators from all variables, as many as 13 indicators have values greater than 0.70.

This test used the outer loading value. According to Imam Ghozali (2015), the loading factor value of >0.7 is declared valid as convergent validity. Here are the outer loading values of each indicator:

Table 1. Outer Loading of Organizational Commitment

Indicators	Outer Loading	Result
X1.1	0,809	Valid
X1.2	0,861	Valid
X1.3	0,834	Valid

From the processed data using smartpls 4.6 above, it can be seen that the majority of indicators in the Organizational Commitment variable in this study have an outer loading value of more than 0.60. All Organizational Commitment indicators are valid so they meet convergent validity.

To see more clearly the convergent validity test with its parameters the outer loading value in the Organizational Citizenship Behaviour construct in table 2.

Table 2. Outer Loading of Organizational Citizenship Behavior

Indicators	Outer Loading	Result
Z1	0,779	Valid
Z2	0,738	Valid
Z3	0,813	Valid
Z4	0,806	Valid
Z5	0,751	Valid

From the processed data using smartpls 4.6 above, it can be seen that the majority of indicators in the Organizational Citizenship Behaviour variable in this study have an outer loading value of more than 0.60. All Organizational Citizenship Behaviour indicators are valid so that they meet convergent validity.

To see more clearly the convergent validity test with its parameters the outer loading value on the Educator Performance construct.

Table 3. Outer Loading of Educator Performance

Indicators	Outer Loading	Result
Y1	0,829	Valid
Y2	0,787	Valid
Y3	0,703	Valid
Y4	0,736	Valid
Y5	0,731	Valid

From the processed data using smartpls 4.6 above, it can be seen that the majority of indicators on the Educator Performance variable in this study have an outer loading value of more than 0.60. All Educator Performance indicators are valid so that they meet convergent validity.

3.2 Discriminant Validity

Discriminant validity is a cross loading value that is used to find out that each concept of each construct is different from other constructs, namely by using the way the intended construct cross-loading is greater than other values. The cross loading value structure on each construct must be more than 0.5. An assessment of the outer model or measurement model is carried out to assess the validity and reliability of the model.

Table 4. Cross Loading Value

	Organizational Commitment	OCB	Educator Performance
X1	0,809		
X2	0,861		
X3	0,834		
Z1		0,779	
Z2		0,738	
Z3		0,813	
Z4		0,806	

Z5	0,751
Y1	0,829
Y2	0,787
Y3	0,703
Y4	0,736
Y5	0,731

Based on table 4 above the cross loading values on each construct have a value of more than 0.5. And it appears that the letan consruk predicts the size of the block better than the size of other blocks. This table shows that the constructs in this study describe the lethal variables and indicate that all items are valid.

3.3 Hypothesis Test

Hypothesis testing is carried out in order to test the relationship between independent latent variables to dependent latent variables. The hypothesis test can be seen through Bootstrap. The bootstrap procedure uses the entire original sample to resample it again. Two-tailed significance value T-value 1.65.

Table 5. Hypothesis Test Result

	Sample	Sample Average (M)	Standard Deviation (STDEV)	T Statistic	P Values	Result
X - Z	0,733	0,727	0,057	12,901	0,000	Accepted
X - Y	0,099	0,088	0,088	1,127	0,000	Accepted
Z - Y	0,781	0,789	0,078	10,022	0,000	Accepted
X - Z - Y	0,572	0,572	0,072	7,973	0,000	Accepted

Based on the table above, it can be concluded as follows:

1. The first hypothesis is the effect of Organizational Commitment (X) on Organizational Citizenship Behavior (Z). The p-values value of less than 0.00, namely Organizational Commitment (X) has a positive and significant effect on Organizational Citizenship Behavior (Z) with p-values of 0.000 with t-statistics of less than 1.96 which is 90.1, so this means that it has a significant effect between Organizational Commitment and Organizational Citizenship Behaviour.
2. The second hypothesis is the effect of Organizational Commitment (X) on the Performance of Educators (Y). The p-values of less than 0.00, namely Organizational Commitment (X) have a positive and significant effect on the Performance of Educators (Z) with p-values of 0.000 with t-statistics of less than 1.96, namely 12.7, this means that it has a significant effect between Organizational Commitment and Educator Performance.
3. The third hypothesis is the influence of Organizational Citizenship Behaviour (Z) on the Performance of Educators (Y). The p-values value of less than 0.00, namely Organizational Citizenship Behaviour (Z) has a positive and significant effect on the Performance of Educators (Z) with p-values of 0.000 with t-statistics of less than 1.96, which is 0.22, so this means a significant influence between Organizational Citizenship Behaviour and Educator Performance.
4. The fourth hypothesis is Organizational Commitment (X) to Organizational Citizenship Behavior (Z) and Educator Performance (Y). The p-values of less than 0.00 Organizational Commitment (X)) have a positive and significant effect on Organizational Citizenship Behavior (Z) and Educator Performance (Y) with p-values of 0.000 with t-statistics of less than 1.96 which is 9.73, so this means a significant influence between Organizational Citizenship Behaviour (Z) behavior and Educator Performance (Y).

4. CONCLUSION

Organizational Commitment has a significant influence on Organizational Citizenship Behaviour, Organizational Commitment has a significant influence on Educator Performance, Organizational Citizenship Behaviour has a significant influence on Educator Performance and Organizational

Commitment has a significant influence on Organizational Citizenship Behaviour and Educator Performance.

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