

ORGANIZATIONAL CITIZENSHIP BEHAVIOR THROUGH SELF-EFFICACY AND INTERPERSONAL COMMUNICATION IN HIGHER EDUCATION

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Keywords

Organizational Behavior
Citizenship
Self-efficacy
Interpersonal Communication.

Abstract. Research on Organizational Citizenship Behavior (OCB) has been carried out by many researchers but not many have conducted research on higher education students. This study develops the concept of student OCB in terms of Self-efficacy and Interpersonal Communication aspects. The data were taken from 104 students in STT Star'Lub at Luwuk Banggai. The data processing method uses regression analysis and Structural Equation Modeling (SEM). The results showed that the student Self-efficacy with the dimensions of self-motivation to perform tasks and the Interpersonal Communication of students with the dimension of showing empathy were the most influential things in increasing student OCB. Therefore, it could be concluded that in developing student OCB, Self-efficacy and Interpersonal Communication should be taken into consideration..

1. INTRODUCTION

Character building is a key factor in developing the quality of education, especially in the educational 4.0 and 21st century learning era. Higher education is expected to produce graduate students who not only have intellectual intelligence but especially have good character. This character will be the basis for developing knowledge that is beneficial to humanity.

Characters that are manifested in mutual help behavior, tolerance, individual initiative, willingness to develop themselves, obeying applicable regulations and being loyal to the organization are characteristics of Organizational Citizenship Behavior (Podsakoff, 2000; Griet Helena, 2019). Students who have high OCB will be an asset for the country in having young generations who are smart and have high morals. Students will be sensitive to the needs of friends and the environment who need their help, will be able to avoid conflicts and even become peacemakers because they have high tolerance for others. Students will also have high initiatives in facing the educational 4.0 era, being able to develop themselves without having to depend on other parties (Griet Helena Laihad and Henny Suharyati, 2019).

Students also care about the continuity of higher education by taking part in campus development. Students also voluntarily obey the regulations and have a sense of belonging and pride in their University. In fact, at this time there are still frequent cases of students including brawls in the campus area between faculties (Okenews, 2019), Academic Fraud Behavior (Elana Era, 2019), Lazy Learning Behavior in Campus Environment (May & Luluk, 2018). This indicates that OCB is still low among students.

High OCB can be achieved if students have self-efficacy (Ganesh Mangadu Paramasivam, 2015). Those who have high efficacy have a can-do attitude, they have the motivation and understanding of the right direction of action and the ability to perform tasks (Mc Shane & Glinow, 2015). Thus students can have initiative and creativity and are motivated to do more than the predetermined standards (Syamsudin, Billy Tunas, Rita Retnowati, 2019).

High OCB can also be achieved if students have Interpersonal Communication. This is based on research conducted by Dewinda, H (2019) where shows that there is a significant relationship between Interpersonal Communication and Organizational Citizenship behavior. This can be achieved

if students have interpersonal communication that is built on self-efficacy (Safitri Yulikhah, Baidi Bukhori, Ali Murtadho, 2019). The belief in his ability will make students communicate openly so that they can help solve various problems that exist. From the above, the researcher is interested in further researching whether student OCB can be developed through increasing Self-efficacy and Interpersonal Communication?

2. REVIEW OF RELATED LITERATURE AND CONCEPTUAL MODEL

Self-efficacy

Self-Efficacy is a self belief in ability to mobilize motivation, positive resources and concrete actions needed to successfully carry out specific tasks in certain situations (Fred Luthans, 2011; Robbins, 2015; Fugate & Kinichi, 2012). A person who have Self-efficacy will be more successful in changing his environment than those who are less (Henny Suharyati, 2018). Then, will be able to complete various tasks even in difficult times (Rais Hidayat, 2019). Those who have high afficacy will have a can-do attitude, motivation and understanding of the right direction and the ability to perform tasks (Mc Shane & Glinow, 2015).

Self-afficacy influenced by previous success experiences and observations about the behavior and success achievements of others (Paser & Smith, 2007). Also, has an impact on voluntary behavior such as helping others, tolerance, individual inisiatif, self development, civic virtue known as Organizational Citizenship Behavior. This is based on the results of research by Syamsuddin, La Ringgasa, Badarwan (2017) where self-efficacy has a direct positive and significant impact on Organizational Citizenship Behavior (OCB). In addition, is research from Muh. Aqso Anfajaya and Arini Rahayu (2019) who concluded that high self-efficacy individuals tend to have high OCB.

Interpersonal Communication

Interpersonal Communication is communication between a person and another person in an organization. Interpersonal communication can be carried out between individuals within a section, between parts of the organization, between subordinates, between leaders, and between leaders and subordinates selectively, systematically and uniquely (Syle and Saefullah, 2010; Fauzi Abubakar, 2015). In Interpersonal Communication, there is openness where individuals can be open to each other in carrying out their work with clear information, are able to organize conversations consistently by providing relevant feedback and respect differences with others (De Vito, 2016). This communication is considered the most effective way to change attitudes, opinions, or human behavior due to its dialogical process. Luthans (in Oktavia, 2016) also revealed that Interpersonal Communication is a basic method that affects basic changes in behavior.

Interpersonal Communication will make it easier to carry out various activities related to behavior in helping others. This is based on research conducted by Dewinda, H (2019) where shows a significant relationship between Interpersonal Communication and Organizational Citizenship Behavior in human resources department of PT. Semen Padang Employees. In addition, is research results from Ilva Novira (2019) shows that is an influence between Interpersonal Communication on OCB in Public Works Department and Spatial Planning of Riau.

Organizational Citizenship Behavior (OCB)

OCB is voluntary behavior, not motivated by rewards and able to contribute to organizational success (Greenberg & Baron, 2008; Calquitt, 2019; daft, Rischard L, 2010; Organ, 1977). The dimensions of OCB are helping, tolerance, individual initiative, self-development, civic virtue, organization compliance and organizational loyalty (Podsakoff, 2010; Griet Helena, 2019).

Facing the educational era 4.0, high OCB is needed because the challenges ahead require younger generations who have, among others the ability to communicate, creativity for sustainable solutions, technology skills, collaborative work, tolerance for ambiguity and compliance (Heckla7u et al, 2016). Several OCB studies among university students are Budi Gautama Siregar (2018) regarding OCB and Student Academic Performance; Cary J LeBlanc (2014) regarding Characteristics Shaping College Student OCB.

Previous research results show that there is a positive influence between OCB and self-efficacy (Syamsudin, Billy Tunas, Rita Retnowati, 2019). In terms of Interpersonal Communication, the higher Self-efficacy, will improve the Interpersonal Communication of students (Safitri Yulikhah, Baidi Bukhori, Ali Murtadho, 2019), then also develop student OCB.

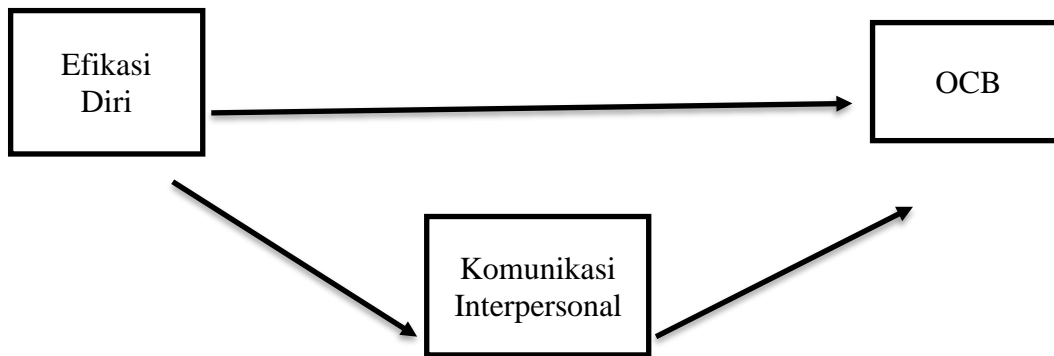


Figure 1. The concept of Study (path analysis)

3. METHOD

This research uses quantitative research methods by distributing Organizational Citizenship Behavior (OCB) instruments, Self-efficacy (SE) and Interpersonal Communication (IC) via online. The population of respondents from this study were 169 students and the number of samples based on the Slovin formula were 118 respondents. From the sample of 118 respondents, 104 respondents can be used, it means that the number of samples in this study is 104 respondents.

The quantitative data obtained were analyzed using SEM analysis technique using Lisrel 8.7, testing normality, interpreting the results of testing of measurement models and Structural models, overall model goodness of fit test. It is expected that the dominant factors of organizational culture and lecturer creativity can be found that can enhance student OCB.

4. RESULT AND ANALYSIS

Table 1. Pedoman cut-off untuk interpretasi hasil pengujian model pengukuran dan model structural

Jenis Pengujian	Kriteria	Nilai Cut-off	Keterangan
Analisis Model Pengukuran			
1. Uji Validitas	Standardized Factor Loading (SFL)	≥ 0.50	Valid
	t-value	≥ 1.96	Valid/signifikan
2. Uji Kecocokan Keseluruhan Model (Goodness of Fit)	p-value of χ^2	≤ 0.05	Baik (good fit)
	RMSEA	≤ 0.08	Baik (good fit)
	NFI	≥ 0.90	Baik (good fit)
	NNFI	≥ 0.90	Baik (good fit)
	RFI	≥ 0.90	Baik (good fit)
	CFI	≥ 0.90	Baik (good fit)
	IFI	≥ 0.90	Baik (good fit)
	Standardized RMR	≤ 0.05	Baik (good fit)
	GFI	≥ 0.90	Baik (good fit)
AGFI	≥ 0.90	Baik (good fit)	
3. Uji Reliabilitas	Construct Reliability (CR)	≥ 0.70	Reliabilitas baik
	Variance Extracted (VE)	≥ 0.50	Reliabilitas baik
Analisis Model Struktural			
1. Uji Kecocokan Keseluruhan Model (Goodness of Fit)	Sama dengan di atas		

Jenis Pengujian	Kriteria	Nilai Cut-off	Keterangan
2. Analisis Gubungan Kausal	t-value dan Koefisien Persamaan Struktural Koefisien Determinasi (R^2)	≥ 1.96 (nilai absolut) $R^2 < 0.2$ = lemah R^2 antara 0.2 dan 0.5 = sedang; $R^2 > 0.5$ = kuat	= Signifikan Angka R^2 menunjukkan bahwa variabel laten eksogen Menjelaskan sekian % varians Terhadap variabel laten Endogen (Sridharan et al., 2012)

Sumber: Wijanto (2008)

Goodness of Fit Statistics

Degrees of Freedom = 101

Minimum Fit Function Chi-Square = 208.79 (P = 0.00)

Normal Theory Weighted Least Squares Chi-Square = 174.57 (P = 0.00)

Estimated Non-centrality Parameter (NCP) = 73.57

90 Percent Confidence Interval for NCP = (40.81 ; 114.21)

Minimum Fit Function Value = 2.03

Population Discrepancy Function Value (F0) = 0.71

90 Percent Confidence Interval for F0 = (0.40 ; 1.11)

Root Mean Square Error of Approximation (RMSEA) = 0.084

90 Percent Confidence Interval for RMSEA = (0.063 ; 0.10)

P-Value for Test of Close Fit (RMSEA < 0.05) = 0.0064

Expected Cross-Validation Index (ECVI) = 2.37

90 Percent Confidence Interval for ECVI = (2.06 ; 2.77)

ECVI for Saturated Model = 2.64

ECVI for Independence Model = 21.13

Chi-Square for Independence Model with 120 Degrees of Freedom = 2144.11

Independence AIC = 2176.11

Model AIC = 244.57

Saturated AIC = 272.00

Independence CAIC = 2234.42

Model CAIC = 372.13

Saturated CAIC = 767.64

Normed Fit Index (NFI) = 0.90

Non-Normed Fit Index (NNFI) = 0.94

Parsimony Normed Fit Index (PNFI) = 0.76

Comparative Fit Index (CFI) = 0.95

Incremental Fit Index (IFI) = 0.95

Relative Fit Index (RFI) = 0.88

Critical N (CN) = 68.57

Root Mean Square Residual (RMR) = 0.066

Standardized RMR = 0.076

Goodness of Fit Index (GFI) = 0.83

Adjusted Goodness of Fit Index (AGFI) = 0.76

Parsimony Goodness of Fit Index (PGFI) = 0.61

Table 2. Analisis kesesuaian (goodness of fit test) model keseluruhan

GOF	Cut off Value	Nilai Hasil Penelitian	Keterangan
Chi-square (χ^2)	Sebaiknya kecil dari Df	174,57	Cukup baik: fit
Df		101	Cukup baik: fit
Chi-square (χ^2)/df	≤ 3 (2:1 (Tabachnik and Fidell, 2007) dan 3:1 (Kline, 2005))	1.72	Baik: good fit
Probability (P-value)	$\leq 0,05$	0.0064	Baik: good fit
RMR	Model yang baik memiliki RMR kecil (Tabachnik and Fidell, 2007), $\leq 0,05$ atau 0,08 (Hair 2007)	0.066	Baik:goodfit
RMSEA	$\leq 0,08$	0.084	Baik:goodfit
GFI	$\geq 0,90$	0.83	Baik: good fit
AGFI	$\geq 0,90$	0.76	Baik: good fit
CFI	$\geq 0,90$	0.95	Baik: good fit
NFI	$\geq 0,90$	0.90	Baik: good fit
NNFI	$\geq 0,90$	0.94	Baik: good fit
RFI	$\geq 0,90$	0.88	Baik: good fit
IFI	$\geq 0,90$	0.95	Baik: good fit

In order to find out whether a proposed measurement model is fit or not with data, then the measurement model suitability testing is carried out. A measurement model can be called fit with data if the model can estimate the data covariance matrix. The size of fit is indicated by the size of Chi-squared (χ^2) / $df \leq 3$. The processed data is produced that the Chi-squared value (χ^2) / $df = 1.16$. This means that the measurement model is fit (very good). Other factors that determine the size of the goodness of fit test (GOF) such as CFI values greater than 0.90, P-count Chi-squared statistics produced by the model is greater or equal to 0.05 where the model is in good category because the P- value the count is 0.12 or the RMSEA value is less than 0.08

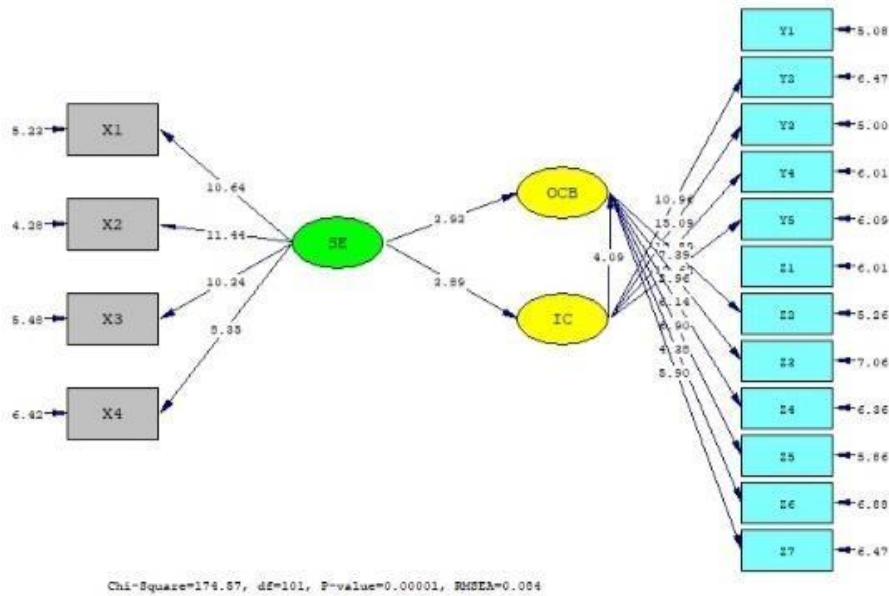


Figure 2. t-count Equation Test Results

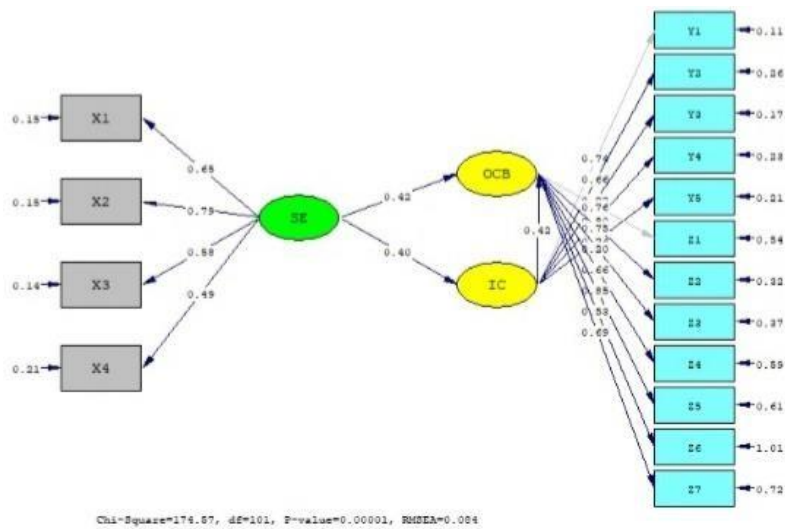


Figure 3. t-value equation test results (regression coefficient)

Table 3. Result

No	Lintasan Struktur	Koefisien jalur	t-hitung	t-kriteria	Hasil uji
1	SE → OCB	0,42	2,92	1,96	Signifikan
2	SE → IC	0,40	2,89	1,96	Signifikan
3	IC → OCB	0,42	4,09	1,96	Signifikan

PENGARUH	LANGSUNG	TIDAK LANGSUNG	HASIL	KESIMPULAN
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SE	-	OCB	$(0,42)^2 = 0,1764$	$0,40 + 0,42 = 0,8200$	$L < TL$	Mediating
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Structural Equations

$$OCB = 0.42*IC + 0.42*SE, \text{ Errorvar.} = 0.50, R^2 = 0.50$$

(0.10)	(0.11)	(0.14)
4.09	3.93	3.66

$$IC = 0.40*SE, \text{ Errorvar.} = 0.84, R^2 = 0.16$$

(0.10)	(0.14)
3.89	5.84

Based on t-count and t-value equation test result, can be analyse that

- (1) Self Efficacy (SE) affect the Organizational Citizen Behaviour (OCB) with a regression coefficient of 0,42 and t-count 2,92 > 1,96. The dimension that reflect Self Efficacy is the dimension of self-motivation to perform tasks with a standard loading factor value of 11,44;
- (2) Self Efficacy (SE) affect the Interpersonal Communication (IC) with a regression coefficient of 0,42 and t-count 2,89 > 1,96. The dimension that reflects Self Efficacy is the dimension of self-motivation to perform tasks with a standard loading factor value of 15,09;
- (3) Interpersonal Communication (IC) affect the Organizational Citizen Behaviour (OCB) with a regression coefficient of 0,42 and t-count 4,09 > 1,96. The dimension that reflects Interpersonal Communication (IC) is the dimension of showing empathy with a Standard Loading Factor value of 7,39;
- (4) Self Efficacy (SE) in direct affect to Organizational Citizenship Behaviour (OCB) through Interpersonal Communication (IC) with coefficient regression of 0,50 and t-count 3,66 > 1,96;
- (5) The dominant variable affecting OCB is Self Efficacy (SE) with a regression coefficient that is 0,42 greater than Interpersonal Communication (IC) with a regression coefficient 0,40;
- (6) Futhermore, the contribution of exogenous variables (Self Efficacy dan Interpersonal Communication) to OCB is 0,84 atau 84%, while the remaining 0,16 or 16% is contributed by other variables not examined.

Discussion

There are several dimensions of Self-efficacy such as belief in being able to complete tasks, self-motivation to perform tasks, trying hard and diligently completing tasks and the belief that will be able to solve problems in various situations (Fred Luthans, 2011; Robbins, 2015; Fugate & Kinichi, 2012). The most dominant dimension affecting student OCB at STT Star's Lub Luwuk Banggai is self-motivation to perform tasks (Figure 2 and 3), it means that students who are able to motivate themselves will have an impact on the high OCB behavior. Self-motivation such as always enthusiastic about participating in seminars, reading books, looking for new methods to be able to learn effectively are related to OCB behaviors (Rais, 2019; Henny Surharyati, 2018).

The dimensions of Self-efficacy that affects Interpersonal Communication is self-motivation motivate to perform tasks. It means, students at STT Star's Lub who are able to motivate themselves, will improve to carry out Interpersonal Communication (Figures 2 and 3). Through the spirit of students in improving themselves, will impact on openness in establishing Interpersonal Communication (Luthans in Oktavia, 2016).

The dimensions of Interpersonal Communication are openness, showing empathy, being positive in giving support and equality (DeVito, 2016). The most dominant dimension affecting student OCB is showing empathy. It means students at STT Star' Lub who have high empathy will influence student OCB (Figures 2 and 3). Showing empathy such as able to respect the feelings of others, hold back and be good listeners to their peers will influence student OCB in helping and tolerate to others (Ilva Novira, 2019).

The most dominant variable affecting student OCB is the Self-efficacy more than Interpersonal Communication (Table 3). It means that the priority in enhancing student OCB at STT Star'Lub is increasing student Self-efficacy. This is in line with the results of research Self-efficacy, Interpersonal Communication and OCB (Nunung Nuryani, 2019; Cary J LeBlanc, 2014; Budi Gautama Siregar, 2018).

Research Implication Theoretical Implications

The significant correlation between self-efficacy and OCB implies that there are other studies that can be developed. Self-efficacy and OCB has various dimensions and indicators can be linked to various new studies related to higher education. This also same thing as Self-efficacy and Interpersonal Communication on OCB. It means this research give an impact on the development of OCB, Self-efficacy and Interpersonal Communication to conduct further research with the development of more specific indicators.

Practical Implications

The significant correlation between Self-efficacy and OCB means that it is necessary to increase self-efficacy to increase OCB, thus efforts are needed to increase self-efficacy such as increasing motivation to perform a task, trying hard and diligently completing tasks and the belief that will be able to solve problems in various situations (Fred Luthans, 2011; Robbins, 2015; Fugate & Kinichi, 2012). The significant correlation between Interpersonal Communication and OCB means that is necessary to develop Interpersonal Communication to enhancing OCB such as able to respect the feelings of others, hold back and be good listeners to their peers will influence student OCB in helping and tolerate to others (Ilva Novira, 2019).

Research Limitation

This research was conducted at STT Star'Lub in Luwuk Banggai and did not include other STTs. In describing the indicators of Self- efficacy, Interpersonal Communication and OCB, not all of them can be implemented so that more extensive research is still needed to be able to see the relationship between the three variables.

4. Conclusion

Based on the results of the study it can be concluded that dominant factors in Self-efficacy which can increase student OCB is self-motivation such as always enthusiastic about participating in seminars, reading books, looking for new methods to be able to learn effectively. Besides that the most dominant factor in Interpersonal Communication is Showing empathy such as able to respect the feelings of others, hold back and be good listeners to their peers will influence student OCB in helping and tolerate to others. Therefore, in enhancing OCB, especially to improve individual dimension of student initiatives, is can be done through enhancing Self-efficacy and Interpersonal Communication, especially on dominant factors.

Notes on Contributors

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