Effect of School Culture and Empowerment to Organizational Citizenship Behavior (OCB) of Integrated Village Ministry Foundation Kindergarten Teachers in West Indonesia

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Abstract: *The purpose of this research was to study the influence of school culture and empowerment of organizational citizenship behavior (OCB) of Integrated Village Ministry Foundation kindergarten (TK) teachers in West Indonesia. The research method used a survey method, using a quantitative approach. This research was conducted on the Integrated Village Ministry Foundation Kindergarten teachers in West Indonesia, with a population of 162 people, and a sample of 115 people. Sampling technique used random sampling technique. Based on research data, it can be concluded that, first there is a positive direct influence of school culture on OCB. Second, there is a positive direct influence on empowerment of OCB. Third, there is a positive direct influence of school culture on empowerment.*

Keywords: Schoolculture, empowerment,and organizational citizenship behavior

1. Introduction

Improving the quality of education in a country is characterized by the lowest decline in education levels and an increase in education participation and the number of professional experts produced through the education system. Improving the quality of education is an important factor in national development in order to improve human quality. Education is the spearhead in building competitive human resources in the face of global flows.

Law No. 20 of 2003*(Undang-undang No. 20 tahun 2003)* concerning the National Education System, defines education as a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and country. Based on this definition there are three most essential components in the naional education system, namely students, educators or teachers and the curriculum, which will give birth to the educational process. The role of educators themselves is very important in realizing the learning atmosphere and the learning process that will bring students to the educational goals held. In this case, the professionalism of a teacher greatly influences the quality of the learning atmosphere and the learning process. A teacher must be able to interpret the learning process as a means of forming competencies and improving the personal qualities of students. Teachers have many roles, including the role of teachers as educators, teachers; classroom managers, mentors and advisors, coaches, researchers, innovators, motivators, emancipators and drivers of creativity, and teachers as evaluators. Implementing the role of the teacher in achieving educational goals is not an easy thing. It requires a willingness and caring attitude from a teacher to carry out his duties more than stated in his job description from an educational organization where the teacher is a member.

The Integrated Village Ministry Foundation as an institution engaged in the field of early childhood education also continuously strives that the existing teachers support the school culture that is based on the core values of the organization so that they have positive behaviors that contribute to the improvement of teacher performance to achieve organizational goals.

The results of a simple survey of 280 Integrated Village Ministry Foundation Kindergarten Teachers showed there were 202 teachers (72%) below average and average performance. Only 78 teachers (28%) were at a good and very good level of performance. There are 113 teachers (40%) teachers who do more work than requested based on their job descriptions. Thus there are 40% of Integrated Village Ministry Foundation kindergarten teachers who have organizational citizenship behavior behavior. While around 60% of other teachers were considered to lack organizational behavior of citizenship behavior. Whereas 166 teachers (59.29%) are considered to have good skills and they are also very good at doing their tasks.

The behavior conditions of Integrated Village Ministry Foundation Kindergarten teachers are less expected facts for an organization. Lack of teacher volunteerism can lead to low school performance and ultimately to the low performance of organizations that overshadow these schools. Two factors that influence teacher volunteerism among other factors are school culture and empowerment.

This study examines the direct influence of school culture on OCB, the direct influence of empowerment on OCB, and the influence of school culture on empowerment, with the subject of the Integrated Village Ministry Foundation kindergarten teacher research in Western Indonesia.

2. Literature Review

Stephen P. Robbins & Timothy A. Judge (2007:65-66) defined OCB: *"Organizational citizen behavior (OCB). Discretionary behavior that is not part of an employee's formal job requirement, and that contributes to the psychological and social environment of the workplace, is called Organizational citizen behavior (OCB), or simply citizenship behavior. Employees who will do more than their usual job duties – who will provide performance beyond expectations".*

Furthermore Alexander Haslam (2004:76) stated OCB as, *"affective commitment to the work group emerged as a much better predictor of a person's willingness to engage in extra role helping behavior".* Jennifer M. George and Gareth R. Jones (2005: 92) proposed OCB as: *"behavior that is above and beyond the call duty, behavior that is not required of organizational members but is nonetheless necessary for organizational survival and effectiveness".* Finally Fred Luthans (2011: 149) explained : *OCBs can take many forms, but the mayor ones could be summarized as (1) altruisme (e.g., helping out when a co worker is not feeling well); (2) conscientious (e.g., staying late to finish a project); (3) civic virtue (e.g., volunteering for a community program to represent the firm); (4) sportsmanship (e.g., sharing failure of a team project that would have been succes full by following the members advice); (5) courtesy (e.g., being understanding and empathetic even when provoked).*

School culture can be a source of energy for its members to act and develop themselves, culture is something that is complex and continues to develop in the process of time. This was revealed by Hedley et al (1989: 177), *"Culture is therefore comprises energy systems, objective artefact, modes of thought and the transactional patterns of the members of a communitty. .... so culture is complex and always situationally unique, it will be so for each school."*

The same thing was conveyed by Richard I. Arends (2012: 496) as follows: *Schools, like other organizations, have histories and cultures consisting of values, beliefs, and expectations that have developed and grown over time. The history of a school provides traditions and a multitude of routines – some good and some not so well – that are taken for granted by organizational members. The cultures of a school provide the organizational arrangements that hold it together and give it power as a social entity.*

Hedley (1989: 199) then emphasised that: *A school's culture is the gestalt of allof the foregoing. As indicated earlier, culture is present in one from or another in all ongoing communities. It is capable of modification and transformation through the intentional manipulation of emphases and weightings of the various elements, which produce the observable differences among school, even though they operate with the same fundamental resource base.*

Richard (2012: 496) confirmed, *"School culture consists of the ways members think about their action and it reflect their beliefs, values, and history".* School culture is the basis for the formation of paradigms and perceptions of educators and education personnel that are the basis for them in thinking about how a school will be managed, how the curriculum will be created, how the learning process will be carried out and a series of other actions in which it reflects personality, values and the history of their lives.

Stephen and Stuard (1995: 14) stated that: *school culture is a pattern of dissemination of meaning that includes the norms, beliefs, traditions, and myths that are shaped in the long journey of the school.* Gary Phillips (2009: 1) as quoted in the Center for Improving School Culture suggests that, *school culture is the belief, attitude and behavior that characterize the school.*

Empowerment is an important thing that must be done by a school for teachers who teach in increasing their capacity and ultimately improve teacher performance and productivity. Osborn Uhl and Bien Hunt (2012: 275) stated that, *"Empowerment is the process by which managers help others to acquire and use the power needed to make decisions affecting themselves and their work.* In school organizations, empowerment can be seen as a process by which principals help teachers to acquire and use the power needed to make decisions that improve teacher competencies to influence themselves in teaching.

John M. Ivancevich et al (2014: 343) defined empowerment as *aSharing power and authority with subordinates to increase their confidence and effectiveness.* Whereas Ralph D Stacey (2007: 236)emphasised that*, "empowerment is understood as the top giving away some of their power".*

Steven McShane & Mary Ann Von Glinow(2014: 175) also emphasised that *"Empowerment: A psychological concept in which people experience more self determination, meaning, competence, and impact regarding their role in the organization".* Empowerment is understood as a psycological concept in which a teacher experiences more independent decisions for success, the meaning of being an educator, competence, and the impact on their role for the school will make a positive contribution to improving their performance as teachers.

The result of empowerment is the increased responsibility and involvement of teachers and school staff. As revealed by Derek Rollinson(1998: 55) that, *Iddeally empowerment results in the delegation of power downwards and an expanded level of involvement for employees.* Empowerment results are stronger responsibility in teachers and increased voluntary broader involvement of teachers and school staff towards school needs, school interests and school goals. Evan M. Berman (2006: 136-137) emphasised that empowerment involves delegating decision making to teachers who are asking for accountability for their achievements. *"Empowerment involves the delegation of*

decision making to employees while holding them accountable for outcomes".

Wayne K. Holy and Cecil G. Miskel(1989: 177) suggested that *School culture in sub-indicators of school culture influences behavior: In a school, shared beliefs and informal norms among teachers have a significant impact on behavior.Culture provides members with a commitment to beliefs and values beyond themselves; individuals belong to a group that is larger than them. When the culture is strong, so is their identification with the group and the influence of the group.*

Empowerment of teachers occurs and is said to be successful when they actively participate in thought processes at various levels of school organizations, where each teacher and school staff are given the opportunity to contribute ideas, innovate and make decisions. As proposed by Derek Rollinson, David Edwards and AysenBroadfield (1980: 55), that, *empowerment is giving people the authority to make decisions in their own area of operation without the approval of someone above. Iddeally empowerment results in the delegation of power downards and an expanded level of involvement for employees.* The empowerment process carried out by school leaders influences the behavior of teachers and school staff. Providing trust, access to information, authorization in decision making will increase the responsibility and deeper and broader involvement of members of the organization. This was revealed by Derek Rollinson (1998: 55) that, *Iddeally empowerment results in the delegation of power downards and an expanded level of involvement for employees.* Empowerment results in stronger responsibility for teachers and a broader level of involvement as school citizens.

A strong school culture will also strengthen the empowerment process for teachers who teach at the school concerned. As expressed in A. Fifth Discipline Resource (2000: 136)*"a school's culture is not static. It is a continual process in which attitudes, values, and skills continually reinforce each other. In high-performing schools, a nurturing professional community seems to be the "container" that holds the culture. Teachers feel invigorated, challenged, professionally engaged, and empowered, just because they teach there.*

3. Research Methodology

The research method used in this study is a survey method, using a quantitative approach. This research was carried out on Integrated Village Ministry Foundation Kindergarten teachers in West Indonesia, as many as 162 populations, with a sample of 115 people. Sampling used random sampling technique.

The research hypothesis that has been formulated, namely (1) there is a positive direct influence of school culture on OCB, (2) there is a positive direct influence on empowerment of OCB and (3) there is a positive direct influence on school culture on empowerment.

In this study used path analysis to determine the influence between variables tested according to the causal model that is formed. Before the research was conducted, a research instrument was conducted to examine the level of instrument validity and reliability. The results will be used for research instruments and data collection. Analysis of the data used includes: 1) data description, 2) prerequisite test for normality analysis, 3) path analysis which includes: model analysis, hypothesis testing and determining the level of influence.

Variables that will be examined are two variables, exogenous and endogenous variables. Exogenous variables of school culture (X1) and empowerment (X2) are variables that are considered to affect OCB as an endogenous variable (X3). The hypothetical model of the study is as follows:
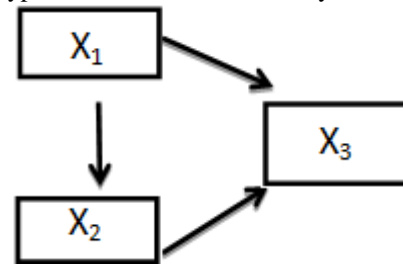
Before the research, the instrument was tested first to obtain the validity and reliability of the instrument by involving 20 kindergarten teachers in the Integrated Village Ministry Foundation in West Indonesia. In testing the validity of instrument items for the OCB variable as many as 42 items obtained 4 invalid questions, namely numbers 7, 8, 27, and 29, so that the remaining instrument items were 38 items for the OCB variable used in subsequent research. Calculation of instrument data reliability against 38 instrument OCB instruments obtained reliability coefficient of 0.966. In testing the validity of instrument items for school culture variables as many as 44 items obtained 13 invalid questions, namely numbers 2, 3, 5, 8, 10, 14, 29, 30, 36, 37, 41, 42, and 43 so the remaining is 31 instrument items for school culture variables used in the study. The reliability calculation for 31 items of the variable school culture instrument, obtained a reliability coefficient of 0.948. In testing the instrument item validity for empowerment variables as much as 44 items obtained 4 invalid questions, namely numbers 1, 2, 3, and 24 so that the remaining 40 instrument items for the empowerment variables used in the study. Reliability calculations to test the consistency of the instrument against 38 items of the empowerment variables obtained reliability coefficient of 0.974.

4. Results and Discussion

From the results of testing the overall hypothesis between variables X1, X2, and X3 can be summarized through the table below:

Table 4.13: Summary of Proposed Hypothesis Testing Results

Direct Effect	Statistical Testing		t_{table}
	Path Coefficient	T_{count}	0,01
X_1 to X_3	0,495	7,055**	2,61
X_2 to X_3	0,381	5,431**	2,61
X_1 to X_2	0,454	5,716**	2,61

Explanation ** very significant

From all analysis of path coefficients, then described the path analysis model asbelow:
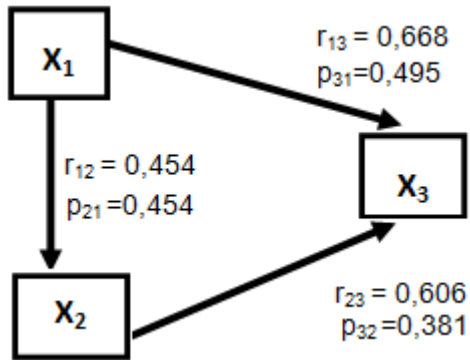
Explanation:
X_1 = School culture, X_2 = Empowerment, X_3 = OCB

From the first hypothesis, there is a positive direct influence of school culture on OCB, from the calculation results obtained the correlation coefficient value $r13 = 0, 668$ and the path coefficient value of $p31 = 0.495$. This gives meaning that school culture has a direct effect on OCB. The results of testing the first hypothesis can be concluded that there is a positive direct influence of school culture on OCB. The results of this study are reinforced by the opinion of Quick and Nelson (2012: 6) which states that organizational culture influences behavior in organizations "finally, culture serves as a control mechanism for shaping behavior. Norms that guide behavior are part of culture. The norm of company's culture must be characterized by communication, cooperation between teams, and intregration of teams. For example, the work group that an employee is involved with can have an impact on her or his absenteeism behavior.Organizational culture in schools serves as a control mechanism to shape behavior. Norms that guide behavior are part of culture. School culture is a value and norm that applies in a school as an organization that greatly influences a person's behavior.This is commensurate with the opinion of Colquitt LePine and Wesson (2015:557), "organizational culture as the shared social knowlegde within an organizational regarding the rules, norms, and values that shape the attitudes and behavior of its employees."

The school culture applied to the Integrated Village Ministry Foundation kindergartens in West Indonesia is quite good; this is evidenced by the excellent OCB values shown by Integrated Village Ministry Foundation kindergarten teachers in West Indonesia. Culture is very influential on teacher behavior, in work, in teaching, guiding students and interacting with fellow colleagues as a team. Thus, it can be concluded that when school culture is strengthened, OCB will increase, based on the description it is clear that school culture has a direct positive effect on OCB.

The second hypothesis formulated is that there is a positive direct effect on empowerment of OCB. From the results of testing the second hypothesis it can be concluded that there is a positive direct influence on empowerment of OCB. From the calculation results obtained correlation coefficient value $r23 = 0.606$ and path coefficient value of $p23 = 0.381$.

This gives meaning that empowerment has a direct effect on OCB.

The results of this study are also evidenced by research conducted by UreeCheasakul (2016: 1) with the title The Influence of passion and empowerment on organizational citizenship behavior of teachers mediated by organizatinanal commitment, menyatakan bahwa "There are relationships between passion for teaching, teacer empowerment, and organizational commitment on the organizational citizenship behavior of teachers".This is in accordance with what was conveyed by Derek Rollinson, David Edwards and Aysen Broadfield (1980: 55), that, "empowerment is giving people the authority to make decisions in their own area of operation without the approval of someone above. Iddeally empowerment results in the delegation of power downards and an expanded level of involvement for employees'.

Therefore proper empowerment is needed in the work environment of the Integrated Village Ministry Foundation kindergarten teachers in Western Indonesia. Thus, when empowerment is angry and continuously carried out, OCB will increase; based on the description it is clear that empowerment has a direct positive effect on OCB.

In the third hypothesis formulated is that there is a positive direct influence of school culture on empowerment, it can be concluded that there is a positive direct influence of school culture on empowerment. From the calculation results obtained correlation coefficient value $r12 = 0.454$ and path coefficient value of $p21 = 0.454$. This gives meaning that school culture has a direct effect on empowerment.

The results of this study are in line with the opinion, Wayne K. Holy and Cecil G. Miskel (2013: 178) stated that school culture in sub-indicators of school culture influences empowerment: "School cultures can be conceived of in many ways – we view school culture in terms of control efficacy, trust, and academic optimism. Culture of efficacy, trust, and optimism promote student achievement, whereas cultures of humanistic control support the socioemotional development and positive self-concept of students".

InA.Fifth Discipline Resource, Schools That Learn, A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education, A Fifth Discipline Resource (2000: 326), stated that a strong school culture will also support empowerment process of the teachers who teach there. "A school's culture is not static. It is a continual process in which attitudes, values, and skills continually reinforce each other. In high-performing schools, a nurturing professional community seems to be the "container" that holds the culture. Teachers feel invigorated, challenged, professionally engaged, and empowered, just because they teach there". Based on the research results and several statements from experts above, it can be concluded that the continous school culture empowerment is much needed in work environment of the Integrated Village Ministry Foundation kindergarten teachers in Western Indonesia. Thus, when school culture strengthens then it will be got an aimed and continous effort. Based on the description, it is clear that school culture has a positive direct effect to empowerment.

5. Conclusion

Based on the results of the calculation and testing of the research hypothesis, it can be concluded, 1) school culture has a positive direct effect on OCB. That is, strengthening the school culture resulted in an increase in OCB of the Integrated Village Ministry Foundation Kindergarten teachers in West Indonesia, 2) empowerment had a positive direct effect on OCB. That is, the directed and continuous empowerment efforts have resulted in an increase in OCB of the Integrated Village Ministry Foundation Kindergarten teachers in Western Indonesia, 3) school culture has a positive direct effect on empowerment. That is, strengthening the school culture has resulted in strengthening directed and continuous empowerment efforts towards the Integrated Village Ministry Foundation kindergarten teachers in West Indonesia.

6. Suggestions

Based on the conclusions, it is suggested several efforts must be made in order to improve OCB kindergarten teachers in the Integrated Village Ministry Foundation in West Indonesia. It is recommended that the Integrated Village Ministry Foundation Kindergarten supervisors in West Indonesia continue to strengthen school culture and empowerment to improve teacher OCB in schools by conducting regular activities to create a good school culture, by holding meetings between teachers, principals and supervisor to provide a place for teachers to express opinions about the performance that has been done, and conduct regular reviews of the state of the school environment. The supervisors should be active in carrying out their duties to "maintain" the passion of principals and teachers in educating children, and improving managerial supervision, academic supervision and clinical supervision in an effort to strengthen the school culture and empower. Principals can improve school culture and empower teachers more effectively and better, for example by providing a good cultural atmosphere in schools, reviewing the condition of school learning and activities routinely, holding activities that can strengthen school culture, and providing rewards for teachers so that OCB teachers are better especially in school environments.

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