The Assessment of Work Performance, Education, and Self Motivation on Organizational Citizenship Behavior

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Abstract

Organizational Citizenship Behavior (OCB) is needed to improve the personnel performance in order to increase worker productivity in the Company Organization. There are several aspects that can affect the OCB of Company Organization, namely Education, Work Performance and Self Motivation. This study aims to analyze significantly how the interaction and influence between OCB variables, consist of:(1) the effect of Education Aspect (EA) on OCB, (2) the effect of WorkPerformance Aspect (WPA) on OCB, (3) the effect of Self Motivation Aspects (SMA) on OCB, (4) the effect of EducationAspects (EA) on Self Motivation Aspects (SMA), and (5) the effect of Performance Aspects (WPA) on SelfMotivation Aspects (SMA). This study uses survey methods and hypothesis testing by means of correlation analysis techniques and pathways in the constellation model between variables, in order to obtain the relationship between variables. Furthermore, validation and reliability tests were also conducted to strengthen the results of the study. In the end, the results showed that there was a strong direct relationship between the aspects of the OCB variable, with the value of the correlation coefficient and path.

Keyword: Organizational Citizenship Behavior, Education, Work Performance, Self Motivation, Correlationand Pathways Analysis

I.   Introduction

In other words, the organization's implementation depends on the resources in the organization, however, in the implementation of the role, Human Resources (HR) in this organization is full of institutional limitations. Humans play an important role that is dominant in all activities of an organization because without human factors it is impossible for the organization to survive and achieve its goals[1].

Developing organizations are organizations that are able to reconstruct the profile of an organization by integrating formal values and socio-cultural value systems in a unified rhythm and hope, both carried out by the leadership element in taking policy and implementing elements carried out between staff and member elements[2].

According to [27], some of these problems revolve around the problem of inadequate qualifications and competencies and awareness of individual duties and responsibilities towards the main tasks and functions of each person in the organization.
According to [4], if viewed in an organizational system, each individual in the organization has their respective roles, which then becomes the basis for carrying out daily tasks. This role will later become a benchmark for assessing the performance and achievements of each individual in the organization.

As it is known that all organizations have a goal to achieve excellence, both the advantages to compete with other organizations and to remain able to survive. To achieve this excellence the organization must improve the performance of individual members because basically, individual performance affects the performance of the team or workgroup and ultimately affects the overall performance of the company[6].

Based on this, it can be said that the current behavior of the organization/company is not only an in-role behavior that is doing the work in accordance with the tasks in the job description, but also extra-role behavior that is the contribution of extra roles to complete the work of the organization. This is as stated in [5] which states that "Organizational Citizenship Behavior (OCB) consists of extra-role behaviors that aim to support other individuals in the organization and the organization as a whole"

The Company Performance Service

CompanyPerformance Service is one part of the organization which has the main task of providing logistical support for elements of the Company. Judging from the main duties, personnel who serve in this work unit must be personnel who have work behaviors that are not only intra-role but also have extra role characteristics because the task of Company Supply Service personnel has the task that the majority prioritizes the service process[28].

Based on this, it can be concluded that what is meant by Organizational Citizenship Behavior (OCB) in the Company Supply Service organization is a deep individual personnel contribution that exceeds its main task with full loyalty, empathy, and high dedication regardless of reward, which involves several behaviors including helping behavior. other people, become volunteers for extra tasks and obey the rules and procedures[18].

Based on the above observations, the author was interested in observing and further examining the level of the Organizational Citizenship Behavior (OCB) in the CompanyPerformance Service work unit, especially in the ranks of Non-Commissioned Officer because it is known that the personality base for the Organizational Citizenship Behavior (OCB) reflects the characteristics or personality of members who are cooperative, helpful, considerate, and mean it. Researchers see there are several situational factors that have the potential to influence the rise and fall of the Organizational Citizenship Behavior (OCB), namely: the factors of Education, Wrok Performance and Self Motivation[19].

This study aims to analyze significantly how the interaction and influence between 4 variables, there are :
(1) The direct influence of Education Aspect (EA) on OCB $\rightarrow$ X_1 to Y,
(2) The direct influence of Work Performance Aspect (WPA) on OCB $\rightarrow$ X_2 to Y,
(3) The direct influence of Self Motivation Aspects (SMA) on OCB $\rightarrow$ X_3 to Y,
(4) The direct influence of Education Aspects (EA) on Self Motivation Aspects (SMA), X_1 to X_3
 (5) The direct influence of Work Performance Aspects (WPA) on Self Motivation Aspects (SMA), X_2 to X_3

This paper has many literatures to support the research, such as :Personality and Motivational Differences in Persons With Mental Retardation [7], Impact of Career Growth Prospects and Formal Performance on organisational Citizenship Behaviour [3], A Self Motivation Approach to Understanding Citizenship Behavior in Organizations [16], New Perspective and Research on Informal Mentorship [10].

The next literature arePerformance in the US Company [12], Organization Citizenship Behaviour a Key for Employee Retention; an Empirical Investigation from Systematic [14], The Relationship Between Education Satisfaction, Organizational Citizenship Behaviour, and Turnover Intention [17].All of the literature is the basis for the implementation of this research.

II.   Material and Methods

II.1.   The Concept of Education Aspect (EA).

Education in principle is an effort to equip someone with knowledge and skills and attitude so that someone has the ability to carry out their daily tasks or work (Harvey, 2001). Through the Education program, it is expected that all the potential that can be increased in accordance with the wishes of the organization or at least close to what is expected by the organization [8].

Education is usually carried out when workers have less expertise or when an organization changes a system and needs to learn about new skills [9]. With the existence of Education activities, the personnel has the opportunity to absorb new knowledge or values, so that with the new knowledge the members can improve their profession in carrying out the tasks assigned to them.

According to [17], Education is a very important thing that can be done by an organization with the aim of having a knowledgeable workforce, ability, and skill, and can meet the needs of the organization in the present and in the future.

In Education activities, there are aspects that need to be considered, among others, the suitability of the syllabus with Education needs, the quality of the trainer or instructor, the quality of participants, the completeness of appropriate facilities and infrastructure in carrying out symmetrical Education activities and the provision of costs. If these aspects can be fulfilled properly, the Education program will run as expected by the governing organization [19]. In connection with efforts to grow OCB on personnel, Education must be seen in terms of the results obtained for each personnel who take part in the Education, whether there is an increase in knowledge, skills and positive behavior to support their work so as to improve personal and organizational performance. Education will determine the performance of members, while performance will increase if Education is carried out with good requirements [20].

II.2.   The Concept of Work Performance Aspect (WPA)

Work Performance is a tool used by the organization to maintain and develop its personnel. According to [10], this can be in the form of practical care and formal programs. Performance is also described as an activity carried out by someone (mentor) for another person (mentee) in order to help the person do his job more effectively and/or to progress in his career.

According to [3], the conditions that often occur are (a). The leader does not provide professional career counselors and mentors to be able to provide Education on complaints of work problems, (b). Leaders lack facilitation by giving the widest possible opportunity for employees to take care who can improve their skills according to their respective basic tasks and functions.

II.3.   The Concept of Self Motivation Aspect (SMA).

Self-Motivation is an ability possessed by individuals in controlling behavior, and manipulating a behavior by using the ability of the mind so that individuals can react to their environment in an effort to achieve the desired goals [29]. The conditions that occur are: (a) Company Supply Service personnel are less able to regulate their thoughts, emotions, and behavior to achieve success in their work and life environment; (b) Company Supply Service personnel lack knowledge and metacognition skills so that they are not able to receive work orders given by superiors; (c) Company Supply Service personnel do not understand the objectives of the work program to be achieved so that they cannot improve the creativity expected by the leadership. In connection with self-Motivation which is considered as one of the potential factors in OCB [30].

II.3.   The Concept of Organizational Citizenship Behavior (OCB).

Organizational Citizenship Behavior (OCB) is a term used to identify employee behavior. This OCB refers to the construct of "the extra-role behavior", defined as behavior that benefits the organization or intends to benefit the organization directly and leads to the role of hope. There are two approaches to the concept of OCB, namely OCB is an extra role performance that is separate from the performance of the in-role or performance that matches the job description. The second approach is to look at OCB from principles or political philosophy. This approach identifies the behavior of organizational members with citizenship behavior [26].

According to [23] OCB involves several behaviors including helping others, volunteering for extra tasks, obeying the rules and procedures in the workplace. This behavior describes an employee added value which is one form of prosocial behavior, namely positive, constructive and meaningful social behavior.

Extra Role Behavior (OCB) is the behavior of individuals who are involved in various forms of cooperation and help others in the organization and have a high social sense, this is needed by institutions in improving the performance of personnel [22].

OCB is also often interpreted as a behavior that exceeds a formal obligation (extra role) that is not related to direct compensation. That is, someone who has a high OCB will not be paid in the form of money or certain bonuses, but the OCB is more about the social behavior of each individual to work beyond what is expected, such as helping colleagues during voluntary breaks [21].

Based on the conceptual description above, it can be synthesized that Extra Role Behavior (OCB) is an individual's behavior in carrying out a task beyond the work standard which is an extra role that is carried out on one's own awareness to help the organization achieve its goals, with indicators: (a) behavior is concerned with the interests of others (altruism); (b) impersonal (conscientiousness) behavior; (c) compliance with the organization as a civic responsibility; (d) the attitude of courtesy and respect shown in each behavior (courtesy).

The all of assessment is done by using questionnaire as an instrument filled by non-commissioned personnel based on the attitude scale that is Always (A) has a score of 5, Often (O) has a score of 4, Rarely (R) has a score of 3, Sometimes (S) has a score of 2, and Never (N) has a score of 1, the result of which is expressed by the total score.

II.4.   The Model of Research

This study uses a quantitative approach through survey methods. As the unit of analysis is Company Supply Service personnel. According to [24] Survey design means the procedure used to select units from the population for inclusion in the sample. Designing a survey is the most important stage of a survey since design deficiencies cannot always be compensated for when editing and analyzing the data.

Further according to [15], Descriptive survey research, the approaches share the following common characteristics: (a) Identify a Research Topic; (b) Conduct a Review of the Literature; (c) Develop Research Questions; (d) Develop the Survey.

In this study, hypothesis testing uses path analysis techniques with constellation models between variables, consisting of 4 variables namely; variable X, called independent variable (exogenous), namely Education Aspect (X1), Work PerfomanceAspect (X2), Self-Motivation Aspect (X3) and Y variable, called the dependent variable (endogenous) namely Organizational Citizenship Behavior (Y).

The problem model constellation of research that shows the model of the relationship between exogenous variables (X) with the endogenous variable (Y) is described as follows:
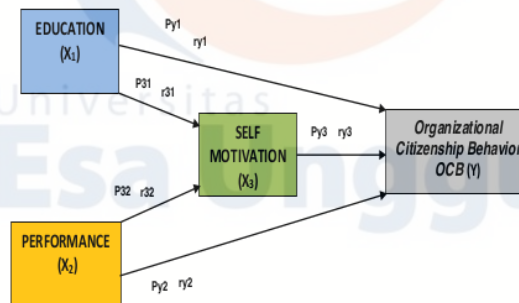

Figure 1. Model Corellation

Y   : Extra Role Behavior or namely: Organizational Citizenship Behavior (OCB)
X1   : Education
X2   : Work Performance
X3   : Self Motivation

In this study, the population that became the object was all Supply Service Company non-commissioned personnel who numbered 200 Supply Service Company officers. Primary data is obtained directly from respondents in the form of their responses to research instrument items. Sampling for this study using the Stratified Random Sampling method, Joseph F. Hair (2010).To determine how many samples are taken, the Slovin formula is used with a 5% error rate as follows:

$$n = \frac{N}{1 + N\,(e)^2}$$

n : Sample Size
N : Total population
e : Margin of error (0,01 − 0,5)

When referring to the formula above, the sample in this study can be calculated as follows:

$$n = \frac{200}{1 + 125\,(0,05)^2} = 153$$

153 Supply Service Company Non-Commissioned Personnel.

Based on calculations, the total population is 125 Supply Service Company non-commissioned personnel with an error rate of 5%, bringing the total sample to 95 Supply Service Company personnel.

Data collection in this study was carried out through questionnaires designed in models such as Linkert scale forms. In this scale, the submitted statements are equipped with five alternative answers and their weight for each alternative. For the Linkert scale the details are: Always = 5, Often = 4, Sometimes = 3, Rarely = 2, and Never = 1.

The questionnaire as a research instrument was made based on the theoretical framework confirmed in the form of conceptual definitions and operational definitions

which were then presented in the form of a grid of research instruments. The grid is further elaborated in the statement points and then tested on 30 respondents using validity and reliability testing before being used for research.

II.5. Validity test

Instrument validity is the suitability of the measuring instrument used to measure the consistency of the measurement results of the Supply Service Company non-commissioned personnel. The questionnaire is organized based on indicators on each variable and functions as an instrument grid. Calculate the correlation coefficient between the test results score that will be tested for validity with the standardized test results owned by the same person using the moment product correlation formula using rough numbers (Pearson Moment Product Correlation), namely:

$$r_{xy} = \frac{n\sum_{i=1}^{n}x_i y_i - \sum_{i=1}^{n}x_i \sum_{i=1}^{n}y_i}{\sqrt{\left(n\sum_{i=1}^{n}x_i^2 - \left(\sum_{i=1}^{n}x_i\right)^2\right)\left(n\sum_{i=1}^{n}y_i^2 - \left(\sum_{i=1}^{n}y_i\right)^2\right)}}$$

r xy : correlation coefficient between X and Y
xi : i data value for group X
yi : i data value for group Y
n : data

Valid Instrument, if r counts $\geq$ r table
Invalid Instrument, if r counts $\leq$ r table

II.6. Reliability Test

Instrument reliability is the level of reliability of the measuring instrument used to measure the consistency of the measurement results of Company Supply Service personnel. If the instrument reliability coefficient is high then describing the measuring instrument is reliable and reliable so that it can be used in research. To calculate the reliability of the instrument, reliability testing is done by analyzing the consistency of the items that are done by testing the instrument to the test respondents. This reliability analysis is done using the Alpha Reliability Coefficient Technique, (*Alpha Cronbach*).

III. Result And Discussion

III.1. Normality Test for Estimated Error

a. Normality Test of Education Variable (X1) to OCB (Y).

The results of the calculation of normality for Y estimation errors on X1 obtained L count of 0.0354 while the critical value Liliefors (L table) for n = 95 at α = 0.01 is 0.106. From these results, it is known that L counts <L table, so H0 is accepted. Thus it can be concluded that the estimated error of the OCB (Y) variable on the Education variable (X1) comes from a population that is normally distributed.

b. Normality Test of Work Performance Variable (X2) to OCB (Y).

The results of the calculation of normality for Y estimation errors on X2 obtained by L count 0.074 while the critical value Liliefors (Ltabel) for n = 95 at α = 0.01 is 0.106. From these results, it is known that L counts <L table, so H0 is accepted. Thus it can be concluded that the estimated OCB Variable (Y) error on the care variable (X2) comes from a population that is normally distributed.

c. Normality Test of Self Motivation Variable (X3) to OCB (Y).

The results of the calculation of normality for Y estimation errors on X3 obtained by L count 0.0114 while the critical value Liliefors (L table) for n = 95 at α = 0.01 is 0.106. From these results, it is known that L counts <L table, so H0 is accepted. Thus it can be

concluded that the estimated OCB Variable (Y) error on the self-Motivation variable (X3) comes from a population that is normally distributed.

d. Normality Test of Education Variable (X1) to Self MotivationVariable (X3)

The results of the calculation of normality for estimated X3 errors over X1 obtained Lhitung of 0.0815, while the critical value of Liliefors (L table) for n = 95 at α = 0.01 is 0.106. From these results, it is known that L counts <L table, so H0 is accepted. Thus it can be concluded that the self-adjustment variable (X3) error estimates for the Education variable (X1) are from a population that is normally distributed.

e. Normality Test of Performance Variable (X2) on Self Motivation Variable (X3)

The results of the calculation of normality for the estimated X3 error over X2 obtained Lhitung of 0.0548 while the critical value of Liliefors (L table) for n = 95 at α = 0.01 is 0.106. From these results, it is known that L counts <L table, so H0 is accepted. Thus it can be concluded that the self-adjustment variable (X3) error estimation on the care variable (X2) comes from a population that is normally distributed.

All calculation results of the Estimated Error Normality Test can be seen in Table 1.

Table 1. Test of Normality Error Estimates

Regression Estimation Error	L Counts	L Table		Result
	(L₀)	α = 0.05	α = 0.01	
Y to X1	0,0454	0,09	0.106	Normal
Y to X2	0,054	0,09	0.106	Normal
Y to X3	0,0314	0,09	0.106	Normal
X3 to X1	0,0715	0,09	0.106	Normal
X3 to X2	0,0648	0,09	0.106	Normal

Significance Test and Regression Linearity

For significance testing, it is said to be significant if the F value is calculated> F table, otherwise, the regression equation is said to be insignificant if F counts <F table. As for the linearity test, the regression equation is said to be linear if the F value counts <F table and vice versa the regression equation is said to be not linear if the F count> F table. Calculations can be seen in Table 2.

After the data is processed and through the various tests required, the next step is testing the causality model through path analysis. If the t count value is greater than t table or smaller than α = 0.05, the path between the variables is significant, on the contrary, if the t count is smaller than t table or greater than α = 0.05, the path between variables is not significant. Tests use SPSS version 20. See Table 2&3.

Table 2. Significant and Linear Test Results

Variable	Equation	Test ofLinearity		Results
		F Counts	F Table α= 0.01	
Y to X₁	Ŷ=81,277+0.374 X₁	49,235 1,3909	6,96 2,00	*Significant and Linear*
Y to X₂	Ŷ=55,799+0,662X₂	50,557 0,8175	6,96 2,00	*Significant and Linear*
Y to X₃	Ŷ=56,798+0,679X₃	51,364 1,7737	6,96 2,02	*Significant and Linear*
X₃to X₁	X₃=73,436+0,372X₁	46,26 1,0734	6,96 2,00	*Significant and Linear*
X₃to X₂	X₃=48,326+0,416X₂	33,682 1,8355	6,96 2,00	*Significant and Linear*

Table 3. Matrix of Correlation and Inter-Variable Path

Note : t table (0.05/2; 95) =2,000

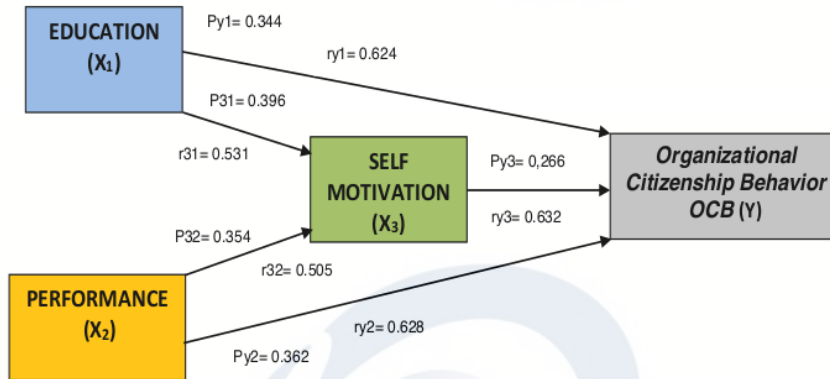| Variable	r (Correlation Coefficients)	P (Path Coefficients)	t Counts	t Table	Results
Y – X1	0,624	0.344	4,784	2,000	*Significant Path*
Y – X2	0,628	0.362	4,929	2,000	*Significant Path*
Y – X3	0,632	0.266	3,636	2,000	*Significant Path*
X3 – X1	0,531	0.396	4,210	2,000	*Significant Path*
X3 – X2	0,505	0.354	4,322	2,000	*Significant Path*

Figure 2. The Final Model Correlation

Testing of Hypothesis

1. **Education (X1) has a direct effect on OCB (Y)**, the hypothesis tested is:
H0: py1 ≤ 0: Education does not have a direct effect on OCB.
H1: py1> 0: Education has a direct effect on OCB.
Based on the calculation results obtained path coefficient value (py1) = 0.344 with a value of t count = 4.784 at the 0.05 level of significance and t table value = 2,000. Because the value of t counts> t table, the first hypothesis (H0) is rejected. The conclusion is that Education has a direct effect on OCB.

2. **Work Performance (X2) directly affects OCB (Y)**, the hypothesis tested is:
H0: py2 ≤ 0: Performance does not have a direct effect on OCB.
H1: py2 > 0: Performance has a direct effect on OCB.
Based on the calculation results obtained the path coefficient (py2) = 0.362 with the value of t count = 4.929 at the 0.05 level of significance and t table = 2,000. Because the value of t counts > t table, the first hypothesis (H0) is rejected. The conclusion is that parenting has a direct effect on OCB.

3. **Self Motivation (X3) directly affects OCB (Y)**, the hypothesis tested is:
H0: py3 ≤ 0: Self Motivation does not directly affect OCB.
H1: py3 > 0: Self Motivation directly affects OCB.
Based on the calculation results obtained path coefficient value (py3) = 0.266 with the value of t count = 3.636 at the 0.05 level of significance and t table value = 2,000. Because the value of t counts > t table, the first hypothesis (H0) is rejected. The conclusion is that self-Motivation directly affects OCB.

4. **Education (X1) directly affects Self Motivation (X3).** The hypothesis tested is:
H0: p31 ≤ 0: Education does not have a direct effect on Self Motivation.
H1: p31 > 0: Education has a direct effect on Self Motivation.

Based on the calculation results obtained path coefficient value (p31) = 0.396 with a value of t count = 4.210 at the 0.05 level of significance and t table value = 2,000. Because the value of t counts> t table, the first hypothesis (H0) is rejected. In conclusion, the Education has a direct effect on Self Motivation.

5. **Work Performance (X2) has a direct effect on Self Motivation (X3)**, the hypothesis tested is:

H0: p32 ≤ 0: Performance does not have a direct effect on Self Motivation.
H1: p32 > 0: Performance has a direct effect on Self Motivation.

Based on the calculation results obtained path coefficient value (p32) = 0.354 with a value of t count = 4.322 at the 0.05 level of significance and t table value = 2,000. Because the value of t counts > t table, the first hypothesis (H0) is rejected. The conclusion is Work Performance has a direct effect on Self Motivation.

Based on the testing of the hypothesis above, that all decisions reject H0, as in Table 4.

<p align="center">Table 4.Hypothesis Test Summary</p>

No	Hypothesis	Statistic Test	Result
1	Education Aspect EA (X1) directly affects OCB (Y).	H_0: $p_{y1} \le 0$ H_1: $p_{y1} > 0$	Direct influence
2	Work Performance Aspect WPA (X2) directly affects OCB (Y).	H_0: $p_{y2} \le 0$ H_1: $p_{y2} > 0$	Direct influence
3	Self Motivation Aspect SMA (X2) directly affects OCB (Y).	H_0: $p_{y3} \le 0$ H_1: $p_{y3} > 0$	Direct influence
4	Education Aspect EA (X1) directly affects Self Motivation Aspect SMA (X3).	H_0: $p_{31} \le 0$ H_1: $p_{31} > 0$	Direct influence
5	Work Performance Aspect WPA (X2) directly affects Self Motivation Aspect SMA (X3).	H_0: $p_{32} \le 0$ H_1: $p_{32} > 0$	Direct influence

Based on Table 4, an analysis can be made as follows:

1. **EducationAspect (EA) directly affects OCB.**

Based on the results of testing the hypotheses that have been carried out, it was concluded that the Education had a positive and significant direct effect on increasing OCB. This finding proves that through Education activities the OCB Company Supply Service officer can be upgraded.

2. **Work PerformanceAspect (WPA) has a direct positive effect on OCB.**

Based on the results of testing the hypotheses that have been carried out, it is concluded that parenting has a positive and significant effect on increasing OCB. This finding proves that parenting can affect the increase in OCB Company Supply Service personnel.

3. **Self MotivationAspect (SMA) directly affects OCB.**

Based on the results of testing the hypotheses that have been carried out, it is concluded that self-Motivation has a direct positive and significant effect on increasing OCB. This finding proves that self-Motivation can affect OCB Company Supply Service personnel.

4. EducationAspect (EA) directly influences Self Motivation Aspect (SMA).

Based on the results of testing the hypotheses that have been carried out, it is concluded that Education has a direct and positive effect on self-Motivation. This finding proves that Education can affect Self Motivation.

5. Work PerformanceAspect (WPA) has a direct effect on Self Motivation Aspect (SMA).

Based on the results of testing hypotheses that have been carried out, it is concluded that Work Performance has a positive and significant effect on Self-Motivation. This finding proves that Work Performance can affect Self Motivation of personnel

IV.   CONCLUSION

From the results of the analysis and discussion that have been described, the conclusions of this study are as follows:

a.   Education has a direct positive effect on OCB. This finding shows that the more intense the Education is carried out, it will have a positive impact on increasing OCB

b.   Performance has a direct positive effect on OCB. These findings indicate that improving parenting quality optimally increases OCB.

c.   Self Motivation has a direct positive effect on OCB. These findings indicate that optimizing self-Motivation will increase OCB.

d.   Education has a direct positive effect on self-Motivation. These findings indicate that increasing the intensity and quality of Education will improve Self Motivation.

e.   Performance has a direct positive effect on self-Motivation. These findings indicate that providing care will increase OCB.

The implications of the results obtained from this study can be explained as follows:

a.   Education affects OCB. This will certainly result in an increase in the number of participants' interest in the Education. Therefore, non-commissioned personnel are expected to be loyal to follow orders to carry out Education according to their duties

b.   Work Performance affects OCB. The real implication is that many seniors actively participate in providing care for non-commissioned personnel to increase the incidence of OCB in Company Supply Service.

c.   Self Motivation affects OCB. The implication is that there is a demand for improvement of Self Motivation patterns from the Company Supply Service Non-Commissioned Officer.

d.   Education has an effect on Self Motivation, consequently, it is expected that awareness will arise for non-commissioned personnel to be active in Education activities because Education is considered to be able to provide self-benefits especially forming a more positive pattern of Self Motivation.

e.   Work Performance affects the Self Motivation, the real implication is done more intensely in caring for subordinates, especially non-commissioned officers in order to establish Self Motivation in a positive direction.

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