

The Influence of Organizational Citizenship Behavior and Appreciation on Teacher Performance

Ani Marlina⁽¹⁾, Taufani Chusnul Kurniatun⁽²⁾ Dedy Achmad Kurniady⁽³⁾

Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia
Jalan Setiabudhi 229, Isola, Kecamatan Sukasari, Kota Bandung, Jawa Barat 40154,
Indonesia

Email: ¹animarlina99@yahoo.co.id, ²taufani@upi.edu, ³dedy_achmad@upi.edu

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Corresponding Author:

Ani Marlina

Email:

animarlina99@yahoo.co.id

Abstract: This research examines the influence of Organizational Citizenship Behavior (OCB) and rewards on teacher performance in State Junior High Schools in Bojong District, Purwakarta Regency. A quantitative approach with an ex post facto design was used, and research subjects were selected through purposive sampling. OCB data were collected based on conscientiousness, altruism, civic virtue, courtesy, and sportsmanship, while reward data included task completion, authority, skill improvement, salary, allowances, and career advancement. Data analysis was conducted using simple regression and Independent Sample t-test in SPSS. The research results indicate that OCB and rewards significantly affect teacher performance both individually and simultaneously. A combination of good organizational citizenship behavior and a fair reward system creates a supportive work environment, enhancing teacher motivation and dedication. This contributes to the improvement of the quality of education and students' literacy skills, reflecting the importance of both factors in human resource management strategies at schools.

Abstrak: Penelitian ini menguji pengaruh Organizational Citizenship Behavior (OCB) dan reward terhadap kinerja guru di SMP Negeri di Kecamatan Bojong, Kabupaten Purwakarta. Pendekatan kuantitatif dengan desain ex post facto digunakan, dan subjek penelitian dipilih melalui purposive sampling. Data OCB dikumpulkan berdasarkan conscientiousness, altruism, civic virtue, courtesy, dan sportifitas, sedangkan data reward meliputi penyelesaian tugas. Analisis data dilakukan dengan menggunakan regresi sederhana dan Independent Sample t-test pada SPSS. Hasil penelitian menunjukkan bahwa OCB dan penghargaan secara signifikan mempengaruhi kinerja guru baik

secara individu maupun simultan. Kombinasi perilaku kewargaan organisasi yang baik dan sistem penghargaan yang adil menciptakan lingkungan kerja yang mendukung, meningkatkan motivasi dan dedikasi guru. Hal ini berkontribusi pada peningkatan kualitas pendidikan dan kemampuan literasi siswa, yang mencerminkan pentingnya kedua faktor tersebut dalam strategi manajemen sumber daya manusia di sekolah.

INTRODUCTION

Amidst the ever-changing global dynamics, the demand for quality education is increasing in tandem with technological and informational advancements that impact all aspects of life, including education (Wijaya et al., 2016). Schools, as educational institutions, are required to continually adapt and innovate in order to provide relevant and high-quality education (Asiyai,

2022). In Indonesia, improving the quality of education is a top priority for the government, as reflected in various policies and programs that have been launched. However, the implementation of these policies often faces various challenges, including resource limitations, disparities between urban and rural areas, and other structural issues.

The reading scores of ASEAN students based on PISA data show significant variations between member countries. Singapore came out on top with the highest score of 543, signaling excellent reading ability among students, followed by Vietnam with a score of 462, and Brunei Darussalam with a score of 429. Malaysia had a score of 388, followed by Thailand with a score of 379. Indonesia ranked sixth with a score of 359, indicating that Indonesian students still have reading skills that need to be improved. The Philippines and Cambodia ranked seventh and eighth with scores of 347 and 329, respectively. From the data, it can be seen that Indonesia still ranks poorly in terms of reading ability among ASEAN countries, indicating the need for further efforts to improve the quality of education and student literacy in Indonesia, a deeper understanding of the factors that can improve teacher performance is increasingly important.

One of the efforts to improve the quality of education can be done by improving the performance of teachers, because teachers are always directly dealing with students (Amtu et al., 2020). Yulianti (2022) argues that to achieve this goal is to ensure that teachers, as the spearhead in the teaching and learning process, have optimal performance. Thus, efforts to improve teacher performance through a better understanding of the factors that influence it are also an important contribution to achieving this goal.

According to Sugesti (2022) teacher performance is a manifestation of teacher competence as well as self-ability and motivation to do a good job. The value of the meaning of the existence of teacher performance itself is the teacher's ability to demonstrate or apply his/her skills and competencies to the learning environment at school (Pianda, 2018). According to Sanjaya in (Oguguo, 2021) teacher performance relates to the tasks of planning, managing learning and assessing student learning outcomes. As a planner, the teacher must be able to know the needs of the right learning pattern for students in the classroom, as a manager, the teacher is expected to be able to create a conducive learning environment for students to learn well, and the evaluation task, the teacher must be able to provide an appropriate assessment of the student learning process. Teachers with high competence and performance are expected to support the motivation and enthusiasm for learning in students to get better, where these conditions will help improve the quality and quality of learning in the future (Widoyoko, 2009).

One important concept that is relevant in the context of teacher performance is Organizational Citizenship Behavior (OCB). OCB is defined as voluntary behavior that is not included in formal duties but is important for organizational success (Das, 2021; Prihatsanti & Dewi, 2017). In a school context, teachers who demonstrate OCB tend to do more than just the expected tasks. They may help colleagues, participate in extracurricular activities, and offer extra guidance to students in need. Previous research shows that OCB has a positive correlation with teacher performance in various sectors, including the education sector. Teachers who engage in OCB are often more motivated, have better relationships with coworkers, and show greater commitment to their school.

However, OCB alone may not be enough to guarantee improved teacher performance. Another factor that also has a significant effect is the reward system implemented by the school (Mardiyati & Prabowo, 2014). Rewards can be financial, such as bonuses and incentives, or non-financial, such as achievement awards, public recognition, and professional development opportunities. A fair and effective reward system can increase teachers' motivation, make them feel valued and encourage them to work harder (Swai, 2022). Conversely, if the reward system is poorly implemented or perceived as unfair, it can lead to dissatisfaction and lower morale.

Rewards and OCB are two interrelated factors in influencing teacher performance. Appropriate rewards can encourage teachers to demonstrate OCB, while high OCB can make teachers more deserving of rewards. The combination of the two can create a positive and

productive work environment, which in turn will improve teacher performance and the quality of education in the school.

According to Wijaya (2016) most schools in Indonesia face challenges in managing their human resources effectively. Inadequate and inconsistent reward systems often lead to teacher dissatisfaction and demotivation. In addition, low Organizational Citizenship Behavior (OCB) among teachers is also an obstacle in creating a collaborative and productive work environment. As a result, teacher performance does not reach its full potential, which in turn negatively affects the quality of education provided to students.

This study focuses on two main factors that influence teacher performance, namely Organizational Citizenship Behavior and rewards. By examining the relationship between these two factors and teacher performance, this study is expected to make a significant contribution to the development of human resource management strategies in the school environment, as well as provide practical guidance for policy makers and school management in an effort to improve the quality of education in Indonesia. The research is also expected to contribute to the academic literature by adding to the understanding of how OCB and rewards can be effectively used to improve teacher performance, both in the Indonesian context and more broadly.

METHOD

This study uses a quantitative approach with an ex post facto research type (Surifah et al., 2018) to examine the effect of Organizational Citizenship Behavior (OCB) and rewards on teacher performance. The research subjects were public junior high school teachers in Bojong District, Purwakarta Regency, who were selected using purposive sampling technique based on certain criteria such as length of service and activeness in school activities.

Data for OCB variables were collected using a scale that included five criteria: conscientiousness, altruism, civic virtue, courtesy, and sportsmanship (Sulistiyawati, 2018). Meanwhile, the reward variable consists of six criteria: task completion, authority, skill improvement, salary, allowances, and career advancement (Sari & Dwiarti, 2018). Teacher performance data was obtained through performance appraisal documentation for the past year conducted by the school (Van, 2022), covering aspects such as teaching effectiveness and interaction with students.

Data analysis was conducted using hypothesis testing with simple regression analysis and Independent Sample t-test, assisted by the SPSS program. The simple regression test examined the direct effect of OCB and rewards on teacher performance, while the Independent Sample t-test compared the average teacher performance based on the level of OCB and rewards received. The hypothesis of this study is that there is a significant effect of OCB and rewards on teacher performance.

RESULTS AND DISCUSSION

This research was conducted from May 15 to June 10, 2024, at SMPN Bojong 1, SMPN Bojong 2 and SMPN Bojong 3 Purwakarta Regency. The implementation was carried out by the author's team. The results of the validity test that has been carried out from 5 statements of Organizational Citizenship Behavior (X1), 6 statements of appreciation (X2) and 5 statements of Teacher Performance (Y) tested, the statement items are all valid because the value is > 0.2 the significance value is less than 0.05. Reliability in this study is 0.947 declared reliable because it has a value > 0.6 and is suitable for use as a measuring tool.

Normality Test

Table 1. Normality Test Results

Variable	Kolmogorov-Smirnov	Asymp. Sig (2-tailed)	Description
Unstandardized Residual	0,76	0,200	Data Distributed Normal

- a. Test distribution is Normal
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on Table 1. shows that the result of the Asymp.Sig (2-tailed) value is obtained at 0.200, so that the value is greater than 0.05, it can be concluded that the data is normally distributed.

Multicollinearity Test

Table 2. Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Organizational Citizenship Behavior	0,636	1,572	Avoid Multicollinearity
Appreciation	0,636	1,572	Avoid Multicollinearity

a. Dependent Variable: Kinerja Guru

The results of the multicollinearity test showed that the variables of organizational citizenship behavior and appreciation had a tolerance of > 0.10 or a VIF value of <10, so it can be concluded that there are no symptoms of multicollinearity or passing the test.

Heteroscedasticity Test

Table 3. Heteroscedasticity Test Results

Variable	p-value	Description
Organizational Citizenship Behavior	0,174	Avoid Heteroscedasticity
Appreciation	0,833	Avoid Heteroscedasticity

a. Dependent Variable: ABS_RES

Based on the results shown in table 3, all independent variables show a p-value greater than 0.05, so it can be concluded that all independent variables are free from heteroscedasticity.

Multiple linear regression

Table 4. Multiple Regression Results

Variabel	Koefisien Regresi	t _{hitung}	Sig
(Constant)	-10.251	-5,356	0,000
Organizational Citizenship Behavior	0,938	11.907	0,000
Appreciation	0,429	4.871	0,000

a. Dependent Variable: Kinerja Guru

The results of multiple linear regression analysis obtained a regression equation:

$$Y = -10.251 + 0,938X_1 + 0,429X_2$$

The results of the regression equation and the interpretation of multiple regression analysis are:

- a. The value of the constant (a) is negative, which is -10,251, meaning that if organizational citizenship behavior and Appreciation are equal to zero (0), then the teacher's performance decreases.
- b. Organizational citizenship behavior (X1) has a coefficient value of 0.938 and has a positive value, which means that every increase in the organizational citizenship behavior variable will improve teacher performance.
- c. Appreciation (X2) the value of this variable coefficient is 0.429 and has a positive value which means that every increase in the Appreciation variable will improve teacher performance.

T Test

Table 5. T Test Results

Variable	t _{value}	t _{table}	Significant	Description
Organizational Citizenship Behavior	11,907	2,005	0,000	hypothesis is accepted.
Appreciation	4.871	2,005	0,000	hypothesis is accepted.

a. Dependent Variable: Kinerja Guru

The results of the test in table 5 above, it can be concluded that:

a) Testing the first hypothesis (H1)

It is known that the significance value for the (partial) influence of X1 on Y is $0.00 < 0.05$ and t is calculated $11.907 > t$ table 2.005. So it can be concluded that Ha is accepted, and H0 is rejected. This means the hypothesis that there is a variable of organizational citizenship behavior (X1) on teacher performance

b) Second Hypothesis Testing (H2)

It is known that the significance value for the (partial) influence of X2 on Y is $0.00 < 0.05$ and t count $4.871 > t$ table 2.005. So it can be concluded that Ha is accepted, and H0 is rejected. This means that the hypothesis states that there is an appreciation variable (X2) on teacher performance

F Test

Table 6. F Test Result

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	955.978	2	477.989	185.078	0,000 ^b
Residual	136.879	53	2.583		
Total	1092.857	55			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Appreciation, *organizational citizenship behavior*

Based on table 6, the calculation results show that the F calculation is $185,078 > F$ table is 3.1716 and the significant value is $0.00 < 0.05$. Therefore, the above regression model is appropriate (goodness of fit), thus it can be concluded that the organizational citizenship behavior variable and the Appreciation variable affect teacher performance simultaneously or together.

Coefficient of determination

Table 7. Determination Coefficient Test Results (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,935 ^a	0,875	0,870	1,60706

a. Predictors: (Constant), Appreciation, *organizational citizenship behavior*
 b. Dependent Variable: Kinerja Guru

Based on table 7 above, it can be seen that the R square value is 0.875, this means that the influence of the organizational citizenship behavior variable and the Appreciation variable has a simultaneous effect on the employee performance variable is 87.5% While the remaining 12.5% is explained by other variables that are not studied by the researcher.

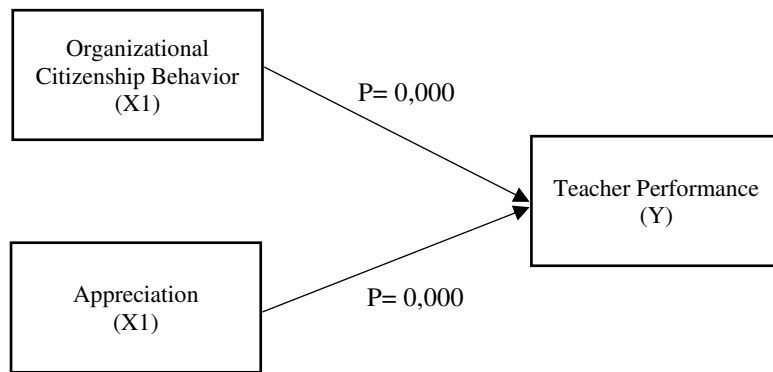


Figure 2. Multiple Linear Regression Test Results

The results of the study show that Organizational Citizenship Behavior has an effect on teacher performance. so that H1, which states that Organizational Citizenship Behavior has a significant effect on teacher performance, is proven. The results of this study support the Pilot (2023) research showing that this means that organizational citizenship behaviors, such as obedience, altruism, active participation in school activities, good manners, and the ability to accept difficult situations without complaining, contribute significantly to better teacher performance. This high performance of teachers, in turn, is expected to improve the quality of education and literacy skills of students in schools.

The results of the study show that Appreciation has an effect on teacher performance. so that H2, which states that Appreciation has a significant effect on teacher performance, is proven. The results of this study support the research Albuni (2022), Indriani and Nurhikmah (2021). This states that the provision of fair and adequate appreciation, both in financial forms such as salaries and allowances and non-financial such as recognition of achievements, skill improvement, and career opportunities, contributes significantly to teacher motivation and performance. Proper appreciation encourages teachers to work harder, be more committed, and show higher dedication in their tasks, which ultimately has a positive impact on the quality of education provided to students.

Furthermore, the results of the study show that Organizational Citizenship Behavior (OCB) and Appreciation have a significant effect on teacher performance simultaneously or together. This means that both OCB and Appreciation, when applied simultaneously, contribute more to improving teacher performance than if applied separately. The combination of good organizational citizenship behavior and an effective Appreciation system creates a work environment that supports and motivates teachers to give their best performance. This simultaneous influence shows that efforts to improve teacher performance must include strategies to strengthen OCB and provide appropriate appreciation, so as to create maximum synergy in improving the quality of education.

Research on the relationship between teacher performance evaluation and organizational citizenship behavior (OCB) in State Middle Schools in the Bojong Purwakarta District offers crucial insights into the variables affecting educational quality. It has been demonstrated that OCB, or extracurricular volunteerism, improves school organizations' organizational effectiveness and work climate. The collaborative environment that is fostered by teachers exhibiting OCB such as lending a hand to colleagues or taking on extra work without being asked supports better overall performance.

This study's appreciation component demonstrates a critical impact that appreciation plays in raising teacher effectiveness. Teachers' motivation and job satisfaction can rise when their efforts and accomplishments are acknowledged by colleagues and school administration. Appreciated teachers are more likely to be committed to their work, which benefits both the caliber of instruction and the learning outcomes of their students.

This study shows that an environment at work that fosters improved teacher performance is produced when OCB and gratitude are combined. Teachers are more likely to devote more time and effort to developing their professional development and enhancing their teaching techniques when they see that their efforts are recognized and that there is a culture of mutual support among the staff. This directly affects the standard of instruction that students at the State Middle Schools in the Bojong Purwakarta District get.

Moreover, the results of this study serve as a foundation for the creation of better practices and policies for school management. Through acknowledging and valuing OCB, educators can create initiatives in schools that support this constructive conduct in their faculty. Better incentive programs, principal leadership development, or team-building exercises that enhance the teaching staff's sense of camaraderie and support are a few examples of this.

In the end, this study demonstrates that creating a courteous and encouraging workplace culture is just as important to raising teacher effectiveness as honing technical abilities. Schools in the Bojong Purwakarta District can foster an environment that enhances teacher effectiveness and raises the standard of education in general by emphasizing OCB and gratitude. In the end, this will benefit pupils in the area in terms of their academic performance and personal growth.

The results of this study indicate that at State Middle Schools in the Bojong Purwakarta District, teacher performance is positively impacted by organizational citizenship behavior (OCB) and appreciation. This emphasizes how crucial it is to create an organizational culture in schools that supports good reward practices and organizational citizenship. To improve teacher motivation and performance, schools must establish a work climate that values innovation, teamwork, and dedication outside of the classroom. They also need to provide meaningful and consistent ways to show appreciation for the work that teachers do.

To put the findings of this study into reality, workshops and training programs aimed at improving teachers' comprehension and application of OCB are recommended. It is also recommended that schools create a more formal system of appreciation, which could include performance-based incentives, public acknowledgement of teachers' accomplishments, or recurring awards for exceptional teachers. Furthermore, it is critical to give educators the chance to create creative projects that will raise student achievement and to participate in decision-making processes inside the school.

CONCLUSION

The results of the study show that Organizational Citizenship Behavior (OCB) and Appreciation have a significant effect on teacher performance, both individually and simultaneously. The H1 hypothesis that OCB has a significant effect on teacher performance is proven to be correct, with organizational citizenship behaviors such as obedience, altruism, active participation in school activities, good manners, and the ability to accept difficult situations without complaining contribute significantly to better teacher performance. In addition, the H2 hypothesis that Appreciation has a significant effect on teacher performance is also proven, showing that fair and adequate Appreciation, both financial and non-financial, increases teacher motivation and dedication. When OCB and Appreciation are applied simultaneously, their contribution to improving teacher performance is greater than if they were applied separately. This combination creates a supportive work environment.

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