
The Effect of Organizational Climate and Work Engagement on Organizational Citizenship Behavior (OCB) through Work Motivation as a Mediator Variable for Special School Teachers

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Abstract

This study aims to analyze the model of the influence organizational climate and work engagement on Organizational Citizenship Behavior (OCB) through work motivation as a mediator variable. This study examines the direct and indirect influence of organizational climate and work engagement on OCB, with work motivation as a mediator variable for special school teachers. The data analysis used is SEM-PLS validity and reliability of measuring instruments using reflective measurement models, confirmatory factor analysis (CFA), and second order. Hypothesis testing is done by looking at R^2 , Q^2 , and GoF values. The results showed that work motivation as a mediator variable functioned partially. The model in this study has good predictive relevance with a hypothesis test result of 0.084.

Keywords: Organizational Climate; Work Engagement; Work Motivation; OCB; Special School Teachers



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Introduction

The purpose of establishing special schools is to identify differences in students' abilities so they can be developed appropriately. Teachers must ensure that children with special needs get an education by knowing the situation and nature of children with special needs and proper handling in the educational environment (Azizah, 2022). The term student with special needs refers to students who have been certified by a doctor, audiologist, or psychologist as evidence that the student has a visual impairment, hearing impairment, speech impairment, physical disability (disability), learning impairment, or a combination of disabilities (Jalil et al., 2021).

Problems that often occur in special schools are teachers with lower qualifications, lack of training provided, gaps in the number of teachers and students with special needs, and higher levels of student delinquency, such as bullying behavior in schools (Cooc, 2019). According to Al Mizri et al. (2022), teachers who specialize in guidance and counseling play an essential role in helping children develop positive and dynamic self-knowledge and acceptance of their environment, one of them employing psychoeducational groups. Problems can also be seen from the readiness of public schools to manage education for children with special needs and the inappropriate paradigm of parents towards family members with special needs.

However, the government's attention to special education services has been responded to positively by the community, especially with the establishment of several inclusion and segregation schools in many provinces in Indonesia. Schools in this study are included in inclusion education that is integrated with public or regular school.

Activity programs with advances in science and technology, as well as school tasks and functions that are required to develop the potential of children with special needs for survival, must always be optimistic and dynamic, so teachers in special schools must strive to face various challenges, weaknesses, and threats (Pramartha, 2015). Children with special needs should be given different approaches based on their needs about 60% of skills are given, which requires teachers in exceptional schools need to have patience,

perseverance, sincere commitment, resilience, and the desire to feel comfortable during the learning process (Siahaan, 2022).

According to Wahda et al. (2020), one form of employee integrity can be seen from the desire to carry out extra-role behavior or Organizational Citizenship Behavior (OCB). OCB is free and voluntary because it is a personal choice and not something that should be done because of the responsibility of the role or position (Organ et al., 2006). In today's dynamic world of work, organizations need employees who have OCB such as helping each other between colleagues, volunteering to do extra work, obeying the rules, avoiding the emergence of conflicts between colleagues, and tolerating interference and losses in work (Robbins & Judge, 2015). While OCB in schools is shown as giving special attention to weak students, giving extra time to students to increase learning understanding even after class hours, and teachers supporting each other to complete tasks at school (Somech & Oplatka, 2015).

Empirical evidence states that OCB has a positive impact namely can increase subjective well-being, increase job satisfaction and organizational commitment to performance, maximize emotional intelligence, and influence intent-to-stay behavior in teachers (Tentama et al., 2018; Nugroho et al., 2020; Fiftyana & Sawitri, 2020; Laksana & Surya, 2017; Lukito, 2018). While the negative impact of OCB is used for impression management or to get a good image of superiors, experiencing counterproductive conflicts between families, to experiencing work stress (Bolino & Turnley, 2005).

Factors that influence OCB are organizational commitment or loyalty, length of service, perception of leadership, personality and mood, organizational climate, culture, work engagement, faith maturity, age, marital status, employment status, job satisfaction, and work motivation (Farid et al., 2019; Odek, 2018; Asri, 2018). One of the things considered to improve the organization is work motivation (Vo et al., 2022). Work motivation is an attitude that shows work effort with high effort towards organizational goals to meet an individual need, work motivation impacts organizational progress and can lead to OCB (Pandey et al., 2008; Widarko & Anwarodin, 2022)

Each school has its culture, traditions, and methods of action that overall create an organizational climate (Al-Kurdi et al., 2020). According to Gemnafle et al. (2016), organizational climate is an individuals perception of the states organizational environment in shaping positive or negative behavior that affects individual performance. Another factor that affects teacher performance is work engagement. Bakker & Albrecht (2018), revealed that work engagement is one of the most popular predictors because work engagement is an excellent predictor and is essential in organizations. According to Schaufeli et al. (2006), work engagement is thinking positively about work and having severe, consistent thinking that is not only focused on a particular object, event, or behavior. According to Robijn et al. (2020), someone with work engagement shows involvement and enthusiasm at work.

Based on the phenomena found and the results of previous studies, the author is interested in taking the title "The Effect of Organizational Climate and Work Engagement on OCB through Work Motivation as a Mediator Variable".

Method

This study used a quantitative approach and a self-report method in the form of a questionnaire. The study subjects were teachers in three special schools in Sleman, Bantul, Special Region of Yogyakarta. The subjects in this study amounted to 88 teachers. The measurement scale used is the OCB scale compiled by Tentama et al. (2018), which refers to the aspects proposed by Organ et al. (2006). The results of the validity scale with a chi-square value (χ^2) of 180.6, p-value 0.131 ($p > 0.05$), and reliability CR = 0.94, VE = 0.43 can be interpreted that the scale used is suitable. The work motivation scale refers to the aspects proposed by Greenberg & Baron (2003), which amounted to 24 items. The organizational climate scale refers to the six dimensions proposed by Stringer & Robert (2002) totaling 36 items. The work engagement scale refers to the dimensions Schaufeli et al. (2006) proposed, totaling 24 items.

The data analysis method in this study uses the Structure Equation Modeling (SEM) method using the Partial Least Squares (PLS) program, namely Smart PLS 3.0. The validity test in this study uses a reflective measurement model. It uses Confirmatory Factor Analysis (CFA) and second order to test the convergent and discriminant construct validity. The reliability test is seen from the composite reliability and the value of Cronbach's alpha.

Evaluate the inner model by looking at the determinant coefficient (R^2) value, predictive relevance (Q^2), and GoF index. After testing R^2 , Q^2 , and GoF, the model is expected to be robust and can be tested hypothetically. Hypothesis testing using a t-statistic value > 1.96 and a p-value < 0.05 (Ghozali & Latan, 2015).

Results and Discussion

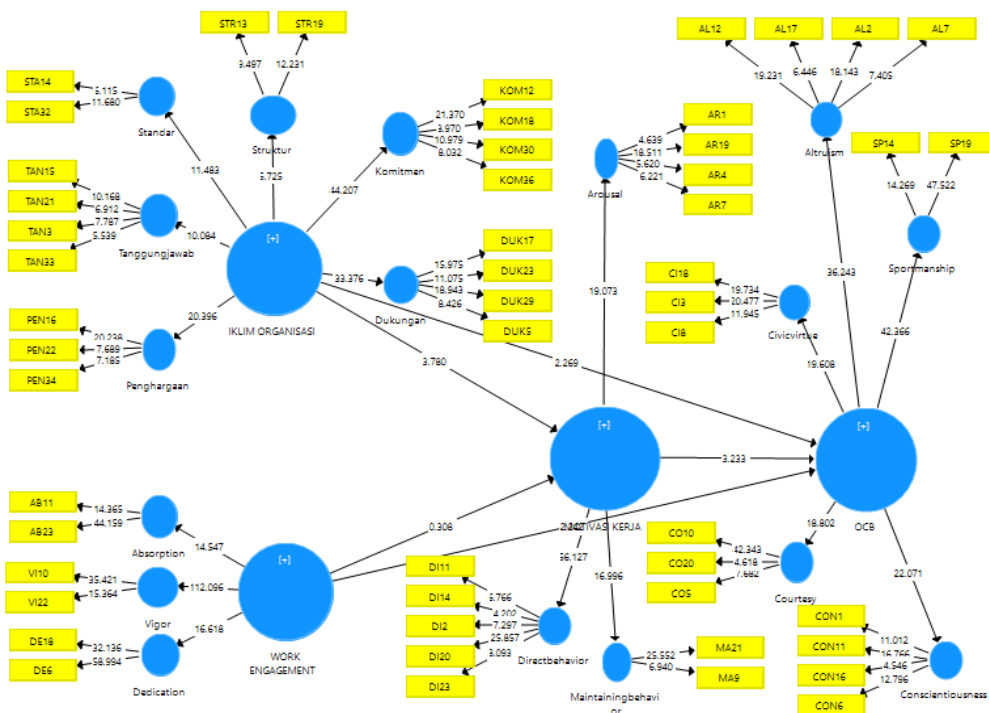


Figure 1. Inner Model Results

In this study, is a stage of scale development, the loading factor value used > 0.5 is considered sufficient to meet the requirements of convergent validity (Hair et al., 2021). Based on the results of the analysis of the outer test of the first stage model, variables that have a loading factor value of < 0.5 are organizational climate variables (IO) there are five items, work engagement variables there are nine items, work motivation variables there are elephants items, and in OCB variables there are two items that are considered void or invalid. In the outer test, the second stage of the model shows that all constructs meet convergent validity because the discriminant validity value (AVE value) is greater than the correlation between other constructs.

All four constructs are considered reliable because they show a composite reliability value and cronbach's alpha value > 0.7 (Hair et al., 2021). Testing the inner model is stated to have a substantial exogenous variable influence if the r-square value is 0.33 (Ghozali & Latan, 2015). In the research model, an r-square value of 0.335 was obtained, meaning that the construct of organizational climate and work engagement through work motivation quite well influenced OCB, with a significant influence of around 33%.

Hypothesis testing is based on empirical observations in the bootstrapping method in PLS. Hypotheses can be accepted or rejected based on the significance of p-values. According to Ghozali & Latan (2015), the hypothesis is accepted if the significance value of p-values < 0.05, while the hypothesis is rejected if the significance value of p-values > 0.05.

Table 1 Hypothetical Result

	P-Value	Original Sample	Ket
Organizational Climate - Work Motivation	0,000	0,368	There is a positive and significant influence.
Work Engagement - Work Motivation	0,759	0,032	No influence and insignificant.
Work Motivation - OCB	0,001	0,384	There is a positive and significant influence.

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Organizational Climate – Work Motivation - OCB	0,027	0,141	There is a positive and significant influence.
Work Engagement – Work Motivation - OCB	0,765	0,791	No influence and insignificant.
Organizational Climate - OCB	0,024	-0,280	There is no positive or significant influence.
Work Engagement - OCB	0,024	0,023	There is a positive and significant influence.

GoF testing aims to validate the model as a whole. Based on model testing, a GoF value of 0.293 is obtained where $GoF > 0.25$ (moderate), meaning that the model proposed in this study is sufficient to contribute as a mediating model with work motivation as a mediator variable. Based on the results of hypothesis testing, there are two different mediation models, perfect and partial mediation (Montoya & Hayes, 2017). In the model analysis, it can be concluded that the construct of work motivation as a mediator variable is partial mediation because the role of work motivation as a mediator does not function as a whole. Work motivation as a mediator variable influences the organizational climate of OCB but does not influence work engagement and OCB on special school teachers.

The results of hypothesis testing show that work engagement has a positive influence on OCB. Work engagement is significantly negatively related to turnover intentions (Farid et al., 2019). A person's involvement in their daily work refers to enthusiasm, dedication, and enthusiasm in work. However, simultaneously, high enthusiasm and motivation in work can drain limited energy reserves (Bakker & Albrecht, 2018). Another factor that can affect a person's motivation is the age factor, employees aged 50 years and over have a higher dedication than employees under 50 years (Vo et al., 2022).

here is an influence of organizational climate on OCB through work motivation as a mediator. The role of work motivation as a mediator on the influence of organizational climate and OCB was also found by Ghanbari & Eskandari (2018), which showed that the components of organizational climate, namely satisfaction factors, rewards, and clarity, were the most influential roles in predicting work motivation so that it had an impact on the emergence of OCB.

Hypothesis testing also showed no effect of work engagement on OCB through work motivation as a mediator. However, work engagement directly and significantly influences OCB, with a contribution of 17.8%. It can be concluded that teachers in exceptional schools who are engaged in their work can show different role behaviors that can benefit the organization, such as having initiatives to help colleagues and volunteering to improve school efficiency and effectiveness.

The most significant contribution is found in the influence of organizational climate on work motivation, which is 40%. The better the organizational climate in the school, the more positive and significant effect on teacher motivation so that teachers work hard and enthusiastically achieve optimal results (Rivai et al., 2019). A conducive organizational climate needs to be created to maximize employee performance. The organizational climate is an environmental pattern that determines the emergence of work motivation and focuses on good perceptions that can be assessed so that it directly affects performance (Mulyana et al., 2021)

Conclusion

A theoretical model that describes the influence of organizational climate and work engagement on organizational citizenship behavior (OCB) through work motivation for special school teachers. OCB can be realized if teachers perceive an excellent organizational climate and require work motivation, encouragement, and high enthusiasm to achieve goals. While work engagement has a direct influence on OCB without mediated work motivation because when teachers in special schools already have high involvement in work, in work engagement there has been an encouragement and high enthusiasm to work so that OCB will arise directly. The most significant contribution is shown in the influence of organizational climate on OCB in teachers in exceptional schools at 40%, so it is crucial to improve and pay attention to the organizational climate in the school environment.

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