

Organizational Behavior Of Organizational Behaviors (Ocb) Through Strengthening The Quality Of Work Life, Professional Commitment, And Personality

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Article History: Received: 10 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 10 May 2021

Abstract: Teachers' organizational citizenship behaviors is an important element related to the achievement of national education goals and the development of the Indonesian nation as a whole. The initial survey of Organizational citizenship behaviors (OCB) for temporary teachers of private vocational high schools (SMK) in Sanggau District has not achieved maximum results. Therefore, it is interesting to study the civics behaviors of teachers' organizations. This study aims to determine efforts to improve teacher organizational citizenship behavior by examining the relationship between teacher organizational citizenship behavior and the variables of teacher work life quality, professional commitment and personality. This research uses correlational statistical methods and analysis with the systematic method is carried out. The unit of analysis of the research is non-permanent teachers of private vocational high schools (SMK) in Sanggau Regency, West Kalimantan province with a population of 176 and a sample of 123. The results showed that there was a positive relationship between the quality of work life (QWL) and the behavior of organizational citizens with the strength of the relationship $ry_1 = 0.98$, there is a positive relationship between professional commitment and organizational citizen behaviors (OCB) with strength $ry_2 = 0.97$, and there is a positive relationship between personality and OCB with strength $ry_3 = 0.861$ so that organizational citizen behaviors (OCB) can be improved through quality of life work (QWL), professional commitment and teacher personality. Based on the results of the SITOREM analysis in this study, it can be explained that the priority order of improvements that need to be improved is: 1). Easy to socialize and authoritative, 2). Voluntary action, and; 3). Active in organization. As for the order that is maintained, namely: 1). Work outside the time of duty, 2). Dedication to work, 3). Empathy and avoid problems, 4). Liked, polite and happy to work together, 5). Reliable, 6). Responsible and convey constructive ideas, 7). Calm, focus and confident, 8). Integrity and commitment to career pursuits, 9). Interest in new things, 10). Responsibility for organizational regulations, 11). Professional development and social interaction, 12). Self evaluation and leadership, 13). Be proud of working and building relationships with fellow teachers, 14). Teaches and runs School administration. So it can be concluded that to improve the Organization citizenship behaviors (OCB), teachers can pay attention to indicators that are not optimal for recommendations and determine the priority order of improvements that need to be made.

Keywords: Organizational citizenship behavior (OCB), quality of work life (QWL), professional commitment, and personality

1. Introduction

In the school environment, it is highly expected to foster good cooperation, mutual assistance, and mutual assistance between fellow teachers so that it can increase effectiveness which will affect the improvement of the quality and quality of the school.

A good work environment will increase the job satisfaction of the teachers at the school and implement the teacher retention rate at the school. The act of helping each other between senior teachers and new teachers will facilitate the implementation of the teaching and learning process in schools.

This kind of behavior is commonly referred to as organizational citizenship behavior. "Organizational citizenship behavior" is the behavior of individuals in organizations that are voluntary and happy outside of formal work and do not expect rewards for helping colleagues or superiors and characteristics of willingness to work together in the organization. The Organizational Citizenship Behavior (OCB) is the crucial issue in the arena of the educational leadership for increasing academic performance of school teachers.

2. Organizational Citizenship Behavior (OCB)

Robbins and Coulter (2010), Kim (2012), Organ (1977), Robbin and Coulter (2012), kiniki and William (2013) argue that OCB is an act of self-will that is not part of an employee's formal job requirements. but encourages effectiveness in organizational functions. In line with Kreitner and Kinicki (2010), Robbins and Judge (2015), Jahangir, et all (2004). According to Luthans (2011: 149-150), Organizational citizenship behaviors are certain personality traits found in individuals, namely cooperative nature, like helping and caring for others and

seriousness at work. Another explanation by OCB, Chin et al (1990: 107–142) further explains that the organizational citizen behavior scale developed by Podsakoff et al is used to measure contextual performance.

McShane and Glinow (2015: 36) formulate that OCB is various forms of cooperation and assistance to others that support the social and psychological context of the organization. This activity is called OCB.

Based on these theories, it can be synthesized that "organizational citizenship behavior" is the behavior of individuals in organizations that are voluntary and happy outside of formal work and do not expect rewards for help colleagues or superiors as well as the characteristics of willing to work together in impactful organizations. positive towards organizational goals. With the following indicators: a). Voluntary action, b). Work outside of, duty time, c. Empathy and Prevent problems, d. Active in organization, e). Take responsibility and convey constructive ideas.

3. Quality of work life

A review of the variable theory of the quality of work life according to Islam (2012) states that the quality of work life is a concept of the balance between personal life and individual professional life, which is reflected in the satisfaction with the social situation / environment and the limited physical facilities available.

Karya Ahmadi, et. all (2012) added that the definition of the quality of work life is the individual's feelings and perceptions of work, colleagues and the organization where he works. The theory of Gayathiri and Ramakhrisnan (2013: 01-08) states that the quality of work life is the relationship between the views of individuals / employees and the work environment that has been designed by the organization, which can be classified into social, technical and economic dimensions. The theory put forward by Davoudi and Gadimi (2017: 89-93) states that the quality of work life of employees for work, especially individual consequences in terms of job satisfaction and mental health: in this definition, work life emphasizes individual consequences, work experience, and job improvement. to meet individual needs. In general, work life is defined as the mental image and perception of employees of their organization's physical and mental desires. Slightly different from Davoudi and Gadimi, Chan and Wyatt (2007: 501-517) suggest that the quality of work life is an individual's feelings and perceptions about the balance of personal life and professional life in relation to work, colleagues and the organization where he works. Research by Schermerhorn (2005) states that the quality of work life is the overall quality of human experience at work. The "high QWL" workplace expresses true respect for people in the workplace. Scientific research from Ivancevich, M., Jhon, et. all (2007: 183) states that the concept of quality of work life (QWL) is widely used to refer to "a management philosophy that increases the self-esteem of all workers; introducing changes in organizational culture; and improve the physical and emotional state of employees (eg providing opportunities for growth and development). Jahromi, at. all (2017) argued that the quality of work life reflects the attitudes and feelings of workers towards their work. It is defined as a concept indicating that the professional needs of employees are met in a workplace where organizational goals are achieved. This concept illuminates the impact of the workplace on job satisfaction, content / dissatisfaction with home life, overall satisfaction with life, personal happiness, and mental well-being. Kelbiso Research, at. all (2017: Volume 2017, Article ID 5181676, 11 pages) produces an academic definition of QWL is a process in which employees and organizational stakeholders gain insight into how to work better together to improve staff quality of life and organizational effectiveness simultaneously. This concept basically states the way an organization can maintain the holistic well-being of an employee rather than just concentrating on work-related features. QWL is a multidimensional idea that describes the emotions of employees regarding several aspects related to work. According to Cascio (P.20) in his research writing, QWL is in terms of employees' perceptions of their physical and mental well-being at work. Based on these theories, it can be synthesized that "Quality of work life" is the feelings and perceptions of individuals towards their profession, colleagues, and organizations that are reflected in satisfaction with the situation or work environment with all the limitations of existing facilities and infrastructure, based on indicators. as follows : a. Professional development and social interaction,

b. Teaches and runs School administration, c. Take pride in working and building relationships with fellow teachers, d. Self-evaluation and leadership.

4. Professional Commitment

Goswami, et. all (2007: 13-27) argues that work commitment and professional commitment have the same meaning and exchange. Job commitment is referred to as a psychological relationship between an individual and his job which is based on an affective reaction to the job. Thus, someone with a higher professional commitment identifies and has positive feelings towards his job. Cohen (2007: 1-30) argues that the basic concept of

professionalism, namely professional commitment or work as the extent to which individual members identify with their profession and support their values. Carswell and Allen (2012: 21-35) (in Murat Sezgin & Celal Cahit Ađar) state that the terms work, profession, and career have been used interchangeably in the commitment literature "and define commitment to one's job as" the relative strength of identification and engagement. in certain professions, as well as a willingness to exert effort on behalf of the profession and a desire to maintain membership in it. Wang and Shen (2012: 156-166) say that professional commitment is a kind of work commitment that emphasizes the importance of the profession in one's life. Shoaib and Khalid (Vol 8. No 2. Pp.164-178) argue that professional commitment is a person's belief and acceptance in the values of the profession he chooses or the field of work, and the willingness to maintain membership in that profession. Chen, C. V., Kao, R. H. (2012: 149-169) argues that professional commitment is the influence that an individual has on his profession and recognition of one's professional values, beliefs, and goals that come from his professional attachments. M. Tahir, K., F, et. al. (2015: Vol 6) states that professional commitment is the best effort and shows integrity in their work. Every profession whatever it is must have its own set of ethics and ideologies that ensure its effectiveness and integrity. Saha and Dworkin (P.348-350). There are five types of professional commitments, namely: a). The teacher's commitment to school, b). Commitment of teachers to students, c). Teacher commitment to teaching work, d). Commitment of teachers to the profession, e). The teacher's commitment to a body of knowledge, attitudes and skills.

Fox (P.19-20) revealed that someone who has a profession as a teacher is expected to have the following commitments: a). Want to be a good teacher, b). More than just a provider of facts, c). Being recognized and receiving the value of each individual, d). Fulfill his professional responsibilities.

Langton and Robbins (2007: 94) divide commitment into three forms:

- a. Affective Commitment, refers to identification, involvement, and emotional attachment to the profession
- b. Continuance Commitment, refers to employee recognition of their profession
- c. Normative Commitment, a commitment based on the obligations of the profession he chooses.

Susskind and Susskind (2015: 15) suggest that the profession is a collection of members who must consider four, mutually supporting things, namely: a). They have specialist knowledge, b). Their acceptance depends on the credentials, c). Their activities are regulated, d). They are bound by the same set of values.

Based on these theories, it can be synthesized that professional commitment is the desire, willingness and belief of an individual to continue to carry out the values that exist in his profession, identify, and maintain membership and have a positive feeling towards his profession. With the following indicators: a). Integrity and commitment to career pursuits, b). Responsibility for work, c). Dedication to work

5. Personality

According to J.L. Gibson, J.M. Ivancevich, J.H Donnelly, & R. Konospake (2006) personality is a set of characteristics, tendencies, and temperaments (relatively stable individuals) that have been significantly shaped by inheritance and by social, cultural, and environmental factors. According to Suzane, Dowd, and Scheneider (2006) personality is a group of stable characters, tendencies, and temperaments that are formed either from heredity or socio-cultural environmental factors. According to Kreitner, Robert, and Angelo Kenicki (2007), personality is defined as a combination of physical and mental characteristics of a person who is stable as his identity. According to Greenberg and Baron (2008) personality is a pattern of behavior, thoughts, and emotions of individuals that are unique and relatively stable.

According to Colquitt, Lepine, and Wesson (2011), teacher personality refers to structures and tendencies in people that explain their distinctive patterns of thought, emotion, and behavior According to Helriegel and Solum (2011) personality is an overall profile or combination of stable psychological attributes. which is a unique trait of a person. According to Crae and Costa (2012) personality is a dimension of individual differences in the tendency to show consistent patterns of thoughts, feelings, and actions. Schermerhorn (2005: 381-382) says that personality is a characteristic profile that makes a person unique from others.

Based on these theories, it can be synthesized that personality is a characteristic or feature that distinguishes individuals and is formed by social, cultural and environmental factors that explain patterns of thought, emotion, and temperament as well as behavior or special traits. With the following indicators: a). Reliable, b). Easy to socialize and authoritative, c). Liked, polite and like working together, d). Calm, focus and confident, e). Interest in new things.

6. Methodology

This study uses a quantitative method with a correlation survey model. The independent variable in this study is the quality of work life (X1), professional commitment (X2), and personality (X3), while the dependent variable (Y) is the behavior of members of the organization. The population in this study were non-permanent teachers of private vocational high schools (SMK) in Sanggau Regency, West Kalimantan Province. The sample in the study was calculated using the Taro Yamane formula as many as 123 people.

The sample in this study is a representation of private vocational school teachers scattered in Sanggau District, West Kalimantan Province who have the status as Non-Permanent Teachers and are taken using simple random sampling technique, said (simple) because the sampling of members of the sample is done randomly without paying attention to strata. that is in that population. Step

Quantitative research data were analyzed using descriptive statistics and inferential statistics. Inferential statistics using regression-correlation analysis. Data analysis was performed using the estimation error normality test stage, variance homogeneity test. The determination of the regression equation, the regression equation significance test, regression linearity, and hypothesis testing using the correlation test. The qualitative data analysis process was carried out in two stages, namely the analysis during the data collection process in the field and the analysis after the data collection by comparing the data value of each item using the SITOREM method.

7. Results and discussion

RESULTS

Hypothesis test

1. The relationship between quality of work life and Organizational citizenship behavior.

Slope constant (a) is -57.314 with a constant (b) of 1.056 so that the regression equation formed between the Quality of Work Life and OCB variables is $\hat{Y} = -57.314 + 1.056X_1$.

shows the probability value (sig) = 0.000 < 0.05, thus the regression equation $\hat{Y} = -57.314 + 1.056X_1$ is significant. The results of this test based on the quality of the equation can be used to predict OCB based on the score of work life.

Correlation coefficient of the relationship between the Quality of Work Life and OCB (ry1) is 0.993. The value of sig = 0.00 < 0.05 indicates that the correlation coefficient is significant and Ho is rejected and it is concluded that there is a very strong relationship between the Quality of Work Life and OCB.

the contribution of the Quality of Work Life to OCB (r²y1) is 0.987 which means that 98.7% of OCB can be explained by the quality of work life. While the remaining 1.3% is a contribution from other factors outside the quality of work life.

The contribution model of the quality of work life to OCB can be described by the regression equation model: $\hat{Y} = -57.314 + 1.056X_1$.

2. The relationship between Professional Commitment and Organizational citizenship behavior.

Slope constant (a) is -5.209 with a constant (b) of 0.677 so that the regression equation formed between the variable commitment to profession and OCB is $\hat{Y} = -5.209 + 0.677X_2$.

probability value (sig) = 0.000 < 0.05, thus the regression equation $\hat{Y} = -5.209 + 0.677X_2$ is significant. The results of this test confirm that this equation can be used to predict professional commitment based on the OCB score.

The correlation coefficient of the relationship between professional commitment and OCB (ry2) is 0.990. The value of sig = 0.00 < 0.05 indicates that the correlation coefficient is significant, so Ho is rejected and it can be concluded that there is a very strong relationship between commitment to profession and OCB. contribution of professional commitment to OCB (r²y2) is 0.981 which means that 98.1% OCB can be explained by commitment to profession. Meanwhile, the remaining 1.9% is contributed by other factors outside of professional commitment.

The contribution model of the commitment of the profession to Organizational citizenship behavior can be described by the regression equation model: $\hat{Y} = -5.209 + 0.677X_2$.

3. The relationship between personality and Organizational citizenship behavior

Slope constant (a) -70,639 with a constant (b) of 1,430 so that the regression equation formed between the Personality variable and OCB is $\hat{Y} = -70,639 + 1,430X_3$.

probability value (sig) = 0.000 < 0.05, thus the regression equation $\hat{Y} = -70.639 + 1.430.X_3$ is significant. The results of this test confirm that this equation can be used to predict OCB based on the Personality score.

The correlation coefficient of the relationship between Personality and OCB (r_{y3}) is 0.861. The value of $\text{sig} = 0.000 < 0.05$, it shows that the correlation coefficient is significant, so H_0 is rejected and it can be concluded that there is a strong relationship between personality and OCB.

Personality contribution to OCB (r^2_{y3}) is 0.741 which means that 74.1% OCB can be explained by Personality. While the remaining 25.9% is a contribution from other factors outside of personality.

The personality contribution model to OCB can be described by the regression equation model: $\hat{Y} = -70.639 + 1.430X_3$.

4. The Relationship between Quality of Work Life and Professional Commitment to Organizational Citizenship Behaviors

Slope constant (a) -37.014 with a constant (b) X_1 of 0.632 and a constant (c) X_2 of 0.277 so that the regression equation formed between the Quality of Work Life and Professional Commitment variables with OCB is $\hat{Y} = -37.014 + 0.632X_1 + 0.277X_2$.

$\text{sig} = 0.000 < 0.05$, thus the regression equation $\hat{Y} = -37.014 + 0.632.X_1 + 0.277.X_2$ is significant. The results of this test confirm that this equation can be used to predict OCB based on the Quality of Work Life score and Professional Commitment.

The correlation coefficient of the relationship between the Quality of Work Life and Professional Commitment with OCB (r_{y12}) is 0.996. The value of $\text{sig} = 0.000 < 0.005$, it shows that the correlation coefficient is significant, so H_0 is rejected and it can be concluded that there is a strong relationship between the Quality of Work Life and Professional Commitment with Organizational Citizenship Behaviors.

As for the amount of contribution given by the Quality of Work Life and Professional Commitment to OCB, it can be seen from the coefficient of determination (r^2_{y12}) of 0.992 which means that 99.2% of OCB can be explained by the Quality of Work Life and Professional Commitment. While the remaining 0.8% is a contribution from other factors outside the Quality of Work Life and Professional Commitment.

5. The Relationship between Quality of Work Life and Personality with Organizational Citizenship Behaviors

Slope constant (a) -87.531 with a constant (b) X_1 of 0.938 and a constant (c) X_3 of 0.407 so that the regression equation formed between the Quality of Work Life and Personality variables with OCB is $\hat{Y} = -87.531 + 0.938X_1 + 0.407X_3$.

$\text{sig} = 0.000 < 0.05$, thus the regression equation $\hat{Y} = -87.531 + 0.938X_1 + 0.407X_3$ is significant. The results of this test confirm that this equation can be used to predict OCB based on the Quality of Work Life and Personality scores.

The correlation coefficient of the relationship between the Quality of Work Life and Personality with OCB (r_{y13}) is 0.980. The value of $\text{sig} = 0.000 < 0.05$, it shows that the correlation coefficient is significant, so H_0 is rejected and H_1 is accepted and it can be concluded that there is a very strong relationship between the Quality of Work Life and Personality with OCB.

As for the contribution made by the Quality of Work Life and Personality to OCB, it can be seen from the coefficient of determination (r^2_{y23}) of 0.961 which means that 96.1% of OCB can be explained by the Quality of Work Life and Personality. While the remaining 3.9% is a contribution from other factors outside the Quality of Work Life and Personality.

6. The Relationship between Professional Commitment and Personality with Organizational Citizenship Behaviors

Slope constant (a) -28.501 with constant (b) X_2 of 0.716 and constant (c) X_3 of 0.274 so that the regression equation formed between the variables of Professional Commitment and Personality with OCB is $\hat{Y} = -28.501 + 0.716X_2 + 0.274X_3$.

probability value (sig) = 0.000 < 0.05, thus the regression equation $\hat{Y} = -28.501 + 0.716X_2 + 0.274X_3$ is significant. The results of this test confirm that this equation can be used to predict OCB based on the score of Professional Commitment and Personality.

The correlation coefficient of the relationship between professional commitment and personality with OCB (r_{y23}) is 0.984. The value of $\text{sig} = 0.000 < 0.05$, it shows that the correlation coefficient is significant, so H_0 is rejected and H_1 is accepted, it can be concluded that there is a very strong relationship between Professional Commitment and Personality with OCB.

As for the amount of contribution given by the Professional and Personality Commitment to OCB, it can be seen from the coefficient of determination (r^2_{y23}) of 0.968 which means that 96.8% of OCB can be explained by Professional and Personality Commitments. While the remaining 3.2% is a contribution from other factors outside of Professional and Personality Commitments.

7. Relationship between Quality of Work Life, Professional Commitment and Personality with Organizational Citizenship Behaviors.

Slope constant (a) -55,230 with constant (b1) X1 of 0.451, constant (b) X2 of 0.465 and constant (b) X3 of 0.217 so that the regression equation formed between the variables of Quality of Work Life, Professional Commitment and Personality with Organizational Citizenship Behaviors namely $\hat{Y} = -55.230 + 0.451X1 + 0.465X2 + 0.217X3$.

sig value = 0.000 < 0.05, thus the regression equation $\hat{Y} = -55.230 + 0.451X1 + 0.465X2 + 0.217X3$ is significant. The results of this test confirm that this equation can be used to predict OCB based on a score of Quality of Work Life, Professional Commitment and Personality.

The correlation coefficient of the relationship between the Quality of Work Life, Professional Commitment and Personality with OCB (ry123) is 0.987. The value of sig = 0.000 < 0.05, it shows that the correlation coefficient is significant, so Ho is rejected and H1 is accepted. It can be concluded that there is a very strong relationship between the Quality of Work Life, Professional Commitment and Personality with OCB.

As for the amount of contribution made by the Quality of Work Life, Professional and Personality Commitment to OCB, it can be seen from the coefficient of determination (r²y123) of 0.974 which means that 97.4% of OCB can be explained by the Quality of Work Life, Professional Commitment and Personality. While the remaining 2.6% is a contribution from other factors outside the Quality of Work Life, Professional Commitment and Personality.

Based on the description above, it can be concluded that the variables of quality of work life, commitment to profession and personality have a joint relationship with OCB.

8. Discussion

1. Relationship between Quality of Work Life and Organizational Citizenship Behaviors

The results showed that there was a significant relationship between the quality of work life and OCB. Based on the results of research with hypothesis testing, it is known that there is no between the quality of work life and OCB (ry1) of 0.993 with a very strong relationship. As for the probability value 0.000 < 0.005, then Ho is rejected, it can be shown that the coefficient is significant. Thus, this study is informed that there is a significant relationship between work life and OCB. The diversity in OCB related to the quality of life is obtained at the coefficient of determination 0.987 or 98.7%, while 1.3% is obtained from other factors.

The results of this study get the equation $Y = -57,314 + 1,056.X1$ can be used to predict OCB based on the Quality of Work Life score, it can be predicted that every 1 increase in the Quality of Work Life score will increase OCB by 1,056 times at a constant of -57,314.

2. The Relationship between Professional Commitment and Organizational Citizenship Behaviors

The results showed that there was a significant relationship between Professional Commitment and OCB, meaning that temporary teachers who have high Professional Commitment will have an impact on high OCB. The strength of the relationship between Professional Commitment and OCB is reflected in the correlation coefficient value of 0.990 with a very strong relationship category. The probability value (sig 0,000 < 0.05), it can be concluded that Ho is rejected, it means that there is a significant positive relationship between Professional Commitment and OOCB. The diversity in OCB related to Professional Commitment is reflected in the coefficient of determination 0.9813 or 98.1%, while the remaining 1.9% is influenced by other factors.

The results of this study get the equation $Y = -5,209 + 0.677.X2$ can be used to predict OCB based on the score of professional commitment, it can be predicted that every 1 increase in professional commitment score will increase OCB by 0.677 times at a constant of -5,209.

3. Relationship between Personality and Organizational Citizenship Behaviors

The results of the study show that there is a significant relationship between personality and OCB, meaning that temporary teachers who have high personality will have an impact on high OCB. The strength of the relationship between personality and OCB is reflected in the correlation coefficient value of 0.861 with a very strong relationship category. The probability value (sig 0.00 < 0.05), it can be concluded that Ho is rejected, it means that there is a significant positive relationship between Personality and OCB. The diversity in OCB associated with personality is reflected in the coefficient of determination 0.741 or 74.1%, while the remaining 25.9% is influenced by other factors.

The results of this study get the equation $Y = -70,639 + 1,430X3$ can be used to predict OCB based on personality scores. This means that the equation can be predicted that every 1 increase in personality score will increase OCB by 1,430 times at the constant -70,639.

4. The Relationship between Quality of Work Life and Professional Commitment to Organizational Citizenship Behaviors

The results showed that there was a positive relationship between the Quality of Work Life and Professional Commitment together with OCB, which means that teachers do not still show a good Quality of Work Life and Good Professional Commitment, so OCB will be good

Based on the research results, the correlation coefficient value of the relationship between the Quality of Work Life and Professional Commitment with OCB (r_{y12}) is 0.996, which means that it has a very strong level of relationship category, with a probability value (sig) of $0.000 < 0.05$ then H_0 is rejected, meaning that there is a relationship between Quality of Life. Work and Professional Commitment with OCB. Thus this study confirms that there is a significant positive relationship between the Quality of Work Life and Professional Commitment to OCB.

The diversity in OCB which can be explained due to the influence of the Quality of Work Life and Professional Commitment is obtained from the coefficient of determination of 0.992 which means that 99.2% of the OCB factor is determined jointly by the Quality of Work Life and Professional Commitment while the remaining 0.8% is determined by another factor.

The results of this study get the equation $Y = -37.014 + 0.632X_1 + 0.277X_2$ can be used to predict OCB based on the score of Quality of Work Life and Professional Commitment. This means that this equation can predict that each increase of 1 score for the Quality of Work Life and Professional Commitment together will increase OCB by 0.277 times for the Professional Commitment variable and 0.632 times for the Quality of Work Life variable at the constant -37.014.

5. The Relationship between Quality of Work Life and Personality with Organizational Citizenship Behaviors

The results showed that there was a significant positive relationship between the Quality of Work Life and Personality with OCB. Based on the research results, the correlation coefficient value of the relationship between the Quality of Work Life and Personality with OCB (r_{y13}) is 0.980 with a very strong relationship category, with a probability value (sig) of $0.000 < 0.005$, so H_0 is rejected, meaning that there is a significant relationship between the Quality of Work Life and Personality with OCB. Thus this study confirms that there is a significant positive relationship between Quality of Work Life and Personality together with OCB.

The contribution of the Quality of Work Life and Personality with OCB (r^2_{y13}) is 0.961 which can be interpreted that 96.1% of the OCB factor is determined jointly by the Quality of Work Life and Personality. while the remaining 3.9% is determined by other factors.

The results of this study get the equation $\hat{Y} = -87.531 + 0.938X_1 + 0.407X_3$ can be used to predict OCB based on the Quality of Work Life and Personality score. This means that this equation can predict that every 1 increase in the Quality of Work Life and Personality score together will increase OCB by 0.407 times for the Personality variable and 0.938 times for the Quality of Work Life variable at the constant -87.531.

6. The Relationship between Professional and Personality Commitments with Organizational Citizenship Behaviors.

The results showed a significant positive relationship between Professional Commitment and Personality with OCB. Based on the results of the study, the correlation coefficient value of the relationship between Professional and Personality Commitment with OCB (r_{y23}) is 0.984 with a very strong category, with a probability value (sig) of $0.000 < 0.005$, so H_0 is rejected, meaning that there is a significant relationship between Professional and Personality Commitment with OCB. Thus this study confirms that there is a significant positive relationship between Professional Commitment and Personality together with OCB.

Contribution of Professional and Personality Commitment to OCB (r^2_{y23}) is 0.968 which can be interpreted that 96.8% of the OCB factor is determined jointly by Professional and Personality Commitment while the remaining 3.2% is determined by other factors.

The results of this study get the equation $\hat{Y} = -28.501 + 0.716X_2 + 0.274X_3$ can be used to predict OCB based on the score of Professional Commitment and Personality. This means that this equation can predict that each increase of 1 score of Professional Commitment and Personality will collectively increase OCB by 0.274 times for the Personality variable and 0.716 times for the Professional Commitment variable at a constant 0.274.

7. Relationship between Quality of Work Life, Professional Commitment and Personality with Organizational Citizenship Behaviors

The results showed that there was a significant positive relationship between the quality of work life, professional commitment and personality with OCB. Based on the research results, the correlation coefficient value of the relationship between the quality of work life, professional commitment and personality with OCB (r_{y123}) is 0.987 with a very strong category, with a probability value (sig) of $0.000 < 0.005$, so H_0 is rejected, meaning that there is a significant relationship between the quality of life. work, professional commitment and

personality with OCB. Thus this study confirms that there is a significant positive relationship between the quality of work life, professional commitment and personality together with OCB.

Thus, the contribution of the quality of work life, professional commitment and personality to OCB (r^2_{y123}) is 0.974 which can be interpreted that 97.4% of the diversity in OCB can be explained by the quality of work life, professional commitment and personality, while the remaining 2.6% is determined by another factor.

The results of this study get the equation $\hat{Y} = -55,230 + 0.451X_1 + 0.465X_2 + 0.217X_3$ can be used to predict OCB based on the score of Quality of Work Life, Professional Commitment and Personality. This means that this equation can predict that every increase of 1 score for the Quality of Work Life, Professional Commitment and Personality together will increase OCB 0.217 times for the Personality variable, 0.465 times for the Professional Commitment variable and 0.451 times for the Quality of Work Life variable at the constant -55.230.

9. Conclusion

Based on the research results of empirical studies using a correlational approach and SITOREM analysis through data processing, statistical calculations, hypothesis testing and discussion of research results followed by contribution analysis, indicator analysis, indicator weight analysis by experts and analysis of indicator classification determination, this research has found an effort. -Efforts to increase Organizational citizenship behavior (OCB) for temporary teachers in private vocational schools in Sanggau District, West Kalimantan Province through the quality of work life, professional commitment, and personality, based on the following identifications:

1. There is a significant positive relationship between the variable quality of work life and non-permanent teachers (OCB) of private vocational schools in Sanggau Regency, West Kalimantan Province. This can be seen from the score on the correlation coefficient (r_{y1}) of 0.993, which means that the strength of the relationship between the two variables is in the very strong category and is positive, that is, there is a unidirectional relationship. While the coefficient of determination from the regression equation is 0.987 (r^2_{y1}), which means that the percentage of the relationship between the quality of work life and OCB variables is 98.7%, while the remaining 1.3% is influenced by other factors not observed by the author. Thus, strengthening the quality of work life can improve teacher OCB.

2. There is a significant positive relationship between the variable of professional commitment with OCB for non-permanent teachers in private vocational schools in Sanggau Regency, West Kalimantan Province. This can be seen from the score on the correlation coefficient (r_{y2}) of 0.990, which means that the relationship between the two variables is in the very strong category and is positive, namely there is a unidirectional relationship. Meanwhile, the coefficient of determination from the regression equation is 0.981 (R^2), which means that the percentage of the relationship between the variable of professional commitment and OCB is 98.1%, while the remaining 1.9% is influenced by other factors not observed by the author. Thus, strengthening professional commitment will increase teacher OCB.

3. There is a significant positive relationship between personality variables and OCB of honorary private vocational school teachers in Sanggau Regency, West Kalimantan Province. This can be seen from the score on the correlation coefficient (r_{y3}) of 0.861, which means that the strength of the relationship between the two variables is in the very strong category and is positive, that is, there is a unidirectional relationship. While the coefficient of determination from the regression equation is 0.741 (r^2_{y3}), which means that the percentage of the relationship between personality variables and OCB is 74.1%, while the remaining 25.9% is influenced by other factors that are not observed by the author. Thus, strengthening the personality will increase the teacher's OCB.

4. There is a significant positive relationship between the Quality of Work Life variable, the variable of professional commitment together with the OCB of honorary private vocational school teachers in Sanggau Regency, West Kalimantan Province. This can be seen from the score on the correlation coefficient (r_{y12}) of 0.996, which means that the strength of the relationship between the two variables together with OCB is in the very strong category and is positive, namely there is a unidirectional relationship. While the coefficient of determination from the regression equation is 0.992 (R^2), which means that the percentage of the relationship between the Quality of Work Life variable, the variable of professional commitment together with Organizational Citizenship Behaviors (OCB) is 99.2% while the remaining 0.8% is affected. by other factors not observed by the author. Thus, strengthening the quality of work life and professional commitment can collectively increase teacher OCB.

5. There is a significant positive relationship between the quality of work life, personality variables together with OCB non-permanent teachers of private vocational schools in Sanggau District, West Kalimantan Province.

This can be seen from the score on the correlation coefficient (r_{y13}) of 0.980, which means that the strength of the relationship between the two variables is in the strong or very high category and is positive, which is a unidirectional relationship. While the coefficient of determination from the regression equation is 0.961 (R^2), which means that the percentage of the relationship between the Quality of Work Life variable, the personality variable together with OCB is 96.1%, while the remaining 3.9% is influenced by other unobserved factors. by the author. Thus, strengthening the quality of work life and personality together will increase teacher OCB.

6. There is a significant positive relationship between the variables of professional commitment and personality variables together with OCB for non-permanent teachers of private vocational schools in Sanggau Regency, West Kalimantan Province. This can be seen from the score on the correlation coefficient (r_{y12}) of 0.984, which means that the strength of the relationship between the two variables is in the very strong or very high category and is positive, i.e. there is a unidirectional relationship. While the coefficient of determination from the regression equation is 0.968 (R^2), which means that the percentage of the relationship between the Profession Commitment variable and the Personality variable together with OCB is 96.8%, the remaining 3.2% is influenced by other factors not observed by the author. . Thus, strengthening the commitment to the profession and personality together will increase teacher OCB.

7. There is a very significant positive relationship between the quality of work life variable, the professional commitment variable and the personality variable together with the OCB for non-permanent teachers of private vocational schools in Sanggau Regency. This can be seen from the score on the correlation coefficient (r_{y123}) of 0.987, which means that the strength of the relationship between the three variables is in the very strong or very high category and is positive, namely that there is a unidirectional relationship. While the coefficient of determination from the regression equation is 0.974 (r^2_{y123}), which means that the percentage of the relationship between the quality of work life, professional commitment and personality variables together with OCB is 97.4%, the remaining 2.6% is influenced by other factors not observed by the authors. Thus strengthening the quality of work life, professional commitment, and personality together can increase teacher OCB.

Based on the results of the SITOREM analysis in this study, it can be explained that the priority order of improvements that need to be improved is: 1). Easy to socialize and authoritative, 2). Voluntary action, and; 3). Active in organization. As for the order that is maintained, namely: 1). Work outside the time of duty, 2). Dedication to work, 3). Empathy and avoid problems, 4). Liked, polite and happy to work together, 5). Reliable, 6). Responsible and convey constructive ideas, 7). Calm, focus and confident, 8). Integrity and commitment to career pursuits, 9). Interest in new things, 10). Responsibility for organizational regulations, 11). Professional development and social interaction, 12). Self evaluation and leadership, 13). Be proud of working and building relationships with fellow teachers, 14). Teaches and runs School administration.

10. Acknowledgments

This research was conducted in order to fulfill one of the requirements for obtaining a Doctorate degree at Pakuan Bogor University. Thank you for the support from the family, as well as input, suggestions, and guidance from the promoter and co.promotor.

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