Optimal Solution for Ocb Improvement Through Strengthening of Personality, Interpersonal Communication and Organizational Justice

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ABSTRACT

The purpose of this research is to make an effort to improve the teacher's OCB by conducting research into the relationship between personality variables, interpersonal communication, and organizational justice. This research uses methods of correlational statistical analysis to find out the relationships between the variables studied and the SITOREM method for indicator analysis to obtain optimal solutions to enhance the teachers' OCB. The population of the study was teachers of the Secondary School of Education (SMK) PGRI in Bogor district, which amounted to 289 people, from the population then took samples using the Slovin formula obtained samples of 168 people.

The results of the analysis using correlational methods show that there is a positive relationship between personality and OCB with a correlation coefficient $\rho y1 = 0.416$ so that personality reinforcement can increase OCB. There are positive relationships between interpersonal communications with OCBs with a Correlation Coefficients $\rho i2 = 0.526$ so strengthening interpersonnel communications can increase OCBs. From SITOREM analysis, the optimal solution is that of the 23 indicators, 14 indicators are good enough to beined or developed and 9 indicators are still weak so that they need to be repaired. good indicators are: 1) supportive behavior, 2) technical factors, 3) social status, 4) cruelty, 5) self-extraversion, 6) openness to experience, 7) emotional stability, 8) carefulness, 9) wise, 10) equality, 11) consistency, 12) maintaining ethics, 13) informative, and 14) self-esteem, and indicators to be improved in the order of priority management are as follows: 1st trust, 2nd opening, 3rd appreciation for inspiration, 4th need, 5th courtesy, 6th civic virtue, 7th conscientiousness, 8th sportsmanship, and 9th altruism

KEYWORDS: *OCB, Personality, Communication, Interpersonal, Organizational Justice, SITOREM Analysis*

Introduction

Human resources in educational organizations play a strategic role, it is based on the belief that the individual is the formulator of the organization's goals and at the same time the primary driver for achieving them. Each individual in the organization must accomplish the basic tasks according to their responsibilities, and as a citizen of the organization, the individual also should work together in a team to realize the goals of the organization. Such behavior in modern management is called OCB (Organizational Citizenship Behavior).

A good OCB is the behavior of a teacher who can perform the basic tasks as set out in the job description plus the consciousness of doing something that he believes can accelerate the achievement of the organization's goals through such behaviors as; helping colleagues, engaging in the structure of the school organization or the organization of the profession, being tolerant of the situation and always being careful in attitude so as not to cause problems.

Based on the preliminary survey conducted through the spread of a lift to 30 teachers at 6 (six) PGRI Graduate Schools (SMK) in Bogor district, obtained data that 41.7% teachers are not optimum in helping colleagues (altruism), there are 36.7% not optimal in the attitude of preventing problems (courtesy), there are 35% teachers that are not optimum in attitude exceeding the minimum requirements (conscientiousness), there is 40% of the teachers are not ideal in the tolerance attitude to less ideal conditions (sportsmanship), there is 35% of teachers have not been optimal in contributing to the progress of the organization or organization (civic virtue).

The results of the above survey indicate that the OCB of teachers still needs to be improved and given that the teacher's OCB is an important element related to the achievement of educational goals, then this is interesting to study. The objective of the research is to produce an optimal solution for improving the teacher's OCB by finding the right way or strategy for the improvement of the OCB, i.e. by performing free variable reinforcement that positively influences the teacher's. These variables are personality, interpersonal communication, and organizational justice. The optimal solution found is then used as a recommendation to the relevant parties namely teachers, head of school, school supervisors, school organizers, and educational services.

Literature Review

Organizational Citizenship Behavior

Organ (1977) explains that: OCB is a person's behavior that is realized of his own volition (voluntary), which cumulatively (as a whole) will support the effectiveness of organizational functioning, and this behavior, either directly or explicitly, is not reorganized or regulated by the formal reward system that applies in the organization. The indicators of OCB are 1) altruism, 2) courtesy, 3) conscientiousness, and 4) civic virtue.

Luthans (2011) stated that OCB is certain personality characteristics (traits) found in individuals, namely cooperative traits, liking to help and pay attention to other people, and seriousness in work. OCB is built from five dimensions, namely: 1) altruism, 2) conscientiousness, 3) civic virtue, 4) sportsmanship, and 5) Courtesy.

McShane and Glinow (2010) define OCB as various forms of cooperation and helping others that support social

organizations and psychological contexts. The dimensions of OCB are: 1) self-learning, 2) social welfare participation, 3) maintaining interpersonal harmony at the workplace, and 4) compliance with social norms existing in society (compliance with social norms that exist in society). Behavior that is realized based on one's own choices aimed at the interests of the organization and personal interests.

Ivancevich (2008) explains that OCB as the idea of expecting employees to go the extra mile has become important as service organizations continue to dominate economic growth. The OCB indicators are 1) Altruism, 2) Courtesy, 3) Compliance, 4) Civic Virtue, and 5) Sportsmanship.

Bolino and Turnley (2002) identified that organizations can produce employee behavior that is not just focused on their duties. The indicators are: 1) altruism, 2) courtesy, 3). sportsmanship, 4) conscientiousness, and 5) civic virtue.

Atika and Singh (2008) researched OCB and found that OCB behavior has two general characteristics, namely: these actions are not directly regulated (technically not required as part of a person's job), and these actions represent a specific job or extra that organizations need from their workforce to be successful.

George (2002) explains OCB as behavior that goes beyond the call of duty that is not determined by members of the organization, this behavior is important for the survival and effectiveness of the organization. OCB is built from five dimensions, namely: 1) civic virtue, 2) conscientiousness 3) courtesy, and 4) sportsmanship.

Kinicki et al (2008) stated that OCB is the behavior of employees who indirectly carry out work beyond what is required by the organization, namely: 1) behavior that builds and cares for the organization, individuals who like to help others, 2) behavior of providing suggestions for the progress of the organization, 3) behavior willing to endure unpleasant circumstances without complaint, and presence exceeding standards. 4) Behavior directly or indirectly carrying out work that exceeds the requirements set by the organization by raising awareness to care about the organization by helping colleagues, providing advice, and high loyalty characterized by a readiness to be willing to endure unpleasant circumstances. Colquitt et al (2011) suggest that OCB is an individual's voluntary behavior that is not influenced by the reward system that contributes to the organization. The indicators are: 1) altruism, 2) courtesy, 3) sportsmanship, 4) voice), 5) civic virtue and 6) boosterism.

Based on the theoretical study above, it can be synthesized that OCB is individual behavior that is realized of their own accord (voluntary), which cumulatively (as a whole) will support the effectiveness of organizational functioning, and this behavior, either directly or explicitly, is not regulated by a reward system, applicable formal, which can be measured based on indicators: 1) altruism, 2) courtesy, 3) conscientiousness, 4) sportsmanship, and 5) civic virtue.

Personality

Gibson et al, (2012) personality is a set of relatively stable characteristics, tendencies, and temperaments that are shaped by inheritance and by significant social, cultural, and environmental factors. Personality dimensions are conscientiousness, characterized by being hardworking, diligent, organized, and reliable, and a person's persistent behavior, extraversion, namely the extent to which a person is sociable, gregarious, and assertive compared to being quiet, calm, shy, and friendliness.

Robbins and Judge (2013), personality is the organizational dynamics between individual and psychophysical systems that determine unique adjustments to the environment with indicators: 1) conscientiousness, 2) extraversion, 3) agreeableness, 4) emotional stability, and 5) openness to experiences.

Luthans (2011) explains that personality is how a person influences other people and how they understand and see themselves, as well as how their inner and outer character measures patterns, measuring inner and outer measurable traits and interactions between situations, with indicators: 1) conscientiousness, 2) extraversion, 3) agreeableness, 4) neuroticism, and 5) openness to experience.

Hellriegel and Slocum (2011) explained that individual personality can be explained by a series of factors known as the Big Five personality factors. Specifically, personality factors describe an individual's level of emotional stability, agreeableness, self-disclosure, conscientiousness, and openness to experience.

Ryckman (2008) explains that: Personality is a dynamic organization that a person has, which uniquely influences cognitive, motivation, and behavior in various situations. Five personality dimensions include 1) conscientiousness, 2) extraversion, 3) agreeableness, 4) neuroticism, and 5) openness to experience.

Schermerhorn et al (2011) also explain that personality includes a whole combination of characteristics that capture a person's unique nature as that person reacts and interacts with other people. Personality combines a set of physical and mental characteristics that reflect how a person looks, thinks, acts, and feels.

Based on the descriptions stated above, it can be synthesized that personality is a tendency in a person to explain the characteristics of his behavior patterns which are consistent with indicators, namely: 1) conscientiousness, 2) extraversion, 3) agreeableness, 4) neuroticism, and 5) openness to experience.

Interpersonal Communication

Anderson (2001) interpersonal communication is at the core of organizations because it creates structures that then influence what will be said and done, and by whom. Interpersonal communication takes place effectively, so several aspects must be paid attention to by interpersonal communication practitioners, namely: 1. openness, 2. empathy, 3. supportiveness, positiveness, 5. equality.

Schermerhorn et al (2011) communication is an interpersonal communication activity in the form of the process of sending and receiving symbols in the form of messages achieved by them. This communication aims to convey messages quickly and briefly through personal symbols. Four dimensions influence interpersonal communication, namely self-image, the image of

the other party, the physical environment, and the social environment.

Schermerhorn et al. (2010) explain that interpersonal communication in organizations is information that uses sophisticated technology and is supported by continuous developments in information technology. The communication context has four dimensions, namely physical, cultural, social psychological, and temporal dimensions.

Daft (2008) describes interpersonal communication as unfavorable or difficult and thus tends to avoid situations where communication is necessary. There are three dimensions of context in the interpersonal communication process, namely: physical, social psychological, and temporal dimensions.

McShane (2010) suggests that interpersonal communication depends on the sender's ability to get the message and the recipient's performance as an active listener. Interpersonal communication (interpersonal communication) is communication between individuals. The success of implementing communication is greatly influenced by several factors, namely factors in selecting the type of information and factors related to the technique of conveying or transmitting data.

Burleson (2013) expressed his opinion that interpersonal communication refers to dyadic (two-way) communication where two individuals share the role of sender and receiver who are connected through mutually beneficial activities. The indicators are technical factors, behavioral factors, situational factors, time constraints, and psychological distance/social status.

Ivancevich et al (2011) say that interpersonal communication is the delivery and reception of information and understanding that flows from individuals to other individuals in various ways, carried out face to face and within a certain group in conveying messages quickly. Several factors that influence interpersonal communication are trust, supportive behavior, and open attitude.

Luthans (2011) explains that interpersonal communication is between communication media and technology on the one hand and non-verbal communication on the other. Because communication is a dynamic interpersonal process that includes changes in behavior. Interpersonal communication emphasizes the transfer of information from one person to another, with indicators: self-image, image of the other party, physical environment, social environment, physical condition, and body language.

Devito (2009) suggests that interpersonal communication is the sending of messages from someone and being received by another person, or group of people, where the indicators are: 1. openness, 2. empathy, 3. support, 4. positive feeling, and 5. equality with immediate effects and feedback.

Based on the description of the concept above, it can be synthesized that interpersonal communication is the activity of sending and receiving messages reciprocally carried out by individuals who have close relationships to achieve the desired goals within the organization with indicators 1). technical factors, 2). openness, 3). trust, 4). positiveness), and 5). social status.

Organizational Justice

Robbins and Judge (2013) organizational justice is all perceptions about justice in the workplace. Organizational justice has 3 (three) forms, namely: 1). distributive justice, 2). procedural justice, and 3). interactional justice. Schultz and Schultz (2006) define organizational justice as the perception of how fairly employees are treated by the company. With indicators: decreased job satisfaction, decreased organizational commitment, unfair conditions, high stress, and looking for another job.

Greenberg (2011) organizational justice is the science of people's perceptions and reactions to justice and injustice in organizations. Meanwhile, the indicators are: giving assignments, dividing tasks, conducting performance assessments, and determining salary increases, positions, and remuneration.

Ivancevich (2011) explains that organizational justice is an area of organizational research that focuses on employees' perceptions and assessments regarding fairness in the processes and decision-making of the organizations in which they work. The factors for lack of justice in organizations are performance appraisals are not carried out fairly, salary increases that are not transparent, promotions, and unfair remuneration.

George and Jones (2002) organizational justice is an employee's perception of overall justice in their organization. Organizational justice is divided into 4 dimensions, namely: 1). distributive justice, 2). procedural justice, 3) interpersonal justice, and 4). informational justice. Organizational justice is divided into four dimensions, namely: 1) distributive justice, 2) procedural justice, 3) interpersonal justice, and 4) informational justice.

Based on various previous explanations, it can be synthesized that organizational justice is a person's perception of the organization or leader treating himself fairly. Indicators of organizational justice are as follows: 1) equality, 2) needs, 3) inspiration award, 4) consistency, 5) ethics, 6) pride, 7) informative, and 8) wisdom.

Research Methods

As explained above, this research aims to find ways to increase teacher OCB through research on the strength of the relationship between OCB as the dependent variable and personality, interpersonal communication, and organizational justice as independent variables. The research method used is a survey method with a correlational statistical approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for increasing teacher OCB. The research configuration of the variables studied and their indicators is as follows:
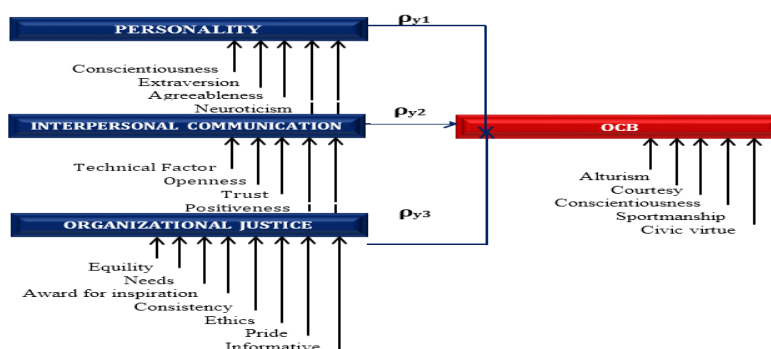
Figure 1. Configuration of relationships between variables and indicators studied

The research was carried out on PGRI Vocational High School (SMK) teachers in Bogor Regency with a teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula taken from Sugiyono (2015).

Data collection in this research used research instruments in the form of questionnaires which were distributed to teachers as research respondents. The research instrument items are derived from the research indicators whose conditions will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability (Umar, 2013). The validity test was carried out using the Pearson Product Moment technique, while for the reliability test, a calculation was used using Cronbach's Alpha formula. After the data is collected, homogeneity tests, normality tests, linearity tests, simple correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing are then carried out.

Next, indicator analysis was carried out using the SITOREM method from Hardhienata (2017) to determine the priority order for improving indicators as recommendations to related parties which is the result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from hypothesis testing, (2) the priority order for handling indicators resulting from expert assessments, and (3) the indicator value obtained from data calculations obtained from the answers of research respondents.
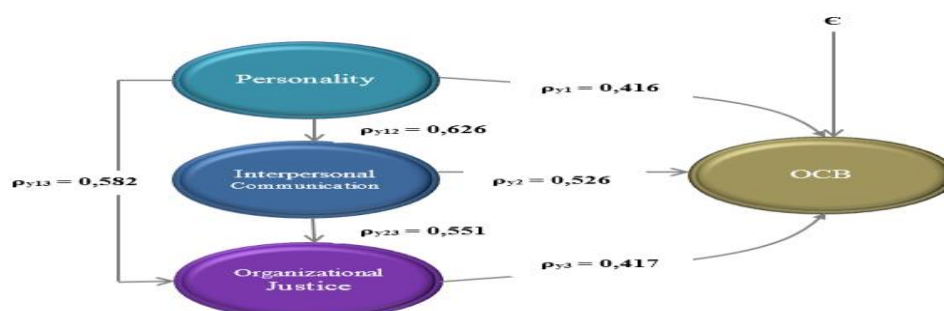
Results and Discussion

Figure 2. Correlation Test Results

1. The relationship between personality and OCB

The results of data processing through statistical hypothesis testing show that there is a very significant positive relationship between personality and OCB, with a correlation coefficient of 0.416 and a determination coefficient of 0.093. This means that the higher the personality, the higher the OCB. The implication is that if OCB is to be improved then personality strengthening is needed.

Expert assessment related to the priority of personality variable indicators by considering the factors cost, benefit, importance, and urgency produces indicators that are in good condition so they just need to be maintained or developed, namely 1) Courtesy, 2) Civic virtue, 3) Conscientiousness, 4) Sportsmanship, and 5) Altruism.
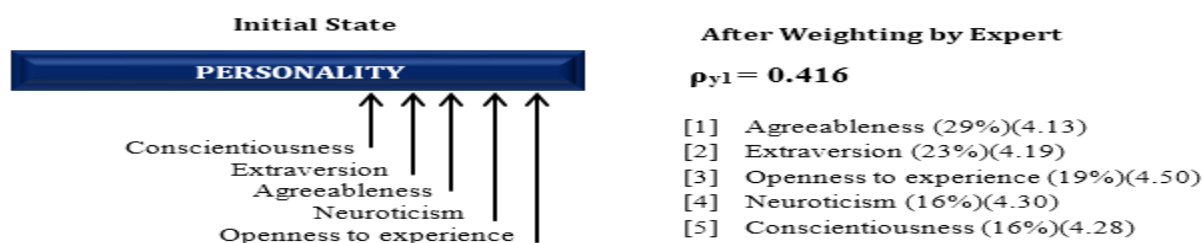

Figure 3. Results of indicator weighting and personality indicator values

2. The relationship between Interpersonal Communication and OCB

The results of data processing through statistical hypothesis testing show that there is a very significant positive relationship between interpersonal communication and OCB, with a correlation coefficient of 0.526 and a determination coefficient of 0.161. This means that the higher the interpersonal communication, the higher the OCB. The implication is that if OCB is to be improved then it is necessary to strengthen interpersonal communication.

Expert assessment related to the priority of personality variable indicators by considering the factors cost, benefit, importance, and urgency resulted in the following priority order for handling: 1st Trust, and 2nd Openness, while the indicators that are in good condition and need to be maintained or developed are 1) Possitiveness, 2nd) Technical Factor, and 3) Social Status.
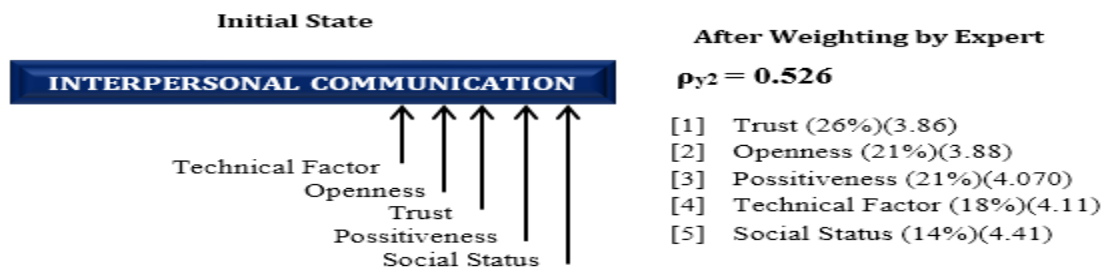

Figure 4. Results of indicator weighting and interpersonal communication indicator values

3. The relationship between Organizational Justice and OCB

The results of data processing through statistical hypothesis testing show that there is a very significant positive relationship between organizational justice and OCB, with a correlation coefficient of 0.417 and a determination coefficient of 0.047. This means that the higher the organizational justice, the higher the OCB. The implication is that if OCB is to be improved then it is necessary to strengthen Organizational Justice.

The expert assessment related to the priority of personality variable indicators by considering the factors cost, benefit, importance, and urgency resulted in the following priority order for handling: 1st Award for Inspiration, and 2nd Needs, while the indicators that are in good condition and need to be maintained or developed are 1) Wisdom, 2) Equity, 3) Consistency, 4) Ethics, 5) Informative, and Pride
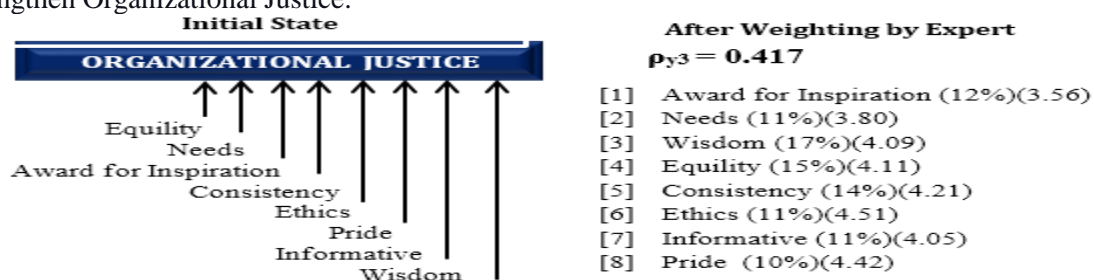

Figure 5. Results of Indicator Weighting and Organizational Justice Indicator Values

4. Optimal solution to increase teacher OCB

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for strengthening teacher OCB as shown in Table 1 below:

Table 1 Results of SITOREM analysis which is the optimal solution in increasing teacher OCB

ORGANIZATIONAL CITIZENSHIP BEHAVIOUR (OCB)				
	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Altruism	1st	Courtesy (22%)	3.73
2	Courtesy	2nd	Civic virtue (20%)	3.63
3	Conscientiousness	3rd	Conscientiousness (24%)	3.24
4	Sportsmanship	4th	Sportsmanship (18%)	3.13
5	Civic virtue	5th	Altruism (16%)	2.94

PERSONALITY (X_1) ($\rho_{y1} = 0{,}306$) (Rank II)				
	Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Conscientiousness	1st	Agreeableness (26%)	4.13

2	Extraversion	2nd	Extraversion (23%)	4.19
3	Agreeableness	3rd	Openness to experience (19%)	4.50
4	Neuroticism	4th	Neuroticism (16%)	4.30
5	Openness to experience	5th	Conscientiousness (16%)	4.28

INTERPERSONAL COMMUNICATION (X_2) (ρ_{y2} = 0,402) (Rank I)			
Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Technical Factor	1st Trust (26%)	3.86
2	Openness	2nd Openness (21%)	3.88
3	Trust	3rd Positiveness (21%)	4.07
4	Positiveness	4th Technical Factor (18%)	4.11
5	Social Status	5th Social Status (14%)	4.41

ORGANIZATIONAL JUSTICE (X_3) (ρ_{y3} = 0,217) (Rank III)			
Indicator in Initial State		Indicator after Weighting by Expert	Indicator Value
1	Equality	1st Award for Inspiration (12%)	3.56
2	Need	2nd Need (11%)	3.80
3	Award for Inspiration	3rd Wisdom (17%)	4.09
4	Consistency	4th Equality (15%)	4.11
5	Ethics	5th Consistency (14%)	4.21
6	Pride	6th Ethics (11%)	4.51
7	Informative	7th Information (11%)	4.05
8	Wisdom	8th Pride (10%)	4.42

SITOREM ANALYSIS RESULT		
Priority order of indicator to be Strengthened		Indicators remain to be maintained
1st	Trust	Positiveness
2nd	Openness	Technical Factor
3rd	Award for Inspiration	Social Status
4th	Need	Agreeableness
5th	Courtesy	Extraversion
6th	Civic virtue	Openness to experience
7th	Conscientiousness	Neuroticism
8th	Sportsmanship	Conscientiousness
9th	Altruism	Wisdom
10th	-	Equality
11th	-	Consistency
12th	-	Ethics
13th	-	Information
14th	-	Pride

Conclusions, Implications, and Suggestions

From the results and discussion described above, the following conclusions can be drawn:

1. There is a positive relationship between personality and teacher OCB with a correlation coefficient of 0.416 so strengthening personality can increase teacher OCB.

2. There is a positive relationship between interpersonal communication and teacher OCB with a correlation coefficient of 0.526 so strengthening personality can increase teacher OCB.

3. There is a positive relationship between organizational justice and teacher OCB with a correlation coefficient of 0.417 so strengthening personality can increase teacher OCB.

The implication of the conclusion above is, that if teacher OCB is to be improved, it requires strengthening personality, interpersonal communication, and organizational justice.

From the results of the SITOREM analysis, the optimal solution is obtained as follows:

1. The priority order for handling indicators to strengthen personality, interpersonal communication, and organizational justice is as follows: 1st Trust, 2nd Openness, 3rd Award for Inspiration, 4th Need, 5th Courtesy, 6th Civic Virtue, 7th Conscientiousness, 8th Sportsmanship, and 9th Altruism

2. Indicators that are in good condition and need to be maintained or developed are as follows: 1) Positiveness, 2) Technical Factor, 3) Social Status, 4) Agreeableness, 5) Extraversion, 6) Openness to experience, 7) Neuroticism, 8) Conscientiousness, 9) Wisdom, 10) Equality, 11) Consistency, 12) Ethics, 13) Informativeness, and 143) Pride

Suggestions or recommendations that can be given to related parties are as follows:

1. Teachers need to improve OCB by strengthening personality, interpersonal communication, and organizational justice by improving Trust, Openness, Award for Inspiration, Need, Courtesy, Civic virtue, Conscientiousness, Sportsmanship, and Altruism

2. School principals, school supervisors, school organizing institutions, and the education department need to guide teachers in increasing OCB by providing appropriate direction to strengthen personality, interpersonal communication, and organizational justice to the results of this research.

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