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The Effect of Organizational Culture And Decision Making Toward Organizational Citizenship Behavior of Teacher in Pre-School

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Abstract. The research objectives are to determine the effect of Organizational Culture and Decision making toward organizational citizenship behavior of teacher in pre-school. The research was conducted sampling to 175 respondent teacher of pre-school at Bogor City with Path Analysis design. The results are; (1) Organizational Culture has direct influence toward Organizational Citizenship Behavior of teacher in pre-school (2) Decision making has direct influence toward Organizational Citizenship Behavior of teacher in pre-school (3) Organizational Culture has direct influence toward Decision making. Conclusion, in enhancing organizational citizenship behavior of teacher in pre-school would be strengthening on Organizational Culture and Decision making.

Keywords: organizational citizenship behavior, organizational culture, decision making

I. INTRODUCTION

Early childhood is often called the golden age where Education Fundamental begins. In this time, all the functions and abilities of children is growing very rapidly that require contributions from adults to provide appropriate stimulation for its ability to be actualized and develop optimally (Vygotsky). This indicates how important the role of a teacher as an educator. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating learners in formal education. In addition to formal education, teachers are expected not only able to perform task performance related to pedagogic competence and professional competence but also related to the competence of personality and social competence such as respecting with students, having the ability to communicate, assisting each other, tolerance with students, coworkers and leaders by applying the principles and spirit of togetherness, perform their duties outside their working hours, have initiatives to

develop themselves. By having the above behavior, the teacher can be interpreted to have Organizational Citizenship Behavior (OCB) which is the benefit for the progress of the school.

Based on data from the Ministry of Education and Culture of the Republic of Indonesia, Directorate General of PAUDNI (April, 2013), only 20.51% pre-school teachers have pass the graduate. It means 79.49% teacher below that standard. The results of initial survey in the province of Banten (2012) and Bogor (2012) concern OCB indicators such as carry out the task more than expected (voice), speaking up and offering constructive suggestions for change (voice), representing the organization in a positive way when away from school (bossterism) is still below 50%. It can be interpreted that the OCB of teachers is low and not maximized. Based on the above, the researcher is interested in taking on the issue :” Is there any affect of Organizational Culture and Decision Making toward Organizational Citizenship Behavior of teacher in pre-school?”

II. LITERATURE REVIEW

OCB is one of the main topics that get practitioners and researchers attention and interest. Many studies have been done to identify the factors that effect OCB such leadership style, personality, work satisfaction and other variables. The Factors affecting teachers' OCB in this research include Organizational Culture and decision-making.

OCB is defined by many experts e.q. Colquitt et al (2008: 43-44) who basically has the same meaning as voluntary employee activities that may or may not be reward but that contribute to the organization by improving the overall quality of the setting in which work takes place. The importance of OCB for the achievement of organizational goals is also expressed by Colquitt et al (2008:43) that the most valuable employees in any organization are those who go the extra mile. It is also reinforced by Steven L. Mcshane and Von Glinow (2008:38) stating that one of the defining characteristics of standard employees is that they perform beyond task performance standar or expectations. They will go the extra step, or maybe even the extra mile, to support the interest of organizations.

Organizational culture according to Ivancevich et al (2006: 44) is what the employees perceive and how that perception creates a pattern of beliefs, values and expectations. Established communication patterns-oriented full of intimacy and the mutual interests will create a conducive atmosphere in the school so that the teachers will be happy to assist co-workers who have difficulty in carrying out their duties and co-workers are able to tolerate different of views.

Decision-making according to Certo (1997: 6) is a process of choosing the best alternative for reaching objectives. Teachers were able to determine the best option for achieving the goal will realize the importance of developing the OCB for the betterment of the school.

III. MATERIAL AND METHODS

This study used a quantitative approach with survey method and path analysis (path analysis) to analyze the influence of one variable to another variable. There are two exogenous variables, organizational culture (X) and decision making (Z) for OCB and two endogenous variables, decision-making (Z) and OCB (Y).

The population in this study is an accredited private pre-school teachers in the six areas at Bogor city. Based Slovin's sampling method, obtained a

sample of 175 people. Sampling technique using proportional random sampling and data collection techniques using instruments such as questionnaires with test and non-test. The validity test using Product Moment for non-test instruments.

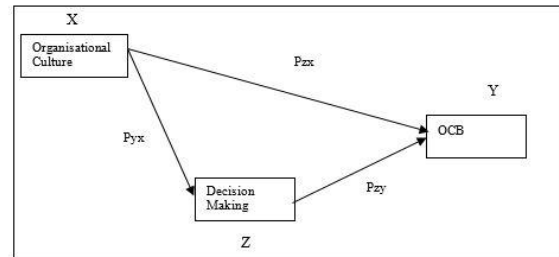


Fig 1. Research design with the path analyse

Data analysis techniques include: (a) a description of the data. Descriptive analysis is presented in the frequency table and histogram diagram, (b) testing data analysis requirements. normality test using Liliefors test, test and test linearity regression significance using the F test, (c) test the research hypothesis. Preceded by correlation between variables and the relationship between the criterion variable Guilford (1956). Analysis of the path analysis is used to determine (1) the direct positive influence of organizational culture on OCB, (2) direct positive influence of organisational culture toward decision making, (3) direct positive influence toward decision making toward OCB.

IV. RESULT AND DISCUSSION

In case of the path coefficients, obtained for first structural the following results: Organizational Culture (X) direct positive influence toward OCB (Y) about = 0.388(t = 5.413; p < 0,01) was significant. Decision-making (Z) direct positive influence toward OCB (Y) about = 0,324(t = 4.522; p < 0,01) was significant (Tab 1).

TABLE I
PATH COEFISIEN OF THE FIRST STRUCTURAL MODEL

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.017	7.015		7.130	.000
	Organisational Culture(X)	.370	.068	.388	5.413	.000
	Decision Making(Z)	1.102	.244	.324	4.522	.000

a. Dependent Variable: OCB(Y)

TABLE III
 SUMMARY OF FIRST STRUCTURAL MODEL

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629 ^a	.396	.389	8.939

a. Predictors: (Constant), Decision Making(Z), Organisational Culture(X)

The path coefisien of the secondary structural the following result: Organisational Culture (X) direct positive influence toward Decision Making (Z) about 0,562 ($t = 8.931 > t \text{ table} = 2,604$ ($p < 0:01$) was significant (Tab 3).

TABLE IIIII
 PATH COEFISIEN OF THE SECONDARY STRUCTURAL MODEL

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.246	2.136		2.924	.004
	Organisational Culture(Y)	.158	.018	.562	8.931	.000

a. Dependent Variable: Decision Making(Z)

TABLE IVV
 SUMMARY OF SECONDARY STRUCTURAL MODEL

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.562 ^a	.316	.312	2.788

a. Predictors: (Constant), Organisational Culture(X)

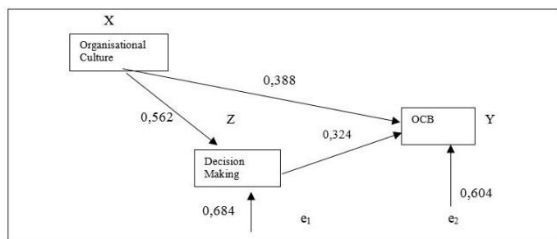


Fig 2. Fit model

Based on above model, can be describe, first, the organizational culture had direct positive influence toward OCB, and the decision making had direct positive influence toward OCB with $Y = 0,388X + 0,324Z + 0,604e_2$; $R^2_{X \rightarrow Y} = 0,396$. Therefore, it can be said that OCB of teachers in pre-school increased because of the effect of increasing Organisational Culture and Decision making. It is

also be said that 39.6% of the variance in OCB originates from organizational culture and decision making when the determination coefficient ($R^2 = 0.396$) is taken into consideration.

Second, the organizational culture had direct positive influence toward Decision Making with $Z = 0,562X_1 + 0,684 e_1$; $R^2_{X_1 \rightarrow Z} = 0,316$. Therefore, it can be said that decision makin of teachers in pre-school increased because of the effect of increasing organisational culture. It also be said that 31.6 % of the variance in decision making oiginates from organisational culture when teh derermination coefficient ($R^2 = 0.316$) is taken into consideration. (Fig. 2)

According to the result of the organizational culture such as safety culture, attention to detail and sociability have influence on OCB and decision making of teachers in pre-school. The result also show that the decision making such as the ability to choose a decision based on knowledge and experienc, and the ability to choose the most appropriate decision have influence on OCB.

V. CONCLUSION

The research proved thad organizational culture, decision making have positif direct influence toward OCB of teacher in pre-school. Organizational culture in schools that prioritize the security and safety, team-oriented, attention to detail and good communication patterns will improve teacher behavior in helping, tolerate and perform tasks more than expected that contributes to pre-school progress. Teachers in pre-school who can choose the best alternative in decision making will choose to carry out tasks to advance the pre-school through OCB. In addition, the research have positif direct influence toward decision making. Organizational culture in pre-school helps teachers in choosing the right decision in various activities and problem solving. the teacher will feel more comfortable, without the pressure in choosing the right decision through a predetermined process. Considering the research finding, it can be pointed out that in enhancing organizational citizenship behavior of teacher in pre-school would be strengthened by organizational culture and decision making.

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