

Strengthening Motivation and Organizational Citizenship Behavior

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ABSTRACT. This study aims to explore the main role of job motivation and organizational citizenship behaviour in improving teachers' innovativeness. This mixed method study with sequential explanatory design was conducted and involved 114 teachers which were selected by proportional random sampling from 150 kindergartens. The result shows that teacher's innovativeness can be fostered by the relationship between job motivation and organizational behaviour. It also shows that teacher's innovativeness strengthens the notion that the higher score of the independent variables of job motivation and organizational citizenship behaviour, the higher score of the innovativeness serving as the dependent variable. Strengthening job motivations and organizational citizenship behaviour will improve teaching practices and having their good innovativeness. A combination of job motivations and organizational citizenship behaviour of teachers are required. Finally, teachers' conditions for teaching practices were examined at one point in time. The Quality of students will increase if teachers' innovativeness also increases.

Keywords: teacher's innovativeness, job motivation, organizational citizenship behaviour

INTRODUCTION

Early childhood education is the basic capital for subsequent children's education. The demand for the quality of educational graduates is increasingly urgent in line with the development of society and the world of work and the unavoidable changes in global competition. The quality of education graduates can be achieved if there is a synergistic cooperation between schools, communities, and the world of work as users of education output. School as a quality human resource printing institution must work effectively and efficiently as one of the criteria of school productivity. The productivity of the school is closely related to the school's resources, principal and teacher leadership. Teachers have an important role in producing qualified graduates. Teachers or educators of early childhood are generally the same as learning guards, facilitators, tutors who have the following characteristics or traits: a charismatic person, the ability to design a learning program, able to organize and manage the class effectively, efficiently, adult figure who can consciously educate, teach, guide and make teachers as professions that require special skills.

The fact at the moment can be said that the innovation of kindergarten teachers is still low and not optimal. Teachers have not done a maximum of innovation to develop the right learning model used for early childhood. Simple educational innovation can be interpreted as innovation in the field of education. Whereas the innovation of a teacher is very important in improving the quality of education, achieving an effective, efficient and conducive education in increasing the toughness of the students facing the challenges of life in the future.

The factors that allegedly inhibit and lead to low innovation of teachers include: management of the institution itself such as planning, managing, monitoring and evaluation of teachers has not been applied maximally. Unclear vision and norms of school organization. Leadership of principals plays an important role in directing, empowering potential teachers and motivating and inspiring teachers. Teacher work motivation plays an important role in

teacher innovation because of internal drive to develop, innovate in making new ideas.(Henny Suharyati, et al (2016 : 29)

Given the huge teacher's responsibilities and the limitations of the teachers and the limitations on the situation and conditions that are expected to be obtained from the profession, it is very necessary behaviour that exceeds the workload that the teacher obligations, namely Organizational Citizenship Behaviour (OCB). Progress in organizations is strongly influenced by the attitudes and behaviours of each teacher. Every teacher has got their own duties and roles. It relates to OCB that each individual is willing to work voluntarily beyond the duties that have been accepted. In addition to willing to work voluntarily, OCB is concerned with a person who likes to help a boss or a co-worker in trouble.

Wood, et al (2001: 611-614) argued that innovation is the process of creating new ideas and then pruning them. Innovation is a means of creating creative ideas that are applied in everyday life, ideally innovation is a practice that contributes to the improvement of consumer services and organizational productivity. There are several ways to look at innovation. Here innovation is perceived as a process, separating the product from the innovation process, and recording all the tensions from the beginning of idea development to implementation. He also explained that innovation is the process of creating new ideas and practicing them. Innovation is the way in which creative ideas can be found every day in the form of new goods or services so as to satisfy consumers or new systems and services that help organizations better make it.(Schermerhorn, 2010: 376-379).

Robbins (2003: 571-572) stated the same thing that: "Innovation is a new idea applied to initiating or improving a product, process, or service." Innovation is a new idea applied to start or improve a product, process or service. Greenberg and Baron (2008: 568-572) reinforce Robbins's opinion by stating that: "Innovation is the process of making change into something that has been so by introducing something new.

In educational organizations, teachers' innovativeness is the behaviour or action of teachers in creating ideas or updating existing ideas in teaching and learning activities such as making lesson plans, learning models, media and tools used in learning, assessment systems and classroom management require the implementation process of the learning product results and socialize it to all citizens learn..(Henny Suharyati, et al (2016 : 30). The dimensions and indicators of teacher innovation are: a. Dimensions of product innovation consisting of indicators: 1) creation of new ideas, 2) improvement of learning products; b. Dimensions of process innovation consisting of indicators: 1) ways to create learning products, 2) implementation of the findings; c. Dimensions of product implementation innovation consisting of indicators: 1) improving the attractiveness of learning products, 2) socialization of new learning products.

The basic understanding of motivation is the internal state of the organism that drives it to do something. The word "motive" is defined as the effort that drives someone to do something. Motives can be said as the driving force from within and within the subject to perform certain activities in order to achieve a goal. Schunk, et al (2008: 4-5) stated that the term motivation derived from the Latin word "overe" means "move". The idea of movement is reflected from the idea of reason as motivation as something that keeps us moving, maintains our performance and helps us accomplish the task. Motivation is a process shown by directed activities to achieve the purpose of being initiated and maintained.

Deckers (2010: 1) stated that motivation is a picture of a process that encourages one to perform an action. Motivation can come from the internal self-described as a biological and psychological variables, and if coming from outside the external person for example can be in the form of incentives or goals of a person to perform an action.

Greenberg and Baron (2008: 248-253) cited the theory of Maslow that defines motivation as a set of processes that arise, directly within a person and maintain his behaviour in achieving goals. Similarly, Robins defines motivation as follows: motivation is a process that calculates the intensity, direction and perseverance of individuals achieve a goal. The factors are as follows: 1) intensity: how one tries (effort), 2) direction: organizational advantage, 3) perseverance.

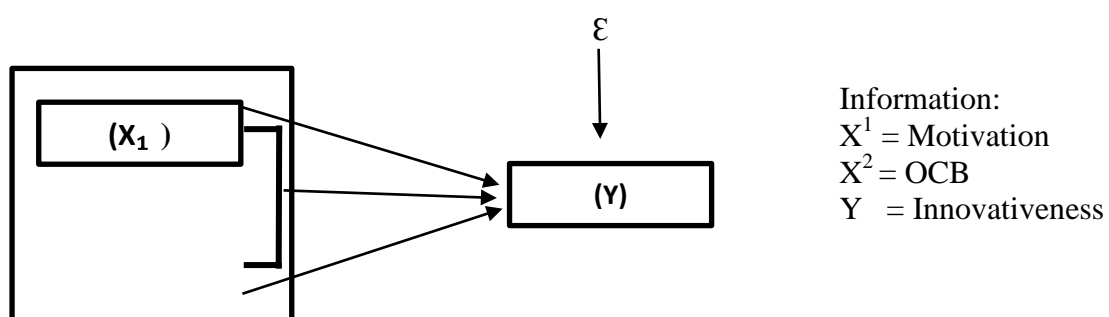
Meanwhile, Kinicki and Williams (2008) explained that OCB is an employee's behaviour that indirectly performs jobs beyond the organization's requirements. Indicators of OCB's behavior are: a) building and caring behaviour towards the organization, b) a person who likes to help others, c) behaviours advocating for organizational progress, d) defensive behaviour in unpleasant circumstances without complaint, e) presence exceeded standards. They argues that OCB is an individual voluntary behaviour that is unaffected by the reward system that contributes to the organization. Indicators that characterize the OCB's attitude are: a) altruism is the employee's behaviour in assisting his co-workers who are having difficulty in the current situation facing both the task in the organization and personal issues, b) Courtesy is the behaviour of providing important information to co-workers who need and maintain good relations , civility and respect with colleagues in order to avoid interpersonal problems, c) Sportmanship is a tolerance to less ideal circumstances in the organization without complaining and appealing, d) Voice is the behaviour of actively engaging in constructive opinions and suggestions for change in the direction that better, e) Civic Virtue is responsible and caring behaviour toward organizational survival, f) Boosterism promotes organizational behaviour.

In support of earlier opinion, Gibson et al (2008) stated that the OCB is an individual's behaviour to perform its assigned work in an effective and efficient way without considering rewards or bonuses, organization, with indicators as follows: a) doing good work for the organization and customers, without expecting rewards b) the motivation to always improve skills, c) build a high quality performance climate, d) strive to improve productivity, absenteeism and production quality.

Both variables such as motivation and OCB are assessed to improve teacher's innovation. If the teacher's innovation is improved then it is expected to increase the quality of the students' graduate quality produced by a school.

METHODOLOGY

The research conducts a sequential mixed method which the quantitative research is done first and then the qualitative research to deepen the result. The constellation of research on the relationship between work motivations, OCB with innovativeness can be described as follows:



(X₂)

ε = Other variables

Figure 1: Quantitative Research Contemplation

Testing of research hypothesis to know the strength of motivation (X¹), organizational citizenship behavior (X²), and teacher's innovativeness (Y) conducted data analysis with analysis technique as follows: The first step conducts a requirements analysis test by doing a test of normal standard error estimation by using Liliefors formula and a test of homogeneity variants by using the Bartlett test. The second step is a hypothesis testing to describe a simple regression linearity for variable X¹, variable X², with variable Y. Then using a multiple regression to see the functional relationship between variables X¹, variable X² together with variable Y. Correlation test is used to see a simple correlation for variables X¹, variable X², together with variable Y and double correlation to see the functional relationship between variables X¹, variable X² together with variable Y.

The qualitative research targeted of 3 (three) kindergartens based on best, medium and common category of Kindergarten. The process of collecting data on qualitative research methods was conducted in three ways: observation stage, interview of key informants and conducting Focus Group Discussion (FGD) with the respondents, principals and teachers.

RESULTS AND DISCUSSION

The results of this study indicate that the strength of the relationship between teacher work motivation variables with teacher innovativeness is shown by The correlation coefficient obtained 0.995 shows a very high correlation coefficient. The magnitude of the correlation coefficient between -1 and +1. If the correlation coefficient > r table or sig value. <0.05 then there is a significant correlation. In these plots the data is derived from a multivariate normal distributed sample. This means that teacher innovation variance can be strengthened by work motivation of teachers. The hypothesis that there is a positive relationship between teacher work motivation and teacher innovativeness is acceptable, meaning that the higher the motivation of teacher work, the higher the level of teacher innovation.

Similarly, based on qualitative research results of interviews, FGDs, observations and documentation in three Kindergartens, The results of interviews and FGDs show the existence of teacher work motivation which is indicated as follows: teacher's work motivation is an energetic drive from inside and outside personal teachers that encourages activity and gives strength in determining the intensity and durability to achieve school goals. It can be seen that there is a tendency of a positive relationship between teacher work motivations with teacher innovativeness that strengthens the results of a quantitative research.

The other variable, organizational citizenship behaviour (OCB) is a key determinant of the realization of educational goals, by continuing to invite all school children to work together to make changes in a better direction to continuously improve organizational management systems in schools. Teacher's innovativeness is also a determinant of the success of the school system. The desire for awards is realized in the implementation of work with process oriented and optimum standard work results, so that the results of the work will be felt effectively given the form of appreciation to create comfort in performing tasks at school. Furthermore, good organizational citizenship behaviour is also a matter of determining the optimal interaction in the school environment. Thus it can be seen that the factors of job satisfaction and organizational citizenship behaviour is an important thing that can be

developed so that the value of OCB teachers will also increase, for the realization of optimal educational goals.

Other result of interviews, FGDs, observations and documentation in three Kindergartens, shows that there is a strengthening relationship between organizational citizenship behaviour with teacher's innovativeness.

Based on the results of hypothesis testing above, it can be concluded that the hypothesis of research that states that there is a positive relationship between motivation and organizational citizenship behaviour together with the innovation of teachers can be accepted. The higher organizational culture and teacher work motivation together, the higher the level innovative teachers. This shows the strengthening of the quantitative research of the hypothesis test which states that there is a functional relationship between teacher work motivation and organizational citizenship with teacher's innovation with significant regression and shows that every improvement of teacher work motivation and organizational citizenship behaviour will enhance teachers' innovation.

CONCLUSIONS

Based on the results of the above discussion it can be concluded that there is a positive relationship between teacher work motivation and teacher's innovativeness through the higher motivation of teachers work the higher the level of innovative teachers. The encouragement from within the teacher for hard work in performing his job and being optimistic in targeting himself to achieve better work results than before, more optimize performance in doing his job and also increase the sense of love of a teacher's work in education. In addition, there is a very significant positive relationship between OCB with teachers' innovativeness, meaning that the stronger the OCB the higher the teachers' innovativeness. There is a positive relationship between OCB and teachers' innovativeness, hinting that by increasing OCB will increase teachers' innovativeness. Several attempts can be made to improve the indicators of OCB by prioritizing improvements in indicators that have not yet optimal scores so they can also increase high teachers' innovativeness scores.

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