IMPROVING TEACHER'S ORGANIZATIONAL CITIZENSHIP BEHAVIOR THROUGH JOB SATISFACTION AND INTERPERSONAL COMMUNICATION

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ABSTRACT

The objectives of this study to determine the relationship Job Satisfaction and Interpersonal Communication with Teacher's Organizational Citizenship Behavior. Variable of Job Satisfaction and Interpersonal Communication as an independent variable and Teacher's Organizational Citizenship Behavior as the dependent variable. The research involved samples of 266 Teacher which were selected by proportional random sampling of 20 Junior High School in Bogor city, West Java; meanwhile the hypothesis test is conducted on 0.05 significance level. Research using Sequential Explanatory mix ed methods.

The study concluded that there is a positive relationship strengthened by the results of qualitative research include: a) transformational leadership with Teacher's OCB with a correlation coefficient of ry1 correlation coefficient of 0.602 and the coefficient of determination R = 0.362. b) teachers' job satisfaction and Teacher's OCB with a correlation coefficient of ry2 of 0.605 and R = 0.366. c) interpersonal communication with the teacher's OCB with a correlation coefficient of 0.604 and ry3 at R = 0.365. d) transformational leadership and job satisfaction together with teacher's OCB with a correlation coefficient of ry12 of 0.612 and R = 0.375. e) job satisfaction and interpersonal communication together with teacher's OCB with a correlation coefficient of 0.675 and ry23 for determination coefficient R = 0.456. f) transformational leadership and interpersonal communication together with teacher's OCB with a correlation coefficient of 0.613 and ry13 for determination coefficient R = 0.376. g) transformational leadership, job satisfaction and interpersonal communication together with teacher's OCB with a correlation coefficient of ry123 of 0.613 and R = 0.3759.

I.   Introduction

In accordance with the functions and objectives of national education onLaw No.20 of 2003 National Education System Article 3, namely the teaching staff fungsi developing capabilities and shaping the character and civilization of a nation with dignity in the framework of the intellectual life of the nation and of being a nationpurpose: uTo develop the potential of students to become human beings who believe and obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In addition, in accordance with the regulation of the minister of education and culture of the Republic of Indonesia number 81A of 2013 concerning the implementation of the 2013 curriculum, which includes assessing the learning progress of students towards competency attainment based on indicators of achievement of learning outcomes, both in the cognitive, affective and psychomotor domains.

In an effort to realize these national education goals, graduate competency standards have been established which are criteria regarding the qualifications of graduates' abilities that include attitudes, knowledge and skills.

Affirmed in the regulation of the minister of education and culture of the Republic of Indonesia number 64 of 2013 concerning the content standards of basic and secondary education 2013, to achieve the competence of these graduates it is necessary to set content standards which are criteria regarding the scope of material and the level of competence of students to achieve graduate competence at the certain types of education (Maseleno et al., 2019). To meet future needs and welcome Indonesia's golden generation in 2045, competency standards for graduates based on the competence of the twentieth century have been set, Indonesia's demographic bonus, and Indonesia's potential to become a group of the 7 largest economies in the world, and at the same time strengthen Indonesia's contribution to the development of world civilization. Therefore, in addition to cognitive aspects, schools need to look at affective and psychomotor aspects. As stated in the 2013 curriculum, these aspects will shape a person's attitude and behavior to be good because there is a balance. Attitudes and behavior are not only instilled in students but also in teachers and employees as good role models in order to form a good culture, character and work climate in the school environment.

Given the enormous responsibility of the teacher and the limitations that the teacher has and the limitations of the situations and conditions that are expected to be obtained from the profession, it is necessary to have behavior that exceeds the workload that is the responsibility of the teacher, namely organizational citizenship behavior known as Organizational Citizenship. Behavior (OCB). The progress in the organization is greatly influenced by the attitudes and behavior of each teacher. Each teacher has got their respective assignments and roles. With regard to OCB, each individual is willing to work voluntarily outside of the assignment that has been accepted. In addition to being willing to work voluntarily, OCB is associated with individuals who are happy to help leaders or colleagues who are experiencing difficulties.

In fact, in the world of education, it is also known that there is a tendency for the function and role of teachers to be not optimal in carrying out additional tasks at school, the awareness of teachers in voluntarily contributing to improving OCB has not been of significant value. Progress in educational organizations is strongly influenced by the attitudes and behavior of each teacher. A teacher has got their respective duties and roles. In connection with OCB, that each individual is willing to work voluntarily outside the assignment that has been accepted, in fact there is still a tendency for teachers to only do their own assignments so that they are willing to work outside their assignments is still of minimal value.

The results of the initial survey data were obtained from 30 teachers from several City Junior High Schools Bogor in April 2014, obtained information that there is a problem there is a tendency that not all teachers are optimally involved in organizational activities in their institutions. Based on the results of the initial survey, information was obtained that there was a tendency for high-value responses to rarely be involved in the teacher's activities related to their activities as school members, namely the problem of involvement in the committee (56.67%), bringing the team to participate in competitions outside of school (60%)), being active in meeting forums (63.33%), giving additional lessons to students (53.33%) and activities outside of school which are basically for the benefit of the organization (66.67%).

Several indications of the above problems are used as benchmarks for not optimal OCB in the Bogor City Junior High School. Teachers tend not to be optimally evenly involved in activities related to activities both inside and outside of school. The tasks carried out are still limited to meeting the required workload. The information from the initial data is the teacher's assessment of involvement in carrying out their duties at school, and is suspected to be an indication of OCB. This is the main reason why research on OCB is needed in SMP Negeri in Bogor City which is connected with other variables. The variables in question are Transformational Leadership, Job Satisfaction and Interpersonal Communication.

*OCB*the good is the form of attitudes of all school personnel that are indispensable to achieve educational goals by being facilitated by a leader who is reactive in dealing with situations and conditions of organizational change, leaders who understand the needs of the element of satisfaction of their subordinates proportionally, so as to create good interpersonal interaction and communication between members of the organization the. OCB is of good quality if there is a leadership attitude that wants to change for the betterment of the organization, the job satisfaction factor for its personnel is achieved and the creation of comfortable interpersonal communication and runs optimally both internally and externally in the organization.

II. THEORETICAL DESCRIPTION

The essence of OCB.

According to Angelo Kinicki and Brian K. Williams, *OCB* is the behavior of employees who indirectly do work that exceeds what is required by the organization. The indicators that show OCB behavior are: a) constructive and caring behavior towards the organization, b) individuals who like to help others, c) behavior giving suggestions for organizational progress, d) behavior willing to endure in unpleasant conditions without complaining, e) presence exceeded standards.

In line with Angelo Kinicki and Brian K. Williams, the opinion of Jason Colquitt Jeffery A. Lepine, Michael J. Wesson, suggests that OCB is the voluntary behavior of individuals who are not affected by the reward system that contributes to the organization. Indicators that characterize OCB's attitude: a) altruism is the behavior of employees in helping colleagues who are experiencing difficulties in the situation at hand, both regarding tasks in the organization and personal problems, b) Courtesy is the behavior of providing important information to colleagues who need and maintain good relationships , courtesy and respect with colleagues in order to avoid interpersonal problems, c) Sportmanship is tolerant behavior towards less than ideal conditions in the organization without complaining and raising objections,

Support opinion previously, James L. Gibson, John M. Ivancevich, James H Donnelly, Jr., and Robert Konopaske stated that OCB is the behavior of individuals to do work outside their assignment in an effective and efficient manner without considering rewards or bonuses, but supports organizational values, with the following indicators: a) doing a good job for the organization and customers, without expecting a reward b) motivation to always improve skills, c) building a climate of high quality performance, d) trying to increase productivity, attendance and production quality.

Steven L., Mc Shane and Mary Ann Von Glinow expressed an opinion that also supports the theory of James L. Gibson, John M. Ivancevich, James H Donnelly, Jr., and Robert Konopaske that OCB is the behavior of individuals who want to cooperate and help other individuals in foster a good working atmosphere. As indicators, namely: a) individual control that supports organizational goals, b) has more than one work dimension, c) evaluates employee contributions to the organization, d) accommodates colleagues, e) supports the public image of the organization, and f) offers ideas ideas from outside.

In agreement with Steven L., Mc Shane and Mary Ann Von Glinow, according to Jerald Greenberg and Robert A. Baron, OCB is the informal behavior of organizational citizens that exceeds formal expectations that contribute to organizational progress. Indicators that indicate this behavior, namely: (a) altruism, such as helping colleagues, exchanging holidays,

volunteering, (b) conscientiousness, such as never missing a day of work, arriving early if needed, not spending work time for personal purposes, (c) civic virtue, such as attending voluntary meetings, reading memos, maintaining new information, (d) sportsmanship, such as working without complaint, trying not to make mistakes with the organization, (e) courtesy (politeness), such as not getting emotional easily when provoked,

In line with Jerald Greenberg and Robert A. Baron, the opinion of Robert Kreitner and Angelo Kinicki defines OCB as behavior that is done outside of the obligation that must be done. Indicators that show this behavior: a) like to help colleagues, b) maintain a kind / tolerant attitude among employees, c) like to give input to the organization for improvements, d) be present to work on time, even attendance can exceed the limit has been determined.

Paul E. Spector expressed a similar opinion with Robert Kreitner and Angelo Kinicki that OCB is a required behavior outside of the core job where it benefits the organization, with indicators namely: a) helping, b) volunteering, c) making suggestions, and d) be on time.

Organ and Beteman who stated in Turnipseed David L., that OCB is a civic behavior that benefits the organization and exceeds formal obligations. It was also stated that OCB includes not only positive behavior, but also the quality of patience and willingness to bear the occasional costs. Indicators that indicate this behavior are: a) helping other employees without coercion, b) tolerance of discomfort that occurs, c) actively participating in organizational activities, and d) defending the organization from external threats and roles that exceed minimum standards.

Puput Tri Komalasari et al stated things that are in line with Organ and Beteman, that *OCB* is individual behavior that is discretionary which is indirectly or explicitly recognized by a formal reward system, and as a whole encourages the running of the organization effectively. The rationale for the emergence of OCB cannot be separated from the phenomenon known as a "good citizen". Behaviors that indicate this are: a) always helping colleagues voluntarily, b) participating in community activities, c) taking actions that are not obligatory but contributing to community welfare.

On the other hand, Stephen P. Robbins and Timothy A. Judge, also support the opinion of previous experts, that OCB is a behavior that is not part of the formal job requirements of employees, but contributes to the psychological and social environment in the workplace. Indicators that indicate this behavior are: a) helpful, b) willing to work extra, c) avoiding unnecessary conflicts, c) obeying rules, d) tolerance of fellow employees.

Based on the theory above, it can be concluded that OCB is the voluntary behavior of individuals as employees or citizens to do work outside their core duties which is a policy to work together and help optimally, without expecting a reward, so as to make a positive contribution to the psychological and social environment in their place of work. with the aim for the progress of the organization. The indicators that characterize it are: The indicators that characterize it, namely: a) individuals who like to help colleagues voluntarily

(altruism), b) respect and maintain good relations with colleagues (courtesy), c) tolerance and endure in situations that are less ideal without complaining (sportmanship), d) awareness and careful attitude in working above standards (conscientiousness),

The Nature of Job Satisfaction

Stephen P. Robbins argues that job satisfaction is an individual's general attitude towards his job. Someone with a high level of job satisfaction shows a positive attitude towards their work, and someone who is not satisfied with their work shows a negative attitude towards their work. Indicators that characterize it, namely a) work atmosphere, b) supervision, c) current wage levels, d) promotion opportunities, and e) relationships with colleagues.

According to J. Wood, J. Wallace, and RM Zeffane, who supported the opinion of Stephen P. Robbins, job satisfaction is the extent to which individuals feel positive or negative about their work. The indicators he put forward are: a) work, namely responsibilities, interests and developments; b) relationships with colleagues, namely harmonious and respectful relationships, d) promotional opportunities, namely opportunities for further advancement, and e) payment, which is the suggested fee that is sufficient and fair compared to other payments received.

Agreeing with the previous theory, Paul Spector stated that job satisfaction is an attitude that reflects how a person feels about his job as a whole and about various aspects of his job. In simple terms, job satisfaction is the degree to which a person likes his job and job dissatisfaction is the extent to which someone does not like his job. The indicators are: a) salary, b) benefits, c) promotion opportunities, d) supervision, e) co-workers, f) working conditions, g) nature of the job itself, h) communication, and i) security.

Paul Spector has the same opinion as Vroom in Suarwan Danim, who argues that job satisfaction is an orientation of individual attitudes to play a role in the work he is currently working on. The indicators are: a) physical conditions of work, b) work environment, c) interactions between personnel, d) behavior of leaders, and e) administrative and organizational policies.

Along with the previous opinion, according to Fred Luthan, job satisfaction is the result of employees' perceptions of how well their work provides things that are considered important. The indicators stated are: a) the job itself, namely the job that provides an interesting task, the opportunity to study, and the opportunity to accept responsibility, b) salary, which is the amount of wages received and the level at which this is seen as something that is considered appropriate compared to others in the organization, c) promotion opportunities, where opportunities are given to advance in the organization, d) supervision, the ability of supervisors to provide technical assistance and behavioral support, e) co-workers, namely the extent to which colleagues are technically good and supportive socially.

Fred Luthan supports the opinion of Frederick Herzberg in Wibowo who put forward the theory of job satisfaction, namely the two factor theory. The

two-factor theory is a job satisfaction theory which suggests that satisfaction and dissatisfaction are part of a different group of variables, namely motivators and hygiene factors. In general, people expect that certain factors provide satisfaction when available, and cause dissatisfaction when they are not there. In this theory, dissatisfaction is related to conditions around work, the indicators are: a) working conditions, b) wages, c) security, d) quality, e) supervision, and f) relationships with other people, and not with the job itself. . Because these factors prevent negative reactions, they are known as the hygiene or maintenance factors. Conversely, satisfaction is drawn from factors related to the job itself or the direct result thereof, the indicators are: a) the nature of the job, b) job performance, c) promotion opportunities, d) opportunities for self-development, and e) recognition. Because this factor is associated with a high level of job satisfaction, it is called a motivator.

McShane and Von Glinow argue that job satisfaction is: a person's evaluation of his or her job and work context, job satisfaction is a person's evaluation of his job and himself and the context of his job. The indicators are: a. perceived job characteristics, b. work environment, and c. emotional experiences at work.

Furthermore Colquit et al, stated that job satisfaction can represent how an individual feels about his job and what he thinks about his job. Employees with high job satisfaction have a feeling of positive experiences, when they think about their suitability in taking part in these tasks. Employees with low job satisfaction have negative experiences when they feel they are not suitable for carrying out these tasks.

Gibson et al, stated that job satisfaction an individual's expression of personal well-being associated with doing the job assigned. Job satisfaction is an individual expression of personal pleasure associated with doing assigned work. Furthermore, it is also explained that job satisfaction depends on the level of intrinsic and extrinsic results and how an employee views the achievement of the results. These results have different values for different people. For some people, responsible and challenging work may have neutral or even negative value, depending on previous education and experience. Meanwhile, for other people, the results of this work can have high positive values.

Kreitner and Kinichi suggest the relationship between job satisfaction and psychological conditions, job is an affective or emotional response toward various faces of one's job, job satisfaction is an impression or emotional response to a job. It can be interpreted that job satisfaction is not a unitary concept. On the other hand, a person can be relatively satisfied with only one aspect or job and not satisfied with one or more other aspects.

Based on the theoretical description above, it can be concluded that job satisfaction is the general attitude and feelings (emotional condition) of a person based on an assessment of various aspects of their work related to work situations, rewards, interpersonal cooperation and other matters concerning physical and psychological factors. The indicators are: a) payroll system, b)

sense of security, c) achievement, d) appreciation of leaders, e) working conditions, f) promotion opportunities, g) colleagues.

The Nature of Interpersonal Communication

Stephen P. Robbins argues that interpersonal communication is a message that is conveyed from sender to receiver which results in an understanding of meaning in an organization. The indicators are: a) source of communication, b) coding, c) message, d) channel, e) receiver, and f) feedback. If a person applies interpersonal communication in his organization, he will have a strong identification in building good relationships, have membership values, agree with the goals and value system, are likely to remain in them, and finally, be ready to work hard for the organization. Interpersonal communication is defined by Miftah Toha as the process of delivering news carried out by someone and receiving the news by another person or a small group of people with an immediate result and feedback.

In line with Miftah Toha's opinion, Arni Muhamad argues that interpersonal communication is the process of exchanging information between someone and at least someone else, or usually between two people who can be immediately verified, the indicators are: a) dialogue, b) interviews, c) conversation, d) face to face. Effective communication has long been recognized as one of the foundations for the success of an organization.

James L. Gibson, et al stated: "Interpersonal communication is the primary means of managerial communication: on a typical day, over there fourths of a manager's communication occurs in face to face interaction". Interpersonal communication is the main way in managerial communication one day, usually more than a quarter of managerial communication occurs face to face. Indicators that characterize it are: a) openness, b) honesty, c) feedback.

Widjaya argues that interpersonal communication is the process of sending and receiving messages between two people or between a small group of people, with various effects and feedback. Interpersonal communication factors are seen from two perspectives, namely: a) humanistic perspective (openness, sportsmanship, positive behavior, empathy, and equality), b) pragmatic perspective (being confident, togetherness, interaction management, expressive behavior, and orientation to other people).

John R. Schermerhorn et al, stated More formally, it is useful to think of interpersonal communication as a process of sending and receiving symbols with attached meanings from one person to another. These interpersonal foundations form the basis for discussing the larger issue of communication within the organization. More formally, it would be useful to see communication between humans as the process of sending and receiving symbols containing messages from one person to another. This basic human-to-human process forms the basis for discussion of larger communication issues within an organization. There are 3 factors in interpersonal communication that foster good interpersonal relationships, namely: a) trust (trust), b) supportiveness (supportiveness), c) open attitude (open mindedness).

Robert Kreitner and Angelo Kinicki concluded that interpersonal communication is the ability of individuals in an organization to be skilled at communicating well to help groups, make more innovative decisions and be promoted more often than people with less developed abilities. The indicators are: a) firm, pushing hard without attacking others, b) aggressive, taking advantage of others, expressive and self-enhancing, c) not assertive, encouraging others to take advantage of others, inhibiting, and self-denial .

Steven L., McShane and Mary Ann Von Glinov. P concluded that effective interpersonal communication depends on the sender's ability to get across the message and the recipient's performance as an active listener. The indicators he put forward are: a) empathy, a person's ability to understand, sensitive to other people's feelings, thoughts and situations, b) repeat messages: repeat important points several times, c) use time effectively: messages that compete with other messages, d) noise, so that the recipient is not distracted by anything else, and is descriptive in nature, focusing on the problem, not the person.

Luthans argues "Interpersonal communication represents the middle ground between electronic media and information technology on the one extreme and nonverbal communication on the other, at the heart of the study of organizational behavior is interpersonal communication". Interpersonal communication becomes an intermediary between electronic media and communication technology on the one hand extreme communication and nonverbal communication on the other hand, the core of the study of organizational behavior is communication between humans. The factors that influence are 1) sending information, 2) receiving information, and 3) the existence of feedback.

Interpersonal communication in school organizations is an important thing to do between school members to increase the closeness of the relationship between individuals and the smooth communication process, so that work in the school organization can run smoothly and smoothly as expected, without conflicts and obstacles. In fact, interpersonal communication can open insights and process effective interactions in schools. Through interpersonal communication, it will lead to closeness, there will be attachments, so that it will be able to collaborate well and be able to solve problems deliberately.

Based on the description of the theory above, it can be concluded that interpersonal communication is the delivery of messages and exchange of information, between individuals, is direct and face-to-face, and produces feedback so that messages can be understood. The indicators are: a) the existence of information delivery, b) the existence of empathy, c) the existence of feedback, d) the receipt of information, e) the effective use of time, f) the same perception of the information conveyed.

Research methods

This research will use a combination research method (Mixed Methods), which is a research method that combines quantitative methods and qualitative methods to be used together in a research activity, so that more comprehensive, valid, reliable and objective data are obtained. Creswell classifies mixed methods into two models, namely the sequental model (sequential combination) and the concurrent model (mixed combination). The sequential model (sequential combination) consists of Sequential Explanatory Design, Sequental Exploratory Design and Transformative Design. While the concurrent model (mixed combination) consists of Concurrent Triangulation Design, Concurrent Embedded Design and Concurrent Transformative Design.

IV. Results and Discussion
1. Analysiss The relationship between job satisfaction and OCB of SMP Negeri Bogor City

The second hypothesis in quantitative research:

H_0: $\beta_{y2} \leq 0$

H_1: $\beta_{y2} > 0$

With a qualitative research focus is:

Does the Job Satisfaction data (X2) obtained through quantitative research have the same tendency as the Job Satisfaction data obtained through qualitative research?

Based on the results of hypothesis testing, it shows that there is a functional relationship between job satisfaction and OCB with the regression equation $\hat{Y} = 53.01 + 0.613X2$ with the value of Fcount = 152.80> FTabel ($\alpha = 0.05$) = 3.87 and FTabel ($\alpha = 0.01$) = 6.73 which means that the meaning of the regression is very significant. The functional relationship is linear as evidenced by the linearity test with the value of F count = 0.457 <F Table ($\alpha = 0.05$) = 1.413 and F Table ($\alpha = 0.01$) = 1.627 which means non-significant or linear regression. The resulting correlation coefficient value of 0.605 indicates that any increase in job satisfaction scores will increase OCB.

The coefficient of determination between job satisfaction and OCB is $Ry2^2 = 0.366$. This means that 36.6% of OCB is the result of work satisfaction, while 63.4% is contributed by other variables that have a relationship with the increase in OCB. The findings obtained in this study indicate that job satisfaction is a teacher's attitude based on an evaluation of what is felt in doing his job. This is in accordance with the theory put forward by Paul Spector which states that job satisfaction is an attitude that reflects how a person feels about his job as a whole and about various aspects of his job. Job satisfaction is the state of feelings of a teacher in the context of the scope of work that can encourage and motivate teachers in work. Thus, a teacher who has high job satisfaction will also increase the teacher's OCB to be more optimal in carrying out his duties. The results of previous research studies have proven that job satisfaction has a positive relationship with organization citizenship behavior

(OCB), including a study by Hilmi. The analysis proves that the job satisfaction variable contributes to teacher OCB. Namely the value of the correlation coefficient R = 0.493 which indicates that the degree of relationship (correlation) between the independent variable and the dependent variable is 49%. This means that the higher the job satisfaction, the higher the teacher's OCB, and vice versa, the lower the job satisfaction, the lower the teacher's OCB. By finding facts and data in the analysis of this study, it further supports previous research regarding the existence of a positive relationship between job satisfaction and OCB. Likewise, based on qualitative research, the results of the analysis of interviews, FGDs, observation and documentation in three state junior high schools in Bogor, it can be seen that there is a tendency to have a relationship between job satisfaction and OCB. This shows that there is a strengthening of quantitative research on the results of hypothesis testing which states that there is a functional relationship between job satisfaction and OCB with very significant regression and indicates that any increase in job satisfaction scores will increase OCB. From the findings obtained in this 2-stage study, it can be seen that teacher job satisfaction, which is the state of feelings of a teacher in the context of the scope of his work, which can encourage and motivate teachers to work, can contribute to improving teacher OCB.

2. Analysis of the Relationship between Interpersonal Communication and OCB of SMP Negeri Bogor City.

The third hypothesis in quantitative research:

$H0: \beta_{y3} \leq 0$

$H1: \beta_{y3} > 0$

With a qualitative research focus is: Does Interpersonal Communication data (X3) obtained through quantitative research have the same tendency as Interpersonal Communication data obtained through qualitative research? From the results of hypothesis testing, it shows that there is a functional relationship between transformational leadership and OCB with the regression equation $\hat{Y} = 53.20 + 0.572X3$ with the value of Fcount = 151.93> FTabel ($\alpha = 0.05$) = 3.877 and FTabel ($\alpha = 0, 01$) = 6,731 which means that the meaning of the regression is very significant. This functional relationship is linear as evidenced by the linearity test with the value of F count = 0.888 <F Table ($\alpha = 0.05$) = 1.407 and F Table ($\alpha = 0.01$) = 1.617 which means non significant or regression is linear. The resulting correlation coefficient value of 0.604 indicates that any increase in the transformational leadership score will increase OCB. The coefficient of determination between transformational leadership and OCB is $Ry1^2 = 0.365$. This means that 36.5% of OCB is the result of the work of Interpersonal Communication, while 63.5% is contributed by other variables that have a relationship with the increase in OCB. The findings obtained in this study indicate that interpersonal communication is the delivery of messages and exchange of information between individuals that is direct and face-to-face, and produces feedback so that messages can be understood and conveyed

properly. This is in accordance with the theory put forward by Robert Kreitner and Angelo Kinicki that Interpersonal Communication is the ability of individuals in an organization to be skilled at communicating well to help groups make decisions. Interpersonal communication is one of the factors that can be continuously improved so that teachers can optimize their function in carrying out their duties to achieve the best educational goals. Thus the increase in teacher Interpersonal Communication, the higher the OCB value of the teacher in working at his school. The results of previous studies have also proven that interpersonal communication has a positive relationship with OCB, one of which is Harsanti's research whose analysis proves that there is a positive relationship between Interpersonal Communication and teacher OCB, which is known that the correlation coefficient between interpersonal communication and teacher OCB is 0.323 with the significance level is 0.001 (p <0.05). From these results indicate that the research hypothesis is accepted, which means that there is a very significant relationship between interpersonal communication and OCB. This means that the better the interpersonal communication, the higher the teacher's OCB score, and vice versa, the lower the interpersonal communication, the lower the teacher's OCB. With the discovery of facts and data in the analysis of this study, it further supports previous research regarding the existence of a positive relationship between Interpersonal Communication and OCB. Likewise, based on qualitative research, the results of the analysis of interviews, FGDs, observation and documentation in three state junior high schools in Bogor, it can be seen that there is a tendency for the relationship between teacher interpersonal communication and OCB. This shows that there is strengthening of quantitative research results of hypothesis testing which states that there is a functional relationship between teacher interpersonal communication and OCB with very significant regression and indicates that any increase in teacher interpersonal communication scores will increase OCB. From the findings obtained in this 2-stage study, it can be seen that teacher interpersonal communication, which is the delivery of messages and exchange of information between individuals directly, and produces feedback so that messages can be understood and conveyed properly, can contribute to improving teacher OCB.

3. Analysis of the relationship between transformational leadership and job satisfaction together with OCB of SMP Negeri Bogor City

The fourth hypothesis in quantitative research:

H0:$\beta_{y12} \leq 0$

H1:$\beta_{y12} > 0$

With a qualitative research focus is: Does the OCB (Y) data obtained through quantitative research have the same tendency as the OCB data obtained through qualitative research? The results of hypothesis testing indicate that there is a functional relationship between transformational leadership and job satisfaction together with OCB with the regression equation $\hat{Y} = 53.42 + 0.264X1 + 0.344X2$ with Fcount = 79.09> FTabel (α = 0.05) = 3.03 and

FTabel ($\alpha = 0.01$) = 4.68 which means that the meaning of regression is very significant. The value of the multiple correlation coefficient between transformational leadership and job satisfaction together with OCB of 0.612 indicates that each increase in transformational leadership scores and job satisfaction together will increase OCB. The result obtained for the coefficient of determination Ry.1.2² of the correlation between transformational leadership and job satisfaction together with OCB is 0.375. This means that 37.5% OCB is the result of the work of transformational leadership and job satisfaction together, while 62.5% is contributed by other variables that have a relationship with the increase in OCB. The findings obtained in this study indicate that if a school principal is able to improve his ability to move his citizens in a better direction and if the teacher feels comfortable at work so that he can optimize his function in developing the potential of his students, mobility and enthusiasm in performing tasks. carry out their duties because their needs have been met, it will also increase the OCB value of teachers in carrying out their duties. Thus it can be seen, if a principal who has transformational leadership and high job satisfaction together will be able to increase a teacher's OCB value in carrying out his duties.

4. Analysis of the Relationship between Job Satisfaction and Interpersonal Communication together with OCB of SMP Negeri Bogor City.

The fifth hypothesis in quantitative research:

H0 :$\beta_{y13} \leq 0$

H1 :$\beta_{y13} > 0$

From the results of hypothesis testing, it shows that there is a functional relationship between job satisfaction and interpersonal communication together with OCB with the regression equation $\hat{Y} = 53.00 + 0.532X2 + 0.075 X3$ with Fcount _ = _ 76.12> FTabel ($\alpha = 0.05$) = 3.03 and FTabel ($\alpha = 0.01$) = 4.68 which means that the meaning of regression is very significant. The multiple correlation coefficient value between job satisfaction and interpersonal communication together with OCB is 0.675, indicating that each increase in job satisfaction scores and interpersonal communication together will increase OCB. The results obtained for the coefficient of determination Ry.2.3² of the correlation between job satisfaction and interpersonal communication together with OCB are 0.456. This means that 45.6% of OCB is the result of working together with job satisfaction and interpersonal communication, while 54.4% is contributed by other variables that have a relationship with the increase in OCB. The findings obtained in this study indicate that if the teacher in carrying out his duties and functions has the desire, mobility and is enthusiastic in carrying out his duties because their needs have been met, and together the teacher has high interpersonal communication skills which are implemented in interactions at school, then teachers will be able to increase OCB scores in schools. Thus a teacher who has high job satisfaction and interpersonal communication together will be able to increase the teacher's OCB score.

V. Conclusion and Suggestion
Conclusion
The results of this Sequential Explanatory Mixed Methods study were obtained through the quantitative research stage by analyzing the results of data processing, statistical calculations, hypothesis testing and corroborated by the results of qualitative research through the FGD stage, interviews, observation and documentation. The research discussion, namely regarding the relationship between transformational leadership, job satisfaction and interpersonal communication with OCB teachers in SMP Negeri all Bogor City, provides the following conclusions:
1. There is a very significant positive relationship between job satisfaction and teacher OCB, meaning that the stronger job satisfaction is, the higher the teacher's OCB.
2. There is a very significant positive relationship between interpersonal communication and teacher OCB, meaning that the stronger the interpersonal communication, the higher the teacher's OCB.
3. There is a very significant positive relationship between transformational leadership and job satisfaction together with teacher OCB, which means that the stronger transformational leadership and job satisfaction together, the higher the teacher's OCB.
4. There is a very significant positive relationship between job satisfaction and interpersonal communication together with teacher OCB, which means that the stronger job satisfaction and interpersonal communication together, the higher the teacher's OCB.
5. There is a very significant positive relationship between transformational leadership and interpersonal communication together with teacher OCB, which means that the stronger transformational leadership and interpersonal communication together, the higher the teacher's OCB.

Suggestion
The findings from the research results, discussion, conclusions and implications that have been described, it can be seen that the OCB in the Bogor City Junior High School can be improved. This OCB development can be done, among others, by increasing and improving the transformational leadership of the principal, job satisfaction and teacher interpersonal communication. Based on the results of this study, it can be an alternative input for school principals, teachers and related parties to develop OCB values in SMP Negeri Bogor City. The suggestions that can be presented are as follows:
1. Increased teacher job satisfaction a. In order for the salary or reward system to be felt optimally, it is hoped that teachers will work and excel based on high sincerity and are more grateful, so that the sense of responsibility and love for their work in education will increase. b. In order for comfortable working conditions and safe situations to be felt, it is hoped that teachers will take the initiative to always be good and positive together according to their functions and duties among fellow school members and around their work environment.

c. In order for the leadership's appreciation and opportunities for promotion to be felt appropriate, it is hoped that teachers can maximize their loyalty, performance and achievement, and actively continue their studies to a higher level, so that promotion opportunities can be obtained and the teacher's career path can run well in accordance with the applicable system. d. In order for supervision and relationships with colleagues to be felt to be running well, it is hoped that teachers can increase a strong sense of kinship, take care of each other and remind by being kind and friendly among fellow school members to work together in carrying out their duties at school as well as possible. e. In order for supervision and organizational administrative policies to be felt appropriate, it is hoped that teachers can actively pay attention to the running of managerial management and administrative processes in schools in accordance with applicable policies, so that the education system in schools can run properly in order to achieve common goals. Increasing the job satisfaction variable, especially the payroll indicator, is recommended for its development to be highly prioritized because this variable has the highest value of relationship with OCB compared to the other 2 independent variables and the sum of the weight values of all questionnaire items per indicator on this job satisfaction variable, it is known that the payroll indicator has the lowest value. It is hoped that the increase in OCB can be achieved by considering the dominance of development in the job satisfaction variable, especially the payroll indicator. In order for the indicators of payroll to be felt appropriate, it is hoped that teachers can organize a positive mindset and have the competence to manage their income wisely and creatively, so that effective, efficient and optimal utilization is felt. 2. Improved teacher interpersonal communication a. In order for the delivery of information to be felt to be running optimally, it is hoped that teachers will increase their initiative to actively provide information to fellow school members, so that spontaneity is sharpened to want to share important and meaningful information. With the information that is quickly spread, the benefits will be felt by the school community quickly. b. In order for the empathy sensitivity to be felt to be running well, it is hoped that the teacher will increase his empathy sensitivity in interacting. This is done in a way that is more focused, concentrated and full of attention when there is communication between fellow school members, so as to create quality and targeted discussions according to the material discussed. c. In order for the feedback to work accordingly, it is hoped that the teacher will increase the attitude of spontaneity in responding to what colleagues convey in the form of quality feedback or responses so that it becomes an effective and wise solution. d. In order for the recipient's condition not to be disturbed when getting information, it is hoped that the teacher will increase the desire to explore more information received from colleagues, so that the insight and knowledge of the information can be gradually felt the benefits. 3. Improved teacher OCB a. So that individuals who like to help colleagues (altruism) can become cultured behavior, it is hoped that teachers will get used to being empathetic and trying to help colleagues who are in trouble. In addition, working as a team is also a

behavior that teachers must continue to do, so that solidarity and a sense of kinship among school members is stronger. Teachers are also expected to be willing to provide excellent service to students and parents, so that good and intense communication is maintained. By continuing to do the habit of helping among school members, this behavior will become a culture and spontaneity which will gradually be embedded in each individual teacher. b. In order to respect and help each other members

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