

The Influence of Work Motivation and Knowledge on Organizational Citizenship Behavior of Kindergarten Teachers in Bogor City

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ABSTRACT

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The purpose of this research is to examine the influence that kindergarten teachers' levels of motivation and knowledge have on their levels of organisational citizenship behaviour (OCB). A questionnaire was given to a random sample of eighty kindergarten instructors living in Bogor City as part of the research. A series of surveys were used to collect the data, which was followed by analysis utilising procedures including multiple linear regressions. The findings indicated that OCB in kindergarten instructors was significantly affected by both a teacher's level of knowledge and motivation. Because OCB has a positive relationship with motivation and knowledge, this indicates that the level of OCB displayed by a teacher is proportional to the level of motivation and knowledge displayed by that instructor. These findings may have substantial ramifications for education administration and policy makers, with the potential to raise the knowledge and motivation of kindergarten teachers, hence improving teacher performance and fostering a more positive work atmosphere in schools.

Keywords: Work Motivation, Knowledge, Organizational Citizenship Behavior (OCB), Teacher.

1. INTRODUCTION

Early childhood is the ideal time to begin formal education. During childhood, which is often referred to as the "golden age," all of a child's functions and abilities are developing very rapidly. This requires adults to make contributions in order to provide children with the proper stimulation so that their abilities can be realised and developed to their full potential (Yuliariatiningsih & Setiaty, 2012). This highlights the significance of employing qualified faculty members and instructors, not only in the performance of their duties pertaining to pedagogy but also in those pertaining to personality and social concerns (Pratiwi et al, 2021).

If teachers want to continue to develop themselves both through formal and informal education and develop social behaviour by establishing cooperation, mutual assistance, and tolerance with students, fellow educators, and leaders by applying the principles of brotherhood and a spirit of togetherness, then the maximum contribution of teachers can be realised. This is only possible if teachers want to continue to develop themselves both through formal and informal education (Ramdan, 2020). Teachers who exhibit the behaviours described above can be said to demonstrate organisational citizenship behaviour (OCB), which is extremely beneficial to the development of the school as a whole (Jalisman, 2015).

According to information obtained from the Directorate General of PAUDNI under the Ministry of Education and Culture of the Republic of Indonesia in April 2013, just 20.51% of kindergarten teachers across the entirety of Indonesia possess a bachelor's degree. OCB indicators such as the desire to carry out tasks more than expected, participation in contributions to the school, and displaying a positive image outside of school are still below 50%, according to the findings of the initial survey conducted in the province of Banten (2022) and in the city of Bogor (2022). It is possible to draw the conclusion from this that the instructor's OCB is below average and not ideal.

Organizational Citizenship Behavior was first defined by its originator Organ (1997), who stated that OCB is autonomous individual behaviour that is not directly or openly rewarded by the formal reward system and that promotes the efficiency of organisational operations as a whole. In addition, OCB is defined by experts who have essentially the same understanding; for instance, Colquitt et al (2008) state that OCB are employee activities that are performed voluntarily, with or without compensation, and are extra-mile behaviour (going above and beyond the requirements) standards) that contribute to the organization's efforts to improve the overall quality of the workplace.

Work motivation and knowledge are elements that influence teachers' OCB. Work motivation possessed by the teacher consists of both internal and external encouragement to perform job tasks effectively. Teachers with a high level of work motivation will always do their best, including extra work outside of their professional duties (Alhusaini et al, 2020).

The teacher's knowledge will prove invaluable in the performance of his or her tasks at school. The teacher will be able to do the assignment effectively if he or she has appropriate expertise, as well as knowledge of OCB. Through understanding OCB, the instructor will get benefits that can be utilised (Kirom, 2017). Many study problems can be recognised based on the problem's context: work motivation has a positive effect on OCB; knowledge has a positive effect on OCB. The outcomes of this study are anticipated to have both theoretical and practical applications. Theoretically, the results of this study can contribute to the body of knowledge in the field of education management on the direct influence of motivation and knowledge on Bogor City OCB Kindergarten Teachers.

2. LITERATUR REVIEW

a. Organizational Citizenship Behavior (OCB)

Citizenship Behavior according to Colquitt et al (2008) is "voluntary employee activities that may or may not be rewarded but that contribute to the organization by improving the overall quality of the setting in which work takes place. Employee activities that are carried out voluntarily either with compensation or not with compensation but contribute to the organization in improving the overall quality at work.

While OCB is utilised to describe employee behaviour, OCB refers to the concept of "extra-role behaviour" (ERB), which is defined as behaviour that directly contributes to role expectations and benefits the organisation. Hence, OCB is a functional, extra-role, prosocial activity that guides people, communities, and organisations (Turnipseed & VandeWaa, 2020). The same was expressed by Richard L. Daft (2010), who defined OCB as the propensity of individuals to assist one another and go above and beyond in order to contribute to organisational success.

b. Work motivation

Jason A. Colquitt, Jeffery A. Lepine, and Michael J. Wesson claim that (2014). Motivation, "motivation is described as a set of energetic forces that originate both inside and outside an individual, that launch work-related efforts and determine their direction, intensity, and persistence." Motivation is described as a collection of influences, both internal and external to the employee, that originates a work-related effort and determines its direction, intensity, and persistence. In addition, according to Fred Luthans (2011), "motivation is a process that begins with a physiological or psychological deficiency or a need that ignites a behaviour or drive that is directed towards a goal or incentive." Motivation is a process that begins with a physiological or psychological deficiency or need that initiates behaviour targeted at achieving a goal or receiving a reward.

From the above concept it can be synthesized that motivation is the drive that causes organizational members to work persistently and voluntarily in achieving organizational goals with indicator 1). have realistic goals at work, 2). have a plan to achieve goals in work, 3). willingness to receive feedback, 4). willingness to be responsible, 5). willingness to complete tasks well, 6). work hard to get the job done.

c. Knowledge

Knowledge is information that is interpreted by a person by using his history, experience, and interpretation scheme (Indarti, 2014). Knowledge is managing all elements of the system in the form of documents, databases, complete policies and procedures, along with information about the experience, expertise and skills of human resources individually and collectively. According to Iskandar & Subekan (2018) states that "There are two types of knowledge, namely tacit knowledge and knowledge that has been modified in documents (explicit knowledge)".

Knowledge is basically the result of the process of seeing, hearing, feeling, and thinking that forms the basis of humans and acts, acts to want to know everything he wants to know about knowledge (Timotius,

2017). Knowledge through education needs to be done because to determine self-esteem and high learning awareness can be obtained and through regular and directed education

d. Framework

Basically, the framework is derived from several theories and concepts that are in accordance with the problems studied, thus giving rise to assumptions in the form of flowcharts of thought. Based on the theory described previously and the results of previous research, the variables used in this study are as follows:

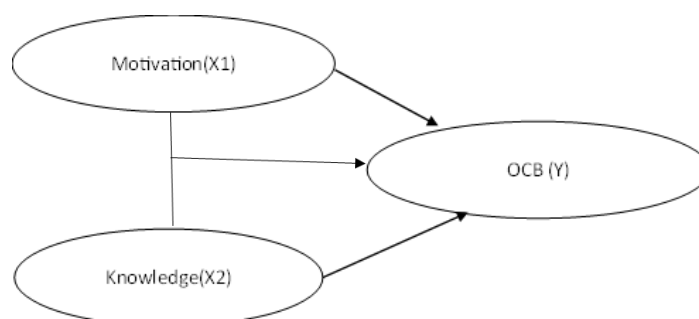


Figure 1. Framework

e. Hypothesis

H1: Motivation partially has an influence on OCB

H2: Knowledge partially has an influence on OCB

H3: Motivation and Knowledge together have an influence on OCB

3. RESEARCH METHOD

This research is quantitative in nature. This form of research yields findings that can be gained using statistical processes or other quantifiable methods (measurement). The quantitative method analyses the relationship between variables using an objective theory. These factors pertain to motivation, knowledge, and OCB. The participants in this study were all accredited private kindergarten instructors from the six zones of the city of Bogor, totaling 395 individuals. To generate a representative sample, the number of samples was determined using the Slovin formula, and proportionate random sampling was used to obtain a total sample of 80 individuals. This study utilises primary data sources, specifically data acquired from respondents by sending questionnaires via Google Form or a comparable tool. The instrument for data collection is a Likert scale. Using the regression equation and the SPSS 25.0 for Windows software, data analysis is performed after data collection.

4. RESULTS AND ANALYSIS

a. Validity test

Prior to conducting the actual research, the researcher first conducted a trial run which was given to 80 respondents by comparing the r_{count} (corrected item total correlation) with the r_{table} . The validity test criterion is said to be valid if $r_{count} > r_{table}$ ($r_{count} > 0.361$). Based on the measurement results, it is known that the results of the validity test on the question items variable Work motivation (X1), Knowledge (X2) and OCB (Y) have the corrected item value - total correlation $r_{count} > r_{table}$. It can be concluded that the question items of the three variables are valid and can be used. So that there are no statement items in the questionnaire for the three variables that are changed or eliminated.

b. Reliability Test

The reliability test was carried out on statement items that were declared valid. A variable that is declared reliable if it has Cronbach alpha > 0.60 . The results of the reliability test can be seen in Table 1

Table 1. Reliability Test

Variable	Cronbach Alpha	Cross of Values	Information
Motivation (X1)	0.876	0.60	Reliable
Knowledge (X2)	0.867	0.60	Reliable
OCB (Y)	0.862	0.60	Reliable

Based on Table 1, it can be concluded that all statement items in this study were declared reliable because each variable had a Cronbach alpha value > 0.60 .

c. Classic assumption test

1) Normality test

The normality test tests whether the residuals obtained in the study are normal or not. Data normality test can be done using the residual test. Drawing conclusions to determine whether a data follows a normal distribution or not is to assess its significant value. If it is significant > 0.05 then it is normally distributed and vice versa if it is significant < 0.05 it is not normally distributed

Table 2. Normality Test Results

		Unstandardized residual
N		80
Normal Parameters^{a,b}	Means	.0000000
	std. Deviation	1,62740584
MostExtreme _Differences	absolute	.056
	Positive	.056
	Negative	-.042
Kolmogorov-Smirnov Z		.512
asyp. Sig. (2-tailed)		.952
a. test distribution is Normal.		
b. Calculated from data.		
Source : Data processed SPSS		

Based on Table 2 it is known that the *Kolmogorov Smirnov significant value* is $0.952 > 0.05$. So it can be concluded that the residuals are normally distributed.

2) Autocorrelation Test

The autocorrelation test in a model aims to determine whether there is a correlation between confounding variables in a certain previous period. The results of calculating the *Durbin Watson value* resulting from the regression model are shown in Table 3.

Table 3. Autocorrelation Test Results

Mark Durbin - Watsons	Durbin Table Watsons		Information
	dU	4 – dU	
2.026	1.6880	2,3116	There is no autocorrelation

Table 3 shows that the *Durbin – Watson* value obtained from the regression results is 2.02 6 which lies between the dU value (1.688 0) and the 4 – dU value (2.3116) which means that there is no autocorrelation in the regression model and the non-autocorrelation assumptions have been fulfilled.

3) Multicollinearity Test

This multicollinearity test is applied to analyze multiple regression consisting of two or more independent variables. To detect whether there is multicollinearity, the Variance Inflation Factor (VIF) is used. If for all the independent variables the VIF value is < 10 , then the multiple linear regression equation does not have multicollinearity.

Table 4. Multicollinearity Test Results

Variable Free	VIF	Information
X₁	1.32	No Happen Multicollinearity
	2	

X_2	1.32 2	No Happen Multicollinearity
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Based on Table 4 it is known that the *VIF* value on the two independent variables is less than 10. This means that the multiple regression model is free from multicollinearity, thus the non-multicollinearity assumption is fulfilled.

4) Multiple Linear Regression Analysis

Multiple linear regression analysis was carried out to find out how X_1 and X_2 influence Y . The estimated results of the coefficients of the multiple linear regression model are shown in Table 5

Table 5 Multiple Linear Regression Test Results

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	b	std. error	Betas		
1. Constant	10.280	2.593		3.960	.000
Motivation (X1)	.585	.075	.592	7.620	.001
Knowledge(X2)	.323	.077	.320	4.126	.001
a. Dependent Variable: OCB					

Based on the results of calculations using the statistical computer program SPSS 25 for windows with a significant level of 0.05, the results of the multiple linear regression equation are obtained as follows: $Y = 10.280 + 0.585X_1 + 0.323X_2$

A constant value (b_0) of 10.280 indicates that the independent variables X_1 and X_2 have a zero or no value, so the OCB is 10.280. The value of the regression coefficient (b_1) is 0.585. A positive value (b_1) indicates a unidirectional relationship between the motivational variable (X_1) and the OCB variable (Y). The stronger the motivation, the higher the OCB. The value of the regression coefficient (b_2) is 0.323. A positive value (b_2) indicates a direct relationship between the knowledge variable X_2 and the interest in entrepreneurship variable (Y). The stronger the knowledge, the higher the interest in entrepreneurship.

5) Partial Test (t test)

The results of the partial test or commonly known as the t test can be seen in Table 6 below:

Table 6. Partial Test Results (t test)

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.
	b	std. error	Betas		
2. Constant	10.280	2.593		3.960	.000
Motivation (X1)	.585	.075	.592	7.620	.001
Knowledge(X2)	.323	.077	.320	4.126	.001
b. Dependent Variable: OCB					

Based on table 6 above, the following is obtained:

- Testing X_1 on Y produces a significance value of the t test of 0.001 which is less than 0.05 ($\alpha = 5\%$) so it can be concluded that there is a partial effect between X_1 and Y which is significant.
- Testing X_2 on Y produces a significance value of 0.001 less than 0.05 ($\alpha = 5\%$) so it can be concluded that there is a partial effect between X_2 on Y which is significant.

6) Simultaneous Test (Test F)

The results of simultaneous testing or what is commonly called the F test can be seen from table 7 below:

Table 7. Test Results F

Model	Sum of Square	df	MeanSquare	F	Square
Regression	382.422	2	191.215	70.361	.000 ^b
residual	209.234	77	2.716		
Total	591.679	79			

Based on the output results shown in Table 7 it can be explained that the calculated F value $> F_{table}$ (70.361 > 3.12), so it can be concluded that X_1 and X_2 have a significant effect on Y .

7) Determination Coefficient Test (R2)

The R square value of the regression test results can be seen in table 8 below:

Table 8. Test Results for the Coefficient of Determination				
Model	R	R Square	Adjusted R Square	std. Error of the Estimates
1	.802 ^a	.643	.640	164845

in multiple linear regression is 0.802 which indicates a relationship between motivation and knowledge of OCB of 80.2 %. Meanwhile, the magnitude of the coefficient of determination is indicated by the value of R^2 namely 0.643 or 64.3%, which means the contribution of all independent variables, namely motivation and knowledge is able to explain the dependent variable namely OCB of 64.3 % while the remaining 35.7 % is influenced by other factors .

Discussion

a. The Effect of Motivation on OCB

The results of the t-test test show that the effect of X1 on Y produces a significance value of 0.001 <0.05 of ($\alpha = 5\%$), so that H_0 is rejected. So it can be concluded that X1 has a significant effect on Y.

Work motivation can be interpreted as a desire or encouragement that encourages a person to do his job to the fullest. In this case, the work motivation of Kindergarten Teachers in Bogor City has a positive and significant influence on Organizational Citizenship Behavior (OCB). OCB is behavior undertaken by employees that goes beyond the demands of their job or role and provides benefits to the organization. In the educational context, OCB can take the form of teachers' actions that go beyond their duties as teachers, such as helping develop school programs, providing emotional support to students, or maintaining good relationships with co-workers and parents. OCB can provide significant benefits to organizations, such as increased productivity, job satisfaction, and better performance.

Work motivation can influence the OCB of Kindergarten teachers in Bogor City in several ways. First, motivated teachers tend to feel more engaged in their work and more eager to make an extra contribution. This can encourage them to do OCB which has a positive impact on the organization. Second, high work motivation can increase teacher confidence in carrying out additional assignments. This can motivate them to go beyond the expected tasks and provide benefits to the organization. In addition, work motivation can also influence teachers' perceptions of their work environment and organizational needs. Motivated teachers tend to see their work environment as a place that is fun and fulfills their needs. This can influence their decision to do OCB and provide benefits to the organization.

These findings are in line with the findings of research carried out by Raharjo (2016), which indicated that work motivation had a significant beneficial effect on OCB among high school teachers at SMA Negeri 1 Tenggarong. These findings are consistent with the findings of Raharjo's research. The findings of the study carried out by Septiawati et al. (2019) show that there is a positive direct effect of intrinsic motivation on OCB, with a correlation coefficient value of 0.314 and a path coefficient value of 0.218. This finding is in agreement with the findings of the study carried out by Septiawati et al. (2019). This indicates that a rise in the intrinsic motivation of public high school teachers in the city of Bekasi will be followed by a rise in their overall job satisfaction.

b. The Effect of Knowledge on OCB

The results of the t-test test show that the effect of X2 on Y produces a significance value of 0.001 <0.05 of ($\alpha = 5\%$), so that H_0 is rejected. So it can be concluded that X12 has a significant effect on Y

Knowledge is one of the important factors that can influence the performance and behavior of employees in an organization. In this case, knowledge of Kindergarten Teachers in Bogor City has a positive and significant influence on Organizational Citizenship Behavior (OCB). OCB is behavior undertaken by employees that goes beyond the demands of their job or role and provides benefits to the organization.

In an educational context, teacher knowledge can be knowledge of effective teaching methods, classroom management strategies, and knowledge of the needs of young children. This knowledge can help teachers to carry out their duties better and carry out OCB that has a positive impact on the organization.

High knowledge of Kindergarten Teachers in Bogor City can influence OCB in several ways. First, broad and in-depth knowledge can increase the ability of teachers to carry out additional tasks that exceed their duties as teachers. This can encourage them to do OCB which has a positive impact on the organization. Second, high knowledge can increase teacher confidence in carrying out additional assignments. This can motivate them to go beyond the expected tasks and provide benefits to the organization.

In addition, high knowledge can also influence teachers' perceptions of their work environment and organizational needs. Teachers who have broad and deep knowledge tend to see their work environment as a place that is fun and meets their needs. This can influence their decision to do OCB and provide benefits to the organization. These results are consistent with research conducted by Suriyana et al (2020) which stated that knowledge management had an influence on Organizing Citizenship Behavior (OCB) at PT. Graindo Mediatama.

c. The Effect of Motivation and Knowledge on OCB

Simultaneous test results show that the value of $F_{count} > F_{table}$ ($70.361 > 3.12$), so it can be concluded that X1 and X2 have a significant effect on Y. This shows that motivation and knowledge are both important in influencing teacher behavior in organizations.

Teacher motivation can provide encouragement to do OCB, while knowledge can assist teachers in carrying out additional tasks that exceed their duties as teachers. When motivation and knowledge are combined, teachers tend to have a greater ability to perform additional tasks better and benefit the organization. For example, teachers with high motivation and broad knowledge can take OCB actions such as helping colleagues, providing support to students, and developing innovative educational programs. These teachers also tend to have a strong desire to contribute to the organization and improve the quality of education in Kindergarten.

In this context, it is important for organizations to provide adequate support in terms of developing teacher motivation and knowledge. For example, organizations can provide training and development aimed at increasing teacher motivation and knowledge. Thus, organizations can benefit from better teacher performance and more OCB actions.

5. CONCLUSION

From the research above, it can be concluded that motivation has a significant effect on teacher OCB in private kindergartens in the city of Bogor. This is indicated by a significance value of $0.001 < 0.05$; Knowledge has a significant effect on teacher OCB in private kindergartens in the city of Bogor. This is indicated by a significance value of $0.001 < 0.05$; Motivation and knowledge have a simultaneous effect on OCB which is indicated by the value of $F_{count} = 70.361 > 3.12$ and a significance value of $0.000 < 0.05$ sig. Variables Work motivation and knowledge have an influence on OCB by 64.3% and the rest are influenced by other variables not included in this study.

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