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RELATIONSHIP LECTURERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR, STUDENTS' MOTIVATION AND STUDENTS' PERFORMANCE IN INDONESIA

ABSTRACT

This study aims to test the relationship models between lecturers' organizational citizenship behavior (teachers' OCB), students' motivation, and students' performance. This study also aimed to test students' motivation as a mediating variable. The study was conducted in Bandung, Indonesia with 490 of college students as the sample. Methods of testing construct validity is conducted by factor analysis, whereas the internal consistency reliability testing using Cronbach's Alpha. Method of the data analysis is conducted by the structural equation model (SEM) using Analysis of Moment Structures (AMOS). The results of this study indicated that the relation between lecturers' OCB and students' performance is mediated by students' motivation. This study contributes to the understanding of the lecturers' OCB as an important variable to motivate college students for achieving performance, students' participation, and students' obedience in collectivist cultures such as Indonesia. In addition, lecturers' OCB also can improve student achievement. Detailed discussion presented in this study.

Keywords: lecturers' OCB; students' motivation; students' achievement; students' participation; students' obedience.

1. INTRODUCTION

Research on organizational citizenship behavior (OCB) has gained great attention in the last thirty years, both in literature and education management. Based on the results of previous studies found that the study of OCB in academic and educational institutions still need attention (Farooqui, 2012). OCB is a positive employee behavior that contributed greatly to the organizational effectiveness and performance (Kidwell, Mossholder, & Bennett, 1997; Podsakoff, Mac Kenzie, Paine, & Bachrach, 2000). Educational institutions, especially schools have entered a new era in the reorganization, so performance is referred to as task roles or in-role performance stated is necessary but not sufficient to predict the effectiveness of school (Bogler & Somech, 2004). Schools also work in complex and competitive environments. This has encouraged the role of teachers who are committed to the goals and values of the school and able to work above and beyond the call of duty to contribute to the success of the school (Oplatka 2006; Somech & Ron, 2007).

Although the OCB has gained great attention, but research on OCB in education received less attention. Research on OCB in schools is very limited (DiPaola

& Tschannen-Moran, 2001). Article about lecturers' OCB is very limited (Bogler & Somech, 2016; Oplatka, 2006; Somech & Drach-Zahavy, 2000). Whereas lecturers' OCB was associated with students' performance (DiPaola & Hoy, 2005). Some researchers use the OCB in research on educational organizations to examine various aspects or factors that influence OCB (Oplatka 2007; Tschannen-Moran, Hoy, & Hoy, 1998; Somech & Drach-Zahavy, 2004; Garg & Rastogi, 2006). Furthermore, although the number a little research, OCB research topics in the teaching context is very important. This is due to teaching is one of the largest professionals in the world. In addition, many schools rely on the role of the teacher to want to do activities outside the job requirement or called OCB (Somech & Drach-Zahavy, 2000).

According to Yucef (2008), lecturers play a significant role in the improvement of schools and students. The quality of academic institutions depends on the lecturers. Lecturers' OCB is important because the schools are not able to decipher the various lecturers' activities through in-role job description formally for any behavior or activities of lecturers needed to achieve the goals (George & Brief, 1992). This is due to lecturers' role is complex and

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situationally that require professional judgments (DiPaola & Hoy, 2005). In addition, lecturers working in a large bureaucratic system and are interpersonal, so limitations on the OCB also often varies between school administrators or principals, teachers or lecturers, parents, and students. Lecturers' OCB includes behavior that is not described or defined by the school, so that the performance standards for such behavior can not be determined (Allen, Bernard, Rush, & Russell, 2000).

Lecturers are expected not only able to fulfill the role and regulation, but also must demonstrate proactive behavior to improve the ability of schools adapt to environmental changes (Somech & Oplatka, 2014). According DiPaola and Neves (2009), lecturers' OCB include helping others behaviors and serving the needs of others, including students. Lecturers' OCB also includes behaviors that support students and colleagues that include changes and motivation in teaching, in-depth orientation to the organization and deep loyalty to the teaching (Oplatka 2006; 2007). The lecturers' OCB associated with positive feedback from students and leads to better students' achievement and positive emotions from their students, and improve discipline in school (Oplatka, 2009). The previous researchers found that lecturers' OCB positively predict students' academic achievement (Allison, Voss, & Dryer, 2001; Khalid, Sofli, Othman, Ismail, & Rahman, 2001).

This study aims to test the relationship model of lecturers' OCB, students' motivation, and students' performance. This study uses an OCB dimension toward the students, specifically behavior that is directly aimed at improving the quality of teaching (Belogovsky & Somech 2010) assessed by students. OCB research in the education sector is very limited (Oplatka 2006; Somech & Drach-Zahavy, 2000). To overcome this limitation, the purpose of this research is to bridge the vacancy in the literature that identifies OCB exhibited by lecturers during and after school hours observed by their students. This research was conducted in Indonesia. As a developing country, Indonesia does not provide adequate salaries for teachers and lecturers. On the other hand, as the backbone of the school, it is extremely important that teachers engage in extra-role behaviors like OCB (Christ, van Dick, Wagner, & Stellmacher, 2003).

The study also aimed to test whether students' motivation is the mediating variable in the relationship between lecturers' OCB and students' performance. This study uses three-dimensional students' performance, which include students' achievement, students' participation, and students' obedience. This study uses a student-directed behavior of lecturers that are similar with individual

organizational citizenship or OCB toward individual (such as giving extra time for students, giving spending free time to do the planning in teaching, and set a classroom teaching) which has been shown as a component of OCB in school (DiPaola & Tschannen-Moran, 2001; Somech & Drach-Zahavy, 2000). I suggest that lecturers who engage in OCB influence students' performance both direct and indirectly via students' motivation.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

OCB concept is derived from the concept of Katz (1964) on extra-role behavior. OCB concept defined as deviant behaviors or discretionary behavior that do not directly and explicitly recognized in the system of formal recognition but may increase the effectiveness of the organization (Organ, 1990). According to Hoy, Hoy, and Kurz (2008), OCB is a deviant behavior carried out voluntarily by lecturers who exceed expectations of formal job. Lecturers' OCB aimed at ensuring students' academic success (Schwabasky, 2014). The authors stated that the OCB has a significant influence on the success of the organization (Chen, Hui, & Sego, 1998), and supports the function of social, psychological, and organizational effectiveness (Organ, 1997). According to the Organ, discretionary behavior means that the behavior is not a part of the employee's job description. Moorman and Blakely (1995) stated that a good citizen is employees who provide support to organizations without being asked by the organization.

OCB has been studied as citizenship behavior directed at the organization (Halbesleben, Bowler, Bolino, & Turnley, 2010). However, a variety of jobs such as doctors, lawyers, accountants and academics, and a variety of jobs that have professional associations as an integral part of the work (Gouldner, 1957) has not been done. Beside that, behavior based on the award system can not be measured that results (Bergeron, Shipp, Rosen, & First, 20013; Podsakoff, MacKenzie, Pain, & Bachrach, 2000), such as research and scientific publications. Adaptation OCB to schools has not been studied thoroughly. In various studies that have been conducted, organizational citizenship in school has been viewed differently from other organizations (DiPaola & Hoy, 2005). School is a service organization that carried out by professional employees such as teachers, lecturers and tutors who generally have a commitment to do the best for their students. This is due to the students are the primary beneficiary of the organization. In service organization like schools, professional employees and organizations are committed to what is expected by

the students as clients. In other words, schools are service organization staffed by professional workers who are committed to showing OCB.

A number of studies have explored the OCB as an organizational constructs in the field of research (e.g., Bogler & Somech, 2004; DiPaola & Hoy, 2005) but in the special context or dimensions (DiPaola & Hoy, 2005), and varies between one organization and another organization (DiPaola, 2009). In educational settings, OCB is behavior that is directed at students, teacher colleague, and to the whole school (Bogler & Somech, 2004). Teacher' OCB or lecturers' OCB is necessary for the school. Dependency of school on teachers or lecturers who are committed to the objectives of the school and want to do roles beyond minimal formal role expectation will support the success of the organization (Oplatka, 2009). OCB affects technical core because it involves extra-role behaviors of lecturers to students and other lecturers. According Oplatka (2006; 2007), there is a wide range of lecturers' OCB. Lecturers' OCB can be shown to help students with class materials, understand the material and new skills that are important for the future of students, preparing specific tasks for students, working voluntarily for school improvement, arrange learning programs, helping absent colleagues by giving duties tasks, and to cooperate with other lecturers.

According to the previous researchers, OCB related and affects the school climate, teachers' commitment, student learning, and teacher empowerment (e.g., Bogler & Somech, 2004; DiPaola & Hoy, 2005; DiPaola & Tschannen-Moran, 2001; Oplatka, 2009; Somech & Drach-Zahavy, 2004). OCB operate indirectly, by influencing social and psychological environment of organizations affecting technical activities (Diefendorff, Brown, Kamin, & Lord, 2002). OCB is important for organizations because through formal job description, the organization is not able to explain the behaviors necessary to achieve organizational goals (e.g., George & Brief, 1992; Katz & Kahn, 1966; Organ & Konovsky, 1989; Van Yperen, van den Berg, & Willering, 1999). Teachers or lecturers who demonstrate OCB can affect students' learning and students' academic achievements (Oplatka, 2009). Measurement of OCB in education provides a context such as teachers or lecturers who are able to use time efficiently, work collaboratively, and more emphasis on professional rather than personal activities (Schwabsky, 2014).

Because all teachers' or lecturers' OCB related to core technical organization, the teachers' or lecturers' OCB also help achieve the goals of the organization. This is demonstrated by extra-role behavior towards the organization, lecturers involved in organizing schools'

activities, voluntarily carry out tasks that are not part of their jobs, and provide innovative suggestions to improve the school, and so on. Teachers or lecturers are the most important factors in improving the efficiency and effectiveness of educational organizations (Ozdem, 2012). Therefore, studies that tested the attitude of teachers or lecturers towards the organization in which they work can improve the organizational performance. It can not be postponed again that OCB is very important in many types of organizations. However, this behavior is more sensitive and important in the context of the school. The role of school in education of future human resources in the development of various countries comprehensively is the reason of the need to have teachers with high OCB (Jenaabadi, Okati, & Surhadi, 2013). The teacher's or lecturers' responsibility is to upgrade the students' learning through teaching. Taking into account the various characteristics of complex learning, the OCB is very important in the learning and education process in schools.

In general, lecturers help students for understanding the material in the classroom, helping for acquiring expertise that are contribute to the students, helping for preparing special assignments on students whose performance is low, voluntarily replacing his teaching by giving assignments in class and work with other teachers (Bogler & Somech, 2004; Mael & Asforth, 1992). Additionally, some researchers note that the lecturers' success in performing their duties is important, but not enough to be able to achieve teachers' effectiveness. Added value for students and schools can be achieved with OCB (Bogler & Somech, 2004). Characteristics of interpersonal independence and work professional of teachers or lecturers shows that teachers or lecturers have an important role in the success of the school (Jimieson, Hannam, & Yeo, 2010).

OCB has a high relevance in the context of educational institution because it is very difficult to define the role of the teacher or lecturer who was in the job description (Parusivam, 2015). The main reason is because a teacher or a lecturer is always assessed as be a role characterized by discretionary responsibilities are determined by social norms subjectively and not defined objectively in the job description. Results of Oplatka' study (2009) showed that OCB performed by teachers is not only affect the students' performance but also have a positive impact on the organization and on himself. Research on the OCB among teachers and its impact on the stakeholders have been conducted by several researchers (Oplatka 2009; Somech & Drach-Zahavy, 2000). However, although the various evidences have shown OCB contribution to the school effectiveness,

but any criticism of OCB as extra-role behavior is also not small. OCB called ambiguous (Tepper, Lockhart, & Hoobler, 2001) and has a different personal understanding (Coyle-Shapiro, Kessler, & Purcell, 2004; Morrison, 1994).

According to Somech and Drach-Zahavy (2000), there are three dimensions of OCB related to schools, namely OCB toward the students, the team, and the organization. OCB towards the students is the behavior that is directly aimed at improving the quality of teaching. OCB toward the team is the behavior directed to help other teachers or lecturers. Meanwhile, OCB behavior toward the organization is devoted to the development of the organization as a whole. Somech and Drach-Zahavy (2000) also states that teachers' OCB also emphasize three things. First, the behavior is voluntary and not a pre-defined role and is not part of the formal job duties. Second, the focus OCB is not only happening in the organization, but such behavior is directed to provide benefits to the organization (Van Dyne, Graham, & Dienesch, 1994). Third, OCB is multidimensional although there is no clear consensus (Belogovsky & Somech, 2010).

This study uses OCB as a one-dimensional or unidimensional as the research results of DiPaola, Tarter, and Hoy (2004) and Shaheen, Giptu, and Kumar (2016). This is due to help students to learn and grow as well as helping schools to become better are the two things that can not be distinguished (DiPaola & Neves, 2009). Teachers' or lecturers' OCB will make students benefit by increasing efforts to gain benefit by increasing efforts to gain higher academic achievement. Lecturers can support the students' learning by showing teaching activities that give personal attention to the students, coaching of students' career, and always ready when needed. This is in accordance with the opinion of Settoon, Bennett, and Liden (1996) on social exchange theory that teachers' OCB can affect students' motivation. Social exchange theory is a theory that most appropriate to explain OCB (Shore, Chung-Herrera, Dean, Ehrhart, Jung, Randel, & Singh, 2009). If students perceive their lecturers' behavior is good, it is based on social exchange theory. Students will reciprocate by doing better. Social exchange theory emphasizes the personal relationship between lecturers and students. Lecturers' citizenship behavior will make students feel morally responsible and obliged to pay back to the teachers in a useful way that are trying to achieve higher academic achievement (Khalid et al., 2016).

DiPaola and Hoy (2005) also found a significant relationship between teachers' OCB and students' achievement. Meanwhile, students' achievement is one of the important elements of the university's

effectiveness. The extent of the teachers' role can not be adequately described in the lecturers' job description (DiPaola & Hoy, 2005; Mazen, Herman, & Ornstein, 2008). OCB should be considered as an important element in lecturers' performance. Lecturers desire to be bound in discretionary behavior such as OCB can greatly affect the learning outcomes of students. Research results of DiPaola and Hoy (2005) found a significant relationship between teachers' OCB and students' achievement. Therefore, this study also uses students' motivation variable as either the dependent variable or mediating variable. Moreover, an understanding of the students' perceptions as one of the different stakeholders to the lecturers' role can help minimize the lecturers' role conflict derived from the ambiguity and uncertainty in the role expectations. Based on the theory and previous research results, this study thus posits:

- H1= Teachers' OCB affect students' motivation
- H2= Students' motivation affect students' achievement
- H3= Students' motivation affect students' participation
- H4= Students' motivation affect students' obedience
- H5= Teachers' OCB affect students' achievement
- H6= Teachers' OCB affect students' participation
- H7= Teachers' OCB affect students' obedience

3. RESEARCH METHODS

3.1 Research Methods

3.1.1 Samples and procedures research

This research was conducted at the students of undergraduate program who are studying in private universities in Bandung. Selection of the research setting is based on earlier research that states that there are differences between lecturers' OCB at private universities than public universities (Garg & Rastogi, 2006). In addition, lecturers' OCB much more pronounced in the private universities than the public universities. This study uses a survey using a questionnaire carried out its own distribution. The questionnaire was distributed to individual data collection as respondents. Research samples were students of undergraduate program who are still active in college. The survey was conducted about three months. Compared with four other methods, the survey (interviews with direct face to face, a questionnaire was sent or by correspondence, questionnaires were read over the telephone, questionnaires via electronic media, or a combination of survey methods), method of questionnaire survey conducted by researcher is the best method (Cooper & Schindler, 2008; Neuman 2006; Sekaran & Bougie,

2013). Research on the influence of lecturers' OCB on students' motivation and students' performance is important because based on previous research, lecturers' OCB significantly affect teaching in schools, in particular can increase students' motivation and performance. In addition, students' motivation has been identified as one of the important predictors of learning and consistent, and can improve students' performance.

Research by the individual as the unit of analysis requires samples with specific criteria or characteristics. Characteristics of the sample were used to convey the characteristics of the sample relative to the population. Samples are intended to represent the population. The sample size also affects the accuracy or representation of the population, despite the large sample will show the greatest confidence in the study. The sampling method used in this research was non probability sampling. In this method, the elements in the population did not have the same probability to be selected as the sample (Sekaran & Bougie, 2013; Cooper & Schindler, 2008). Non probabilistic sampling technique selected was purposive sampling. Three separate questionnaire surveys were carried out in September until November 2016. The surveys were conducted by researcher. The criteria used to select the sample were students in undergraduate programs are an active college at least two semesters at a private university in Bandung. In addition, this study uses self-assessment. Respondents who were the undergraduate program students were studying in private universities in Bandung received a survey using a pen and paper. Respondents were assured anonymity and complete the survey during study hours.

3.1.2 Measurement

The instrument is designed for the unit of analysis at the individual level. Each of the respondents in this study was asked to complete three sizes, the lecturers' OCB, students' motivation, and students' performance. Questionnaires regarding lecturers' OCB taken and developed by previous researchers, namely Somech and Drach-Zahavy (2000), DiPaola and Tschannen-Moran (2001), Belogovsky & Somech (2010), Schwabsky (2014). Students' motivation was measured using items from the questionnaire and Ultesch Nichols (1998). Meanwhile, the questionnaire students' performance is taken and developed from research Van Dyne et al. (1994). The questionnaire was adopted with little modification to fit local needs research in Indonesia. Modifications are also made relating to changes in the questionnaire by using Bahasa Indonesia.

All scales measured by Likert scale with 5-point starting from the number 1. In the survey, students responded to items on a five-point Likert scale ranging from strongly agree to strongly disagree. This study is also using factor analysis as a way to test the construct validity and internal consistency with Cronbach's alpha indicates the reliability of measuring instruments. With the rotation and loading factor of at least 0.5 as suggested by Hair, Black, Babin, Anderson, and Tatham (2006). Furthermore, for examining the relation and influence between independent and dependent variables, researchers used the correlation. Next, to test students' motivation as mediating variable used structural equation modeling (SEM) using AMOS program.

3.1.3 Analysis of validity and reliability

This study used a questionnaire as a measure taken from previous researchers. The questionnaire was then translated into Bahasa Indonesia. To test the validity of the questionnaires used content validity and construct validity. Content validity performed on pre-analysis phase by asking expert people on human resources management, organizational behavior, management education, and qualitative and quantitative research methods. After testing content validity by experts, a questionnaire was given to a few individuals who have similar characteristics to the respondents to assess their understanding of the instruments. This is done as suggested by Sekaran and Bougie (2013) that there are no differences in respondents' perceptions of the measuring instrument.

Furthermore, to test the construct validity, researchers used factor analysis. This study used a technique of orthogonal and varimax rotation for further simplifying interpretation and looking for a simpler structure. Factor analysis was also performed on the constructs under study. Extraction of factors was executed and each eigenvalue greater than one (1) will be adopted. Varimax rotation performed to reveal each variable. Hair et al. (2006) suggested that a loading factor above 0.40 means that the construct validity of the test results are practically significant. Construct validity of each test items that factor loading values recorded between 0.511 and 0.772. Given all of the above items 0.4 noted were extracted. There are twenty three items that turned out to be removed because it is declared invalid. Items that have construct validity based on the results of the factor analysis were tested for reliability.

Furthermore, this study assessed the reliability of items of all variables using internal consistency with Cronbach's alpha. Values of Cronbach's alpha reliability tests measuring instrument in this study

resulted in a score of 0.887 for teachers' OCB variable, 0.815 for students' academic motivation variable, 0.784 for students' academic achievement variable, and 0.668 for students' participation variable, and 0.745 for students' obedience. Based on the results of the reliability testing, the reliability of measuring instruments of this research is well above the cut-off line reliability as recommended by Hair et al. (2006).

4. RESULTS

4.1 Descriptive Statistics

Performing statistical analysis, this study used a series of analysis of the relationship between all the constructs or variables of the study by using Pearson's correlation analysis. Correlations between lecturers' OCB and students' motivation is significantly positive ($r = 0.100$, $p < 0.05$). Correlation between lecturers' OCB and students' achievement is significantly positive ($r = 0.162$, $p < 0.01$). Correlation between students' motivation and students' achievement is significantly positive ($r = 0.528$, $p < 0.01$). Correlation between students' motivation and students' participation is significantly positive ($r = 0.168$, $p < 0.05$). Correlation between students' motivation and students' obedience is significantly positive ($r = 0.123$, $p < 0.01$). Correlation between lecturers' OCB and students' participation and correlation between lecturers' OCB and students' obedience is not

significant. Correlation between students' achievement and students' participation is significantly positive ($r = 0.246$, $p < 0.01$), while the correlation between students' participation and students' obedience is not significant. Standard deviations, scale reliability, and correlations among all study variables were presented in Table 1.

4.2 Hypothesis Testing Results

Confirmatory Factor Analysis (CFA) is used to test the discriminant validity of the variables in this study. Specifically, researcher tested the models of five variables in the which lecturers' OCB, students' motivation, students' achievement, students' participation, and students' obedience are the different latent factors. The strength of the relationship between lecturers' OCB, students' motivation, students' achievement, students' participation, and students' obedience was examined through structural equation modeling. Table 2 presents the results of testing the relationship model of lecturers' OCB and students' behavior with students' motivation as mediating variables using structural equation models with two-stage approach.

Structural equation model in this study was designed and tested using AMOS 4.0 software program (Byrne, 2001). The structural models is determined by allowing each item of any size to fit on the latent factors. At first, examining dimensional analysis

Table 1. Mean, standard deviation, and correlation among research variables

	Mean	SD	α	1	2	3	4	5
Lecturers' OCB	3.6007	0.4841	0.887	1.000				
Students' motivation	3.6336	0.4817	0.815	0.100*	1.000			
Students' achievement	3.7645	0.4830	0.784	0.162**	0.528**	1.000		
Students' participation	3.8065	0.4968	0.668	-0.008	0.168*	0.246**	1.000	
Students' obedience	3.2224	0.7125	0.745	0.086	0.123**	0.150**	-0.042	1.000

Notes: **correlation is significant at the 0.01 level (2-tailed)

*correlation is significant at the 0.05 level (2-tailed)

Source: Primary Data Processed

Table 2. Analysis mediating model

	Beta (β)	Critical ratio
Lecturers' OCB \rightarrow Students' motivation	0.111	2.106
Students' motivation \rightarrow Students' achievement	0.663	13.830
Students' motivation \rightarrow Students' participation	0.252	4.470
Students' motivation \rightarrow Students' obedience	0.210	3.505
Lecturers' OCB \rightarrow Students' academic achievement	0.135	2.957
Lecturers' OCB \rightarrow Students' participation	-0.033	-0.595
Lecturers' OCB \rightarrow Students' obedience	0.101	1.749

GFI = 0.989

CFI = 0.951

AGFI = 0.946

$p = 0.003$

Chi Square = 13.982
Df = 3

Source: Primary Data Processed

using confirmatory factor analysis (CFA) for all measures to assess the relationship between latent variables and real products that serve as indicators of them. Furthermore, the results of testing mediation models of students' motivation on the relationship between lecturers' OCB as independent variables and students' performance presented in Table 2. The results showed that the hypothesized model fit with the data ($\chi^2 = 13.982$; $df = 3$, $p = 0.003$; $GFI = 0.989$; $CFI = 0.951$; $AGFI = 0.946$).

Based on the results of examination of models, the influence of lecturers' OCB on students' motivation is significantly positive (hypothesis 1 is supported). The influence of students' motivation on students' achievement is significantly positive (hypothesis 2 is supported). The influence of students' motivation on students' participation is significantly positive (hypothesis 3 is supported). The influence of students' motivation on students' obedience is also significantly positive (hypothesis 4 is supported). The influence of lecturers' OCB on students' achievement is significantly positive (hypothesis 5 is supported). The influence of lecturers' OCB on students' participation is also not significant (hypothesis 6 is not supported). The influence of lecturers' OCB on students' obedience is also not significant (hypothesis 7 is not supported). In other words, relationship between lecturers' OCB and students' motivation is partially mediated by students' motivation. However, relationship between teachers' OCB and students' participation and students' obedience is fully mediated by students' motivation.

5. DISCUSSION

The purpose of this study was to examine the direct effect of lecturers' OCB in students' behavior, and the impact of students' motivation as mediating variables on this relationship. More specifically, this study was to examine the direct effect of lecturers' OCB in students' achievement, students' discipline, and students' obedience. The results did not support sixth and seventh hypothesis. OCB has been shown to have an influence on the success of an organization (Dalal, 2005; Cheng, 2016). Lecturers' OCB is a central factor in school improvement, because lecturers develop goodwill in loyalty towards the school in which they teach (Elstad, Christophersen, & Turmo, 2012).

The results of this study exhibited that there is positive relationship significantly between lecturers' OCB and students' motivation and between lecturers'

OCB and students' performance, especially students' achievement. Based on test results using SEM, lecturers' OCB directly affect students' motivation and students' achievements. It supports research of Oplatka (2009) which proved that the teachers' OCB leads to better students' achievements. Lecturers' OCB can enhance the positive response from stakeholders, especially students. However, students' participation and students' obedience which are a measure of students' performance are not affected directly by lecturers' OCB.

The test results of mediating models using SEM also exhibited that lecturers' OCB affect students' participation and students' obedience through students' motivation as a mediating variable. In other words, lecturers' OCB is effected directly only on students' achievement. Meanwhile, the influence of lecturers' OCB on students' participation and students' obedience is mediated by students' motivation. However, students' motivation also mediates the influence of lecturers' OCB on students' achievement.

OCB can indeed be done in all types of organizations, not least the educational organization or school. In various studies on OCB, such behavior may be addressed to the customer (Podsakoff & MacKenzie, 1997). In educational organizations, such behavior may be addressed to students (students-directed behavior) as providing extra time for students, or provide time to prepare materials for learning in the classroom (DiPaola & Tschannen-Moran, 2001; Somech & Drach-Zahavy, 2000).

A number of studies have suggested that the professionalism and bureaucratization are not necessarily irreconcilable. When the organization's objectives are congruent with the target of professional employees, then the lecturers can serve the needs of clients and the organization simultaneously. When lecturers spontaneously undertake positive activities outside the responsibility or duty and perform tasks that are not told, then the impact on school organization will be significantly (DiPaola & Tschannen-Moran, 2001). Based on previous research, positive activity or positive action can be increased students' achievement (Hoy, Hannum, & Tschannen-Moran, 1998) and increased school effectiveness (DiPaola & Tschannen-Moran, 2001).

Research of OCB in various organizational settings has yielded many important insights (Organ & Ryan,

1995), especially for an organization. However OCB in school organization as professional organization is different: The main commitment of a professional is service to clients, namely students. The work of the professionals at the school is also difficult to establish a comprehensive job description. Schools actually learn about how OCB can be cultivated. School as an organization can be described as a client-serving professionals who operate in a bureaucratic setting. In theory, bureaucratic setting is conformity with the needs and expectations of the professionals. However, the autonomy of the lecturers are very large, so that lecturers be characterized as quasi or semi-professionals (DiPaola & Tschannen-Moran, 2001).

The results of this study have shown that lecturers' OCB can increase students' motivation and students' achievement. The results of this study support the previous researchers (see e.g., Somech & Drach-Zahavy, 2000; DiPaola & Tschannen-Moran, 2001; DiPaola & Hoy, 2005; Opatka, 2009; Khalid et al., 2010; Belogozevsky & Somech, 2010). Therefore, it can be said that although the OCB are extra-role behaviors that can not be determined formally, but OCB play a powerful role in organizational effectiveness and can demonstrate the quality of employees, especially lecturers who have a role that is defined very broadly and are revered in most societies. Therefore, the need of OCB among lecturers is very high. In addition, there are public demands that lecturers exhibit such behaviors that appropriate with the high social expectations of the lecturers.

In Indonesia, lecturers are required to perform teaching, research, and community service. In the other hand, lecturers in Indonesia has the task of teaching the very numerous. Students are taught also have very heterogeneous ability, both economic as well as the affective and cognitive ability that determine the success of learning. Career path of lecturer is also determined by the ministry of research and higher education bureaucratically. This is way the task of lecturer in Indonesia become unwieldy. Very view people of Indonesia who are interested in working as a lecturer. Become the backbone of the school, but the salary is inadequate. Therefore, lecturers' OCB is indispensable for the lecturers in Indonesia. They want to work beyond the role, but do not expect additional rewards.

6. CONCLUSION

One of the purpose of the reported confirmatory study was to obtain a greater understanding of the consequences of teachers' OCB to their students' motivation and performance as the results are perceived by students. The present study has both

theoretical and practical contributions. On the theoretical level, this study provides insight into the impact of OCB upon the students who study in the school in which the teacher perform. On the practical level, this study is expected to improve the morale of teachers as a professional group to better serve students.

The findings demonstrate that students' mediates an impact of teacher's OCB on students' performance, but number of limitations should be considered when interpreting these findings. First, since all measures used are self-reports, common method variance is a problem. Although self-report data is commonly used to measure individual self-perception (Spector, 1994), but it does not reflect the actual performance of the respondents. Measurement of teachers' OCB conducted by students is free of common method variance. However, measuring the students' motivation and students' performance conducted by students still contain biases. Multi-rater assessment may provide a better understanding of the phenomenon than using a single rater. Second limitation is an obvious methodological limitation. My data are cross-sectional in nature. As such, I can not saw conclusions about the mediating effect of independent variable to dependent variable. A longitudinal research design is needed to confirm that teachers' OCB influence students' performance through students' motivation.

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