

Improving Teacher Job Satisfaction Through Organizational Commitment and Organizational Citizenship Behavior in The Digitalization Era

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Abstract

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To increase the productivity and maximum efficiency of teachers at work, job satisfaction is an important concern for every organization. Increasing job satisfaction is important for organizations to increase commitment and organizational citizen behavior (OCB). The effect of organizational commitment and organizational citizenship behavior (OCB) on teacher job satisfaction is the subject of this research. This research was conducted using a quantitative approach with the help of IBM SPSS version 25, and the research instruments were tested for validity and reliability. 71 respondents were taken as a sample through the census method, and data was collected through a questionnaire. The results showed that the organizational commitment variable (X1) influenced teacher job satisfaction (Y1), as shown by testing the t-test hypothesis, where $T_{count} > T_{table}$ ($5.413 > 1.995$) and a significant level that was less than 0.05, namely ($0.021 < 0.05$). Organizational citizen behavior (OCB) variable (X2) influences job satisfaction (Y1).

Kata kunci:

Komitmen Organisasi, *Organizational Citizenship Behavior* (OCB), Kepuasan Kerja

Abstrak

Untuk meningkatkan produktivitas dan kemaksimalan guru dalam bekerja, kepuasan kerja menjadi perhatian penting bagi setiap organisasi. Meningkatkan kepuasan kerja penting bagi organisasi untuk meningkatkan komitmen dan perilaku warga negara organisasi (OCB). Pengaruh komitmen organisasi dan perilaku warga negara organisasi (OCB) terhadap kepuasan kerja guru adalah subjek penelitian ini. Penelitian ini dilakukan menggunakan metode pendekatan kuantitatif dengan bantuan IBM SPSS versi 25, dan instrumen penelitian diuji validitas dan reliabilitasnya. 71 responden diambil sebagai sampel melalui metode sensus, dan data dikumpulkan melalui kuesioner. Hasil penelitian menunjukkan bahwa variabel komitmen organisasi (X1) memengaruhi kepuasan kerja guru (Y1), seperti yang ditunjukkan oleh pengujian hipotesis uji t, di mana $T_{hitung} > T_{tabel}$ ($5,413 > 1,995$) dan taraf signifikan yang kurang dari 0,05 yaitu ($0,021 < 0,05$). Variabel perilaku warga negara organisasi (OCB) (X2) memengaruhi kepuasan kerja (Y1).

INTRODUCTION

The creation of an increase in quality human resources requires an increase in the ability and discipline of teaching staff, namely teachers, in the process of developing education certainly cannot be separated from the role of a teacher who is in charge of educating and being responsible for learning (Arista, Mariani, Sartika, Murni, & Harahap, 2023; D. P. Pratiwi & Warlizasusi, 2023). Teachers as role models are the most influential people in the development of various potentials and the formation of national character, data from UNESCO in Global Education Monitoring (GEM) Report 2016, regarding the quality of teachers as an important component in education is ranked 14th out of 14 developing countries in the world, of course, this can be accepted because of the fact that almost 75% of schools in Indonesia do not meet the minimum service standards of education (Setyorini & Khuriyah, 2023). Based on Law Number 14 of 2005 Article 1 paragraph 1 explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training and evaluating students in children's education through formal education, basic education and secondary education (RI, 2005). Teachers fulfilling these tasks are required to have high job satisfaction, teachers who do not have high job satisfaction certainly cannot carry out the teacher's duties to the fullest (K. Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Asse, Putri, Fatimah, Nursyam, & Faqihuddin, 2024; Komariah & Nihayah, 2023).

Job satisfaction is the level of pleasant feelings that originate from the results of an assessment of one's work or experience while doing the job (Sirait, 2016), which has indicators of satisfaction with work, satisfaction with salary, satisfaction with supervision and satisfaction with colleagues (Abebe & Assemie, 2023; Colquitt et al., 2013; Ly, 2023). The benefits of employees having high job satisfaction include increasing productivity, reducing employee turnover, increasing loyalty, inner peace, and several others. (Memon, Khahro, Memon, Memon, & Mustafa, 2023). Job satisfaction is influenced by other variables, one of which is organizational commitment. Organizational commitment is an individual's loyalty to the organization, individuals with high organizational commitment identify very strongly with the organization and feel proud to consider themselves as members (Jr Schermerhorn, Jhon R, James G, Hunt, Richard N, 2015). (Rizki & Juhaeti, 2022; Sugiarto & Huruta, 2023) Indicators of organizational commitment affective commitment, continuance commitment and normative commitment.

In addition to organizational commitment, job satisfaction is also influenced by other variables, namely Organizational Citizen Behavior (A Charmiati & Surya, 2019; Maulidia & Laksmiwati, 2022), The results of this study state that there is a positive relationship if the higher the satisfaction enjoyed by the teacher, it will increase organizational citizenship behavior (OCB).(Phetsombat & Na-Nan, 2023) Defining OCB is an action of an individual that benefits the organization and not a cut on a particular job is required. (Organ, D. W., Podsakoff, P. M., & MacKenzie, 2006) revealed that the indicators of OCB are helpful behavior, thoroughness, sportsmanship, kindness and wisdom. The benefits of OCB are increasing productivity, improving work climate, increasing job satisfaction, improving service quality and customer relations, increasing leadership and management, reducing conflict and tension, and so on. (Kadir & Sanusi, 2023).

Based on the description that has been described above, the researcher can ask this research question. First, is there an effect of organizational commitment and organizational citizenship behavior (OCB) on teacher job satisfaction in Madrasah XYZ, second. whether there is an influence of organizational commitment and organizational citizenship behavior (OCB)

together on teacher job satisfaction at Madrasah XYZ. This question will later be answered by respondents who understand organizational commitment, organizational citizen behavior and teacher job satisfaction at the madrasah. Based on the research questions posed in the previous section, a tentative answer or research hypothesis can be drawn: first, there is a significant influence between Organizational Commitment and Organizational Citizenship Behavior (OCB) on Teacher Job Satisfaction in Madrasah XYZ. Second, there is a significant influence of Organizational Commitment and Organizational Citizenship Behavior (OCB) together on Teacher Job Satisfaction in Madrasah XYZ.

So far, research focusing on how digitalization affects teacher job satisfaction is still limited. There is a need to better understand how developments in digital technology in schools can influence teachers' levels of job satisfaction. Although organizational commitment has been identified as an important factor in increasing job satisfaction, there needs to be further, more specific research on how types of organizational commitment (for example, affective, normative, and sustainable) influence teacher job satisfaction in the era of digitalization.

RESEARCH METHOD

This research was conducted at Madrasah XYZ which is located in Pasuruan Regency. This research was conducted in December - March 2023. This research is included in the scope of human resources which focuses on organizational commitment (X1), Organizational Citizenship Behavior (X2), and employee job satisfaction (Y). Organizational commitment variable with indicators of affective commitment, continuance commitment and normative commitment. The Organizational Citizenship Behavior variable has indicators of Altruism (helpful behavior), Conscientiousness (accuracy), Sportmanship (sportsmanship), Courtesy (kindness), and Civic Virtue (wisdom), while employee job satisfaction has indicators of satisfaction with work, satisfaction with salary, opportunity Promotion, Satisfaction with Supervision and Satisfaction with Colleagues.

The type of research used is quantitative research because the data used in this research is expressed as numbers and the analysis in this research uses statistics to measure and obtain research results with a questionnaire (S. Anwar, 2011). This research is a causal associative research, namely in order to investigate causality between two or more variables with this research, a theory that is useful in interpreting, predicting or controlling a phenomenon can be built. (Umar, 2011).

All teachers at Madrasah XYZ, a total of 71 people, are included in this study population. In this research, all members of the population have the same chance of being selected as the sample, so it is called a probability sampling technique (Sugiyono, 2017). because the population is relatively small, the entire population is taken as a sample so that the sample in this study is all teachers at Madrasah XYZ, totaling 71 teachers. This method is called the census method, which is a sampling technique in which all members of the population are sampled. This research is usually carried out if the population is below 100 to be used as the subject of study or as a respondent providing information. (Ari Kartiko, Sanusi Anwar, 2021).

In this study, the data collection method used was a questionnaire or questionnaire, which is a list of a series of questions relating to the problem or field to be studied. To obtain data, questionnaires were distributed to respondents, which were intended to answer questions for research purposes, especially in the case of survey research. In this study, data collectors receive data directly from data sources known as primary data. The origin of this primary data is through a questionnaire that has been given answers by Madrasah XYZ teachers. For the research

instrument measurement method with a Likert scale consisting of 5 (five) ranges of answers, the categorization of answers is explained as follows: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1) (Joshi, Kale, Chandel, & Pal, 2015). Data analysis techniques perform instrument testing by testing the validity and reliability of the data. After conducting the instrument test, the classical assumption test and hypothesis test were carried out. Test this hypothesis using multiple linear regression test and test the coefficient of determination (Arikunto, 2010).

RESULTS AND DISCUSSION

Result

Based on the results of testing the instrument through a validity test or data validity test for organizational commitment variables are as follows:

Table 1 X1 Validity Test Results (Organizational Commitment)

Statement	rcount	rtable	Description
X1.1	0,6114	0,3610	Valid
X1.2	0,3795	0,3610	Valid
X1.3	0,3943	0,3610	Valid
X1.4	0,4645	0,3610	Valid
X1.5	0,5583	0,3610	Valid
X1.6	0,5271	0,3610	Valid
X1.7	0,5593	0,3610	Valid
X1.8	0,5154	0,3610	Valid
X1.9	0,4771	0,3610	Valid
X1.10	0,4046	0,3610	Valid
X1.11	0,4053	0,3610	Valid
X1.12	0,6001	0,3610	Valid

(Source: Questionnaire processing results using SPSS 25)

The results shown in table 1, the result is that out of 12 or all statement items from organizational commitment are declared valid, because the value of r count is greater than the rtable of 0.3610.

The test results for the OCB instrument can be seen in table 2 below:

Table 2 Test the Validity of Variable X2 (OCB)

Statement	rcount	rtable	Description
X2.1	0,6663	0,3610	Valid
X2.2	0,6356	0,3610	Valid
X2.3	0,4576	0,3610	Valid
X2.4	0,5971	0,3610	Valid
X2.5	0,6378	0,3610	Valid
X2.6	0,4087	0,3610	Valid
X2.7	0,5596	0,3610	Valid
X2.8	0,5985	0,3610	Valid
X2.9	0,6594	0,3610	Valid
X2.10	0,6841	0,3610	Valid
X2.11	0,4785	0,3610	Valid
X2.12	0,6022	0,3610	Valid
X2.13	0,6102	0,3610	Valid
X2.14	0,6963	0,3610	Valid

X2.15	0,6042	0,3610	Valid
X2.16	0,5066	0,3610	Valid
X2.17	0,5727	0,3610	Valid
X2.18	0,7213	0,3610	Valid
X2.19	0,6962	0,3610	Valid
X2.20	0,8361	0,3610	Valid
X2.21	0,5773	0,3610	Valid

((Source: Questionnaire processing results using SPSS 25))

Based on table 2, it was found that all of the question items in this study could be declared valid because the *r* count value was greater than the *r* table. So that it can be said to have the ability to measure the OCB variable.

The test results of the teacher's job satisfaction instrument can be seen in table 3 below

Table 3. Results of Validity Test of Job Satisfaction Variables

Statement	<i>r</i> count	<i>r</i> table	Description
Y1.1	0,432	0,361	Valid
Y1.2	0,872	0,361	Valid
Y1.3	0,905	0,361	Valid
Y1.4	0,724	0,361	Valid
Y1.5	0,687	0,361	Valid
Y1.6	0,718	0,361	Valid
Y1.7	0,601	0,361	Valid
Y1.8	0,614	0,361	Valid
Y1.9	0,791	0,361	Valid
Y1.10	0,813	0,361	Valid
Y1.11	0,842	0,361	Valid
Y1.12	0,676	0,361	Valid
Y1.13	0,633	0,361	Valid
Y1.14	0,813	0,361	Valid
Y1.15	0,718	0,361	Valid
Y1.16	0,423	0,361	Valid
Y1.17	0,598	0,361	Valid
Y1.18	0,426	0,361	Valid

(Source: Questionnaire processing results using SPSS 25)

Based on table 3 above, it can be concluded that all of the question items can be said to be valid or have been tested to measure teacher job satisfaction variables at XYZ Madrasahs.

To test the consistency or reliability of the question items or statements of each variable by looking at the Cronbach alpha value, presented in table 4 below:

Table 4 Reliable Test Results

No	Variable	<i>Cronbach's Alpha</i>	Description
1	Organizational Commitment (X1)	0,881	Reliabel
2	OCB (X2)	0,994	Reliabel
3	Job Satisfaction (Y1)	0,874	Reliabel

(Source: Questionnaire processing results using SPSS 25)

Based on the table above, the result is that the Cronbach alpha value is greater than 0.600 so that it can be concluded that all question items or statements have been tested for reliability.

The results of the classic assumption test by looking at the normality test. Based on the data normality test, it can be concluded that the data from each variable is normally distributed, for more details it can be seen in the data normality test

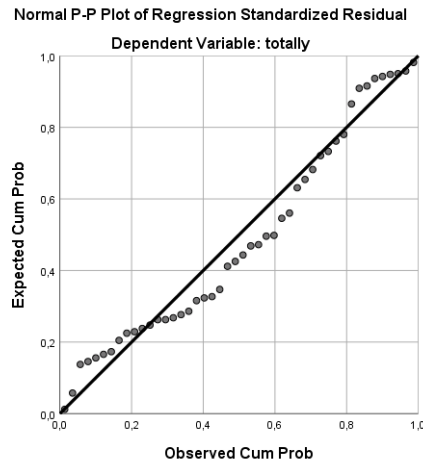


Figure 1 Normal P-P Plot

Based on Figure 1 above, it can be said that the data is normally distributed, this is indicated by the data spread close to the vertical line. Meanwhile, the results of the linearity test can be seen in table 5 below:

Table 5 Linearity Test Results

Variable	<i>Deviation From Linearity</i>	Description
(X1).(Y1)	0,684	Linear
(X2).(Y1)	0,408	Linear

(Source: Questionnaire processing results using SPSS 25)

Based on the results of the linearity test above, it is known that the sig. Deviation from Linearity of the two variables is greater than 0.05. therefore it is said that there is a linear relationship from the variable Organizational Commitment (X1) to Job Satisfaction (Y1), as well as the Organizational Citizenship Behavior (OCB) variable (X2) to Job Satisfaction (Y1).

The results of hypothesis testing using multiple linear regression tests which are useful in knowing the relationship of the two independent variables to the dependent variable can be seen in table 6 below:

Table 6 Results of Multiple Linear Regression Analysis

		Coefficients^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	50.432	4.418		11.437	.000
	X1	.45	.019	.230	2.355	.021
	X2	.257	.047	.528	5.413	.000

(Source: Questionnaire processing results using SPSS 25)

In table 6 above, the multiple linear regression equation can be made as follows $Y = 50.412 + 0.44 + 0.257 + e$. Based on the values of the coefficients from the results of the formulation of multiple linear regression the researcher can explain as follows: First constant (a) = 50.412 this means constant price, if the variable organizational commitment (X1) and OCB (X2) = 0, then job satisfaction = 50,432. Both values of the regression coefficient of organizational commitment (X1) = 0.450. This means that if every increase in organizational commitment (X1) is 1%, then job satisfaction will also increase by 0.450. This shows that the provided organizational commitment variable contributes positively to job satisfaction and the three values of the OCB regression coefficient (X2) = 0.267. This means that if every increase in OCB (X2) is 1%, then job satisfaction will increase by 0.267. These results indicate that the provided OCB variable contributes positively to job satisfaction.

To see the impact of organizational commitment and OCB on job satisfaction together or simultaneously, researchers look at the results of calculations using a summary design using SPSS, especially in the number R Square (R2) below:

Table 7 Determinant Coefficient Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.605 ^a	.366	.348	1.212

(Source: Questionnaire processing results using SPSS 25)

The numbers obtained can be used to see the magnitude of the impact of organizational commitment and OCB on job satisfaction, namely 0.366 (36.6%), while the remaining 64.4% is influenced by variables not included in this study.

Discussion

The Influence of Organizational Commitment and Organizational Citizen Behavior on Teacher Job Satisfaction Partially

Organizational commitment is an ongoing process in which members of the organization show their concern for the success of the organization and the loyalty of its employees to it (Kurniawan, 2013). The commitment shown by teachers at Madrasa XYZ can be said to be very good, because the organization provides freedom for teachers to be able to express opinions as well as suggestions and criticisms that function to achieve the vision, mission and goals of the organization.

In this regard, organizational commitment has indicators that have been tested by researchers including affective commitment, continuing commitment and normative commitment. Based on these indicators, organizational commitment at Madrasah XYZ, the indicator with the highest score is normative commitment, where this commitment is defined as one's feelings. to remain in the organization because this action is the right thing to do and is based on a sense of responsibility, one of the statement items on this indicator is "aware that commitment is what I have to do", SMAN 1 Bangsal Mojokerto has its own way of being able to fostering teacher organizational commitment by paying attention to the conditions and needs of teachers in carrying out their work, supporting teachers to be able to develop careers and supporting teacher work as capital to increase organizational commitment and foster teacher confidence.

Based on (Steers, 1991) Organizational commitment is a condition where employees are very interested in the goals, values and goals of their organization and organizational commitment means more than just formal membership because it includes an attitude of liking the organization and a willingness to exert a high level of effort for the benefit of the organization in order to achieve goals. In response to this opinion that from the descriptive analysis that the researcher tested there was also a statement with the lowest score, namely affective commitment where affective commitment is defined as a commitment related to emotional feelings for the organization and belief in its values, why is that because every individual has values different lives, of course, in responding to this, an adjustment is needed between the values given by the organization and the values that exist in him, these changes will provide changes in behavior that will be raised by the teacher, in the concept of organizational commitment there is an exchange approach, namely the contribution made by the organization to members as well as vice versa, then the psychological approach that emphasizes the active and positive nature of the organization's members.

Based on the explanation that the researchers have described, it can be concluded that if organizational commitment can be maintained and even continuously improved, it will have an impact on teacher job satisfaction which results in increased productivity so that the vision, mission and goals of the organization can be achieved. The magnitude of the effect of organizational commitment on teacher job satisfaction in Madrasah XYZ is 0.044, meaning that organizational commitment affects job satisfaction by 44% while the remaining 56% is influenced by other variables not included in this research.

This research is strengthened by previous research by (Darmawan, 2016), the results of the study, namely the organizational commitment variable has a significant influence on teacher job satisfaction. In line with the research conducted by (Danish, Draz, & Yasir Ali, 2015) with the research title "Impact of Organizational Climate on Job Satisfaction and Organizational Commitment in Education Sector of Pakistan" obtained the results of the study namely that there was a partial and simultaneous positive and significant effect of organizational commitment on educator job satisfaction.

Organizations need human resources to carry out organizational functional tasks, to fulfill this it is time for us to measure a person's work not only from his job description, namely by looking at the extra roles played by workers (Marnis & Priyono, 2008; Nurjanah, Pebianti, & Handaru, 2020) , according to (Organ, D. W., Podsakoff, P. M., & MacKenzie, 2006) OCB is a form of behavior that is individual choice and initiative not related to the organization's formal reward system but in the aggregate increases organizational effectiveness.

OCB behavior is needed by any organization as well as with Madrasah XYZ which is shown by the friendly attitude of the teacher, helping each other in completing work and providing direct assistance by the teacher. OCB has several indicators that researchers use in this study namely, altruism (helpful behavior), conscientiousness (accuracy), sportsmanship (sportsmanship), courtesy (kindness) and civic virtue (wisdom), from some of these indicators there are several statement items that are more inclined to be carried out by teachers, namely indicators of altruism (helpful behavior) which is a behavior that prioritizes the interests of others or helping behavior, where this behavior gives an overview of the environmental conditions that exist in Madrasah XYZ by showing an attitude of helping each other, it will indirectly bring up teamwork and have a positive influence on the organizational environment.

Based on (N. M. A. R. Pratiwi, 2020), high quality OCB behavior will support overall effectiveness and increase organizational work efficiency, even though OCB behavior is voluntary and its function is not an absolute requirement to occur. Besides that, based on the descriptive analysis on OCB, there are also low statement items, namely conscientiousness (accuracy), teachers with this behavior are based on what they do must be in accordance with the teacher's job description, such as working not to exceed the allotted time, this is because the life of a teacher also not only being at school but there is a personal life and the school must be aware of this which, Madrasah XYZ never forces a teacher to do what he does not like unless the teacher wants it, so freedom in the organization is also considered.

OCB in this study emphasizes more on how schools can have a real influence on the behavior and conditions created by schools so that OCB behavior can emerge, the extra role of teachers brings a positive influence in accordance with Podsakoff's opinion that OCB in organizations will increase productivity, make efficient use of HR, the occurrence of teamwork to increase the stability of the organization and many others, of course, from the magnitude of the benefits provided, Madrasa XYZ is aware of this, so it can be concluded that OCB at Madrasa XYZ has emerged which will greatly support and influence teacher job satisfaction. . OCB in teachers is needed to improve performance and help the growth of the organization, this behavior will be very much needed by the organization because it will have a direct impact on himself, other people and even the environment in which he works.

This research is supported by previous research conducted by (Lestari & Ghaby, 2018) with the research title "The Influence of Organizational Citizenship Behavior (OCB) on Job Satisfaction and Employee Performance" with the research results OCB has a significant influence on employee job satisfaction so that the higher the job satisfaction felt by employees will be able to improve performance, OCB does not only increase one's job satisfaction but employee performance is also getting better. Research conducted by (Almigo, 2004) with the research title "Relationship between Job Satisfaction and Organizational Citizenship Behavior (OCB) in UIN Raden Intan Lampung employees" the result is that there is a significant relationship between job satisfaction and OCB.

The Effect of Organizational Commitment and Organizational Citizenship Behavior (Ocb) on Teacher Job Satisfaction at Madrasah XYZ Simultaneously.

Adanya komitmen organisasi dikarenakan terjadinya kesepakatan untuk melakukan sesuatu untuk diri sendiri, individu lain kelompok atau organisasi, sedangkan komitmen organisasional mencerminkan tingkat keadaan seorang individu melakukan identifikasi dirinya dengan organisasi dan terikat pada tujuannya (Jr Schermerhorn, Jhon R, James G, Hunt, Richard N, 2015). Organizational commitment is something that must be possessed by an employee, an effective teacher is one who can commit and continuously update his knowledge in order to maximize his duties. Likewise with OCB at Madrasah XYZ emphasizing how teachers can be responsible for anything so that schools become better, teachers with high OCB will not be willing if school institutions experience difficulties in realizing their vision and mission, they will voluntarily make the maximum contribution so that the school's vision and mission can be achieved. optimally achieved.

Madrasah XYZ has a positive environment caused by high organizational commitment and OCB behavior shown by teachers towards the organization so as to create good results as well. Of

course, in this case the school must encourage in carrying out the duties and responsibilities for the obligations that have been given, teachers who have understood the values given by an organization will make the organization unique. Jobs that are supported by quality human resources and support in completing assignments which will directly bring up job satisfaction in teachers are of course supported by these two variables, each good individual will also understand and be able to adapt to his organization.

(Colquitt, Lepine, & Wesson, 2017), revealed that job satisfaction is the level of pleasant feelings obtained from an assessment of one's work or work experience, there are indicators of job satisfaction found in this study namely satisfaction with work, satisfaction with salary, satisfaction with promotion, satisfaction with supervision and satisfaction with colleagues, of course in the descriptive analysis the researcher found that there was the highest indicator, namely satisfaction with work with statement items namely "the work is in accordance with my education, skills and abilities" and "I am satisfied working in this organization because it provides opportunities for employees to be more advanced" from these items can It can be seen that Madrasah XYZ is very concerned about teacher welfare starting from jobs that are in accordance with teacher education to opportunities for career development.

Teacher job satisfaction at XYZ Madrasah can be said to be good because it is in accordance with what is expected by the teacher, so it can be concluded that organizational commitment and OCB have a joint effect on job satisfaction which is supported by the suitability of the values given by the organization with what is expected and obtained by the teacher in carrying out their duties and responsibilities. Good job satisfaction is based on the extent to which teacher expectations are met. This can include aspects such as working conditions, salary, support from management. Organizational commitment and OCB (Organizational Citizenship Behavior) influence teacher job satisfaction. This indicates that teachers who have a high level of commitment to the madrasa and demonstrate positive organizational citizenship behavior are more likely to feel satisfied with their work. The level of job satisfaction is also supported by the conformity of the values provided by the organization with what is expected and obtained by teachers in carrying out their duties and responsibilities. This shows the importance of consistency between organizational values and teachers' daily experiences in the work environment

This research supports the research conducted by, Rinaldi (2020) with the research title "The Effect of Job Satisfaction and Organizational Commitment on Organizational Citizenship Behavior (OCB) at the Medan Oil Palm Research Center" with the results of research on job satisfaction and organizational commitment simultaneously and significantly

CONCLUSION

Organizational commitment and organizational citizen behavior have a significant effect on teacher job satisfaction. Normative commitment is the biggest contributor to teacher job satisfaction, while organizational citizenship behavior dominates the biggest influence on teacher job satisfaction is helper behavior. Besides that, simultaneously organizational commitment and organizational citizen behavior have a positive and significant impact on teacher job satisfaction.

The real contribution to this research theoretically is to add to the body of knowledge because with the same research variables, there are several differences in indicators that can be used as references by future researchers in developing research in the same scope, while practically it can be used as an evaluation by organizational stakeholders. especially on normative commitment, and helper behavior.

This study is limited by the relatively small number of variables because the scope of resource management is so broad. In addition, this study has limitations on the method used so that it can still be developed with other research methods and the last limitation is the relatively small number of population and sample. So that further research can be carried out on larger populations and samples with different social statuses.

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