



Implementation of Curriculum in Vocational High Schools in Indonesia Based on Organizational Citizenship Behavior

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Abstract: This study aims to analyze the factors significantly affecting the implementation of the vocational high school curriculum in Indonesia based on Organizational Citizenship Behavior. This study used survey methods with a quantitative approach. Data were obtained from Vocational High School teachers in Indonesia, with 292 respondents representing 30 provinces from 34 provinces. The independent variables were transformational leadership and organizational climate. Meanwhile, the dependent variable was Organizational Citizenship Behavior, and the intermediate variables were motivation and job satisfaction. The data analysis technique used in this study was Structural Equation Modelling. Two conclusions can be drawn from this study. First, there is the effect of applying OCB in educational organizations, especially in implementing curriculum in VHS. Second, leadership and organizational climate directly affect the application of OCB in the school environment. A conducive and accommodative school organizational climate was indirectly affected by the transformational leadership style to create an organizational climate conducive and accommodative for individual teachers in optimally implementing curriculum in VHS in Indonesia.

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Introduction

Organizational Citizenship Behaviour (OCB) has been widely investigated and has become the basis for considering the development of business organizations and public services. The development of organizations with the concept of OCB explores the efforts of how to enhance the capacity of production or services through the changes in HR behaviour to create an organizational climate that is conducive and accommodative towards the relationships between the manager and staff, the relationship between staff and staff, and the relationship between human resources and their environment. Many studies have been conducted on the concept of OCB in organizational behaviour and its effects on employee performance in business organizations and public services. However, OCB-based studies in school organizations are still scarce.

Based on the results of the previous studies, organizations that have employees with good OCB will have better performance (Lubis, 2015; Sari, 2016; Sutopo, 2018; Halim & Dewi, 2018; Suwibawa, Agung, & Sapta, 2018; Sugianingrat, et al., 2019; Fitrio, Budiyo, & Agustedi, 2020). Employee satisfaction can be increased through the attention and good relations from the manager with the staff so that employees will find that they are an essential part of the work organization (Nabilah, Tewal, & Trang, 2017; Soelton et al., 2020). Furthermore, it is also found that transformational leadership can make employees more involved and concerned with their job and devote more attention and time to them.



The results of previous studies on leadership style, organizational climate, motivation, and job satisfaction with the concept of OCB in non-educational organizations (business or public services) reveal that transformational leadership style significantly has a positive effect on employees' work motivation. Organizational climate can move from pleasant to neutral to unpleasant. The organizational climate is essential as organizations can create an environment where employees feel comfortable optimizing their potential performance (Lubis, 2015; Nabilah, Tewal, & Trang, 2017; Ukkas & Latif, 2017).

However, studies on OCB and its effects on HR management and performance have been conducted in non-educational organizations; not much has been done in educational organizations (schools). Therefore, this study focused on investigating the factors significantly affecting the curriculum implementation in Vocational High Schools (VHS) in Indonesia based on OCB. This study aimed to investigate the different effects of OCB in non-educational and educational organizations. Furthermore, this study sought to describe the factors affecting the concept of OCB on transformational leadership style, organizational climate, motivation, and job satisfaction in implementing curriculum in schools, especially VHS in Indonesia.

This study is beneficial for policymakers (government or educational foundations) in developing school organizations, selecting, and determining school managers and making schoolwork programs that create a conducive and accommodative school atmosphere. This study is also helpful in improving the achievement of curriculum implementation results by evaluating and supervising the organizational climate and leadership style of school principals so that a conducive and accommodative atmosphere is created in schools. The results of this study can also become an indicator of Vocational High School management in Indonesia to produce highly competent graduates who may compete with vocational high school graduates from other countries. The scarcity of studies on organizational behaviour in school organizations based on OCB is the basis for this study, which seeks to determine the factors affecting HR behaviour that affect the behaviour of educational organizations to achieve organizational objectives.

Research Method

This research used a survey method with a quantitative approach. The survey instrument used a questionnaire totalling 48 indicator items in the form of questions. Each variable consisted of a different number of questions, including ten questions for OCB, ten for job satisfaction, eight for transformational leadership style, eight for work motivation, and 12 for the organizational climate. Each question adopted the answer with a Likert scale measuring instrument consisting of values from one to five, which means strongly disagree to agree strongly.

Population of this study was all Vocational High School teachers in Indonesia. The sample of respondents was taken from some of the population objects representing provinces in Indonesia. The sampling technique employed multistage purposive sampling. This study involved 292 respondents representing 30 provinces from 34 provinces in Indonesia. Data were collected using Google Form software distributed to all teachers in Indonesia.

The statistical method used was Structural Equation Modeling (SEM) with the independent variables of transformational leadership style and organizational climate, the dependent variable of OCB, and the intermediate variables of motivation and job satisfaction. Based on the status of the teachers investigated, the highest numbers of respondents were 72.4% of permanent teachers and 27.4% of honorary teachers. Respondents' areas of

expertise included technology and engineering, mining energy, information technology, health, agribusiness, maritime, business management, tourism, and creative industrial arts.

The model test was measured to test the validity and reliability of the constructs between the latent variables and the observed variables. Based on the results of the reliability measurement, indicator values of all items of transformational leadership (TL), organizational climate (OC), motivation (M), work satisfaction (WS), and OCB were obtained with a loading factor > 0.7 and a p-value <0.001, in the sense that there was no multicollinearity between indicators and between exogenous variables. The Goodness of fit (GOF) result was 0.598 > 0.36, meaning the model's suitability was very good. Sympton's paradox ratio (SPR) index, R-squared contribution ratio (RSCR), Statistics suppression ratio (SSR), and Nonlinear bivariate causality direction ratio (NLBCDR) = 1.00, meaning that there was no causality problem in the model.

Results and Discussion

The results of this study consisted of two parts. First were the effects of OCB on organizational climate. It was viewed from the nine hypotheses as described in the results of this study. Second was the factors affecting the working of OCB in the school environment. The effect of OCB on organizational climate is that the organization will be effective if it involves everyone. Organizational climate can provide the dynamics of life within the organization and significantly influence the human resources involved in the organization. The concept of organizational climate states that human relations are a process in which management and workers interact to achieve their goals. Organizational climate comprises six dimensions: structure, responsibility, recognition, support, standards, and commitment. The dimension has become a common part of today's school organizations. In this study, six dimensions were developed as indicators. The effects of OCB on the education climate were proven using SEM (Figure 2).

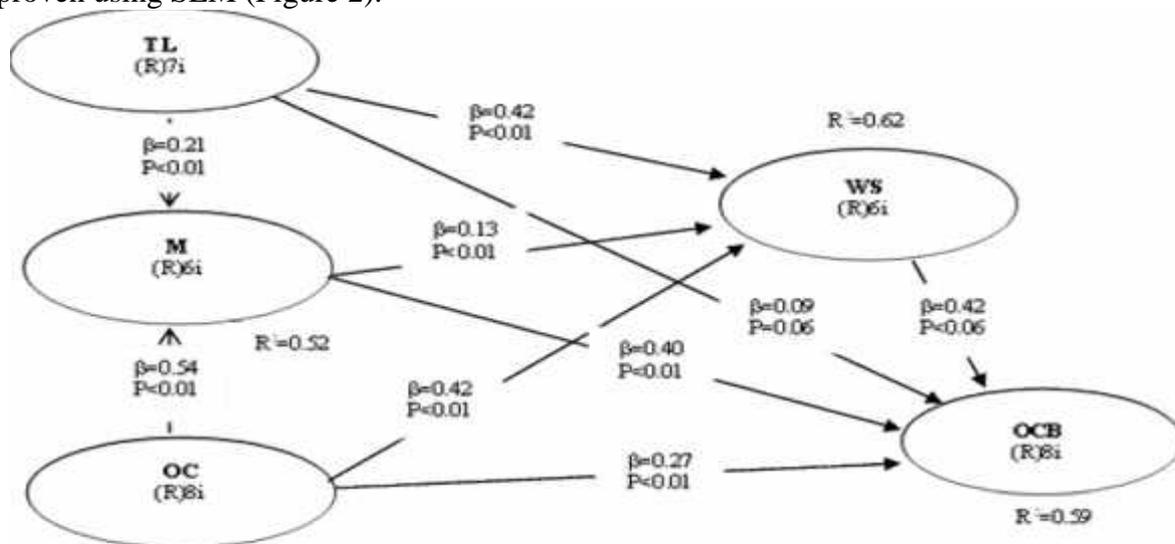


Figure 2. Diagram of Structural Equation Modelling

Structural Equation:

$$M = 0.54 OC + 0.21 TL$$

$$WS = 0.42 OC + 0.42 TL + 0.13 M$$

$$OCB = 0.27 OC + 0.09 TL + 0.40 M + 0.09 WS$$

M: Motivation, TL: Transformational Leadership, WS: Work Satisfaction, OC: Organization Climate, OCB: Organization Citizen Behaviour

The analysis results showed that there were different factors significantly dominating others, that is transformational leadership style and organizational climate in OCB through motivation (Table 1).

Table 1. Hypothesis Testing Result

Relationship Between Variables	Path Coefficient	P-Value	Result	Supported
(LT) → (WS)	0.42	0.001	Reject H ₀	Significant
(LT) → OCB	0.09	0.060	Accept H ₀	Not Significant
(LT) → (M)	0.21	0.001	Reject H ₀	Significant
(OC) → (M)	0.54	0.001	Reject H ₀	Significant
(OC) → (WS)	0.42	0.001	Reject H ₀	Significant
(OC) → OCB	0.27	0.001	Reject H ₀	Significant
(M) → (WS)	0.13	0.001	Reject H ₀	Significant
(M) → OCB	0.40	0.001	Reject H ₀	Significant
(WS) → OCB	0.09	0.058	Accept H ₀	Not Significant

Table 1 shows statistical evidence of the hypothesis of effects between factors in Vocational High School organizations in Indonesia. Hypothesis 1: The effect of transformational leadership on OCB is +0.09 with a P-value of 0.06, higher than 0.05 (P-value); the null hypothesis is then accepted, so it can be concluded that transformational leadership does not affect OCB. Hypothesis 2: The effect of motivation on OCB is +0.40, with a P-value of 0.01 lower than 0.05 (P-value); the null hypothesis is rejected, so it is concluded that motivation has a positive effect on OCB. Hypothesis 3: The effect of organizational climate on OCB is 0.27 with a P-value of 0.01, smaller than 0.05 (P-value); the null hypothesis is rejected, so it is concluded that organizational climate affects OCB. Hypothesis 4: The effect of motivation on job satisfaction is 0.13 with a P-value of 0.01, smaller than 0.05 (P-value); the null hypothesis is rejected, so it is concluded that motivation has a positive effect on job satisfaction. Hypothesis 5: The effect of organizational climate on job satisfaction is 0.42 with a P-value of 0.01, smaller than 0.05 (P-value); the null hypothesis is rejected, so it is concluded that organizational climate positively affects job satisfaction. Hypothesis 6: The effect of transformational leadership on job satisfaction is 0.42 with a P-value of 0.01, smaller than 0.05 (P-value); the null hypothesis is then rejected, so it is concluded that leadership transformation positively affects job satisfaction. Hypothesis 7: The effect of transformational leadership on motivation is 0.21 with a P-value of 0.01, smaller than 0.05 (P-value); the null hypothesis is then rejected, so it is concluded that leadership transformation has a positive effect on motivation. Hypothesis 8: The effect of organizational climate on motivation is 0.54 with a P-value of 0.01, smaller than 0.05 (P-value); the null hypothesis is rejected, so it is concluded that organizational climate positively affects motivation. Hypothesis 9: Job satisfaction affects OCB of 0.09 with a P-value of 0.06 higher than 0.05 (P-value); the null hypothesis is accepted, so it is concluded that job satisfaction has no positive effect on OCB.

Based on the result of hypothesis testing between variables, a conclusion can be drawn that there are significant differences between the variables in applying OCB in non-educational organizations and educational organizations in implementing the curriculum. Therefore, the results of hypothesis testing with insignificant variables were not discussed in this study, including (1) the direct effect between transformational leadership style and organizational climate on OCB; (2) the indirect effect between transformational leadership



style and organizational climate on OCB through motivation; and (3) the total effect between transformational leadership style and organizational climate on OCB through motivation.

The result of the above study was consistent with the organizational climate that could cause the emergence of OCB; employees tended to take actions going beyond their job responsibilities, such as feeling satisfied with their job, getting attention from the leaders, and getting fair treatment by the organization. However, another test result indicated that the transformational leadership style variable did not significantly affect OCB behaviour because the use of a reward and punishment system could not encourage employees to develop a sense of being able to work as expected. The system is only temporary or not prolonged. In addition, leaders focus only on work performance rather than individual development and individual or group problems. Wongyanon, Wijaya & Mardiyono (2015) also suggest that the transformational leadership style has the greatest effect on employee performance in organizations, while the transactional leadership style includes the aspects of contingent rewards and MBE-Active has a moderate effect. MBE-Passive and Laizess Faire have a weak effect.

The result of the above study strengthens the relevance of the OCB concept for research in school organizations, though factors greatly dominate the achievement of organizational goals. The dominating factors were different from their application in business and public service organizations because of the equal position of school leaders and subordinates as work colleagues to achieve goals (transformational leadership) and collectively create a conducive and accommodating atmosphere (organizational climate). It is also asserted in previous studies related to the development of vocational schools and training on the satisfaction of the users of their graduates (Markowitsch, 2019). Therefore, the finding of this study not only strengthens the concept of OCB but also indicates factors very dominantly affecting Vocational High School organizations in implementing the curriculum to produce good graduates that suit the needs of the workforce and give benefits the organizational climate of VHS, and the development of vocational education in Indonesia in general.

Factors affecting the working of OCB in the school environment through analysis of the direct, indirect, and total effects between the factors are shown in Table 2. OCB is a wise individual behaviour, but organizationally it is not directly considered for appreciating and promoting the individual. The OCB is a requirement for an employee in order that organizational function can work effectively. Educational organizations require members who have good citizenship behavior. Good citizenship means that each member helps each other in the group, voluntarily to work extra, avoids conflict, respects enthusiasm, such as written roles and rules, and understanding well their duties and jobs. Dimensions that describe good citizenship following the behavioral needs of individuals in the school environment are seven dimensions of OCB, including helping behaviour, sportsmanship, organizational loyalty, organizational compliance, individual initiative, civic virtue, and self-development. The OCB dimensions become OCB dimensions suitable for the conditions of school organizations in Indonesia.

Table 2. Direct, Indirect, and Total Effects between Variables

Relationship between Variable	Direct	Indirect (Through work satisfaction (WS))	Total	Indirect (Through Motivation (M))	Total
(LT) → (WS)	0.417				
(TL) → OCB	0.090	0.0375	0.12753	0.084	0.1740
(TL) → (M)	0.210	-	-	-	-
(OC) → (WS)	0.422	-	-	-	-
(OC) → (M)	0.540	-	-	-	-
(OC) → OCB	0.270	0.0379	0.30798	0.216	0.4860
(M) → (WS)	0.130	-	-	-	-
(K) → OCB	0.090	-	-	-	-

Based on the results in Table 2, explanations can be given that (1) the direct effect on OCB is affected by the organizational climate of 0.270 followed by a leadership style of 0.090; (2) the indirect effect of organizational climate on OCB through motivation is 0.216, when compared to the high indirect effect of the relationship of transformational leadership style on OCB through the motivation of only 0.084, so the factor more dominantly affecting OCB is the organizational climate; (3) the total effect of organizational climate on OCB through motivation is 0.486, when compared to the indirect effect of the relationship of transformational leadership style on OCB through the motivation of only 0.174, so the factor more dominantly affecting OCB is the organizational climate.

The above statement suggests an indirect effect occurs between the independent variables of organizational climate and transformational leadership style on OCB through motivation. However, organizational climate is the dominant independent variable. To achieve the success of OCB, it is necessary first to improve motivation so that OCB can work in the organization. The motivation required includes the need for teachers to establish good relationships with fellow teachers in schools, to use learning methods appropriate to the situations in the classroom, to teach following the learning program plans, and to have a teaching spirit to achieve curriculum targets.

The domination of organizational climate by inferential analysis in this study is stated that organizational climate influences OCB of 0.270 with a P-value of 0.001. The result of hypothesis testing shows that the effect is significant, while leadership transformation only has an effect of 0.090 with a P-value of 0.06 or insignificant. The statement that organizational climate affects OCB is also supported by several previous study results. In their research findings, Subramani, Jan & Vinodh (2015) reveal that organizational climate positively impacts OCB and its components through a structural equation modelling approach. Therefore, it is proven that a good organizational climate develops positive attitudes for employees and creates OCB among employees, as found by Rao & Zaidi (2020) that there is a predictive relationship of affective disposition between organizational climate and organizational commitment and OCB ($F(3.396) = 249,195, p < 0.01$). Furthermore, the findings are supported by Gholami et al. (2015), suggesting that the organizational climate and OCB situations among employees at Imam Khomeini Hospital are above average. The other supporting finding is the result of Isfahan & Pozveh's (2017) study, which shows a direct and significant relationship between organizational climate, its dimensions, and OCB. OCB can be predicted from the dimensions of organizational climate, organizational goals, roles, rewards, procedures, and communication in an organization. The conclusion is that



creating a positive and good organizational climate requires a culture based on shared values, and employees can tolerate their work problems and improve their OCB.

The results of this study showed that the organizational climate in a conducive and accommodative school environment can create a sense of brotherhood among teachers so that they help each other in completing the work. A conducive organizational climate positively impacted OCB, including statements of respondents who were ready to help fellow teachers unable to attend, open communication with fellow teachers, and readiness to always be involved in helping school activities.

Furthermore, the results of the study indicated that there are four dominant transformational leadership styles. First was the quality of the school principals. According to Northouse (2013), there are three factors of transformational leadership required to strengthen the organization, including (a) ideal influence, i.e., the process of influencing individuals with strong and positive emotions, so that it can show the characteristics of leaders strongly playing a role as behavioral models for individuals who wish to imitate their leaders. Based on the results of this study, it was known that the school principals could behave in influencing teachers with strong and positive emotions; (b) inspirational motivation, demonstrated by the leaders acting in a way that motivated and inspired individuals and created the spirit of the team, to enhance optimism, enthusiasm, and motivation beyond initial expectations through emotional support and attractiveness. Based on the result of this study, it was found that the school principals could provide motivation that inspired teachers; (c) individual attention, that is, leadership which shows the role of mentors and advisors when helping individuals in real-time by treating them as whole individuals and appreciating their attentive attitudes towards the organizations. Based on the results of this study, school principals could provide motivation that inspires teachers. Second was the attendance of teachers in schools, that is, their attendance following the existing regulations. The study's findings indicate that the teacher's involvement in homework programs includes both teaching and other activities. The third is a reward, both monetary and otherwise. The findings of this study show that instructors have a favorable perception of the organizational environment in schools, which leads to feelings of pleasure. The study results show that the teacher's commitment to their duties is teaching and being involved in other activities that constitute schoolwork programs. Third is a reward in the form of financial and non-financial. This study results indicate that the organizational climate in schools is perceived positively by the teachers, thus creating self-satisfaction. The rewards given by the organizations were not only financial but also non-financial. The rewards were certainly provided following the work performance achieved by the individuals. In this study, the form of appreciation provided by the schools for the teachers was found to be quite satisfactory and responded to by the teacher's attitudes who were enthusiastic in performing their duties. Following Maslow's concept of motivation, the lowest need of a teacher is the fulfillment of clothing, food, and shelter. It means that the teachers investigated are already at the highest level in Maslow's hierarchy, self-actualization. At this level, a person is willing to spend some of his salary to work. As this study adopted teachers' opinions, the need for salaries is still high. Schools must be able to increase teachers' income from various sources that schools, such as school cooperatives, can explore. Fourth is altruism, politeness, and sportsmanship.. The three OCB indicators were indicated by the teachers with their sincerity in providing optimal services for students and maintaining the school's reputation. Teachers that genuinely care about giving pupils the best services possible and upholding the school's reputation indicated the three OCB indications.



The above findings align with the findings of (Nauman, 2016), stating that from 220 respondents' responses, there was a significant relationship between transformational leadership style and OCB, where emotional intelligence plays a vital role as a mediator. The findings contribute significantly to the literature on leadership and organizational behaviour in the educational sector and suggest that organizations should adopt practices that enhance the level of OCB in organizations. It is where the peculiarities of transformational leadership in schools show that the school principals do not only act as organizational leaders but also as colleagues to achieve educational goals. Based on the above discussion, it is apparent that transformational leadership and organizational climate dominate OCB, especially in implementing the curriculum in VHS.

Conclusion

Two conclusions can be drawn from this study. First, there is the effect of applying OCB in educational organizations, especially in implementing curriculum in VHS. Second, leadership and organizational climate directly affect the application of OCB in the school environment. A conducive and accommodative school organizational climate is indirectly affected by the transformational leadership style to create an environment conducive and accommodative for individual teachers in optimally implementing curriculum in VHS in Indonesia.

Recommendation

Some recommendations that can be provided for further research are (1) to create a conducive and accommodative school environment that can be accepted by teachers in Indonesia, it is necessary to analyze the customs and social cultures of the community; (2) in this study, employees (non-teachers) were not involved in creating a school organizational climate. It is necessary to examine whether they have a significant role in the management of school organization; (3) student involvement in the implementation of the curriculum is a factor not included in this study. Therefore, for further research, the student factor needs to be examined from the psychology of student development, social environment, and family economy, especially for students who choose to enter VHS in Indonesia.

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