

## Did Career Development, Organizational Citizenship Behavior and Leadership Reinforce Teachers Performance? Answer From Elementary Schools in Tangerang

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**Abstract** -- This study aims to analyze the relationship of career development, organizational citizenship behavior, and leadership to the Head of elementary school performance. This research method is quantitative with data processing tools using SPSS software. Data was obtained through the distribution of online questionnaires to 212 elementary school teachers in Tangerang who were selected using the simple random sampling method. Based on data analysis, it can be concluded that career development has a positive effect on teacher performance, organizational citizenship behavior has a positive effect on teacher performance, leadership has a positive effect on teacher performance and career development, organizational citizenship behavior and leadership simultaneously have a positive and significant effect on teacher performance.

**Keywords:** Career development, organizational citizenship behavior, leadership, teacher performance.

### I. INTRODUCTION

In the era of education 4.0, one of these factors is career development, principal leadership style, and organizational citizenship behavior (OCB) (Fikri et al., 2021; Jumiran et al., 2020; Novitasari et al., 2021). According to Sheeraz et al. (2020), A good organization must pay attention to the career development that exists in the organization. Teachers who have more competence are required to get appropriate career development. Career development as a human resource management activity that aims to improve and increase the effectiveness of the performance of the organization (Asbari, Chi Hyun, et al., 2020; Asbari, Hyun, et al., 2020; Asbari & Prasetya, 2021; Goestjahjanti et al., 2020; Hutagalung et al., 2020). With career development, the implementation of work will be increasingly able to provide the best contribution in realizing the goals of students. According to Asbari, Pramono, et al. (2020) career development is a staffing activity that helps employees plan their future careers in the company so that the company and the employees concerned can develop themselves to the maximum. Based on a survey conducted according to Purwanto et al. (2020) found that of the employees who had left the organization, ninety percent of those who quit voluntarily expressed a lack of career and professional development and support from their manager or supervisor. According to Purwanto, Pramono, et al. (2020) career development is a process of increasing the ability to achieve the desired career. A career is a job that is owned or done by an individual during his lifetime. So based on some opinions, it can be concluded that career development is a process to increase workability. In the context of teachers, career development is intended as teacher competency development to improve careers in teaching to create quality students and will produce competitive outputs.

According to Asbari & Novitasari (2020) leadership style is one that can affect teacher performance either directly or indirectly. Leadership can only be carried out by a leader who can be an example for his subordinates. In terms of education, the leader in the school is the principal. A leader must have expertise in leading, have the ability to influence others. The leader is a mandate that must be carried out and accounted for. A leader in the organization determines the appeal and goals to achieve the vision and mission of the organization. According to Pramono et al. (2021) leadership is a process where a leader can influence and be able to direct the people he leads to achieving a goal that has been set together. According to Nuryanti et al. (2020) leadership style is the behavior or action of a leader in carrying out managerial tasks. According to Yuwono et al. (2020) leadership is the process of understanding what

people do together so that they understand and are willing to do it. From several opinions, it can be concluded that leadership style is a leader's behavior that concerns the ability to lead an organization and direct and influence his subordinates to be able to achieve the goals that have been proclaimed. Organizational Citizenship Behavior (OCB) according to Nadeak et al. (2021) is the behavior of an individual who contributes more to the company which in the aggregate will increase the effectiveness of an organization. Another opinion according to Chidir et al. (2020) the behavior that is currently being demanded by the organization is not only behavior that is limited to company regulations and in-role behavior according to the job description but also extra-role behavior. From some expert opinions, it can be concluded that OCB is an extra behavior that employees sincerely do outside of the jobs that should be done which will increase the effectiveness of an organization. This research contributes to the development of teacher careers and leadership styles associated with Organizational Citizenship Behavior which will produce output in the form of teacher performance. The aims of this study are: (1) To analyze the effect of Career Development on the performance of elementary school teachers in Tangerang City. (2) Analyzing the influence of Career Development on teacher performance on the performance of elementary school teachers in Tangerang City. (3) Analyzing the Influence of Leadership Style on the performance of elementary school teachers in Tangerang City.

## II. METHOD

This research method is quantitative with data processing tools using SPSS software. Data was obtained through the distribution of online questionnaires to 212 elementary school teachers in Tangerang who were selected using the simple random sampling method. This study uses a quantitative approach using primary data. Data collection on a quantitative approach uses a questionnaire. The data obtained will be analyzed further by the data analyst. This study consists of four variables, namely career development, leadership style, organizational citizenship behavior, and employee performance.

The hypotheses of this research are:

H1: Career development has a positive effect on teacher performance

H2: Organizational citizenship behavior has a positive effect on teacher performance

H3: Leadership has a positive effect on teacher performance

H4: Career development, organizational citizenship behavior, and leadership have a simultaneous positive effect on teacher performance

## III. RESULT AND DISCUSSION

The model testing was carried out using the coefficient of determination (Adjusted R Square) covering the ability of the independent variable to explain the dependent variable and the F test was carried out to test the suitability of the model used for analysis.

### F Test

The results of the career development regression test, organizational citizenship behavior, and leadership on teacher performance are as follows:

Table 1: F Test Result (Anova)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	12,912	2	6,434	55,612	,000 <sup>b</sup>
Residual	11,412	99	,112		
Total	24,424	101			

Based on Table 1, it is known that the value of sig. on the F (ANOVA) test of 0.000 indicating a significance level less than 0.05, it can be concluded that the regression model used meets the requirements of Goodness of Fit. Career

development variables, organizational citizenship behavior, and leadership have a simultaneous effect on teacher performance.

**Determination Test**

The results of the regression test of the influence of career development, organizational citizenship behavior, and leadership on teacher performance are as follows:

Table 2 Determination Test Result (*Adjusted R Square*)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,745 <sup>a</sup>	,540	,522	,34123

Based on table 2, the value of Adjusted R Square in the determination test of career development, organizational citizenship behavior, and leadership on teacher performance are 0.54 which means 54. % changes in the teacher performance variable can be explained by career development, organizational citizenship behavior, and leadership variables in the model, while the remaining 48% is explained by other variables or factors outside the model.

**Hypothesis Test (T-Test)**

The results of the regression analysis of the influence of career development, organizational citizenship behavior, and leadership on teacher performance are as follows:

Table 3: Hypothesis Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Ket.
	B	Std. Error	Beta			
1. career development -> teacher performance	,565	,087	,540	6,471	0,000	Supported
2. organizational citizenship behaviour -> teacher performance	,242	,075	0,270	3,238	0,000	Supported
3. leadership -> teacher performance	,386	,153	0,286	2,515	0,000	Supported

After doing a regression analysis based on table 3, the following hypothesis test results were obtained:

**H1:** Career development has a positive effect on teacher performance

The regression results show that the beta career development value on teacher performance is 0.540 and the significance level is 0.000 less than 0.05, so it can be concluded that the career development hypothesis has a positive effect on teacher performance in elementary school teachers, which means that career development has a positive and significant effect on teacher performance. This result is in line with research by Ismail & Rishani, (2018; Lestari et al. (2020) that Career development has a positive effect on teacher performance and Tian et al. (2020); Waruwu, et al. (2020) that Career development has a positive effect on teacher performance. An increase in the influential Career development variable will encourage a significant increase in the teacher performance variable and a decrease in the influential Career development variable will encourage a significant decrease in the teacher performance variable. Career development in teachers is urgently needed to see what is happening at this time. Good career development can trigger teachers to increase sensitivity to increase work productivity. With clear career development, teachers will certainly increase their contribution beyond the predetermined job desk to achieve their career goals. This will be an added value for every teacher. Good career development and indirectly improve performance to achieve the desired

career. Based on research that has been done, career development if it goes well will produce a good performance for schools. Career development is carried out by schools such as workshops and training. So that it will get special attention from the teacher. Career development in schools will improve the quality of resources and performance in this case is the teacher. If the implementation can be realized properly, it will have an impact on the quality of improving the quality of education. So that graduates produced in elementary schools can develop and compete.

**H2: Organizational citizenship behavior has a positive effect on teacher performance**

The regression results show that the beta value of Organizational citizenship behavior on teacher performance is 0.270 and the significance level is 0.000 less than 0.05, so it can be concluded that the hypothesis that the quality of work-life has a positive effect on teacher performance in elementary school teachers is accepted, meaning that organizational citizenship behavior has a positive and significant effect. to teacher performance. These results are in line with research by Nadeak et al. (2021b); Novitasari et al. (2020); Santoso et al. (2020) that Organizational citizenship behavior has a positive effect on teachers. An increase in the influential variable Organizational citizenship behavior will encourage a significant increase in teacher performance variables and a decrease in the influential Organizational citizenship behavior variable will encourage a significant decrease in teacher performance variables.

**H3: Leadership has a positive effect on teacher performance**

The regression results show that the beta value of the influence of Leadership on Organizational Citizenship Behavior is 0.286 and the significance level of 0.000 is smaller than 0.05, so it can be concluded that the Leadership hypothesis has a positive effect on Organizational Citizenship Behavior in elementary school teachers, which means that Leadership has a positive and significant effect on OCB. These results are in line with research by Fayzhall et al., (2020); Novitasari et al. (2020); Purwanto et al. (2019) An increase in the influential Leadership variable will encourage a significant increase in the teacher performance variable and a decrease in the influential Leadership variable will encourage a significant decrease in the teacher performance variable. With leadership that can embrace all members of school teachers, teachers may be generous and give more attitudes to provide more performance for improving the quality of schools. The more often the leader encourages employees to achieve organizational goals, the more employees will be confident in their ability to carry out their duties and this indirectly affects employees. Leadership style can affect the attitude of every teacher. With a good leadership attitude, it is not impossible for teachers to sincerely do their best. Leaders can direct where the organization will be anchored and what will result from the organization. Leaders can determine the best strategy that will be carried out extra and simultaneously. The researcher observed that the principal was very active in encouraging and directing every activity, both formal and informal. The leadership style here must play an active role in improving teacher performance so that it can optimize existing abilities to produce outputs that can compete at the same level. In this study, the principal has been very active in improving teacher performance, one of which is by providing training both inside and outside the school. The principal fully facilitates these activities for the development of teachers. In addition, the principal also directs the points that must be achieved for each teacher in every teacher meeting. In addition, the principal also facilitates some teachers who are possible as assessors. But it would be nice if the principal also came down to directly supervise or directly evaluate the performance of the teacher.

**H4: Career development, organizational citizenship behavior, and leadership have a simultaneous positive effect on teacher performance.**

The results of the F test career development, organizational citizenship behavior, and leadership simultaneously on teacher performance show a significance value of 0.001 less than 0.05, it can be concluded that the hypothesis of career development, organizational citizenship behavior, and leadership simultaneously affect teacher performance is accepted, meaning career development, organizational citizenship behavior and leadership on teacher performance. These results are in line with research by Rose et al. (2016); Shahin et al. (2014); Sianipar & Lo (2020) that career development, organizational citizenship behavior, and leadership simultaneously have a significant effect on teacher performance. Career development, organizational citizenship behavior, and leadership simultaneously have a significant effect on teacher performance. An increase in career development, organizational citizenship behavior, and leadership variables simultaneously will encourage a significant increase in teacher performance variables, and a

decrease in career development, organizational citizenship behavior, and leadership simultaneously will encourage a decrease in teacher performance variable significantly.

#### IV. CONCLUSION

Based on the data analysis, it can be concluded that career development has a positive effect on teacher performance, the higher the career development, the higher the teacher performance will be. Organizational citizenship behavior has a positive effect on teacher performance, the higher organizational citizenship behavior will encourage teacher performance. Leadership has a positive effect on teacher performance, the higher the leadership it will encourage an increase in teacher performance. Career development, organizational citizenship behavior, and leadership simultaneously on teacher performance, the higher career development, organizational citizenship behavior, and leadership will encourage an increase in teacher performance. In this study, the focus of the research is limited to elementary schools in Tangerang. This will be different if examined in various other schools, such as high school or junior high school. In addition, what can be considered is the distribution of targeted questionnaires with hard copies, not only using online. For further research, it is necessary to analyze other variables that are not discussed in this study and use other methods, and be applied in schools and other areas.

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