

Effects Of Organizational

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Effects Of Organizational Commitment And Organizational Justice On Organizational Citizenship Behavior With Job Satisfaction As A Mediation

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Abstract

This study aims to determine the effect of organizational commitment, organizational justice and job satisfaction as a mediation on teacher OCB. The research subjects were 64 teachers who teach at the Gamaliel Christian School in Palu with an age range of 20-55 years. Data obtained through questionnaires distributed using google form. The analysis technique used is SEM-PLS (Structural Equation Model-Partial Least Square) using SmartPLS software version 3.3.2. The analysis results obtained that organizational justice has a positive effect on OCB, organizational commitment has a positive effect on OCB and organizational justice has a positive effect on OCB. While job satisfaction does not have a positive effect on OCB, organizational commitment does not have a positive effect on job satisfaction, organizational justice does not have a positive effect on OCB mediated by job satisfaction and organizational commitment has no positive effect on OCB mediated by job satisfaction. job satisfaction and OCB to teachers, the coefficient of determination of job satisfaction is only 17.9% which can be explained in this study, as well as the coefficient of determination of OCB is only 31.2% which can be explained in research i This means that there are about 82.1% of job satisfaction variables and 68.8% of OCB variables which can be explained from other variables outside the study such as motivation, transformational leadership. This study found that job satisfaction does not positively mediate organizational justice and organizational commitment to teachers, and this becomes input for the management of school organizational management.

Keywords: Organizational commitment, organizational justice, job satisfaction, organizational citizenship behaviour.

I. INTRODUCTION

Education is the main pillar in the development and progress of the nation. The success of a country lies in the quality of its human resources and education has an important role to create quality human resources. Good quality education must be supported in terms of human resources for teachers and education staff, facilities and infrastructure, curriculum, and character development education. Quality education is important to create human resources who are creative, innovative, productive, and able to compete on the world stage in the current globalization/digital era, but in reality Indonesia is still quite behind from other countries. Based on UNESCO data (2019) regarding the ranking of the Human Development Index, namely the composition of the ranking of educational attainment, HDI, and income per head. Among 189 countries in the world, Indonesia ranks 111th in 2019. In addition, according to the Political and Economic Risk Consultant (PERC) survey, the quality of education in Indonesia is ranked 12th out of 12 countries in Asia. Indonesia's position is under Vietnam. This of course demands more attention from the government to improve the quality of education in Indonesia.

Schools exist as formal organizations that provide a place for education to develop. More than just a place to exchange knowledge, schools are a place for the development of knowledge. Providing quality education and producing quality human beings is the goal of holding education in schools. Of course, quality human resources are needed to develop quality education. This is reinforced by Sitindoan et al (2021) The employee was instrumental in the achievement of the goals of the organization and the success of the organization. High quality and dedicated teachers can be seen through their performance in schools. Official performance appraisals are usually carried out by the authorized part of the school, namely the Principal, who is assisted by the Human Resource Department. Performance is not only based on the in-role behavior of each teacher, although the priority for teachers who are highly dedicated to their work are those who try to show in-role behavior, namely doing work in accordance with their job descriptions, as well as possible. But

in reality, there is so much that needs to be done outside of one's job description, including as a teacher in a school.

As the results of a survey by Christian School Principal Gamaliel Palu from PAUD, SD, SMP and SMA units that 92% of teachers in his school show extra-role behavior by helping colleagues who have a heavy workload. Almost 100% of teachers provide information to their co-workers about things that are relevant or important about their work. The principal also said that almost 100% of teachers maintain a good attitude with their co-workers, even though their co-workers sometimes do annoying things. For citizenship behavior related to school interests, according to the principal, about 80% of the teachers who gave their voices or suggestions for change for the better. For some non-mandatory activities outside school hours or days, only about 60% of teachers are involved. However, around 92% of teachers represent the school in a positive light outside of school. When viewed as a whole based on the criteria of teachers showing OCB, the Principal stated that around 80% of teachers have a fairly high OCB in doing their jobs and only about 10% of teachers have low OCB.

Supported by the teacher's assessment of the actions they take related to OCB. Of the 25 teachers of Gamaliel Palu Christian School who became respondents representing all teachers at the school, they stated that 92% of them volunteered to help colleagues who had a large workload. This is one of the behaviors related to OCB, which is taking actions outside of their obligations voluntarily. As many as 92% of respondents said that they like to share information with their co-workers about things that are relevant to work at school. As many as 100% of the respondents stated that they try to establish good relations with their co-workers. These results indicate that most teachers at Gamaliel Palu Christian School have OCB, whether they are aware of it or not aware of the importance of OCB owned by employees in an organization. Based on the description of the importance of Organizational Citizenship Behavior (OCB) for teachers, as well as most of the teachers at the Christian School of Gamaliel Palu, have a good level of OCB. This gives a strong desire to investigate further about OCB, as well as its relationship to variables, such as teacher perceptions of organizational justice, job satisfaction.

II. LITERATURE REVIEW

Organizational Citizenship Behavior (OCB)

The definition of OCB according to Wirawan (2014, 722) is a voluntary behavior shown by a person in his place of work freely outside of one's job statement and organizational provisions, so that it is not in the reward system, which if done by employees will improve the functioning of the organization. Colquitt et al. (2015, 39) divide citizenship behavior into two types, namely interpersonal and organizational. According to LePine, Erev & Johnson (2002) in Khalid (2009, 17), five categories of OCB are often used in research, namely altruism (helping), courtesy, sportsmanship, conscientiousness, and civic value. 1) Altruism, is a worker's behavior shown by helping his co-workers in doing work or tasks related to the organization 2) Courtesy, is the behavior of workers in maintaining relationships with co-workers to prevent problems 3) Sportsmanship, is the behavior of avoiding complaints over unfavorable circumstances expected 4) Conscientiousness, is the behavior of workers who show more performance than the expected organizational needs or tasks. 5) Civic value, is the behavior of workers in which workers are willing to participate in activities related to the organization and benefit the organization.

Based on the explanations and definitions of OCB, it can be concluded that OCB is behavior possessed by workers by doing work that exceeds their duties and responsibilities in the organization, without any significant external coercion or encouragement, either with or without reward (compensation), until able to provide benefits for the organization itself. OCB owned by workers in an organization will support the effectiveness and efficiency of the organization (Priskila, Tecoalu & Winoto, 2021).

Organizational Commitment

Understanding organizational commitment according to Robbins & Judge (2009, 113) is the desire to remain a member of the organization based on three things, namely: 1) Affective commitment, the existence of one's emotional attachment to the organization, and belief in organizational values 2) Continuance commitment, the existence of economic benefits obtained by staying with the organization

compared to leaving it 3) Normative commitment, the obligation to remain with the organization for moral or ethical reasons. These three commitments can produce forces that have an impact on employee turnover and on-the-job behavior, such as performance, absenteeism, and organizational citizenship (Kreitner & Kinicki 2007, 189).

Rifai (2005, 140) quoting from Meyer & Allen (2000) said that of the three dimensions of organizational commitment, affective commitment has the strongest positive relationship to OCB, followed by normative commitment, and sometimes continuance commitment is not related to OCB. Meyer & Allen (1984). As quoted by Rifai (2005, 139) wrote that affective commitment is the strength of the relationship felt by individuals in an organization. Affective commitment is influenced by the support that employees feel is given in the organization. Affective commitment reflects the emotional bond of members to the organization and naturally the emotional bonds between members in the organization will affect it (Colquitt et al. 2015, 65). It can be said that a person's organizational commitment is related to the emotional bond between members, as well as support within the organization. Based on the described definition of organizational commitment, organizational commitment can be interpreted as a condition for a person to recognize an organization and the goals of the organization, as well as his needs until a desire arises to remain a member of the organization. Therefore, it can be said that commitment does not only arise because of one party, but when there is support from other or external parties concerned, then commitment to the organization appears.

Organizational Justice

Gibson et al. (2012, 8) defines organizational justice as the degree to which an individual feels treated equally in the organization where he works. It can be described that organizational justice is a fair perception felt by an employee for the decisions taken by his superiors. In this case, justice reflects the perceived fairness of the decision-making authority. If organizational justice is greater in a company, then they believe the resulting decisions are fair and also the decision-making process is planned and implemented fairly. Organizational justice is defined by Sunyoto & Burhanudin (2015, 33) as an overall view of what is fair in the workplace. One of the main elements of organizational justice is workers' perception of the fairness they receive. According to some of the theories described, it can be concluded that organizational justice in organizational behavior is a person's view in reflecting on the extent to which he is treated fairly by his organization which is influenced by three aspects, including income earned, the process of determining something in the organization, or feeling valued and respected. respected by the leader of the group or organization.

Job satisfaction

Job satisfaction broadly describes the extent to which a person is satisfied with his job. Job satisfaction, according to Robbins & Judge (2009, 65), is a person's feeling about his job which is the result of a characteristic evaluation. Therefore, people who have a high level of job satisfaction tend to have positive feelings towards their work, whereas someone who is dissatisfied tends to have negative feelings towards the job. As quoted by Wibowo (2015, 132), McShane & Von Glinow (2010, 108) view job satisfaction as a person's evaluation of work and the context of his work, namely an assessment of job characteristics, work environment, and perceived emotional experiences at work.

Winoto et.al (2021) stated that compensation can be defined as everything an employee gets from the company in return for services that have been done. Colquitt et al. (2015, 101) describes several categories of values that lead to job satisfaction, including the following: 1) Pay satisfaction, namely the feelings of workers about the payment or salary they get. 2) Promotion satisfaction, namely workers' feelings about the promotion policy in the organization and its execution process. 3) Supervision satisfaction, namely the feelings of workers towards their superiors, including whether the organization's superiors are competent, polite, and communicate well. 4) Coworker satisfaction, namely the feelings of workers towards their co-workers, including whether co-workers in the organization are smart, responsible, very helpful, fun, and interesting. 5) Satisfaction with the work itself, namely how workers feel about their actual duties and work, including whether the work is challenging, interesting, respected, and uses important skills.

III. RESEARCH METHOD

The research was carried out during the Covid 19 pandemic at the Gamaliel Palu Christian Elementary School in Palu City, Central Sulawesi province. The population of this study were teachers at the Gamaliel Palu Christian School. The teachers studied were 64 teachers. Data was collected on the population of teachers who have worked at the school using a questionnaire instrument or a questionnaire containing several indicators in the study of organizational commitment variables, organizational justice, job satisfaction on perceptions of organizational citizen behavior. The data obtained from the instrument will be processed statistically to test the relationship between the variables and find out how big the correlation coefficient between the latent variables is. By analyzing the data, the researcher will convey the interpretation of the four latent variables. Data processing using Smart PLS to calculate the correlation coefficient. Data from processing using SmartPLS software is then translated. This analytical calculation is processed using the SmartPLS application. There are two important stages that must be applied, namely analyzing the measurement model (outer model) and structural model (inner model). In the outer model, validity is carried out through convergent and discriminant validity of the latent construct forming indicators. According to Ghozali & Latan (2015), using the SmartPLS application, to perform a convergent validity test, it can be seen from the average variance extracted (AVE) value which is greater than 0.50 which means that 50% or more of the variance of the indicators can be explained. In addition, it can also be seen from the loading factor value for each variable indicator which is more than 0.70.

Measures of different variables should not have a high correlation seen with discriminant validity, namely by looking at the cross loading value of each variable that is more than 0.70 (Ghozali & Latan 2015). Furthermore, in the structural model or the inner model, there are three types of tests in testing the inner model, namely multicollinearity analysis, coefficient of determination analysis (R²) and path coefficient analysis. In this study, the census technique was used, the results of the study were used to test the model. According to Ghozali & Latan (2015), the multicollinearity test is obtained by calculating the VIF (Variance Inflation Factor) value. VIF value can measure the relationship between exogenous variables. If a high VIF value is obtained, this means that the correlation between the exogenous variables is getting stronger. The recommended VIF value is below 5.00. To determine the magnitude of the influence of the variables of competence, work motivation, and workload on the performance of nurses, a coefficient of determination analysis (R²) was carried out, with a coefficient of determination between 0 and 1. If a value close to 0, then the ability of the exogenous variables to explain the variable endogenous is weak, whereas if the value is close to 1, then the ability possessed is strong in explaining or predicting endogenous variables. Path coefficient analysis is used to describe the magnitude of the effect of exogenous variables on endogenous variables. This analysis is a criterion for accepting or rejecting a hypothesis. If it is found that the path coefficient value is less than or equal to zero, then the existing hypothesis will be rejected. On the other hand, if the path coefficient value in the study is greater than zero, then the hypothesis in the study can be accepted.

IV. RESULTS AND DISCUSSION

From a total of 64 questionnaires distributed via the google form link, all questionnaires were collected and filled out completely. For the description of the respondents, the identities used include gender, age, last education and length of work. From the data collected, as many as 16 respondents were male and 48 respondents were female. There appear to be 22 teachers ranging in age from 20 to 29 years, 29 teachers from 30 to 39 years old, 11 teachers from 40 to 49 years old, and two teachers over 49 years old. The last education of respondents was 60 respondents who had completed strata 1 education, there were 4 respondents whose last education was strata 2. For the length of work, it was found that 17 respondents worked for one to three years, there were 30 respondents who had worked for four to seven years, 11 respondents had worked for seven to nine years, and the remaining 6 respondents had worked for ten to 12 years.

Analysis of the Measurement Model (Outer Model)

The analysis of the outer model is carried out to ensure that the measurement used in the study is feasible or not to be used as a measurement (valid and reliable). There are several tests carried out on the outer model analysis, namely by testing the validity of the instrument which includes convergent validity, average variance extracted (AVE), discriminant validity, composite reliability, and cronbach's alpha.

Instrument Validity Test

Convergent Validity

The results of this test are measured based on the magnitude of the value of the loading factor (outer loading) of the construct indicator. An instrument is said to be valid if it has a loading factor greater than or equal to 0.70 (Hair et al., 2017).

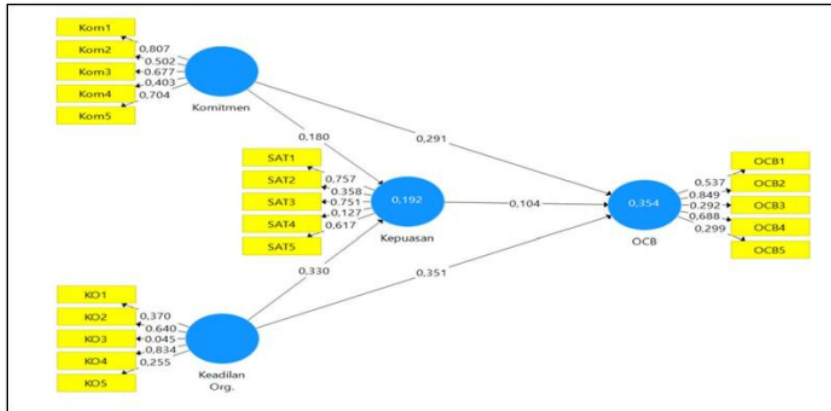


Fig 1. Model Construct-1

Source: SmartPLS Processed Data (2021)

Measurement of organizational commitment constructs and KO5, then the measurement of job satisfaction constructs was measured using 5 indicators, namely SAT1, SAT2, SAT3, SAT4 and SAT5 and the Organizational Citizenship Behavior (OCB) construct was measured through 5 indicators, namely OCB1, OCB2, OCB3, OCB4 and OCB5. This research is a reflective research, where each indicator is a reflection of the latent variable. Through 5 indicators, namely Kom1, Kom2, Kom3, Kom4 and Kom5. While the organizational justice construct is measured through 5 indicators, namely KO1, KO2, KO3, KO, KO5.

Table 1. Value of Outer Loading Construct-1

Konstruk	Indikator	Loading Factor	keterangan
Keadilan Organisasi	KO1	0,370	Tidak Valid
	KO2	0,640	Valid
	KO3	0,045	Tidak Valid
	KO4	0,834	Valid
	KO5	0,255	Tidak Valid
Komitmen Organisasi	Kom1	0,807	Valid
	Kom2	0,502	Tidak Valid
	Kom3	0,677	Valid
	Kom4	0,403	Tidak Valid
	Kom5	0,704	Valid
Kepuasan Kerja	SAT1	0,757	Valid
	SAT2	0,358	Tidak Valid
	SAT3	0,751	Valid
	SAT4	0,127	Tidak Valid
	SAT5	0,671	Valid
OCB	OCB1	0,537	Tidak Valid
	OCB2	0,849	Valid
	OCB3	0,292	Tidak Valid
	OCB4	0,688	Valid
	OCB5	0,299	Tidak Valid

Source: SmartPLS Processed Data (2021)

After adjusting the data by removing all the values on the indicators that are declared ineligible or invalid (loading factor value <0.6), the next data has met the parameters with a loading factor value above

0.6. This is clarified in Figure 2 and Table 2 below, it can be seen that the commitment construct has 3 indicators, each with a loading factor value > 0.6, in the organizational justice construct with 2 indicators each of which has a loading factor value > 0.6. Likewise for constructs Job satisfaction has 3 indicators of loading factor value > 0.6 and organizational citizenship behavior (OCB) construct has 2 indicators having loading factor value > 0.6. So it can be concluded that all indicators in this study have a high level of validity and have met convergent validity.

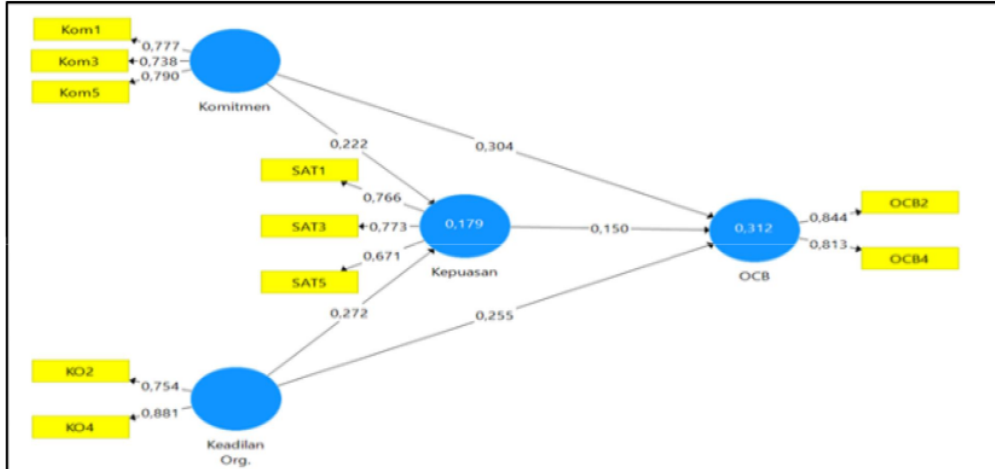


Fig 2. Model Construct-1

Source: SmartPLS Processed Data (2021)

Table 2. Value of Outer Loading Construct-2

Construct	Indicator	Loading Factor	Description
Organizational Justice	KO4	0,754	Valid
	KO5	0,881	Valid
Organizational Commitment	Kom1	0,677	Valid
	Kom3	0,738	Valid
	Kom5	0,790	Valid
Job Satisfaction	SAT1	0,766	Valid
	SAT3	0,773	Valid
	SAT5	0,671	Valid
OCB	OCB2	0,844	Valid
	OCB4	0,813	Valid

Source: SmartPLS Processed Data (2021)

Average Variance Extracted (AVE)

The construct value is declared valid and shows a good measure of convergent validity if the AVE value of each indicator is > 0.5 (Ghozali and Latan, 2015). The following is the AVE value which can later be used to measure construct validity.

Construct	AVE	Description
Organizational Justice	0,672	Valid
Organizational Commitment	0,591	Valid
Job Satisfaction	0,545	Valid

OCB	0,687	Valid
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Table 3. Value of Average Variance Extracted (AVE)

Source: SmartPLS Processed Data (2021)

Table 3 above shows that the AVE value in each construct has exceeded 0.5, so it can be concluded that there is no convergent validity problem in the model tested in this study.

Discriminant validity

The first step in the discriminant validity test is to see the value of the cross loading.

Table 4. Cross-Loading Factor Value

Indicator	Organizational Justice	Job Satisfaction	Organizational Commitment	OCB
KO2	0,754	0,212	0,364	0,339
KO4	0,881	0,381	0,397	0,399
Kom1	0,343	0,251	0,777	0,378
Kom3	0,326	0,255	0,738	0,293
Kom5	0,394	0,293	0,790	0,309
OCB2	0,405	0,298	0,398	0,844
OCB4	0,341	0,284	0,388	0,813
SAT1	0,175	0,766	0,242	0,277
SAT3	0,304	0,773	0,309	0,231
SAT5	0,333	0,671	0,215	0,270

Source: SmartPls Processed Data (2021)

Table 4 above shows the loading factor value in the organizational justice indicator (yellow), namely KO2 and KO4 which have a higher loading factor value when compared to other constructs. The value of loading factor KO2 on organizational justice is 0.754, much greater than the value of loading factor KO2 on job satisfaction is 0.212, for organizational commitment is 0.364, and for OCB is 0.339. Likewise occurs in a number of other indicators, there is a correlation that the loading factor value of each item on the construct in their block has a greater value than the indicator value in the other blocks, so it can be concluded from the results of the cross loading analysis that there are no problems with discriminant validity. The second step in the discriminant validity test is to use the Fornell-Larcker Criterion method, which is to compare the AVE value with the correlation value between the constructs.

Table 5. Fornell-Larcker Criterion Value

Construct	Organizational Justice	Job Satisfaction	Organizational Commitment	OCB
Organizational Justice	0,820			
Job Satisfaction	0,375	0,378		
Organizational Commitment	0,463	0,348	0,769	
OCB	0,452	0,351	0,474	0,829

Source: SmartPls Processed Data (2021)

Table 5 above shows the results of the AVE test for organizational justice of 0.820, for job satisfaction of 0.378, organizational commitment of 0.769, and OCB of 0.829. The AVE value of organizational justice is 0.820 which has a greater value than the correlation of organizational justice - job satisfaction of 0.375, the correlation of organizational justice - organizational commitment of 0.463, and the correlation of organizational justice - OCB of 0.452, as well as the construct of job satisfaction with organizational commitment and OCB has a higher AVE value than the correlation between other constructs. Because all constructs have AVE values that are higher in correlation than other constructs, it can be concluded that the discriminant validity requirements for all constructs included, namely brand image, price, buying interest, and promotions have been met.

Instrument Reliability Test Composite Reliability

Construct	Composite Reliability	Description
Organizational Justice	0,803	Valid
Job Satisfaction	0,782	Valid
Organizational Commitment	0,812	Valid
OCB	0,814	Valid

Table 6. Composite Reliability Value

Source: SmartPls Processed Data (2021)

Table 6 above shows the value of composite reliability generated by all constructs > 0.7 , meaning that all constructs have good reliability and no reliability/unidimensionality problems were found in the formed model.

Cronbach's Alpha

Table 7. Cronbach's Alpha Value

Construct	Cronbach's Alpha	Description
Organizational Justice	0,523	Valid
Job Satisfaction	0,580	Valid
Organizational Commitment	0,656	Valid
OCB	0,544	Valid

Source: SmartPls Processed Data (2021)

Table 7 above shows the value of Cronbach's alpha for all constructs that is > 0.5 , meaning that all constructs have good reliability and no reliability/unidimensionality problems were found in the model formed. The conclusion for the analysis of the outer model in this study is that all indicators have met the rules of validity and reliability so that it can be continued with the analysis of the inner model.

Structural Model Analysis (Inner Model)

Coefficient of Determination Test (R-Square)

Tabel 8. Nilai R-Square

Construct	R-Square	Description
Organizational Commitment and Organizational Justice to Job Satisfaction	0,179	Weak
Organizational Justice , Organizational Commitment , Job Satisfaction to OCB	0,312	Moderat

Source: SmartPls Processed Data (2021)

Table 8 above shows the effect of organizational justice and organizational commitment together on job satisfaction with an R-Square value of 0.179. That is, all constructs of organizational justice and organizational commitment simultaneously affect job satisfaction by 17.9% and the remaining 82.1% is influenced by other factors outside the study. Because the R-Square value is in the range 0.19 - 0.33 then the influence of all constructs of organizational justice and organizational commitment on job satisfaction is categorized as weak. While the effect of organizational justice, organizational commitment and job satisfaction together on OCB with an R-Square value of 0.312. That is, all constructs of organizational justice, organizational commitment and job satisfaction simultaneously affect OCB by 31.2% and the remaining 68.8% is influenced by other factors outside the study. Because it has an R-Square value > 0.33 , the influence of all constructs of organizational commitment, organizational justice and job satisfaction on OCB is included in the moderate model category.

Hypothesis test

Direct Effect

Table 9. Direct Effect Value

Construct	Coeffisient	t-statistic	p-value
Organizational Justice -> Job Satisfaction	0,144	1,885	0,060
Organizational Justice -> OCB	0,139	1,834	0,067
Job Satisfaction -> OCB	0,126	1,189	0,235
Organizational Commitment -> Job Satisfaction	0,146	1,515	0,130
Organizational Commitment -> OCB	0,137	2,223	0,027

Source: SmartPLS Processed Data (2021)

The first hypothesis: Organizational Justice has a positive effect on Job Satisfaction.

In table 9 above, the magnitude of the coefficient value for organizational justice on job satisfaction is 0.144 indicating that there is a positive influence of organizational justice on job satisfaction and the t-statistic value is $1.885 < 1.96$ with a p-value of $0.06 = 0.06$ indicating the effect of Organizational justice on job satisfaction is significant, so there is sufficient evidence to state that organizational justice has a significant and positive effect on job satisfaction. Thus the first hypothesis in this study is accepted.

The second hypothesis: Organizational Justice has a positive effect on OCB

In table 9 above, the magnitude of the coefficient value for organizational justice against OCB is 0.139 indicating that there is a positive influence of organizational justice on OCB and the t-statistic value is $1.834 < 1.96$ with a p-value of $0.06 = 0.06$ indicating the effect of organizational justice on OCB is significant, so there is sufficient evidence to state that organizational justice has a significant and positive effect on OCB. Thus the second hypothesis in this study can be accepted.

The third hypothesis: Job satisfaction has a positive effect on OCB

In table 9 above, the coefficient value for job satisfaction on OCB is 0.126 indicating there is a positive effect of job satisfaction on OCB and the t-statistic value is $1.189 < 1.96$ with a p-value of $0.235 > 0.05$ indicating the effect of job satisfaction on OCB is not significant, thus stating that job satisfaction has no significant effect on OCB. Thus, the third hypothesis in this study cannot be accepted.

The fourth hypothesis: Organizational Commitment has a positive effect on Job Satisfaction.

In table 9 above, the coefficient value for organizational commitment to job satisfaction is 0.146 indicating that there is a positive effect of organizational commitment on job satisfaction and the t-statistic value is $1.515 < 1.96$ with a p-value of $0.130 > 0.06$ indicating the effect of organizational commitment on job satisfaction. work is not significant, so stating organizational commitment has no significant effect on job satisfaction. Thus the fourth hypothesis in this study cannot be accepted.

Fifth hypothesis: Organizational Commitment has a positive effect on OCB

In table 9 above, the coefficient value for organizational commitment to OCB is 0.137 indicating a positive influence on organizational commitment to OCB and the t-statistic value is $2.223 > 1.96$ with a p-value of $0.027 < 0.06$ indicating the effect of organizational commitment to OCB is significant. , so that there is sufficient evidence to state that organizational commitment has a significant and positive effect on OCB. Thus the fifth hypothesis in this study can be accepted.

Indirect Effect (Indirect Effect)

The role of the mediator can also be seen from the significance of the indirect effect, the following is the value of the indirect effect of bootstrapping results.

Table 10. Value of Indirect Effect (Mediation)

Construct	Coeffisient	t-statistic	p-value
Organizational Justice->Job Satisfaction->OCB	0,047	0,866	0,387
Organizational Commitment-> Job Satisfaction-> OCB	0,040	0,823	0,411

Source: SmartPLS Processed Data (2021)

Sixth hypothesis: Organizational Justice has a positive effect on OCB mediated by Job Satisfaction

In table 5 above, the coefficient value for organizational justice on OCB through job satisfaction is 0.047 indicating that there is a positive indirect effect of organizational justice on OCB through job satisfaction and the t-statistic value is $0.866 < 1.96$ with p-value $0.387 > 0,06$ indicates that the indirect effect of organizational justice on OCB through job satisfaction is not significant, thus stating that job satisfaction does not mediate the relationship of organizational justice to OCB. Thus the sixth hypothesis in this study cannot be accepted.

Seventh hypothesis: Organizational commitment has a positive effect on OCB which is mediated by job satisfaction

In table 10 above, the coefficient value for organizational commitment to OCB through job satisfaction is 0.089 indicating there is a positive indirect effect of promotion on buying interest through brand image and the t-statistic value is $0.823 < 1.96$ with a p-value $0.411 > 0.06$ indicates that the indirect effect of organizational commitment on OCB through job satisfaction is not significant, this means that job satisfaction does not significantly mediate the relationship of organizational commitment to OCB. Thus the seventh hypothesis in this study cannot be accepted.

V. CONCLUSION

Based on the results of the analysis of the variables in this study, namely organizational justice, organizational commitment, job satisfaction, commitment and OCB, it can be concluded as follows:

Organizational justice has a positive effect on teacher job satisfaction.

It can be concluded that if the implementation of organizational justice is improved, it will provide increased job satisfaction for teachers at the Gamaliel Christian school in Palu.

Job satisfaction does not have a positive effect on teacher OCB.

Therefore, it can be concluded that the level of teacher satisfaction at the Christian school Gamaliel Palu does not have a significant effect on teacher OCB.

Organizational commitment does not have a positive effect on job satisfaction.

This shows that the increase in organizational commitment for teachers does not have a significant impact on the level of teacher satisfaction at the Gamaliel Christian School Palu.

Organizational Commitment has a positive effect on OCB.

Thus, it can be stated that the increase in organizational commitment has a positive and significant effect on the OCB of teachers at the Gamaliel Christian School in Palu.

Organizational Justice does not have a positive effect on OCB

Which is mediated by job satisfaction. In this case, organizational justice for teachers at the Christian school of Gamaliel Palu can increase OCB without being mediated by the level of job satisfaction, teachers of the Christian school of Gamaliel Palu are not affected by job satisfaction.

Organizational commitment does not have a positive effect on OCB

which is mediated by job satisfaction. Job satisfaction does not mediate significantly and positively the relationship of organizational commitment to OCB. This means that the mediating role of job satisfaction does not have a positive effect on organizational commitment at the Gamaliel Palu Christian school in improving OCB.

Organizational commitment does not have a positive effect on OCB

which is mediated by job satisfaction. Job satisfaction does not mediate significantly and positively the relationship of organizational commitment to OCB. This means that the mediating role of job satisfaction does not have a positive effect on organizational commitment at the Gamaliel Palu Christian school in improving OCB.

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