Improving Organizational Citizenship Behavior through Organizational Climate Development, Transformational Leadership and Self-Efficiency (Empirical Study Using Correlational Approach and SITOREM Analysis on State Senior High School Teachers in East Jakarta)

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Abstract

The purpose of this study is to find efforts to increase Organizational Citizenship Behavior in East Jakarta State Senior High Schools through the development of Organization Climate, Transformational Leadership and Self Efficacy. These efforts are made through the identification of the strengths between these variables. This research is a combination study using a correlational approach and SITOREM Analysis. Correlational statistical methods are used to determine whether Organization Climate, Transformational Leadership and Self Efficacy variables have a positive relationship with Organizational Citizenship Behavior. The SITOREM analysis is used to determine the order of priorities and the recommendations for improvement of the indicators needed. The results of a study of 39 East Jakarta State Senior High Schools showed that all variables were positively related to Organizational Citizenship Behavior. The results of the correlation strength sequence based on the highest correlation are Organization Climate $ry1 = 0,653$ (p<0,01), Self Efficacy $ry3 = 0,620$ (p<0,01) and Transformational Leadership $ry2 = 0,544$ (p<0,01). SITOREM Analysis Results show that the indicators that need improvement leadersjp and policy. The suggestion that can be conveyed is teachers must carry out organizational duties seriously and with high discipline. This is a form of teacher responsibility towards the profession that can increase organizational citizenship behavior

I. Introduction

The public as users of public high schools have enormous demands and expectations so that their children can get quality education that can continue to the university level, especially the guarantee of infrastructure suggestions provided by the government are considered very adequate. State SMAs are managed directly under the coordination of the provincial government, as is the case with SMA Negeri in Jakarta. The number of people interested in attending public high schools in DKI Province, especially East Jakarta, which has six State Senior High Schools based on the Education Research Center of the Ministry of Education and Culture. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions

(Arsani, 2020). Of course, the higher the quality of the school, it must be balanced with the human resources of teachers who have high competence as well. Therefore, conducting research related to the behavior of public high school teachers becomes interesting and brings benefits to the progress of secondary education, especially in East Jakarta.

Research on individual behavior in public high schools is increasingly needed considering that the duties of public high school teachers are getting bigger and more complex, considering that public high school teachers in East Jakarta have the following obligations:

1. You must be at school at least at 06.30 using an automatic electronic attendance device as well as home attendance
2. Longer study hours about 9 (nine) hours because only 5 (five) working days
3. There is a sanction of cutting Regional Performance Allowance in case of late attendance or absenteeism without explanation
4. Parents have high hopes for their sons and daughters to be accepted at State Universities

From the data from the preliminary survey above, it is known that several identification problems regarding OCB of SMA Negeri teachers in East Jakarta still need to be improved. Related factors include organizational climate, transformational leadership and self-efficacy. Awareness of teachers in carrying out extra-role activities becomes a necessity, it is based on the variety of duties and responsibilities of teachers. In middle school, teacher activities become more complex, this is because the age level is moving towards maturity. Therefore, it is interesting to study so that information is obtained about the OCB of public high school teachers in East Jakarta and several factors that are thought to be related, including organizational climate, transformational leadership and self-efficacy.

II. Review of Literature

2.1 Organizational Citizenship Behavior

James L. Gibson, et al. (2008:48) states that OCB is an individual's behavior to do work outside of his assigned in an effective and efficient manner without considering rewards or bonuses, but supports organizational values. The indicators of OCB are, a. do a good job for the organization and customers, without expecting anything in return, b. there is motivation to always improve skills, c. build a high performance quality climate, d. trying to increase productivity, absenteeism and production quality. According to Jerald Greenberg and Robert A. Baron, (2008:433) OCB is the informal behavior of organizational members beyond formal expectations that contributes to organizational progress. The indicators of OCB are, a. altruism, such as helping coworkers, exchanging holidays, volunteering, b. conscientiousness (caution), such as never missing a day at work, arriving early if needed, not spending time working for personal needs, c. civic virtue, such as attending meetings voluntarily, reading memos, keeping new information, d. sportsmanship (positive attitude), such as working without complaining, trying not to get emotional when provoked, diverting attention to avoid problems. Jason Colquitt Jeffery A. Lepine, Michael J. Wesson (2009:43) suggested that OCB is individual voluntary behavior that is not affected by the reward system that contributes to the organization. The indicators of OCB are, a. Helpings/aliruism employee behavior in helping co-workers who have difficulty in the situation at hand, either through assignments in the organization or personal problems, b. Courtesy is the behavior of giving important information to co-workers who need and maintain good relations, courtesy and respect with colleagues to avoid interpersonal problems, c. Sportsmanship is the behavior of tolerance for less than ideal conditions in the organization without complaining and raising

objections, d. Voice is the behavior of being actively involved in providing constructive opinions and suggestions for change for the better, e. Civic Virtue, namely responsible behavior and care for the survival of the organization, f. Behavioral boostism promotes organization.

2.2 Organizational Climate

According to Mary Uhl-Bien, John R. Schermerhorn, Jr., & Richard N. Osborn (2014:13) organizational climate is the shared perception of members about the organization as in terms of management policies and practices. Indicators of organizational climate are, a. Superior-subordinate relationship, b. Communication between members of the organization, c. Members' perceptions of organizational policies, d. Members' perceptions of management practices (fairness). James L. Gibson, J.M. Ivancevich, J.H. Donnelly, Jr. and R. Konopaske, (2006:76) organizational climate is a set of equipment from a work environment that is felt directly or indirectly by employees who work and assumes it will be the main force that influences their behavior at work. Indicators of organizational climate are, a. size and structure, b. leadership pattern, c. system complexity, d. organizational goals, e. communication network. According to Keith Davis and John W. Newstorm (2000:45-46) organizational climate is a concept that describes the internal atmosphere of the organizational environment felt by its members during their activities in order to achieve organizational goals. Indicators of organizational climate are, a. leadership quality, b. trust, c. communication, d. responsibility, e. fair compensation, f. opportunity, g. control. According to Robert N. Lussier (2005:486-487) organizational climate is an employee's perception of the quality of the organization's internal environment which is relatively perceived by members of the organization and will then affect their next behavior. Indicators of organizational climate are, a. structure (structure), b. responsibility (responsibility), c. reward (award), d. warmth (warmth of the atmosphere), e. support (support), f. organizational identity and loyalty (identity and loyalty within the organization), g. risk (risk). Based on the theoretical description of organizational climate, it can be synthesized that organizational climate is the attitude of employees towards their work environment that affects individual behavior in the organization to achieve organizational goals.

2.3 Transformational Leadership

According to Paul E. Spector (2005:349-350) transformational leadership is a leader who is able to inspire others to accept the noble goals of the organization and strive to achieve them. Leaders who are able to express their vision and encourage them to achieve it. The indicators of transformational leadership are, a. idealized influence. A leader who expresses his vision and gives encouragement to achieve it, b. inspirational motivation. Leaders who have charisma, c. intellectual simulation. Leaders who behave effectively, d. individual consideration. Leaders who have direct influence over their subordinates. According to Jerald Greenberg and Robert A. Baron (2008:518-519) transformational leadership is leadership that uses charisma to change and revitalize their organizations, generate strong emotions, help change followers by teaching and helping independence. The indicators of transformational leadership are, a.. idealized influence. Charismatic, a leader who gives vision and a sense of ambition, instills pride, gains honor and trust, b. inspirational motivation. Leaders who communicate high expectations, use symbols to focus efforts, describe important intentions in simple terms c. intellectual simulation. Leaders who encourage intelligence, rationality and careful problem solving, d. individual consideration. Leaders who give personal attention, serve employees personally, train and advise. According to Angelo Kinicki and Brian K. Williams (2008:44) transformational leadership is leadership that changes employees to pursue organizational goals beyond personal interests.

Transformational leaders will try to influence, mobilize, and develop their leadership to others. The indicators of transformational leadership are, a. idealized influenced (influence on the mindset of subordinates), b. inspirational motivation (inspiration that motivates), c. intellectual stimulation (intellectual stimulation), d. individual consideration (attention to subordinates individually), e. charisma (charisma). Based on the theoretical description of transformational leadership, it can be synthesized that transformational leadership is the behavior of leaders who are broad-minded, have a vision for the future, have the ability to influence, change, motivate, become role models, consider, make decisions and develop the organization in a better direction, and to achieve goals. organization.

2.4 Self-efficacy

According to Bandura quoted by Jess Feist, Gregory Feist and Tomi Ann Robert (20113:493) define self-efficacy as a person's belief about his ability or ability to overcome certain situations or show expected behavior. Indicators of self-efficacy are, a. Previous experience, in this case previous successful experience tends to increase self-efficacy, b. social modeling, in this case self-efficacy tends to increase when someone sees other people who are considered equal capable of doing the same task, c. social persuasion, where meaningful expressions from influential people can reduce or increase self-efficacy, and, d. Physical and emotional states, anxiety, fear and excessive stress have the potential to reduce self-efficacy, while mild and moderate anxiety can increase efficacy. Jeffrey S. Nevid. (2013: 439) states self-efficacy as a person's belief that he is able to complete what has been determined to be done. Indicators of self-efficacy are, a. persistence in seeking achievement, b. diligent in studying despite having difficulties, c. take the challenge, d. endure failure. According to Stephen L. McShane, and Mary Ann Von Glinov. (2010:68) states self-efficacy as a person's belief that he has the ability, motivation to perceive the right role and situations that support the successful completion of tasks. Indicators of self-efficacy are, a. have a can-do attitude, b. have energy (motivation), c. understanding of the right course of action, d. ability to perform tasks. Stephen P. Robbins, and Timothy A. Judge (2013:249-250) defines self-efficacy as a person's belief that he is able to complete a task. Indicators of self-efficacy are, a. enactive mastery, utilizing previous experience in completing the task where success in carrying out previous tasks tends to increase efficacy, b. vicarious modeling, observing the success or failure shown by peers in the same task or situation, c. desire or passion, which is a state of energy when carrying out certain tasks. Fred Luthans (2011:203-205) defines self-efficacy as a person's belief about his ability to mobilize motivation, cognitive resources and concrete actions needed to succeed in carrying out specific tasks in certain situations. Indicators of self-efficacy are, a. Previous proficient or successful experience, b. Vicarious experiences, examples or models, where self-efficacy will increase when you see the success of others carrying out the same task, c. Social persuasion, namely positive reinforcement from people who are considered competent, respected, d. Physical and psychological state. Based on the description of the theory regarding self-efficacy, it can be synthesized that self-efficacy is a person's belief about his ability to do and complete tasks in accordance with his responsibilities with a certain level of success.

III. Research Methods

This study uses the correlational method which is part of the type of quantitative descriptive research. The design and constellation of this study used a correlational research flow which was analyzed using SITOREM analysis. Correlational Research and SITOREM Analysis is a combination research method that combines correlational research methods whose results are strengthened by using SITOREM analysis. Through SITOREM analysis,

the results of correlational research are analyzed in more detail on the indicators of the research variables, so as to find indicators that need to be improved and maintained or developed immediately. (Widodo Sunaryo and Sri Setyaningsih, 2018: 3).

The flow of the combination research is presented in the following figure:
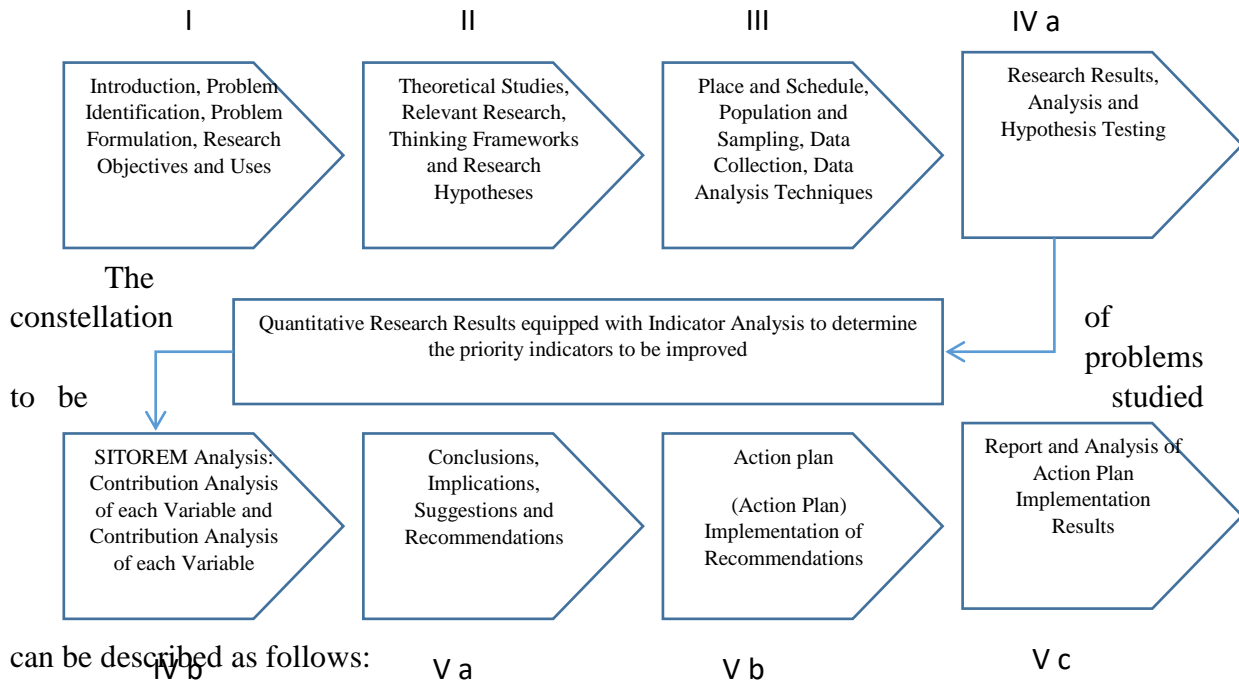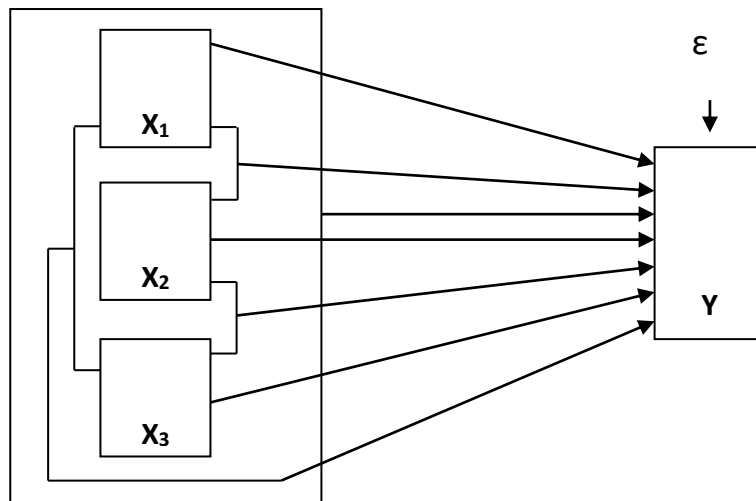

Figure 1. *The Flow of the Combination Research*

Information:

X1 : Organizational climate

X2 : Transformational Leadership

X3 : Self Efficacy

Y : Organization Citizenship Behavior

E : (epsilon): Another variable

3.1 Population and Sampling

The population of this research is all 1120 public high school ASN/PNS teachers in East Jakarta spread over 39 (thirty nine) public high schools. To calculate the number of teacher samples, the Slovin formula was used and the results obtained from 1120 populations with an error rate of 5% were 295 people.

3.2 Data Collection Technique

In this study, measurements were made in real situations that were seen according to the respondent's assessment of what was experienced, not what was desired. The instrument or data collection tool in this study is in the form of a questionnaire, which consists of a number of questions or written statements that are used to obtain information from respondents by distributing questionnaires to 295 respondents.

3.3 Data Analysis Technique

The data analysis technique used in this research is descriptive and inferential data analysis techniques. . Descriptive statistics, namely statistics that can present data through collecting and summarizing the most important and relevant data to be included in data analysis tools. While inferential statistics, which is the science of statistics that acts as a data analysis tool that has been presented in descriptive statistics.

3.4 SITOREM Analysis Stages

In this study, the qualitative recommendation analysis method was used with the aim of completing the results of the Quantitative Research. The implementation of the qualitative research method is carried out using the SITOREM method. The use of SITOREM analysis in this dissertation research is carried out through the following stages: (1) Contribution Analysis (Coefficient of Determination), (2) Analysis of Research Variable Indicators, (3) Analysis of Research Variable Indicator Weights. (4) Analysis of Determination of Indicator Classification. (5) Final Result of Cytorem Analysis

IV. Discussion

4.1 The Relationship between Organizational Climate and Organizational Citizenship Behavior of State High Schools in East Jakarta

The relationship model between Organizational Climate and Organizational Citizenship Behavior can be expressed in a simple linear regression equation = 58,556 + 0.623X1, which means that every one unit increase in Organizational Climate value will be followed by an increase in Organizational Citizenship Behavior value of 0.543 units with a constant of 58,556. The regression equation = 58,556 + 0.623X1 can be used to predict the Organizational Citizenship Behavior score if the Organizational Climate score is known. The correlation coefficient (ry1) of 0.653 indicates a positive relationship between Organizational Climate and Organizational Citizenship Behavior. The contribution of Organizational Climate is indicated by the coefficient of determination (ry12) of 0.427, which means that Organizational Climate contributes 42.70% to Organizational Citizenship Behavior, while the remaining 57.30% is determined by other variables. Based on the previous explanation, it can be concluded that organizational climate has a positive relationship, a positive relationship and a significant contribution in stimulating Organizational Citizenship Behavior, so that the implications are structure, leadership, responsibility, policy and warm relationships as

important factors for maintaining school conduciveness. Through the teacher's attitude towards a good school environment, Organizational Citizenship Behavior is even better.

4.2 Relationship between Transformational Leadership and Organizational Citizenship Behavior

The model of the relationship between Transformational Leadership and Organizational Citizenship Behavior can be expressed in a simple linear regression equation = 69.845 + 0.550X2, which means that every one unit increase in the value of Transformational Leadership will be followed by an increase in the value of Organizational Citizenship Behavior 0.550 units with a constant of 69.845. The regression equation = 69.845 + 0.550X2 can be used to predict Organizational Citizenship Behavior scores if the Transformational Leadership score is known. The correlation coefficient (ry2) of 0.544 indicates a positive relationship between Transformational Leadership and Organizational Citizenship Behavior. The contribution of Transformational Leadership is indicated by the coefficient of determination (ry22) of 0.295, which means that Transformational Leadership contributes 29.50% to Organizational Citizenship Behavior, while the remaining 70.50% is determined by other variables. Based on the previous explanation, it can be concluded that Transformational Leadership has a positive relationship, a positive relationship and a significant contribution in stimulating Organizational Citizenship Behavior, so the implication is that the principal is able to influence, change, motivate, become an example, consider, make decisions and develop the organization in a better direction.

4.3 The Relationship between Self-Efficacy and Organizational Citizenship Behavior

The model of the relationship between Self Efficacy and Organizational Citizenship Behavior can be expressed in a simple linear regression equation = 68,163 + 0,554X3, which means that every one unit increase in the value of Self Efficacy will be followed by an increase in the value of Organizational Citizenship Behavior 0,554 units with a constant of 68,163. The regression equation = 68,163 + 0,554X3 can be used to predict Organizational Citizenship Behavior scores if the Self-Efficacy score is known. The correlation coefficient (ry3) of 0.620 indicates a positive relationship between Self-Efficacy and Organizational Citizenship Behavior. The contribution of self-efficacy is indicated by the coefficient of determination (ry32) of 0.384, which means that self-efficacy contributes 38.40% to Organizational Citizenship Behavior, while the remaining 61.60% is determined by other variables. Based on the previous explanation, it can be concluded that self-efficacy has a positive relationship, a positive relationship and a significant contribution in stimulating Organizational Citizenship Behavior, so the implication is that teachers who have strong beliefs to carry out the work they are responsible for properly can have an impact on improving school quality and organizational climate tends to contribute. towards the achievement of common goals by means of external means. Transformational leadership motivates followers to internalize and prioritize collective interests that are greater than individual interests to achieve goals. A healthy organizational climate and supported by leadership that usually moves its members will make individuals have Organizational Citizenship Behavior

4.4 Relationship between Organizational Climate and Transformational Leadership together with Organizational Citizenship Behavior

The relationship model between Organizational Climate and Transformational Leadership together with Organizational Citizenship Behavior can be expressed in a multiple linear regression equation = 30,754 + 0.491X1 + 0.327X2, which means that if the value of Organizational Climate and the value of Transformational Leadership increases by one unit, it will followed by an increase in the value of Organizational Citizenship Behavior of 0.491 and 0.327 units with a constant of 30,754. The regression equation = 30,754 + 0.491X1 + 0.327X2 can be used to predict Organizational Citizenship Behavior scores if the Organizational Climate and Transformational Leadership scores are known. The value of the multiple correlation coefficient (ry12) of 0.716 indicates a positive relationship between Organizational Climate and Transformational Leadership together with Organizational Citizenship Behavior. The contribution of Organizational Climate and Transformational Leadership together, is shown by the coefficient of determination (ry122) of 0.512 which means that Organizational Climate and Transformational Leadership together contribute 51.20% to Organizational Citizenship Behavior, while the remaining 48 ,80% is determined by other variables.

Organizational Citizenship Behavior is the voluntary behavior of individuals as employees or citizens to do work outside of their core duties which is a policy to cooperate and help optimally, without expecting rewards, so as to make a positive contribution to the psychological and social environment in which they work with the aim of advancing the organization. . Organizational climate is the attitude of employees to their work environment that affects the behavior of individuals in the organization to achieve organizational goals. Transformational leadership is the behavior of leaders who have broad insight, vision for the future, have the ability to influence, change, motivate, be an example, consider, make decisions and develop the organization in a better direction, and to achieve organizational goals. Organizational climate tends to contribute to the achievement of common goals in external ways. Transformational leadership motivates followers to internalize and prioritize collective interests that are greater than individual interests to achieve goals. A healthy organizational climate and supported by leadership that usually moves its members will make individuals have Organizational Citizenship Behavior at work. The multiple correlation coefficient (ry12) of 0.716 indicates that the positive relationship between Organizational Climate and Transformational Leadership together with Organizational Citizenship Behavior includes a relatively high relationship. Thus, it is necessary to make efforts to improve Organizational Citizenship Behavior through Organizational Climate together with Transformational Leadership within the East Jakarta State High School.

4.5 Relationship between Organizational Climate and Self-Efficacy together with Organizational Citizenship Behavior

The relationship model between Organizational Climate and Self-Efficacy together with Organizational Citizenship Behavior can be expressed in a multiple linear regression equation = 49.585 + 0.410X1 + 0.273X3, which means that if the value of Organizational Climate and Self-Efficacy value increases by one unit, it will followed by an increase in the value of Organizational Citizenship Behavior of 0.410 and 0.273 units with a constant of 49,585. The regression equation = 49.585 + 0.410X1 + 0.273X3 can be used to predict Organizational Citizenship Behavior scores if Organizational Climate and Self-Efficacy

scores are known. The value of the multiple correlation coefficient (ry13) of 0.686 indicates a positive relationship between Organizational Climate and Self-Efficacy together with Organizational Citizenship Behavior. The contribution of Organizational Climate and Self-Efficacy together, is indicated by the coefficient of determination (ry132) of 0.471, which means that Organizational Climate and Self-Efficacy together contribute 47.10% to Organizational Citizenship Behavior, while the remaining 52 ,90% determined by other variables. Organizational Citizenship Behavior is the voluntary behavior of individuals as employees or citizens to do work outside of their core duties which is a policy to cooperate and help optimally, without expecting rewards, so as to make a positive contribution to the psychological and social environment in which they work with the aim of progress organization. Organizational climate is the attitude of employees to their work environment that affects the behavior of individuals in the organization to achieve organizational goals. Self-efficacy is a person's belief about his ability to do and complete tasks in accordance with his responsibilities with a certain level of success. Analysis of the relationship between Organizational Climate and Self-Efficacy together with Organizational Citizenship Behavior, where a conducive climate plays a major role in developing individual teachers in schools. Organizational climate support can create teacher self-efficacy, which is having the confidence to do all the work seriously and responsibly. The belief of each individual teacher can certainly be a collective good that can have an impact on teacher OCB. The multiple correlation coefficient (ry13) of 0.804 indicates that there is a positive relationship between Organizational Climate and Self-Efficacy together with Organizational Citizenship Behavior, including a high relationship. Thus, it is necessary to make efforts to continue to maintain or improve the Organizational Climate and Self-Efficacy together with Organizational Citizenship Behavior in the East Jakarta State High School environment.

4.6 Relationship between Transformational Leadership and Self-Efficacy together with Organizational Citizenship Behavior

The relationship model between Transformational Leadership and Self-Efficacy together with Organizational Citizenship Behavior can be expressed in a multiple linear regression equation = 48.481 + 0.283X2 + 0.410X3, which means that if the value of Transformational Leadership and Self-Efficacy value increases by one unit, it will followed by an increase in the value of Organizational Citizenship Behavior of 0.283 and 0.410 units with a constant of 48.481. The regression equation = 48.481 + 0.283X2 + 0.410X3 can be used to predict Organizational Citizenship Behavior scores if the Transformational Leadership and Self-Efficacy scores are known. The value of the multiple correlation coefficient (ry23) of 0.661 indicates a positive relationship between Transformational Leadership and Self-Efficacy together with Organizational Citizenship Behavior. The contribution of Transformational Leadership and Self-Efficacy together, is indicated by the coefficient of determination (ry232) of 0.436, which means that Transformational Leadership and Self-Efficacy together contribute 43.60% to Organizational Citizenship Behavior, while the remaining 56 ,40% is determined by other variables. Organizational Citizenship Behavior is the voluntary behavior of individuals as employees or citizens to do work outside of their core duties which is a policy to cooperate and help optimally, without expecting rewards, so as to make a positive contribution to the psychological and social environment in which they work with the aim of advancing the organization. . Transformational leadership is the behavior of leaders who have broad insight, vision for the future, have the ability to

influence, change, motivate, be an example, consider, make decisions and develop the organization in a better direction, and to achieve organizational goals. Self-efficacy is a person's belief about his ability to do and complete tasks in accordance with his responsibilities with a certain level of success. The relationship between Transformational Leadership and Self-Efficacy together with Organizational Citizenship Behavior, where Leadership is a central factor in a school, especially transformational leadership which can be a reformer in all aspects of school development. Effective transformational leadership can renew individual teachers to further improve their competencies, especially to increase teacher self-efficacy. The role of effective transformational leadership and supported by good teacher efficacy can have an impact on good teacher OCB as well. The value of the multiple correlation coefficient (ry23) of 0.661 indicates that the positive relationship between Transformational Leadership and Self-Efficacy together with Organizational Citizenship Behavior includes a fairly large relationship. Thus, it is necessary to make efforts to maintain or improve Transformational Leadership together with Self-Efficacy in the East Jakarta State High School environment.

4.7 The Relationship between Organizational Climate, Transformational Leadership and Self-Efficacy together with Organizational Citizenship Behavior of East Jakarta State High School

The relationship model between Organizational Climate, Transformational Leadership and Self-Efficacy together with Organizational Citizenship Behavior can be expressed in a multiple linear regression equation = 30.507 + 0.405X1 + 0.277X2 + 0.136X3, which means that if the value of Organizational Climate, Transformational Leadership and Self-efficacy increases by one unit, it will be followed by an increase in the value of Organizational Citizenship Behavior of 0.405, 0261 and 0.136 units with a constant of 30.507. The regression equation = 30.507 + 0.405X1 + 0.277X2 + 0.136X3 can be used to predict the score of Organizational Citizenship Behavior if the scores of Organizational Climate, Transformational Leadership and Self-Efficacy are known. The value of the multiple correlation coefficient (ry123) of 0.722 indicates a positive relationship between Organizational Climate, Transformational Leadership and Self-Efficacy together with Organizational Citizenship Behavior. The contribution of Organizational Climate, Transformational Leadership and Self-Efficacy together, is indicated by the coefficient of determination (ry1232) of 0.521 which means that Organizational Climate, Transformational Leadership and Self-Efficacy together contribute 52.10% to Organizational Citizenship. Behavior, while the remaining 47.90% is determined by other variables. Organizational Citizenship Behavior is the voluntary behavior of individuals as employees or citizens to do work outside of their core duties which is a policy to cooperate and help optimally, without expecting rewards, so as to make a positive contribution to the psychological and social environment in which they work with the aim of advancing the organization. . Organizational climate is the attitude of employees to their work environment that affects the behavior of individuals in the organization to achieve organizational goals. Transformational leadership is the behavior of leaders who have broad insight, vision for the future, have the ability to influence, change, motivate, be an example, consider, make decisions and develop the organization in a better direction, and to achieve organizational goals. Self-efficacy is a person's belief about his ability to do and complete tasks in accordance with his responsibilities with a certain level of success.

The results of the SITOREM (Scientific Identification Theory For Operational Research in Education) analysis (Hardienata S, 2017) show that the indicators that have a good contribution in increasing the dependent variable (Y) are as shown in the picture below
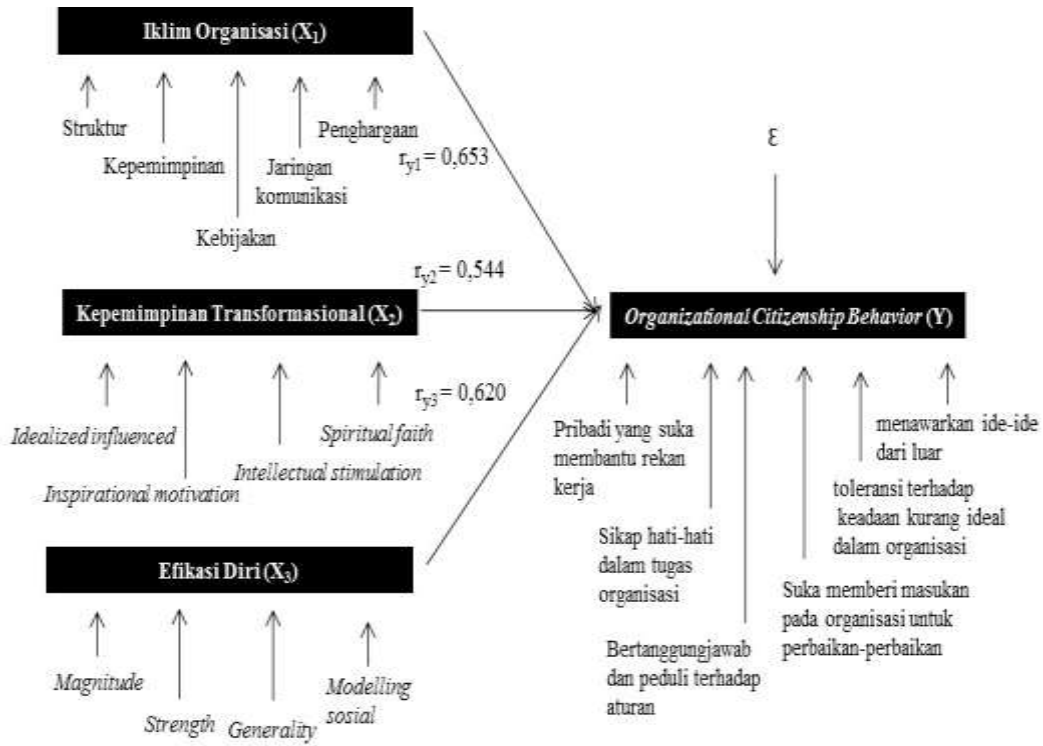

Figure 2. *Research Constellations and Statistical Models*

Furthermore, optimization is carried out by giving priority order to each indicator as shown in the image below:

Iklim Organisasi (X₁)

$(\rho y1) = 0,653$

Struktur
Kepemimpinan
Kebijakan
Jaringan komunikasi
Penghargaan

Pembobotan:
1. Kepemimpinan (24%) (3,57)
2. Kebijakan (21%) (3,74)
3. Penghargaan (20%) (4,18)
4. Jaringan Komunikasi (19%) (3,47)
5. Struktur (16%) (3,78)

Kepemimpinan Transformasional (X₂)

$(\rho y2) = 0,544$

Idealized influenced
Inspirational motivation
Intellectual stimulation
Spiritual faith

Pembobotan :
1. *Intellectual stimulation* (28%) (3,35)
2. *Idealized Influenced* (25%) (3,73)
3. *Spiritual faith* (25%) (3,49)
4. *Inspirational motivation* (22%) (3,65)

Efikasi Diri (X₃)

$(\rho y3) = 0,620$

Magnitude
Strength
Generality
Modelling sosial

Pembobotan :
1. *Generlity* (31%) (3,77)
2. *Magnitude* (25%) (3,71)
3. *Strength* (24%) (3,46)
4. *Modelling sosial* (20%) (3,64)

Organizational Citizenship Behavior (Y)

Pribadi yang suka membantu rekan kerja
Sikap hati-hati dalam tugas organisasi
Bertanggungjawab dan peduli terhadap aturan
Suka memberi masukan pada organisasi untuk perbaikan-perbaikan
toleransi terhadap keadaan kurang ideal dalam organisasi
menawarkan ide ide dari luar

Pembobotan :
1. Pribadi yang suka membantu rekan kerja (21%) (3,76)
2. Toleransi terhadap keadaan kurang ideal dalam organisasi (20%) (4,01)
3. Bertanggungjawab dan peduli terhadap aturan (17%) (3,58)
4. Sikap hati-hati dalam tugas organisasi (15%) (3,68)
5. Suka memberi masukan pada organisasi untuk perbaikan-perbaikan (14%) (3,75)
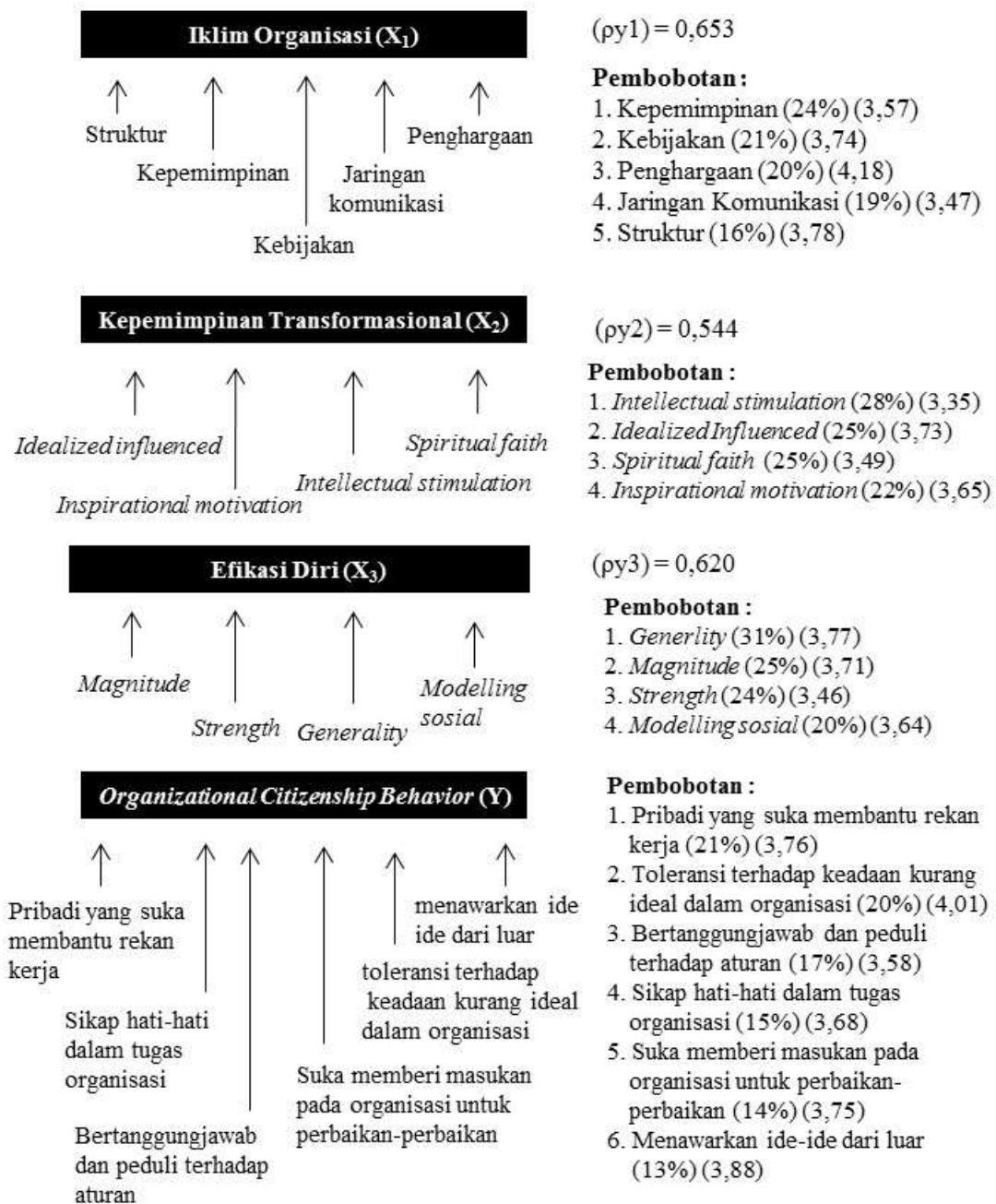6. Menawarkan ide-ide dari luar (13%) (3,88)

Figure 3. Results of Priority Sequence of Each Indicator

From the results of the priority order and calculation of each variable obtained from research in the field, then a sequence is made to determine the priority of action to improve the variables as shown in the following figure:
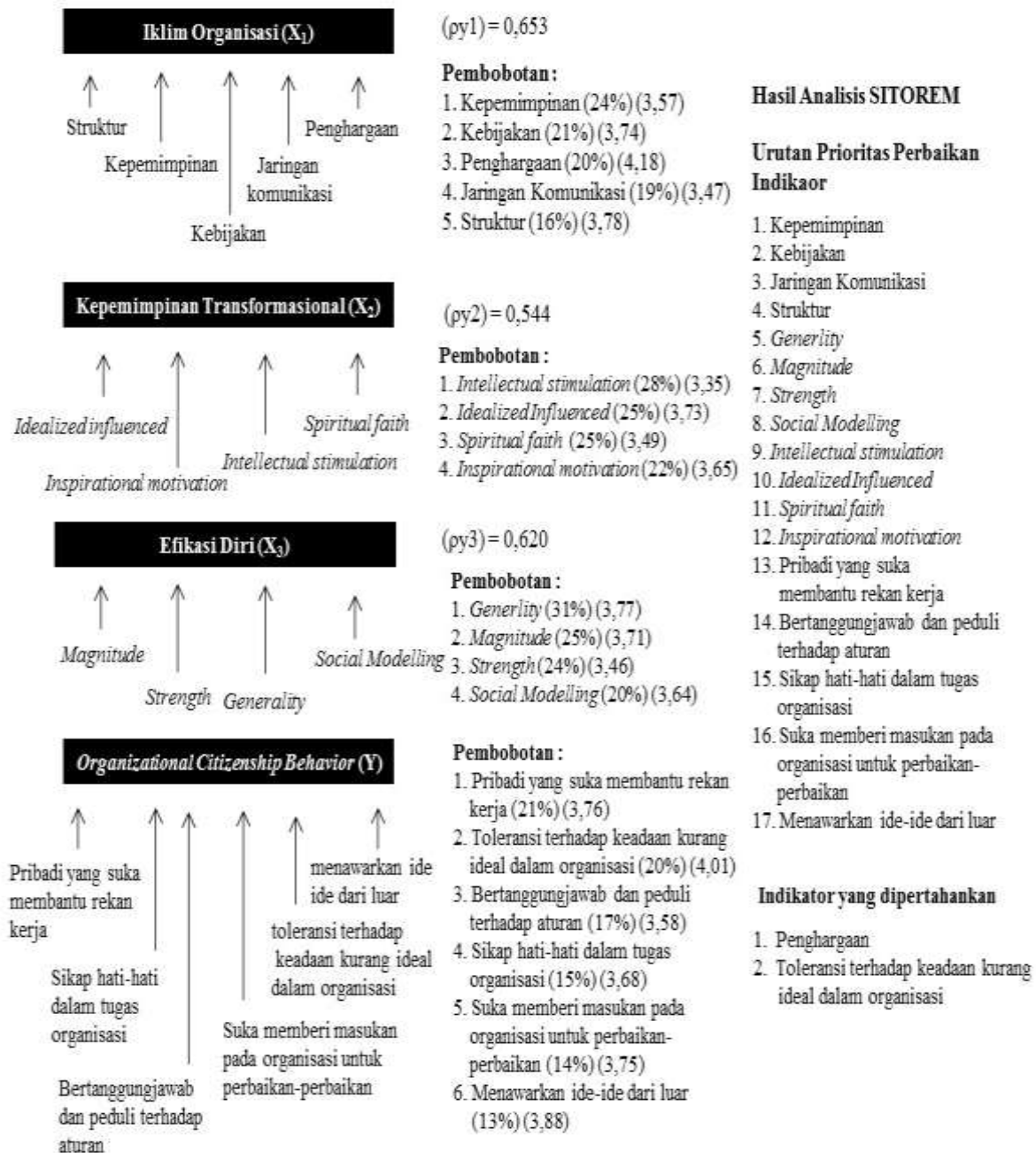
Figure 4. *Final Result of SITOREM (Scientific Identification Theory for Operational Research in Education) analysis*

V. Conclusion

Based on the results of the analysis, discussion of research results and hypotheses that have been tested, it can be concluded as follows:

1. There is a very significant positive relationship between Organizational Climate (X1) and Organizational Citizenship Behavior (Y) variables with correlation coefficient ry1 = 0.653 and coefficient of determination r2y1 = 0.427.

2. There is a short and significant positive relationship between Transformational Leadership (X2) and Organizational Citizenship Behavior (Y) with coefficient ry2 = 0.544 and coefficient of determination r2y2 = 0.295

3. There is a very significant positive relationship between the self-efficacy variable (X3) and Organizational Citizenship Behavior (Y) with a correlation coefficient ry2 = 0.620 and a determination coefficient r2y2 = 0.384.

4. There is a very significant positive relationship between Organizational Climate (X1) and Transformational Leadership (X2) variables together with Organizational Citizenship Behavior (Y) with correlation coefficient ry12 = 0.716, and coefficient of determination r2y12 = 0.512.

5. There is a very significant positive relationship between Organizational Climate (X1) and Self-Efficacy (X3) variables together with Organizational Citizenship Behavior (Y) with correlation coefficient ry13 = 0.686 and coefficient of determination r2y13 = 0.471.

6. There is a very significant positive relationship between the variables of Transformational Leadership (X2) and the supervision of the principal (X3) together with Organizational Citizenship Behavior (Y) with a correlation coefficient ry23 = 0.661 and a coefficient of determination r2y23 = 0.436

7. There is a very significant positive relationship between Organizational Climate (X1), Transformational Leadership (X2) and Self-Efficacy (X3) variables together with Organizational Citizenship Behavior (Y) with correlation coefficient ry123 = 0.722 and coefficient of determination r2y123 = 0.521 .

Based on the above findings, it can be explained that organizational citizenship behavior can be improved through improving the organizational climate, transformational leadership and self-efficacy, either alone or together. Increasing organizational citizenship behavior through one of the variables (organizational climate, transformational leadership and self-efficacy) needs to pay attention to each other's factors.

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