



Teacher Performance Based on Organizational Citizenship Behavior and Individual Characteristics

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ARTICLE INFO

Article history:

Received Oct 24, 2023

Revised Oct 27, 2023

Accepted Nov 10, 2023

Keywords:

Human Resources;
Individual Characteristics;
Organizational Citizenship
Behavior;
Performance;
Teachers.

ABSTRACT

The aim of this research is to investigate how organizational citizenship behavior and individual characteristics impact the performance of teachers at Sultan Agung Pematang Siantar Private High School both simultaneously and partially. This research employs a combination of literature review methodology and field research. The population in this study is the total number of permanent teachers at Sultan Agung Pematang Siantar Private High School which amounts to 38 people. This study incorporates both qualitative and quantitative data. Both primary and secondary data sources were utilized in this study. Data gathering involved the use of questionnaires, interviews, and documentation, with research instruments being subjected to validity and reliability tests. The data analysis techniques used are quantitative descriptive analysis, namely normality tests, regression, hypothesis testing and correlation and determination tests. The findings from this research can be summarized (1) organizational citizenship behavior and individual characteristics have a substantial and positive impact on teacher performance both simultaneously and partially; (2) There is moderately high correlation between organizational citizenship behavior and individual characteristics to teacher performance.

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1. INTRODUCTION

Human resources are a key element in achieving the vision of an inclusive, prosperous, sovereign, and competitive State. Realizing the dream of this country is only possible through quality, honest, and equal education. Sultan Agung Pematang Siantar Private High School is one of the highly regarded schools in Pematang Siantar City. As a favorite school, of course, Sultan Agung Pematang Siantar Private High School must pay special attention to the performance of teachers, who have a key role in achieving national education goals broadly and educational goals at Sultan Agung Pematang Siantar Private High School specifically.

The performance of teachers of Sultan Agung Pematang Siantar Private High School is measured based on (Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 Tentang Standar Kualifikasi Akademik Dan Kompetensi Guru, 2007). Based on the results of an interview with the Principal of Sultan Agung Pematang Siantar Private High School, it turns out that teacher performance has not been optimal. The non-optimal performance of Sultan Agung Pematang Siantar Private High School teachers can be seen in the dimension of mastering the characteristics of students where there are teachers who do not fully understand the nature and characteristics of

students, which results in learning becoming less effective and inefficient. In addition, the dimension of developing student potential is also not optimal where teachers have limitations in identifying student potential, so that students have difficulty in following the learning process optimally.

The factor indicated to influence teacher performance is organizational citizenship behavior. This is supported by research (Lestari, E.R. dan Ghaby, 2018); (Tanjung, R., Ariyati, Y., and Yolandari, 2020); (Sakti, P., Handoyo, R.D., and Wihadanto, 2020); (Dinda, A., Pio, R.J., 2021); (Anwar, M.C., dan Ahmad, 2021) which states that performance is significantly and positively influenced by organizational citizenship behavior. Meanwhile, according to research (Rahayu, 2020); (Lukito, 2020); (Purwanto, A., 2021); (Faiza, G., Manalu, F.M., dan Aziz, 2022) stated that organizational citizenship behavior does not have a positive and significant effect on performance. Organizational citizenship behavior can be seen from the dimensions of altruism, conscientiousness, sportmanship, courtesy and civic virtue. Organizational citizenship behavior at Sultan Agung Pematang Siantar Private High School is not optimal. This can be seen from the dimension of altruism where there are some teachers who do not really want to take over the task of teaching in class when the teacher who is supposed to teach cannot attend. Another phenomenon is also seen in the civic virtue dimension where there are some teachers who are less active in school activities, so they do not provide adequate support or innovative ideas for some activities in the school.

Another factor indicated influencing teacher performance is individual characteristics. This is supported by research (Suban, G.S., Tewel, B., dan Dotulong, 2020); (Setyawan, P.C. dan Bagus, 2021); (Azizah dan Azima, 2021); (Asih, N.M.D.S., Widyani, A.A.D., dan Saraswati, 2022); (Syaharuddin, Y. dan Noor, 2023) which states that performance is significantly and positively impacted by individual characteristics. Meanwhile, according to research (Runtulalo, B.T., Lopian, S.J. dan Tawas, 2018); (Hajati, D.I., Wahyu, D. dan Wahyuni, 2018); (Lestari, M.N., Hudayah, 2019); (Agustina, I. dan Widhiastuti, 2021) stated that performance is not significantly and positively influenced by individual characteristics. Individual characteristics can be seen from the dimensions of abilities, needs, beliefs, work experience and expectations. Individual characteristics at Sultan Agung Pematang Siantar Private High School are not optimal. This can be seen from the dimension of needs where there are some teachers who feel unmet needs such as the need for relationships between teachers that have not been well established. Another phenomenon is also seen in the dimension of work experience where some teachers still rely on traditional teaching methods, while students need a learning approach that is more suited to their needs, which has changed from one generation to the next.

Considering the background provided, it becomes evident that there exists a disparity between expectations and theoretical support concerning organizational citizenship behavior, individual characteristics, and teacher performance. This incongruity has sparked the author's motivation to undertake this research. The author wants to know how teacher performance at Sultan Agung Pematang Siantar Private High School is influenced by organizational citizenship behavior and individual characteristics.

2. RESEARCH METHOD

This research employs a combination of literature review methodology and field research. The population in this study is the total number of permanent teachers at Sultan Agung Pematang Siantar Private High School which amounts to 38 people. This study incorporates both qualitative and quantitative data. Both primary and secondary data sources were utilized in this study. The data gathering process involved the use of questionnaires, interviews, and documentation. The data analysis technique used is quantitative descriptive analysis. Quantitative testing includes validity, reliability, normality tests, regression, correlation and determination coefficient tests, and hypothesis tests.

Research instrument tests include validity tests and reliability tests. Validity tests are employed to assess the degree of precision and correctness exhibited by a measurement tool in fulfilling its intended functions. If the coefficient is equal to 0.30 or more (at least 0.30) then the instrument item is valid. Reliability tests are utilized to gauge the consistency and constancy of

indicators related to a variable. A variable is considered reliable if it gives a Chronbach Alpha value above 0.70 (Ghozali, 2018).

The normality test is used to determine whether the data that has been collected is normally distributed or not. The data is said to be normally distributed when the value of asymp.sig. (2 tailed) above 0.05 (Ghozali, 2018). Regression analysis is a method of data analysis that describes the functional relationship between independent variables and dependent variables. Regression analysis includes multiple linear regression to determine the effect of organizational citizenship behavior and individual characteristics on performance. While linear regression is simple to determine the influence of organizational citizenship behavior and individual characteristics on partial performance (Sugiyono, 2017).

Correlation coefficient analysis is used to determine whether or not the relationship between organizational citizenship behavior and individual characteristics on performance is strong. The criteria for the level of relationship between variables can be seen in Table 1. the following:

Interval Coefficient	Level of Correlation
0,00 – 0,199	Negligible correlation
0,20 – 0,399	Low correlation
0,40 – 0,599	Moderately correlation
0,60 – 0,799	Moderately high correlation
0,80 – 1,000	Higt correlation

Source: (Sugiyono, 2017)

Hypothesis tests include simultaneous tests (F tests) and partial tests (t tests). Hypothesis tests are used to determine whether there is a significant relationship between independent variables and dependent variables simultaneously or partially. If $F_{\text{calculate}} > F_{\text{tabel}}$ or significance ≤ 0.05 , then performance is significantly and positively impacted by both organizational citizenship behavior and individual characteristics and if $t_{\text{calculation}} > t_{\text{table}}$ or significance ≤ 0.05 , performance is significantly and positively impacted by both organizational citizenship behavior and individual characteristics partially (Ghozali, 2018).

3. RESULTS AND DISCUSSIONS

3.1 Instrument Test

Validity tests are conducted to assess the degree of precision and correctness exhibited by a measurement instrument in fulfilling its role, which is to ensure that the collected data aligns with the measurement's intended purpose. The outcomes of the validity test are presented in the table below:

Variable	Item Instrument-Total Correlation	r-table	Result
Organizational Citizenship Behavior	0.615	0.3	Valid
Individual Characteristics	0.602	0.3	Valid
Teacher Performance	0.647	0.3	Valid

Source: Data Processing Results (2023)

Drawing from the findings of the aforementioned validity test, it can be deduced that all the indicators for the variables under investigation in this study demonstrate validity. Additionally, reliability tests are employed to assess the consistency of these variable indicators. A questionnaire is deemed reliable when an individual's responses to its questions remain steady and consistent over time. The outcomes of the reliability test are presented in the table below:

Variabel	Cronbach's Alpha	Instrument Items	Result
Organizational Citizenship Behavior	0.976	12	Reliable
Individual Characteristics	0.976	42	Reliable
Teacher Performance	0.976	9	Reliable

Source: Data Processing Results (2023)

According to the outcomes of the reliability assessments presented in Table 3 above, it is evident that each indicator possesses a Cronbach's alpha value exceeding 0.70. As a result, it can be inferred that all the variables' indicators in the study are reliable.

3.2 Normality Test

The purpose of the normality test is twofold: firstly, to establish the appropriate hypothesis testing method, and secondly, to assess whether the data follows a normal distribution. The Kolmogorov-Smirnov test was employed to assess normality. The outcomes of this normality test are presented in the table below:

Table 4. Normality Test Results

Variabel	N	K-S Test	Asymp. Sig. (2-Tailed)
Organizational Citizenship Behavior	38	1.210	0.107
Individual Characteristics	38	1.063	0.208
Teacher Performance	38	0.539	0.934

Source: Data Processing Results (2023)

According to the data presented in Table 4 for the normality test results, the Asymp Sig. (2-Tailed) value for each variable 'd' exceeds 0.05. Consequently, it can be inferred that all variables exhibit a normal distribution.

3.3 Multiple Linear Regression Analysis

This analysis was carried out to examine how organizational citizenship behavior and individual characteristics impact teacher performance. The outcomes of the multiple linear regression test are displayed in the table below:

Table 5. The Results of the Multiple Linear Regression Test Organizational Citizenship Behavior and Individual Characteristics on Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	48.743	20.681	
Organizational Citizenship Behavior	1.208	.496	.419
Individual Characteristics	0.862	0.473	.334

a. Dependent Variable: Teacher Performance

Source: Data Processing Results (2023)

According to the outcomes of the multiple linear regression analysis, the regression equation $Y = 48.743 + 1.208X_1 + 0.862 X_2$ suggests that an increase of one unit in organizational citizenship behavior corresponds to a 1.208-unit increase in teacher performance, and a one-unit increase in individual characteristics corresponds to a 0.862-unit increase in teacher performance. Consequently, it can be inferred that there is a positive relationship between organizational citizenship behavior and individual characteristics, both of which have a favorable impact on teacher performance at Sultan Agung Pematang Siantar Private High School.

3.4 Simple Linear Regression Analysis

Table 6. The Results of the Simple Linear Regression Test Organizational Citizenship Behavior on Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	63.013	20.334	
Organizational Citizenship Behavior	1.840	.370	.638

a. Dependent Variable: Teacher Performance

Source: Data Processing Results (2023)

According to the outcomes of the simple linear regression analysis, the regression equation $Y = 63.013 + 1.840X$ indicates that a one-unit increase in organizational citizenship behavior results in a 1.840-unit increase in teacher performance. Thus, it can be inferred that there is a positive correlation between organizational citizenship behavior and teacher performance at Sultan Agung Pematang Siantar Private High School.

Table 7. The Results of the Simple Linear Regression Test Individual Characteristics on Teacher Performance

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	74.734	19.408	
Individual Characteristics	1.634	3.55	.635

a. Dependent Variable: Teacher Performance

Source: Data Processing Results (2023)

According to the findings of the simple linear regression analysis, the regression equation $Y = 74.734 + 1.634X$ suggests that an increase of one unit in individual characteristics corresponds to a 1.634-unit increase in teacher performance. Therefore, it can be inferred that there is a positive relationship between individual characteristics and teacher performance at Sultan Agung Pematang Siantar Private High School.

3.5 Correlation Coefficient and Determination Coefficient

The correlation coefficient was employed to quantify the degree of association between organizational citizenship behavior, individual characteristics, and teacher performance. The outcomes of the correlation coefficient and determination coefficient calculations are presented in the table below:

Table 8. Correlation Coefficient and Determination Coefficient Results Organizational Citizenship Behavior and Individual Characteristics on Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.686 ^a	.471	.441	11.977

a. Predictors: (Constant): Organizational Citizenship Behavior, Individual Characteristics

b. Dependent Variabel: Teacher Performance

Source: Data Processing Results (2023)

From the provided table, a correlation coefficient (r) of 0.686 is observed, indicating a moderately strong correlation between organizational citizenship behavior and individual characteristics with teacher performance at Sultan Agung Pematang Siantar Private High School. Additionally, a coefficient of determination (R) of 0.471 is calculated, signifying that approximately 47.1% of teacher performance variability can be accounted for by the organizational citizenship behavior and individual characteristics variables, while the remaining 52.9% is attributed to unexplored factors like culture, motivation, discipline, and other elements impacting teacher performance.

Table 9. Correlation Coefficient and Determination Coefficient Results Organizational Citizenship Behavior on Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.638 ^a	.407	.391	12.501

a. Predictors: (Constant): Organizational Citizenship Behavior

b. Dependent Variabel: Teacher Performance

Source: Data Processing Results (2023)

According to the table provided, a correlation coefficient (r) of 0.638 is evident, indicating a moderately strong correlation between organizational citizenship behavior and teacher performance at Sultan Agung Pematang Siantar Private High School. Moreover, a coefficient of determination (R) of 0.407 is calculated, signifying that approximately 40.7% of teacher performance variability can be attributed to the organizational citizenship behavior variable, while the remaining 59.3% is influenced by unexplored factors like culture, motivation, discipline, and other elements affecting teacher performance.

Table 10. Correlation Coefficient and Determination Coefficient Results Individual Characteristics on Teacher Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.609 ^a	.371	.353	12.878

a. Predictors: (Constant): Individual Characteristics

b. Dependent Variabel: Teacher Performance

Source: Data Processing Results (2023)

According to the provided table, a correlation coefficient (r) of 0.609 is observed, indicating a moderately strong correlation between individual characteristics and teacher performance at

Sultan Agung Pematang Siantar Private High School. Additionally, a coefficient of determination (R) of 0.371 is calculated, signifying that approximately 37.1% of teacher performance variability can be accounted for by the individual characteristics variable, while the remaining 62.9% is influenced by unexamined factors such as culture, motivation, discipline, and other elements impacting teacher performance.

3.6 Hypothesis Testing

Hypothesis testing was conducted to ascertain whether there exists a significant relationship between organizational citizenship behavior and individual characteristics with teacher performance. The outcomes of this hypothesis testing are displayed in the table below:

Table 11. Calculated F Test Results

Model	F	Sig.
1 (Constant)	15.570	.000 ^p
Residual		
Total		

- a. Dependent Variable: Teacher Performance
 b. Predictors: (Constant), Organizational Citizenship Behavior, Individual Characteristics
 Source: Data Processing Results (2023)

According to the provided table, the calculated F-statistic is 15.570, which is greater than the tabulated F-value of 3.27, and the significance level of 0.000 is less than 0.05. These results indicate that organizational citizenship behavior and individual characteristics indeed have a positive and significant impact on teacher performance at Sultan Agung Pematang Siantar Private High School.

Table 12. Test Results tcalculated Organizational Citizenship Behavior against Teacher Performance

Model	t	Sig.
1 (Constant)	3.009	.004
Organizational Citizenship Behavior	4.971	0.00

- a. Dependent Variable: Teacher Performance
 Source: Data Processing Results (2023)

According to the provided table, the calculated t-statistic of 4.971 exceeds the tabulated t-value of 2.02809, and the significance level of 0.000 is less than 0.05. This implies that organizational citizenship behavior has a positive and significant impact on teacher performance at Sultan Agung Pematang Siantar Private High School.

Table 13. Test Results tcalculated Individual Characteristics against Teacher Performance

Model	t	Sig.
1 (Constant)	3.851	.000
Individual Characteristics	4.406	0.00

- a. Dependent Variable: Teacher Performance
 Source: Data Processing Results (2023)

According to the provided table, the calculated t-statistic of 4.406 exceeds the tabulated t-value of 2.02809, and the significance level of 0.000 is less than 0.05. This indicates that individual characteristics have a positive and significant impact on teacher performance at Sultan Agung Pematang Siantar Private High School.

This research is supported by research (Lestari, E.R. dan Ghaby, 2018); (Tanjung, R., Ariyati, Y., and Yolandari, 2020); (Sakti, P., Handoyo, R.D., and Wihadanto, 2020); (Dinda, A., Pio, R.J., 2021); (Anwar, M.C., dan Ahmad, 2021) which states that organizational citizenship behavior has a positive and significant effect on performance. And also supported by research (Suban, G.S., Tewal, B., dan Dotulong, 2020); (Setyawan, P.C. dan Bagis, 2021); (Azizah dan Azima, 2021); (Asih, N.M.D.S., Widyani, A.A.D., dan Saraswati, 2022); (Syaharuddin, Y. dan Noor, 2023) which states that individual characteristics have a positive and significant effect on performance.

The results of this study contradict the research (Rahayu, 2020); (Lukito, 2020); (Purwanto, A., 2021); (Faiza, G., Manalu, F.M., dan Aziz, 2022) stated that organizational citizenship behavior does not have a positive and significant effect on performance. This results also contradict the research (Runtulalo, B.T., Lopian, S.J. dan Tawas, 2018); (Hajati, D.I., Wahyu, D. dan Wahyuni,

2018); (Lestari, M.N., Hidayah, 2019); (Agustina, I. dan Widhiastuti, 2021) stated that individual characteristics do not have a positive and significant effect on performance.

4. CONCLUSION

Based on the results and discussion, it can be concluded that (1) there is a positive and significant influence between organizational citizenship behavior and individual characteristics on teacher performance both simultaneously and partially; (2) There is moderately high correlation between organizational citizenship behavior and individual characteristics to teacher performance. Organizational citizenship behavior refers to voluntary and extra behaviors not regulated in the job description, such as helping fellow teachers, actively participating in school activities, or providing support to students outside of their basic duties. Teachers who exhibit organizational citizenship behavior tend to create a positive work climate in schools, increase collaboration, and strengthen social connections within the school community. This not only provides additional emotional support and motivation to teachers, but also improves the quality of interaction between teachers and students. As a result, teachers' performance can improve because they feel more motivated, have stronger social resources, and are more effective in delivering course material and interacting with students. Thus, organizational citizenship behavior can be considered as an important factor in improving the quality of education and teacher performance in an educational context. The influence of individual characteristics on teacher performance is very important in the educational context. Factors such as motivation, personality, knowledge, experience, and personal competence have a significant role in determining how effective a teacher is in teaching and interacting with students. Teachers who have high intrinsic motivations, such as a love of learning and dedication to their profession, tend to be more passionate about teaching and making a positive impact on students. In addition, an inclusive personality, good communication skills, and the ability to manage classes effectively also play a key role in creating a productive learning environment. In-depth knowledge of the subjects taught and diverse teaching experience also enhance the quality of a teacher's teaching. Therefore, the individual characteristics of teachers have a great influence in determining the extent to which teacher performance can have a positive impact on student development in the educational environment. This study only discusses organizational citizenship behavior variables and individual characteristics in influencing teacher performance at Sultan Agung Pematang Siantar Private High School. Researchers can then add other variables such as self-efficacy, locus of control, teacher professionalism and other variables that are indicated to affect teacher performance.

ACKNOWLEDGEMENTS

The authors express their gratitude to Sultan Agung Pematang Siantar Private High School for granting permission for this research to take place on their premises. This research was conducted based on the mutual agreement of the authors and was funded according to each individual's capacity without any element of coercion.

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