SELF LEADERSHIP AND ORGANIZATIONAL CITIZENSHIP BEHAVIOURS MEDIATED BY SELF EFFICACY AMONG VOCATIONAL TEACHERS

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Abstract: The purpose of this study was to determine the effect of self-leadership on Organizational Citizenship Behavior by self-efficacy as a mediation variable in Central Jakarta State Vocational Teacher. The research method was a survey method with a descriptive approach. The model of this study uses the path analysis model. The analysis technique uses SEM (Structural Equation Modeling) which is operated with the SmartPLS version 3.0 program for testing hypothesis. This study also tested the detection of the effect of intervening variables through the Sobel test. The analysis technique carried out in PLS includes three stages, namely the analysis of the outer model, analysis of the inner model, and testing of hypotheses. The study found that not only self-leadership has a positive and significant effect on Organizational Citizenship Behavior, but also self-efficacy. Besides, self-leadership has a positive and significant effect on self-efficacy, and self-leadership has a positive and significant effect on Organizational Citizenship Behavior within self-efficacy as a mediation between both.

Keywords: Self Efficacy, Organizational Citizenship Behavior, Self Leadership, Vocational Teachers

INTRODUCTION

Education is a need that cannot be separated from human life. Education is also one of the important things in Indonesia because education is the main pillar of a nation. Education plays a big role in the progress and development of the nation. In an increasingly modern era, the quality of education must be considered because education is a must-have asset in facing the demands of the times. The quality of education in Indonesia is very low due to the weakness of educators in exploring the potential of their students. Educators should pay attention to the interests and talents of their students. Educators often impose their will and they never explore the problems and potentials of students. Education in Indonesia is getting lower and lower every day. Based on the United Nations Educational, Scientific and Cultural (UNESCO) survey, the quality of education in Asia and Indonesia is

ranked 10th out of 14 countries. As for the quality of teachers, the quality is at level 14 out of 14 developing countries (Kompasiana, 2015).

The role of teachers in the world of education is very influential on the success or failure of this education in the future. The teacher has full control over students or students. Teachers are digested and imitated, whatever the teacher does will have a direct or indirect impact on students. Therefore, the teacher must have good attitudes and qualities so that the students they teach can imitate and imitate these good behaviors. In other words, teachers must have good quality to make education more quality. Quality teachers will have a huge influence in the implementation of education. Quality education is created from the role of a quality teacher (Kompasiana, 2018).

Teachers are faced with several demands for their profession, and on the other hand, some limitations are owned by the teacher as well as limitations on what is expected to be obtained from the profession. Thus, in this case, an extra role is needed. It is not enough for teachers to just do their job according to the Job Description, but they must have extra-role behavior or what can be called Organizational Citizenship Behavior (OCB). Teacher's organizational citizenship behavior at this time does not reflect the behavior that should pay attention to and increase the behavior of organizational citizenship behavior to improve the quality of schools, especially students, and the quality of teachers. Organizational Citizenship Behavior is the behavior of an employee not because of the demands of his job but rather his volunteerism (Husniati & Pangestuti, 2018). On the other hand, it is a habit or behavior that is done voluntarily, not a part of formal work (Lestari & Ghaby, 2018). Employees with high organizational citizenship behavior will increase their productivity and success in an organization (Triyanthi & Subudi, 2018). Likewise, teachers as an important part of the school element are required to have high organizational citizenship behavior for succeeding school goals. Teacher's organizational citizenship behaviors that are carried out voluntarily do not directly affect school achievement. In addition to this, teachers have to contribute to the effectiveness of the school as an organization to improve school performance and to increase school productivity.

In carrying out their role both as a teacher and educator as well as a part of school organization, teachers also need good self-leadership. Self-leadership is a combination of cognitive aspects which includes the processes carried out to influence and motivate oneself and behavioral aspects which are processes carried out to direct and manage behavior to achieve the expected goals (Marthaningtyas, 2016). Other scholars, (Putra & Sintaasih, 2018) stated that self-leadership is defined as understanding in influencing oneself which tends to direct a person towards action in doing work that is naturally motivating. This can also be interpreted as an effort to direct someone to do work that is not desired but must be done. The starting point of self-leadership is based on the theory of individuals affecting themselves throughout organizational processes that is, the starting point for self-leadership is based on theories that affect the individual himself throughout the organizational process (Konuk, 2017). Therefore self-leadership is a process that affects oneself and takes action to motivate oneself so that it can achieve the expected goals. It will also be successful in each individual by being grateful for the strengths of each individual.

A teacher is also required to have positive self-efficacy because they are the ones who transmit positive things directly to their students in their class. Thus, a teacher is very important to have positive self-efficacy. Besides, a teacher's self-efficacy is the confidence that a teacher has about the extent to which that teacher exerts their ability to carry out a task or the extent of action needed to achieve it (Ningsih & Hayati, 2020). Meanwhile, (Nurjanah, 2019) stated that self-efficacy is the result of the interaction between the external environment, adjustment mechanisms and personal abilities, experience, and education. In line with the opinion (Setyowati & Rahmawati, 2019) that self-efficacy is a person's evaluation of one's ability and competition to perform tasks, achieve goals, and overcome obstacles. Thus, it can be seen stated that self-efficacy is an ability that is contained in humans that affects individuals in carrying out tasks and determining actions to be taken to overcome obstacles.

METHODS

Measure/Scale

This study aims to determine the effect of self-leadership on organizational citizenship behavior with self-efficacy as a mediating variable for Central Jakarta public high school teachers. The researcher uses (Houghton & Neck, 2002) instrument for self-leadership as also used by (Sesen, Tabak, & Arli, 2017), (Marshall, Kiffin-Petersen, & Soutar, 2012), (Zembat, Ciftci, & Duran, 2020). Self-efficacy in this study using (Enochs & Riggs, 1990), (Bleicher, 2004), (Arigbabu & Oludipe, 2010), (Glackin & Hohenstein, 2018). Organizational citizenship behavior(Dipaola & Hoy, 2005), (da Neves, 2009), (Yilmaz & Taşdan, 2009), (Wagner, 2011). Each item of the statement is filled in using a Likert scale with five alternative answers. Each answer is worth one to five according to the answer level (strongly agree-strongly disagree).

Validity and Reliability Test

This research was carried out in stages to find a relevant model between variables and research constructs. The initial model of this study consisted of three variables consisting of one independent variable, namely self-leadership, one dependent variable, namely organizational citizenship behavior, and one mediating variable, namely self-efficacy.

A questionnaire is said to be valid if the statement on the questionnaire can reveal a construct that will be measured by the questionnaire (Ghozali, 2006). The criteria for testing the validity of the SmartPLS criteria are by looking at the loading factor value, the value must be> 0.7 so that the indicator is valid. The next test is to calculate the reliability value. The level of reliability is measured by the Average Variance Extracted (AVE) value. The expected AVE value is> 0.5. The higher the AVE value obtained, the better and shows a stronger diversity of indicators as shown in table 1.

Table 1. Validity and Reliability

Indicator	Outer Loading Factor
Self-Leadership: AVE = 0.532; Cronbach's Alpha = 0.960	
I set specific goals for my own performance	0.838
I am working towards specific goals that I have set for myself	0.763
I think about the goals I want to achieve in the future	0.718
I write specific goals for my own performance	0.758
When I do something well, I reward myself with special events like dinners, movies, shopping trips, etc.	0.744
When I complete assignments, I often reward myself with something I like	0.803
I tend to think about myself when I'm performing poorly	0820
I pay attention to how well I do at my job	0.745
I use written notes to remind myself what I need to accomplish	0.798
I use concrete reminders (eg Notes and lists) to help me focus on the things I need to accomplish	0.779
I focus my thinking on the fun aspects of my work (school) activities	0.733
When I have a choice, I try to do my job the way I like it instead of just trying to get it done	0.789
I find my own favorite way to get things done	0.761
I use my imagination to imagine myself doing important tasks well	0.791
I imagined myself accomplishing a task before I did it	0.738
Sometimes I have a successful performance in my head before I actually do a task	0.805
Sometimes I talk to myself (out loud or in my head) to	0.751

help me with the difficult problems I face	
Sometimes I talk to myself (out loud or in my head) about coping with difficult situations	0.776
When I'm in a difficult situation, sometimes I'll talk to myself (out loud or in my head) to help me get through it	0.747
I think about my own beliefs and assumptions whenever I face a difficult situation	0.731
I try to evaluate myself accurately against my beliefs about the situation I am in	0720
Self-Efficacy: AVE = 0.531; Cronbach's Alpha = 0.941	
I will continue to find better ways to teach	0.741
I know the steps it takes to teach the concept of teaching effectively	0.765
I will usually teach ineffectively	0852
I understand the concept of teaching well enough to be effective in teaching	0.752
I will find it difficult to explain to students when teaching.	0.777
I can usually answer student questions	0.782
When a student has difficulty understanding a concept, I will usually be confused about how to help students understand.	0.784
When teaching, I will usually accept student statements	0.706
As students' grades improve, it is often because their teachers have found teaching approaches to be more effective	0.712
If students are underachieving, it is most likely due to ineffective teaching	0.744
Students' background disabilities can be overcome by good teaching	0.802
When low achievers develop in lessons, it is usually due to the extra attention paid by the teacher	0.773
The increased effort in teaching resulted in little change in	0.731

student achievement	
Teachers are generally responsible for student achievement	0.792
Student achievement is directly related to the effectiveness of their teachers in teaching	0.783
If a parent comments that their child is showing greater interest, it may be because of the child's teacher	0.735
Organizational Citizenship Behavior: AVE = 0.545; Cronbach's Alpha = 0.916	
The teacher immediately starts class and uses class time effectively	0.755
Teachers volunteer to sponsor extra-curricular activities	0.767
The teacher makes motivational suggestions to improve the overall quality of the school	0.717
Teachers come to work and meetings on time	0.718
Teachers notify previous coworkers about changes to schedules or routines	0.756
Teachers volunteered to help the new committee	0.735
The teacher committee in this school works productively	0.719

Source: Data processed by researchers (2020)

Data analysis

This study used a survey method with vocational teachers in central Jakarta consisting of 644 teachers from fourteen public vocational schools separated in central Jakarta. The research sample consisted of 225 teachers. The research model in using the path analysis model (path analysis). This model was chosen because in this study the independent variable with the dependent variable had an influencing mediation. The analysis technique used in this study uses SEM (Structural Equation Modeling) which is operated with the SmartPLS version 3.0 program for hypothesis testing. In this study, a detection test for the effect of intervening variables was also carried out through the Sobel test. The analysis technique carried out in PLS includes three stages, namely outer model analysis, inner model analysis, and hypothesis testing.
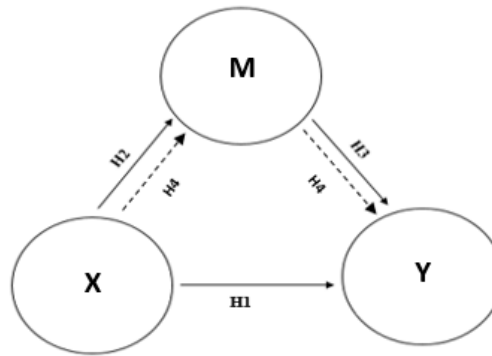
Hypothesis

Figure 1. Research Model

Source: Data processed by researchers (2020)

The hypothesis in this study was tested using a quantitative approach, as follows:

H1: Self-leadership is an influential direct and significant impact on organizational citizenship behavior

H2: Self-leadership is influential directly and significantly to self-efficacy

H3: Self-efficacy matters a direct and significant impact on organizational citizenship behavior

H4: Self-efficacy mediates influence Indirect self-leadership on organizational citizenship behavior and significant.

RESULTS AND DISCUSSION

Measurement Model (Outer Model)

The first step in measuring the structural model is to calculate the significance of the relationship between the construct and R-Square (R2). Table 2. R-square (R2).

Table 2. R-Square (R2)

	R Square
Self Efficacy	0894
Organizational Citizenship Behavior	0.900

Source: The data was processed by the researcher using SmartPLS3 (2020)

Based on the R-Square (R2) table above, it can be described that the R-Square model for the path I = 0.894, meaning that the constructability of self-leadership variables in explaining self-efficacy is 0.894 or 89.4% (strong). Meanwhile, the R-Square model path II = 0.900, which means that the constructability of self-leadership variables and self-efficacy in

explaining organizational citizenship behavior is 0.900 or 90% (strong). The results of the description above conclude that teacher's self-leadership has a relationship with a teacher's self-efficacy, and in the second pathway model, it appears that a teacher's self-leadership has a strong relationship with a teacher's organizational citizenship behavior through the role of teacher's self-efficacy as a mediator.

Table 3. F-Square (F2)

	Self Efficacy	Self Leadership	Organizational Citizenship Behavior
Self Efficacy			**0.477**
Self Leadership	**8,448**		0.088

Source: The data was processed by researchers using SmartPLS3 (2020)

The relationship between the construct of self-leadership variables and the construct of self-efficacy is 8.448, which means that both have a strong relationship. The relationship between the construct of the self-efficacy variable and the construct of the organizational citizenship behavior variable is 0.477, which means that both have a strong relationship. The relationship between the constructs of self-leadership and organizational citizenship behavior is 0.088, which means that both have a weak relationship.

Hypothesis testing

Table 4. Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (| O / STDEV |)	P Values
Self Efficacy -> Organizational Citizenship Behavior	0.671	0.670	0.063	10,569	**0.000**
Self Leadership -> Self Efficacy	0.946	0.946	0.006	168,788	**0.000**
Self-Leadership -> Organizational Citizenship Behavior	0.289	0.290	0.065	4,433	**0.000**

Source: The data was processed by researchers using SmartPLS3 (2020)

H1 : Self-leadership influences directly and significantly on organizational citizenship behavior

Based on the results of the path coefficient test in the table above, the variable self-leadership has a positive effect on organizational citizenship behavior directly seen from the original sample value of 0.289 and t-statistics> 1.96, namely 4.433. Then, based on the p-values of 0.000 <0.05, the variable self-leadership directly affects organizational citizenship behavior significantly. It can be concluded that self-leadership has a direct positive effect on organizational citizenship behavior, so H1 in this study is accepted.

H2 : Self-leadership influences directly and significantly against Self-Efficacy

Based on the path coefficient test results in the table above, the variable self-leadership has a positive effect on self-efficacy directly seen from the original sample value of 0.946 and t-statistics> 1.96, namely 168.788. Then, based on the p-values of 0,000 <0.05, the variable self-leadership has a significant direct effect on self-efficacy. It can be concluded that self-leadership has a direct positive effect on self-efficacy, so H3 in this study is accepted.

H3 : Self-Efficacy Matters Directly and Significantly on Organizational Citizenship Behavior

Based on the results of the path coefficient test in the table above, the variable Self Efficacy has a positive effect on organizational citizenship behavior directly seen from the original sample value of 0.671 and t-statistics> 1.96, namely 10.569. Then, based on the p-value of 0.000 <0.05, the self-efficacy variable has a significant direct effect on organizational citizenship behavior. It can be concluded that self-efficacy has a direct positive effect on organizational citizenship behavior, so H2 in this study is accepted.

Table 5. Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (| O / STDEV |)	P Values
Self Leadership -> Self Efficacy -> Organizational Citizenship Behavior	0.634	0.634	0.061	10,406	**0.000**

Source: The data was processed by researchers using SmartPLS3 (2020)

H4 : Self-efficacy mediates influence indirectly self-leadership against organizational citizenship Behavior and significant

Based on the results of the calculations in the indirect effect table above, the variable self leadership affects organizational citizenship behavior with self-efficacy as a mediator

between the two. The original sample value of the effect of these three variables is 0.634 and the t-statistics are 10.406> 1.96. Then, based on the p-values of 0.000 <0.05, the variable self-leadership affects organizational citizenship behavior with self-efficacy as a mediation which has a significant indirect effect. So it can be concluded that the variable self-leadership has a positive and significant effect on organizational citizenship behavior with self-efficacy as mediation and it is concluded that H4 in this study is accepted.

Sobel test

The Sobel test is a test to determine whether the relationship through the mediating variable is significantly capable of being a mediator in the relationship. For example, the effect of A on B through M. In this case, the variable M is the mediator of the relationship from A to B. To test the role of the variable M in mediating the effect of A on B, the Sobel test is used. Where the Sobel test uses the z test.

Based on the results of the calculation of the Sobel test, a z value of 3.5108 was obtained, because the z value was obtained> 1.96 with a significant level of 5%, which proved that self-efficacy was able to mediate the effect of self-leadership on organizational citizenship behavior.

CONCLUSION

Based on the results of the research that has been done, empirical conclusions can be drawn through descriptions, statistical data processing, interpretation, and data analysis that have been described in the previous chapter. The researcher concluded the following matters:

The results of the first hypothesis test showed a direct and significant influence between self-leadership on organizational citizenship behavior. Based on the results of the hypothesis test, it shows that the higher the self-leadership of a teacher, the higher the level of teacher's organizational citizenship behavior in State Vocational High Schools in Central Jakarta. Thus it can be interpreted that if a teacher has high self-leadership over himself, the higher the teacher's voluntary behavior will be. Therefore, it is necessary to do something outside his job desk which will be a positive thing for the organization such as helping partners, volunteering remedial classes for students, helping the school leader achieving school goals.

The second hypothesis test showed a direct and significant influence between self-efficacy on organizational citizenship behavior. Based on the results of the hypothesis test, it shows that the higher the self-efficacy of the teachers, the higher the organizational citizenship behavior of teachers in State Vocational High Schools in Central Jakarta. Thus it can be interpreted that if a teacher who has high self-efficacy will have a higher voluntary nature in carrying out tasks. In addition, teachers must be able to master situations and produce positive things because teachers must be able to face various situations and have high confidence in their abilities, teachers increasingly believe that they can do something outside their responsibilities voluntarily.

The third hypothesis test indicates a direct and significant influence between self-leadership on self-efficacy. Based on the results of the hypothesis test, it shows that the self-

leadership of a teacher will also be the higher the self-efficacy of teachers in State Vocational teachers in Central Jakarta. Self-leadership in teachers has an impact on these teacher beliefs. The more able the teacher is to lead himself, the higher the confidence that is in the teacher. Good self-leadership will be able to increase self-efficacy, so that teachers are able to achieve the goals they set. In other words, high self-efficacy for success will be easier to achieve if each teacher is able to lead himself to become better.

The results of the fourth hypothesis test indicate an indirect and significant influence between self-efficacy on organizational citizenship behavior. Based on the results of the hypothesis test, it shows that the self-efficacy variable as a mediating variable strengthens the influence of self-leadership on organizational citizenship behavior as evidenced by the positive direction shown in the original sample value. Thus it can be interpreted that the stronger the self-efficacy variable for teachers in mediating the influence of self-leadership on organizational citizenship behavior in Central Jakarta, the stronger or higher the influence of self-leadership on organizational citizenship behavior in these teachers. When someone has high self-leadership, he will believe in himself to do something outside his responsibility voluntarily. With that, it would be even better if you get support from his place of teaching. So that the leadership of himself to do things outside of his responsibility voluntarily will be higher with the support of these leaders.

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