

## Original Research Article

# Loyalty and Organizational Citizenship Behavior on Early Childhood Teachers Performance during the COVID 19 Pandemic

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**Abstract:** This study examines the simulation of the impact of loyalty and organizational citizenship on teacher performance, as well as the impact of political loyalty and organizational citizenship on teacher performance. This study's sample consisted of 81 teachers. Multiple regression analysis was employed as the method of analysis. According to the results of the investigation, both loyalty and organizational citizenship have a considerable impact on teacher performance. The extent to which teacher performance is affected by loyalty and organizational citizenship can be considerable.

**Keywords:** Loyalty, Organizational Citizenship Behavior, Performance Teacher.

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## INTRODUCTION

Teachers are one of the essential and measurable elements that determine the quality of schools because teachers, as implementers of education, go directly to educational goals. Teacher performance is measured in carrying out their duties as teachers and educators. The performance of teachers is governed by Minister of National Education Regulation No. 16 of 2007. This coronavirus outbreak impedes face-to-face teaching and learning, necessitating the implementation of a remote learning system through the use of information technology. The online learning process is difficult to adopt due to the numerous constraints and challenges that exist in the sector, such as the fact that not all teachers have the financial means to operate and exploit information technology. Online education is hampered by inconsistent internet signals and costly pulses (data quotas). Nonetheless, these hurdles can be overcome if the teacher demonstrates a high level of loyalty.

His loyalty to his work produces the achievements of a teacher. Hasivanan (2008) suggests 'loyalty' or 'loyalty' as one of the factors used in evaluating employees. This includes loyalty to work,

status and organization. This loyalty is reflected in the willingness of employees, both on and off the job, to care for the organization and prevent irresponsible people from damaging it. Poerwopoespito (2004) tates that work loyalty is reflected in employees who use their skills and abilities, carry out their duties with full responsibility in the workplace, and carry out their duties with discipline and integrity. Studies by Wibowo (2013), Lingianiz (2015), and Saputraz et al. (2016) show that loyalty affects teacher performance.

Organizational Citizenship Behavior (OCB) is a characteristic of individuals not only in their ability and willingness to perform basic tasks but also in their willingness to perform additional tasks, such as providing services to service users and their workforce. My time. Effectively. OCB is an individual's behaviour, not directly or explicitly linked to the reward system, that can enhance the effective functioning of the organization (Organ, 1988). OCB is a unique aspect of teacher activity in teaching and learning, a non-work-related voluntary behaviour or practice that enables OCB to improve teacher performance. Findings from Fitriastuti (2013), Suzana (2017), Putri & Utami (2017), and Lestari & Baby (2018) find that OCB has an impact on employee performance.

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## LITERATURE REVIEW

### Loyalty

According to Hasibuan (2010: 95), "Loyalty is loyalty reflected by the willingness of employees to maintain and defend the organization inside and outside of work from undermining irresponsible people." According to Saydam (2005:485), "Loyalty is the determination and ability to obey, implement and practice something that is obeyed with full awareness and responsibility, determination and daily behaviour in carrying out tasks." Furthermore, Tunggal (2007) defines loyalty as the support given by employees in the company to the actions expected to ensure success and survival, even though these actions are contrary to employees' aspirations. Loyalty is the desire of a person to give ability, dedication, identify and feel himself to be part of an organization, indicated by the desire to work and try his best to maintain membership in the organization and help realize the organization's goals. According to Saydam (2005:485), loyalty indicators are as follows: obedience or obedience, responsibility, devotion and honesty.

### Organizational Citizenship Behavior

Organizational effectiveness can be measured by work interactions at the individual level, achievement of job satisfaction, and the need for employees to have organizational citizenship behaviour (OCB) (Robbins & Judge, 2009). Robbins (2010) defines OCB as any activity that does not form part of an employee's formal job function but supports the effective functioning of the organization. OCB is a form of self-initiative and decision-making behaviour that can go unpunished if not demonstrated. In a dynamic world with more and more tasks, organizations need good OCB behaviour to B. Provide constructive feedback about your work, help other team members avoid unnecessary conflicts, and understand what happens from time to time.

OCB can be understood as employees who do extra work voluntarily without expecting compensation and are not penalized for not doing so. Organ (1988) states that it contains aspects of OCB: Altruism is employee behaviour that helps the responsible person and the organization, such as persuading new employees. Help colleagues with problems they face both within the organization and personally. Altruism refers to the actions of individuals who help the organization when it is most beneficial to the company—for example, helping coworkers who have difficulty completing assignments. Conscientiousness, namely behaviour that goes beyond the minimum requirements of the organization's role. Genuine autonomy is an employee's duty and obligation. Integrity means doing what one should do in an organization and going beyond the norm. For example, do not waste your time. On-time ahead of yourself and beyond the standard, it should be. Sportsmanship, namely tolerating conditions, under ideal conditions,

without excessive complaints and tolerating less than ideal conditions in the organization without raising objections. For example, someone with a high level of sportsmanship will create a positive climate among employees; employees will be more polite and can work with others, creating a more pleasant environment. Courtesy to prevent various problems at work. Maintain good relations with coworkers to avoid interpersonal conflicts. For example, people with this dimension respect each other and their work. *Civic virtue*, i.e. The individual's constructive participation in organizational processes, goes beyond the minimum requirements of his job, and this behaviour demonstrates his commitment to the organization's survival.

### Teacher Performance

Teacher performance has certain specifications. Look at the teacher's performance and measure against the specification or standard of skills that each teacher should have. Regarding teacher performance, the behaviour in question is the teacher's activity in the learning process. Sandi and Suherman (2010: 21) state that teacher performance is the ability of teachers to carry out their duties and duties. Sardiman (2010: 144) explains that the duties and roles of teachers include obtaining and developing teaching materials, planning and preparing daily lessons, and managing and evaluating student learning activities. Syafaruddin and Nasution (2003: 97) state that professional teachers in schools need special skills. Teachers must be genuinely competent in their duties because this is an activity related to the development of the developing potential of children.

### Research Hypothesis

The hypothesis in this study is as follows:

H1: Loyalty and organizational citizenship behaviour simultaneously affect teacher performance.

H2: Loyaltysz and organizational citizenship behaviour partially affect teacher performance.

## RESEARCH METHODS

### Operational Definition of Research Variables

Loyalty is loyalty, dedication and trust given by employees with deep love and responsibility for their best efforts, services and behaviour. The indicators used are obedience and responsibility. *Organizational Citizenship Behaviours* behaviour based on volunteerism that cannot be forced on work boundaries and does not officially receive an award but can contribute to the development of productivity and organizational effectiveness. Altruism, Conscientiousness, Sportsmanship, Courtesy and Civic Virtue are the indicators used. Achievement is the result of work done by the teacher by the task criteria for a certain period. The indicators used are planning of learning activity programs, implementation of learning activities, and evaluation/assessment of learning. This article has three authors, each responsible for: Third-

party authors participated in methodological and instrumental testing work.

**Population and Sample**

The population is an overview of all possible values resulting from quantitative and qualitative calculations and measurements, not specific properties associated with complete and distinct groups of objects (Sudjana, 2008, p. 164). Another way of looking at the population is to think of it as a group of objects, both people and symptoms, test results, objects, or events (Arikunto, 2009). The population of this study were all early childhood teachers in Gresik Regency, totalling 813 teachers. The sample of this study consisted of 10 rizz 813 teachers, so the number of samples obtained was 81. The sampling technique used in this research is simple random sampling.

**Data Analysis Technique**

This study employs multiple regression analysis with the use of the SPSS computer application; the formulas are as follows:

$$Y = a + b1X1 + b2X2 + e$$

**Description:**

- Y = Performance Teacher
- a = number, constant
- b1..b2 = coefficientnz regression
- X1 = Loyalty
- X2 = *organizational citizenship behaviour*
- e = confounding variable

**RESULTS AND DISCUSSION**

**Validity test**

The validity test results for each research variable are shown in the table below.

**Table 1. Summary of Validity Test Results Questionnaire**

Variable	Items	Coefficient <sub>2</sub> correlation	Sig	Information
Loyalty(X1)	X1.1.1	0.582	0.000	Valid
	X1.1.2	0.360	0.001	Valid
	X1.2.1	0.591	0.000	Valid
	X1.2.2	0.648	0.000	Valid
	X1.3.1	0.884	0.000	Valid
	X1.3.2	0.792	0.000	Valid
<i>Organizational Citizenship Behavior</i> (X2)	X2.1.1	0.653	0.000	Valid
	X2.1.2	0.783	0.000	Valid
	X2.2.1	0.664	0.000	Valid
	X2.2.2	0.483	0.000	Valid
	X2.3.1	0.750	0.000	Valid
	X2.3.2	0.433	0.000	Valid
	X2.4.1	0.642	0.000	Valid
	X2.4.2	0.528	0.000	Valid
Performance <sub>2</sub> Teacher (Y)	X2.5.1	0.632	0.000	Valid
	X2.5.2	0.727	0.000	Valid
	Y1.1.1	0.678	0.000	Valid
	Y1.1.2	0.717	0.000	Valid
	Y1.2.1	0.645	0.000	Valid
	Y1.2.2	0.726	0.000	Valid
	Y1.3.1	0.619	0.000	Valid
	Y1.3.2	0.644	0.000	Valid

Source: Primary data processed.

From the processing of z data, it can be seen from the 22 indicators that were tested that all the z indicators have a z value smaller than  $z\alpha = 5\%$ ; this means that there is a significant relationship between the scores for each metric and the total score. The significant correlation indicates that the metric can be used to measure the measured variable. This shows that the means used are valid and, therefore, can be used in research.

**Reliability Test**

The reliability test was used to see that the instrument's statement of leadership, competence, facilities and infrastructure and the individual performance had z consistency after several measurements were carried out. Calculation of data in this research resulted in Cronbach'sz Alphaz z value of all z variables greater than z 0.6 so that z data stated z reliable:

**Table 2. Values of Reliability Coefficients of Variables**

Variable	Coefficient of Reliability	Information
Loyalty (X1)	0.727	Reliable
<i>Organizational Citizenship Behavior</i> (X2)	0.829	Reliable
Performances Teacher (Y)	0.746	Reliable

Source: Primary data processed.

From the above data processing, it can be seen that all z variables have a z coefficient of reliability greater than z 0.60, so based on the z reliability test, the instrument z is feasible to use.

**Analysis of Multiple Linear Regression**

The following table displays the results of the analysis derived from the processing of z data with z using the computer program SPSSz 20 for Windows.

**Table 3. Recapitulation of the results of multiple linear regression analysis**

Variable	Regression Coefficient	count	Sig.	Information
Loyalty (X1)	0.240	2,632	0.010	Significant
Organizational Citizenship Behavior(X2)	0.520	5,500	0.000	Significant
Constant	1.055			
R	0.814			
R square	0.663			
F hitung	76.627			
Sig. F	0.000			
NZ	81			

Dependent variable = teacher performance (Y)  
 F table = 3.11  
 t table = 2,000

Source: Primary data processed, 2020.

Based on the recapitulation table, the following multiple regression equations are obtained:

$$Y = 1.055 + 0.240X1 + 0.520 X2$$

Based on the z equation, z can be explained as follows:

A = 1.055 is a constant, which means that if all the independent variables, loyalty (X1) and Organizational Citizenship Behavior (X2), are 0, then the magnitude of the teacher performance variable is 1.055.

b1 = 0.240 is the magnitude of the regression z coefficient of the independent variable z loyalty (X1), the regression coefficient z is positive, and z is significant, indicating that z loyalty has a direct effect on teacher performance, meaning that the higher z loyalty will cause the teacher's performance z to increase, with the assumption that the variable

Organizational Citizenship Behavior (X2) is fixed.

b2 = 0,520 is the magnitude of z regression coefficient of the independent variable z Organizational Citizenship Behavior (X2), the regression coefficient z is positive and z significant indicates that Organizational Citizenship Behavior has a unidirectional effect on teacher performance, meaning that the higher z Organizational Citizenship Behavior z causes the teacher's performance z increases with z assumption that the loyalty variable z (X1) is large z permanent.

**Hypothesis Testing**

Using the F test, examine the first hypothesis, which indicates that Loyalty and Organizational Citizenship Behavior influence the teacher's performance simultaneously. The results of the F-test are shown in the table below.

**Table 4: Test Results F**

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9,059	2	4,530	76,627	,000 <sup>a</sup>
	Residual	4,611	78	,059		
	Total	13,670	80			

a. Predictors: (Constant), OCB, Loyalitas

b. Dependent Variable: Kinerja Guru

Source: Research F test output in 2020.

Loyalty and Organizational Citizenship Behavior z Simultaneous has a significant effect on teacher performance, which means that the higher the teacher's loyalty in teaching and learning, supported by the higher the teacher's Organizational Citizenship Behavior, the higher the teacher's performance. Thus,

the first hypothesis is statistically acceptable or teste, to test the second hypothesis, which states that loyalty and Organizational Citizenship Behavior partially affect the teacher's performance, using the z t-test. The results of the t-test are presented in the following table.

**Table 5: Test results t**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,055	,248		4,251	,000
	Loyalitas	,240	,091	,277	2,632	,010
	OCB	,520	,095	,579	5,500	,000

a. Dependent Variable: Kinerja Guru

**Source: Research F test output in 2020**

The results of the t-test of the Organizational Citizenship Behavior variable obtained that the value of z count = 5,500. In contrast, the z value of table = 2,000 so that z count > table or the significance z value of  $0.000 < 0.05$  so  $H_0$  is rejected or  $H_a$  is accepted, and it is proven that the variable Organizational Citizenship Behavior (X2) has a significant effect on teacher performance (Y). Thus, the second hypothesis is statistically tested.

## DISCUSSION

### The Effect of Loyalty on Teacher Performance

Loyalty affects teacher performance. In other words, the higher the teacher's loyalty, the better the teacher's performance. Loyalty between teachers in an institution does not just appear; it requires a process to form it. In the process of teacher loyalty, in terms of loyalty, teachers are part of the institution's administration, which is by the administrative system imposed on the institution, so there are different aspects. The survey results show that teachers are loyal to early childhood (EC) schools in Gresik Regency. That is, the teacher is loyal to the organization, loyal to the teacher, follow the rules, is responsible for the organization, and wants to work together; Rasaz has a job, and Sukaz has a job. Teachers who are loyal to the school in an objective and non-discriminatory manner to their students must improve and develop learning, planning, implementation and assessment of learning, qualifications and scientific skills through seminars, workshops and further training, carrying out assignments and working in the field of Paying attention to normative ethics. Loyalty to the teacher's work is the teacher's loyalty to implementing his professional duties. Teachers must be loyal to their profession to perform well in this context.

Performance is a condition that must be realized by certain parties and is needed to determine the level of performance of agency results. You need to know the positive and negative effects of operational policies related to the visibility carried out by your organization. Information about school performance can be used to take necessary actions such as Modifying policies, directing the main activities and tasks of the school, planning materials, determining the level of success of the school, determining actions, etc. The

results of this study support the research of Wibowo (2013), Limgianiz (2015), and Saputra et al. (2016), which shows that loyalty affects lecturer performance.

### The Effect of Organizational Citizenship Behavior on Teacher Performance

*Organizational Citizenship* behaviour affects the teacher's performance; this shows that the higher the teacher's Organizational Citizenship Behavior, the higher the teacher's performance. The OCB behaviour shown by the teacher is behaviour that is concerned with other people (altruism), preventing problems with colleagues from working (courtesy), willing to tolerate (sportsmanship), caring for the survival of the institution (civic virtue) and behaviour exceeding minimum requirements (conscientiousness) the better, the better, the better the teacher's performance. The existence of a teacher who has a partner who works, who can help work, that a colleague who works another, can accelerate the results of performance, and that there is a sense of awareness and behaviour of giving more than that which is the main task of the teacher so that you can support the quality of work that the teacher gives to the participants themselves. As Robbins (2006) argues, OCB is the best behaviour, which is not part of the obligations of an employee's formal work but supports the effective functioning of the organization. The results of this study support Fitriastutiz (2013), Suzana (2017), Putri & Utami (2017) and Lestari & Baby (2018) Yangz proves that OCB affects employee performance.

## CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion that has been carried out, it can be concluded as follows: Loyalty and Organizational Citizenship Behavior simultaneously affect the performance of early childhood teachers in Gresik Regency, which means that the higher the teacher loyalty in teaching and learning and the higher the teacher's support for the Organizational Citizenship Behavior, the higher the teacher's performance. Loyalty and Organizational Citizenship Behavior partially affect the performance of early childhood teachers in the Gresik Regency. This shows that teachers who have high loyalty in the learning process can improve teacher performance. The higher the Organizational Citizenship

Behavior the teacher has, the better the teacher's performance.

Suggestion for this study are Preferably, early childhood in Gresik Regency should reward education workers with exemplary achievements, It is better if early childhood in Gresik Regency continues to motivate educational staff, it is hoped that teacher performance will be higher, and schools should continue to maintain good loyalty and poor performance so that it can be further improved. For further researchers, it is hoped that they can carry out research development by using other independent variables, such as leadership and organizational culture, to have a better influence on teacher performance. The author would like to thank the Institutional Leaders who have given moral and material encouragement so that this article can be completed and published in an International Journal.

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