

# Organisational Citizenship Behaviour (OCB): A Driving Force of Lecturer Performance Through Competence, Work Motivation and Job Satisfaction

Suwiyadi<sup>a</sup>, Mashudi Rofik<sup>b</sup>, Suherman<sup>c</sup>, Sukrisno<sup>d</sup>, <sup>a,b,c</sup>Politeknik Ilmu Pelayaran Semarang, <sup>d</sup>Sekolah Tinggi Ilmu Ekonomi Dan Pariwisata Semarang, Email: <sup>a</sup>[marthedisuwiyadi@gmail.com](mailto:marthedisuwiyadi@gmail.com), <sup>b</sup>[fikmas@gmail.com](mailto:fikmas@gmail.com), <sup>c</sup>[suhermanpip23@gmail.com](mailto:suhermanpip23@gmail.com), <sup>d</sup>[harlinokris@gmail.com](mailto:harlinokris@gmail.com)

This study seeks to analyse the role of factors that can improve the performance of lecturers through competence, motivation, job satisfaction and OCB, who teach at merchant colleges using quantitative methods and models tested using samples taken from several lecturers, who teach at merchant colleges in Indonesia, by using multiple regression analysis and AMOS 21 software as a data analysis tool. The results of the study were obtained as follows: The results show that the variable competence, motivation, and job satisfaction have a positive and significant impact on performance variables. This research also managed to show the positive and significant relationship between the variables of competence, job satisfaction and motivation to OCB variables. This study focuses on lecturers' competence process, motivation, job satisfaction and OCB influence on their performance. So the future study enables to add other variables which are not used in this study to try to explain the impact of lecturers' performance, variables which are enabled to be used for future studies such as: transformational leadership, interpersonal communication, organisation culture, and lecturer's commitment.

**Key words:** *Performance, competency, motivation, job satisfaction and OCB.*

## Introduction

To improve the quality of education is a major agenda item for education in Indonesia. Achieving good quality education must not be separated from the role of various parties, one of them is the role of the lecturer. The lecturer is an important component in delivering education since they are in charge of teaching, training, researching, developing, managing, and providing technical service on the educational sector.

Higher education is defined as education that is executed after secondary education, including diplomas, bachelors, masters, specialist and doctoral degrees organised by the college. Higher education is a source of innovation and solutions for the nation's growth and development along with current development (Kemendikbud, 2007: 5). Higher education has a function to contribute to sustainable development and the development of society as a whole (UNESCO in Ministry of Education and Culture, 2007:5). On the other hand, according to its other function as an education institution, higher education must have several identities which should be kept; as a pillar to find the truth, in this case education institutions implement Tri Dharma College TDC (teaching, researching, society dedicating) and also serve as a pillar of the search for truth and the source of society's morale. In order to realise the vision and mission of higher education institutions, the human resources must be developed. One element of human resources at higher education institutions is the lecturer who is in charge of transforming science and developing knowledge. (Law No. 14 year 2005 on Teachers and Lecturers). Nowadays with the demand of developing science and functions, the lecturer is required to have good performance that is related to College *Tri Darma* (lecturer workload): Education and Teaching, and Research and Society serving. The reflected ability of the lecturer is mentioned as Performance; performance is not only determined by the ability of the lecturer but also environmental conditions. Based on field research by the researchers, it was found that the lecturer's performance in Merchant Marine Institute under the Transportation Department, is low and some problems are found. The issue obstructing the development of lecturer's that like most behaviours, there is no single cause of OCB. It is subject to multiple antecedents. Although there are many studies that identified the factors that promote or enhance the OCB in various organisations, very few studies examined the OCB among school teachers. The OCB consists of: Cooperating with others, Protecting the organisation, Volunteering constructive ideas, Self-training, and Maintaining a favourable attitude toward the company (Podsakof, et al., 2000). Research by Podsakoff et al.(2000) suggests that competency is a lack of the lecturer's motivation on campus, either intrinsic motivation or extrinsic motivation, which affects lecturer's performance, such as: (1) The lecturer is not fully concentrated on his duty, (2) The reason the lecturer doesn't teach in the classroom is unclear, (3) The lecturer comes late in implementing the teaching and learning activities in the classroom, (4) There is high level of lecturer's absences at the office each month, (5) completion of the tasks that assigned to lecturer is not given in an appropriate

deadline, for example is as a delivery of Middle Semester Exam and Final Examination Semester test score should be collected in one week after the exam, but in reality it takes more than two weeks or even more than one month that the test score is being submitted. It leads to a barrier in service to students who need score transcripts, (6) There is lack of independence or group's research conducted by the lecturer as one of the conditions to fulfill credit points, (7) There is lack of the lecturer involved in science journal writing or science articles either to be published or unpublished; they have difficulties in writing scientific articles/journals due to not being accustomed to doing scientific writing, (8) The lecturer's workload makes them feel burdened because they are given additional tasks by the institutions. The lecturer's ability in performing his duty for implementing TDC is fully expected, in line with this lecturer's performance which needs to be researched. The lecturer's performance according to the theory of organisation behaviour that is proposed by Stephen Robbin is at the individual level; the performance is influenced by motivation and ability (Robbins, 2002:53).

The hypothesis in this research are as follows:

1. The lecturer's competency affects the lecturer's performance.
2. The lecturer's job motivation affects the lecturer's performance
3. The lecturer's job satisfaction affects the lecturer's performance.
4. The lecturer's OCB affects the lecturer's performance
5. The lecturer's competency affects the lecturer's OCB.
6. The lecturer's motivation job affects the lecturer's OCB.
7. The lecturer's job satisfaction affects the lecturer's OCB.

## **Methods**

The method used in this research was the survey method with the quantitative research approach. This type of survey research focused on disclosure of causal relationships between variables. The dependent variable in this study was marine higher education lecturer's performance which are the competence, motivation and job satisfaction of the lecturer and one intervening variable of OCB of merchant college lecturers in Indonesia. Data on variables lecturer competence, motivation, job satisfaction, OCB and performance of lecturers were collected by questionnaires which have been prepared based on the indicators of each variable to the merchant college lecturers in Indonesia.

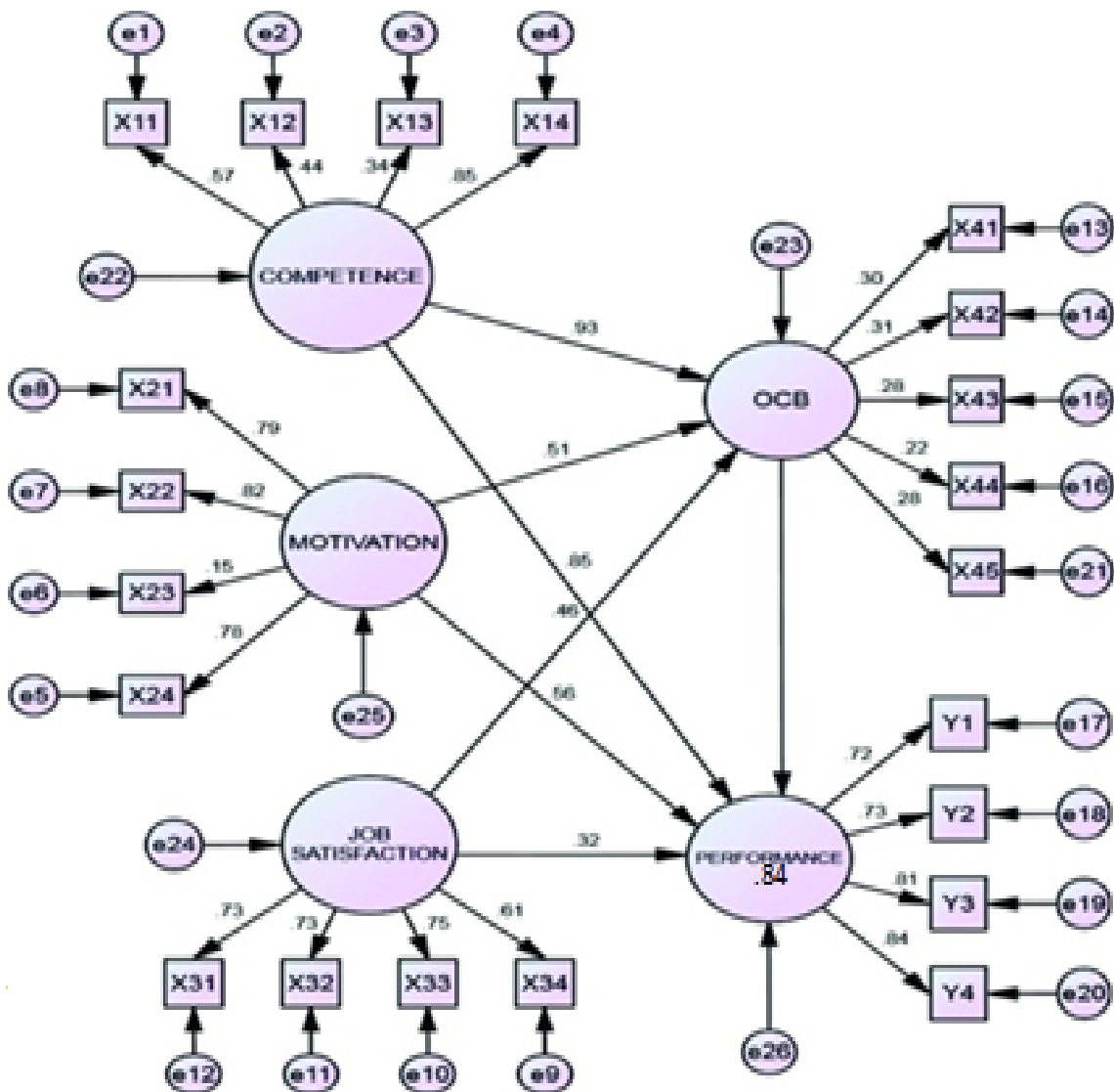
The population in this study are all lecturers in both public and private Marine higher education in Indonesia, who have worked at least 3 years and the minimum educational S2 according to the S1 subject taught. The available population numbered 220 people, and the number of the marine higher education lecturers' sample in this study amounted to 200

people. Sampling refers to the use of analysis with SPSS (Ghozali, 2008:13). The technique refers to the presentation proportional to the number of marine higher education lecturers.

## Results and Discussion

### Results

Figure 1. Full Model SEM



## Index Feasibility Testing Full Model SEM and Hypothesis Testing Full Model SEM

**Table 1**

Goodness of fit Index	Cut -off Value	Results Analysis	Evaluation Model
X2 Chi-Square	Expected to be small	105.118	Good
Significance Probability	$\geq 0.05$	0.174	Good
RMSEA	$\leq 0.08$	0.075	Good
GFI	$\geq 0.90$	0.954	Good
AGFI	$\geq 0.90$	0.988	Good
CMIN/DF	$\leq 2.00$	1.325	Good
TLI	$\geq 0.90$	0.990	Good
CFI	$\geq 0.90$	0.932	Good

Chi-Square = 105.118; Probability = .174; CMIN/DF = 1.325; GFI = .954; AGFI = .988; TLI = .990; CFI = .932; RMSEA = .07

**Table 2**

			Estimate	S.E.	C.R.	P
F4	<---	F3	0.641	0.455	1.164	0.0000
F4	<---	F1	0.982	0.932	3.741	0.0000
F4	<---	F2	0.655	0.514	1.626	0.0000
F5	<---	F3	0.699	0.318	1.454	0.0000
F5	<---	F2	0.928	0.563	2.049	0.0000
F5	<---	F4	0.950	0.838	1.213	0.0000
F5	<---	F1	0.981	0.847	2.210	0.0000
X11	<---	F1	1.000			
X12	<---	F1	0.681	0.192	8.762	0.0000
X13	<---	F1	0.533	0.121	4.405	0.0000
X14	<---	F1	1.553	0.178	8.717	0.0000
X24	<---	F2	1.000			
X23	<---	F2	0.284	0.151	1.885	0.0000
X22	<---	F2	0.116	0.112	10.001	0.0000
X21	<---	F2	0.127	0.114	9.851	0.0000
X34	<---	F3	0.000			
X33	<---	F3	0.424	0.197	7.217	0.0000
X32	<---	F3	0.217	0.171	7.135	0.0000
X31	<---	F3	0.157	0.120	7.146	0.0000
X41	<---	F4	1.000			
X42	<---	F4	0.350	0.052	3.005	0.0000
X43	<---	F4	0.967	0.342	2.829	0.0000

X44	<---	F4	0.729	0.298	2.444	0.0000
Y1	<---	F5	1.000			
Y2	<---	F5	0.145	0.127	8.999	0.0000
Y3	<---	F5	0.977	0.099	9.832	0.0000
Y4	<---	F5	0.236	0.122	10.093	0.0000
X45	<---	F4	0.718	0.256	2.807	0.0000

## Discussion

1. The competence of the lecturers has a positive and significant effect on the performance of lecturers. Thus, the competence of the lecturer is the most important variable in improving the performance of lecturers. The results are consistent with (Delamare Le Deist & Winterton, 2005; and Youn, Stepich, & Cox, 2006) which shows competence affects performance. The findings in this study also support the results of research conducted by Harycoon Angmalisang (2011) and Hamidi and Sri Indrastuti (2012) which states that the competencies possessed by a lecturer have a positive influence significant to the performance of lecturers. This means that, the competence of lecturer is reflected in the level of understanding of teaching materials, the ability to understand concepts and linkages with other sciences, the mastery of the steps in the research, critical analysis to explore the teaching materials and finding solutions to problems faced, plays an important role in order improve the quality of learning performance, both in terms of mastery of instructional materials as well as the ability to manage learning and a commitment to doing a good job (Hamidi and Sri Indrastuti, 2012) . The good competence of the lecturer means the lecturer has had a mastery of theory, principles, strategies and techniques of education and teaching as well Suwiyadi (2016).
2. Results of testing the second hypothesis shows that there is positive and significant correlation between work motivation lecturer on the performance of the lecturer in marine higher education. It supports research conducted by Suwiyadi (2016) previously made to the lecturer or marine higher education, and these findings also support research conducted by (Kadzamira, 2006). The study's findings also support the research that has been done before, that there is a positive relationship between job motivation of teachers with teacher performance (Adeyinka, et al, 2013; Robbins, Judge, and Sanghi, 2005). These findings also support the research that teacher performance is influenced by the work motivation of teachers, if the performance increase will affect the value of the students' level of achievement (Mustafa and Othman, 2010). Performance and motivation are something that constantly interact. Performance is the embodiment of behavioural dimensions, while motivation is the internal dimension of a person's behaviour. Therefore, job performance is that function which is based on motivation. There should be motivation in schools to have a better lecturer's job performance.
3. Results of testing the third hypothesis shows that there is positive and significant correlation between job satisfaction on the performance of lecturers in the marine higher

school. This confirms, in the higher maritime school lecturers' setting, the higher the job satisfaction, the higher the performance, and, the lower the job satisfaction the lower the lecturer's performance. Spector (2010) stated that job satisfaction is an attitude reflecting how people feel about the work as a whole as well as various aspects of the job. Job satisfaction is an emotional state of a lecture in the context of the scope of work that can encourage and motivate teachers to work. Thus, teachers having higher job satisfaction will tend to display higher performance level in performing their duties. With discovered facts and data in the analysis of this study, this further supports previous research regarding the existence of a positive relationship between job satisfaction and OCB. The research result supports other research that was done by Koys (2001), Yoon and Suh (2003), Begum (2005), Gonzales and Garazo (2006). The satisfaction of a job, salary, promotion, relation with colleagues and the leader's surveillance will affect the teacher's performance. This opinion is supported by the research of Bastian (2012) which mentioned job satisfaction has a positive and significant affect on the teacher's performance. If the satisfaction of the teacher is increasing, then the lecturer's performance will be increased. hasil penelitian ini mendukung penelitian yang dilakukan oleh Koys (2001), Yoon and Suh (2003), Begum (2005), Gonzales and Garazo (2006). The satisfaction of a job, salary, promotion, relation with colleagues and the leader's surveillance will affect the teacher's performance. This opinion is supported by the research of Bastian (2012) which mentioned job satisfaction has a positive and significant effect on the teacher's performance. If the satisfaction of the teacher is increasing, then the lecturer's performance will be increased.. Keeping in mind that the strength of any country lies on the youth of the country, it is for the school authorities, policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to it's optimum in all educational institutions.

4. Results of testing the fourth hypothesis shows that there is positive and significant correlation between OCB on the performance of lecturers in the marine higher education. This confirms, in marine higher education lecturers' setting, the higher the OCB, the higher the performance, and, the lower the job satisfaction the lower the lecturer's performance. This explains that the increasing helping behaviour of lecturers, voluntary activities, following the development and progress of the organisation, participation in campus activities, student grades handed faster than scheduled, being positive about the organisation, demonstrated performance exceeding minimum standards, voluntarily support functions of the organisation, responsible for the duties and obligation and honesty, will be able to improve the performance of lecturers at university. This research was supported by George and Battenhausen (1990), Podsakoff, *et al.* (1997), Bogler and Somech (2005), Van Dyne *et al.* (1994), MacKenzie, *et al.* (1996), Waltz and Niehoff (1996), Ariani (2008), Hakim *et al.* (2014) who found that the behaviour that exceeds the standards established by organisations can improve performance.



5. Results of testing the fifth hypothesis shows that there is positive and significant correlation between Competence on the OCB of lecturers in marine higher education. This confirms, in the marine higher education lecturers' setting, the higher the job satisfaction, the higher the OCB, and, the lower the job satisfaction the lower the lecturer's OCB. If the lecturer's competency becomes higher so the lecturer's OCB also becomes higher Organ (2011). The lecturer who has a big opportunity to make a decision and becomes professional will have higher competency. Competencies owned by teachers improve the consideration and commitment of the lecturer which influence the OCB of lecturers at the institution. That competency is needed to determine the lecturer's quality, so the lecturer can give a value to the school and exhibit good behavior. This statement is supported by Emmerik and Euwena (2007), Kumar and Bakhshi (2009). Good assessment to the school and right behaviour will lead to a satisfaction in the lecturer himself, so that the lecturer will be happy in working and has a willing to do overtime. If the lecturer's competency becomes higher so the lecturer's OCB also becomes higher Organ (2011). The lecturer who has big opportunity to make a decision and becomes professional will have higher competency. Competencies owned by teachers improve the consideration and commitment of the lecturer, which influence the OCB of lecturers at the institution. That competency is needed to determine the lecturer's quality, so the lecturer can give a value to the school and exhibit good behavior. This statement is supported by Emmerik and Euwena (2007), Kumar and Bakhshi (2009).
6. Results of testing the sixth hypothesis shows that there is positive and significant correlation between motivation on the OCB of lecturers in the higher marine school, This confirms, in the higher maritime school lecturers' setting, the higher the motivation, the higher the OCB, and, the lower the motivation, the lower the lecturers' OCB. It is suitable with author's hypothesis, that there is a positive relation between a job and OCB. If the job motivation is higher, the employee's OCB will also be higher. On the other hand, if job motivation is low, Organisation Citizenship Behaviour will also be low. If the job motivation is higher, the employee's OCB will also be higher. On the other hand, if job motivation is low, OCB will also be low. Motivation can affect lecturer behaviour directly. Abuiyada & Shih (2012) state that the availability of motivation factors and hygiene factors in a work environment will have direct positive effect on the level of employee's OCB; however, the availability of hygiene factors will sufficiently have a bigger effect on the level of OCB than the availability of motivation factors. Previous studies from Rodriguez (2010) and Joiner & Bakalis (2006) supported that the positive correlation of motivation with OCB.
7. Results of testing the seventh hypothesis shows that there is positive and significant correlation between job satisfaction on the OCB of lecturers in higher marine school, This confirms, in higher maritime school lecturers' setting, the higher the job satisfaction, the higher the OCB, and, the lower the job satisfaction the lower the lecturer's OCB. Job satisfaction has a positive and significant influence on OCB. This



suggests that lecturers who experienced job satisfaction will be compelled to show the behaviour of OCB. Job satisfaction variable and intrinsic satisfaction indicators present that lecturers were satisfied with the learning opportunities, domestic and abroad, provided by the university, the opportunity to attend both national and international seminars, involved in researches, perceived freedom in the learning process, guiding students' final assignment and Field Work Experience (FWE). Also, to become an academic advisor and to participate in decision making related to the development of the university, as well as other duties as lecturers, is perceived as prestige work. It might be concluded that the existence of job satisfaction is able to encourage someone to start extra role behaviour so that the presence of OCB in the organisation is a necessity.

In study on university lecturers, it is found that job satisfaction is an important determinant that drives a person to exhibits behaviour on OCB. High individual satisfaction to the work will be able to make individuals able to interpret the work to be done, so that they will be able to give meaning related to what work needs to be done, as an integrity in the work. In fact, there is almost no difference in the concept of research findings among previous researchers related to the influence between job satisfaction with OCB, but the debate to show this effect actually opens new opportunities for researchers to look for significant differences from existing influences (Podsakoff *et al.*, 2000). Findings related to this matter have previously been tested by previous researchers with significant results also being obtained. Yoon and Suh (2003), Begum (2005) and Kim (2006), Alotaibi (2001), Gonzales and Garazo (2006), Foote and Tang (2008), have succeeded in proving the significance of the relationship between the effects of these variables. Bolon (1997), Konovsky and Organ (1996), William and Anderson (1991), also succeeded in providing research results related to the influence between intrinsically and extrinsically individual satisfaction in working with OCB.

The overall test results concluded that job satisfaction has a positive effect on OCB dimensions consisting of: *Altruism, courtesy, sportsmanship, conscientiousness, and civic virtue*. These results imply that all dimensions of OCB can be enhanced if members of the organisation can achieve job satisfaction.

## Conclusion

Based on the results of the discussion that has been described, it can be concluded as follows:

Competency has a positive and significant effect on the performance of a lecturer, which means that the higher the competence of a lecturer then the performance is better;

- 1) Motivation has a positive and significant impact on performance of a lecturer. This means that the higher motivation the lecturer will give a better performance;
- 2) Job satisfaction has a positive and significant impact on performance of a lecturer. This means that the higher the job satisfaction the better the lecturer's performance;

- 3) OCB has a positive and significant impact on the performance of a lecturer, which means that the higher OCB, the better the lecturer's performance;
- 4) Competence has a positive and significant impact on the OCB of a lecturer. This means that the higher the competence the better the lecturer's OCB;
- 5) Motivation has a positive and significant impact on the OCB of a lecturer. This means that the higher motivation, the better the lecturer's OCB;
- 6) Job satisfaction has a positive and significant impact on the OCB of a lecturer and this means that the higher job satisfaction the better the lecturer's OCB.

Related to the limitation found in this study, so an agenda for future study is to apply a research model on the marine college, either in a regional scope or national scope by marking population at private or state marine colleges separately. A longitudinal or time series data model is an alternative for this future study direction. This study focuses on lecturers' competence process, motivation, job satisfaction and OCB influence to their performance. So the future study would enable other variables to be added, which are not used in this study to try to explain the impact of lecturers' performance, variables which are able to be used for future study such as: transformational leadership, interpersonal communication, organisation culture, and lecturer's commitment.



## REFERENCES

- Angmalisang, H. 2011. Influence of Personality on Performance Master Teacher. *Elektomatika*, Vol. No. 1.1. March 2011.
- Arumwati dan Ngatemin. 2013. Effect of Competence and Compensation on Work Motivation of Hotel Employees in Karo District, North Sumatra Province *Journal of Accounting and Business Research* Vol.13.
- Ariani, D Wahyu 2008 The Relationship Between Task Performance and Contextual Performance with Job Satisfaction, Commitment, and Personality. *Journal of Performance*, Vol.1, No.2: 165-181
- Asgari, Ali, Silong, A.D Ahmad, A & Samah, B. A 2008 The Relationship Between Organizational Characteristic, Task Characteristic, Cultural Context and Organizational Citizenship Behaviour
- Baron. R.A, 1995. *Psychology*. 3rd ed. Boston: Allyn & Bacon.
- Begum, Noorjahan 2005 The Relation Between Social Power and Organizational Citizenship Behaviour. The Meditational Role of Procedural Justice, Organizational commitment, and job Satisfaction in Context of A Private Commercial Bank in Bangladesh
- Bhargava and Pathy. 2011. Perception of Student Teachers about Teaching Competencies *International Journal of Contemporary Research*, Vol. 1 No.1; July 2011.
- Bolon, Douglas S 1997 Organizational Citizenship Behaviour Among Hospital Employees: A Multidimensional Analysis Involving Job Satisfaction and Organization Commitment, *Hospital & Health Services Administration*; Summer 1997; 42,2; *ABI/INFORM Research* pg 221
- Brackett, Marc A., Raquel Palomera, Justyna Mojsa-Kaja, Maria Regina Reyes, and Peter Salovey. "Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers." *Psychology in the Schools* 47, no. 4, 2010, pp. 406-417.
- B. J., Richard Steven Voss, & Sean Dryer 2001 Student Classroom and career success. *The Rule of Organizational Citizenship Behaviour. Journal of Education for Business*, 76(5):282-288
- Daulay Zulia Rifda. 2014. The Effect of Competence and Work Ethics on Work Motivation and Its Impact on the Performance of Civil Servants Subdistrict in Serdang Bedagai District. Open University Thesis.
- Davidson, E. 2005. The Pivotal Role Of Teacher Motivation In Tanzania. *Haki Elimu Working Papers*, pp.1-10.
- Delamare Le Deist, F. & Winterton, J. 2005. What is competence? *Human Resource Development International*, 8(1), pp.27-46.



- Emmerik, IJ.H.v and Euwema.C 2007 Who is Offering a Helping Hand?associations between Personality and OCBs, and the Moderating role of team leader effectiveness. *Journal of Managerial Psychology*vol 22 No. 6, pp. 530-548
- Foote, D.A. and Tang, Thomas. Li-Ping 2008 Job Satisfaction and Organizational Citizenship Behaviour Does team commitment make a difference in self-directed teams? *Management Decision* Vol. 46 No. 6, 2008 pp. 933-947.
- Gonzales, Jose Valera &Gazaro, Teresa Garcia 2006 Structural Relationship between Organizational Service Orientation, Contac Employee Job Satisfaction and Citizenship Behaviour, *International Journal of Service Industry Management*. Vol. 17 No. 1, 2006 pp23-50.
- Government Regulations RI No. 19 2005. About National Education Standards. Jakarta: CV. Eko Jaya.
- Hair, J.A., Rolph E. Anderson, Ronald L. Tatham, William C Black 1995 *Multivariate Data Analysis with Readings*, Engelwood Cliffs, NJ: Prentice-Hall, Inc.
- Hamalik.Oemar. 2003. *Teaching Planning Based on a Systems Approach* Yogyakarta: Andi Offset.
- Hamidi, M and Indrastuti, S. 2012. Influence Analysis of Competence, Educational Background on Performance Polytechnic.
- Heneman III, H. G. and Milanowski, A. T. 1999. Teachers Attitudes about Teacher Bonuses under School-Based Performance Award Programs, *Journal of Personnel Evaluation in Education*, 12(4), pp.327-341.
- Heneman III, H. G. and Milanowski, A. T. 1999. Teachers Attitudes about Teacher Bonuses under School-Based Performance Award Programs, *Journal of Personnel Evaluation in Education*, 12(4), pp.327-341.
- Hirst, P. 1990. The Theory Practice Relationship In Teacher Training. In M. Booth, J. Furlong & M. Wilkin (Eds.). *Partnership in initial teacher training*, pp.74-86. London: Cassell.
- Jahangir, Nadim, Mohammad Muzahid Akbar, and Mahmudul Haq. "Organizational citizenship behaviour: Its nature and antecedents." *BRAC University Journal*, 1, no. 2, 2004, pp. 75-85.
- Kadzamira, E. 2006. *Teacher Motivation And Incentives In Malawi*. Malawi: University of Malawi.
- Kelley, C. 1999. The Motivational Impact of School-Based Performance Awards, *Journal of Personnel Evaluation in Education*, 12(3), pp.309-326.



- Kim, Sang mook 2006 Public Service Motivation and Organizational Citizenship Behaviour in Korea, *International Journal of Manpower*, vol.27 No.8,2006 pp722-740
- King, S. B., King, M., & Rothwell, W. J. 2001. *The Complete Guide To Training Delivery: A Competency-Based Approach*. New York: American Management Association.
- Koetsier, C. Wubbles, T. & Korthagen, F. 1997. Learning From Practice: The Case Of A Dutch Postgraduate Teacher Education Programme. In M. Fuller & A. Roise (Eds.), *Teacher education and school partnerships*, pp.113-132. Lewiston, NY: Edwin Mellen.
- Koys, Daniel J 2001 The Effect of Employee satisfaction, Organizational Citizenship Behaviour, and Turnover on Organization Effectiveness; A Unit-Level, Longitudinal Study *Personnel Psychology*. Durham; Spring 2001. Vol. 54. Iss. 1; pg. 101, 14 pgs
- Krause, K. L., S. Bochner, & S. Duchesne. 2003. *Educational Psychology For Learning And Teaching*. Australia: Thomson.
- Miner.A.Sdan moorman.Ch 1997 The Impac of Organization Memory on a new Product Performance and Creativity, *Journal of Marketing Research*. Vol 31, No. 1, pp 91-106
- Ministry of National Education. 2003. *Effective Teaching and Learning Activities*. Jakarta: Ministry of National Education.
- Ministry of National Education. 2003. RI Law Number 20 of 2003 concerning the National Education System.
- Ministry of National Education. 2005. Republic of Indonesia Government Regulation Number 19 of 2005 Concerning National Education Standards.
- Ministry of National Education. 2005. RI Law No. 14 of 2005 concerning Teachers and Lecturers.
- Morris, C.G. & A.A. Maisto. 2002. *Psychology: An introduction*. 11th ed. New Jersey: Prentice Hall.
- Moru, E.K. 1995. Developing The Quality Of Pupil Learning. Southern Africa Mathematical Sciences Association Conference. 28 August to 1 September, pp.540-550.
- Mustafa, M., & Othman, N. 2010. The Effect Of Work Motivation On Teacher's Work Performance In Pekanbaru Senior High Schools, Riau Province, Indonesia. *SOSIOHUMANIKA*, 3(2), pp.259-272.
- Mwamwenda, T.S. 1996. *Educational Psychology: An African Perspective*. 3rd edition Durban: Heinemann.
- Organ, Dennis W 2006 *Organizational Citizenship Behaviour. Its Nature, Antecedents, and Consequences*. California: Sage Publications, Inc.



- Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. 2000 Organizational Citizenship Behaviour: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 26:513-563
- Podsakoff, P. M., MacKenzie, S. B., & Bommer, W. H. 1996 Transformational leader behaviour and substitutes for leadership as determinant of employee satisfaction, commitment, trust, and organizational citizenship behaviour. *Journal of Management*, 22: 259-298.
- Rhoades, L. and R. Eisenberger 2002 Perceived Organization Support: A Review of literature. *Journal of Applied Psychology* 87:698-714
- Robbins, S., Judge, T., & Sanghi, S. 2009. *Organizational Behaviour* (13th ed.). New Delhi: Pearson Education.
- Rothwell, W. J. 2002. *The Workplace Learner: How To Align Training Initiatives With Individual Learning Competencies*. New York: American Management Association.
- Rothwell, W., & Wellins, R. 2004. Mapping Your Future: Putting New Competencies To Work For You. *Training And Development*, 58(5), pp.94-102.
- Rudhumbu, Norman. tth. Motivational Strategies In The Teaching Of Primary School Mathematics In Zimbabwe *International Journal Of Education Learning And Development UK* Vol.2, No.2, pp.76-103.
- Ryan, R. M., & Weinstein, N. 2009. Undermining Quality Teaching And Learning: A Self-Determination Theory Perspective On High-Stakes Testing. *Theory And Research In Education*, 7(2), pp.224-233.
- Ryan, R.M., & Deci, E.L. 2000a. Self-Determination Theory And The Facilitation Of Intrinsic Motivation, Social Development, And Well-Being. *American Psychologist*, pp.55,68-78.
- Ryan, R.M., & Deci, E.L. 2000b. Intrinsic And Extrinsic Motivations: Classic Definitions And New Directions. *Contemporary Educational Psychology*, pp.25,54-67. doi: 10.1006/ceps.1999.1020.
- Saari, Lise M., and Timothy A. Judge. "Employee attitudes and job satisfaction." *Human resource management* 43, no. 4 ,2004, pp. 395-407.
- Suwiyadi 2016. The Influence Of Competence, Work Motivation, On Innovation And The Performance Of Mathematics Teacher At Technical Senior School In Central of Java. *Icib sos config journal* page 154.
- Thomas, K. W. 2002. *Intrinsic Motivation at Work - Building Energy and Commitment: Building Energy and Commitment*. USA: Berrett-Koehler Publishers, Inc.



- UNESCO (United Nations Educational Scientific and Cultural Organization). 2011. ICT Competency Framework for Teachers. Paris: UNESCO.
- Van Dyne, L., Graham, J. W., & Dienesch, R. M 1994 Organizational Citizenship Behaviour: Construct Redefinition, Measurement, and Validation. *Academy of Management Journal*. 37 (4).
- Wasilezuk, J. 2000. Advantageous Competence of Owner/Managers to Growth the Firm in Poland : Empirical Evidence, *Journal of Small Business Management*, Vol. 38 (2), pp.88-94.
- Welsa, H. 2006. Influence of Business and Entrepreneurship Against ability Padang Restaurant Business Performance in the Yogyakarta area. Equity. No accreditation. 55a/DIKTI/Kep/2006.
- Wubbels, T. 1992. Taking Account Of Student Teacher's Perceptions. *Teaching And Teacher Education*, 8, pp.137-150
- Yoon, Mann. Hee, Suh, Jaebeom 2003 Organization Citizenship Behaviour and Service Quality as External Effectiveness of Contact Employees, *Journal of Business Research* 56. Pp 597-611
- Youn Chyung, S., Stepich, D., & Cox, D. 2006. Building A Competency-Based Curriculum Architecture To Educate 21st-Century Business Practitioners. *Journal Of Education For Business*, 81 (6), pp.307-314.
- Zulia Frida Daulay. 2014. The Effect of Competence and Work Ethics on Work Motivation and Its Impact on the Performance of District Civil Servants in Serdang Bedagu Regency. Open University Thesis.