

The Influence of Leadership Style, Empowerment and Job Satisfaction towards Organizational Citizenship Behavior

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ABSTRACT

This study aims to determine the effect of leadership style, empowerment, job satisfaction and organizational citizenship behavior on lecturers. This study used a qualitative approach with a survey method. Path analysis is used to analyze the collected data. The populations analyzed in this study were 187 lecturers who taught at the IbnuSina Foundation Batam. The number of samples taken randomly and selected impartially for this study was 128 people. The results showed that the civic organizational behavior of the lecturers was directly influenced by the leadership style, empowerment, and job satisfaction of the lecturers. This study also found that job satisfaction of lecturers was influenced by leadership and empowerment styles. Based on these findings, it can be concluded that all changes that occur in the organizational behavior of lecturers are influenced by the leadership style, empowerment, and job satisfaction of the lecturers. Therefore, the organizational behavior of lecturers' citizenship, leadership style, empowerment and job satisfaction can be considered in the human resource development planning strategy in the education sector.

Keywords

Organizational Behavior of Lecturer Citizenship, leadership style, empowerment, job satisfaction

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Introduction

The Organizational Citizenship Behavior (OCB) of lecturers at the IbnuSina Education Foundation in Batam City is very important to have, because it contributes positively to the quality of job satisfaction and the performance of school organizations[1][2][3][4]. Through OCB, lecturers of the IbnuSina Kota Batam educational foundation are expected to understand the existence of the school organization with all its limitations and voluntarily have a commitment to the effectiveness of organizational functions[5][6]. When an organization is faced with various unfavorable situations and the quality of work life decreases, OCB is needed as a supporting resource [7][8]. As a citizen of a good organization, lecturers of the IbnuSina education foundation in the city of Batam will continue to behave positively and willingly voluntarily show various work behaviors outside the role they should play (in-role)[9][10][11][12].

1. In general, this research is to reveal the data or not the influence between the variables studied,

both direct and indirect effects, with the following description[13][14]:

2. To determine the direct influence of the leadership variable on organizational citizen variables.
3. To determine the direct effect of the empowerment variable on the organizational citizenship behavior variable of lecturers.
4. To find out the direct effect of the variable job satisfaction of lecturers on the variable organizational citizenship behavior of lecturers.
5. To determine the direct influence of the variable leadership style on the lecturer job satisfaction variable.
6. To find out that there is a direct influence of the empowerment variable on the lecturer's job satisfaction variable[15][16][17].

Research Method

This research was conducted at the IbnuSina Education Foundation in Batam City using a causal quantitative approach, through the survey method. In this research, the population is all lecturers who teach at the IbnuSina Education Foundation, totaling 187 people and the minimum

sampling is done using the Taro Yamance formula. The probability of error in sampling is 128 lecturers.

The instrument was tested first to assess its validity through the Cronbach Alpha formula for the variables of training effectiveness, empowerment, Lecturer's job satisfaction, and Lecturer Organizational Citizenship behavior. From the test results it is known that all research instruments are reliable [18].

Results and Discussion

The results of this study found that:

1. Direct influence of leadership style on organization Citizenship behavior Lecturers have a path coefficient value of $P_{y1} = 0.420$ with $t_{\text{count}} > t_{\text{table}}$. Thus, leadership style (x_1) has a direct effect on empowerment of the Lecturer organization Citizenship behavior (y).
2. The direct effect of empowerment on organizations Citizenship behavior of Lecturers has a path coefficient value of $p_{y2} = 0.230$ with $t_{\text{count}} > t_{\text{table}}$. Thus empowerment (x_2) has a positive direct effect on the Lecturer Organization Citizenship behavior (y).
3. The direct effect of job satisfaction on Organization Citizenship behavior of Lecturers has a path coefficient value of $p_{y3} = 0.252$ with $t_{\text{count}} > t_{\text{table}}$. Thus job satisfaction (x_3) has a positive direct effect on the Lecturer Organization Citizenship behavior (y).
4. The direct effect of leadership style on lecturer job satisfaction has a path coefficient of $p_{31} = 0.439$ with $t_{\text{count}} > t_{\text{table}}$. Thus, leadership style (x_1) has a positive direct effect on Lecturer job satisfaction (x_3).
5. The direct effect of empowerment on job satisfaction Lecturers have a path coefficient of $p_{32} = 0.368$ with $t_{\text{count}} > t_{\text{table}}$. Thus empowerment (x_2) has a positive direct effect on job satisfaction (x_3).

Based on the findings of this study, it can be concluded that leadership style, empowerment, and job satisfaction are variants of lecturers' organizational citizenship behavior. Thus, efforts to increase organizational citizenship behavior by lecturers can be done by increasing the leadership

style, empowerment, and job satisfaction of lecturers.

Discussion

Discussion of Research Results

Leadership Style Has a Positive Influence on Organizational Citizen Behavior of Lecturers

The results of testing the hypothesis show that leadership style has a positive effect on organizational citizenship behavior of lecturers. This positive influence shows that a good leadership style will impart an increase in the organizational citizenship behavior of lecturers. Factors such as (1) conscientiousness, namely lecturers having in-role behavior that meets levels above the minimum standard required, (2) Altruism, namely willingness to provide assistance to other parties, (3) Civic Virtue, is the active participation of lecturers in thinking about organizational life, (4) sportsmanship, which emphasizes more on the positive aspects of the organization rather than the negative aspects, indicates dislike of protest behavior, does not complain and does not exaggerate minor problems, (5) courtesy, namely doing good and respect for others, including behavior such as helping someone to prevent a problem from occurring, or taking steps to reduce the development of a problem. These five factors are important aspects in increasing organizational citizenship behavior, lecturers. To achieve high organizational citizenship behavior of lecturers, a lecturer must be supported by factors from within and from outside the lecturer.

Leadership is a person's expertise to move others to want to bend something according to his will. A leader can make his subordinates do whatever he wants by threatening to fire him, but rude ways like this are ways that are hated and are not appropriate because this style is not an act of leadership but thuggery. A leader is better at persuading subordinates to cooperate, because once persuaded, subordinates will submit without realizing it, if they scare them, subordinates only last as long as the subordinate is afraid, after that

it ends. Very often, a leader does not want to study leadership just because he has become a leader, regardless of the way he is there. It is not enough for a leader to just believe and believe that what he has done so far is right without trying to ask. The attitude of a leader who believes in the ability of subordinates and is willing to listen will foster responsible behavior in the organization effectively. Subordinates will be encouraged to be active in conveying ideas, and care about the state of the organization. The closeness and sympathy of subordinates will grow through an open attitude of the leader. This will foster a sense of trust from the subordinates to the leader and the organization. Respect and respect will encourage subordinates to work productively even outside of their duties. Subordinates will try to do their best, and volunteer to take extra roles to support organizational effectiveness. The behavior of leaders serving subordinates with affection will create good relationships between subordinates and a sense of empathy between subordinates, these attitudes are shown by caring between subordinates, and helping each other in facing difficulties so as to create good relationships between subordinates.

The long-term view of the leader and preparing for the future persuasively will encourage subordinates to be tolerant of the organizational situation. This is because leaders provide a role model that organizational interests must take precedence over personal interests. Therefore, subordinates will have the awareness that they are also part of the organization. This sense of belonging fosters a tolerant attitude when the organization is in poor shape. The leadership style has an influence on improving the performance of subordinates so that the subordinates take effective actions for the organization. Thus, the application of a leadership style can improve OCB behavior. Leaders who are trusted by subordinates and the attitudes of leaders who The results of this study are in line with the theory put forward by the porter and the leadership appliance defines a process that involves efforts partly in the nature of the leader to influence the attitudes of his followers in certain situations. Gibson, et.al., leadership is an attempt to use leadership style to influence and not force in motivating individuals

to achieve goals. Meanwhile, Borman and Motowidlo stated that OCB can improve organizational performance because this behavior is the 'lubricant' of the social engine in organization, in other words, with this behavior, social interaction between members of the organization becomes smooth, reduces the occurrence of disputes, and increases efficiency. Organizational Citizenship Behavior is often defined as the behavior of individuals who have the freedom to choose, which is indirectly or explicitly recognized by reward systems, and contribute to the effectiveness and efficiency of organizational functions. The results of this study are also in accordance with the research conducted by Sabran, ArmanuThoyib, EkaAfnanTroena, UbudSalim who conducted research on "the effect of transformational leadership, organizational justice, organizational trust, job satisfaction on organizational citizenship behavior (study in private universities in East Kalimantan)" In this study, the results show that transformational leadership, organizational justice, organizational trust, job satisfaction affect an organizational citizenship behavior. Based on this explanation, it can be concluded that the results of this study support previous findings about the direct influence of leadership style on organizational citizenship behavior of lecturers.

Empowerment Has a positive effect on organizational Citizenship Behavior for Lecturers

The results of hypothesis testing indicate that empowerment has a positive effect on organizational citizenship behavior of lecturers. This positive effect shows that high empowerment will have implications for increasing the organizational citizenship behavior of lecturers. Empowerment is the process of encouraging individuals in the organization to use initiative, authority and responsibility in completing work. In addition, empowerment is an effort that can significantly strengthen the confidence of subordinates in their own abilities by handing over greater authority and responsibility in decision making. One of the causes of OCB is that subordinates who are committed to the

organization, not only doing their duty but are willing to show big efforts.

To achieve good performance, lecturers are required to demonstrate appropriate behavior in accordance with the organization. In evaluating lecturer performance, leaders usually do not only assess formal behavior, for example by arriving on time or doing assignments ordered by their superiors. Furthermore, the leadership also observes and participates in assessing the informal behavior shown by the lecturers themselves, for example voluntarily helping other lecturers to complete assignments or establishing good relationships with all lecturers and employees by not talking about other lecturers' badness. Informal behavior towards lecturers as previously described is behavior that is highly valued by organizations, because it can increase the effectiveness and success of the organization. This informal behavior is called organizational citizenship behavior (OCB). Organizational citizenship behavior (OCB) can be influenced by empowerment. Empowerment is very important for all organizations that apply the OCB concept. Empowerment is a process that frees up the strength within the lecturer to achieve good results. Empowerment of lecturers is needed by campus organizations to be able to compete in the business world today and of course in the future. The more subordinates can engage in organizational citizenship behavior (OCB), then this will make the organization more successful. The results of this study are in line with the theory put forward by Daft which says that empowerment is defined as sharing power or delegating power and authority to subordinates in the organization. Luthan said empowerment is the authority to make decisions in individual operational activities without having to get approval from anyone. Gaspersz also explained that: "Employee empowerment enables employees to achieve the highest achievement abilities". In addition, Shore and Wayne in their study also found that perceptions of organizational support can be a predictor of organizational citizenship behavior. Lecturers who feel that their existence is supported by the campus will provide feedback and reduce imbalances in this relationship by engaging in citizenship behavior. Based on these

explanations, it can be concluded that the results of this study support the previous findings about the direct effect of empowerment on organizational citizenship behavior of lecturers.

Lecturer Job Satisfaction Has a Positive Effect on Organizational Citizenship Behavior of Lecturers

The results of hypothesis testing indicate that job satisfaction has a positive effect on organizational citizenship behavior of lecturers. This positive effect shows that high lecturer job satisfaction will have implications for increasing organizational citizenship behavior of lecturers. Job satisfaction is related to the psychological condition felt by a lecturer on the experience and treatment of the organization or campus. This treatment includes organizing promotions, implementing organizational policies, establishing a reward system, and also developing patterns of interactions within the organization. If such treatments can be felt by all lecturers, then the lecturers will feel satisfaction at work. The results of this study are in line with the theory put forward by Sloat which argues that employees tend to take actions that go beyond their job responsibilities if: (1) Feel satisfied with their work; (2) Receiving sportsmanlike and attentive treatment from supervisors; (3) Believe that they are treated fairly by the organization. This research is also supported by the results of research conducted by Chen, et. al. They found an inverse relationship between OCB and turnover. The results of the study concluded that employees who have low OCB have a tendency to upgrade the organization (leave) compared to employees who have high OCB levels. From the results of research by Oreh Chen and friends, it can be seen that the tendency to leave the organization is due to low job satisfaction. The results of this study are also in accordance with research conducted by Sabran, ArmanuThoyib, EkaAfnanTroena, UbudSalim who conducted research on "The Influence of Transformational Leadership, Organizational Justice, Organizational Trust, Job Satisfaction on Arganizational Citizenship Behavior (Study at Private Universities in East Kalimantan) In this study, the results showed that job satisfaction has an effect on organizational

citizenship behavior, while Roby Connect, ArmanuThoyib, EkaAfnanTroena, Surachman in their research entitled *The Effect of Job Satisfaction, Organizational Commitment, Personality and Lecturer Professionalism on Organizational Citizenship Behavior and Their Impact Lecturer Performance (Study at Palangka Raya University)* ". The results of this study prove that job satisfaction has an influence on OCB. M. IsaAnsori conducted a research on *"Relationship between Organizational Commitment and Job Satisfaction on Organizational Citizenship Behavior (Case Study at Poltekkes Surabaya"*. The results showed that there was a positive and significant relationship between job satisfaction and organizational citizenship behavior with an effective contribution of 16.5%. Based on these explanations, it can be concluded that the results of this study support the previous findings about the direct effect of lecturer job satisfaction on organizational citizenship behavior of lecturers.

Leadership Style has a positive effect on Lecturer Job Satisfaction

The results of hypothesis testing indicate that leadership style has a positive effect on lecturer job satisfaction. This positive influence shows that a good leadership style will have implications for increasing lecturer job satisfaction. This finding is understandable because a good leadership style will result in lecturers working with high morale. Every leader in the work organization always needs a number of subordinates as assistants in carrying out the tasks that become the voice and workload of each unit. This has the consequence that each leader is obliged to pay serious attention to fostering, mobilizing and directing all the potential of subordinates in their environment so that the volume and workload of work that is directed at goals can be realized. Leaders need to provide serious guidance to their subordinates in order to improve their performance to better results.

The problem of leadership has arisen at the same time as human history, that is, since humans realized the importance of living in groups to achieve common goals. They need someone or several people who have advantages over others,

regardless of what form the human group is formed. This cannot be denied because humans always have certain limitations and advantages. Leadership is an activity to influence people's behavior to work together towards a specific goal that is desired together. In other words, leadership is the ability to influence a group to achieve the group's goals. The facts revealed from the results of previous studies also show that leadership has an effect on job satisfaction. The results of research conducted by Reynold argued about leadership, as follows: "Leadership ..seeks to (promote) -. Followers for certain goals that represent the value and the motivations, the wants and need, aspirations and expectations) of both leaders and followers. "In this case, leadership aims to advance followers to achieve certain goals that contain values and motivations, wants and needs, aspirations and hopes of leaders and followers. In this case, leadership is closely related to the wants and needs, aspirations and expectations of the leadership and followers. The success of a leader in moving rain daram people to achieve the goals that have been set is very dependent on the dignity, and also the leader in fostering the aspirations and hopes of his followers. Based on the results of a study from the IOWA University organized by Lewin and his colleagues, they explore leadership behaviors that include autocratic, democratic and Laizes faire styles. Of the three proposed leadership styles, democratic leadership styles tend to increase the quantity and quality of work. Apart from that, the level of employee satisfaction of group members is higher under a democratic leader than under an autocratic leader. Leaders must be able to maintain good relationships with their subordinates so that they are consciously willing to behave together to achieve the stated goals. This research is also in line with the research conducted by Benyamin Situmorang (2012) who reports on "the influence of Organizational Culture, Leadership, Interpersonal Communication, and Job Satisfaction on the Principal's Organizational Commitment (Case Study at SMK in Medan City)". In this study, the results show that the principal's job satisfaction can be improved if leadership is improved. Meanwhile, Sudarmadi (2007) also examined the "Analysis of the Influence of Organizational

Culture and Leadership Style on Job Satisfaction and Employee Performance (Empirical Study: Administrative Employees of Semarang University)". It turns out that leadership style has a positive effect on job satisfaction. D. Heriyanli (2007), in his research entitled; "Analysis of the Influence of Organizational Culture, Job Satisfaction, and Leadership Style on Employee Performance with Organizational Commitment as Intervening Variables (Study of PT. PLN (Persero) ApJ Semarang)". The results of the analysis show that leadership style has a positive and significant effect on job satisfaction. Thus the results of this study support previous findings about the direct effect of leadership style on lecturer job satisfaction.

Empowerment Has a Positive Effect on Lecturer Job Satisfaction

This study shows the findings that empowerment has a positive effect on lecturer job satisfaction. This positive effect shows that high empowerment will have implications for increasing lecturer work satisfaction. Empowerment aims to bring out the potential and modalities that exist in lecturers and maximize them so that lecturers become independent and improve their performance, which in turn provides beneficial values for lecturers and the organization. Lecturer empowerment also helps lecturers to feel that their contribution has benefits, that they are competent and they have choices about what they do. Empowerment helps lecturers to increase control over their performance and better cope with stress. Empowerment tends to increase the personal initiative of lecturers because they will be able to identify and assume a psychological sense of belonging to their work. Empowerment helps increase lecturer participation more effectively and makes things happen well. Empowerment teaches lecturers how to make decisions and accept responsibility for results. With empowerment, it is ensured that the organization will be able to get and retain employees who have quality, skills, knowledge and abilities and employ lecturers effectively and efficiently. Empowerment that is carried out properly will benefit lecturers and organizations themselves. For lecturers, empowerment will create an attitude

of responsibility at work. This is as stated by Lindsay and Patrick who said that individual empowerment is carried out to increase one's ability to achieve optimal performance so as to reduce obstacles or obstacles and be able to meet the demands of the work for which they are responsible. Grigg also added that empowerment is giving responsibility and authority to work to make decisions regarding all product development and decision making. Furthermore, Grigg added that empowerment is a way to; (a) entrepreneurship. (b) Instilling a sense of ownership; (c) forming commitments (engagement); (d) involving the person in the activity (involvement). Thus the results of this study support previous findings about the direct effect of empowerment on lecturer job satisfaction.

Conclusion

Based on the findings of this study, it can be concluded that leadership style, empowerment, and job satisfaction are variants of the Organization Citizenship behavior of Lecturers. Thus, efforts to improve the Organization Citizenship behavior of lecturers can be done by increasing the leadership style, empowerment, and job satisfaction of the lecturers.

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