

THE INFLUENCE OF ORGANIZATIONAL CULTURE, ORGANIZATIONAL COMMITMENT, JOB SATISFACTION THROUGH ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON THE PERFORMANCE OF PRIVATE SCHOOL TEACHERS IN MAKASSAR, SOUTH SULAWESI

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Abstract

Creating quality human resources, teachers are at the forefront, because teachers directly deal with students in delivering the learning process. The teacher is one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. Therefore the teacher who is one of the active and elements in the field of education must play a role in placing his position as a professional, in accordance with the demands of an increasingly developing society. The importance of Organizational Citizen Behavior (OCB) for all forms of organization, because Organizational Citizen Behavior (OCB) can increase organizational effectiveness. All forms of organization will be in dire need of employees who go beyond their job description. One form of organization is educational institutions, namely teachers, therefore this study aims to determine the effect of organizational culture, organizational commitment, job satisfaction through Organizational Citizen Behavior (OCB) on the performance of private school teachers in Makassar, South Sulawesi. This research is quantitative and the data collection method using a questionnaire of 105 samples. Methods of analysis using validation, reliability, analysis, pathways, and hypothesis testing. The results showed that the influence of organizational culture, organizational commitment, job satisfaction through Organizational Citizen Behavior (OCB) had an effect on teacher performance.

Keywords: *Organizational Citizen Behavior (OCB); organizational culture; organizational commitment; job satisfaction*

A. INTRODUCTION

In the current era of regional autonomy, local governments are faced with the challenge of increasing the efficiency and professionalism of the bureaucracy. Efficiency referred to as the merging of several services into one service. Professional which means employees who have the view to always think, work hard, work full time, discipline, honest, high loyalty and full dedication for the success of their work (Hamid, 2000:40). This is important to do to anticipate the changes that will occur. The regional autonomy policy is a step forward for equitable development. Regional autonomy needs to be guarded by clear legal regulations, so that regional autonomy is able to provide opportunities for regions to create and take bigger

and faster initiatives for the welfare of society, as well as in developing the performance of apparatus or civil servants (Christiati, 2003).

Human resource management in these local government organizations must be carried out with the main goal of improving teacher performance. In creating quality human resources, teachers are at the forefront, because teachers directly deal with students in delivering the learning process. According to Sardiman (2005) the teacher is one of the human components in the teaching and learning process, which plays a role in efforts to form potential human resources in the field of development. Therefore the teacher who is one of the active and elements in the field of education must play a role in placing his position as a professional, in accordance with the demands of an increasingly developing society. In this case the teacher is not merely a teacher who transfers knowledge, but also as an educator who transfers values as well as a mentor who provides direction and guides students in learning.

It is understood that the teacher is a determinant of the success of education through their performance at a certain level of education, so that efforts to improve the quality of education must start from the aspect of "teachers" and other education personnel concerning the quality of their professionalism and welfare in a professional education management. This shows that the development and improvement of teacher competence is something that is non-negotiable in order to improve the quality of education in Indonesia. The era continues to develop knowledge and technological advances are also dynamic, and teacher performance must also be improved. Various efforts must be made to improve teacher performance in the learning process.

Improving teacher performance, occupying an important and strategic position. Science and technology as capital owned by human resources will be more effective if handled by human resources who are capable and have high performance. Various efforts have been made by the government to improve the quality of education in order to produce graduates who are useful for society and the nation and to be able to compete at the national and international levels. The efforts that have been made by the government include: increasing the competence of school principals, teachers, and education staff through upgrading/training, scholarship assistance to increase the qualifications of teachers who have not had a bachelor degree or diploma to bachelor degree, providing teacher certification allowances, improving the curriculum that explores the competence of students, and so forth.

In achieving organizational goals, teachers in this case also as human resources play a very important role in addition to other resources owned by the organization. Human resource management is very important for companies in activities or activities and utilizes company employees in managing, organizing so that they can function productively to achieve work goals or employees are company resources. Human resources are very important in a company, because without employees the company cannot run properly. Employees are the main capital for the company. By knowing the important role of employees as potential human resource assets for organizations in managing their companies to face increasingly complex environmental changes, HR management must be carried out properly in accordance with human resource management functions.

Human resource management is a pillar that has the main function for government organizations, in supporting the pattern of determining strategies and policies in an integrated manner. Healthy and good human resource decisions need to be supported by the quality of the implementation of human resource management within the organization. Therefore, the success of an organization in achieving its goals and objectives is largely determined by employee performance. Employee performance is the level of individual work achievement after trying or working hard or the end result of an activity (Silalahi, 2013). Employees whose performance levels are high are called productive employees, and conversely employees whose levels do not reach the standard are said to be unproductive or have low performance. Information on the high and low performance of an employee cannot

be obtained just like that, but is obtained through a long process, namely the process of evaluating employee work (Sutrisno, 2012).

According to Rini, et al (2013) the performance of employees or employees of an organization is influenced by factors including organizational culture, organizational commitment, job satisfaction and extra role behavior (Organizational Citizenship Behavior) or OCB.

Successful organizations need employees who will do more than just their formal duties and are willing to provide performance that exceeds expectations which is usually called extra role behavior (Organizational Citizenship Behavior) or OCB. In today's very dynamic work world, where tasks are increasingly done in teams, flexibility is very important. Organizations want employees who are willing to perform tasks that are not only listed in their job descriptions and the facts show that organizations that have employees who have good Organizational Citizen Behavior or OCB, will have better performance than other organizations (Robbins and Judge, 2008).

According to Organ et al (2006) defines Organizational Citizen Behavior (OCB) as independent individual behavior, which is not directly and explicitly rewarded by the formal reward system, and which as a whole increases the efficiency and effectiveness of organizational functions.

According to Podsakoff et al (2000), Organizational Citizen Behavior (OCB) influences organizational effectiveness. Individuals who contribute to organizational effectiveness by doing things outside their primary duties or roles are assets to the organization.

Cohen & Vigoda (2000) highlighted the importance of Organizational Citizen Behavior (OCB) for all forms of organization, because Organizational Citizen Behavior (OCB) can increase organizational effectiveness. All forms of organization will be in direct need of employees who go beyond their job description. One form of organization is an educational institution. Teaching is a complex activity that requires professional discretion In Paola & Tschannen-Moran, 2001 Organizational Citizen Behavior (OCB) teachers may include extra effort to make lessons fun and interesting, organize extracurricular activities and spend private time talking with students. Given that, schools must rely on teachers who are willing to venture beyond formal job requirements (Bogler & Somech, 2004). Thus, Organizational Citizen Behavior (OCB) is very important because schools cannot anticipate through formally stated job roles for the entire set of behaviors needed to achieve goals. Therefore, Organizational Citizen Behavior (OCB) is a useful term to describe the voluntary behavior of teachers who are 'extra' to help students and colleagues to be successful and it is not the performance expectations of their official role (DiPoala et al, 2004) with this type of behavior voluntary or Organizational Citizen Behavior (OCB) (example staying after school hours to help students discuss poorly understood class material and staying in class during breaks to listen to student problems). However, specific research on the factors that drive Organizational Citizen Behavior (OCB) in the context of organizations such as schools or educational institutions is still very limited.

According to Hannam & Jimmieson, (2002) teachers should understand the type of voluntary behavior or Organizational Citizen Behavior (OCB), for example staying after school hours to help students with class material, staying in class during breaks to listen to student problems, then of course tutoring is no longer needed addition. Another phenomenon that is still frequently encountered is the recent beating/slapping of students by unscrupulous teachers with the initials "LS". (case in Banyumas Purwokerto, TV One morning news, 20/4/2018).

In this case the organization needs to create organizational conditions or climate through the formation of a work culture or organizational culture so that employees feel motivated to work harder so that the employee performance achieved also increases (Ermayanti, 2001). Related to organizational culture regarding how members see the organization, which is in accordance with the values or behavioral norms that contribute to the success of the organization (Ebrahimpour, H. et al, 2011).

In the context of the world of education, in this case the school is an organization, and the culture at the school level is an organizational culture. School organizational culture also influences the quality of education in one school. School organizational culture that can improve the quality of education is a culture of hard work, always trying to be the best, a sense of belonging and responsibility, prioritizing the progress of students, and good relations between fellow school members, as well as good relations between school members and the surrounding community.

The organizational culture that is applied in this case the leadership influences their subordinates will create the culture of the organization they lead. The organizational culture that exists within a school's environment will be different from other schools, this difference is due to the environment that affects the organization differently, both the external and internal environment of the organization. Differences between one organization and another, especially internally, are formed by leaders and members of the organization in achieving their goals, as well as changes in leadership, will affect the culture of an organization. Negative perceptions of organizational culture will create a less conducive school climate. The climate of the school is related to how the working relationship is between colleagues, between teachers and school principals, between teachers and other education personnel and between agencies in their environment. The main recipe for organizational culture is a collective interpretation carried out by members of the organization along with the results of their activities (Ester Manik, Kamal Bustomi, 2011).

Tilaar (2004) argues that culture and education are two elements that cannot be separated because they are mutually binding. Culture lives and develops because of the educational process, and education only exists in a cultural context. What exists in the sense of curriculum is as engineering of the civilization of a society, while the educational process is essentially a dynamic process of acculturation. A positive school organizational culture can influence the implementation of high quality education and the formation of positive attitudes and morals for all personnel in educational institutions. Such conditions strongly support the achievement of high learning achievement (Hikmah Eva Trisnantari, 2009).

Robbins and Coulter (2010), also argued that organizational culture is the values, principles, traditions, and ways of working that are shared by members of the organization and affect the way of acting. Meanwhile, according to Kreitner and Kinicki (2014), organizational culture is a set of assumptions that are shared and taken for granted and held by a group that determines how it is felt, thought about, and reacted to various environments.

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According to O'Reilly, Chatman & Caldwell (1999) in their research that there is a crucial link between corporate/organizational culture and company performance, namely the suitability of individuals and companies which shows the extent to which the values held by each individual match the corporate/organizational culture. . High conformity will provide beneficial results such as strong employee commitment, high job satisfaction, low desire to leave the company. Furthermore, the suitability between individuals will provide overall achievement. Organizational culture that is shared must be obeyed and implemented with full commitment so that employees do not depart from the norms that apply in the organization. Because Organizational Commitment is the identification and attachment of a person to an organization (Moorhead and Griffin, 2013).

Everyone who works in a company or organization must have a commitment to work because if a company's employees do not have a commitment to work, then the goals of the company or organization will not be achieved. Organizational commitment is an attitude that shows employee loyalty and is an ongoing process of how a member of the organization

expresses their concern for the success and goodness of their organization (Kreitner & Kinicki, 2014).

According to Robbins and Judge (2014), Organizational Commitment is defined as a situation in which an employee sided with a particular organization and its goals and desire to maintain membership in that organization and committed employees will have little possibility for them to be involved in things that can harm the company because it has a high sense of loyalty.

Similar to the concept (Luthans, 2009) high loyalty to the organization is also obtained if employees have high commitment. Organizational commitment is an attitude that reflects a strong desire to remain in the organization, trying to be in accordance with the wishes of the organization and accepting organizational values and goals Organizational commitment is defined by Dunn and Sims (2012) as a strong and close feeling from someone towards the goals and values of a organization in relation to their role in achieving those goals and values.

According to Yousef (2000) the concept of organizational commitment consists of three factors, namely: identification, willingness to be fully involved in the organization, and then loyalty to the organization. This concept is in line with an expert on organizational commitment, namely Meyer & Allen (2007), who states that the form of organizational commitment can be realized in three forms, namely affective commitment, normative commitment, and continuance commitment. The teacher's duties are closely related to improving human resources through the education sector, therefore efforts are needed to improve the quality of teachers to become professionals. One of the teacher's duties is to direct and guide student learning activities so that students want to learn (M.U.Usman, 2005). For this reason, so that students tend to be active in learning activities, the teacher must be able to direct and guide learning activities. The task of directing and coaching can be realized if the teacher has the drive and commitment to do it.

Related to the teacher's task as the basis of commitment is communication and participation. The existence of communication and the role of the teacher is determined by the commitment of the teacher himself. For this reason, it is necessary for the teacher's commitment to realize the communication process and the role of the teacher in directing and guiding student learning activities so that the learning process can take place effectively, but schools or teachers still often provide additional guidance at schools that collect fees or payments that should not be made, if the the teacher understands his main functions and duties as a teacher and educator.

An organization is essentially a group of people who work together in order to achieve predetermined goals. From this understanding it is clear that the achievement of organizational goals cannot be separated from the activities of the people who are its members.

For this reason, one of the important goals of human resource management in organizations is to create job satisfaction for employees so that they are able to achieve overall company goals in carrying out work, so the results obtained are very satisfying and positive performance.

Siregar (2011) states that job satisfaction will be felt by a worker if there is a match between expectations and reality that a worker gets. High job satisfaction indicates that the company has been well managed with effective management (Alhempri, 2012). 700 If someone is happy with his job, then that person is satisfied with his job (Sutrisno, 2012).

Employees who do not get job satisfaction will never achieve psychological satisfaction and in the end a negative attitude or behavior will arise which in turn will lead to frustration. Conversely, employees who are satisfied will be able to work well, enthusiastically, actively, and can perform better than employees who do not get job satisfaction.

Creating job satisfaction is not easy because of satisfaction. Work in carrying out its functions does not stand alone but is related to performance. According to Robbins (2001) suggests that job satisfaction is as a general attitude of an individual towards his work. Work demands interaction with colleagues and superiors, following organizational rules and

policies, meeting work standards, living in working conditions that are often less than ideal and other things. Meanwhile Koesmono (2005) suggests that job satisfaction is an assessment, feeling or attitude of a person or employee towards his work and relates to the work environment, type of work, rewards and relationships between co-workers, social relations at work and so on. In line with the thoughts of Robbins and Judge (2014) who stated that an employee's assessment of his satisfaction or dissatisfaction with his work is a complex sum of a number of elements of work that are separated from one another.

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A satisfied employee is likely to be absent less frequently, make a positive contribution, and feel at home with the organization. In contrast, dissatisfied employees may be absent more frequently, may experience stress that annoys co-workers, and may continually seek another job (Moorhead and Griffin, 2013). Similarly, Robbins and Coulter, (2010) stated that when employees are dissatisfied at work, it can be shown by several symptoms such as: employees complain, are disobedient, and avoid some of their work responsibilities.

Teacher job satisfaction also affects teacher performance. A teacher will be satisfied if the expectations he wants are fulfilled or in line with expectations. Conversely, if expectations are not met, job satisfaction will decrease. Many factors lead to low teacher job satisfaction, one of which is unsupported facilities, lack of attention from the leadership, in this case the government, and the welfare provided is not as expected, so this causes teacher performance to be less than optimal.

Based on the observations and phenomena from the description above, it is clear that the role of organizational culture, organizational commitment, job satisfaction and Organizational Citizen Behavior (OCB) in organizations is closely related to supporting employee performance. result in losses to the organization. Therefore researchers feel the need to do research on "The Influence of Organizational Culture, Organizational Commitment, Job Satisfaction Through Organizational Citizenship Behavior (OCB) on the Performance of Private School Teachers in Makassar, South Sulawesi"

B. LITERATURE REVIEW

Human Resource Management

Widodo (2015) argues that human resource management can be seen as a fairly important role in the industrial realm, what is done by resource managers illustrates how human resource management is activated in the corporate environment.

Human resource management is the utilization of development, research, remuneration, and management of individual members of an organization or group of employees. Human resource management also involves the design and implementation of planning systems, staffing, development, career management, performance evaluation, employee compensation, and good labor relations. Human resource management involves all management decisions and practices that directly affect the human resources working for the organization. Human resource management consists of an integrated set of decisions regarding employment relations that affect the effectiveness of employees and the organization. Human resource management consists of an integrated set of decisions regarding employment relations that affect the effectiveness of employees and the organization.

Rivai (2014) argues that "Human resource management is a field of general management which includes aspects of planning, organizing, implementing, and controlling". Dessler, Gary (2011) put forward the following definition of human resource management: Human

resource management is the process of acquiring, training, appraising, compensating employees, paying attention to their work relationships, health, safety and justice issues.

Organizational Culture

Organizational culture consists of the basic assumptions, values, and shared norms that shape activities, language, symbols, and socialization events for employees within the company (Jackson, et al, 2010). According to Robbins and Coulter (2010), organizational culture is the values, principles, traditions, and ways of working that are shared by members of the organization and influence the way of acting. Also according to Sunyoto (2012), organizational culture is a set of feelings and perceptions on the part of various workers that can change from time to time and from one worker to another. Meanwhile, according to Kreitner and Kinicki (2014), organizational culture is a set of assumptions that are shared and accepted in a closed manner and held by one group that determines how it is felt, thought about, and reacts to various environments. Riani (2011) stated that the notion of organizational culture is a pattern of basic assumptions found and developed by a certain group because of studying and mastering external and integral internal adaptation problems, which have worked well enough to be considered properly and therefore taught to new members as the right way to perceive, think and feel in relation to the problem.

Purpose of Organizational Culture

Organizational culture consists of two layers. The first layer is the layer that is generally easy to see and is often thought to represent the overall corporate culture. This first layer is called visible artifacts. This visible layer consists of the way people behave, speak, dress, as well as symbols such as company logos, brand symbols, slogans, rituals, figures, and the language and stories that members frequently talk about. That second, deeper layer is what is really called culture. It consists of core values, philosophies, assumptions, beliefs, corporate history, and thought processes within the organization (Kasali, 2006).

Meanwhile, according to Schein, organizational culture is divided into three layers based on the level of depth, namely artifacts which include the most visible elements and are in the outermost layer; values that are more abstract in nature, but are still within the scope of the actor's awareness; and assumptions or basic assumptions that are commonplace or taken for granted and are often beyond the awareness of the actors.

Functions of Organizational Culture

Organizational culture is a system of shared meaning held by members that distinguishes an organization from other organizations. This shared meaning system is a set of key characteristics that the organization values. Organizational culture has a very important function. The function of organizational culture is as a boundary of individual behavior within it.

There are several opinions of experts in Sembiring, (2012:64-66) about the function of organizational culture. Functions of organizational culture according to Robbins. First, set boundaries; meaning that organizational culture creates clear differences between one organization and another. Second, culture provides a sense of identity to organizational members. Third, culture facilitates commitment to something wider than one's self-interest. Fourth, culture increases the stability of the social system (glue/unite members of the organization). Culture is the social glue that helps unify the organization by providing precise standards regarding what members of the organization should say and do and Fifth, organizational culture functions as a meaning-making mechanism and control mechanism that guides and shapes the attitudes and behavior of members of the organization .

Organizational Commitment

Organizational commitment is a person's strong and close feelings towards the goals and values of an organization in relation to their role in achieving these goals and values.

Organizational commitment is also the level at which a worker identifies with the organization, goals and desires to maintain membership in the organization. Organizational commitment shows a person's self-efficacy in identifying his involvement in a part of the organization (Mowday, Porter in Steers, 2000).

Customer Satisfaction

Basically job satisfaction is an individual thing because each individual will have a different level of satisfaction according to the values that apply to each individual. Job satisfaction is a feeling of pleasure or displeasure in employees in viewing and carrying out their work (Sutrisno, 2012). Meanwhile, Moorhead and Griffin (2013) state that job satisfaction is the level at which a person is satisfied or fulfilled by his job. Likewise, according to Kreitner and Kinicki (2014), job satisfaction is an affective or emotional response to various aspects of one's work. If someone is happy with his job, then that person is satisfied with his job

Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) is an individual contribution that exceeds the demands of roles in the workplace. OCB is a work behavior of employees in an organization that is carried out voluntarily outside of a predetermined job description to improve the progress of organizational performance. Organizational Citizenship Behavior (OCB) is a term used to identify employee behavior. Organizational Citizenship Behavior (OCB) refers to an extra behavioral construct that is defined as behavior that benefits the organization and does not intend to benefit the organization. Extra role behavior is an important element that should be considered in the organization

Conceptual Model

The hypothesis proposed in this study, namely:

H1: Linkage between Organizational Culture and Organizational Citizenship Behavior (OCB)

H2: Linkage between Organizational Commitment to Organizational Citizenship Behavior (OCB)

H3: Linkage between Job Satisfaction and Organizational Citizenship Behavior (OCB)

H4: Linkage between Organizational Citizenship Behavior (OCB) on Teacher Performance

H5: Linkage between Organizational Culture and Teacher Performance

H6: Linkage between Organizational Commitment to Teacher Performance

H7: Linkage between Job Satisfaction and Teacher Performance

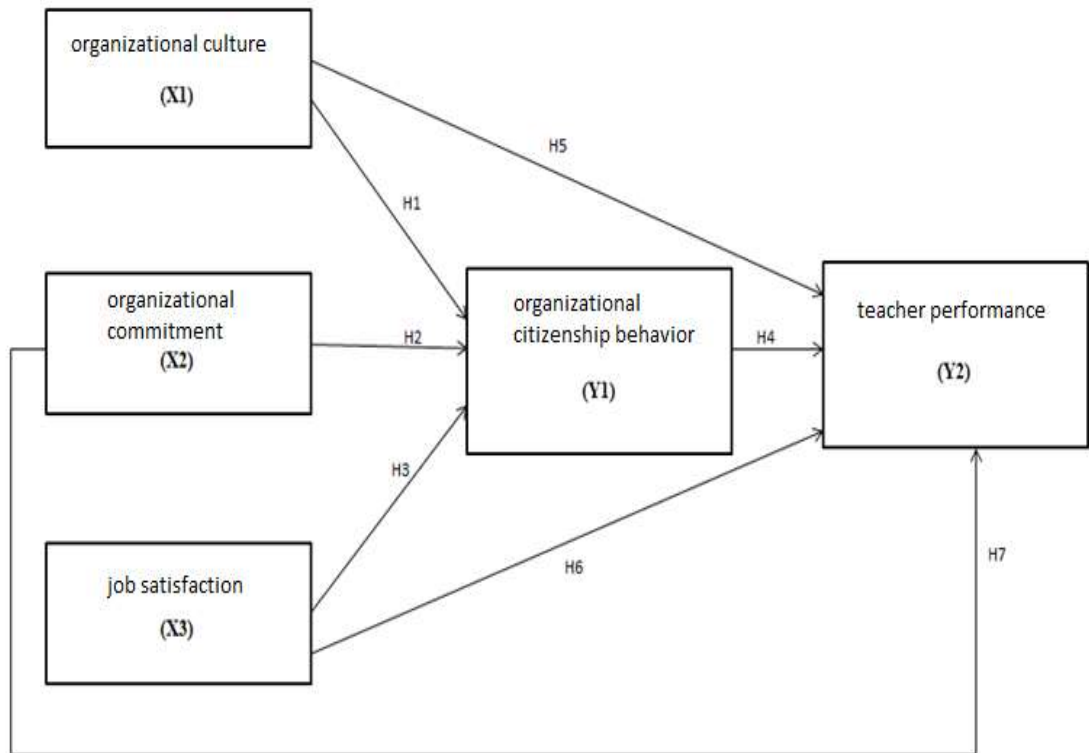


Figure 1: The Conceptual Model

C. RESEARCH METHOD

Location and Research Design

The location of this study is Atirah Islamic School Makassar, which is one of the private schools in Makassar. The research was conducted in December 2022

Population or Samples

The population in this study were teachers at Atirah Islamic schools with a total of 143 teachers. Based on the slovin formula, the sample obtained was 105 teachers.

Data Collection Method

The data collection method in this study used a questionnaire, observation, and library research.

Data Analysis Method

This study uses path analysis to determine pengaruh budaya organisasi, komitmen organisasi, kepuasan kerja melalui organizational citizenship behaviour (OCB) terhadap kinerja guru sekolah swasta di Makassar Sulawesi Selatan. The regression equation used is as follows:

$$Y_1 = \alpha + bX \dots \dots \dots (1)$$

$$Y_2 = \alpha + b_1X_1 + b_2X_2 + e \dots \dots \dots (2)$$

EMPIRICAL RESULTS

Hasil uji analisis SEM PLS

Uji Validitas

The construct validation test measures how well the results obtained from the use of a measurement are in accordance with the theories used to define a construct. This test was carried out by looking at the correlation between the construct and the question items as well as the relationship with other variables. therefore the variables in this study were tested using convergent validity and discriminatory validity by looking at the Cross Loading.

Table 1 Cross Loading

	BO	K	KK	KO
BO1	0,704909	-0,089253	-0,097056	0,104448
BO2	0,780159	-0,149376	-0,207626	0,066803
BO3	0,901207	-0,249668	-0,063355	0,106892
BO4	0,89598	-0,101034	-0,041872	0,103538
BO5	0,893135	-0,094826	0,300278	0,563247
K1	-0,160467	0,844412	0,362652	-0,016006
K2	-0,131875	0,833288	0,202393	0,020982
K3	-0,246016	0,660208	0,266231	-0,040738
K4	-0,248220	0,782965	0,237841	-0,042908
KK2	-0,021419	0,213925	0,809061	0,002822
KK3	-0,013297	0,221617	0,971495	0,146384
KK4	-0,010946	0,237581	0,786143	0,025746
KK5	0,009835	0,314414	0,573907	0,167384
KO1	0,089344	-0,122971	0,072580	0,84132
KO2	0,139554	0,118732	0,131824	0,878408
KO3	0,398404	0,081573	0,314852	0,860256
KO4	0,211017	0,050416	0,177985	0,597241
KO5	0,207293	0,114148	0,28279	0,692955
KO6	0,298087	0,068614	0,285641	0,7257

Source : Data Processing Result 2022

Composite Realiability

To determine composite reliability, namely by looking at the composite reliability value, if the value is > 0.8, it can be said that the construct has high reliability or is reliable and > 0.6 is said to be quite reliable. (Munir & Ilyas, 2017)

Table 2. Composite Reliability

	Composite Reliability
BO	0,921621
OCB	0,888997
K	0,863192
KK	0,871507
KO	0,897319

Sumber : Data Processing Result 2022

Tabel 4. R-Square

	R-Square

K	0,207615
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Sumber : Data Processing Result 2022

The value of R2 (coefficient of determination) indicates the magnitude of the contribution of the independent variable to the dependent variable in a model. These independent variables include the influence of organizational culture variables, organizational commitment, and job satisfaction variables on the performance of private teachers in Makassar. The calculation results presented in the table below show the value of R2 = 0.208. This means that 21% of the variation in the ups and downs of teacher performance is influenced by the variables Organizational culture, Organizational Commitment, and Job satisfaction variables, while the remaining 79% is influenced by variables other outside the model or other variables that are not examined.

Uji Hipotesis
Path Analysis

	Original Sample (o)	Sample Mean (M)	Standard Deviation (STDVDEV)	T Statistics (O/STERR)	P-VALUE	Keterangan
BO -> K	0,126	0,129543	0,125475	2,160582	0,000	Signifikan
KK -> K	0,052	0,043924	0,149529	2,941442	0,011	Signifikan
KO -> K	0,306	0,297787	0,172078	0,220709	0,004	Signifikan

Sumber : Data Processing Result 2022

Based on the table above, it can be concluded that the hypothesis test for each variable is as follows:

1. The influence of organizational culture on teacher performance in private schools in Makassar

The results of the analysis that has been processed using smart PLS 3.0 show that the path coefficients ($\beta = 0.125$, $t = 2.160$, $p = 0.000 < 0.05$). It can be concluded that organizational culture has a positive and significant influence on employee performance. Thus hypothesis 1 in this study is accepted.

2. The Influence of organizational commitment on employee performance at private schools in Makassar.

The results of the analysis that has been processed using smart PLS 3.0 obtained path coefficients of ($\beta = 0.306$, $t = 0.221$, $p = 0.004 < 0.05$). It can be concluded that organizational commitment has a positive and significant influence on employee performance. Thus, hypothesis 2 in this study is accepted.

3. The Influence of job satisfaction on employee performance in private school teachers in Makassar.

The results of the analysis that has been processed using smart PLS 3.0 obtained path coefficients of ($\beta = 0.052$, $t = 2.941442$, $p = 0.011 < 0.05$). It can be concluded that job satisfaction has a positive and significant influence on employee performance. Thus the hypothesis in this study is accepted.

D. DISCUSSION

Based on the results of the research and findings above, the relationships and attachments can be explained as follows:

1. The influence of organizational culture on teacher performance.

Based on the results of this study, it shows that the implementation of Organizational Culture has a positive and significant effect on teacher performance. This can be seen from the freedom of teachers in socializing the goals and vision and mission of the organization, carrying out the latest innovations, and producing goals that are needed by the community. The results of this study are in line with the findings of Ahmad, (2012) who argues that school organizational culture has a significant influence on performance but is not in line with Ghani (2006) who stated in his research that organizational culture has no effect on performance.

2. The Influence of organizational commitment on employee performance

The results of hypothesis testing show that Organizational Commitment has a direct positive and significant effect on teacher performance. The result of this study is related to Jach Henry Sauta et al (2003) who also stated that organizational commitment has a positive and significant effect on performance.

3. The Influence of job satisfaction on employee performance

Based on the results of hypothesis testing, it shows that job satisfaction has a direct, positive and significant effect on teacher performance. This shows that teacher performance will be higher if it is influenced by job satisfaction. This finding is in line with research from Masrokah (2012) that job satisfaction has a significant effect on employee performance. Nonetheless it contradicts the findings of M. Ikhsan et al (2019) who stated in his research that job satisfaction is negatively related and has no effect on agent performance.

E. CONCLUSION

Based on the results of the study above, it can be concluded:

1. Organizational Culture has a positive and significant effect on teacher performance because of innovation and the amount of teacher involvement in disseminating the vision and mission of the school organization in the Community.
2. Organizational commitment has a positive and significant effect on teacher performance, this is shown by the increasing of attendance and participation in organizational activities carried out by the school. This has an impact on teacher performance which also has an impact on students and the school.
3. Job satisfaction has a positive and significant effect on teacher performance. This is evidenced by the reduced absenteeism and increasing their performance. This is also marked by feelings of joy in a career, lack of complaints so that job satisfaction has increased significantly, namely the school provides rewards for teachers who have achievement.

Based on the results and conclusions above, several suggestions are put forward, as follows:

1. Policy implications

Policy implications that can be conveyed based on the results of the study are as follows:

- a. On the organizational culture, Atirah Makassar Islamic school needs to pay specific attention to the espoused values that are characteristic of the school so that teachers will be proud of the school where they work. For example, a culture of work discipline, cleanliness, tidiness of students applied, culture of shame for late.
- b. The organizational commitment of teachers can be further enhanced by increasing the teacher's intention to have a longer career at the school. This can be done by giving assignments so that they feel involved. For example, activities that can improve achievement and performance or giving rewards to teachers who have achievements.
- c. The job satisfaction felt by teachers also needs to be improved, especially in terms of a promotion system that gives teachers the opportunity to compete for higher positions. To provide greater opportunities for teachers, this can be done by considering the teacher's tenure. By giving teachers greater opportunities to get promotions, they will be satisfied in working better so that they can get higher positions.

2. Future Study

Based on the research results obtained, it can also be used as a basis for future study, which can add new variables such as OCB, motivation, and compensation, so that other variables can influence the performance improvement of private school teachers in Makassar.

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