

Increasing Academic Supervision and Assertiveness of Organizational Citizenship Behavior (OCB) for Private Junior High School Teachers in Bogor City, Indonesia

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Abstract

Academic supervision activities held by the school principal and teacher assertiveness, if these two things go well and effectively will encourage the emergence of a sense of mutual help, initiative, awareness, and activeness that reflects the teacher's Organizational Citizenship Behavior (OCB). When the teacher's OCB has emerged, the school's goal of creating education that is capable of producing superior Human Resources (HR) will be achieved. This study aims to understand and assess how Academic Supervision and Assertiveness affect the Organizational Citizenship Behavior (OCB) of Bogor City Private Middle School teachers. Data were collected from 168 private junior high school teachers in Bogor City as a sample. The findings show that Academic Supervision has a direct positive effect on OCB, assertiveness has a direct positive effect on OCB, Academic Supervision has a direct positive effect on Assertiveness, and Academic Supervision has a direct positive effect on OCB through Assertiveness. Based on the research results, it was concluded that Academic Supervision and Assertiveness had a positive impact on encouraging the emergence of teacher Organizational Citizenship Behavior (OCB).

Keywords: *Academic Supervision, Assertiveness, Organizational Citizenship Behavior (OCB).*

INTRODUCTION

The meaning of education conceptually is a continuous coaching process that aims to develop the personality and skills of each individual both from a spiritual and physical aspect. Education is formed with various careful considerations to strive for a bright future for the nation. Education as an effort that focuses on optimizing the growth of Human Resources (HR), will only be achieved if it has gone through a series of stages towards the main goal of education. Schools have an important task as part of educational institutions and are included in a series of stages in realizing these goals.

School as an organization that is committed to providing quality and appropriate educational services. In supporting the achievement of the goals of the school, it requires the availability of all parties including parents, teachers, school principals, institutions related to the education process in Indonesia. The quality of education owned by

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schools has an impact on the quality of the learning process and human development. This is influenced by various factors, both from within and outside the school environment. The principal is one of the determining factors for the good or bad quality of education in schools.

Academic supervision is an effort that can be made by school principals in an effort to build a school environment that is productive, active, and oriented towards improving the quality of teacher performance. The purpose of academic supervision is to help teachers to be more creative and take initiative so as to create quality education. Academic supervision activities focus more on efforts to motivate educators to become better at improving their competence when carrying out learning assignments.

Although Teaching and Learning Activities (KBM) are ordinary activities that are carried out routinely every day by the teacher, this is rarely supervised by the school principal. So the output received from Academic Supervision activities is not optimal. Delivered by Sri Welas Asih as the Principal of SDN 1 Pakuncen, Bobotsari District, Purbalingga Regency, the implementation of supervision by the school principal must be carried out effectively and continuously. This will help teachers and staff at schools carry out their duties in a more planned and directed manner. The high performance and quality of teachers will have a positive impact on the schools they serve. Thus, schools will become more advanced, qualified, accomplished, and able to compete with other educational institutions. This was quoted in Jawapos.com news (23/06/2023).

Improving teacher quality in teaching and learning can reduce dropout rates and ensure better retention and transition from early childhood learning to primary and secondary education. The teacher has a vital role as an educator and is responsible for carrying out a quality learning process in accordance with the standards set by the school.

The actions of a teacher named Supriaten who taught mathematics reaped a positive response due to his innovative way of teaching by keeping up with technological developments, namely using applications called Quizziz and Kahoot to support a fun learning process. This innovation carried out by the mathematics teacher was able to trigger students' enthusiasm for learning and a sense of competitiveness. Apart from utilizing existing technology, Ms. Supriaten also uses objects in the classroom to provide a real picture so students can more easily understand learning material. Okezone (01/02/2023). The creative thinking shown by Supriaten as a mathematics teacher by using simple objects in the classroom and the ability to adapt to technological developments is an example of the positive impact of implementing the results of academic supervision which can be assessed as having been successfully implemented by the school principal.

Furthermore, another positive behavior that reflects Organizational Citizenship Behavior (OCB) and should be emulated by

other teachers is the high dedication given by the teacher to their students. Avan Fathurrahman, a PNS teacher in Sumenep, voluntarily goes around visiting the homes of his students who cannot take part in online learning due to the Covid-19 pandemic outbreak which has resulted in several students experiencing limited facilities and access to technology. Even though he was worried because he felt he had violated the rules, Avan Fathurrahman still bravely carried out these activities to help children who experienced technological limitations. Several institutions supported this action by sending assistance in the form of masks and hand sanitizers for Avan Fathurrahman and his students. Liputan6.com (21/04/2020).

The implementation of the results and evaluation of academic supervision activities carried out by the principal is said to have been effective if the teacher is able to be assertive, think creatively, be innovative, take initiative, and be adaptive so that it will encourage the emergence of Organizational Citizenship Behavior (OCB) teachers, it is very unfortunate that not all teachers are able to act as expected from the academic supervision activities that have been held by the school principal.

Sourced from Kompasiana.com (21/10/2021) with the title "*Tantangan Guru Mengajar Pasca Pandemi Covid-19/Challenges of Teaching Teachers After the Covid-19 Pandemic*", the outbreak of the Covid-19 virus that has hit for the past few years has hampered the process of running several important sectors in Indonesia. Education as one of the sectors experiencing obstacles from Covid-19. Adaptations must be made especially for school organizations such as school principals, teachers, students, and parents in accelerating the adjustment process after the Covid-19 Pandemic subsides. Even though teaching and learning activities are now starting to return to normal, the pandemic which had increased in 2020-2021 had a major impact on the decline in student learning conditions and the need for an evaluation of teacher competence. Online learning that lasts long enough actually causes the effectiveness of the educational process to decrease. Assertiveness and initiative behavior to make more contributions to schools which are important behaviors in supporting the advancement of education quality have also decreased. Therefore, academic supervision as a solution in providing encouragement, motivation, assistance, and evaluation of the quality of learning conducted by teachers. Assertiveness is supported by the implementation of an academic supervision program by the school principal, the two combinations will trigger the emergence of teacher Organizational Citizenship Behavior (OCB) in the form of voluntary action and based on personal desires to have a positive influence on school progress. Not only giving their performance to the school, teachers with high OCB levels will voluntarily help colleagues when they experience problems in the learning process.

Based on information from the Federation of Indonesian Teachers' Union (FSGI), in general the quality of teachers at all levels of education

in Indonesia is still low. For example, in the Jakarta area in 2019, the average Teacher Competency Test (UKG) result was around 54.6. Although there is an increase, the situation is not far from that number. Teachers have a significant role in educating students as part of efforts to improve the intelligence of the nation. However, until now, most teachers are still of low quality and are not evenly distributed. Therefore, an intensive program is needed to improve teacher quality. Kompas.id (04/03/2020).

The biggest challenge in the world of education is the gap in the quality of performance and teacher competence. The low Organizational Citizenship Behavior (OCB) of teachers is characterized by a lack of initiative, namely a sense of volunteerism in acting which has a positive effect on the progress of the organization or school. The high-quality gap that each individual teacher has is also one of the factors causing OCB not to appear. Starting from these various problems, in this study the researchers aimed to determine the effect of Academic Supervision and Assertiveness on the Organizational Citizenship Behavior (OCB) of Private Junior High School Teachers in Bogor City.

LITERATURE REVIEW

Organizational Citizenship Behavior (OCB)

Conceptually, there are various definitions of OCB. Newstrom (2007:214), defines OCB as, many employees have positive attitudes towards their jobs and organizations, and this pays off in both obvious and more nuanced ways. In particular, employees may engage in organizational citizenship behaviors, which are voluntary actions that go beyond their obligations and promote the success of the organization. Organizational citizenship is often characterized by its spontaneity, voluntary nature, constructive influence on outcomes, unexpected utility to others, and the fact that it is voluntary.

Organizational Citizenship Behavior (OCB) is a positive attitude that is carried out and shown by employees towards work and the organization. Organizational Citizenship Behavior is voluntary action that goes beyond their obligations and promotes organizational success. Organizational citizenship is more often characterized by spontaneity, voluntary nature, constructive influence on outcomes, unexpected utility for others, and self-execution.

Schermerhorn, Hunt, Osborn, & Uhl-Bien (2010:74) defines, "organizational citizenship behavior are the extras people do to go the extra mile in their work". Behavior that is carried out on self-initiated and voluntarily outside of their responsibilities at work can be called Organizational Citizenship. OCB actions are called voluntary and become personal choices because this behavior is different from the job description and is not mandatory, but if carried out by subordinates it will provide benefits to the organization.

Aamodt (2016:390) defines Organizational Citizenship Behavior (OCB), namely, any actions an employee takes that are not directly related to their job but improve the workplace (such as giving help to

others or working late). Organizational Citizenship Behavior (OCB) are actions taken by employees that are not directly related to their work which have a positive impact on improving the quality of the workplace (such as providing assistance to others or working overtime).

Organizational Citizenship Behavior (OCB) has a positive impact on both colleagues and organizational development. This action is called voluntary and based on the desires of the subordinates who are beyond their responsibility. OCB is the behavior needed by organizations to encourage effectiveness and efficiency in the work environment. Someone who shows OCB behavior means that they have achieved job satisfaction where superiors provide positive feedback regarding their performance so that subordinates respond to this by giving their best performance for the organization and sincerely contributing more to the organization.

Academic Supervision

Efforts to increase teacher OCB can be done in various ways, one of which is by holding academic supervision activities. With the holding of academic supervision, it is hoped that these activities will maintain stability and develop teacher performance in a better direction. In addition to support from teacher assertiveness and job satisfaction as a result of a good school organizational system, effective academic supervision can also stimulate teacher OCB. In connection with all that, Zepeda (2007:29-30) defines supervision as, the act of monitoring and managing human resources in the school environment with the aim of increasing the effectiveness and also efficiency of the delivery of education is called supervision. The act of supervising and managing the quality of teachers in the school environment which aims to increase the effectiveness and efficiency of the implementation of the educational process is referred to as supervision activities.

DiPaola and Hoy (2014:105) The goal of supervision is to improve instruction and student learning. It is the duty of principals to support teachers in becoming more effective. Academic supervision is carried out with the aim of encouraging the emergence of improvements related to the teaching and learning process and teacher direction. Academic supervision is the principal's job, especially to support teachers to be more effective.

Academic supervision carried out by the principal focuses on observation and evaluation of the academic problems experienced by teachers at school. Academic supervision is an attempt by the school principal to help teachers overcome problems related to the teaching and learning process in schools and encourage teachers to achieve job satisfaction which is supported by assertiveness in each individual teacher so that it will produce good Organizational Citizenship Behavior (OCB). The implementation of academic supervision is expected to bring changes including knowledge, skills, discipline, behavior, competence, and teacher work motivation. However, supervision must be carried out

on an ongoing basis in order to achieve consistent and maximum results.

Tomal, Wilhite, Phillips, Simn, dan Gibson (2015:47) Supervision provides coaching and mentoring to build teacher capacity and help guide teachers to best research for sustained personal growth. Academic supervision provides coaching and assistance to build teacher capacity and teacher direction as the best observation and evaluation for sustainable development for teachers and school organizations. Effective teachers are part of the important factors in the learning process of students. The main priority of academic supervision is developing teachers and student achievement.

Assertiveness

Assertiveness which comes from the word 'assertive' is an adaptive communication style in which an individual expresses their feelings and needs directly, while maintaining respect for others. This behavior involves a willingness to speak about opinions and beliefs without violating the rights of others. In the classroom, assertive teachers demonstrate confidence in speaking and presenting information, facilitating class discussions and engaging in effective classroom management.

Mulholland & Turnock (2013:115) Assertiveness helps an individual understand that he must be respected and valued. Assertiveness is related to the behavior of respecting others, prioritizing equality, and respecting the rights of others to have opinions. Assertiveness helps an individual understand that he must be respected and valued. Assertiveness is related to the behavior of respecting others, prioritizing equality, and respecting the rights of others to have an opinion. Being assertive protects a person from being hurt and taken advantage of because assertiveness allows a person to have the courage to refuse certain requests and to have the courage to communicate this matter properly and politely.

Greenspan (2016:14-15) Assertive teachers are confident and quick in all types of situations that require behavior management. assertive teachers build positive, trusting relationships with their students and teach appropriate classroom behavior. Assertive teachers mean being confident and quickly adapting to all kinds of situations that require behavior management. Assertive teachers build positive relationships by placing mutual trust in students and demonstrating appropriate organizational behavior. Teacher assertiveness is usually associated with communication skills and the teacher's commitment to bringing about changes in schools for the better.

METHOD

The study was conducted on 168 teachers at private junior high schools located in Bogor City, West Java Province, Indonesia from April to June 2023. The method used in this study was a survey method with a causal approach and inferential statistics using Structural Equation

Modeling (SEM) as an analytical technique. data. The data collection process was carried out through a survey using a questionnaire as a research instrument which was collected with a rating scale (rating scale) with a score between 1 to 5. There were four variables to be analyzed in this study, namely (1) academic supervision (X₁); (2) assertiveness (X₂); and (3) OCB (Y).

RESULT AND DISCUSSION

Inferential analysis with Structural Equation Modeling (SEM) analysis technique was analyzed using Smart PLS Software. To find out the magnitude of the influence between variables can be seen in the results of the SEM Model Analysis analyzed with the following Smart PLS Software:

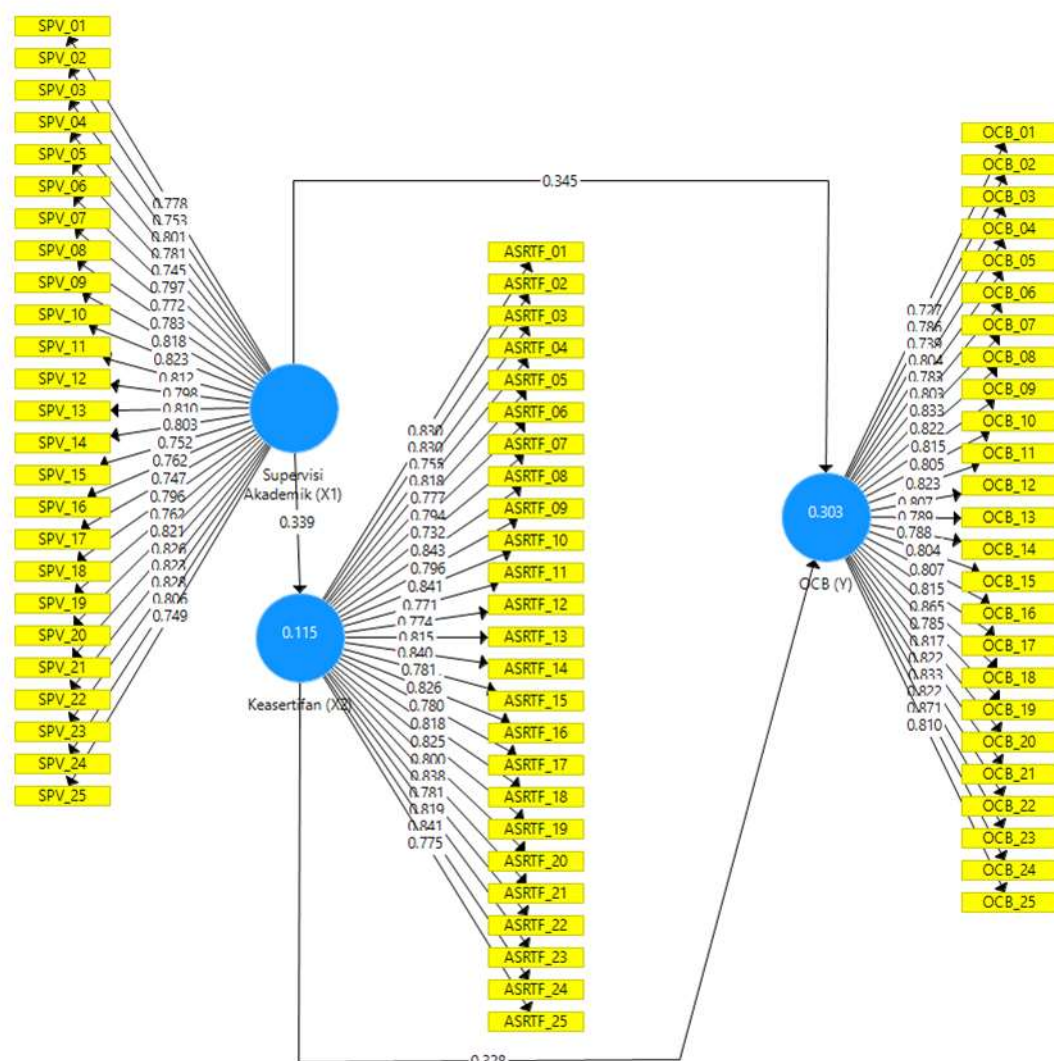


Figure 1. Path Coefficient and Outer Loading Model SEM

To find out whether the path coefficient is significant or not in the research hypothesis, look at the path coefficient table and t-value below:

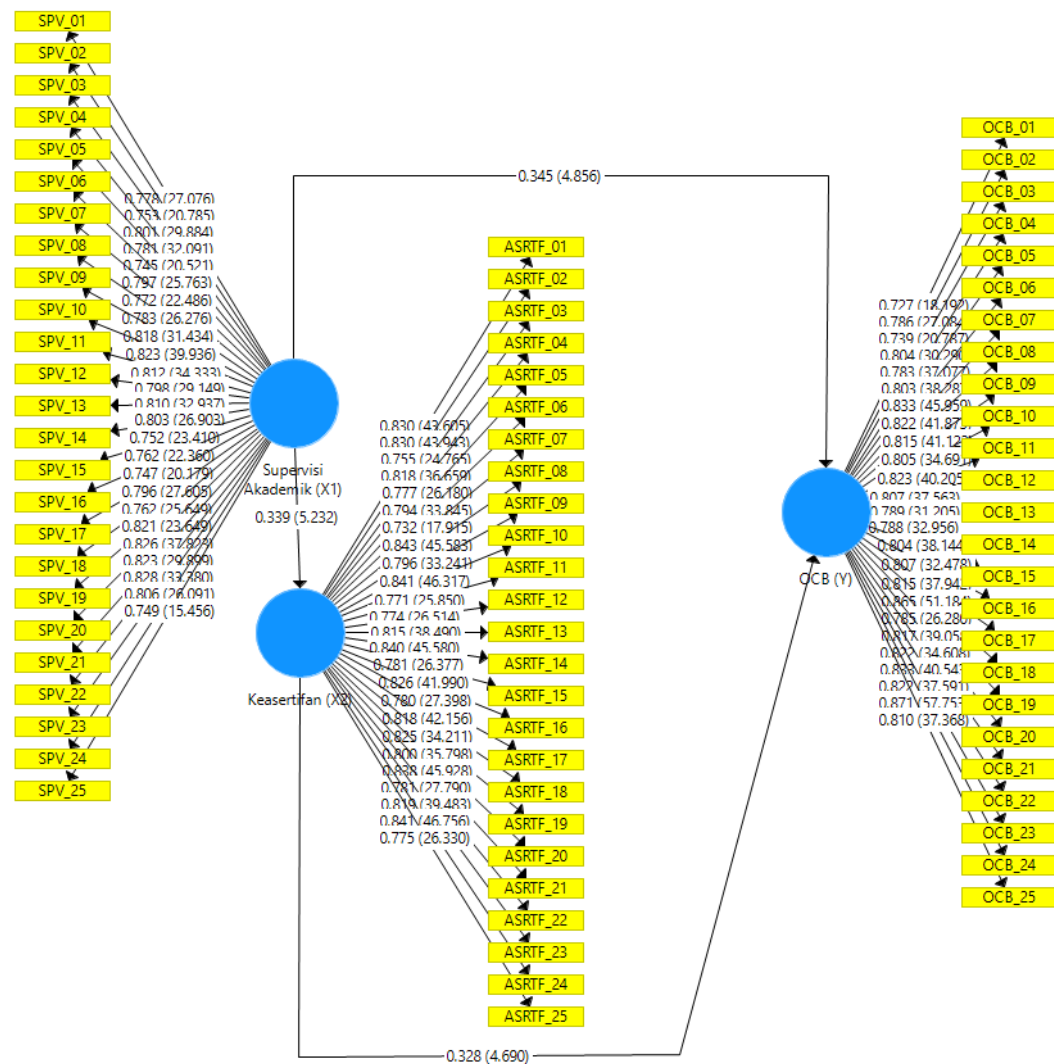


Figure 2. Path Coefficient and T-Value of the SEM Model

The results of the SEM model analysis can be used to answer the research hypothesis after going through 2 stages of model evaluation, namely the evaluation of the measurement model (outer model) and the evaluation of the structural model (inner model), along with the discussion:

Effect of Supervision with OCB

Based on the results of testing the first hypothesis, it shows that there is a positive direct effect of Academic Supervision on OCB with a path coefficient β_{y1} of 0.345 and Tcount of 4.856. So, this gives the finding that Academic Supervision has a direct positive effect on OCB.

The results of this significant test support previous research, namely, the social exchange relationship of Leader Member Exchange mediates the association between interactional justice and supervisor-related outcomes such as Organizational Citizenship Behavior directed at the supervisor, task performance, and job satisfaction (Bauer & Erdogan, 2016:72). The relationship of social exchange between leaders and their members mediates the relationship between interactional

justice and supervisor-related outcomes such as supervisor-directed Organizational Citizenship Behavior (OCB), performance, and job satisfaction.

Rajasekar and Beh (2013: 234) positive Organizational Citizenship Behavior (OCB) may also contribute to organizational success by enhancing co-workers' and supervisor's productivity. Positive Organizational Citizenship Behavior (OCB) can contribute to organizational success by increasing the productivity of co-workers and supervisors.

Lent and Brown (2013: 314) Supervisor performance appraisals appear to be influenced by at least three different types of employee behaviors in terms of job satisfaction: task performance, Organizational Citizenship Behavior (OCB), and counterproductive work behavior. Supervisor performance ratings appear to be influenced by at least three different types of employee behavior in terms of job satisfaction: task performance, Organizational Citizenship Behavior (OCB), and counterproductive work behavior.

Bakker and Demerouti (2007) Supervisor support is an important determinant of employee motivation. The support given to supervisory activities can increase employees' good impression of the organization, so that employees will provide feedback in the form of positive actions that support organizational progress by triggering greater OCB behavior. Support from the principal in academic supervision activities is an important determinant of teacher motivation. The support given to supervision activities can increase employees' good impression of the organization, so that employees will provide feedback in the form of positive actions that support organizational progress by triggering greater OCB behavior. Zhao and Zhou (2019) There are several factors that influence employee OCBs, including support from supervisors for efforts to improve the work environment, better management of human resources, and leadership style. There are several factors that affect employee OCB, including support from supervisors for efforts to improve the work environment, better management of human resources, and leadership style.

Academic supervision is a form of effort from the school principal so that the quality of education increases. The effectiveness of the academic supervision activities held by the principal can be seen based on the results obtained after these activities. If the teacher's Organizational Citizenship Behavior (OCB) appears, it can be ensured that supervision has been running effectively.

The Effect of Assertiveness with OCB

Based on the results of testing the second hypothesis, it shows that there is a positive direct effect of Academic Supervision on OCB with a path coefficient β_{y2} of 0.328 and Tcount of 4.690. So, this gives the finding that Assertiveness has a direct positive effect on OCB. The results of this significant test support previous research, namely, there is a clear positive correlation between the OCB and extraversion and

also its components (activity and assertiveness), as well as components of conscientiousness (striving for achievement motivation and self-discipline) (Marek et al. al., 2014: 477). There is a positive correlation between OCB and extraversion and its components (activity and assertiveness), as well as components of conscientiousness (trying to achieve work motivation and discipline).

Artisan is a form of extraversion which is an important personality that an employee must have. Helle, DeShong, Lengel, Meyer, Butler, dan Mullins-Sweatt (2018) a number of other notable relationships between the OCB Organizational scale and Five Factor Model (FFM) facets were found, they have positive correlations with the extraversion domain and several facets (i.e., assertiveness, activity, positive emotions, warmth). there is a positive correlation between OCB and the extraversion domain and several aspects (ie, assertiveness, activity, positive emotion, warmth). Likewise with teachers who are expected to have extraversion personalities so they can contribute to school progress. An educator who has a high level of extraversion tends to have the ability to complete assigned tasks well, act more than expected, and have the initiative to help colleagues for organizational progress. In line with this, Guay and Choi (2015) it is possible that extraverted followers who are already assertive and tend to be optimistic already possess the resources needed to perform a high level of OCB. allows for a positive influence between assertiveness as part of extraversion behavior and high OCB.

The Effect of Supervision with Assertiveness

Based on the results of the third hypothesis testing, it shows that there is a positive direct effect of Academic Supervision on Assertiveness with a path coefficient value of β_{21} of 0.339 and Tcount of 5.232. So this gives the finding that Academic Supervision has a direct positive effect on Assertiveness.

This is in line with previous research, namely, the first responsibility of a supervisor is to assist the teacher in developing competency sufficient to perform effectively as a beginner teacher. The supervisor is direct and assertive in offering suggestions to improve teaching skills (Henry & Weber, 2010:105). The first responsibility of a supervisor is to assist the teacher in developing competencies related to an effective teaching and learning process as a novice teacher. Supervision activities can be considered to have gone well if the supervisor is able to act directly and decisively which can be called assertive in providing suggestions for improving teacher skills. Kadushin and Harkness (2014:49) The supervisor has to assertively advocate for and protect his or her supervisees with clerical staff as well as administrators. The principal as a supervisor must assertively protect, motivate, and provide support to teachers to achieve success in academic supervision activities.

Sellers, LeBlanc, dan Valentino (2016) If a supervisor doesn't impart these necessary assertiveness skills, the supervisee may

continue in their career as a behavior analyst down a path of poor client connections and poor supervisory relationships. If the supervisor does not show assertive behavior which is an important factor in the success of supervision, the result is that the person being supervised does not experience an increase which actually reduces the quality of his performance. Based on this, it can be concluded that assertiveness has a major impact on the supervision process. As in the process of academic supervision carried out by the school principal, the assertiveness of the supervisor and the assertiveness of the teacher support the achievement of the success of academic supervision.

Currently, assertiveness is a skill needed in organizations because assertiveness is one of the factors that helps organizations achieve organizational goals. It's the same as school institutions that require assertiveness, especially in a teacher to support a better teaching and learning process. Zhang (2020) assertiveness was positively related to supervisors' perception of employees' interpersonal skills. Assertiveness has a positive effect on supervision's perception of interpersonal skills, which will determine the success of the supervision process.

The Effect of Academic Supervision on OCB through Assertiveness

The results of testing the fourth hypothesis show that there is an indirect effect of Academic Supervision on OCB through Assertiveness in a positive and significant manner with a β^2 value of 0.111 with a Tcount of 3.441. So, this gives the finding that Academic Supervision has an indirect effect on OCB through Assertiveness is positive and significant.

The results of this significant test support previous research, namely, The ability to express one's needs and, perhaps more importantly speaking up when those needs are being ignored or encroached upon, is crucial in stressful situations-whether it is a matter of approaching a supervisor when an environmental stressor is affecting performance, or asserting when the source of the stress is an actual person (e.g. a manager with a toxic leadership style) (Brunet-Thornton & Hása, 2017:91). The ability to express one's needs and speak up when those needs are ignored is important in coping with stressful situations that can be influenced by an inappropriate supervisor's leadership style. Assertiveness in teachers and supported by effective academic supervision will overcome various problems such as reducing stress levels so that it will encourage the emergence of job satisfaction which is reflected in the teacher's OCB behavior.

McPhie and Rose (2009:24) In organizations, both supervisors and employees could benefit from greater assertiveness. Managers need to encourage the rewarding quarter of supervisors to understand how important it is for them to provide employees with the health they need. In an organization, both supervisors and subordinates can encourage assertiveness. A supervisor must understand the importance of providing the assistance an employee needs. If assertive behavior has

arisen in supervisors and teachers, extra mile behavior or commonly referred to as OCB can easily form in schools.

CONCLUSION

Academic supervision activities held by the school principal and teacher assertiveness, if these two things go well and effectively will encourage the emergence of a sense of mutual help, initiative, awareness, and activeness that reflects the teacher's Organizational Citizenship Behavior (OCB). When the teacher's OCB has emerged, the school's goal of creating education that is capable of producing superior Human Resources (HR) will be achieved. Academic Supervision has a direct positive effect on OCB, assertiveness has a direct positive effect on OCB, Academic Supervision has a direct positive effect on Assertiveness, and Academic Supervision has a direct positive effect on OCB through Assertiveness. Based on the research results, it was concluded that Academic Supervision and Assertiveness had a positive impact on encouraging the emergence of teacher Organizational Citizenship Behavior (OCB).

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