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Analysis of Integrative Leadership and Employee Engagement Influence towards Behavior Organizational Citizenship

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Abstract— This study aims to analyze the significance effect of integrative leadership and employee engagement on organizational citizenship behavior (OCB) permanent teachers from 38 high schools / vocational high schools in several regions in East Java including Madiun City, 4 districts namely Madiun, Magetan, Ngawi, and Ponorogo, as well as three regions of the Eastern Central Java provinces (Cepu, Blora and Rembang) as respondents. Primary data was collected by distributing questionnaires with a sample of 470 permanent teachers taken non-randomly. The analysis technique used is multiple linear regression analysis, and the test results are as follows: 1) integrative leadership has a significant positive effect on OCB; 2) employee engagement has a positive and significant impact on OCB; 3) integrative leadership has a positive and significant impact on OCB-Organization and OCB-Individual; 4) employee engagement has a positive and significant impact on OCB-Organization and OCB-Individual.

Keywords— Employee Engagement, Integrative Leadership, OCB.

I. Introduction

In the development of organizational leadership practices, integrative leadership is a contemporary leadership style. Leaders can convey values such as pressure on the group, subordinate support, tolerance for risk, and so on through certain leadership styles. On the other hand, employees can form a subjective perception of the organization's core values in line with the values emphasized by the leadership through the chosen leadership style. The practice of integrative leadership seeks new breakthroughs by collaborating the strengths of leadership models such as leadership models that are oriented to character, people, tasks and processes. Thus, the leadership practice is expected to be able to bind, harmonize, increase OCB, increase job satisfaction, reduce employee distress, and motivate potential employees to be able to compete and perform better.

As a leader, the principal can influence the attitudes and behavior of school employees, including teachers; which can improve OCB and teacher performance. Teachers are the school's human resources who play a central role in determining the output of education services, determining the quality of school education services, the value of school accreditation, and the image of the school, because teachers are personal who interact more intensively with students and students. The teacher has a role in influencing students' way of thinking, behaving, and behaving. In the midst of the increasingly high talent competition in the current industrial era 4.0, as a teacher must be able to play an optimal, proactive, full of initiative, creative and innovative role.

Teachers' contributions in helping schools realize their vision, mission, and goals are not limited to those contained in the job description, but teachers are also expected to take part outside the job description. The level of the teacher's contribution can be influenced by many factors and one of them is extra-role behavior (OCB). Srimulyani et al (2016) state that integrative leadership significantly positively influences extra-role behavior. In addition to the leadership factor, a sense of involvement in the teacher also determines the teacher's OCB. The aspects of involvement, sense of belonging, commitment, loyalty, and the desire to contribute to the organization are a reflection of an employee's involvement. When not all school employees do not all have a high level of employee engagement, it is a formidable challenge for school managers, especially in the increasingly fierce level of competition in school services. The results of the study of Srimulyani et al. (2016) stated that high teacher engagement affects the high OCB of teachers. This research is a development of previous research (Srimulyani et al. 2016) with the aim of analyzing the impact of integrative leadership and employee engagement on OCB of teachers by expanding the research area.

II. Literature Review and Development of Hypotheses

Integrative Leadership

Yulk et al. (2002) defines integrative leadership as a leadership style that integrates aspects of competence, behavior, features, attitude, style, and situational in a leadership theory model which, if applied can increase organizational effectiveness and efficiency; whereas according to Fernandez et al. (2010) the definition of integrative leadership is a combination of five leadership styles namely task-orientation, relation-orientation, change-orientation, diversity-orientation and integrity-orientation. Integrative leadership is a leadership style that develops an integrated concept of leadership that is an integration of five leadership styles (task-oriented, relation; change; diversity, and integrity) in order to increase organizational effectiveness and success.

Integrative leadership in this empirical study uses the conceptual framework of servant leadership (Barbuto and Wheeler, 2006; Liden et al. 2008) which is similar to the integrative leadership model of Yulk et. al. (2002) and combined with the four leadership roles, as follows:

- a. Character orientation, including aspects: attitude, value, credibility and motivation. Measurement of this aspect is wisdom, humility.
- b. Orientation on people, including efforts to develop HR, leader relationships with subordinates in harmony, and leader commitment in employee development. Measurement of this aspect is altruistic calling, emotional healing.
- c. Task orientation, including aspects of achievement and success; leader tasks and skills needed to be an effective leader. The measurement of this aspect is organizational stewardship, persuasive mapping, and vision.
- d. Process orientation, covering the efficiency aspects of the organization's operational processes, developing systems that are open, efficient and flexible. Measurement of this aspect is service.

Employee Engagement

The challenge for human resource management is how organizations create emotional ties (engage) employees with work and workplace organizations. The characteristics of employees who are engaged include: working passionately, having a high spirit of devotion and fulfilling responsibilities with pleasure. Employee engagement is a positive motivational condition of an employee that can be seen from the aspects of vigor, dedication, and absorption (Schaufeli, 2002). The vigor aspect is defined as the high enthusiasm of an employee accompanied by the desire to devote energy, persistence and energy; dedication aspect is a high level of employee involvement with the characteristics of having a high sense of enthusiasm, a feeling of pride and inspiration; the aspect of absorption is the high job involvement and the difficulty of separating oneself from the work done.

Organizational Citizenship Behavior (OCB)

OCB reflects choice behaviors that are not part of formal work obligations, but support the effective functioning of the organization (Robbins, 2006: 364). The behavior, also called extra-role behavior, is behavior carried out by an employee even though the behavior is actually not a necessity or obligation, so OCB is needed in organizations, especially for non-profit organizations such as school organizations. An employee who behaves extra-highly does not expect certain rewards because the employee performs voluntarily, as a form of employee social behavior to work beyond formal obligations (extra roles) in the work environment.

Organ et al. (2006) developed five OCB dimensions that can be used to measure an employee's OCB level, as follows:

- a. Altruism or also called helping behavior, which is the behavior of helping other employees / colleagues voluntarily when experiencing difficulties both regarding tasks related to organizational operations and personal problems.
- b. Courtesy, which is the behavior of maintaining good relationships with other employees to avoid interpersonal problems by alleviating work problems from coworkers.
- c. Conscientiousness or also called individual initiative, related to performance that exceeds the minimum standards applicable, voluntary efforts in carrying out the role of a creative task, for the sake of improving organizational performance.

- d. Sportsmanship, is the level of sincerity or tolerance for conditions that are less than ideal or unsatisfactory in the workplace, without filing complaints so as to increase the positive climate of the organization, behave politely, and be cooperative.
- e. Civic virtue, which is responsible behavior for organizational life, actively contributes to the organization and has a concern for the existence of the organization.

In its development, there are grouping of the five dimensions developed by the Organ into two dimensions, as follows:

- a. Citizenship behavior directed towards individuals (OCB-I) is beneficial behavior for certain individuals in the organization and indirectly influences the effectiveness of the organization (Lee and Allen 2002).
- b. Citizenship behaviors directed towards the organization (OCB-O) are behaviors that benefit the organization, such as obedient behavior to maintain order in the work environment, safeguard organizational assets, etc. (Williams and Anderson in Mohammad and Alias, 2011).

Hypothesis Development

The results of the study of Srimulyani et al. (2016) shows that integrative leadership and employee engagement influence positively and significantly on teacher OCB. In other empirical studies, Ram and Prabhkar (2011) and Saragih & Margaretha (2013) find that servant leadership as an integrative leadership approach influences positively and significantly on employee OCB.

These results indicate that overall OCB improvement can be done through integrative leadership practices and increased employee engagement. Formulation of research hypotheses taking into account theoretical and empirical studies are:

- H1: Integrative leadership positively and significantly influences OCB.
- H2: Employee engagement positively and significantly influences OCB.
- H3: Integrative leadership positively and significantly influences OCB-O.
- H4: Integrative leadership positively and significantly influences OCB-I.
- H5: Employee engagement positively and significantly influences OCB-O.
- H6: Employee engagement positively and significantly influences OCB-I.

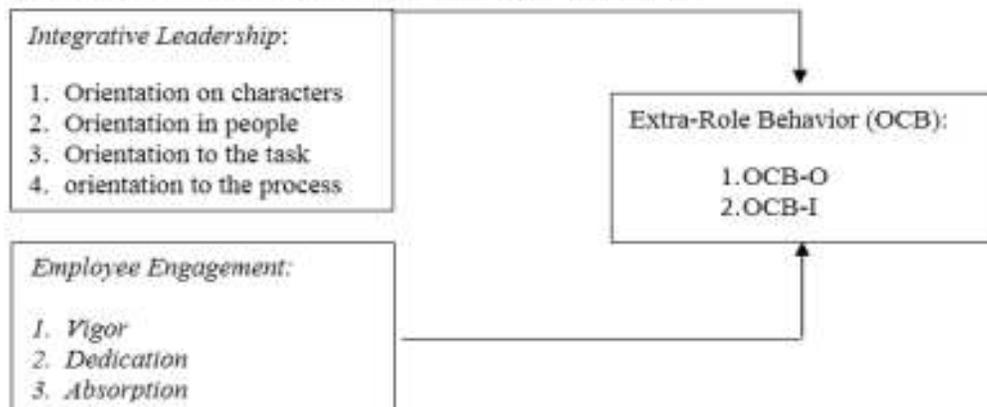


Figure 1: Research Framework

III. Research Methods

This type of research is an explanatory survey, with the sample being permanent teachers and using the questionnaire as a primary data collection tool. Sampling was carried out in several regions in East Java with permanent teachers from SMA / SMK / MA in several regions in East Java which included Madiun City and 4 Regencies namely Madiun, Magetan, Ngawi, and Ponorogo, as well as three regions of East Central Java province,

which bordered by East Java, namely Cepu, Blora and Rembang. The sampling method uses convenience sampling. Data analysis was performed with the help of SPSS software.

Table 1: Measurement and Operational Definitions of Research Variables

Variable	Operational definition	Dimension	Number of Indicators	Literature
<i>Integrative Leadership</i>	Leadership practices oriented to: 1) <i>character</i>	1. <i>Wisdom</i> 2. <i>Humility</i>	4 indikator 6 indikator	<ul style="list-style-type: none"> Barb utodan Wheeler (2006) Page dan Wong (2003)
	2) <i>people</i>	3. <i>Altruistic calling</i> 4. <i>Emotional healing</i>	5 indicators 4 indicators	
	3) <i>task</i>	5. <i>Persuasive mapping</i> 6. <i>Organizational stewardship</i> 7. <i>Vision</i>	5 indicators 5 indicators 5 indicators	
	4) <i>process</i>	8. <i>Service</i>	5 indicators	
<i>Employee Engagement</i>	Positive employee behavior as an impact on trust, integrity, and reciprocal communication in order to improve organizational outcomes	1. <i>Vigor</i>	6 indicators	Schaufeliet al. (2002)
		2. <i>Dedication</i>	5 indicators	
		3. <i>Absorption</i>	6 indicators	
<i>OCB</i>	Behavior that is inherent to employees that exceeds the job description, is free and voluntary and does not directly affect the reward system that employees receive.	<ul style="list-style-type: none"> OCB-I: 1. <i>Altruism</i> 2. <i>Courtesy</i> 	3 indicators 3 indicators	Organet. al.(2006)
		<ul style="list-style-type: none"> OCB-O: 3. <i>Conscientiousness</i> 4. <i>Sportsmanship</i> 5 <i>Civic Virtue</i> 	3 indicators 3 indicators 3 indicators	

IV. Data Analysis and Discussion

The number of schools that became the object of research amounted to 38 schools consisting of 11 public schools and 27 private schools. The number of questionnaires distributed was 484 copies, and the response rate was 97.10% (a total of 470 returned questionnaires).

Table 2: Average Research Variables

Variable	Mean	Description
<i>Integrative Leadership</i>	4.0488	High
<i>orientasipadakarakter</i>	4.4822	Very High
<i>orientasipada orang</i>	3.8316	High
<i>orientasipadatugas</i>	4.1344	High
<i>orientasipada proses</i>	4.0502	High
<i>Employee Engagement</i>	3.6264	High
<i>Vigor</i>	3.7003	High
<i>Dedication</i>	3.9982	High
<i>Absorption</i>	3.3276	High
<i>OCB</i>	4.0224	High
<i>OCB-O</i>	4.1097	High
<i>OCB-I</i>	3.8915	High

The average teacher's answers for the variables studied were high (table 2). Measurement of high-low average of the variables, calculated with a scale range of 0.8 of the research instrument that is scale 5. The results of the initial test in the form of data quality tests on 100 respondents from 470 respondents met valid and reliable criteria. The results of the classic assumption test for the developed regression equation meet the BLUE criteria. To test the hypothesis is done by t test by comparing t arithmetic with CR at a level of confidence (α) 5% (0.05). A summary of the results of the regression analysis of the three developed regression equations is shown in table 3.

Table 3: Results of Regression Analysis

		Estimate	S.E.	Beta	t-hit	CR	p	Description	
$OCB = a_0 + b_1 IL + b_2 EE + c_1$ model 1)									
IL	→	OCB	0,139	0,035	0,166	4,029	2,000	0,000	Significant H1 accepted
EE	→	OCB	0,236	0,023	0,421	10,218	2,000	0,000	Significant H2 accepted
$OCBO = a_0 + b_3 IL + b_4 EE + c_2$ model 2)									
IL	→	OCBO	0,128	0,037	0,145	3,480	2,000	0,000	Significant H3 accepted
EE	→	OCBO	0,245	0,025	0,414	9,973	2,000	0,000	Significant H4 accepted
$OCBI = a_0 + b_5 IL + b_6 EE + c_3$ model 3)									
IL	→	OCBI	0,156	0,044	0,155	3,584	2,000	0,000	Significant H5 accepted
EE	→	OCBI	0,223	0,029	0,330	7,641	2,000	0,000	Significant H6 accepted

Table 3 shows that all proposed hypotheses are accepted, seen from the t value > CR (2,000) and p value < 0.05.

V. Discussion

Effect of Integrative Leadership on Organizational Citizenship Behavior (OCB)

From the test it is proven that integrative leadership influences positively and significantly on overall and dimensional OCB (OCB-O and OCB-I). This supports Srimulyani (2016) who found a positive and significant impact of integrative leadership on OCB. Support Maharani and Aini (2019) which prove the positive and significant influence of servant leadership has a significant influence on OCB in a positive direction.

Integrative leadership practices that collaborate leadership excellence oriented to character, employee development, performance improvement and task success, improving organizational operational efficiency have been shown to have a significant impact on OCB in a positive direction (table 3). OCB is a spontaneous and voluntary employee behavior, helping or helping coworkers who have difficulty in carrying out their daily work to finish it faster, when the employee's work is completed first. These behaviors are needed to help schools achieve their goals, especially in the midst of the current 4.0 revolution. In table 2 it can be seen that the practice of integrative leadership in SMA / SMK / MA which is the object of research receives good responses by teachers, because it places great emphasis on character while still trying to pay attention to task performance and performance, efficiency and effectiveness of the education service process, and also school HR development. In table 2 it can also be seen that the overall OCB teacher level is also high. This indicates that leaders who have the spirit of serving subordinates sincerely and can be role models, can affect the OCB level of teachers, which in turn can affect teacher performance and school performance. Podsakoff et al. (2000) state that OCB provides many benefits for organizations such as: improving the performance of coworkers and managers, saving organizational resources; and helping organizations to survive and adapt to changing environments (Organ et al., 2006).

The Effect of Employee Engagement on Organizational Citizenship Behavior (OCB)

Table 3 shows that employee engagement positively and significantly affected OCB, seen from the p-value of < 0.05. These results support the opinion of Avey et al. (2007) that positive psychological and emotional states of employees reflect engaged attitudes towards work and organization and produce high OCB (Avey et al., 2007). The value of employee engagement (table 2) is high, and the dedication aspect is the highest value compared to the aspects of vigor and absorption.

From the results of employee engagement testing affect positively and significantly on OCB-O, meaning that engagement with teachers that includes aspects of vigor, dedication, and absorption affect the emotions of teachers so that it impacts on changes in teacher work attitudes and behavior that can benefit the organization (OCB- O). A prominent element in engagement with teachers compared to other elements is dedication, which is the feeling of being involved by the teachers is very strong in the work so that the teachers experience a sense of meaningfulness, enthusiasm, pride, inspiration, and challenges in the role of the task undertaken so far. Employee engagement was also found to positively and significantly influence OCB-I. These results support the research of Srimulyani et al (2016); and Ram and Prabhkar (2011).

VI. Conclusion

The results of the study indicate that to further enhance helpful behavior, positive behavior, behavior that tries to perform beyond the minimum standard, behavior that voluntarily participates in supporting organizational functions, becomes a more responsible, patient, responsive, and proactive teacher to the school then can have an impact on

improving teacher performance, can be done with an integrative leadership approach and increase teacher engagement both work engagement and organization engagement.

VII. Suggestions for Further Research

Although the test results support the hypothesis, some recommendations are recommended for further research development, namely:

- 1) Employee engagement can be measured using a multidimensional approach that is work engagement and organization engagement because in this study it still uses a single dimension.
- 2) The addition of variables that affect OCB as a positive consequence of integrative leadership practices in the research model, such as: organizational justice, employee retention, and organizational commitment.

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