

Organizational Citizenship Behaviour Mediates Work Motivation and Quality of Work Life for Teachers Performance

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Organizational Citizenship Behaviour Mediates Work Motivation and Quality of Work Life for Teachers Performance

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Abstract:

Background: The challenges of teachers in this era of globalization in carrying out their duties and responsibilities as educators are growing with the rapid development of technology, and the moral crisis of generations so as professional educators teachers also play a role in instilling quality values and understanding, this makes teachers have challenges to be able to develop appropriate learning methods and have additional tasks so that teachers are indirectly required to play a role extra in his work as an educator. The ability of teachers to complete tasks and responsibilities and extra roles can be realized if teachers have the drive in themselves to do work and the support from schools facilitates and provides a quality working life for teachers so that the efforts made by teachers in educating, guiding, teaching, directing, assessing, training and evaluating student learning can be realized properly.

Materials and Methods: sampling techniques that represented all teachers in Surabaya (1). The instruments used are the employee performance scale and work motivation scale developed by researchers, quality of work-life scale, and the organizational citizenship behaviour scale which are disseminated online through (9) Google Forms. The resulting data is then scored and analyzed with a path analysis model using the help of IBM Statistical Package for the Social Sciences (SPSS) version 25 for analysis.

Results: The results showed that work motivation affects employee performance directly without being mediated by organizational citizenship behaviour with a path coefficient value of 0.556 and a significance of $0.000 < 0.01$. Organizational citizenship behaviour is proven to mediate the relationship between the quality of work life and employee performance of teachers in Surabaya City with a coefficient value of 0.041 with a significance value of $0.037 < 0.05$. Work motivation has also been shown to affect teacher OCB with a significance of $0.000 < 0.01$ as well as quality of work life can affect OCB with a significance of $0.000 < 0.01$. Organizational citizenship behaviour carried out by teachers has also proven to affect teacher performance in the city of Surabaya with a path coefficient value of 0.201 and a significance of $0.015 < 0.05$.

Conclusion: Teacher performance is proof of teacher achievement in carrying out their duties and responsibilities as educators who are influenced by work motivation, quality of work life, and organizational citizenship behaviour.

Key Word: Employee performance; work motivation; quality of work-life; organizational citizenship behaviour.

I. Introduction

Teacher performance is in the spotlight because it is believed to contribute to educating the generation who will become sons of the nation through the ability to teach, guide, train students, and determine the future of education in Indonesia. Winardi (2007) explained that teacher performance is aimed at improving the quality of education in Indonesia with the emergence of new creative and applicable ideas. Of course, there is motivation for teachers to continue to make a good contribution to their work so that they can produce maximum work. According to Yuniarsih & Suwatno (2008), teacher performance is the result of work done by teachers as an effort to complete the main task, namely providing teaching to students. Teaching carried out by teachers includes planning, implementing teaching and learning, and evaluating the achievement of learning that has been done. The success of Teaching and Learning Activities refers to how a teacher understands his professional duty as an educator with the main task of educating, teaching, guiding, directing, training, and evaluating student learning processes and outcomes, according to the results of Handoko & Akso (2020) research teacher professionalism can improve their performance as educators.

The Performance and Budget Implementation Achievement Report issued by the Ministry of Education, Culture, Research, and Technology on August 31, 2023, shows that there are still 47% of the total 50,789 teachers who have achieved the programs launched by the Ministry in the period from 2020-2022 (Kemendikbudristek,

2023). The achievement of teacher performance results in completing their tasks based on certain criteria can be called employee performance, as explained by Wirawan (2009) employee performance is the result of achievement in working according to certain criteria set by agencies/companies that focus on 3 aspects, work results, work behavior, and individual traits. Sihombing et al (2018) provide an understanding that employee performance is the result achieved by individuals in working according to certain criteria and responsibilities that contribute to organizational goals. Nguyen & Nguyen (2022) explained that employee performance includes 5 roles; job (assessment according to job description), career (assessment of the application of skills needed to develop the organization), innovator (assessment of the ability of individuals to create and innovate), team (assessment of the ability to work with colleagues to achieve organizational success) and organization.

One of the factors that affect employee performance is support from the organization, as explained by Oguz (2010) the encouragement/demands given by organizations to improve employee performance to improve team performance. Currently, what is demanded by organizations is not only behavior in individual roles independently, but also extra-role behaviors that can help the productivity of team performance which is currently known as organizational citizenship behaviour (OCB), with this study will see how the role of OCB in influencing teacher performance. Employee performance measures several things such as work results both in terms of quantity and quality, work behavior in completing work, and individual characteristics such as the ability to accept change, honesty, firm stance, and creativity. On the other hand, based on the results of Layadi & Sahetapy's research (2022) what is still found today is that there is no effective formula to improve employee performance, especially in this research in the field of education, teachers are.

Other factors that affect employee performance also come from internal and external individuals. According to Mathis & Jackson, (2006), 3 factors affect employee performance, (1) abilities, such as talent, interest, creativity, and innovation, and personality factors, (2) efforts to do work, intention (willingness/motivation), work ethic and discipline/attendance, and (3) support from organizations such as training and career self-development, facilities and infrastructure, clarity of work standards and management and colleagues. Internal factors that can support the improvement of teacher-employee performance such as the ability to follow the needs of the teaching and learning process, and the willingness to do a job that can support the success of the teaching and learning process.

The willingness and determination of employees to complete work is important in supporting the improvement of the quality of work (employee performance). The results of Sugiharjo's research (2020) show that low feelings of volunteerism in completing work can lead to a decrease in staff loyalty in SMK to their work. Likewise, and the sense of mutual assistance that occurs between staff is not well established, this can be an obstacle to advancing the school. This phenomenon illustrates that organizational citizenship behaviour (OCB) has a positive effect on improving employee performance. Results were also found in civil servants at the Demak Regional Secretariat who were researched by Utami et al (2022) stating that when civil servants have a high OCB level, it can support the improvement of employee performance. When civil servants are willing to help colleagues who experience problems, it can improve performance positively. This value is in line with the principle adopted by the Regional Secretariat Work Unit that civil servants are asked to continue to focus on having a positive impact both on themselves and others regarding their performance. Increasing OCB in civil servants is not a mandatory task for employees but can have a positive impact on realizing the effectiveness of organizational functions. Another study in the industrial world conducted by Rahmawaty & Lo (2021) shows the results that additional roles carried out by employees commonly referred to as organizational citizenship behaviour (OCB) have a positive influence on employee performance, the more additional roles carried out by employees as an effort to support organizational effectiveness will increase employee willingness to improve their performance.

The effect of work motivation on increasing employee performance according to the results of Ulfah & Nilasari's research (2023) does not have a direct effect, but when mediated by the willingness to play an extra role (OCB), work motivation can improve performance results described in conditions when employees have a sense of responsibility for their performance can increase employee willingness to complete and produce maximum work. When teachers have an attachment to their duties and work will have an impact on improving their performance results, as well as when teachers get a lot of support from both superiors and colleagues, teachers will become more attached to their work and improve the resulting employee performance. Teacher work motivation mediated by the teacher's willingness to behave extra is a combination of factors that will be examined to see how strong the relationship between work motivation and OCB's role as a mediator in improving employee performance produced by teachers.

According to Tarigan et al (2020), external factors in the form of quality work life provided by organizations to their employees, both in the form of self-development and career in the form of seminars, training and certification, organizational support and rewards or benefits are some things that can improve employee performance. Improving teacher performance by providing competency development opportunities by attending training, rewarding achievements outside the responsibility, and allowing teachers to be creative in developing the learning process, motivating and providing quality life is a way that can improve teacher performance in carrying out teaching. The results of Walidya & Izzati (2023) research show that when teachers have obtained maximum quality of work life, they can increase their sense of responsibility for the work done, become proud of their work so that they will become more active, participate and contribute to advancing the organization or helping to achieve work effectiveness of the organization. When teachers get comfortable, safe, and healthy facilities in the work environment, it can make it easier for teachers to complete and produce good performance so that the achievement of their tasks can be completed.

The results of Widiyanti & Rizal (2022) research also explain that when employees get a quality work life, they will be serious about completing their work so that the results done will be maximized. The opportunity for teachers to participate in various development activities can also enrich their knowledge and knowledge so that it can be one of the strengths to share with colleagues and establish good social relations, one of which is by helping other employees achieve maximum performance so that they can achieve common goals in the organization. Therefore, the purpose of this study is also to find out whether the quality of work-life factor mediated by the role of OCB has a causal relationship with the resulting teacher performance.

The importance of employees having the willingness to do something / work with balance and welfare in the work environment can make teachers want to work extra to produce the best performance, of course with the willingness of teachers to work and organizational support in the form of providing quality work life for teachers. This phenomenon is important to be investigated further, considering the many changes in regulations and demands given to teachers.

H1: Organizational citizenship behaviour mediates the relationship between work motivation for teacher performance

H2: *Organizational citizenship behaviour* mediates the relationship between quality of work life for teacher performance

H3: Work motivation has a relationship with the organizational citizenship behaviour of teachers

H4: Quality of work life has a relationship with the organizational citizenship behaviour of teachers

H5: Work motivation has a relationship with teacher performance

H6: Quality of work life has a relationship with teacher performance

H7: Organizational citizenship behaviour has a relationship with teacher performance

II. Material And Methods

This quantitative study was conducted on Teachers in Surabaya City from November to December 2023. A total of 500 teacher subjects (both male and female) from elementary school, junior high school, and high school/vocational levels, were used in this study.

Study Design: This quantitative research uses a path paradigm model because it has variables that are used as paths between independent variables and dependent variables. Path variables aim to find out the ultimate goal of the dependent variable whether it can go directly from the independent variable to the bound variable or must go through the path variable. The variables to be examined in this study include; Employee Performance as a Dependent Variable, Work Motivation and Quality of Work Life as an independent variable, and Organizational Citizenship Behaviour (OCB) as a Mediator / Track Variable.

Study Location: This is an Education-based study that specializes in schools and is carried out on teachers in all areas of the city in Surabaya including Central Surabaya, West Surabaya, East Surabaya, North Surabaya, and South Surabaya who come from various levels of education from Elementary School (SD), Junior High School (SMP) and High School (SMA) / Vocational High School (SMK).

Study Duration: November 20 – December 8, 2023.

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Sample size: 500 teachers.

Sample size calculation: The population of this study is teachers located in the city of Surabaya and has been recorded in the main data of education of the Directorate General of Early Childhood Education, Primary Education, and Secondary Education in the Odd semester of 2023-2024 accessed by researchers on September 27, 2023 totaling 30.756 teachers in the city of Surabaya. The determination of the research sample refers to the concept developed by Isaac and Michael with a chosen error rate in social research of 5%. If referring to the table determining the number of samples with an error rate of 5% of the 40,000 population, the sample used was 380 teachers in the city of Surabaya.

Procedure methodology

Data collection is carried out by providing a set of questions and written statements to respondents with a questionnaire technique and a measuring scale. The scale in this study contains questions and statements given to respondents by filling out through the help of Google Forms. This measuring scale is developed by referring to the theories on each variable, along with the explanation;

Employee performance scale

The employee performance scale is prepared by referring to the performance aspects proposed by Wirawan (2009) including; (1) Work result, which refers to some works that can be completed on time, according to the objectives. (2) Work behavior, seeing the hard work done to achieve targets by setting deadlines, oriented in providing services, and trying to complete work as much as possible. (3) Individual traits, seeing how the teacher's self-acceptance in the face of changes in the workplace, prioritizing honesty, being able to innovate, and creatively generating ideas related to work.

Work motivation scale

The work motivation scale is prepared concerning the aspects of motivation proposed by Greenberg & Baron (2003) including; (1) Arousal, related to the energy, passion, and drive that underlie behavior at work. The desire and interest to fulfill desires and goals while working becomes an encouragement for fulfilling needs. (2) Direct behavior, a way to achieve goals in a certain way that has been chosen so that it becomes more focused and leads to the goal. (3) Maintaining behavior, resilience, or the duration of maintaining behavior so that the desired goals can be achieved.

Quality of working life scale

The scale of quality of work life is adapted from the scale of the Walton model that has been updated and developed by Timossi et al (2008) consists of 35 items and already covers 8 aspects; adequate and fair compensation, safe and healthy environment, development of human capacities, growth and security, social integration, respect to laws and norms, the total life space, and social relevance.

Organizational citizenship behaviour scale

organizational citizenship behaviour scale consists of 24 items representing 5 aspects developed by Podsakoff et al (1990); (1) Altruism, selfless helping behavior to co-workers when faced with problems in their work. (2) Conscientiousness is behavior resulting in performance exceeding the minimum standard in its work. (3) Sportsmanship, able to adapt to unpleasant conditions, and have a good sense of tolerance. (4) Courtesy, the ability to show how to prevent problems from occurring. (5) Civic Virtue, is a high sense of responsibility for the tasks and results of work in achieving organizational goals.

Statistical analysis

Data analysis following the purpose of this study is to provide an overview of the influence of independent variables (work motivation and quality of work life) through mediator variables that become pathways (organizational citizenship behaviour) on bound variables (employee performance), then the data analysis technique used is path analysis. This path analysis is carried out using correlation and regression so that it can be known to the last variable whether it can be from the independent variable directly to the dependent variable or must go through the intervening variable. Data analysis will be performed with the help of the IBM SPSS version 25 for analysis.

III. Result

Validity Test

Item discrimination test is carried out by checking the index correct item-total correlation of each item. The limit used in the study was an index of ≥ 0.30 (Sugiyono, 2013; Azwar, 2014). The validity test or validity of organizational citizenship behaviour (OCB) scale items was carried out by item discrimination test using the IBM SPSS version 25 for analysis. The validity of the employee performance scale originally had 12 items and when the validity test was carried out, 9 valid items were obtained with the discrimination power of moving items from 0.333 – 0.488. The validity of the work motivation scale shows that 12 items of the scale are declared valid with the discrimination power of moving items from 0.387 – 0.628. The validity of the work-life quality scale that was adapted originally has 35 items and when the validity test is carried out, 33 valid items are obtained with the discrimination power of moving items from 0.485 – 0.819. The validity of the Organizational Citizenship behaviour scale that has been adapted originally has 24 items and when the validity test is carried out, 18 valid items are obtained with the discrimination power of moving items from 0.315 – 0.819.

Reliability Test

The measurement of the reliability of this research scale was carried out using the Cronbach Alfa formula because every single scale in this study was presented at one time to a group of respondents (single trial administration). The Cronbach Alpha test is performed by calculating the alpha coefficient using the IBM SPSS version 25 for analysis. Data is said to be reliable if r alpha is positive and r alpha is $> r$ table. The test value will be proven using a 2-sided test at a significant level of 0.05. It can also be viewed by using a specified limit value, such as 0.6. A value less than 0.6 is considered to have less reliability, while a value of 0.7 is acceptable and a value of 0.8 is considered good (Azwar, 2014). The results of the reliability test of the employee performance scale were 0.712; the work motivation scale 0.850; the quality of work-life scale of 0.971 and the organizational citizenship behaviour (OCB) scale of 0.854 which shows that all scales in this study are considered reliable.

Classic Assumption Test

The assumption test was carried out to determine the use of parametric or non-parametric analysis techniques because this study was quantitative normality tests and multicollinearity tests were carried out with the help of the IBM SPSS version 25 for analysis. Looking at the normality of the data using the Kolmogorov-Smirnov test this study yielded an Asymp. Sig. (2-tailed) Kolmogorov-Smirnov and from the residual histogram of 0.086 > 0.05 which means that the distribution of research data is normally distributed.

Table 1: Normality Test Results

	<i>Kolmogorov - Smirnov</i>	
	<i>Statistic</i>	<i>Sig.</i>
<i>Unstandardized Residual</i>	0,48	0,086

Sumber: SPSS versi 25.0 for windows

This multicollinearity test is intended to test whether there is a high or perfect correlation between the independent variables or not in the regression model. It can be done in several ways, one of which is by using the Tolerance and Variance Inflation Factor (VIF). Assumptions of Tolerance and Variance Inflation Factor (VIF). If $VIF > 10$ and the Tolerance value < 0.10 then multicollinearity occurs, whereas if $VIF < 10$ and the Tolerance value > 0.10 then multicollinearity does not occur.

Table 2: Multicollinearity Test Results

Variable	Tolerance	VIF	Conclusion
Work Motivation – Teacher Performance	0,761	1,315	Multicollinearity does not occur
Quality of Work Life – Teacher Performance	0,897	1,115	
Organizational Citizenship Behaviour – Teacher Performance	0,730	1,369	

number: SPSS version 25.0 for windows

The results of the multicollinearity test between the variables of work motivation, quality of work life, organizational citizenship behaviour (OCB), and teacher performance obtained a VIF score of 1.315, 1.115, and 1.369 < 10 and a tolerance value of 0.761, 0.897, and 0.730 > 0.10, it can be concluded that there are no symptoms of multicollinearity.

Hypothesis Testing

Path analysis through 2-stage regression analysis with the help of the IBM SPSS version 24 for analysis. The first stage is Regression Model I involving OCB as the dependent variable and work motivation and quality of work life as the independent variables. The second stage is Regression Model II involving employee performance as the dependent variable and work motivation, quality of work life, and OCB as independent variables. The test results are presented in the following table;

Table 3: Model I and II Regression Test Results

Variable	Beta	Sig.	Conclusion
Work Motivation – OCB	0,432	0,000	Very Significant
Quality of Work Life – OCB	0,203	0,000	Very Significant
Work Motivation – Teacher Performance	0,556	0,000	Very Significant
Quality of Work Life – Teacher Performance	0,034	0,037	Significant
Organizational Citizenship Behaviour → Teacher Performance	0,201	0,015	Significant

Sumber: SPSS versi 25.0 for windows

The results of implementing all stages of this analysis are summarized in the path diagram as follows;

Table 4: Path Coefficient Results

Variable	Direct Coefficient	Indirect Coefficient (Via OCB)
Work Motivation – Teacher Performance	0,556	$0,432 \times 0,201 = 0,087$
Quality of Work Life – Teacher Performance	0,034	$0,203 \times 0,201 = 0,041$
Work Motivation – OCB	0,432	-
Quality of Work Life – OCB	0,203	-
Organizational Citizenship Behaviour → Teacher Performance	0,201	-

Sumber: SPSS versi 25.0 for windows

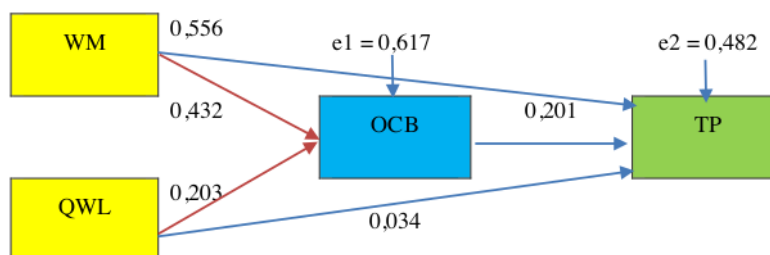


Figure 1. Path diagram between variables

13 IV. Discussion

Organizational Citizenship Behaviour (OCB) mediates the relationship between Work Motivation and Teacher Performance

The results of this study indicate indirectly through organizational citizenship behaviour (OCB) that work motivation is not related to employee performance with a path coefficient of 0.087. The results of this path coefficient prove that the first hypothesis is rejected. On the other hand, although OCB does not influence mediating work motivation on employee performance, the effective contribution that work motivation has when combined with OCB on teacher performance is 38.3%. Research conducted on teachers in the city of Surabaya shows that the motivation possessed by teachers can directly help influence the resulting performance without requiring extra roles at work. When teachers have high enthusiasm and motivation in working, are willing to complete their tasks, focus on their work, and are not easily distracted by other things around them, teachers do not need a lot of time to complete their work. Regarding teachers' extra-role behavior at work, it does not mediate motivation for the resulting performance. This is related to the description of teachers who have high OCB as having the characteristics of liking to help colleagues who experience difficulties, producing performance that exceeds minimum standards, and prioritizing the interests of the organization. The results of this research support previous research by Rizky et al (2020) which explains that it is not proven that motivation can increase employee loyalty to the workplace and does not show a connection with the resulting performance, one of which is caused by a lack of fulfillment of needs that are not obtained during work so that they do not attach much importance to it. The need to build relationships when he is not given recognition for his performance either by his superiors or the workplace and does not get the opportunity to achieve self-actualization has an impact on the emergence of feelings of disappointment in employees which can hinder employee loyalty to the workplace organization.

When teachers are focused on work, enthusiastic, and have the will to complete their tasks independently, teachers do not pay attention to their surroundings, such as participating in various activities, helping colleagues, and dealing with unpleasant things or conditions. Work motivation is an internal factor that exists within the teacher so that when the teacher has high motivation in completing his work he will focus on completing his goals independently because the teacher has duties and responsibilities that must be completed. Yusuf et al (2021) explain that motivation comes from internal and external desires which can cause individuals to have certain methods or strategies according to their respective goals. This shows that employees will prioritize their interests by using their alternative methods according to their needs so that the goals they want to achieve can be achieved without paying attention to other things around them.

1 Organizational Citizenship Behaviour (OCB) mediates the relationship between Quality of Work Life and Teacher Performance

The results of this research show that there is a direct relationship between the quality of work life and employee performance with a path coefficient of 0.034. The results of this path coefficient prove that the second hypothesis is accepted. Research conducted on teachers in the city of Surabaya shows that the quality of work life, both directly and indirectly, involving extra-role behavior, influences the resulting performance. The path coefficient results show that OCB plays a role in mediating the quality of teacher work life and the resulting performance. An illustration of when teachers have a high quality of work life, namely teachers receive fair and appropriate compensation based on the performance produced, receive adequate safety and health facilities while working, have the opportunity to continue developing themselves and their careers in the workplace, the need to establish good social relationships between teachers at school, there are clear and adhered to rules set by the school, as well as the impact that work has on their daily lives. This quality of work life is an external factor obtained by the teacher. When teachers get and have a quality work life from the workplace agency with the various conditions that have been described, the teacher will be willing to prioritize the interests of the agency over his interests, try to obey existing rules by avoiding various problems, and conflicts that might arise, try to produce the best and be responsible for the resulting performance results. When all the teacher's needs are met by the agency or school, the teacher will try to survive in any condition, even if the conditions are unpleasant or make the teacher uncomfortable. This condition can help teachers to produce the best performance, be on time, and try to remain adaptable to all changes in the world of education.

In several studies, the quality of work life does not affect employee performance if there is no mediator, because employees can become complacent in fulfilling their basic needs, but this fulfillment is not applied to daily work, therefore their performance may not be influenced by the quality of their work life (Tarigan et al., 2020),

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however, the results of research by Thevanes & Harikaran (2020) show that the relationship between work life and the resulting performance is partly mediated by Organizational Citizenship Behaviour (OCB). Research findings reveal that OCB mediates the relationship between work life and employee performance productivity. Practices that encourage work-life aim to shape employees' positive work-related attitudes such as job satisfaction, or organizational commitment, and work engagement. The latest phenomenon is that many organizations choose the right people who are closest to the workplace or organization to avoid conflicts among employees. Under these conditions, an employee can work all the time to increase their productivity.

Work Motivation with Teachers' Organizational Citizenship Behaviour (OCB).

Based on the results of this research, the path coefficient value between work motivation and Organizational Citizenship Behaviour (OCB) is 0.432 with a significance value of extra (Organizational Citizenship Behaviour) when working. The results of this path coefficient prove that the third hypothesis is accepted. When a teacher has high motivation, characterized by energy and enthusiasm while working, has a strong will and drive to complete the work, the teacher will try to get the best results from each job, try to continue to participate in all things related to work, avoid problems that occur and if something unpleasant happens, the teacher will have the will to continue to adapt and overcome these conditions. Research by Muchtadin & Chaerudin (2020) shows that Work Motivation has a significant positive effect on Organizational Citizenship Behaviour with the illustration that the need to continue to excel in teachers makes them willing to follow changes in organizational governance and school policies, and when teachers have the desire to establish friendship with other teachers can encourage their enthusiasm to work beyond the allotted time and try to improve the quality of their services.

The same results were explained by Herdian et al (2020) that work motivation has a significant effect on Organizational Citizenship Behaviour (OCB) in employees. This extra role behavior will appear by itself when workers have the will to fulfill their targets and goals, one of which is by expressing themselves continuing to produce creative ideas. As explained by Karyadi et al (2022) based on the results of his research, work motivation directly has a positive and significant effect on the Organizational Citizenship Behaviour of MTsN teachers, this shows that to be able to improve the Organizational Citizenship Behaviour of teachers can be achieved by increasing work motivation, because motivation is the cause and the underlying reasons that can encourage someone to act. Widarko & Brotosuharto (2022) in their research also explained that the work motivation possessed by ASN employees can increase Organizational Citizenship Behaviour (OCB) when working. This work motivation is used to explain the employee's desire to behave, choose the direction of his behavior, effort, and intensity of behavior to continue. sustainability and completion of work or work performance. Muttaqien's (2021) research results also state that work motivation has important benefits in increasing employee OCB, namely by stimulating increased performance of human resources and institutions so that it can support employee creation and employee welfare. Sitohang (2022) found that work motivation has a direct influence on the Organizational Citizenship Behaviour of BKN employees if they believe that what they do will produce results according to their expectations.

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Quality of Work Life with Teachers' Organizational Citizenship Behaviour (OCB)

Based on the results of this research, the path coefficient value between the quality of work life and Organizational Citizenship Behaviour (OCB) is 0.203 with a significance value of or playing an extra role (Organizational Citizenship Behaviour) while working. The results of this path coefficient prove that the fourth hypothesis is accepted. When a teacher's work life is quality, the conditions received from both external and internal teachers can increase the teacher's willingness to do more. When teachers receive appropriate rewards both from an economic perspective in the form of compensation or safety and health facilities, as well as opportunities to continue to develop their careers, teachers become more enthusiastic about continuing to participate in all activities at school, continuing to work and trying to produce maximum performance. The results of research by Rimatanti & Darman (2023) show that the quality of work life is a manifestation of the importance of appreciation for workers in carrying out activities in the work environment. Conditions that describe workers experiencing difficulties or limitations in the authority conveyed by their superiors, make it easier for employees to be allowed to develop their abilities to improve performance to be more optimal and allowed to solve problems faced in agencies and institutions.

When teachers receive appropriate treatment or rewards, teachers will become more loyal and make the interests of the school or agency more important than their interests with the various qualities of life provided by the agency to teachers' lives, that the work they do as teachers has a positive impact on their daily lives. The results of research conducted by Kurniawati (2018) show that employees with a high quality of work life can encourage

employee behavior to exceed the minimum standards expected by organizational roles and promote the welfare of colleagues, work groups, and the company. The quality of teachers' work life also includes the need to maintain relationships and social relevance with their co-workers, this can also enable teachers to be willing to help each other without expecting anything in return when their co-workers experience difficulties or obstacles during work, this is also what will help to achieve the organization's common goals through the solidarity of workers or teachers in schools. Hastuti & Wibowo (2021) also show that there is a significant influence between the quality of work life and Organizational Citizenship Behaviour (OCB), employees who have a quality work life can encourage a willingness to help others and do work that exceeds what the organization expects. Similar research results were obtained by Sumiati et al (2018) that employees who have quality work lives can improve Organizational Citizenship Behaviour (OCB), even though it is not an obligation, it can support functioning and optimize work results and be more effective. On the other hand, with the norms and rules that are enforced in schools, when teachers have a good quality of work life they will choose to obey all the rules and changes that may occur, this makes teachers try to avoid problems related to their work as teachers, both with schools, fellow teachers, workers, and students.

Work Motivation with Teacher's Performance

Based on the results of this research, show that the path coefficient value between work motivation and Employee Performance is 0.556 with a significance value of the results of this path coefficient proving that the fifth hypothesis is accepted. When teachers have a high desire and enthusiasm for work, having strategies and ways to maintain their behavior to achieve their targets and goals at work will help teachers to be able to provide the best results from the performance they produce. Every activity carried out by an employee is driven by a force that exists within that person and this driving force is called motivation (Sitopu et al., 2021). When teachers have a strong will and desire to continue adapting to various changes both in learning methods and others, it can be said that teachers have strong work motivation. This can hone teachers' creativity and innovation abilities to get maximum results following the targets given. Herdian et al (2020) show the results that when employees have high work motivation, they will try to complete the tasks that have become their obligations to the maximum. This can increase employee work productivity so that they continue to progress. Motivation is one of the biggest drivers for individuals. to make maximum effort while working.

One of the work motivations that teachers have can be seen from the teacher's efforts to stay focused on work and complete his work so that the completion of assignments is by the time specified the teacher becomes more disciplined and responsible for his tasks. The results of research by Widarko & Brotosuharto (2022) show that the work motivation of ASN employees is closely related to work achievement, recognition of awards and praise, work responsibilities, employee work progress, and the possibility of development is considered quite good. Handoko & Akso (2020) show research results that teacher motivation has a positive and significant predictive relationship with teacher performance variables. Teacher performance seen from effective planning and implementation of learning is one form of teacher performance in carrying out tasks. Motivation is an urge that arises within a person to do something. A highly motivated teacher will try to give the best because he has a high commitment to his professional calling. Research results (Kuswati, 2020; Riyanto et al., 2021) provide the meaning that the role of motivation is a supporting factor in an organization, both government and private, especially in improving performance through several principles, including; the principle of participation, the principle of communication, the principle of recognition, the principle of delegation of authority and the principle of recognition.

Quality of Work Life with Teacher's Performance

Based on the results of this research, show that the path coefficient value between the quality of work life and Employee Performance is 0.034 with a significance value of The results of this path coefficient prove that the sixth hypothesis is accepted. Teachers who get a quality working life, one of which is fair and appropriate compensation, can be a reason for teachers to continue to improve their performance. A comfortable and safe work environment can also be a supporting factor for teachers to continue working to achieve the targets that have been given. Rego & Cunha (2008) provide an illustration that if a workplace strives to provide a quality work life for workers, it can provide benefits to the workplace that are felt from the performance produced by employees. By doing this, workplaces not only pay attention to pay and promotions but also create a work environment that increases workers' satisfaction with their needs, including survival, belonging, and knowledge needs, as this research found. When workers' lives become more meaningful with an increase in the quality of their work life, this can

become one of the reasons or motives for quality workers to continue working and produce the best performance for the workplace.

Teachers will feel that their work life is of quality when they continue to be able to improve and develop themselves both personally and at their career level. Teachers' opportunities to continue to develop their knowledge and abilities can also support teachers' ability to innovate and develop their creativity in producing new ideas to develop learning methods or work processes. Other. The self-development that teachers participate in also opens up insight and exchanges ideas and experiences with other teachers in various schools so that teachers get more information and experience of working conditions in various educational institutions. This can support teachers to continue to develop and adapt to various conditions in their work or school environment. Nguyen & Nguyen (2022) state that when workplaces are designed and managed to create meaning for workers, they tend to be healthier and happier. Healthy and happy employees tend to be more productive over the long term, able to produce better performance and more satisfying services for service users and other people they interact with. By implementing a good quality of work life, companies can reduce the high number of absenteeism resulting in good performance. Good performance means completing the project on time according to the contract. Wright & Cropanzano (2004) also stated that improving the quality of employee work life will also be an important factor in increasing employee productivity. The quality of work life influences the job satisfaction and well-being of each employee, as well as motivating them to commit to their work.

Organizational Citizenship Behaviour (OCB) with teacher's Performance

Based on the results of this research, show that the path coefficient value between the quality of work life and Employee Performance is 0.034 with a significance value of the results of this path coefficient proving that the seventh hypothesis is accepted. Teachers who have the willingness to behave extraordinarily or have high OCB at work will continue to strive to produce the best performance and try to exceed the standards that have been set, of course with the ability of teachers who are willing to innovate so that even though there are no specific standards set, teachers can produce good and appropriate performance. Teachers with high OCB will try to continue working in every situation, whether pleasant or unpleasant, this can support teacher performance results in meeting all the changes that occur in the world of education. This condition also illustrates that when teachers can adapt to various changes that occur and the teacher chooses to continue to follow these rules, the teacher shows an attitude that he prefers to avoid conflict with colleagues, superiors, and workplace agencies.

Layadi & Sahetapy's (2022) research shows that the Organizational Citizenship Behaviour variable influences employee performance. The high role of OCB makes employees volunteer to carry out work so that it is easy to improve the resulting performance. The research results that have been obtained illustrate that the research participants, namely teachers, rarely create problems between colleagues and this is one of the factors that allows them to complete their work correctly and within the allotted time. Herdian et al (2020) explains that employees are aware of doing work outside the job description for reasons to support the organization's productivity to run smoothly, one of which is by working not just to carry out work that is their job duties, but by voluntarily carrying out additional roles in the form of employee work loyalty. towards the company. The results of research by Sun & Yu (2015) show that there is a positive relationship between employees who have high responsibility for work and their social relationships at work resulting in better performance compared to colleagues who are less responsible. When employees feel voluntary and care about their workplace and social environment, employees will work harder and be more responsible, employees are also willing to work optimally when the company is also responsible for them. Similar research results produced by (Prahesti et al., 2017; Lestari & Ghaby, 2018) explain that OCB has a positive and significant influence on employee performance. This means that the greater the additional role that employees play in the organization, the greater the employee's intention to improve their performance.

New Findings

This research shows that direct work motivation (direct effect) has a very significant relationship with teacher performance in the city of Surabaya compared to the indirect relationship (indirect effect) through Organizational Citizenship Behaviour (OCB) as a mediator variable. These results are as explained in the research of Widarko & Brotosuharto (2022) which explains that the work motivation of ASN employees is directly closely related to the resulting performance, and other research by Rizky et al (2020) explains that work motivation cannot always be related to the emergence of a willingness to play a role. extra work or employee loyalty to the company.

Other findings in this research show that the quality of work life has a significant relationship with teacher performance in the city of Surabaya, with a direct effect and an indirect effect through organizational citizenship behaviour (OCB) as a mediator variable, but in this result shows that mediated by OCB, the quality of teachers' work life has a greater correlation coefficient with the teacher's performance in the city of Surabaya. When teachers have a quality work life, there is a high probability that teachers will be willing to prioritize the interests of the agency over their interests, try to obey existing rules, choose to avoid various conflicts that can arise so that they will try to produce the best performance and responsible for the results of their performance. The results of research by Thevanes & Harikaran (2020) show that the relationship between work life and the resulting performance is partly mediated by Organizational Citizenship Behaviour (OCB). The findings of this research reveal that OCB mediates the relationship between work life and employee performance productivity.

Based on the results of calculating effective contributions, it also shows that work motivation, quality of work life, and organizational citizenship behaviour (OCB) together have a contribution of 0.518, which means that 52% of teacher performance in the city of Surabaya is influenced by work motivation, quality of work life and OCB. while the remaining 48% of teacher performance in the city of Surabaya is influenced by other factors. If we look in detail, the factor that has the greatest influence on teacher performance in the city of Surabaya is the work motivation of teachers with an effective contribution of 34% without involving organizational citizenship behaviour (OCB) as a mediator variable.

V. Conclusion

This research shows several models of the relationship between teacher performance in the city of Surabaya and several factors, both internal and external, as follows:

1. Work motivation has a very significant relationship with teacher performance in the city of Surabaya directly and does not require the role of organizational citizenship behaviour (OCB) as a mediator variable because the role of OCB does not prove that teachers' work motivation can improve their performance.
2. Quality of work life is proven to have a significant relationship with teacher performance in the city of Surabaya, both directly and through the mediator variable, namely organizational citizenship behaviour (OCB) or extra-role behavior.
3. Work motivation has been directly proven to have a very significant relationship with the teacher's willingness to behave extraordinarily or the teacher's organizational citizenship behaviour (OCB).
4. The quality of work life has been directly proven to have a very significant relationship with the teacher's willingness to behave extraordinarily or the teacher's organizational citizenship behaviour (OCB).
5. Organizational Citizenship Behaviour (OCB) or the teacher's willingness to behave extravagantly at work in an effort to achieve productivity and shared goals has been directly proven to have a significant relationship to employee performance produced by teachers.

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