

**THE EFFECT OF PROCEDURAL JUSTICE, QUALITY OF WORK LIFE, AND  
INTRINSIC WORK MOTIVATION ON ORGANIZATIONAL CITIZENSHIP  
BEHAVIOR AND THEIR IMPACT ON HONORER TEACHER  
PERFORMANCE IN PANGKALPINANG**

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**Abstract:** *This study aims to examine the effect of procedural justice, quality of work life, and intrinsic work motivation on organizational citizenship behavior and their impact on the performance of honorary teachers in Pangkalpinang. Research respondents are honorary teachers in the city of Pangkalpinang Bangka Belitung as many as 127 people. The sampling technique is stratified random sampling. Model development using structural modeling. Data processing using structural equation model (SEM). The results of the study concluded that there was a relationship between procedural justice, quality of work life and intrinsic work motivation with the performance of honorary teachers; further studies also conclude that there is a relationship between procedural justice and quality of work life, and intrinsic work motivation with organizational citizenship behavior; The study also confirms that there is a relationship between organizational citizenship behavior and teacher performance; Organizational citizenship behavior mediates the relationship between work motivation and teacher performance, the results of the analysis conclude that Organizational citizenship behavior can mediate the relationship between work motivation and teacher performance; Organizational citizenship behavior mediates the relationship between procedural justice and teacher performance, the results of the analysis conclude that Organizational citizenship behavior can mediate the relationship between procedural justice and teacher performance;.*

**Keywords:** *Procedural Justice, Quality of Work Life, Intrinsic Motivation, Organizational Citizenship Behavior, Teacher Performance*

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## **1. Introduction**

The success of the organization depends on the performance of employees as human resources which is an important element in realizing the vision, mission, and goals of a company. Employees as strategic resources are the backbone of the organization, so that in carrying out their duties will affect their performance. According to Fauth, Bevan, and Mills (2009) organizational success depends on input from ideas, innovation, and creativity from employees. Employee performance indicators can be reflected in the quality of work, level of work persistence, level of attendance, cooperation between co-workers, level of concern for work safety, responsibility for the results of their work, and creativity. The success and sustainability of an organization will be largely determined by the willingness of employees

to behave not only in doing their main tasks, but also having the desire to become good employees (good citizens) in the organization (Markóczy, Xin, 2004).

During the last three decades, the attention of academics and practitioners to further examine the idea of organizational citizenship behavior (OCB) has increased, especially in the field of organizational behavior (Takeuchi, Bolino, & Lin, 2015). Organizational behavior literature states that OCB is a valuable managerial tool for organizations, having a positive effect on individual, group, and organizational performance if managed properly (Chiaburu, Oh, Berry, Li, & Gardner, 2011). According to Organ, Podsakoff, and MacKenzie (2006), OCB is an employee's willingness to take a role that exceeds his main role in an organization, so it is referred to as extra-role behavior.

OCB behavior is a natural trait that employees have which is an extra role as a complement to organizational systems that can contribute to organizational effectiveness (Choi et al., 2014; Elamin and Tlaiss, 2015). With the development of an organizational justice climate, it is hoped that OCB can grow in the work environment, so that it can be beneficial for the smooth operation of the organization and contribute to the successful achievement of organizational goals, especially in today's competitive era. In educational organizations, teachers are human resources of an educational organization with a central role in determining the quality of the output of educational services provided. This is because the teacher is the party who interacts most intensively with the students, where the teacher plays a large role in influencing the way of thinking, attitude and behavior of students. Teachers according to their main role are required to carry out their responsibilities as well as possible, especially in building school quality, through extra-role behavior (ERB) or OCB shown by teachers.

The success of an organization if its members do not only do their main tasks, but also want to do extra tasks, such as the willingness to cooperate, help each other, provide input, play an active role, provide extra services, and want to use their working time effectively (Robbins & Judge, 2003). 2013). Furthermore, Turnipseed and Rassuli (2005) revealed that OCB is an extra behavior from someone that is beneficial to the organization. OCB is also a unique aspect of individual activities at work (Hui, Lam, & Law, 2000) and is a habit or behavior that is carried out voluntarily, is not part of formal work, and is not directly recognized by the reward system. Therefore, OCB is known to increase the effectiveness, efficiency,

The teacher's role in the implementation of education is a very influential party in the educational process. Teachers must have high knowledge so that in the learning process that occurs between teachers and students can run well, can bring students to the goals to be achieved, in accordance with the plan, master the material taught to students, use the right method, establish good relationships between individual teachers and students, fellow principal teachers, administration and the surrounding community, have experience and competence, exemplary behavior for their students, so that teachers have good authority in building quality schools. To achieve this goal, the teacher's own in-role behavior (organizational citizenship behavior) is needed. The increase in in-role behavior is supported by the quality of teachers' work life and the rewards given to teachers. A good quality of work life (QWL) can be owned by teachers accompanied by the provision of rewards that can raise morale, it will have a positive influence on improving organizational citizenship behavior (OCB).

Quality of work life is the totality of an individual's experience in the workplace which includes a safe and healthy work environment, work that develops individual abilities,

provides opportunities for personal growth and security, a social environment that encourages personal identity, high mobility, the right to privacy and right to object, and socially responsible organizations. All of these conditions require organizational citizenship behavior (OCB), because when organizational citizens are in a pleasant work environment, it can encourage activities that are beneficial for organizational development, regardless of whether these activities are their duties or not. Thus, the organization's citizens work voluntarily for jobs that have an impact on the progress of the organization. A good quality of work life (QWL) can be owned by teachers accompanied by the provision of rewards that can raise morale, it will have a positive influence on improving organizational citizenship behavior (OCB).

This study aims to determine Effect of Procedural Justice, Quality of work life, and Intrinsic Work Motivation on OCB and their impact on Honorary Teacher Performance in Pangkalpinang. Research respondents are honorary teachers in the city of Pangkalpinang, Bangka Belitung. The sampling technique is stratified random sampling. Model development using structural modeling. Data processing using structural equation model (SEM). A study conducted by Lestari, Ghaby (2018) concluded that OCB had a significant positive effect on both job satisfaction and employee performance. The higher job satisfaction will improve employee performance. Job satisfaction partially mediates the relationship between OCB and employee performance.

## **2. Research Method**

This type of research is analytic observational using a case control or case control research design. This research belongs to the type of research that uses a qualitative approach. A qualitative approach is used when the data to be collected and presented is in the form of words or sentences. Qualitative research prioritizes data quality, so that in qualitative research no statistical analysis is used.

Judging from the way of discussion, this research is included in the type of descriptive research. Descriptive research seeks to describe, describe, write, and report a situation, an object or an event as it is, and in the form of revealing facts. The purpose of this descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena being investigated (Nazir, 1988).

Meanwhile, judging from the place of research, this research is included in the type of case study research. Field research to collect data and information with the help of various materials found in the field. Based on the type of investigation, this research is included in causal research because this research wants to find answers to the problems at hand (Sekaran, U., & Bougie, 2016).

## **3. Results and Discussion**

### **1.1. Results**

Based on path analysis testing using warpPLS software for each variable, namely: Procedural Justice, Organizational citizenship behavior (OCB), Quality of work life, Intrinsic Work Motivation, and Performance has the following hypothesis:

The estimation results of the path coefficients (Output Path coefficients) and p values (p values), the column shows the predictor latent variable and the row shows the criterion latent variable. The results shown, the path coefficient of the effect of Justice on the Quality of work life is 0.76, and the significant effect is shown by the results of p-values of 0.001. The path coefficient of the effect of justice on motivation is 0.577, and it has a significant effect as shown

by the results of p-values of 0.001. The path coefficient of the effect of Justice on OCB is 0.254, and it has a significant effect as shown by the results of p values of 0.001. The path coefficient of the effect of justice on performance is 0.094, and it has no significant effect, as shown by the results of p-values of 0.088.

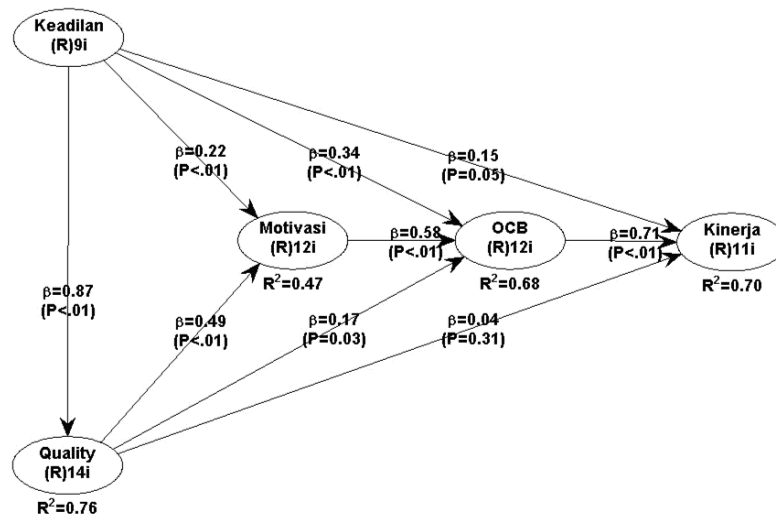


Figure 1. Output of Test Model Results

Source: Processed Data

The path coefficient of the effect of Quality of work life on OCB is 0.140, and it has a significant effect as shown by the p-value of 0.002. The path coefficient of the influence of Quality of work life on performance is 0.075, and it has no significant effect, as shown by the p-value of 0.142.

The path coefficient of the influence of motivation on the Quality of work life is 0.227, and it has a significant effect as shown by the p-value of 0.001. The path coefficient of motivational influence on OCB is 0.602, and it has a significant effect as shown by the results of p-values of 0.001. The path coefficient of the effect of OCB on performance is 0.689, and it has a significant effect as shown by the results of p values of 0.001.

Table 1.  
Output Path Coefficients

Path coefficients					
	Keadilan	Quality	Motivasi	OCB	Kinerja
Keadilan					
Quality	0.872				
Motivasi	0.221	0.491			
OCB	0.340	0.168	0.575		
Kinerja	0.146	0.045		0.713	

Source: Processed Data

Table 2.  
P.Values

P values					
	Keadilan	Quality	Motivasi	OCB	Kinerja
Keadilan					
Quality	<0.001				
Motivasi	0.005	<0.001			
OCB	<0.001	0.026	<0.001		
Kinerja	0.046	0.305		<0.001	

Source: Processed Data

Table 3.  
Summary of Hypothesis Testing Results

NO	HYPOTHESIS	CONCLUSION
1	<i>H1: There is a relationship between procedural justice and the performance of honorary teachers</i>	Received
2	<i>H2: There is a Procedural Fairness Relationship with OCB</i>	Received
3	<i>H3: There is a relationship between the quality of work life and teacher performance</i>	Rejected
4	<i>H4: There is a relationship between Quality of work life and OCB</i>	Received
5	<i>H5: There is a relationship between Intrinsic Work Motivation and Teacher Performance</i>	Received
6	<i>H6: There is a Relationship between Intrinsic Work Motivation and OCB</i>	Received
7	<i>H7: There is a Relationship between OCB and Teacher Performance</i>	Received
8	<i>H8: OCB mediates the relationship between work motivation and teacher performance</i>	Received
9	<i>H9: OCB mediates the relationship between procedural justice and teacher performance</i>	Received
10	<i>H10: OCB mediates the relationship between Quality of work life and teacher performance</i>	Rejected

Source: processed data

## 1.2.Discussion

### The Effect of Procedural Justice on the Performance of Honorary Teachers in Pangkalpinang

The calculation results show that procedural justice affects the performance of honorary teachers in the city of Pangkalpinang, this can be seen in the path coefficient value of 0.146 with a p value of 0.046 or p value is still below the criteria of 0.05, hypothesis 1 is accepted, meaning that there is a positive and significant relationship the construct of procedural justice on the performance construct of honorary teachers in the city of Pangkalpinang. So that the increase or decrease in the perception of honorary teachers on procedural justice will affect the performance of honorary teachers.

Fair decision making and policies implemented by the principal as a leader will have a positive impact on the performance of honorary teachers. Thus, it will certainly have an impact on the behavior and performance of honorary teachers as members of school organizations. Feelings and fair treatment obtained in carrying out their duties can motivate honorary teachers to feel responsible for improving performance, and feel indebted for their treatment. acceptable



fair. This situation is certainly very influential on behavior that will logically be able to build commitment to jointly improve performance.

This result is in line with the Widiastuti Study (2016) which also shows that procedural justice has a positive effect on employee performance. The results of this study are also in line with Latif (2007), in his study entitled the relationship between procedural justice and managerial performance with budgetary participation as an intervening variable which examined 55 managers of production, human resources, marketing and finance of manufacturing companies located in Java. Middle. This study confirms that procedural justice has an effect on managerial performance.

The Situmorang study (2016) also shows that that procedural justice has a direct effect on teacher performance. This result is also similar to Johan's (2021) study, which shows that procedural justice has a positive and significant effect on team performance, either directly or indirectly through the mediation of the knowledge management process

The results of another study show that the effect of procedural justice has a significant negative effect on the performance of Nugraheni (2009), this is also supported by the results of Hardiyuda's research, 2016 and the results of Atmojo and Tjahjono's research (2016) that the effect of compensation procedural justice has a significant positive effect on performance.

### **The Effect of Procedural Justice on Organizational Citizenship Behavior (OCB)**

The calculation results show that procedural justice has an effect on organizational citizenship behavior (OCB) of honorary teachers in the city of Pangkalpinang, this can be seen in the path coefficient value of 0.340 with a p value of  $<0.001$  or p value is still below the criteria of 0.05, hypothesis 2 is accepted, meaning that There is a positive and significant relationship between the constructs of procedural justice on the organizational citizenship behavior (OCB) of honorary teachers in the city of Pangkalpinang.

The results of this study are in line with research conducted by Kusuma (2019) which shows that distributive, procedural, and interactional justice have a significant positive effect on organizational citizenship behavior (OCB) in employees. Suifan (2019) states that the implementation of organizational justice is important for organizations because it can shape employee behavior and attitudes in terms of workplace care, together create a fair atmosphere, inspire employees to show desired behavior towards their co-workers, managers, and their entire organization. .

According to Haruni and Riana (2019) this relationship is supported by social exchange theory which states that when employees have been treated well and fairly by the organization or company, they will tend to return the favor by behaving and participating more in the organization. This means that the higher the organizational justice felt by each individual or group of employees, the more it encourages the emergence of organizational citizenship behavior (OCB) for honorary teachers in Pangkalpinang City.

The results of this study are consistent with those expressed by Nwibere (2014) which revealed that organizational justice has a positive and significant influence on organizational citizenship behavior (OCB). Based on this research, if employees feel they are treated fairly within the organization, there will be a deep relationship between the organization and employees. When employees feel bound to the organization, employees tend to be loyal to the organization and continue to do their best, and are willing to do work outside of their obligations voluntarily. This can be beneficial for the organization and can advance the organization.

Schools can be successful if they have teachers who not only do their teaching and learning tasks well, but consider the school as a part of themselves. But a balanced relationship also needs to be

realized by schools, namely by providing the needs needed by teachers. With a balanced relationship, it can increase the productivity of teachers, including honorary teachers in the schools where they serve. As for what can increase teacher productivity, namely organizational citizenship behavior (OCB). For this reason, schools are expected to be able to pay attention to factors that can affect the OCB of teachers, including honorary teachers

### **The Effect of Quality of work life on the Performance of Honorary Teachers in Pangkalpinang**

This study aims to determine and at the same time prove whether there is a significant relationship between Quality of work life and the performance of honorary teachers in Pangkalpinang city. The calculation results show that the Quality of work life with the performance of honorary teachers in the city of Pangkalpinang does not have a significant relationship, this can be seen in the path coefficient value of 0.045 with a p value of 0.305 or the p value is still above the 0.05 criteria, hypothesis 3 is rejected, meaning that there is no significant relationship Quality of work life with the performance of honorary teachers in Pangkalpinang city.

This is probably due to the low performance incentives (salaries) of honorary teachers which are still below the provincial minimum wage (UMP), on the one hand, honorary teachers whose duty is not only to complete the duties of PNS teachers, but also to carry out the main tasks of PNS teachers. however, between honorary teachers and civil servants, there are different levels of welfare and incentives, including employment status. On the other hand, there is no difference in tenure between newly recruited and long-serving teachers, the value of the incentives received tends to be the same, so it is rather difficult to improve their welfare. On the other hand, they have to face the ever-increasing workload and cost of living. So it is alleged that the low quality of teacher's work life (QWL) has an impact on their performance in optimal achievement.

The implication obtained from this research is that Quality of work life has benefits in improving teacher performance so that the quality of teachers in teaching will be better. Quality of work life Honorary teachers in the city of Pangkalpinang must continue to be improved to continue to maintain their performance in an organization. Among them are through a supportive working environment, welfare, wages that meet the needs of a decent living, openness in conflict resolution, communication between colleagues and superiors, efforts to continue to participate in realizing the school's vision and mission.

Quality of work life is a level where members of an organization are able to satisfy important personal needs through their experience in doing work for the organization (Safrizal, 2004 in Jati, 2013). In addition, according to Cascio (2003 in Husnawati, 2006), the quality of work life is the perception of employees where they want a sense of security, satisfaction and the opportunity to grow and develop as human beings. According to Whether & Davis (1992, in Jati, 2013), the quality of work life (QWL) is influenced by several factors, namely supervision, working conditions, salary, benefits, and job design.

By maintaining and meeting the needs of these teachers, a sense of self-improvement will be formed in each teacher. This will be seen from the results of the teacher's work in their daily life, always participating or being involved in various organizational activities carried out by the school, having a sense of responsibility in every work, achieving success in work and doing work according to procedures so that they have high teaching quality to continue contribute in realizing the vision and mission of the school.

So to be able to improve teacher performance to the maximum, the best thing to do is to continue to improve the quality of work life for teachers. In this case, principals are required to continue to pay attention to the quality of work life for teachers so that they can mobilize all their abilities in carrying out their duties and responsibilities as teachers. The better the quality of work life of teachers, the more their performance will be.

### **Effect of Quality of work life on Organizational Citizenship Behavior (OCBI)**

The calculation results show that Quality of work life (QWL) has a significant effect on organizational citizenship behavior (OCB) of honorary teachers in the city of Pangkalpinang, this can be seen in the path coefficient value of 0.168 with a p value of 0.026 or the p value is still below the criteria of 0.05, hypothesis 4 is accepted, meaning that there is a positive and significant relationship between the constructs of Quality of work life (QWL) on organizational citizenship behavior (OCB) of honorary teachers in Pangkalpinang city.

This study is in line with research conducted by Kurniawati (2018) which states that Quality of work life (QWL) has a significant effect on organizational citizenship behavior (OCB). Kurniawati (2018) also states that in an organization the quality of work life is a very important thing to consider as a supporter of organizational citizenship behavior (OCB), because employees who have a high quality of work life will encourage actions taken by employees who exceeds the minimum requirements expected by the organization's role.

This confirms that Quality of work life (QWL) has become a necessity for organizations because of needs (Duyan, Serpil, Neslihan and Darren, 2013). According to Jayan (in Duyan et al, 2013) states that the quality of human resources depends on the quality of work life. This means that the higher the Quality of work life (QWL) felt by each individual / group of employees, the more it encourages the emergence of employee organizational citizenship behavior (OCB) and has a greater possibility to speak positively about the organization, willingness to help other individuals, and do something. performance that exceeds normal estimates for honorary teachers in the city of Pangkalpinang.

Quality of work life includes giving employees the opportunity to make decisions about their work, the design of their workplace, and what is needed to make products or provide effective services (Cascio, 2006). Newstorm & Davis (2002) stated that the quality of work life refers to whether the work environment is pleasant or not for the people around it. According to Riggio (2009), the quality of work life is an employee's assessment of the state of all aspects of life at work. Quality of work life includes compensation received by employees, opportunities to participate and opportunities to advance in the organization, job security, type of work, organizational characteristics, and the quality of interaction between members of the organization.

### **The Influence of Intrinsic Work Motivation on the Performance of Honorary Teachers in Pangkalpinang**

The calculation results show that intrinsic work motivation on the performance of honorary teachers in Pangkalpinang, this can be seen in the path coefficient value of 0.410 with a p value of <0.001 or p value is still below the 0.05 criteria, hypothesis 5 is accepted, meaning that there is a positive and significant relationship construct of intrinsic work motivation on the performance of honorary teachers in Pangkalpinang.

The positive effect shows that the higher the work motivation, the teacher's performance will increase. The more fulfilled the needs of teachers such as the need for survival, the need for security, social needs, the need for appreciation, the need for achievement, the need for self-



actualization at school, the teacher will try to improve his performance, the fulfillment of social needs that will encourage honorary teachers to improve their performance because The position of the teacher is considered to have a high social status in society.

Social needs (Affiliation or Acceptance Needs) are social needs, friends, affiliation, interaction, being loved and loving, and accepted in the association of groups of workers and their environment (Hasibuan, 2001). Humans have social needs which consist of four groups, 1) The need to feel accepted by others in the environment where they live and work (sense of belonging). 2) The need for feeling respected because every human being feels important (sense of importance). 3) The need for progress and not fail (sense of achievement). 4) The need for a sense of participation.

Based on the results of the study, it is known that the work motivation of honorary teachers in the city of Pangkalpinang is quite high, but still needs to be improved, namely the need to maintain life, the need for security, social needs, decent living needs, welfare needs, needs for appreciation, achievement needs, needs in self-actualization in school.

This is reinforced by a meta-analysis conducted by (Hutasoit, 2013) which states that teachers who have work motivation are teachers who try to work more seriously because they want to achieve school goals and will be responsible for assignments, feel happy at work, work hard. , trying to outperform others, trying to make ends meet, likes to get praise and work to get attention and appreciation. The work motivation of an honorary teacher will be high if the results he gets are in accordance with what he does, such as the needs for food, drink, housing, air, and so on.

If the honorary teacher feels safe with the need for freedom from threats, namely feeling safe from the threat of accidents and safety in carrying out work, social needs, friends, affiliation, interaction, being loved and loving, and accepted in the association of groups of workers and their environment, the need for self-esteem and to actualize themselves so that they can be accepted in their social environment, it will encourage honorary teachers to work optimally.

### **The Influence of Intrinsic Work Motivation on Organizational Citizenship Behavior (OCB)**

The calculation results show that the intrinsic work motivation of the Organizational Citizenship Behavior (OCB) of honorary teachers in Pangkalpinang, this can be seen in the path coefficient value of 0.575 with a p value of <0.001 or p value is still below the criteria of 0.05, hypothesis 6 is accepted, meaning that there are There is a positive and significant relationship between intrinsic work motivation constructs and Organizational Citizenship Behavior (OCB) for honorary teachers in Pangkalpinang.

This shows that the intrinsic motivation of employees is the higher the OCB of employees. On the other hand, the lower the intrinsic motivation of the employees, the lower the OCB of the employees. Previous research by Alizadeh, et al (2012), that OCB behavior can appear one of them is due to the influence of employee intrinsic motivation, because employees who are motivated in themselves will work as much as possible and carry out their duties with full concentration and responsibility.

The results of this study are also in accordance with the results of previous research conducted by Asmaradita et al (2014) stating that there is a positive relationship between intrinsic motivation and OCB of employees. So if the intrinsic motivation of employees is high, the higher the OCB of employees. Conversely, if the employee's intrinsic motivation is low, the lower the employee's OCB. Based on the results above, the researcher can conclude that the level of intrinsic motivation for honorary teachers in Pangkalpinang is quite high.

According to Organ, Podsakoff, and Mackenzie (2006) other variables that can affect OCB are equity, leadership style, organizational culture and climate, gender, tenure, and perceptions of organizational support.

### **The Effect of Organizational Citizenship Behavior (OCB) on Teacher Performance**

The calculation results show that Organizational Citizenship Behavior (OCB) on the performance of honorary teachers in Pangkalpinang, this can be seen in the path coefficient value of 0.713 with a p value of <0.001 or p value is still below the criteria of 0.05, hypothesis 7 is accepted, meaning that there is a significant relationship. positive and significant construct of Organizational Citizenship Behavior (OCB) on the performance of honorary teachers in Pangkalpinang.

This means that the higher the OCB, the higher the performance of honorary teachers. The main factor of performance is the willingness to work hard and take responsibility for their work. These findings support the results of studies (Basu et al., 2017; Callea et al., 2016; Laski & Moosavi, 2016) which confirm that organizations with high OCB usually have very high performance.

According to (Prameswari et al., 2020b), high OCB conditions indicate positive attitudes and behaviors towards their work and organization so that they also perform positive work results. This means that teachers with OCB will take their organization to a higher level of performance. A study conducted by Hutagalung, et al (2020) concluded that Organizational citizenship behaviors (OCB) had a significant effect on the performance of private teachers in Tangerang. Organizational Citizenship Behavior has a positive and significant effect on teacher performance, also confirmed in a study conducted by Tumanggor (2019), which conducted a study of 276 PNS teachers at MIN schools in Banda Aceh City.

The importance of fostering OCB behavior because it affects teacher performance. OCB behavior can reduce and solve teacher problems at work so that it has a positive impact on teacher performance (Maisah, 2016). Maisah further stated that one way to improve OCB behavior is by training based on spiritual values. OCB characteristics of teachers that highlight work behavior that exceeds the standards by teachers, of course make teacher performance increase. This shows that the more OCB is applied, the better the teacher's performance Akbar, et al (2020).

The higher the value of an employee's work motivation, the higher the value of Organizational Citizenship Behavior. Because an employee who has a strong drive or motivation to meet the needs of life, and the needs of life are met or satisfied, an employee will do his job better and will even be more creative voluntarily to improve organizational performance and the effectiveness of the organization or company.

The emergence of efficiency and effectiveness or organizational functions is a positive impact that comes from the performances of the employees concerned. Employees who often help with extra tasks voluntarily will show behavior like helping co-workers so that the performance of the assisted employees can increase. Farooqui (2012) is of the view that employees who exhibit OCB behavior can help improve employee performance because this behavior is a factor that can improve performance in achieving organizational goals. The results of this study are in line with those found by Fitriastuti (2013), Darsana (2013) and Sani (2013) who document that OCB has a positive and significant effect on teacher performance. Meanwhile, the results of this study contradict the findings of Ramadhan et al. (2018) who found that OCB had no significant effect on performance. To improve OCB behavior, leadership

motivation is very important because the existence of Organizational citizenship behavior (OCB) is very supportive and determines the performance of the organization or team.

### **The Effect of Organizational Citizenship Behavior (OCB) Mediates the Relationship between Work Motivation and Honorary Teacher Performance in Pangkalpinang City**

The calculation results show that Organizational Citizenship Behavior (OCB) mediates the relationship between Work Motivation and Honorary Teacher Performance in Pangkalpinang City, this can be seen in the path coefficient value that there is a direct influence of work motivation on performance of 0.410 with a p value of <0.001 or p value is still below the 0.05 criteria, in addition to the value of the output effect size between OCB on performance of 0.589 with a p value of <0.001, this value is large enough so that it can be concluded that this figure shows practical significance. This implies that hypothesis 8 is accepted, meaning that there is a positive and significant relationship with the construct of organizational citizenship behavior (OCB) mediating the relationship between work motivation and the performance of honorary teachers in Pangkalpinang City.

Studies conducted Sugiarti and Rusilowati (2013) showed that work motivation and organizational commitment have an indirect effect on OCB through job satisfaction, so it can be concluded that job satisfaction is a mediating variable between motivation and organizational commitment to OCB. Vjob satisfaction variable is able to mediate between work motivation variables on OCB. If an employee has high work motivation because job satisfaction has been fulfilled and automatically OCB will be formed in the employee.

Study conducted by suhardi (2019) Motivation through *Organizational citizenship behavior* (OCB) On Employee Performance, the value of direct influence is greater than the value of indirect influence, the implication is that direct motivation has a better influence on employee performance, and if the motivation through organizational citizenship behavior (OCB) will actually weaken employee performance.

### **The influence of Organizational citizenship behavior mediates the relationship between Procedural Justice and Honorary Teacher Performance in Pangkalpinang**

The calculation results show that organizational citizenship behavior (OCB) mediates the relationship between justice and the performance of honorary teachers in Pangkalpinang City, this can be seen in the path coefficient value that there is a direct effect of fairness on performance of 0.146 with a p value of 0.046 or the p value is still below the criteria 0.05, in addition to the value of the output effect size between OCB on performance of 0.491 with a p value of <0.001, this value is large enough so that it can be concluded that this figure shows practical significance. This implies that hypothesis 9 is accepted, meaning that there is a positive and significant relationship with the construct of organizational citizenship behavior (OCB) mediating the relationship between justice and the performance of honorary teachers in Pangkalpinang City.

The results of this study support the research conducted by Jafri and Bidarian (2012) which states that there is a significant positive effect between the components of justice (distributive justice, procedural justice and interactional justice) on OCB and research by Anggaraini and Rahardjo (2016) which states that procedural justice has a significant positive effect on OCB. The better the perception of fairness regarding the procedures carried out by the organization can affect the level of employee OCB behavior. Judging from the implementation of the same procedures without differences from each other and also the involvement of employees in the procedures applied.

According to Santika and Wibawa (2017) organizational citizenship behavior (OCB) behavior in employees is influenced by several factors including factors related to organizational justice. According to Ortiz, Rosario, Marquez and Gmfieiro (2015) stated that employees who recognize fairness and equality through the distribution of tasks and work processes are more likely to develop high levels of commitment and high expression of organizational citizenship behavior (OCB).

This finding shows that organizational justice has an important role in causing employee organizational citizenship behavior (OCB), good implementation of organizational justice is seen from the results, procedures and interactions that bind all individuals to work collaboratively to build mutually beneficial relationships so as to develop a level of commitment. and expression of organizational citizenship behavior (OCB) in individual employees as a form of satisfaction that is not formally ordered and is not directly related to the formal reward system but directs the organization to be more innovative, flexible, productive and responsive.

Knowing that the implementation of good organizational justice is seen from the rules and regulations which defined as for example division *job desk* work, operational mechanisms and even every decision procedure that is set must be based on information, analysis, and opinions from the honorary teachers on duty.

In response to this, it is expected that the Education office or school principal who supervises every level of service for honorary teachers in the city of Pangkalpinang is expected to consistently maintain all components of justice that have been running such as organizing all employees by determining the division of labor, respecting every employee's opinion, implementing processes or clear mechanism in work procedures, providing rewards that are in accordance with employee performance, maintaining communication and also practicing openness in division and work relations so that it is expected that employee commitment to the organization will survive and encourage the expression of organizational citizenship behavior (OCB) within individual employees, because as according to (Henuawati and Mas, 2016; Lubis, 2017) they state that individual performance affects the performance of a team or work group and ultimately affects the performance of the organization as a whole.

Organizational commitment is one of the most popular research topics in the field of organizational behavior. The literature on organizational commitment is empirically and conceptually shown to have received extensive attention in previous research because of its important influence on work attitudes such as performance, absenteeism, and turnover intention. Therefore, organizational commitment is considered as one of the most important factors, which has an impact on employee work attitudes (Sarhan, Harb, Sharafat and Alhusban 2019). Gunastri et al., (2019) explained that employees who have organizational commitment will carry out tasks that are not only tasks that have become their obligations according to the existing job, but also do other work (extra role), where if there are employees who do not able to do a job

In this study, organizational commitment partially mediates the effect of organizational justice on organizational citizenship behavior (OCB). This means that organizational justice has a direct effect on organizational citizenship behavior (OCB) and is partly mediated by organizational commitment. This indicates that the better organizational justice received by employees, the higher the employee's organizational commitment, which further encourages the emergence of organizational citizenship behavior (OCB) for honorary teachers in the city of Pangkalpinang.



**The influence of Organizational citizenship behavior mediates the relationship between Quality of work life and Honorary teacher performance in Pangkalpinang City**

The calculation results show that organizational citizenship behavior (OCB) does not mediate the relationship between Quality of work life and Honorary teacher performance in Pangkalpinang City, this can be seen in the path coefficient value, there is no direct effect of Quality of work life on performance of 0.045 with a p value of 0.305 or the p value is still above the 0.05 criteria, in addition to the value of the output effect size between OCB and performance of 0.207. This implies that hypothesis 10 is accepted, meaning that there is no positive and significant relationship between organizational citizenship behavior (OCB) constructs mediating the relationship between Quality of work life and the performance of honorary teachers in Pangkalpinang City.

The findings in this study indicate that organizational commitment as a mediating variable is not able to absorb or reduce the direct influence of Quality of work life (QWL) on organizational citizenship (OCB), it can be concluded that organizational commitment does not mediate the effect of Quality of work life (QWL) on organizational behavior citizenship behavior (OCB) for honorary teachers in Pangkalpinang City.

This result is not in line with research conducted by Chrisienty (2015) which shows that Quality of work life (QWL) has a positive effect on employee organizational commitment, and according to him, quality of work life can be regarded as a concept that seeks to condition the work environment in the company optimally. so that each employee is able to mobilize all their abilities. In addition, the opinion of (Sirgy, Efraty, Siegel and Lee in Nayak, Sahoo and Mohanty, 2018) states that employees who enjoy a better sense of Quality of work life (QWL) tend to show confidence in their work and can generate commitment to the organization. . This finding is also not in line with the statement of Khan &

This difference is possible because even though the organization has implemented a quality work life program, it does not necessarily mean that all employees can properly enjoy the quality of work life in the organizational environment. According to Casico & Boudreau (2011) stated that in many organizations, although quality work life programs are available, employees seem to find it difficult to enjoy them, so that the application of a good quality of work life within the organization may not necessarily affect employee organizational commitment. This gives an overview of the bottom line of the implementation of the social responsibility of Honorary Teachers in Pangkalpinang City to the surrounding community and employees is relatively low so it does not rule out the possibility.

In addition, it is expected to be able to increase the positive image of honorary teachers in Pangkalpinang City not only from the community but also from internal organizations so that they can. increase employee morale and stimulate the emergence of organizational citizenship behavior (OCB).

The objective condition of honorary teachers in Pangkalpinang City in meeting the different needs of each individual employee regarding physical well-being, which is different from each individual employee regarding physical, mental and material welfare which is felt to have been carried out well, so it needs to be maintained and keep trying to create a comfortable atmosphere in the workplace environment, maintaining a harmonious relationship between co-workers, staff and leaders. Always trying to improve the potential and competence of employees through training and development on a regular basis so that they can carry out their duties more optimally.

In line with this statement, according to Walton (in Ovtaria and Soeling, 2014) states that organizations that ignore their social roles and responsibilities will cause employees to not



appreciate their work. The findings of this study inform that the variable Quality of work life (QWL) is the main predictor of the emergence of employee organizational citizenship behavior. This means that Quality of work life (QWL) can only have a direct effect on organizational citizenship behavior (OCB), because according to Jayan (in Duyan et al, 2013) states that the quality of human resources depends on the quality of work life,

#### **4. Conclusion**

Based on the data obtained and processed from the results of research in the field, the results of the research on the effect of procedural justice, quality of work life, and intrinsic work motivation on organizational citizenship behavior and their impact on the performance of honorary teachers in Pangkalpinang are as follows: There is a Procedural Fairness Relationship with the performance of honorary teachers; There is a relationship between procedural justice and organizational citizenship behavior; There is a relationship between the quality of work life and teacher performance; There is a relationship between Quality of work life and organizational citizenship behavior; There is a relationship between intrinsic work motivation and teacher performance; There is a relationship between intrinsic work motivation and organizational citizenship behavior; There is a relationship between organizational citizenship behavior and teacher performance; Organizational citizenship behavior mediates the relationship between work motivation and teacher performance, the results of the analysis conclude that Organizational citizenship behavior can mediate the relationship between work motivation and teacher performance; Organizational citizenship behavior mediates the relationship between procedural justice and teacher performance, the results of the analysis conclude that Organizational citizenship behavior can mediate the relationship between procedural justice and teacher performance; and Organizational citizenship behavior does not mediate the relationship between quality of work life and teacher performance. Organizational citizenship behavior mediates the relationship between procedural justice and teacher performance, the results of the analysis conclude that Organizational citizenship behavior can mediate the relationship between procedural justice and teacher performance; and Organizational citizenship behavior does not mediate the relationship between quality of work life and teacher performance. Organizational citizenship behavior mediates the relationship between procedural justice and teacher performance, the results of the analysis conclude that Organizational citizenship behavior can mediate the relationship between procedural justice and teacher performance; and Organizational citizenship behavior does not mediate the relationship between quality of work life and teacher performance.

#### **Research Limitations and Suggestions for Future Research**

Based on the results of the research above, it can be suggested as follows: honorary teachers in Pangkalpinang have a very important role in supporting education in Pangkalpinang, especially at the primary and junior secondary education levels, when there are limited PNS/ASN teachers, this can be covered by the presence of honorary teachers. Attention to the employment status of honorary teachers is very important, at least the local government can encourage the process of transferring status to government employees with a work agreement (PPPK).

Subsequent research can add more samples, and with a wider scope, not only in Pangkalpinang. Further research can also add other variables such as gender, length of work, work stress, organizational culture, organizational commitment or other related variables.

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