



The Influence of Work Ethic, Job Satisfaction, and Organizational Citizenship Behavior (OCB) on Work Productivity of State Elementary School Teachers in Mawar Village, Banjarmasin City

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ABSTRACT

This study aims to determine the effect of work ethic, job satisfaction, and OCB on the work productivity of State Elementary School (SDN) teachers in Mawar Village, Banjarmasin City. The method in this study uses quantitative methods, and data collection methods are carried out through questionnaires distributed to the research population, namely all teachers at SDN in Mawar Village, Banjarmasin City, totalling 58 people. Data analysis used the F-test and the T-test. The results of this study indicate that the work ethic variable partially has a significant effect on teacher work productivity, the job satisfaction variable partially has a substantial impact on teacher work productivity, and the organizational citizenship behaviour variable partially has an enormous effect on teacher work productivity: work ethic, job satisfaction. OCB simultaneously has a significant impact on teacher work productivity.

1. Introduction

Various efforts have been made to improve the quality of human resources by enhancing the quality of the nation's education. Efforts to improve the quality of education, one of which can be done by increasing the work productivity of teachers, Sutikno (2009) stated that teacher work productivity is the potential or power generated by individuals (teachers) that is used optimally to achieve more generative, creative outputs, and generate profits or benefits. Agencies need and want employees who are willing to do things not listed in their job descriptions. This behaviour is called Organizational Citizenship Behavior (OCB). Robbins (2006: 364) states that OCB is a behaviour that is not part of formal work obligations but supports the effective functioning of the agency. In addition to OCB, job satisfaction is also an essential factor in increasing teacher work productivity. Job satisfaction can be interpreted as the attitude of satisfied employees who are more likely to speak positively about the agency, help others, and make their work productivity exceed average estimates (Robbins, 2006:109). A teacher is required to do their job professionally, accompanied by a work ethic. Santoso (2012:6) ethos comes from the Greek, which means character or character. Derived from the word ethos, it is also known as ethics, etiquette, which is almost close to the notion of morality or values related to moral good or bad. Work ethic, job satisfaction, and OCB are intertwined in increasing teacher productivity. Formulation of the problem:

- 1) Does the work ethic partially have a significant effect on the work productivity of SDN teachers in Mawar Village, Banjarmasin City?
- 2) Does job satisfaction partially affect the work productivity of SDN teachers in Mawar Village, Banjarmasin City?

- 3) Does Organizational Citizenship Behavior (OCB) partially have a significant effect on the work productivity of SDN teachers in Mawar Village, Banjarmasin City?
- 4) Do work ethic, job satisfaction, and Organizational Citizenship Behavior (OCB) simultaneously have a significant effect on the work productivity of SDN teachers in Mawar Village, Banjarmasin City?

Work ethic

Work ethic is a work spirit based on specific values or norms. Work ethic is a culture that supports a person to do and be responsible for their work based on the work that has intrinsic value (Harsono & Santoso in Darmansyah, 2018).

Miller & Whoer (2001) stated that work ethic reflects a set of behaviours and beliefs related to work behaviour. Work ethic has multidimensional characteristics, can be learned, is related to work activities in general, refers to attitudes and beliefs, is a form of motivation reflected in attitudes, and does not have to be tied to one particular religious belief. According to Prince (2018: 25), work ethic has several factors that can influence it, including internal and external factors; internal factors include religion, education, motivation, age, and gender. At the same time, external factors include culture, social politics, environmental conditions, economic structure, level of welfare, and development of other nations. Therefore, the work ethic as a work ethic that exists in an employee based on certain norms is very important for employees in the SDN environment; based on the opinion of Miller & Whoer (2001), the indicators of work ethic are as follows: independence, morality, free time, hard work, centralization in work, wasted time and delay in gratification.

Job satisfaction

Robbins in Watoni (2019) Job satisfaction is a behaviour that describes satisfied employees who are more likely to speak positively about the agency, help co-workers, and make their work performance exceed standards. Even more so, happy employees are likely to be more obedient to the call of duty because they want to repeat their positive experiences. Anwar et al. (2019: 27) state that job satisfaction is a person's positive emotional reaction in viewing his work due to the interaction of the work environment. According to Mangkunegara (2017), job satisfaction has several factors that can influence it: employee factors and work factors. Therefore, job satisfaction, as a positive emotional attitude of an employee towards his work, is very influential in maximizing his work productivity.

Based on the opinion of Anwar et al. (2019:27), job satisfaction has 6 indicators as follows: achievement of values, work itself, fulfilment of needs, incompatibility, justice, and character or genetic components.

Organizational Citizenship Behavior (OCB)

OCB is the behaviour of employees both to colleagues and agencies, where this behaviour exceeds the standard behaviour set by the agency and provides positive benefits for the agency (Titisari, 2014: 6). Organ and Podsakoff et al. in Jaya, Ujito, Nugroho (2013) OCB is a person's voluntary behaviour that is discretionary or explicitly recognized by the formal reward system. According to Maheasy (2019), OCB has factors that can influence it, including internal and external factors; internal factors include job satisfaction, commitment, personality, motivation, morale, while external factors include organizational culture. This means that OCB, as an employee's behaviour that is carried out voluntarily and not included in the job description, is very good for an employee because it can increase the employee's work

productivity to the maximum. Based on the opinion of Organ and Podsakoff et al. in Jaya et al. (2013), OCB has 8 indicators: Altruism, Courtesy, Sportsmanship, Civic Virtue, Conscientiousness, Organizational Compliance, Organizational Loyalty dan Self-development.

Teacher's Work Productivity

Masofa (2008) states that the concept of work productivity can be seen from two dimensions, namely the individual dimension and the organizational dimension. The particular extent sees productivity as individual personality characteristics that appear in mental attitudes and implies the desire and effort of individuals who are always trying to improve their quality of life. In contrast, the organizational dimension sees productivity in the framework of the technical relationship between inputs and outputs. Outputs).

Sutikno (2009) states that teacher work productivity is the potential or power produced by individuals (teachers) used optimally to achieve more generative, creative outputs and generate profits or benefits. According to Mulyasa in Zaini (2020), work productivity has the following influencing factors: work attitude, skill level, the relationship between employees and agency leaders, productivity management, employee efficiency, and entrepreneurship. Based on Sutikno (2009), it can be stated that teacher work productivity has 4 indicators as follows: planning and implementation of learning, academic achievement, professional development work, and participation in scientific forums.

2. Methods

This research was conducted in five (5) State Elementary Schools (SDN) in Mawar Village, Banjarmasin City. The object of research is all teachers who are within the scope of Mawar Village, Banjarmasin City. This study will present the effect of work ethic, job satisfaction, and Organizational Citizenship Behavior (OCB) on the work productivity of SDN teachers in Mawar Village, Banjarmasin City.

According to Sugiyono (2013:215), a population can be interpreted as a generalization area consisting of objects/subjects, which have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study was all State Elementary School (SDN) teachers in Mawar Village, Banjarmasin City; the sampling technique used was a saturated sample; another term for the saturated sample was a census, where all members of the population were sampled (Sugiyono, 2013: 85).

3. Findings and Discussion

A validity test is used to measure whether or not a questionnaire is valid. A measurement is said to be valid if the questions on the questionnaire can reveal something that the questionnaire will measure. An item is said to be valid if $r_{\text{count}} > r_{\text{table}}$ (Ghozali, 2007: 41). The results of the validity test of the work ethic instrument can be seen in the following table.

Table 1. Work Ethic Validity Test

Variable	Item	Correlation coefficient	Rtable	Sig	Information
Work Ethic (X ₁)	P2	0,297	0,2221	0,024	Valid
	P3	0,550	0,2221	0,000	Valid
	P4	0,313	0,2221	0,017	Valid
	P5	0,363	0,2221	0,005	Valid

Variable	Item	Correlation coefficient	Rtable	Sig	Information
	P7	0,546	0,2221	0,000	Valid
	P8	0,521	0,2221	0,000	Valid
	P9	0,449	0,2221	0,000	Valid
	P10	0,508	0,2221	0,000	Valid
	P11	0,597	0,2221	0,000	Valid
	P12	0,575	0,2221	0,000	Valid
	P13	0,455	0,2221	0,000	Valid
	P15	0,562	0,2221	0,000	Valid
	P16	0,312	0,2221	0,017	Valid
	P17	0,520	0,2221	0,000	Valid
	P18	0,670	0,2221	0,000	Valid
	P19	0,539	0,2221	0,000	Valid
	P20	0,276	0,2221	0,036	Valid
	P21	0,470	0,2221	0,000	Valid

Table 1 shows the results of testing the validity of 21 statement items with valid criteria, 18 statement items, and 3 statement items. An item is declared valid if the correlation coefficient is more significant than 0.2221. The results of the validity test of the job satisfaction instrument can be seen in the following table.

Table 2. Test the Validity of Job Satisfaction

Variable	Item	Correlation coefficient	Rtable	Sig	Information
Job Satisfaction (X ₂)	P23	0,562	0,2221	0,000	Valid
	P24	0,466	0,2221	0,000	Valid
	P25	0,452	0,2221	0,000	Valid
	P26	0,639	0,2221	0,000	Valid
	P27	0,448	0,2221	0,000	Valid
	P29	0,576	0,2221	0,000	Valid
	P30	0,255	0,2221	0,054	Valid
	P31	0,518	0,2221	0,000	Valid
	P33	0,412	0,2221	0,001	Valid
	P34	0,743	0,2221	0,000	Valid
	P35	0,591	0,2221	0,000	Valid
	P36	0,525	0,2221	0,000	Valid
	P37	0,702	0,2221	0,000	Valid
	P38	0,591	0,2221	0,000	Valid
	P39	0,282	0,2221	0,032	Valid

Table 2 shows the results of testing the validity of 18 statement items that have valid criteria. Fifteen statement items and 3 statement items are declared invalid, where an item is declared valid if the correlation coefficient is more significant than 0.2221. The Organizational Citizenship Behavior (OCB) instrument validity test results can be seen in the following table.

Table 3. OCB Validity Test

Variable	Item	Correlation coefficient	Rtable	Sig	Information
Organizational Citizenship Behavior (X3)	P40	0,588	0,2221	0,000	Valid
	P41	0,546	0,2221	0,000	Valid
	P42	0,761	0,2221	0,000	Valid
	P43	0,734	0,2221	0,000	Valid
	P44	0,489	0,2221	0,000	Valid
	P45	0,520	0,2221	0,000	Valid
	P46	0,520	0,2221	0,000	Valid
	P47	0,524	0,2221	0,000	Valid
	P48	0,399	0,2221	0,002	Valid
	P49	0,628	0,2221	0,000	Valid
	P50	0,552	0,2221	0,000	Valid
	P51	0,716	0,2221	0,000	Valid
	P52	0,694	0,2221	0,000	Valid
	P53	0,419	0,2221	0,001	Valid
	P54	0,578	0,2221	0,000	Valid
	P55	0,546	0,2221	0,000	Valid
	P56	0,566	0,2221	0,000	Valid
	P57	0,607	0,2221	0,000	Valid
	P58	0,371	0,2221	0,004	Valid
	P60	0,681	0,2221	0,000	Valid
	P61	0,632	0,2221	0,000	Valid
	P62	0,341	0,2221	0,009	Valid
	P63	0,569	0,2221	0,000	Valid

Table 3 shows the validity test results of the 24 statement items with valid criteria, 23 statement items, and 1 invalid statement item, where an item is declared valid if the correlation coefficient is more significant than 0.2221. The results of the validity test of the teacher's work productivity instrument can be seen in the following table:

Table 4. Test the Validity of Teachers' Work Productivity

Variable	Item	Correlation coefficient	Rtabel	Sig	Information
Job satisfaction (X ₂)	P64	0,612	0,2221	0,000	Valid
	P65	0,717	0,2221	0,000	Valid
	P66	0,510	0,2221	0,000	Valid
	P67	0,727	0,2221	0,000	Valid
	P68	0,748	0,2221	0,000	Valid
	P69	0,633	0,2221	0,000	Valid
	P70	0,739	0,2221	0,000	Valid
	P71	0,563	0,2221	0,000	Valid
	P72	0,534	0,2221	0,000	Valid
	P73	0,501	0,2221	0,000	Valid

Variable	Item	Correlation coefficient	Rtabel	Sig	Information
	P74	0,769	0,2221	0,000	Valid
	P75	0,245	0,2221	0,064	Valid

Table 4 shows the results of testing the validity of the 12 statement items that have valid criteria because they correlate significantly with the score table, which is indicated by the index value of the correlation coefficient greater than 0.2221.

Reliability is a tool to measure a questionnaire, which is an indicator of a variable. A questionnaire is reliable if a person's answer to the questionnaire is constant or stable from time to time. Measurement of reliability with the Cronbach Alpha statistical test (α), and a variable is said to be reliable if it gives a Cronbach Alpha value > 0.6 (Ghozali, 2003: 47). The results of the reliability test can be seen in the following table.

Table 5. Reliability Test Results

Variable	Reliability	Information
Work ethic (X_1)	0,733	Reliable
Job Satisfaction (X_2)	0,702	Reliable
Organizational Citizenship Behavior (OCB) (X_3)	0,886	Reliable
Teacher's Work Productivity (Y)	0,846	Reliable

Table 5 shows that all the variables studied gave Cronbach's Alpha values > 0.6 . The conclusion is that the reliability value is categorized as high because it is in the range of 0.70, so that all instruments of the variable are said to be reliable.

Classic assumption test

In this study, researchers will perform 4 tests, namely the normality test, the multicollinearity test, the heteroscedasticity test, and the linearity test. The normality test is a test that aims to test whether in the regression model, the independent variable and the dependent variable both have a normal distribution or not (Ghozali, 2007: 110).

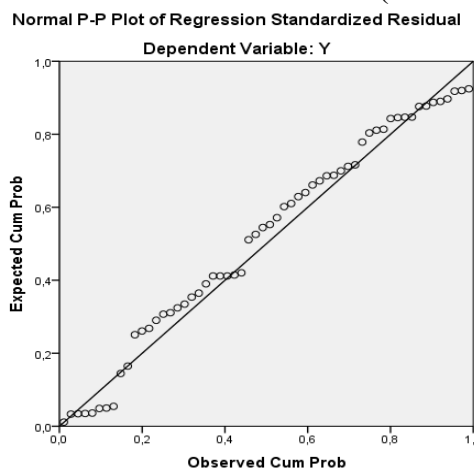


Figure 2. Normality Test

From the curve analysis, it can be seen that the data is spread around the diagram and follows the regression model, so it can be concluded that the processed data is typically distributed data, and the normality test is met.

The Multicollinearity test aims to test whether the regression model found a correlation between the independent variables (free). Detection is done using a tolerance value < 0.10 or with a VIF value > 10 , then multicollinearity. On the other hand, if the tolerance is > 10 and the VIF value is < 10 , there is no multicollinearity (Ghozali, 2007: 91).

Table 6. Multikolinierity Test

Variable	Tolerance	VIF	Information
X1	0,548	1,826	There is no multicollinearity
X2	0,392	2,548	There is no multicollinearity
X3	0,365	2,736	There is no multicollinearity

Table 6 shows that all VIF values < 10 mean that there is no multicollinearity. And the researcher concluded that the multicollinearity test was met.

The heteroscedasticity test is a test that aims to test whether in a regression model there is an inequality of variance from the residual of one observation to another observation. If the conflict is different, it is called heteroscedasticity. To detect the presence or absence of heteroscedasticity by looking at the graph plot between the predicted value of the dependent (bound) variable, namely SRESID, and the residual ZPRED. (Ghozali, 2007: 105).

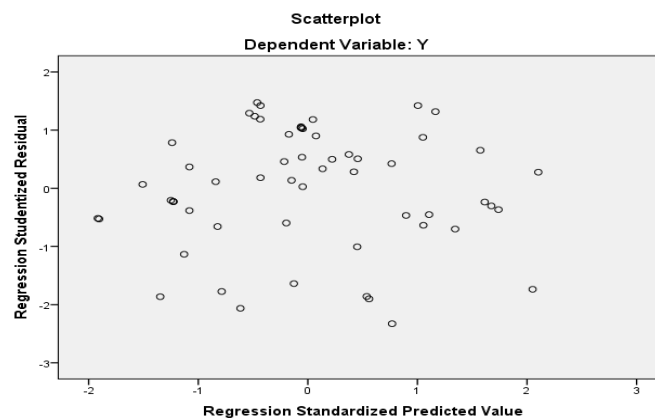


Figure 3. Heteroscedasticity Test

From the picture above, it can be seen that there is no heteroscedasticity because there is no clear pattern, and the points are spread above and below the number 0 on the Y-axis. So it can be said that the heteroscedasticity test is fulfilled.

Santosa and Ashari (2005:240) state that the autocorrelation test is an assumption test in regression where the dependent variable is not correlated with itself.

Table 7. Autocorrelation Test

Model	R	R Square	Std Error of the Estimate	Durbin watson
1	0,727 ^a	0,529	4,085	1,648

Table 7 shows the Durbin-Watson value (calculated DW) of 1.648. Based on the predetermined criteria, the calculated DW is between -2 and 2, which means that there is no autocorrelation. So the conclusion is that the autocorrelation test is met.

Linear Regression Analysis

Work Ethic on Teachers' Work Productivity

$$Y = \alpha + \beta_1 X_1 + e_i$$

$$Y = 9,376 + 0,661X_1 + e_i$$

$$S = 0,580$$

$$t_{\text{count}} = 5,322$$

$$r^2 = 0,336$$

In this analysis test, the researcher uses simple regression analysis; from the constellation description and regression analysis above, it is known that the value of the work ethic constant on teacher work productivity is 9.376, and the regression coefficient is 0.661. Standardized Coefficients (Beta) is 0,580, t_{count} as is 5,322, and R2 is 0,336.

Job Satisfaction on Teachers' Work Productivity

$$Y = \alpha + \beta_2 X_2 + e_i$$

$$Y = 21,666 + 0,896X_2 + e_i$$

$$S = 0,701$$

$$t_{\text{count}} = 7,360$$

$$r^2 = 0,492$$

In this analysis test, the researcher uses simple regression analysis; from the constellation description and regression analysis above, it is known that the value of the work ethic constant on teacher work productivity is 21.666, the regression coefficient is 0.896, the Standardized Coefficients (Beta) is 0.701, t_{count} is 7.360, and R2 is 0.492.

Organizational Citizenship Behavior (OCB) Against Teacher Work Productivity.

$$Y = \alpha + \beta_3 X_3 + e_i$$

$$Y = 5,089 + 0,478X_3 + e_i$$

$$S = 0,599$$

$$t_{\text{count}} = 5,602$$

$$r^2 = 0,359$$

In this analysis test, the researcher uses simple regression analysis. From the constellation description and regression analysis above, it is known that the value of the work ethic constant on teacher work productivity is 5.089, the regression coefficient is 0.478, t_{count} is 5,602, and R2 is 0,359.

Work Ethic, Job Satisfaction, and Organizational Citizenship Behavior (OCB) on Teacher Work Productivity

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e_i$$

$$Y = 29,821 + 0,255X_1 + 0,665X_2 + 0,045X_3 + e_i$$

$$F_{\text{count}} = 20,204$$

$$S = 0,224 \quad 0,521 \quad 0,057$$

$$R^2 = 0,529$$

$$R = 0,727$$

In this analysis test, the researcher uses multiple regression analysis, from the description of the constellation and regression analysis above, it is known that the constant value is 29.821, the magnitude of the regression coefficient is X_1 (0.255) X_2 (0.665) X_3 (0.045), Standardized Coefficients (Beta) X_1 (0.224) X_2 (0.521) X_3 (0.057), Fcount of 20.204, R^2 of 0.727, and Multiple Correlation (R) of 0.727.

Hypothesis testing

Hypothesis testing in this study aims to determine whether or not work ethic, job satisfaction, and Organizational Citizenship Behavior (OCB) influence teacher work productivity partially and simultaneously. The results of hypothesis testing can be seen in the following table:

Table 8 Hypothesis Testing Results

Variable	T _{count}	R ²	sig
X1 → Y	5,322	0,324	0,000
X2 → Y	7,360	0,483	0,000
X3 → Y	5,602	0,348	0,000
X1,X2,X3 → Y	F _{hitung} = 20,204	0,529	0,000

Table 8 can explain the results of hypothesis testing as follows:

Hypothesis one (H1) is accepted, t_{count} is 5.322 with a significance level of 0.000, meaning $t_{count} > t_{table}$ ($5.322 > 2.048$) and probability $<$ significance level ($0.000 < 0.005$), indicating that the work ethic variable has a significant effect on teacher work productivity, with an R^2 value of 0.324, in other words, work ethic has an effect of 32.4% on Teacher Work Productivity, while the remaining 67.6% is influenced by other variables.

Hypothesis two (H2) is accepted, t_{count} is 7.360 with a significance level of 0.000 meaning $t_{count} > t_{table}$ ($7.360 > 2.048$) and probability $<$ significance level ($0.000 < 0.005$) indicates that work ethic has a significant effect on teacher work productivity, with a value of R^2 is 0.483 in other words job satisfaction has an effect of 48.3% on Teacher Work Productivity while the remaining 51.7% is influenced by other variables.

The third hypothesis (H3) is accepted, t_{count} is 5.602 with a significance level of 0.000 meaning $t_{count} > t_{table}$ ($5.602 > 2.048$) and probability $<$ significance level ($0.000 < 0.005$) indicates that OCB has a significant effect on Teacher Work Productivity, with a value of R^2 of 0.348 in other words OCB has an effect of 34.8% on Teacher Work Productivity while the remaining 65.2% is influenced by other variables.

The fourth hypothesis (H4) is accepted, Fcount is 20.204 with a significance level of 0.000, meaning that $F_{count} > F_{table}$ ($20.204 > 2.78$) and probability $<$ significance level ($0.000 < 0.005$), indicating that Work Ethic, Job Satisfaction, and OCB significantly Simultaneous significant effect on Teacher Work Productivity. The coefficient of determination obtained an R^2 value of 0.529, which means that the variables of work ethic, job satisfaction, and OCB affect the teacher's work productivity variable by 52.9%, while the remaining 47.1% is influenced by variables not described in this study.

The Effect of Work Ethic on Work Productivity of State Elementary School (SDN) Teachers in Mawar Village, Banjarmasin City

Based on the study results, it has been shown that the work ethic variable partially has a significant effect on the teacher's work productivity variable. It is also proven based on the indicators put forward by Miller and Whoer (2001), namely, independence, morality, free time, hard work, centralization in work, wasted time, and delay in satisfaction. In indicators of morality. Morality is an individual's belief in treating others, in particular, never taking something that does not belong to them, and causing injustice. The item "I believe in never taking something that does not belong to me" has the highest frequency of answers from other indicators.

Theoretically, according to Miller and Whoer (2001), work ethic reflects a set of behaviours and beliefs related to work behaviour. The work ethic has multidimensional characteristics, can be learned, is related to work activities in general, refers to attitudes and beliefs, is a form of motivation reflected in attitudes, and does not have to be tied to one particular religious belief.

The results of this study are in line with previous research conducted by Irfan at the Aviation Polytechnic in 2020. The results of this study indicate a positive influence of work ethic on the work productivity of employees at the Aviation Polytechnic.

Based on research that has been carried out on SDN teachers in Mawar Village, Banjarmasin City that to realize the creation of a good work ethic, it is necessary to improve the morality of teachers by building family relationships to create harmonious conditions between young teachers and more senior teachers, so that automatically there will be a pleasant situation among the teachers. Morality is fundamental in education because if a teacher has good character, it is inevitable that the teacher can educate students to have good morals. A good work ethic needs to be improved so that the work productivity of SDN teachers in Mawar Village, Banjarmasin City, will also increase.

The Effect of Job Satisfaction on the Work Productivity of State Elementary School (SDN) Teachers in Mawar Village, Banjarmasin City

Based on the study results, it has been shown that the job satisfaction variable partially has a significant effect on the teacher's work productivity variable. It is also proven based on the indicators put forward by Anwar et al. (2019:48), namely the achievement of values, the work itself, the fulfilment of needs, incompatibility, justice, and the components of character or genetics, in the indicators of the work itself. The work itself means that it includes the responsibilities, interests, and growth of an agency. The item "I am happy to have good colleagues" has the highest frequency of answers from other indicators.

Theoretically, according to Anwar et al. (2019: 27), job satisfaction is a person's positive emotional reaction in viewing his work due to the interaction of the work environment.

The results of this study are in line with previous research conducted by Rosita Pudjiastuti at the State Junior High School in Bangsri Sub-Rayon, Jepara Regency, in 2016. This study indicates a positive effect of job satisfaction on the productivity of State Junior High School teachers in the Bangsri Sub-Rayon, Jepara Regency.

Based on research that has been carried out on SDN teachers in Mawar Village, Banjarmasin City, to realize the creation of reasonable job satisfaction, it is necessary to increase the love for the work itself in teachers by having an enthusiastic attitude towards work, because with an enthusiastic attitude, it can create a sense of love for the job. It is essential to

love the work itself because if we have an enthusiastic attitude, our work will not burden us. Reasonable job satisfaction needs to be increased so that the work productivity of SDN teachers in Mawar Village, Banjarmasin City, will also increase.

The Effect of Organizational Citizenship Behavior (OCB) on the Work Productivity of State Elementary School (SDN) Teachers in Mawar Village, Banjarmasin City

Based on the study results, it has been shown that the OCB variable partially has a significant effect on the teacher's work productivity variable. It is also proven based on the indicators put forward by Organ and Podsakoff et al. in Jaya et al. (2013), namely altruism, courtesy, sportsmanship, civic virtue, conscientiousness, organizational compliance, organizational loyalty, and self-development, in the courtesy indicator. Courtesy is defined as the behaviour of employees in cooperating, and employees together prevent problems. Employees are not arbitrary; they care and respect, pay attention to announcements, and obey the rules. The item "I always maintain good relations with co-workers at school" has the highest frequency of answers from other indicators.

Theoretically, according to Organ and Podsakoff et al. in Jaya et al. (2013), OCB is a person's voluntary behaviour that is discretionary or explicitly recognized by the formal reward system.

The results of this study are in line with previous research conducted by Bhoki, Florentinus, Sukestiyarno, and Suminar at SMAN in East Flores Regency in 2019. The results of this study indicate that OCB has a direct effect on the productivity of SMAN teachers in the East Flores Regency.

Based on research that has been carried out on SDN teachers in Mawar Village, Banjarmasin City, to realize the creation of good OCB behaviour, it is necessary to improve teacher courtesy by showing empathy between co-workers, appreciating any assistance and support provided, and mutual respect among colleagues. Work. Politeness is essential in education because the teacher's mutual respect will make the work environment more conducive. Good OCB behaviour needs to be improved so that the work productivity of SDN teachers in Mawar Village, Banjarmasin City, will also increase.

The Influence of Work Ethic, Job Satisfaction, and Organizational Citizenship Behavior (OCB) on the Work Productivity of State Elementary School Teachers (SDN) in Mawar Village, Banjarmasin City

Based on the study results, it has been shown that the variables of work ethic, job satisfaction, and OCB simultaneously have a significant effect on the teacher's work productivity variable.

This is in line with previous research conducted by Irfan at the Aviation Polytechnic, with the results showing that work ethic has a positive effect on employee productivity. It is also in line with previous research conducted by Rosita Pudjiastuti at a public junior high school in Bangsri Sub-district, Jepara Regency, with the results showing that job satisfaction has a positive effect on teacher productivity, and in line with previous research conducted by Bhoki et al. at SMAN in East Flores Regency. The results of the study show that OCB has a direct effect on teacher productivity.

Implications of Research Results

This study aims to determine the effect of work ethic, job satisfaction, and organizational citizenship behaviour (OCB) on the work productivity of State Elementary School (SDN)

teachers in Mawar Village, Banjarmasin City. To increase teacher work productivity, a strong work ethic must be applied, job satisfaction must be high, and OCB behaviour must be improved.

The work ethic of SDN teachers in Mawar Village, Banjarmasin City, has a positive and significant effect on teacher work productivity. To be able to improve work ethic, the school must be able to instil a sense of kinship among teachers by frequently holding joint activities outside of working hours, such as picnics, holidays together by bringing their respective families so that teachers can get to know each other more, to encourage the creation of a harmonious atmosphere among teachers, it can slowly improve work ethic so that teacher works productivity increases.

Job satisfaction for SDN teachers in Mawar Village, Banjarmasin City, has a positive and significant effect on teacher work productivity. And provide direction that at work there is not only work but also good co-workers who can help and encourage a teacher to feel happy at work, so that the job done does not feel heavy and becomes a burden on the mind.

OCB to SDN teachers in Mawar Village, Banjarmasin City, has a positive and significant effect on teacher work productivity. To improve OCB, the school must practise an organizational culture based on mutual respect by creating an atmosphere of mutual respect between teachers, both civil servant teachers and honorary teachers, so that there are no gaps and views that make PNS teachers more powerful than honorary teachers so that the atmosphere of helping each other at work is always there if there are co-workers who want to experience difficulties in the field they are working on.

4. Conclusion

Based on the research that has been conducted on teachers at State Elementary Schools (SDN) in Mawar Village, Banjarmasin City, the following conclusions can be drawn:

- 1) Partial work ethic has a significant effect on the work productivity of State Elementary School (SDN) teachers in Mawar Village, Banjarmasin City.
- 2) Partial job satisfaction has a significant effect on the work productivity of State Elementary School (SDN) teachers in Mawar Village, Banjarmasin City.
- 3) Organizational Citizenship Behavior (OCB) partially has a significant effect on the work productivity of State Elementary School (SDN) teachers in Mawar Village, Banjarmasin City.
- 4) Work ethic, job satisfaction, and OCB simultaneously have a significant effect on the work productivity of State Elementary School (SDN) teachers in Mawar Village, Banjarmasin City.

For the School. Based on the results of research on work ethic, job satisfaction, and Organizational Citizenship Behavior (OCB) variables which simultaneously have a significant effect on the work productivity of SDN teachers in Mawar Village, Banjarmasin City, it is hoped that the school will continue to maintain and continue to improve work ethic, job satisfaction, and OCB behaviour to realize better teacher work productivity.

For Further Researchers. This research is expected to be used as reference material and study material for further research related to human resources, especially on work ethic, job satisfaction, Organizational Citizenship Behavior (OCB), and teacher work productivity. Other researchers should expand the scope of the research object so that it is not only in schools throughout the village but is expanded to all sub-districts and cities so that the number of population and samples increases can also extend the research period so that the data taken

covers several years, not just 1 year and can add other variables such as work environment, leadership style, and organizational culture.

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