



# The Moderating Role Of Organizational Culture On The Influence Of Competency And Organizational Citizenship Behavior On Teacher Performance (Study At Darullughoh Wadda'wah Islamic Boarding School)

<sup>1</sup>Mardi Astutik, <sup>2</sup>Budiyanto, <sup>3</sup>Suhermin

<sup>1</sup>Indonesia School of Economics STIE PGRI Dewantara Jombang, <sup>2,3</sup> Indonesia School of Economics (STIESIA), Surabaya, Indonesia,

**Abstract:** This research is motivated by teacher performance Darulghoh Wadda'wah Islamic Boarding School. The aim of this research is to determine the influence of the relationship between competence and organizational citizenship behaviour can have an impact on teacher performance is moderated by the organizational culture of Pondok Pesantren Darulghoh Wadda'wah (Dalwah, Bangil, Pasuruan). Grand theory This research is theoretical Theory of Planned Behavior (TPB). The sampling technique uses a formula slovin with an error rate of 5%. The sample in this study was 232 teacher respondents Darulghoh Wadda'wah Islamic Boarding School through an independent survey. This research instrument uses a questionnaire and is analyzed using SEM analysis, the analytical tool for this research is Smart PLS version 3.0. These analytical tools are used to analyze outer model, inner model and hypothesis testing with use-value. The research results show a direct influence of competence influential significantly against to performance of Darulghoh Wadda'wah Islamic Boarding School teachers. Connection organizational citizenship behaviour influential significantly against to performance of Darulghoh Wadda'wah Islamic Boarding School teachers. The results of this research indicate that there is an influence of the moderating variable, namely organizational culture, on relationships competence dan organizational citizenship behaviour against against performance of Darulghoh Wadda'wah Islamic Boarding School teachers. This research shows that practice competence, organizational citizenship behaviour and organizational culture plays an important role in encouraging the performance of Darulghoh Wadda'wah Islamic Boarding School teachers.

**Keywords:** Competence, Organizational Citizenship Behavior, Organizational Culture and Teacher Performance.

## 1. INTRODUCTION

Teachers are a valuable asset in an organization which in this research takes the form of Islamic boarding schools. Good planning in various teacher activities in Islamic boarding schools will improve teacher performance in carrying out their obligations and duties. Research was conducted at the Darulghoh Wadda'wah Islamic Boarding School (Dalwah, Bangil, Pasuruan) which related to the performance of teachers at the Islamic boarding school. One way that Islamic boarding schools use to face competition is by empowering and exploring all the potential of teachers to educate students to the maximum. In line with this, Islamic boarding schools need to increase their attention to the performance of their teachers

This research uses the Grand Theory of Planned Behavior (TPB) which was first developed by Icek Ajzen in 1985. According to Ajzen, (1991:20) Theory of Planned Behavior (TPB). TPB is influenced by three things, namely: attitudes, subjective norms, behavioral control. The Theory of Planned Behavior (TPB) can have a

relevant link to teacher performance. TPB states that a person's behavior is influenced by attitudes, subjective norms, and behavioral control. TPB emphasizes the importance of attitudes towards behavior. A positive attitude towards education and teaching tasks can motivate teachers to improve performance.

According to Edison et al., (2016) Competence is an individual's ability to carry out a job correctly and has excellence based on matters relating to knowledge, skills and attitudes. According to Dessler (2017) competence is a personal characteristic that can be demonstrated such as knowledge, skills and personal behavior such as leadership. So basically competency is a reflection of a person's skill value in carrying out their field of work. According to Edison (2016), the management of human resources in each organization and its implementation can have an influence on the contribution of general or specific competencies in the work division system. Based on the results of research conducted by Rizaldy and Suhermin (2023), it shows that work competency has a significant effect on employee performance. The research results show a positive relationship, which means that if work competency increases, employee performance will experience the same thing. On the contrary, if work competency decreases, employee performance will also decrease. Competence is a fundamental characteristic of an individual's character which is related to criteria for superior and effective performance in a job or situation. Improving work competency needs to be done within the company organization. Employees who have work competence tend to have good abilities in carrying out work and have the skills to be able to complete work based on work targets given by the company. Research conducted by Mardiana and Budiyanto (2022) shows different results that competence has no effect on the performance of lecturers in private universities. Competence is the initial capital for lecturers to be able to work effectively and efficiently. Weak competence is indicated by low academic level qualifications and functional positions of lecturers. Education and high academic functional positions will be able to create resources with high competence, namely having knowledge, skills and values that are reflected in thinking and acting behavior. Academic atmosphere moderates the influence of individual characteristics on private performance. The findings of this research are useful as a reference for private higher education decision making to improve lecturer performance which is the basis for higher education rankings. It is hoped that lecturers can improve individual competence.

Organizational Citizenship Behavior (OCB) is functional, extra-role, prosocial behavior that directs individuals, groups or organizations (Organ, 1998:35). According to Robbins et al., (2015). Facts show that organizations that have employees who have good OCB will have better performance than other organizations. Organizational Citizenship Behavior (OCB) is one part of the science of organizational behavior. There are two approaches to the OCB concept, namely OCB is Extra-Role performance which is separate from In-Role performance or performance that matches the job description. In relation to employee performance in an organization, OCB does not only include In-Role or work according to the job description but also Extra-Role which makes more contributions to the organization. Based on the results of research conducted by Wibowo, Budiyanto and Suhermin (2020), it shows that there is an influence of OCB on performance. These results indicate that there is a unidirectional relationship between OCB and performance, meaning that the better the OCB, the higher the nurse's performance. These findings provide important insights in understanding how employees perceive their performance as influenced by OCB. The behavior of helping other employees without coercion with tasks that are closely related to company operations will encourage increased performance. OCB can improve organizational performance because this behavior is a "lubricant" for the social machine in the organization, in other words, with this behavior, social interactions between members of the organization become smoother, reduce disputes and increase efficiency.

In the opinion of Joseph and Kibera (2019) organizational culture is the result of a mixture of culture and behavior of each individual in the organization in the form of new norms and philosophy, so that they have the desire and will to achieve certain goals. According to Schein (2011) organizational culture is defined as the values that guide human resources in carrying out their obligations and behavior within the organization. These values will provide answers to whether an action is right or wrong and whether a behavior is recommended or not. According to Green (1979), organizational culture is a tool to differentiate one organization from another in the way it interacts and acts in completing work. According to research conducted by Pramestialevi and Suhermin (2019), it shows that the organizational culture implemented by DISPUSIP Surabaya city has a positive and significant contribution to employee performance. This shows that the existing organizational culture at DISPUSIP Surabaya city has been implemented and adhered to by all employees guided by the existing system, belief values and norms that apply in DISPUSIP Surabaya city. This means that organizational culture can increase the stability of the work social and cultural system and help a sense of togetherness in the organization, organizational culture can also provide promotion standards and performance appraisals.

## 2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

### GRAND THEORY OF PLANNED BEHAVIOR (TPB)

According to Ajzen, (1991). When an individual behaves, he is not free to behave without limits but someone controls him, therefore the Perceived Behavioral Control variable is added to the variables in TRA. The Theory of Planned Behavior (TPB) is a theory of behavior that was first developed by Icek Ajzen in 1985. In this theory, there are 3 variables that are predictors of a person's behavioral tendencies (Behavioural Intention), namely subjective norms, attitudes towards action or behavior (Attitude Towards Act or Behavior), and perceived behavioral control (Perceived Behavioral Control). So Perceived Behavioral Control is a real difference between TRA and TPB (Ajzen, 1991).

### COMPETENCE

Sekaran (2016) mentions competency or individual characteristics as a significant predictor of employee performance and success in proportion to academic ability and knowledge. In another view, Ennis (2005:78) concludes that competency is "individual's capability to perform the tasks that have been assigned to him." Apart from that, the concept of competence can also be understood in more ways than knowledge, skills and professional identity. According to Blake and Mouton (1964) competence is the ability demonstrated in applying skills and knowledge or the application of knowledge, skills and behavior in performance. Utoyo et al., (2019) wrote that management competency is now a lifelong learning process and central to reforms in training and qualification systems. According to Paloniemi (2006), competence is increasingly being highlighted in working life. Furthermore, according to him, competence is one of the most valuable resources possessed by individuals, organizations and society. According to Palan (2008) there are several indicators related to competency, these indicators include: Knowledge, Skills, Attitudes and behavior

### ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

According to Danisch (2021:87) Organizational Citizenship Behavior (OCB) can be defined as an employee's work behavior within an organization, which is carried out voluntarily outside the established job description, with the aim of improving the progress of organizational performance. In general, we can conclude that OCB is individual behavior that is free (Discretionary), which does not directly and explicitly receive expectations from the formal reward system, and which overall drives the effectiveness of organizational functions. Is free and voluntary, because the behavior is not required by role requirements or job descriptions that are clearly required under the contract with the organization; but rather as a personal choice. Organizational Citizenship Behavior was first popularized by Organ in 1998. Referring to Organ's opinion (1988), indicators of organizational citizenship behavior include: Altruism, Conscientiousness, Sportsmanship, Courtesy, Civic Virtue According to Panday et al., (2019) Organizational Citizenship Behavior (OCB) is a form of work behavior possessed by every person that is not visible but is manifested by actions to be able to complete their tasks beyond the tasks they have. There are two approaches to the OCB concept, namely the first approach: OCB is extra role performance which is separate from performance and in-role performance or performance that matches the job description

### ORGANIZATIONAL CULTURE

In the opinion of Joseph and Kibera (2019) organizational culture is the result of a mixture of culture and behavior of each individual in the organization in the form of new norms and philosophy, so that they have the desire and will to achieve certain goals. A strong organizational culture can be interpreted as a form of culture that is held intensively and can be widely embraced and socialized to the environment and behavior of organizational members. According to Davis et al., (1989) organizational culture differentiates organizations from one another in the way they interact and act in solving problems. a job. An organizational culture that can bind all members of the organization will become a unity in view that can create uniformity in behavior or action. However, as time goes by, an organizational culture will be formed in an organization that can be felt to be useful in contributing effectively and efficiently as a whole. According to Koontz et al., (1984) defines organizational culture as norms, values, assumptions, beliefs, philosophy, organizational habits, and so on which are developed over a long time by the founders, leaders and members of the organization which are socialized and taught to new members and applied in organizational activities in producing products, serving consumers, and achieving organizational goals. According to Robbins and Judge (2013) as follows: Innovation and risk taking, Attention to details, Results orientation, Aggressiveness, Stability According to Schein (2010) it is clear that organizational culture is one of the factors that determines the success of an organization.

Therefore, the success of an organization also depends on how good its organizational culture is. Organizational culture indicators

## TEACHER PERFORMANCE

According to Hislop et al., (2013) performance is the result of employee work seen from the aspects of quality, quantity, working time and cooperation to achieve the goals set by the organization. According to Collins et al., (2011:74) performance is the quantity or quality of work results of individuals or groups within an organization in carrying out main tasks and functions that are guided by norms, standard operating procedures, criteria and measures that have been determined or are applicable in the organization According to Goleman (2001), the meaning of actual performance comes from the words Job Performance and is also called Actual Performance or work performance or actual achievements that have been achieved by an employee. According to Rusman (2012) who states that teacher performance indicators are as follows: Planning, Implementation of learning activities, Use of learning methods, Evaluation According to Greer et al., (2015) performance is the result of a process that is referred to and measured over a certain period of time based on conditions or agreements that have been previously determined.

## DEVELOPMENT OF RESEARCH HYPOTHESES

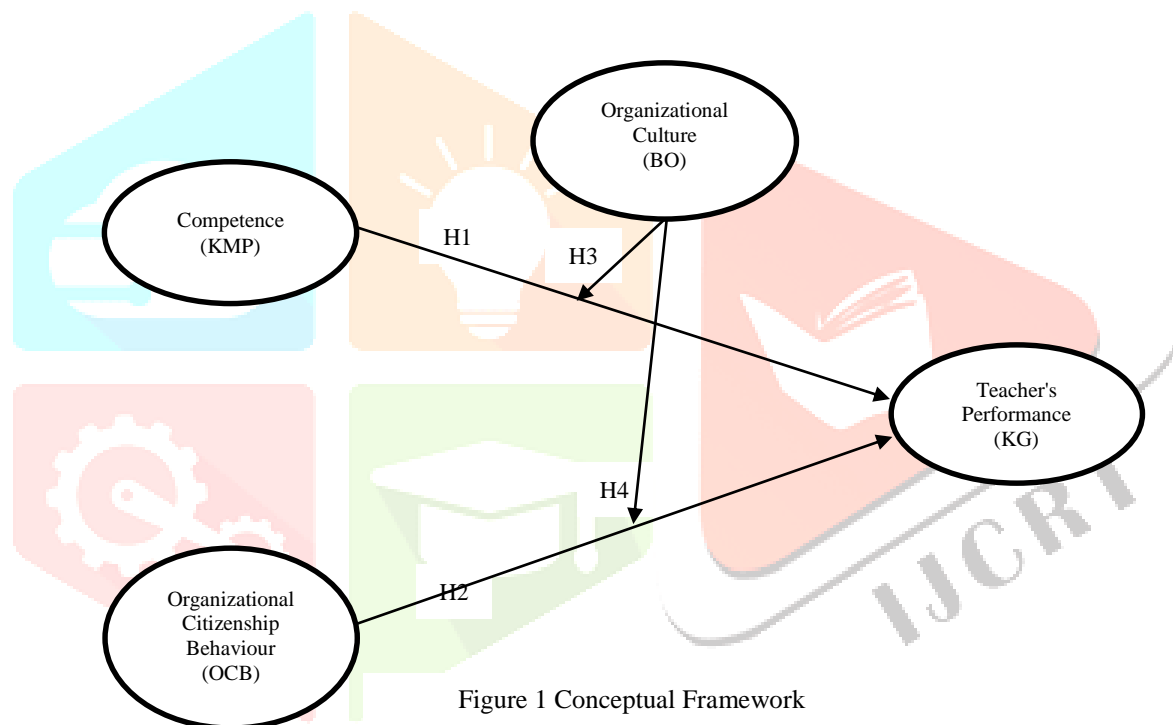


Figure 1 Conceptual Framework

Based on the conceptual framework image, the hypothesis used in this research is:

H1: The greater the competency, the higher the teacher's performance.

H2: The greater the organizational citizenship behavior, the higher the teacher's performance.

H3: The higher the competence, the higher the teacher performance moderated by organizational culture.

H4: The greater the organizational citizenship behavior, the higher the teacher's performance, which is moderated by organizational culture.

## 3. RESEARCH DESIGN

This research uses three independent variables, namely personality traits, competence and organizational citizenship behaviour, one moderating variable is organizational culture and one dependent variable is teacher performance. Measurement competency adopted research by Palan's (2008) research consists of 3 indicators. Measurement organizational citizenship behaviour adopting Organ's research (1988) consisting of 5 indicators. The measurement of organizational culture adopted research by Robbins and Judge (2013) consisting of 6 indicators. Then measuring teacher performance adopted Rusman's (2012) research consisting of 4 indicators. All indicator items are rated using a 5-point Likert scale, from 1-strongly disagree to 5-strongly agree.



The sampling technique uses purposive sampling. The total sample was 232 respondents, teachers at the Darullaghoh Wadda'wah (Dalwah) Bangil Pasuruan Islamic Boarding School, which was calculated using the formulaslovin with an error rate of 5%. Data collection was carried out through questionnaires, interviews and literature from various sources. The data analysis method used isNO PLSwith toolsSmartPLS version 3.0 and carry out testsouter model, inner model and test the hypothesis using P-Value.

#### RESPONDENT DESCRIPTION

The description of the teachers at Darullaghoh Wadda'wah Islamic Boarding School is as follows: a total of 232 respondents consisting of 180 men and 52 women. Most of the respondents were aged 25-30 years and were 70 respondents and the lowest were over 30 years of age, 43 respondents. The largest respondent's final educational level was at the undergraduate level with 104 respondents and the lowest was at the doctoral level with 12 respondents. Based on the majority teaching period of 3-5 years there were 118 respondents while the lowest was 5 respondents for more than 10 years. Based on teaching placements, it appears that the majority were placed at Darullaghoh Wadda'wah Islamic Boarding School 1 with 72 respondents, while the smallest were placed at Darullaghoh Wadda'wah Islamic Boarding School 3 with 46 respondents.

#### 4. RESULTS AND ANALYSIS

This research uses an approachPartial Least Square (PLS) for path modeling to estimate measurement and structural parameters in structural equation models (SEM) (Chin, 1998).

#### OUTER MODEL

In PLS, to assess the psychometric properties of the measurement instrument, a procedure similar to the method of Kleijnen et al., (2007) is carried out using reflective indicators for all research constructs. A null model lacking structural relationships was estimated, and then reliability was evaluated using composite scale reliability (CR) and average variance extracted (AVE) (Fornell and Larcker, 1981) or Cronbach's Alpha (Malhotra et al., 1996). The criteria for fulfilling CR are more than gradescutoff 0.700 and AVE exceeds the valuecutoff 0.500 (Fornell and Larcker, 1981), while the criteria are metcronbach's alpha is overvaluedcutoff 0.600 (Malhotra et al., 1996). Convergent validity was evaluated by measuringstandardized loadings on each construct (Chin, 1998) with the criteria being metstandardized loadings when valuecutoff exceeds 0.500. From table 1 it can be seen that all sizes showstandardized loadings which exceeds 0.500, so it can be interpreted that all variables meet the requirements for convergent validity. The next step is to measure discriminant validity. As stated by (Fornell and Larcker, 1981), the AVE for each construct is greater than the squared latent factor correlation between pairs of constructs, so that the determinant is that all constructs show satisfactory validity. In table 1 it can be seen that for all constructs, the CR value exceeds 0.700 and the valuecronbach's alpha exceeds 0.600 and from table 1 it can be seen that the AVE value exceeds 0.500. Thus it can be said that all constructs show satisfactory discriminant validity and meet reliability requirements.

Table 1. Validity and Reliability Measurement Results

| Variabel | Indikator | Outer Loading | Root Of AVE | Composite Reliability | Cronbach's Alpha |
|----------|-----------|---------------|-------------|-----------------------|------------------|
|          | KMP 1     | 0.929         |             |                       |                  |
|          | KMP 2     | 0.953         | 0.884       | 0.958                 | 0.935            |
|          | KMP 3     | 0.939         |             |                       |                  |
|          | OCB 1     | 0.910         |             |                       |                  |
|          | OCB 2     | 0.944         |             |                       |                  |
|          | OCB 3     | 0.937         | 0.867       | 0.970                 | 0.962            |
|          | OCB 4     | 0.916         |             |                       |                  |
|          | OCB 5     | 0.946         |             |                       |                  |
|          | BO 1      | 0.947         |             |                       |                  |
|          | BO 2      | 0.922         |             |                       |                  |
|          | BO 3      | 0.14          | 0.866       | 0.975                 | 0.969            |
|          | BO 4      | 0.937         |             |                       |                  |
|          | BO 5      | 0.945         |             |                       |                  |

|      |       |       |       |       |
|------|-------|-------|-------|-------|
| BO 6 | 0.917 |       |       |       |
| KG 1 | 0.921 |       |       |       |
| KG 2 | 0.920 |       |       |       |
| KG 3 | 0.888 | 0.836 | 0.953 | 0.935 |
| KG 4 | 0.927 |       |       |       |

Source: Data processed by SmartPLS version 3.0 2023

From table 1 the results of data processing combined loadings obtained all factor loadings in the measurement of each research variable factor loading above 0.6 and significant ( $p < 0.001$ ) or has value  $P$  value  $< 0.05$ , so the overall indicator is valid. Value processing results root of AVE It can be obtained that for five variables, the root value of AVE is greater than the correlation value between latent variables, thus all indicators as construct measurements for the four research variables have valid discriminants. Data processing results composite reliability coefficient and cronbach's alpha coefficient, test results show all values composite reliability shows a value greater than 0.7 and all values cronbach's alpha greater than 0.6, so it can be concluded that the indicators for all variables have met composite reliability and internal consistency reliability, so that internal consistency reliability is accepted.

### INNER MODEL

This inner model evaluation test aims to test the relationship between the variables used in the research (Joe F. Hair et al., 2014). The inner model was carried out with four tests, including Collinearity assessment which showed that the results of the inner variance inflation factor for all independent variables showed  $< 5.00$ . This proves that there are no symptoms of collinearity. The coefficient of determination ( $R^2$ ) in this study has a moderate model because the R-square value is 0.798. Effect size ( $f^2$ ) shows that the f square values, namely Competence (KMP), Organizational Citizenship Behavior (OCB), and Organizational Culture (BO) on the Teacher Performance (KG) variable, obtained f square values of 0.104, 0.125, and 0.101 respectively. . It can be concluded that Competency (KMP) has a low contribution ( $\geq 0.02$ ), and Organizational Citizenship Behavior (OCB) has a medium contribution ( $\geq 0.15$ ) to the Teacher Performance (KG) variable while Organizational Culture (BO) has a low contribution ( $\geq 0.02$ ) and cross-validated redundancy ( $Q^2$ ). Teacher Performance (KG) variables or any changes/variations in Teacher Performance (KG) variables can be predicted by Competency (KMP) and Organizational Citizenship Behavior (OCB) variables.

### HYPOTHESIS TESTING

Table 2: P Values

| Direct Influence                             | Inner Weight | T-statistik | P-value | Conclusion |
|----------------------------------------------|--------------|-------------|---------|------------|
| Competence (KMP) -> Teacher Performance (KG) | 0.252        | 3.668       | 0.000   | signifikan |
| OCB (OCB) -> Teacher Performance (KG)        | 0.317        | 3.594       | 0.000   | signifikan |
| KMP*BO -> Teacher Performance (KG)           | 0.224        | 4.081       | 0.000   | signifikan |
| OCB*BO -> Teacher Performance (KG)           | -0.179       | 3.379       | 0.001   | signifikan |

Source: Data processed by SmartPLS version 3.0 2023

Based on table 2, hypothesis testing has been carried out on 185 respondents, the following hypothesis can be identified:

- H<sub>1</sub>: Competence has a significant effect on the performance of Darullaghoh Wadda'wah Islamic Boarding School teachers
- H<sub>2</sub>: Organizational citizenship behaviour has a significant effect on the performance of Darullaghoh Wadda'wah Islamic Boarding School teachers
- H<sub>3</sub>: Competence has a significant effect on performance and can be moderated by organizational culture in Darullaghoh Wadda'wah Boarding School teachers.
- H<sub>4</sub>: Organizational citizenship behaviour significantly influencing the performance can be moderated by the organizational culture of Darullaghoh Wadda'wah Boarding School teachers.

To see the form of the moderation model, based on data processing, it can be seen from the values P-Value directly and indirectly as follows:

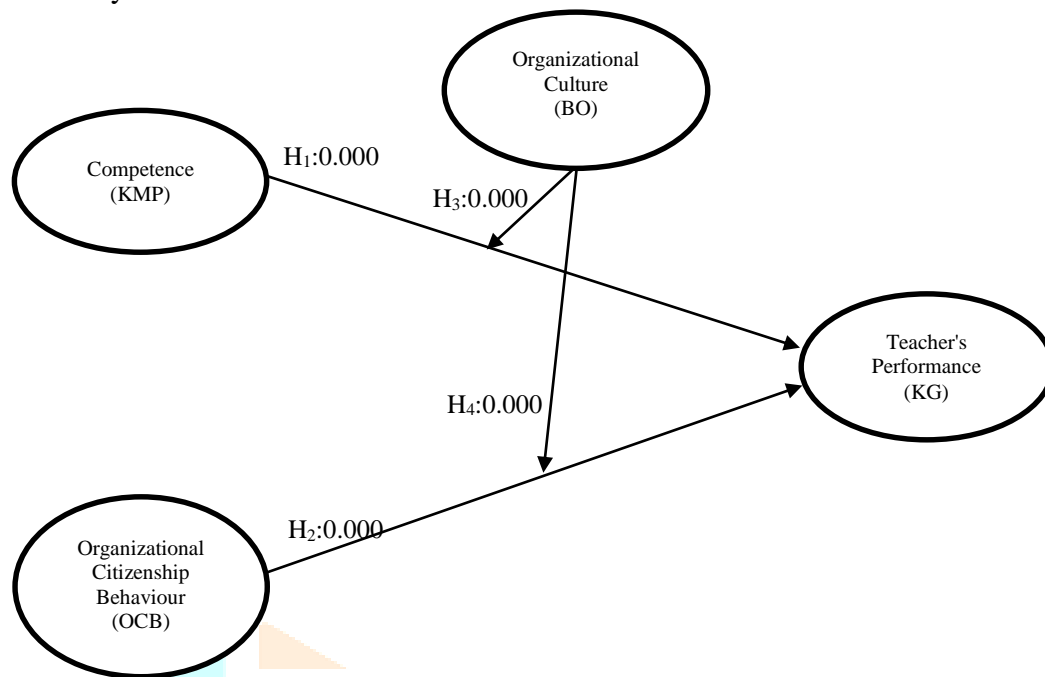


Image of Research Model Results

## DISCUSSION

Teacher competency at the Darullghoh Wadda'wah Islamic Boarding School is an important part that teachers must have in order to support the performance in the teaching process of the students to run optimally so that the teaching and learning process at the Islamic boarding school can run well. With the competencies possessed by the Darullghoh Wadda'wah Islamic Boarding School teachers, they can produce teaching skills that are appropriate for use in educating students. It is the competence of the teachers that will determine, in other words, these results point to the aspect of the relationship between competence and performance. The competencies possessed by the Darullghoh Wadda'wah Islamic Boarding School teachers are the basic characteristics of a teacher in the form of the ability and willingness to carry out the task of teaching or educating students so as to enable them to unleash their maximum potential in order to produce superior performance in completing their work. The competence of the Darullghoh Wadda'wah Islamic Boarding School teachers is concrete evidence of the implementation of the abilities they have. The competence of a teacher at an Islamic boarding school must adhere to educational principles that can be exemplary, namely fun, encouraging, satisfying and giving freedom to students to learn according to the learning program determined by the teacher. Therefore, a teacher is required to be competent in teaching so that the teaching and learning process can be accepted by the students. Therefore, high competence will produce high performance, while low competence will produce performance with less than optimal results. The conclusions obtained show that there is a direct relationship between competence and a teacher's performance.

Organizational Citizenship Behavior (OCB) possessed by Darullghoh Wadda'wah Islamic Boarding School teachers is an aspect that cannot be separated from each teacher at the Islamic boarding school. OCB of Darullghoh Wadda'wah Islamic Boarding School teachers is a unique aspect of the teacher's activities in carrying out his work. This is a habit or behavior that most Darullghoh Wadda'wah Islamic Boarding School teachers have and are always carried out voluntarily or sincerely without thinking about rewards or rewards. Therefore, the OCB possessed by Darullghoh Wadda'wah Islamic Boarding School teachers can increase effectiveness, efficiency and performance within the organization, especially in Islamic boarding schools. Organizational Citizenship Behavior possessed by Darullghoh Wadda'wah Islamic Boarding School teachers is a desire that comes from the teachers to be able to contribute to the Islamic boarding school. This desire appears suddenly in all conditions and there is support from the Islamic boarding school such as support from the boarding school caretaker, co-workers who cooperate with each other, active interaction and cooperation to be able to carry out the teaching and learning process for the students so that they do not experience obstacles. Apart from that, the Organizational Citizenship Behavior above can be concluded that OCB behavior is a personal intention that arises from oneself on a voluntary basis to do work outside the job description without expecting any reward for this behavior. To foster Organizational Citizenship Behavior, Darullghoh Wadda'wah Islamic Boarding School caregivers need to create a good organizational culture &

climate, OCB behavior of teachers will emerge when a teacher feels satisfaction with his work, gets support and is trusted by Islamic boarding school caregivers. Apart from personality and mood, a teacher will tend to encourage voluntary action when a fellow teacher is in trouble. Support from Islamic boarding schools, meaning that every good teacher initiative that gets support from Islamic boarding schools will give rise to OCB behavior. The conclusions obtained indicate a direct relationship between *organizational citizenship behaviour* with a teacher's performance.

The success of the Darullughah Wadda'wah Islamic Boarding School is determined by the teacher's readiness in preparing the teaching and learning process for its students. Competence will determine a teacher's professional ability so that it plays an important role in improving the quality and outcomes of education, and supporting the quality of the teacher's performance. Paying attention to the very important role of teachers in Islamic boarding school education, to obtain good and superior educational output depends on teacher competence. Therefore, if the quality of Islamic boarding school education is improved, the quality of teacher abilities must also be improved so that teacher performance increases. If the quality of Islamic boarding school education does not meet society's expectations, of course the teacher will be in the spotlight. As an educator, teacher performance greatly determines teacher success in the learning process. One other factor that can improve teacher performance in Islamic boarding schools is the organizational culture of the Islamic boarding school. The organizational culture at the Darullughah Wadda'wah Islamic Boarding School is a factor that is able to encourage the success of the Islamic boarding school in the teaching and learning process of the students. The success of learning activities must be supported by a strong organizational culture in implementing the learning activity process. The organizational culture of the Darullughah Wadda'wah Islamic Boarding School is determined by the caregivers as a system of values taken and developed, originating from habitual patterns, basic religious values through a socialization process in the form of rules that are used as a benchmark in thinking and acting in achieving the goals of the Islamic boarding school. The competencies possessed by the Darullughah Wadda'wah (Dalwah) Islamic Boarding School teachers are the basic capital of a teacher at an Islamic boarding school which is the ability and strong will to produce superior performance in completing their teaching assignments, this cannot be separated from the role of the organizational culture that has been developed by the caregivers. The Darullughah Wadda'wah (Dalwah) Islamic Boarding School is based on the values, norms and morality of good Islamic religious guidance as an effort to shape a teacher's individual performance for the better. The conclusions obtained show that there is a direct relationship between competence and a teacher's performance which is moderated by organizational culture.

Organizational Citizenship Behavior (OCB) will not appear or will not be formed if teachers at the Darullughah Wadda'wah (Dalwah) Islamic Boarding School are less able to implement organizational culture or it does not work well. The results show that organizational citizenship behavior (OCB) on teacher performance at the Darullughah Wadda'wah Islamic Boarding School is moderated (weakened) by organizational culture, namely teacher OCB can be considered as voluntary behavior that can influence their performance. A strong and rigid organizational culture may weaken the impact of OCB on teacher performance. Organizational cultures emphasize strict hierarchies or emphasize compliance with rules without room for initiative or voluntary participation, teachers may feel inhibited in carrying out OCB. The results of this research can show that organizational culture influences the relationship between OCB and teachers' intentions to behave voluntarily in religious education in Islamic boarding schools. By understanding how organizational culture weakens the relationship between OCB and teacher intentions/behavior, by understanding how subjective norms in the Islamic boarding school environment influence teachers' intentions to behave voluntarily, Islamic boarding school leaders can take steps to strengthen these norms and encourage more positive OCB behavior. With the implementation of organizational culture at the Darullughah Wadda'wah (Dalwah) Islamic Boarding School, teachers do a lot of teaching or other work outside the job desk without any incentives or other rewards, although this is considered positive by caregivers or other teachers, this also triggers a decline in performance. because there is too much work. If the organizational culture that already exists in an organization is supported by teachers who always implement this culture, it will provide good results to improve performance. Teacher performance is greatly influenced by OCB which is supported by the organizational culture implemented in an Islamic boarding school. Organizational Citizenship Behavior is a form of behavior that is a teacher's choice and initiative, not related to the formal reward system in Islamic boarding schools but in aggregate increases the effectiveness of Islamic boarding schools. This is because Organizational Citizenship Behavior is not included in the requirements for a teacher's teaching job or a teacher's job description so that if it is not displayed, sanctions will not be given by the Islamic boarding school. Thus, this behavior can provide positive results for the Islamic boarding school, both for the purposes of the Islamic boarding school itself and for social life within the Islamic boarding



school which has a direct impact on teacher performance. The conclusions obtained indicate a direct relationship between *organizational citizenship behaviour* with a teacher's performance being moderated by organizational culture.

## CONCLUSION

1. Darullghoh Wadda'wah Islamic Boarding School teachers have sufficient competence and will be able to improve teacher performance in accordance with specified standards.
2. Organizational citizenship behavior possessed by Darullghoh Wadda'wah Islamic Boarding School teachers can be an initiative to help fellow colleagues if they experience problems so that the performance of teachers together can continue according to the established process.
3. The application of the organizational culture owned by the Darullghoh Wadda'wah Islamic Boarding School can encourage the competence of teachers in producing teacher performance in providing teaching and learning services for students to gain knowledge that can be used in preaching to the community.
4. The organizational culture of the Darullghoh Wadda'wah Islamic Boarding School can moderate (weaken) the creation of organizational citizenship behavior that is less than optimal in encouraging increased teacher performance in educating students.

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