



The Effect of Remuneration and Job Satisfaction on Teacher Performance with Organizational Citizenship Behavior (OCB) as Mediating Variable

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Abstract

The quality of education is one of the measurements in determining the quality of a nation because education can produce qualified human resources. The result of the PISA showed that the quality of education in Indonesia, from students' literacy level, was in the low position because the quality of education was uneven, in this case, the performance of teachers. Teacher performance would affect the quality of students' learning process. In addition, to create an effective organization, the attitude of teachers' professional performance needed to be supported by a voluntary attitude, namely Organizational Citizenship Behavior (OCB). This study aimed to analyze the direct and indirect effects of remuneration on teacher performance with OCB as mediation. This was associative research with the quantitative approach which aimed to find relations that explain measurable causes and facts, also show variable relations, and perform analysis. The subjects in this study were public and private high school teachers in Depok. The number of respondents was 250 teachers. A questionnaire was used as a data collection method. The analysis used was multiple linear regression and path analysis. Based on the results of the study, there was a joint influence between the variables of remuneration, job satisfaction, and OCB on teacher performance. The dominant variable that affected OCB and teacher performance was job satisfaction.

How to Cite

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INTRODUCTION

The quality of education is one measurement in determining the dignity and progress of a nation. According to Lailatussaadah (2015), by improving the quality of education, the quality of society would increase. According to the Organization of Economic and Culture Development (OECD) (2019) the indicators included in the OECD Better Life Index (BLI) were income and wealth, jobs and earnings, housing, health status, work and life, education and skills. Civic engagement and governors, environmental quality, security/ personal safety, social connections and life satisfaction. According to the results of a survey conducted by the OECD through the Program for International Students Assessment (PISA) which aimed to measure the quality of education from the basic literacy level of students in Indonesia compared to other countries, the data showed that Indonesia ranked in the bottom 10 out of 79 countries (Kementerian Pendidikan dan Kebudayaan, 2020). In addition Alifah (2021) said that for reading competency score, Indonesia ranked 72 out of 77 countries. For Mathematics score, it ranked 72 out of 78 countries. Moreover, the score of science ranked 70 out of 78 countries. The quality of student learning outcomes depends on the professional ability of the teacher.

Teachers are professionals who have great duties and responsibilities in educating. Teacher professionalism, which consists of mastering four competencies covering professional, pedagogical, personality, and social competencies, is an indicator of teacher performance that plays an important role in improving student learning outcomes and achievements (Agustiningsih, 2016).

The results of Zikanga et al. (2021) showed that although the income guarantee scheme had a positive and significant effect on teacher performance, basic salary had a positive but not significant effect on teacher work performance, and bonuses and allowances had an insignificant negative effect on teacher work performance. While research by Arain

et al. (2012) showed that there was a positive impact of teacher remuneration on performance. The research was in line with Rustiana et al., (2018) that there was a positive and significant effect of compensation partially on teacher professional competency. Based on previous research showing inconsistent results so this research is important to do research.

In effective institutions, it is often found that employees are willing to go extra miles and work beyond their "mandatory duties" without expecting anything in return (Dipaola & Tschannen-Moran, 2001) Voluntary behavior that is visible and observable is called OCB or can be translated as organizational citizenship behavior ("kewargaorganisasian", in Indonesian)

Triyanto (2009), stated that OCB is broader than employee personal commitment because the meaning of citizens is citizenship so that they have responsibility and love for their work voluntarily and without supervision. In line with that Laksmiwati (2021) stated that the teacher is a measure of the success of education in schools. To achieve optimal educational goals, it is necessary to improve the performance of school resources together. According to Kustono (2007:2), teacher performance in Indonesia is still relatively low. One of them from the teacher's point of view is because most teachers have not met the minimum educational qualifications, seen from the achievements of students in Indonesia who have not yet reached the PISA standard. However, with the existence of government policies regarding remuneration, in this case teacher certification, the provision of one-time salary allowances and other allowances, it is hoped that this will increase teacher job satisfaction and improve their performance as professional teachers. The success of a school will be influenced by teachers who are committed to achieving educational values and goals. Besides that, it is also supported by the majority of school members who have an attitude of responsibility and love their work voluntarily without being supervised and taking into account the rewards that will be obtained.

This study focused on the research objectives: (1) analyzing the effect of remuneration and job satisfaction on teacher performance; and (2) analyzing OCB role in mediating the effect of remuneration and job satisfaction on employee performance.

Research by Handayani (2015) showed that one way to move teachers actively to carry out their job professionally was to provide compensation or service fees. Realizing the importance of teacher performance in carrying out their duties, various efforts have been established to improve performance, namely by paying attention to job satisfaction, conducting teacher supervision, providing incentives, and providing good opportunities for career development. One of the factors that can improve performance is by increasing the welfare of teachers.

Besides that, research by Damayanti Evi dan Ismiyanti (2020) stated that qualified teachers can be embodied from teachers who have job satisfaction. The measurement of job satisfaction for most people can be seen from the amount of compensation or remuneration. The greater the compensation, the higher job satisfaction. However, if they consider that the compensation received is inadequate, their achievement, motivation, and job satisfaction will also decrease. Job satisfaction is a reflection of the attitudes and feelings of a teacher towards their work in teaching and learning process at school. The attitude and behavior of a satisfied teacher will be shown by being proud of his work, enjoying work, being passionate about work and, carrying out work with full responsibility. If a teacher has a good level of job satisfaction, the teacher's performance will be optimal, so it has an impact on a pleasant learning process and increased student learning outcomes.

In addition to teacher performance, research by Nur Agustini (2016) stated

from the analysis of the effect of remuneration on OCB obtained path coefficient value = 0.089 and p-value = 0.169. Then, research by Larasati, Dynasty. Sawitri (2018) showed the value of the correlation coefficient (r_{xy}) = 0.684, $p < 0.001$. That means the higher the job satisfaction is, the higher the OCB is. Similar results were also obtained by Saepudin & Djati (2019), results of their research indicated that job satisfaction and organizational commitment affected OCB directly and indirectly. It was supported by research conducted by Hutagalung et al. (2020) which showed job satisfaction had a significant effect on teachers' OCB. (Sari & Muhammad, 2019) in their research results showed that increasing job satisfaction would increase OCB.

Research by Dinda et al. (2021) stated that OCB partially had positive and significant effect on employee performance. A qualified learning process will be gained from professional teachers. In addition of being professional, teachers sometimes have to spend time outside of their working hour to provide guidance to their students, and this is done voluntarily without expecting a nominal amount of compensation to be received (Antari, 2021).

Based on previous research, several hypotheses were obtained as follows:

Hypothesis 1: Remuneration affects teacher performance

Hypothesis 2: job satisfaction affects teacher performance

Hypothesis 3 : remuneration has an effect on OCB

Hypothesis 4 : job satisfaction has an effect on OCB

Hypothesis 5: OCB has an effect on teacher performance

Hypothesis 6 : OCB mediates the effect of remuneration on teacher performance

Hypothesis 7: OCB mediates the effect of job satisfaction on teacher performance

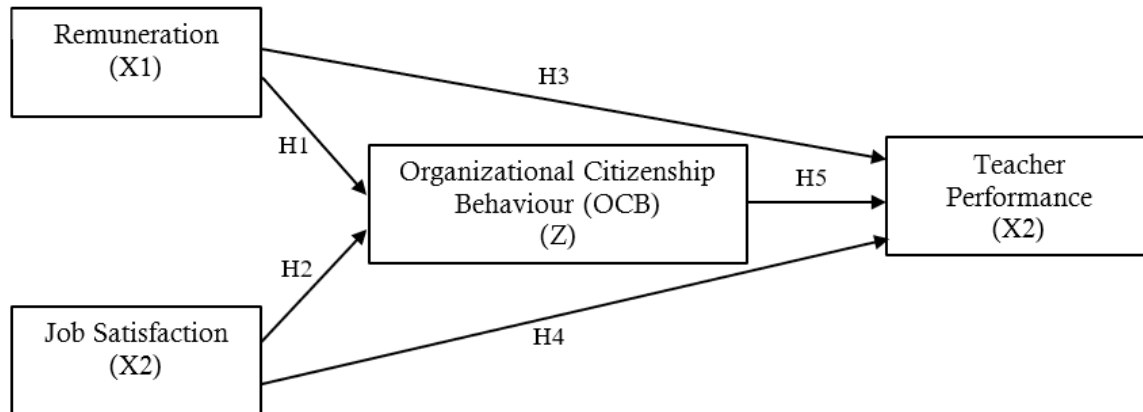


Figure 1. Thinking Framework

METHODS

This study is quantitative because we asked specific research questions at the start of the study, obtained numerical data and used statistical techniques to analyze the data. This research was conducted at public and private high schools in Depok, West Java, Indonesia. It was conducted for 3 months, starting from June to August 2022. This range of time was utilized for data collection, both instrument trial data and research data. The population in this study were high school teachers in Depok.

The number of research samples or respondents participated was 250 teachers with Slovin technique as the technique of determining sample. Questionnaire addressed to respondents was used in collecting data, where each research variable was described in several statements then processed and scored by using a Likert scale.

RESULT AND DISCUSSION

Based on the recapitulation of the respondents' answers who filled out the online questionnaire, the data obtained were coming 250 respondents. Table 1 shows the general characteristics of the respondents in this study.

Table 1. Respondent Overview

Category	Detail	Number	%
Gender	Male	83	33.2
	Female	167	66.8
Age (year)	20 – 25	25	10
	26 – 30	55	22
	31 – 35	38	15.2
	36 – 40	36	14.4
	>40	96	38.4
Years of Service (year)	< 1	23	9.2
	1.1 – 2	18	7.2
	2.1 – 3	18	7.2
	3.1 – 4	20	8
	4.1 – 5	11	4.4
	> 5	160	64
Total Income (in rupiah)	0 – 3 millions	60	24.0
	3- 6 millions	112	44.8
	6 – 9 millions	75	30.0
	9 – 12 millions	3	1.20

Category	Detail	Number	%	Variable	Code	R count	Result
School	Public	130	52	Organizational Citizenship Behaviour (OCB)	Kp7	0.677	Valid
	Private	120	48		Kp8	0.601	Valid
Employ- ment Status	PNS	63	25.20		Kp9	0.643	Valid
	PPPK	33	13.20		Kp10	0.748	Valid
	Honorary	154	61.60		Kp11	0.773	Valid
District	Sawangan	27	10.8		Kp12	0.659	Valid
	Pancoran Mas	26	10.4		Kp13	0.680	Valid
		Sukmajaya	38		15.2	Kp14	0.704
	Cimanggis	17	6.8		Oc1	0.717	Valid
	Beji	20	8		Oc2	0.655	Valid
	Limo	18	8		Oc3	0.720	Valid
	Cipayung	17	6.8		Oc4	0.733	Valid
	Cilodong	33	13.6		Oc5	0.693	Valid
	Cinere	6	2.4		Oc6	0.470	Valid
	Tapos	27	10.8		Oc7	0.653	Valid
Bojongsari	20	8	Teacher Performance		Kg1	0.732	Valid
					Kg2	0.833	Valid
					Kg3	0.787	Valid
				Kg4	0.802	Valid	
				Kg5	0.710	Valid	
				Kg6	0.825	Valid	

Source: Processed primary data (2022)

Table 2. Validity Test Results

Variable	Code	R count	Result
Remuneration	R1	0.883	Valid
	R2	0.867	Valid
	R3	0.899	Valid
	R4	0.677	Valid
	R5	0.758	Valid
	R6	0.674	Valid
	R7	0.792	Valid
Job Satisfaction	Kp1	0.651	Valid
	Kp2	0.601	Valid
	Kp3	0.614	Valid
	Kp4	0.624	Valid
	Kp5	0.703	Valid
	Kp6	0.641	Valid

Source: Processed primary data (2022)

Table 2 shows validity testing results, it is discovered that value of all indicators in this study was above 0.124. Accordingly, the measurement items used in this study were valid.

Furthermore, reliability testing was used to measure the measurement items on the questionnaire that described the variable indicators. A questionnaire is reliable if one's response to a question is unchanged or normal.

Based on the results of the reliability test shown in Table 3, it can be concluded that all indicators had a Cronbach's alpha value > 0.60, indicating that all the instruments used were reliable.

Table 3. Reliability Test Results

Variable	Cronbach's Alpha	Total Item	Test Result
Remuneration	0.902	7	Reliable
Job Satisfaction	0.898	14	Reliable
Organizational Citizenship Behaviour (OCB)	0.746	7	Reliable
Teacher Performance	0.960	18	Reliable

Source: Processed primary data (2022)

Table 4. Multiple Regression Test Results of Remuneration and Job Satisfaction on OCB

Model	Unstd. Coeffs.		t-count	Sig
	B	Std. Error		
(Constant)	11.000	1.295	8.496	0.000
Remuneration	0.017	0.045	0.373	0.710
Job Satisfaction	0.275	0.032	8.529	0.000

Source: Processed primary data (2022)

Table 4 show the results of the multiple linear regression above obtained the equation model:

$$OCB = 11,000 + 0.017 R + 0.275 KK$$

This means that remuneration and job

satisfaction had effect on OCB. Furthermore, according to the results of data analysis in the form of the equation, it can be interpreted that the constant value was 11,000, meaning that if the value of the remuneration and job satisfaction variable was zero (0), then the value of the OCB variable would be the same as the constant value of 11,000. The beta coefficient value of the remuneration variable was 0.017 with a positive coefficient sign, meaning that if the remuneration factor increased by one unit, OCB would increase by 0.017. The beta coefficient value of the job satisfaction variable was 0.275 with a positive coefficient sign, meaning that if the job satisfaction factor increased by one unit, then OCB would increase by 0.275.

Table 5. Multiple Regression Test Results of Job Satisfaction Remuneration and OCB on teacher performance

Model	Unstandardized Coefficients		t-count	Sig
	B	Std. Error		
(Constant)	25.644	3.203	8.007	0.000
Remuneration	- 0.345	0.099	-3.491	0.001
Job Satisfaction	0.556	0.080	6.964	0.000
Organizational Citizenship Behaviour	1.065	0.138	7.691	0.000

Source: Processed primary data (2022)

The results of the multiple linear regression above had obtained an equation model as follows:

$$KG = 25,644 - 0,345 R + 0,556 KK + 1,065 OCB,$$

meaning that remuneration, job satisfaction and OCB affected teacher performance. Furthermore, according to the results of data analysis in the form of the equation, it can be interpreted that the constant value was 25.644, which denoted that if the value of the variable remuneration, job satisfaction, and

OCB was zero, then the value of the teacher performance variable would be the same as the constant value, namely 25.644. The beta coefficient value on the remuneration variable was 0.345 with a negative coefficient sign, meaning that if the remuneration factor increased by one unit, the teacher's performance would decrease by 0.345. The value of the beta coefficient on the job satisfaction variable was 0.556 with a positive coefficient sign, which means if the job satisfaction factor increased by one unit, the teacher's performance would increase by 0.566. The beta coefficient value on the Organizational Citizenship Behavior variable was 1.065 with a positive coefficient sign, meaning that if OCB increased by one unit, the teacher's performance would increase by 1.065.

The next test was simultaneously and partially hypothesis testing. The F-test was used to test the binding of variables simultaneously. Simultaneous hypothesis testing is an effort to identify whether the variables of remuneration, job satisfaction, and OCB affect teacher performance simultaneously.

Table 6. Simultaneous Test Results of Remuneration and Job Satisfaction on OCB

Model	Sum of Squares	df	F	Sig
Regression	1341.607	2	76.055	.000 ^b
Residual	2178.537	247		
Total	3520.144	249		

Source: Processed primary data (2022)

Table 6 Simultaneous test results of remuneration and job satisfaction on OCB obtained the F-count value of 76,055> from the F-table with a significance of 0.000 <0.05, it can be interpreted that remuneration and job satisfaction were trying to influence OCB in an acceptable way simultaneously.

The results of the simultaneous test analysis in Table 6 indicated Simultaneous test results of remuneration and job satisfaction on

Table 7. Simultaneous Test Results of Remuneration, Job Satisfaction, and OCB on Teacher Performance

Model	Sum of Squares	df	F	Sig
Regression	10779.518	3	86.038	.000 ^b
Residual	10273.618	246		
Total	21053.136	249		

Source: Processed primary data (2022)

OCB obtained the F-count value of 86.038 > from the F-table with a significance of 0.000 <0.05, it can be interpreted that remuneration, job satisfaction and OCB affected teacher performance in an acceptable way simultaneously.

Furthermore, a partial test was carried out to determine the relationship between remuneration, job satisfaction, and OCB which partially affect teacher performance.

Table 4 shows the results of data analysis, the results of the t-test in this research indicated that: first, remuneration obtained a significant level of 0.710 > 0.05, meaning that remuneration had no significant effect on OCB. Second, job satisfaction had a significant level of 0.000 <0.05, meaning that job satisfaction had an effect on OCB. Furthermore, the results of data analysis in table 5 shows t-test results that: first, remuneration had a significant 0.001 <0.05, meaning that remuneration had a significant effect on teacher performance. Second, job satisfaction obtained a significant 0.000 <0.05, meaning that job satisfaction had a significant effect on teacher performance, the three OCBs obtained a significant 0.000 <0.05, meaning that OCB had a significant effect on teacher performance.

Next was the coefficient of determination test which was carried out to measure how far the ability of a model in explaining dependent variation of variable. The results of the determination test in this study can be described in Tables 8 and Table 9.

Table 8. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimation
1	.617 ^a	.381	.376	2.970

Source: Processed primary data (2022)

Table 9. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimation
2	.716 ^a	.512	.506	6.462

Source: Processed primary data (2022)

The results of data analysis in Table 8 show that the coefficient of determination was 0.381, meaning that the teacher's performance level of 38.1% can be explained by remuneration and job satisfaction while the remaining 61.9% was influenced by other variables which were not discussed in this study.

The results of data analysis in Table 9 show that the coefficient of determination was 0.512, meaning that the teacher's performance level of 51.2% can be explained by remuneration, job satisfaction and OCB while the remaining 48.8% was influenced by other variables that were not discussed in this study.

The results show that remuneration had an effect on OCB (Y). This was unaligned with previous research conducted by (Nur Agustini, 2016) which stated that remuneration had no significant effect on OCB. The results of the study supported the research conducted by (Larasati, Dynasty. Sawitri, 2018) which stated that job satisfaction affected OCB. The higher job satisfaction, the higher OCB, (Saepudin & Djati, 2019). Research by (Sari & Muhammad, 2019) showed that job satisfaction would increase OCB. Also in line with research conducted by (Zulaika et al., 2020), that job satisfaction had a significant effect on the OCB of teachers, and (Maulidia & Laksmiwati, 2022) stated that the relationship between the variables of satisfaction with OCB was in a strong category and had a positive or unidirectional relationship.

The coefficient value of the remuneration variable was 0.345 with a negative coef-

ficient sign, meaning that if the remuneration factor increased by one unit, the teacher's performance would decrease by 0.345. The results of this study were unaligned with another research Niddin et al. (2021) which stated that remuneration could improve the performance of ASN but was in line with what was done by (Lolita, 2016). In her research, it showed that remuneration had no effect on employee performance, and (Dinda et al., 2021) in her research showed that compensation had a negative and insignificant effect on employee performance.

The coefficient value of the job satisfaction variable was 0.556 with a positive coefficient sign, meaning that if the job satisfaction factor increased by one unit, the teacher's performance would increase by 0.566. The results of this study were in line with a research by Ahmadiansah (2016) which showed that job satisfaction had a positive and significant effect on the teacher's performance in SMK Muhammadiyah Salatiga

The coefficient value of the OCB (Y) variable was 1.065 with a positive coefficient sign, meaning that if the OCB factor increased by one unit, the teacher's performance would increase by 1.065. The results of the study were in line with research conducted by Huta-galung et al. (2020) that OCB had a significant effect on the performance of private teachers in Tangerang. It was also in line with research Dinda et al. (2021) that simultaneously OCB had a positive effect on employee performance.

Table 10. Path Analysis Test Results

Variable	Direct Effect	Indirect Effect	Total Effect
Remuneration	-0.218	0.113	-0.20669
Job Satisfaction	0.495	0.2605	0.75556
Organizational Citizenship Behaviour (OCB)	0.435		

Source: Processed primary data (2022)

Based on the results of data analysis in table 10, it shows that remuneration had a direct effect on teacher performance by -21.8%, indirect effect by 11.3%, and total effect by -20.66%. This shows that the value of indirect effect was greater, meaning that remuneration through OCB indirectly had a significant effect on teacher performance.

Job satisfaction had a direct effect on teacher performance by 49.5%, an indirect effect of 26.05%, and a total effect of 75.55%. This shows that the direct effect value was greater, which means that job satisfaction directly through OCB significantly affected teacher performance.

The Sobel test was conducted to determine whether OCB was able to become a mediating variable between remuneration and employee performance, the Statistic test score was 0.332 which was smaller than 1.96, meaning that OCB was unable to mediate the effect of remuneration on teacher performance. It proved that the higher the teacher's remuneration, it would not affect their OCB, and it had no impact on teacher performance. Meanwhile, in looking at the effect of OCB in mediating job satisfaction on employee performance, the statistical test score obtained 5.57 which was greater than 1.96. This means OCB was only able to mediate the effect of job satisfaction on teacher performance, meaning that the higher the job satisfaction, the stronger the

OCB would be. Moreover, this would have an impact on teacher performance.

CONCLUSION

Based on the results of the study, it can be concluded that remuneration, job satisfaction, and OCB had significant effect on teacher performance, either simultaneously or partially. Then, it was found in the research that OCB was only able to mediate job satisfaction on teacher performance. In this case remuneration, job satisfaction and OCB affected teacher performance by 51.2%, and the rest was influenced by other variables outside of this study. Recommendations that can be given are that educational organizations, in this case, the central government or the private sector, can pay attention to indicators related to teacher job satisfaction such as school organizational conditions, working conditions, salaries/incentives, supervision of school principals, teacher-to-teacher and teacher-to-employee relations, and promotions. Job satisfaction through OCB also had a dominant effect on teacher performance. It is expected that teachers are able to form OCB behaviors including altruism, courtesy, sportsmanship, conscientiousness, and civic virtue because these will impact teacher performance improvement in schools to create a wholesome learning atmosphere and to improve the quality of students in schools.

The implication of this research is that in the world of education, teachers are committed to shaping themselves to become ideal teachers in supporting students and parents. They are expected to be professional in carrying out learning with full discipline, sincerity, and responsibility. Teachers who have OCB will carry out tasks beyond their responsibility and will do something optimally to encourage schools to be better. This will be strengthened by the job satisfaction. Of course, schools and the government need to pay attention to this to provide higher quality education.

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