

## How Could Management of School Environment Improve Organizational Citizenship Behaviors for The Environment? (Case Study at Schools for Specifics Purposes)

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### Abstract

Organization citizenship behavior for the environment is needed in schools for specific purposes in order to provide a safe and comfortable learning environment with the same quality of education as in regular schools. This study aims to estimate the effect of school environment, work engagement, and job satisfaction on organizational citizenship behavior for the environment. The sample of this study was 306 teachers from 24 School for specific purposes spread across 5 regions of Indonesia capital, Jakarta, which were taken a proportionally random sampling. This research design using Structural Equation Modeling (SEM) with seven hypotheses developed. Data was collected through questionnaires with a Likert scale, and processed using Wrap Pls 6.0 and the Sobel test. The results of this study show that there are a positive effect school environment, work engagement, and job satisfaction on organizational citizenship behavior for the environment. The school environment was found to have the strongest positive effect on organizational citizenship behavior for the environment. The results of this study show that work engagement and job satisfaction are the important factors that must be considered in improving organizational citizenship behavior for the environment. We discuss the findings of this study and we convey the managerial implications that are beneficial for the managers of schools for specific purposes.

**Keywords:** *Management the School Environment, Organizational Citizenship Behavior for the Environment, the Schools for Specifics Purposes*

### Introduction

Organizational citizenship behavior for the environment at schools for specific purposes in Indonesia is very much needed, because the majority of schools for specific purposes have many shortcomings, both in terms of infrastructure and teaching staff. Meanwhile, the learning process in the schools for specific purposes requires the school environments are safe, comfortable and quality for long time period (Ghavifekr and Pillai, 2016). However, creating a conducive school environment for students with special needs is not easy in Indonesia. The number of schools for

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specifics purposes are still far from the standard required by the government. The condition of infrastructure and teaching staff at schools for specifics purposes in Indonesia capital, Jakarta, can be seen in table 1 below

**Table 1**

*Data of Human Resource and Infrastructure Conditions of Schools for Specific Purposes in Indonesia Capital, Jakarta*

Region	Number of School for specifics purposes		Total Number of Teachers	Total Number of Students	Total Number of infrastructures			
	Public	Private			Good	Lightly damaged	Moderately damaged	Heavily damaged
	West Jakarta	2	19	254	1167	79	167	0
Central Jakarta	1	6	98	470	101	6	3	2
South Jakarta	3	24	428	2074	214	227	18	5
East Jakarta	1	23	268	1566	124	140	12	0
North Jakarta	2	6	94	512	61	29	0	2
Total	9	78	1141	5789	579	569	33	10

Sources: [takola.pkik.kemdikbud.go.id](http://takola.pkik.kemdikbud.go.id) (2018).

Because of these limitations, many communities in the society establishing and managing a school for specifics purposes independently. Management the schools for specifics purposes independently have a lot of problems. The most common problems are limitations in infrastructure and the lack of competent and highly committed teachers. The limitations of infrastructure and teaching staff make it difficult for students to obtain special education services that are safe, comfortable and of the same quality as a regular education. Learning activities tend to be less conducive to learning because of inadequate infrastructure and the difficulty in controlling student behavior. The conditions require teachers have a creative and innovative mindset to take discretionary actions in sustaining the conduciveness of the learning process voluntary.

Implementation of schools for specifics purposes in Indonesia based on the 2013 curriculum focuses on building 18 positive characters, namely: 1) Religiosity, 2) Honesty, 3) Tolerance, 4) Discipline, 5) Hard work, 6) Creativity, 6) Independence, 7) Democratic, 9) Curiosity, 10) Nationalism, 11) Patriotism, 12) Achievement Appreciation, 13) Friendship, 14) Love of Peace, 15) Fondness of Reading, 16) Environmental Awareness, 17) Social Care, and 18) Responsibility. The character of environmental awareness in the 2013 curriculum is intended to

ensure that students have the knowledge, awareness, and ability to develop a clean and healthy lifestyle both inside and outside the school environment (Machali, 2014; Rahayu, 2013). In realizing this purpose, the schools for specific purposes need teachers who are willing to contribute to the school, ready to help students and coworkers voluntarily so that the school can develop over a longer period of time.

In recent years, organizational citizenship behavior for the environment has gained a lot of attention because it has a positive effect on the school environment and plays a very significant role in the success of educational organizations (Selamat, Samsu & Kamalu, 2013; Fantuzzo, Leboeuf & Rouse, 2014). Research about organizational citizenship behavior for the environment at schools shows that teachers who have high organizational citizenship behavior for the environment will provide support and assistance to fellow teachers and students in need voluntarily, so that activities at the school can run smoothly (Zeinabadi and Salehi, 2011). Developing organizational citizenship behavior for the environment of teachers is one of the strategic goals of school human resources management which must be done, because it can be added value for the schools. High organizational citizenship behavior for the environment encourages teachers to actively participate in various school activities and willing to give innovative suggestions for the sustainability of school activities (Mahdiun, Ghahramani & Rezaii, 2010; Esnard and Jouffre, 2008).

Various studies on organizational citizenship behavior for the environment use work motivation, job satisfaction, work commitment, and school environment as antecedent variables (Supriyanto, 2013; Zeinabadi and Salehi, 2011). High organizational citizenship behavior for the environment is important for teachers in schools for specific purposes because children with special needs have conditions that are different to regular children's conditions, in terms of physical, mental, and social behavior (Wang *et al.*, 2018). Children with special needs are children who have problems in the ability to think, see, hear, socialize and move. Therefore, the teacher serving children with special needs must be creative in the classroom, more tolerant and volunteer to do jobs outside of their normal duties. Teachers with high organizational citizenship behavior for the environment are able to provide a sense of security and comfort for students with special needs to get the same quality learning environment as regular schools over a long period of time

## **Theoretical Background**

### **Organizational Citizenship Behavior for the Environment**

Organizational citizenship behavioral for the environment can be defined as discretionary behavior carried out by an individual voluntarily beyond the main task that aims to maintain the long-term survival of the organization (Priyankara *et al.*, 2018; Mahdiuon, Ghahramani & Rezaii, 2010; Pawar, 2015). Organizational citizenship behavioral for the environment is a volunteer action because of the awareness to support the organization's social and psychosocial environment in maintaining the health of the organization on an ongoing basis (Tosti-kharas, Lamm & Thomas, 2016; Wang, *et al.*, 2018). Organizational citizenship behavioral for the environment is not directly recognized by the formal reward system although it supports task performance and plays a major role in maintaining and improving the smooth activities of the organization. Organizational citizenship behavioral for the environment plays an important role in supporting the effectiveness and well-being of the organization (Tuan, 2018).

Organizational citizenship behavioral for environment makes individuals willing to cooperate, be reliable and have spontaneous and innovative behavior, therefore employees who have organizational citizenship behavior for the environment should be given awards. Organizational citizenship behavior for the environment is a voluntary behavior, so that employees who don't do it, can't be intimidated or punished. Organizational citizenship behavior for the environment will help other people voluntarily so that organizations can develop healthier even without getting compensation. All activities of organizational citizenship behavior for the environment can improve overall organizational functions, increase productivity, ensure sustainable organizational performance and enhance the ability of organizations to adapt to changes in the environment (Neves *et al.*, 2015; Podsakof *et al.*, 2009).

Organizational citizenship behavior for the environment is strongly influenced by the management of the organizational environment carried out by the leader (Kudryavtsev, Stedman & Krasny, 2012). Leaders are responsible for delivering information about environment maintenance goals clearly and encourage employees to integrate environment maintenance into their work. The leader must also transform the positive values of the organization through interactive communication with its employees so that employees can accept and internalize these values into their behavior. Social learning theory explains that an individual can be influenced through observation and imitation of a person's behavior. Several studies show that leadership factor in organization have a significant effect on organizational citizenship behavior for the

environment, job satisfaction, organizational commitment and ethical behavior (Bogler and Somech, 2004).

Employees hope the leader of organizations are willing to identify factors that can enhance organizational citizenship behavior for the environment and incorporated into the organization's management policies (Priyankara *et al.*, 2018; Gati, Mukhtar, & Sujanto, 2018; Testa *et al.*, 2018). This explains why various studies on organizational citizenship behavior for the environment focus on potential antecedents from organizational citizenship behavior such as personality traits (Zellars and Tepper, 2002; Podsakof *et al.*, 2000), employee attitudes, employee's perception of justice and various task characteristics (Liu and Onwuegbuzie, 2014; Dussault, 2006; Ilies, Nahrgang & Morgeson, 2007; Wang *et al.*, 2005).

### **School Environment**

School environments can be defined as a set of internal features that distinguish between school organizations and other organizations, which affect the behavior of all members in schools and play an important role in school activities (Doppelt and Schunn, 2008; Khine *et al.*, 2018). The school environment also refers to a system of values, beliefs, norms and regulations that are accepted and implemented with full awareness by all school members (Bronfman *et al.*, 2015; Fu *et al.*, 2018). Moore defines the school environment as a hierarchical system with many sub-systems such as school leadership, drainage, classrooms, blackboards, school complexes, sanitation, toilets, teacher rooms, sitting facilities, teaching and learning materials, leadership style of principals, monitoring and evaluation, and then community (Kigenyi, Kakuru & Ziwa, 2017; Moore, 2012).

The school environment has long been understood can influence teacher self-efficacy in the classroom, teacher enthusiasm, professional development, teacher commitment, and retention (Fisher, Fraser & Cresswell, 1995; Watt, Carmichael & Callingham, 2017). Other aspects of the school climate, such as school security and the close emotional connection between teachers and students, are also seen as important factors in understanding work engagement and performance (Gage *et al.*, 2016; Yang *et al.*, 2016). Elements in the school environment such as administrative support, autonomy, and collegiality have a relationship with professionalism and a teacher's commitment to the organization (Konovsky and Pugh, 1994; Martinez and Tadeu, 2018).

The organizational environment which consists of social, cultural, size and organizational structure elements influence job satisfaction. Social elements such as work relationships, interactions, and relationships with colleagues. Culture elements such as beliefs, attitudes,

values, and religion. Size and organizational structure elements such as organizational policy and leadership are elements of the organizational environment that affect job satisfaction (Johnson and Stevens, 2001; Karpov, 2017; Rea et. al., 2017). Some elements in the school environment that are directly related to teacher satisfaction, among them are facilities for learning, school hygiene and comfort, the relationship between teacher colleagues, principals and students, tribal and socio-economic of students also influence on teacher's job satisfaction (Lee and Quek, 2018; Okeke, 2013; Ko *et al.*, 2018; Tian, Cai & Jiang, 2018).

### **Work Engagement**

Employee work engagement is the willingness and ability of employees to help the success of the organization by providing discretionary efforts on an ongoing basis (Skaalvik and Skaalvik, 2018). Work engagement is a positive psychological condition of an individual related to their work, which is characterized by vigor, dedication and high absorption in work, making it difficult to escape from the work being done. According to Kahn (Tosti-kharas, Lamm & Thomas, 2016), the engagement of an individual in an organization is a dedication in the form of cognitive, emotional, and physical energy in doing duties enthusiastically and with high endurance. Employee work engagement is also called commitment or motivation because it refers to consistent and fully concentrated allocation and use of resources. Employees who have high work engagement will have an energetic and effective relationship to their work activities and see themselves as able to handle the demands of their work well (Matteuci, Guglielmi & Lauermaann, 2017; van den Berg *et al.*, 2018).

Engagement is a condition of effective fulfillment and persistent and positive motivation in a person, which is characterized by vigor, dedication, and absorption (Cropanzano and Rupp, 2014; Ko, *et al.*, 2018). Vigor is high energy, resilience, ability, perseverance and willingness to invest greater effort on the job (Kirkpatrick and Johnson, 2014). While dedication is a strong engagement in work, enthusiasm, and a sense of pride and inspiration at work. Meanwhile, absorption is described as a pleasant condition for an employee when doing work so that they cannot escape from the job; even feeling that time passes quickly (Federici and Skaalvik, 2011; Elffers, 2013). Employee work engagement is a positive attitude held by employees towards the organization and its value. Work engagement takes the form of employee willingness to dedicate physical, cognitive, and emotional resources to focus on their work (Esnard and Jouffre, 2008). Work engagement makes employees more focused, full of confidence, energized, and creative about doing extra tasks and taking on higher roles. Work engagement is the emotional attitude

of the employee to his work which is influenced by the condition or the environment of the organization where he works (Elffers, 2013; Supriyanto, 2013; Sun, Aryee & Law, 2007). Employee work engagement in an organization will lead them to organizational citizenship behavior (Basak and Ghosh, 2011; Sun, Aryee & Law, 2007). High work engagement makes employees better understand the various activities that will benefit the organization and to be willing to carry out these activities voluntarily (Canrinus *et al.*, 2012).

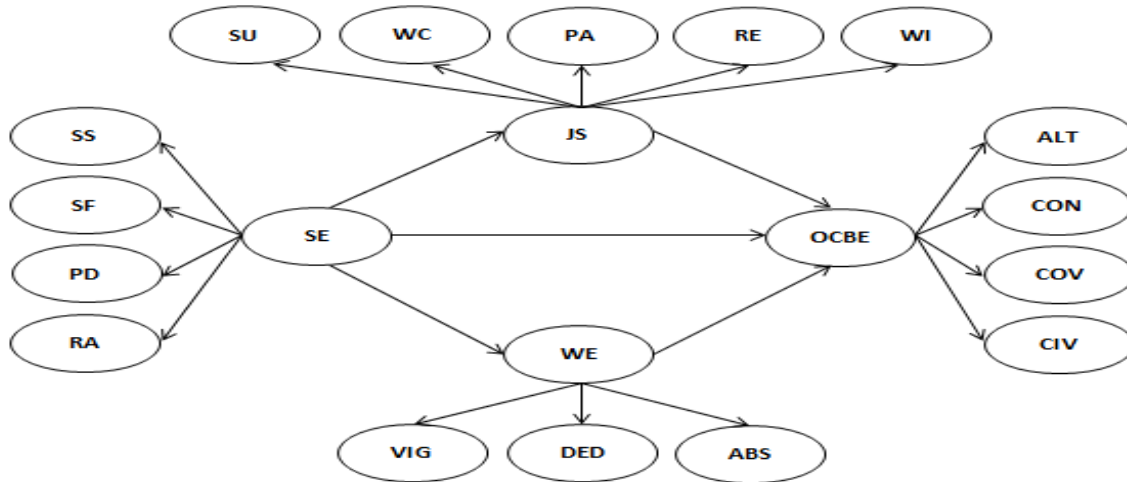
### **Job Satisfaction**

Almost all definitions of job satisfaction refer to Locke's (1976) concept which defines job satisfaction as a pleasant or positive emotional state of one's work or work experience (Liu and Onwuegbuzie, 2014; Zembylas and Papanastasiou, 2004). Job satisfaction is an employee's emotional response to their work and the situation in which they work (Guillen-Gamez, Mayorga-Fernandez, & Alvarez-Garcia, 2018; Suriansyah and Aslamiah, 2018). Job satisfaction is a reflection of a positive mood that is shown in a person's positive attitude towards work. Positive moods increase the frequency of helpfulness and spontaneous prosocial behavior. Positive moods and helpful behavior reinforce each other because helping others usually makes people feel happier. However, job satisfaction also depends on feelings, attitudes, and enthusiasm related to work (Lavy and Bocker, 2018).

Regarding teaching, teacher job satisfaction is defined as a series of affective reactions that explain how they feel about their work and their role (Skaalvik and Skaalvik, 2013; Chen, 2010). Teacher job satisfaction is also defined as the teacher's emotions relationship with the teaching role and the benefits of teaching (Zembylas and Papanastasiou, 2004). Teacher job satisfaction has an important influence on students, teachers, and schools. Highly satisfied teachers have more positive relationships with students and are more likely to help them achieve higher academic results (Chen, 2010; Rahayu *et al.*, 2018).

**Theoretical Framework and Hypothesis**

Figure 1 shows a picture of theoretical framework based on theoretical background



*Figure 1. Theoretical Framework*

Note:

- ES : School Environment
- SS : Student Support
- SF : Staff Freedom
- PD : Participation on Decision Making
- RA : Resource Adequacy
- JS : Job Satisfaction
- SU : Supervision
- WC : Working Conditions
- PA : Pay
- RE : Recognition
- WI : Work It Self
- WE : Work Engagement
- VIG : Vigor
- DED : Dedication
- ABS : Absorption
- OCBE : Organizational Citizenship Behavior for Environment
- ALT : Altruism
- CON : Conscientiousness
- COU : Courtesy
- CIV : Civic participation



The hypotheses in this study are: 1) School environment positively effects on organizational citizenship behavior for environment; 2) Work engagement positively effects on organizational citizenship behavior for environment; 3) School environment positively effects on work engagement; 4) Work engagement mediates positively effects school environment and organizational citizenship behavior for environment; 5) Job satisfaction positively effects on organizational citizenship behavior for environment; 6) School environment positively effects on job satisfaction; 7) Job satisfaction mediates the positively affects school environment on organizational citizenship behavior for environment.

### **Methods**

This study aims to estimate the effects of the school environment, work engagement, and job satisfaction on organizational citizenship behavior for the environment. This study uses a descriptive causal method with hypothesis testing using structural equation models (SEM). Data analysis techniques using Wrap Partial Least Square (PLS) 6.0 for direct testing, while indirect testing is done using the Sobel test. The selection of SEM in this study because it has many advantages, such as flexibility in developing the model, so that researchers can make modifications in accordance with supporting theories. Testing with SEM can also be done comprehensively. SEM is also able to overcome the problem of distribution abnormalities (with several conditions) so that even though it uses an ordinal scale to collect data about feelings and perceptions (Likert scale), with several items and indicators removed or censored, SEM is still able to provide accurate estimation results (Hair *et al.*, 2017).

Measurement of all variables is done through a questionnaire to all respondents using a Likert scale. Organizational citizenship behavior for the environment was collected using a questionnaire consisting of 4 indicators with 24 items, namely: 1) Altruism (6 items), 2) Conscientiousness (7 items), 3) Courtesy (5 items) and 4) Civic participation (7 items). Measurement of organizational citizenship behavior for the environment is carried out using a Likert scale starting from points 1 (never) to 5 (very often). Organizational citizenship behavior for environment questionnaire was adapted from the concept of Spector and Paille (Tosti-kharas, Lamm & Thomas, 2016; Testa *et al.*, 2018), which links researchers with adjustments to the situation of the respondent. School environment was measured using a questionnaire consisting of 4 indicators with 25 items, namely: Student support (7 items), staff freedom (8 items), participation decision-making (6 items) and adequacy of resources (4 items). School environment questionnaire was adapted from the school level environmental questionnaire

(SLEQ) developed by Fisher & Fraser and Johnson & Zvoch (Johnson, Stevens & Zvoch, 2007; Johnson and Stevens, 2006; Aldridge, Laugksch & Fraser, 2006), which was later modified by researchers to adapt to the situation.

Job satisfaction was measured using a questionnaire consisting of 5 indicators with 27 items, namely: Supervision (4 items), working conditions (7 items), salary (4 items), work itself (8 items), and recognition (4 items). Job satisfaction questionnaire was adapted from the concept of Lester and Weiss (Adil, Owais & Qamar, 2018; Federici and Skaalvik, 2011). which is then modified by researchers by adjusting to the situation of the respondent's condition. Work engagement is measured using a questionnaire consisting of 3 indicators with 17 items, namely: Vigor (6 items), dedication (5 items) and absorption (6 items). The job satisfaction questionnaire was adapted from the concept of the Utrecht Work Engagement Scale (UTRECHT) and Schaufeli which were later modified by researchers (Matteucci, Guglielmi & Lauermann, 2017; Federici and Skaalvik, 2011) by adjusting to the situation of the respondents. All questionnaires used to measure school environment, job satisfaction and work engagement use a Likert scale starting from point 1 (disagree) to point 5 (strongly agree).

The participants in this research were 306 teachers from 24 schools for specific purposes across 5 Indonesia Capital, Jakarta, regions whose distribution data and profiles can be seen in table 2 below.

**Table 2**

*Sample of Research*

Region	Total Number of Teachers	Total Number of Schools	Gender		Teaching Experience (Years)		
			Male	Female	< 5	6 –15	> 15
			West Jakarta	56	4	11	45
Central Jakarta	39	4	8	31	8	13	18
South Jakarta	113	8	29	84	12	39	62
East Jakarta	60	5	14	46	10	19	31
North Jakarta	38	3	7	31	5	13	20
Total	306	24	69	237	42	86	178

Sources: Summary from researchers

The data analysis technique in this study uses Wrap PLS 6.0 for direct testing and the Sobel test for indirect testing. The use of Wrap PLS 6.0 because Partial Least Square 6.0 software has many advantages, including: can simultaneously test measurement models and structural models at

once, can identify and estimate linear and non-linear relationships both for variables with reflective models and formative models. PLS 6.0 can also calculate probability values, fit models, and other quality indicators can calculate the effect size and Q-square as a validity coefficient and can calculate indirect effects (Hair *et al.*, 2017).

Several stages of testing carried out in this study include: **First**, testing the suitability of the research model by using the Goodness of Fit Model (GOF) which aims to examine the existence of a model that is built with data and the quality of the model under study. Model suitability testing is done by using four measurements, namely Average Path Coefficient (APC), Average R-Square (ARS), Average adjusted R-squared (AARS) and Average block VIF (AVIF). The model has categorized accordingly and can be accepted if it has APC, ARS and AARS values  $\leq 5$  and has an AVIF value  $\leq 3.3$ . **Second**, testing the convergent validity of items, indicators, and variables aimed at ensuring the suitability of each item, indicator, and variable in this study. Testing for convergent validity using loading factor and P-value, with criteria if the loading factor  $\geq 0.4$  and P-value  $< 0.05$ , then the items, indicators, and variables meet convergent requirements. **Third**, the composite reliability testing phase 1 of items and indicators, then continued with composite reliability testing stage 2 on indicators and variables. The purpose of this test is to ensure that the items, indicators and research variables that will be used can present the measurement of the concept consistently without any bias. Composite reliability items, indicators, and variables are said to be reliable if they have a value of  $\geq 0.6$ . **Fourth**, testing hypotheses to test the relationships between variables that have a positive effect. This test uses standardized path coefficients ( $\beta$ ) and P-value, with hypothesis criteria accepted if it has a standardized path coefficient value ( $\beta$ ) greater than 0 and has a P-value below 0.01. **Fifth**, testing the hypothesis of school environment variables on organizational citizenship behavior for the environment with mediating variables of job satisfaction and work engagement. This test uses the Sobel test with calculator tools, with hypothesis criteria accepted if it has a standardized path coefficient ( $\beta$ ) greater than 0 and has P-value below 0.01.

## Results and Discussion

### Results

The following are the results of testing the questionnaire data that was collected from respondents and presented in accordance with the stages of data analysis as described in the research methodology above.

**Test Results for the Suitability of the Model**

The model of research was tested with the goodness of fit (GOF) technique, using four test sizes, namely APC, ARS, AARS, and AVIF. The test results are presented in Table 3.

**Table 3***Testing of Goodness of Fit Model*

Statistic	Indices	P-value	Criteria
Average path coefficient (APC)	0,373	<0,001	Fit
Average R-squared (ARS)	0,340	<0,001	Fit
Average adjusted R-squared (AARS)	0,336	<0,001	Fit
Average block VIF (AVIF)	1,607		Acceptable /Ideal

Source: Results of WrapPLS 6.0

The results from table 3 about testing the Goodness of Fit model show that all the assessments used meet the requirements, namely APC, ARS and AARS have values below 5 with P values below 0.001 and AVIF has a value below 3. Thus the model used in the Research this can be accepted accordingly, ideally, and can be accepted for use in this research.

**Test Results of Convergent Validity on Items, Indicators and Variables****Table 4***Testing Validity Based on Loading and P-value*

ITEMS	INDICATORS											P-value
	SS	SF	PDM	RA	SU	WC	PA	RE	VIG	DED	ABS	
SE7	0,66											<0,001
SE8	0,72											<0,001
SE14	0,41											<0,001
SE20	0,61											<0,001
SE21	0,74											<0,001
SE10		0,78										<0,001
SE15		0,57										<0,001
SE17		0,75										<0,001
SE3			0,71									<0,001
SE16			0,75									<0,001
SE22			0,61									<0,001
SE6				0,65								<0,001
SE18				0,61								<0,001
SE24				0,72								<0,001
KK4					0,76							<0,001
KK5					0,80							<0,001
KK22					0,70							<0,001
KK26					0,67					0,90		<0,001
KK8						0,79				0,88		<0,001
KK9						0,78				0,88		<0,001
KK21						0,63				0,91		<0,001
KK25						0,54						<0,001
KK1							0,78					<0,001
KK6							0,56					<0,001

KK18							0,80			<0,001	
KK27							0,76			<0,001	
KK7								0,63		<0,001	
KK11								0,74		<0,001	
KK24								0,74		<0,001	
WE1									0,75	<0,001	
WE4									0,71	<0,001	
WE8									0,64	<0,001	
WE12									0,48	<0,001	
WE15									0,71	<0,001	
WE17									0,44	<0,001	
WE2									0,74	<0,001	
WE5									0,74	<0,001	
WE7									0,72	<0,001	
WE10									0,54	<0,001	
WE13									0,60	<0,001	
WE3										0,64 <0,001	
WE9										0,63 <0,001	
WE11										0,65 <0,001	
WE14										0,60 <0,001	
WE16										0,70 <0,001	
		<b>INDICATORS</b>					<b>VARIABLES</b>				
<b>ITEMS</b>	<b>ALT</b>	<b>CON</b>	<b>COV</b>	<b>CIV</b>	<b>SE</b>	<b>JS</b>	<b>WE</b>	<b>OCBE</b>		<b>P-value</b>	
OCBE1	0,75									<0,001	
OCBE2	0,65									<0,001	
OCBE8	0,66									<0,001	
OCBE11	0,72									<0,001	
OCBE17	0,80									<0,001	
OCBE22	0,60									<0,001	
OCBE9		0,73								<0,001	
OCBE13		0,62								<0,001	
OCBE14		0,65								<0,001	
OCBE18		0,66								<0,001	
OCBE23		0,66								<0,001	
OCBE25		0,60								<0,001	
OCBE4			0,66							<0,001	
OCBE7			0,69							<0,001	
OCBE12			0,65							<0,001	
OCBE15			0,61							<0,001	
OCBE24			0,58							<0,001	
OCBE5				0,71						<0,001	
OCBE6				0,72						<0,001	
OCBE10				0,58						<0,001	
OCBE19				0,57						<0,001	
OCBE20				0,64						<0,001	
OCBE21				0,71						<0,001	
<b>INDICATORS</b>										<0,001	
SS					0,82					<0,001	
SF					0,85					<0,001	
PDM					0,78					<0,001	
RA					0,65					<0,001	
SU						0,80				<0,001	
WC						0,88				<0,001	
PA						0,71				<0,001	
RE						0,73				<0,001	
VIG							0,89			<0,001	
DED							0,89			<0,001	
ABS							0,83			<0,001	
ALT								0,90		<0,001	
CON								0,88		<0,001	
COV								0,89		<0,001	

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CIV	0,91	<0,001
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Source: Results of Warp PLS 6.0

The results of table 4 about testing convergent validity based on loading factors and P-values on items, indicators and variables indicate that each factor loading value has reached above 0.4 with P-value below 0.001, thus according to the validity test convergent has been fulfilled. This result is obtained after the WI indicator is deleted, because this indicator is rated below 0.4.

### ***Test Results of Composite Reliability First Order***

The results of reliability testing on the indicators and dimensions of the first stage are presented in table 5, as follows.

**Table 5**

#### *Composite Reliability Testing for First Order*

Indicators	Composite Reliability	Number of Indicators
SS	0,769	4
SF	0,747	3
PDM	0,729	3
RA	0,699	3
SU	0,826	4
WC	0,782	4
PA	0,821	4
RE	0,745	3
VIG	0,795	6
DED	0,802	5
ABS	0,779	5
ALT	0,850	6
CON	0,816	6
COV	0,777	5
CIV	0,818	6

Sources: Results of WarpPLS 6.0

The results of table 5 about composite reliability testing first order for items and indicators show the composite reliability value of all indicators above 0.6. Thus all indicators can be said to be reliable to use in this study.

### ***Test Results of Composite Reliability Second Order***

The results of reliability testing on indicators and dimensions of the second stage are presented in table 6, as follows.

**Table 6**

#### *Composite Reliability Testing for Second Order*

Variable	Composite Reliability	Number of Indicators
School Environment	0,869	4
Job Satisfaction	0,862	4
Work Engagement	0,904	3
Organizational Citizenship Behavior for the Environment	0,940	4

Sources: Results of WarpPLS 6.0

The results of table 6 about the composite reliability testing second order of indicators and variables shows the composite reliability value of all variables above 0.6. Therefore all variables can be said to be reliable to use in this research.

### ***Test Results for Standardized Path Coefficients ( $\beta$ ) and P-value for Total Effects***

**Table 7**

*Test Results for Standardized Path Coefficients ( $\beta$ ) and P-value for Total Effects*

Variable	School Environment		Job Satisfaction		Work Engagement	
	( $\beta$ )	P-value	( $\beta$ )	P-value	( $\beta$ )	P-value
Job Satisfaction	0,659	< 0,001				
Work Engagement	0,491	< 0,001				
Organizational Citizenship Behavior for Environment	0,482	< 0,001	0,163	0,002	0,345	< 0,001

Sources WarpPLS 6.0 processed products

**Table 8**

*Test results of the Standardized Path Coefficient ( $\beta$ ) and P-value for the Effect of the School Environment on Organizational Citizenship Behavior for the Environment through Mediating Variables*

Mediating Variables	( $\beta$ )	P-value
Job Satisfaction	0,106	0,003
Work Engagement	0,167	< 0,0001

Source: Processed WarpPLS 6.0 and Sobel test calculator results

Table 7 and table 8 show the testing of standardized path coefficients ( $\beta$ ) and P-values for the total direct effect between variables and influences between variables through mediating variables. Table 7 shows that the standardized path coefficient ( $\beta$ ) for all direct effects between variables has a value above 0 with a P-value below 0.01, meaning that all direct effects between variables can be said to have a positive effect. Table 8 shows the results of testing the effect of

school environment on organizational citizenship behavior for the environment through mediation job satisfaction and work engagement shows the  $\beta$  value above 0 and P-value below 0.01. The school environment is proven to have a positive indirect effect on organizational citizenship behavior for the environment through job satisfaction and work engagement.

In detail, tables 7 and 8 show that: 1) The school environment is proven to have a positive effect on organizational citizenship behavior for the environment; 2) Work engagement is proven to have a positive effect on organizational citizenship behavior for the environment; 3) The school environment is proven to have a positive effect on work engagement; 4) Work engagement is proven to mediate a positive effect between the school environment and organizational citizenship behavior for the environment; 5) Job satisfaction is proven to have a positive effect on organizational citizenship behavior for the environment; 6) The school environment is proven to have a positive effect on job satisfaction, and 7) Job satisfaction mediates a positive effect between the school environment and the organizational citizenship behavior for the environment.

**Table 9**

*Summary of the Hypothesis Test Results*

Hypothesis	$\beta$	Result
H1: School environment has positive effect on OCBE	0,21***	Supported
H2: Work engagement has a positive effect on OCBE	0,34***	Supported
H3: School environment has a positive effect on work engagement	0,49***	Supported
H4: Work engagement mediates has a positive effect school environment on OCBE	0,17***	Supported
H5: Job satisfaction has a positive effect on OCBE	0,16**	Supported
H6: School environment has a positive effect on job satisfaction	0,66***	Supported
H7: Job satisfaction mediates has a positive effect school environment on OCBE	0,11***	Supported
Total Effect	$\beta$	Result
School Environment to OCBE	0,48***	Supported

Note: n = 306; unstandardized path coefficients are reported \*\*\* p < 0.001; \*\* p < 0.01

Table 9 displays a summary of the results of testing all hypotheses indicating that all relationships between variables predicted to have a positive effect are proven. In detail the results of testing the validity, reliability and testing of influences between variables can be seen in Figure 3 below.



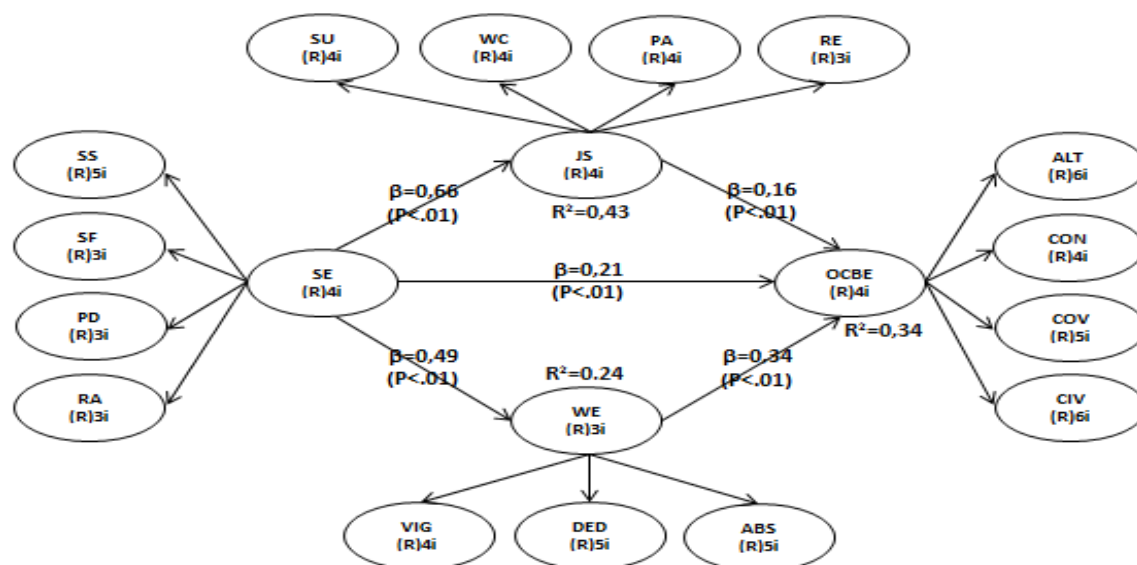


Figure 3. Structural Model

Figure 3 shows that all indicators of the school environment, work engagement and organizational citizenship behavior for the environment are valid and reliable, but in the job satisfaction, there was 1 indicator that was invalid and not reliable, namely the work itself indicator (WI). In addition, Figure 3 also shows that the school environment proved to have a positive effect on organizational citizenship behavior for the environment, work engagement and job satisfaction. Work engagement and job satisfaction proved to have a positive effect on organizational citizenship behavior for the environment. Furthermore, it is shown that the school environment is the strongest positive effect on the organizational citizenship behavior for the environment, which is equal to 0.48.

### Discussion

The results of this study indicate that estimates about positive effects of the school environment, work engagement and job satisfaction on organizational citizenship behavior for the environment were proven. School environment has the strongest positive effect on organizational citizenship behavior for the environment compared to work engagement and job satisfaction. In detail, the results of this study indicate that: 1) There are positively effects of school environment on organizational citizenship behavior for the environment. It reinforces the results of research that the school environment can improve a teacher's discretionary behavior, to connect more closely with students, with peer teachers, and with principals through various activities outside of their main tasks (Dussault, 2006). Teachers give support for student learning by providing additional

material in class and teaching new skills that students will need after they graduate. Teachers preparing special assignments to the highest and lowest class students so that they can more easily understand the material. Teachers voluntarily helping school committees, helping absent teachers by giving learning assignments to their classes, and working collaboratively with other teacher colleagues (Ko *et al.*, 2018).

2) The research findings show that work engagement has a positive effect on organizational citizenship behavior for the environment, in accordance with various findings that indicate that high work engagement can encourage teachers to do organizational citizenship actions for the environment higher (Hudson *et al.*, 2010). Teachers who have high engagement make a variety of creative efforts to prevent student dropouts, even use innovative ways in the learning process to maximize student achievement (Kirkpatrick and Johnson, 2014). The teacher is also willing to cooperate with students in extracurricular activities that make students happy to be in school (Wang and Holcombe, 2010). 3) Further findings show a positive effect of school environment on teacher's work engagement which reinforced research conducted with Spanish teachers showing that a school's environment positively supports teacher's work engagement. The work engagement also made teachers want to contribute to various school activities so that the school environment becomes more positive (Guglielmi *et al.*, 2016). Previous research also shows that being engaged will increase a teacher's participation in academic and non-academic activities (Elffers, 2013).

4) Work engagement mediates a positive effect between school environment and organizational citizenship behavior for the environment. It is in accordance with the result of research of teacher in Malaysia about the relationship between the dimension of schools environment with commitment and engagement of teachers (Yusof, 2012). Teachers who have high work engagement strive to make the classroom learning process more effective and interesting. The teacher will introduce new ways of learning, update presentation material that is more relevant and up to date, and modify learning models and techniques so that learning activities are more enjoyable. This finding further recommends that principals take the initiative to collaborate more with teachers in creating a positive school environment to improve job satisfaction and work engagement (Ghavifekr and Pillai, 2016).

5) Job satisfaction has a positive effect on teacher's organizational citizenship behavior for the environment that correlates with the results that explain that teacher job satisfaction is positively related to professionalism, teacher innovation and collegiality. When teachers are satisfied, the

level of friction decreases, collegiality is increased, and job performance increases (Basak and Ghosh, 2011). Organizational citizenship behavior for the environment directs the teacher's actions to issued extra effort to carry out administrative duties, devote more energy with innovative approaches to solving problems related to learning and then engage in many collaborative activities with students (Rahayu *et al.*, 2018).

6) Another finding from this study shows the school environment has a positive effect on job satisfaction that reinforce about the domain of the school environment is a determinant of teacher job satisfaction. Job dissatisfaction cause teachers to leave their positions and create a teaching crisis (Liu and Onwuegbuzie, 2014; Sak, 2018). Furthermore, teacher job satisfaction has been identified as determining teacher behavior, teacher retention, teacher commitment, teacher performance, school effectiveness and student success (Chen, 2010). A similar result was reported from into the source of teachers' job satisfaction in Cyprus, Cina dan Amerika (Liu and Onwuegbuzie, 2014; Sak, 2018; Federici and Skaalvik, 2012), where teachers reported that they like to work with children, see them grow, contributing to society, and to be a professional person.

7) Job satisfaction mediates a positive effect between school environment and organizational citizenship behavior for environment. It is correlates with the results that explain that components of the school environment such as class size, school learning environment, support from parents, and the availability of school resources are important factors for teachers in terms of job satisfaction (Kigenyi, Kakuru & Ziwa, 2017; Moore, 2012). The relationships with students and witnessing their emotional development are the main factors that cause teachers to feel satisfaction in carrying out their duties (Lavy and Bocker, 2018; Chen, 2010). Organizational citizenship behavior for the environment also can make teachers take more responsibilities, able to persevere, and be resilient in teaching. All of that are intended to higher student achievement, and create a good atmosphere that enables of all members schools can interaction as a big family for a long time (Lauer mann and Konig, 2016). Organizational citizenship behavior for the environment aims to make the learning process in the classroom more active, innovative, creative, effective and fun.

### **Manajerial Implications**

In increasing the organizational citizenship behavior for the environment of teachers in schools for specifics purposes, the factors of the school environment, work engagement, and job satisfaction of teachers plays a big role that must be prioritized by school management. Efforts

to improve organizational citizenship behavior for the environment for teachers in schools for specific purposes should do formally and programmed. The principal should be developing programs and activities that have a direct or indirect effect on both work engagement and job satisfaction of teachers. The Principals should build teachers' positive attitude through giving teachers greater trust to do their duties independently and building a conducive school environment creatively to improve organizational citizenship behavior for the environment (Yang *et al.*, 2016; van den Berg *et al.*, 2018).

The Principals should be motivating of teachers to work more effectively through school's policies that provide the necessary work facilities, adequate learning administration support, and facilitate teachers to develop a safe and comfortable school environment. Principals must formally reward organizational citizenship behavior for the environment that teachers have done and support teacher's initiatives in maintaining the school environment. The principal should create school programs that focus on increasing teacher organizational citizenship behavior for the environment through training activities that are scheduled regularly.

The principals must be able to manage organizational citizenship behavior for the environment in accordance with the vision and mission of a school for specific purposes in creating a sustainable school environment. Organizational citizenship behavior for the environment must be conducted based on the school's beliefs and values, communication between the principal and the teacher, and cooperation between all school members. The principal must be able to control the organizational citizenship behavior for the environment of the teachers so that discretionary behavior is not excessive and become counterproductive towards the vision and mission of the school environment. Organizational citizenship behavior for the environment is not a culture-free action, therefore, organizational citizenship behavior for the environment is expected in accordance with the culture that exists in each school for specific purposes.

This can be facilitated by developing a meaningful vision and mission for the school organization, and by showing concern for the school environment. The vision, mission, and strategy must then be clearly communicated to the whole school community to ensure appropriate with reality. The principal can become a role model who can influence the lives and attitudes of the teachers. The principal can maximize organizational citizenship behavior for the environment of teachers by giving an example and practicing of the organizational citizenship behavior for the environment at school. Principals should try to make organizational citizenship behavior for the environment a lifestyle factor for all school residents by building awareness,

care, and a sense of responsibility to create a sustainable school environment (Sari, 2016). Organizational citizenship behavior for the environment can be conducted based on the principles: first, it must be voluntary, so it does not always have to be a role or part of a formal task; second, can provide broad benefits from an organizational perspective; third, It should be multidimensional and include aspects of curriculum implementation and student development (Bogler and Somech, 2004; Podsakof *et al.*, 2000).

The principal must be able to encourage teachers to integrate all the components related to the school environment into each learning activities and shape it as a potential way to express and negotiate opportunities that lead to high organizational citizenship behavior for the environment. The principal should engage parents and school committees to improve organizational citizenship behavior for the environment with maintaining school environment sustainability. Principals are advised to implement shared leadership in decision making and communicate regularly and effectively with teachers. In managing a sustainable school environment in school for specifics purposes, principals must choose the right strategy to empower teachers through collaboration, providing opportunities to improve their profession and encourage engagement that can produce reliable and responsible teacher. Effective supervision of activities in maintaining the school environment and the enforcement of regulations from a violation in schools is the responsibility of the principal (Clark, Kotchen & Moore, 2003).

### **Conclusions**

This research was conducted in schools for specifics purposes in Indonesia Capital, Jakarta. This research shows that school environment, work engagement, and job satisfaction have positive effects on a teacher's organizational citizenship behaviors for the environment. School environment has the strongest effect on organizational citizenship behavior for the environment. The research findings show that all indicators are confirmed valid and reliable for each of the variables, except the indicator of the work itself, which it is not valid and not reliable of the job satisfaction variable. Efforts to improve organizational citizenship behavior for the environment of teachers will be more effective through the right management of the school environment. Strategy of the school environment management can do by optimizing student support, giving teachers the freedom to creative and innovate, involving teachers in school decision making process and providing adequate school infrastructure. Teachers' organizational citizenship behavior for the environment can also be improved through more effective academic supervision activities, creating conducive conditions for work, making fair and competitive payment systems

and providing recognition to outstanding teachers.

Efforts to increase organizational citizenship behavior for the environment of teachers can also be conducted through work engagement and job satisfaction of teachers. Teachers should be given greater freedom, trust and opportunity to be more independent and innovative in conducting learning activities in the classroom. Freedom to innovate will make teachers more enthusiastic and dedicated in carrying out their duties. The process of sustainable school environment management for the schools for specific purposes should focus more on making policies, program structures and school activities that are more flexible, participatory, creative and innovative by still referring to the school's vision, mission, and culture. Improvements of the quality of school environment management will automatically improve the organizational citizenship behavior for the environment of teachers. Teachers who have high organizational citizenship behavior for the environment will determine the success of school for specific purposes in providing a safe and comfortable learning environment with the same quality education process as regular schools.

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