

The Influence of Personality Traits, Competencies and Organizational Citizenship Behavior on Teacher Performance Which is Moderate by Organizational Culture (Study At Darullughoh Wadda'wah Islamic Boa

Submission date: 25-Jun-2024 09:13PM (UTC 0700)
by Turnitin Indonesia

Submission ID: 2408804806

File name: THE INFLUENCE OF - MARDI ASTUTIK.pdf (847.57K)

Word count: 8497

Character count: 48535

The Influence of Personality Traits, Competencies and Organizational Citizenship Behavior on Teacher Performance Which is Moderate by Organizational Culture (Study At Darullughoh Wadda'wah Islamic Boarding School)



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ABSTRACT: This research is motivated by teacher performance. The purpose of this research is to determine the influence of the relationship between personality traits, competence, organizational citizenship behaviour can have an impact on teacher performance is moderated by teacher organizational culture Darulghoh Wadda'wah Islamic Boarding School (Dalwah, Bangil, Pasuruan). Grand theory This research is theoretical Theory of Planned Behavior (TPB). The sampling technique uses a formulaslovinwith 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 analyzeouter model, inner model and hypothesis testing with usep-value. The research results show the direct influence of personality traits influential significantly against performance of Darulghoh Wadda'wah Islamic Boarding School teachers. Then 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. But organizational culture cannot be a moderating variable connection personality traits against against performance of Darulghoh Wadda'wah Islamic Boarding School teachers. This research shows that practice personality traits, competence, organizational citizenship behaviour and organizational culture plays an important role in encouraging the performance of Darulghoh Wadda'wah Islamic Boarding School teachers.

KEYWORDS: Personality Traits, Competence, Organizational Citizenship Behavior, Organizational Culture and Teacher Performance

I. INTRODUCTION

The role of teachers in Islamic boarding schools becomes increasingly important when linked to the development of the world of Islamic boarding school education. One of the ways that Islamic boarding schools 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 quality of their teachers, both paying attention to the quality of knowledge and skills, career and level of welfare, so that they can increase employee achievement and motivation to give all their abilities in achieving the goals of the Islamic boarding school.

The Grand Theory in this research is taken from the Theory of Planned Behavior (TPB), a theory of behavior that was first developed by Icek Ajzen in 1985. The Theory of Planned Behavior (TPB) explains that behavior carried out by individuals arises because of the individual's intention to Individual behavior and intentions are caused by several internal and external factors of the individual. Individual attitudes towards behavior include beliefs about a behavior, evaluation of the results of the behavior, subjective norms, normative beliefs and motivation to comply (Ajzen, 1985). From the explanation above, it can be concluded

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that the Theory of Planned Behavior is the intention that arises from an individual to behave and this intention is caused by several internal and external factors of an individual. According to Ajzen, (1985) behavioral theory assumes that previous theories regarding behavior cannot be controlled by individuals but are influenced by non-motivational factors which are considered opportunities or resources needed for behavior to be carried out. So in the theory, one more determinant is added, namely the control of behavioral perceptions regarding the ease or difficulty of the behavior being carried out. According to Ajzen, (1991), an individual's goal has the greatest possibility of adopting a behavior, if the individual has a positive attitude towards the behavior, gets approval from other individuals who are closest and related to the behavior and believes that the behavior can be carried out well.

According to Akpa et al., (2015) personality traits are formed from relatively long-lasting patterns of thoughts, feelings and behavior that differentiate individuals from each other. Although their traits are relatively stable, personality traits can and do change across the life span. In fact, the stability of the rank order of personality traits is far from perfect over long enough intervals. According to Gridwchai et al., (2020) A personality theory does not take into account what people are like and how they act, a good theory explains various observations and points researchers in the right direction for future research. According to Ajzen (2005), Freudian theory directed researchers towards the study of dreams, but decades of research have produced little supporting evidence. Personality is a person's characteristics that cause consistency in feelings, thoughts and behaviors (Cervone and Pervin., 2012). Meanwhile, personality according to Oshio et al., (2018) is a person's psychophysiology which determines the appropriate form of adjustment to their environment.

According to Dessler and Garry (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. In this complex case, business developments which usually occur directly will influence the behavior of each individual in carrying out their work. Therefore, each individual can adapt to new values to be interpreted in innovation and creativity activities that can be developed in their field of work. In its development, there are indications of dramatic Fundamental Transformation in the Manager's Job. According to Edison et al., (2016) Competency is an individual's ability to carry out a job correctly and have excellence based on matters relating to knowledge, skills and attitude. According to Edison et al., (2016), human resource management in each organization and its implementation can have an influence on the contribution of general or specific competencies in the division of labor system. From the three definitions put forward by experts regarding competence, it can be concluded that competence is a person's ability and characteristics in carrying out work or tasks that are based on the knowledge, skills and behavior that the individual possesses with effectiveness.

Organizational Citizenship Behavior (OCB) is a part of the science of organizational behavior. OCB is a form of work behavior that is usually not visible or taken into account. 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 provides more contribution to organization. Good organizational commitment will have an impact on employees being loyal to the organization. Therefore, organizations that are committed to employees are supported by employees who are loyal to the organization, which certainly provides comfort for employees thereby increasing performance (Rayner and Morgan., 2018). OCB is individual behavior that is free (Discretionary), which does not directly and explicitly receive expectations from the formal reward system, and which overall encourages the effectiveness of organizational functions (According to Robbins et al., 2015). Facts show that organizations that have employees who have good OCB will have better performance than other organizations.

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. 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. Next Green et al., (1979) argue that organizational culture is a habit that is repeated over and over again and becomes a value and lifestyle by a group of individuals in an organization which is followed by subsequent individuals. According to Green et al., (1979) organizational culture as a tool to differentiate one organization from another in the way it interacts and acts in completing work.

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II. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

GRAND THEORY OF PLANNED BEHAVIOR (TPB)

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) (Ajzen, 1991). According to TPB, when an individual behaves, he is not free to behave without limits but rather someone controls him, therefore the Perceived Behavioral Control variable is added to the variables in TRA (Ajzen, 1991). Perceived Behavioral Control is defined as the perception of internal and external constraints on behavior. The presence of the Perceived Behavioral Control variable is the real difference between TRA and TPB (Ajzen, 1991). Theory of Planned Behavior (TPB) which is a development of Theory of Reasoned Action (TRA) (Boxall and Macky, 2009). Boxall and Macky (2009) Developed this theory by adding constructs that were not yet in TRA. This construct is called perceived behavioral control (Perceived Behavioral Control). This construct was added to the TPB to control individual behavior which is limited by its shortcomings and the limitations of the lack of resources used to shape its behavior Hsu and Chiu (2002).

PERSONALITY TRAITS

Personality traits were first introduced by Goldberg in 1981. According to Goldberg (1981) personality traits or personality traits are consistent and relatively stable characteristics in a person's behavior, attitudes, and way of responding to certain situations. Personality traits are internal aspects of an individual that include how they think, feel, and act. Some examples of personality traits include self-confidence, empathy, assertiveness, openness, and neuroticism. According to Goldberg (1981), personality is a skill and the most prominent impression that a person shows towards other people. Another opinion also defines personality as a relatively stable system of internal individual characteristics, which contribute to thoughts, feelings and behavior. According to Alkins (2015) personality traits formed from relatively enduring patterns of thoughts, feelings, and behavior that distinguish individuals from each other. According to McCrae et al., (1996) indicators personality traits consists of basic tendencies, characteristic adaptations, objective biography, self-concept, external influences and dynamic processes. The following personality traits indicators consist of:

1. Basic tendencies are general traits, behaviors and characteristics that are often found in individuals. So it is able to influence thought patterns to take action in completing tasks and is able to understand other people's feelings.
2. Characteristic adaptation is a form of ability to adapt to the environment and resolve job-specific demands in accordance with changes in the social environment as a form of effort to encourage the achievement of the organization's goals.
3. An objective biography is evidence that provides an objective picture and facts about an individual's educational background and experience in accordance with job qualifications. So that an individual can complete work according to the right qualifications to complete the work.
4. Self-concept is the perception and view an individual has of himself, especially in the context of his role in a job. This includes understanding their qualifications, role, identity, and influence within an organization.
5. External influence is the impact and influence of factors outside an individual and the environment that influence an individual's performance and role.
6. Dynamic processes are changes and developments that occur in an individual's career, role and experience while carrying out their duties.

COMPETENCE

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. Sekaran and Bougie (2016) mentions competency or individual characteristics as a significant predictor of employee performance and success comparable to academic ability and knowledge. According to Paloniemi (2006) states that 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. In another view, Ennis (2005) concludes that competence is "an individual's capability to perform the tasks that have been assigned to him". Apart from that, the concept of competency can also be understood in more ways than knowledge, skills and professional identity. According to Palan (2008) there are several indicators related to competency, these indicators include:

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1. Knowledge is a deep understanding that an individual has of an object as a basis or basis for carrying out tasks or completing work as well as providing learning to workers in accordance with standards and procedures so that it can be easily understood and comprehended by workers in completing their work.
2. Skills are practical abilities obtained from the experience possessed by a worker to work, interact with co-workers and carry out their role in the organizational environment where they work. These skills cover various aspects, ranging from workforce abilities, communication, management, to job completion skills.
3. Attitudes and behavior are forms of behavior and actions of workers that are in accordance with good values, norms and ethics and actions that are in accordance with the organization.

ORGANIZATIONAL CITIZENSHIP BEHAVIOUR

Organizational Citizenship Behavior was first popularized by Organ in 1998, then developed by other figures. According to Danisch (2021) 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. According to Organ's (1988) 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. Referring to Organ's (1988) opinion, indicators of organizational citizenship behavior include:

1. Altruism is the good attitude and behavior of a worker who voluntarily gives attention, time, energy or resources to help colleagues in carrying out or completing tasks or work without expecting personal rewards or benefits.
2. Conscientiousness is a form of the workforce's ability to carry out tasks with full attention, discipline and responsibility in showing the best results in completing work that exceeds the expectations of an organization.
3. Sportsmanship is a form of behavior of workers in interacting in providing support to colleagues in the spirit of working together, respecting each other, and building integrity in carrying out duties and responsibilities at work.
4. Courtesy is a form of behavior of workers in interacting with co-workers with courtesy, respect and attention in maintaining good relationships and being able to resolve conflicts that occur in order to avoid interpersonal problems in the organization.
5. Civic Virtue is a form of behavior of workers to play a role in carrying out work duties and carrying out work activities so that they can run optimally.

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ORGANIZATIONAL CULTURE

According to Davis et al., (1989) organizational culture differentiates organizations from each other in the way they interact and act in completing work. 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. A strong organizational culture can be interpreted as a form of culture that is held intensively and can be widely embraced and socialized in the environment and behavior of organizational members. 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 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 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. Indicators of organizational culture according to Robbins and Judge (2013) are as follows:

1. Innovation and risk taking are actions carried out by workers to develop new ideas, creative methods, and new approaches to help understand their work and develop the character of workers and are able to take risks in trying new methods of completing work, even if it involves uncertainty or potential failure.

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2. Attention to detail is the ability of workers to pay attention in detail and thoroughly to the implementation of work so that they can know the progress of the results of work completion.
3. Result orientation is the goal that workers have to focus or pay attention to the results of the work they do, which can change the mindset and ability of workers to accept all forms of work that has been done.
4. Human orientation is an approach that an organization has by paying attention to the needs, development and welfare of its workforce and being able to recognize the difficulties faced by its workforce during the process of completing work.
5. Aggressiveness is the ability of workers in an organization to respond more quickly to various changes in the work system and be responsive in developing work or tasks with results in accordance with the standards expected by the organization.
6. Stability is the ability of the workforce in an organization to maintain consistency, calm and steadfastness in carrying out tasks and being able to overcome challenges and changes in the organizational environment without sacrificing the quality of work results.

TEACHER PERFORMANCE

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 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 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 previously established provisions or agreements. According to Collins et al., (2011) performance is the quantity or quality of the work of individuals or groups within an organization in carrying out basic 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 Rusman (2012) who states that teacher performance indicators are as follows:

1. Planning is the ability of teachers to plan structured learning, teaching and guidance activities to achieve educational organizational goals. The planning in question includes selecting subject matter, teaching methods, assessing student progress, as well as organizing extracurricular activities that support student development.
2. Implementation of learning activities is the ability of teachers to implement various kinds of learning plans that have been prepared into various activities such as delivering lesson material, interacting with students, using appropriate teaching methods, and providing guidance in the learning process so as to develop students' abilities.
3. The use of learning methods is expected to be able to choose and use learning methods according to the material to be delivered.
4. Evaluation of the activities carried out to determine whether or not the learning objectives have been achieved and also the learning process that has been carried out.

DEVELOPMENT OF RESEARCH HYPOTHESES

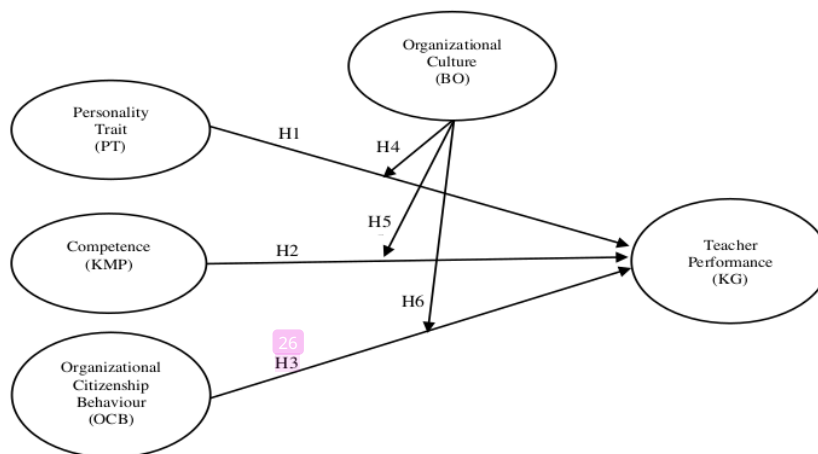


Figure 1 Conceptual Framework

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

H1: Increasing personality traits, the higher the teacher's performance.

H2: The greater the competency, the higher the teacher's performance.

H3: The greater the organizational citizenship behavior, the higher the teacher's performance.

H4: The higher the personality traits, the higher the teacher's performance, which is moderated by organizational culture.

H5: The higher the competence, the higher the teacher performance moderated by organizational culture.

H6: The greater the organizational citizenship behavior, the higher the teacher's performance, which is moderated by organizational culture.

III. 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 personality traits, adopting research by McCrae et al., (1996) consisting of 6 indicators. Competency measurement adopted 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 Darullughoh 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 is NO PLS with tools SmartPLS version 3.0 and carry out tests outer model, inner model and test the hypothesis using P-Value.

RESPONDENT DESCRIPTION

The description of the teachers at Darullughoh 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 Darullughoh Wadda'wah Islamic Boarding School 1 with 72 respondents, while the smallest were placed at Darullughoh Wadda'wah Islamic Boarding School 3 with 46 respondents.

IV. RESULTS AND ANALYSIS

This research uses an approach Partial 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 grade cutoff 0.700 and AVE exceeds the value cutoff 0.500 (Fornell and Larcker, 1981), while the criteria are met Cronbach's alpha is over value cutoff 0.600 (Malhotra et al., 1996). Convergent validity was evaluated by measuring standardized loadings on each construct (Chin, 1998) with the criteria being met standardized loadings when value cutoff exceeds 0.500. From table 1 it can be seen that all sizes show standardized 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 value Cronbach'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.

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Table 1. Validity and Reliability Measurement Results

Variable	Indicators	Outer Loading	Root Of AVE	Composite Reliability	Cronbach's Alpha
Personality Traits	PT 1	0.796	0.809	0.962	0.952
	PT 2	0.925			
	PT 3	0.873			
	PT 4	0.930			
	PT 5	0.950			
	PT 6	0.914			
Competence	KMP 1	0.929	0.884	0.958	0.935
	KMP 2	0.953			
	KMP 3	0.939			
Organizational Behavior	OCB 1	0.910	0.867	0.970	0.962
	OCB 2	0.944			
	OCB 3	0.937			
	OCB 4	0.916			
	OCB 5	0.946			
Organizational Culture	BO 1	0.947	0.866	0.975	0.969
	BO 2	0.922			
	BO 3	0.14			
	BO 4	0.937			
	BO 5	0.945			
	BO 6	0.917			
Teacher Performance	KG 1	0.921	0.836	0.953	0.935
	KG 2	0.920			
	KG 3	0.888			
	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 (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 value, namely Personality Traits (PT), Competency (KMP), Organizational Citizenship Behavior (OCB), and Organizational Culture (BO) on the Teacher Performance (KG) variable, is obtained by each f square value of 0.040, 0.104, 0.125, and 0.101. It can be concluded that Personality Traits (PT) has a low contribution (≥ 0.02), Competency (KMP) has a low contribution (≥ 0.02), and Organizational Citizenship Behavior (OCB) has a medium contribution (≥ 0.15) to the Teacher Performance variable (KG) while Organizational Culture (BO) has a low contribution (≥ 0.02) and cross-validated redundancy (Q^2) for all Q Square values that have been obtained, namely the Q Square value that has been obtained is $0.651 > 0$, indicating that the Personality Traits (PT) variable, Competence (KMP), Organizational Citizenship Behavior (OCB), and Organizational Culture have high predictive relevance to the Teacher Performance (KG) variable or every change/variation in the Teacher

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Performance (KG) variable can be predicted by the Personality Traits (PT), Competency (KMP) variables and Organizational Citizenship Behavior (OCB).

HYPOTHESIS TESTING

Table 2: P Values

Direct Influence	Inner Weight	T-statistik	P-value	Conclusion
Personality Traits (PT) -> Teacher Performance (KG)	0.143	2.352	0.019	signifikan
Competence (KMP) -> Teacher Performance (KG)	0.252	3.668	0.000	signifikan
OCB (OCB) -> Teacher Performance (KG)	0.317	3.594	0.000	signifikan
PT*BO -> Teacher Performance (KG)	-0.076	1.136	0.257	non 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:

- H1: Personality traits has a significant effect on the performance of Darullaghoh Wadda'wah Islamic Boarding School teachers.
- H2: Competence has a significant effect on the performance of Darullaghoh Wadda'wah Islamic Boarding School teachers
- H3: Organizational citizenship behaviour has a significant effect on the performance of Darullaghoh Wadda'wah Islamic Boarding School teachers
- H4: Personality traits has a significant effect on the performance that cannot be moderated by the organizational culture of Darullaghoh Wadda'wah Boarding School teachers.
- H5: Competence has a significant effect on performance and can be moderated by organizational culture in Darullaghoh Wadda'wah Boarding School teachers.
- H6: 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:

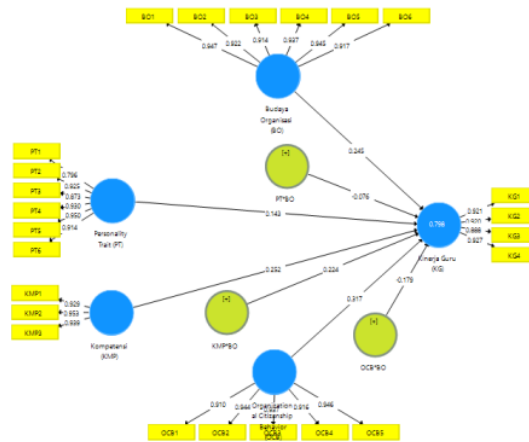


Image of Research Model Results

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DISCUSSION

Darullughoh Wadda'wah Islamic Boarding School teachers realize that personality traits have a very important role in efforts to improve teacher performance. The personality traits possessed by the Darullughoh Wadda'wah Islamic Boarding School teachers can be displayed in their daily attitudes and actions in educating the students. This behavior can be used to recognize the various needs of students in undergoing the educational process at Islamic boarding schools, so that teachers must always be close to the students. It is recommended that the personality traits possessed by the Darullughoh Wadda'wah Islamic Boarding School teachers be built and developed in order to improve the performance of the teachers themselves. Personality traits that are important to develop are individual personality and morals as a teacher at an Islamic boarding school in accordance with Islamic religious teachings. The personality traits possessed by teachers must be able to form a professional attitude in teaching and use all the potential they have in educating students. This is what will cause personality traits to influence a teacher's performance. Teachers must realize that professional personal behavior in teaching by exerting all their power and effort can improve their performance. The conclusions obtained show that there is a direct relationship between competence and a teacher's performance.

Teacher competency at the Darullughoh 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 Darullughoh 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 Darullughoh 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 Darullughoh 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 Darullughoh Wadda'wah Islamic Boarding School teachers is an aspect that cannot be separated from each teacher at the Islamic boarding school. OCB of Darullughoh 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 Darullughoh 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 Darullughoh 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 Darullughoh 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, Darullughoh Wadda'wah Islamic Boarding School caregivers need to create a good organizational culture & climate. Teachers' OCB behavior 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.

A principle held by the Darullughoh Wadda'wah (Dalwah) Islamic Boarding School believes that to achieve excellence and survive in the world of education, you must strive for optimal teacher performance, because basically teacher performance influences the performance of other teachers which ultimately affects the performance of the Islamic boarding school as a

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whole. Good teacher performance demands appropriate behavior as expected by the caregivers of the Darullughah Wadda'wah (Dalwah) Islamic Boarding School. The organizational culture of the Darullughah Wadda'wah (Dalwah) Islamic Boarding School has been formed and built by caregivers as well as giving meaning to all teachers to behave and act in accordance with good Islamic religious teachings. Islamic boarding schools have good values and are adhered to by all teachers, which can encourage individuals to behave well in their actions, so that they can strengthen their performance achievements. On the other hand, if a teacher is not optimal in implementing good values and does not adhere to them enough, it will encourage a teacher to behave and act less well, which in the end can also affect his performance achievement. The organizational culture that has been formed by the caretakers of the Darullughah Wadda'wah (Dalwah) Islamic Boarding School is unable to strengthen or weaken, meaning that it does not have an influence in the process of forming the personality traits of the teachers who professionally carry out the mandate of educating the students and carrying out other duties so that they are unable to encourage an increase in teacher performance. Based on the results of this research, it turns out that organizational culture is able to weaken the influence of personality on teacher performance. Personality traits are one of the determining aspects in efforts to improve the performance of a teacher at the Darullughah Wadda'wah (Dalwah) Islamic Boarding School, but in this incident this relationship was weakened by organizational culture. The personality traits of a teacher will determine the teacher's performance in the teaching and learning process of students. The conclusions obtained indicate a direct relationship between Personality Traits with the performance of a teacher without being moderated by organizational culture.

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. 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

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performance. The conclusions obtained indicate a direct relationship between organizational citizenship behaviour with a teacher's performance being moderated by organizational culture.

V. CONCLUSION

1. Darullughoh Wadda'wah Islamic Boarding School teacher. Those who have good personality traits in carrying out their obligations to teach students will be able to encourage improved teacher performance in carrying out their duties as a teacher in educating students in Islamic boarding schools.
2. Darullughoh Wadda'wah Islamic Boarding School teachers have sufficient competence and will be able to improve teacher performance in accordance with specified standards.
3. Organizational citizenship behavior possessed by Darullughoh 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.
4. The organizational culture of the Darullughoh Wadda'wah Islamic Boarding School has not been able to optimally strengthen the personality traits possessed by teachers in creating optimal teacher performance.
5. The application of the organizational culture owned by the Darullughoh 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.
6. The application of the organizational culture owned by the Darullughoh Wadda'wah Islamic Boarding School will increase or strengthen the creation of organizational citizenship behavior so that it will improve teacher performance in educating students.

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