

The Effect of Employee Engagement on Organizational Citizenship Behavior (OCB) with Job Satisfaction as an Intervening Variable in Private High Schools in Bandar Lampung

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Abstract:

Background: Al Kautsar High School, Gajah Mada High School and Perintis 2 High School are some of the private schools located in Bandar Lampung. The problem with the three research objects is the lack of organizational citizenship behavior which is characterized by teachers who are not engaged and dissatisfaction with their job. The importance of organizational citizenship behavior has been realized by the principal, that teachers who have good OCB will be willing to exceed role expectations voluntarily. The purpose of this study is to analyze the effect of Employee Engagement variables on OCB and Job Satisfaction, the effect of the Job Satisfaction variable on OCB, and the role of Job Satisfaction in mediating the effect of Employee Engagement variables on OCB for teachers in private schools (Al Kautsar High School, Gajah Mada High School and Perintis 2 High School) in Bandar Lampung.

Materials and Methods: This research was conducted using a quantitative approach and analyzed using SEM-PLS. This study was conducted to analyze the mediating role of job satisfaction in the influence of employee engagement on OCB at Al Kautsar High School, Gajah Mada High School and Perintis 2 High School. The data used in this study were taken from questionnaires distributed to the sample. The sample in this study were 125 teachers who worked at Al Kautsar High School, Gajah Mada High School and Perintis 2 High School.

Results: The results of this study support the proposed hypothesis that the results obtained from this study are employee engagement has a positive and significant effect on OCB through job satisfaction.

Conclusion: The implication of this research is that it is hoped that the principals of Al Kautsar High School, Gajah Mada High School and Perintis 2 High School can give a positive attitude towards every contribution made by the teachers. Schools are also expected to implement various policies that help teachers realize organizational citizenship behavior (OCB). When the teacher's OCB is high, the teacher will work on tasks that exceed their main tasks or formal roles that have been set without any formal requests and rewards from the organization.

Keyword: Employee Engagement, Job Satisfaction, Organizational Citizenship Behavior (OCB)

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I. Introduction

Improving human resources through education requires a great role for a teacher. Teachers are the spearhead of the running of the education system. According to the Law of the Republic of Indonesia, Number 14 of 2005 concerning Teachers and Lecturers in Article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education. Teachers have a very vital role in determining the output the quality of educational outcomes. The teacher has a role in determining the educational process that is carried out which is the core of the overall educational process. The success of education in schools depends on teachers who are willing to exceed role expectations voluntarily¹. Organizational Citizenship Behavior (OCB) is a willingness to do tasks beyond the main task or a willingness to do tasks outside the tasks or formal roles that have been set without any formal requests and rewards from the organization².

Based on this definition, teacher OCB refers to all voluntary and useful behaviors that are provided to colleagues, principals, and students³. OCB has been studied extensively in business management but studies in education business management is far less. This research was conducted in several private schools in Bandar

Lampung, namely Al Kautsar High School, Gajah Mada High School and Perintis 2 High School. This is because private school teachers are more likely to be very satisfied with their working conditions than public school teachers (NCES, Schools and Staffing Survey; Teacher Questionnaire). Based on the results of interviews with one of the principal and several students at the school, it was found that OCB in teachers was still not optimal, especially in terms of guiding other teachers in teaching and learning activities and making teaching aids, this is a dimension of OCB, namely altruism. In addition, some teachers are not present on time, this is a dimension of conscientiousness. From the results of interviews, some teachers also seem to be still unable to adapt to changes in teaching methods during the Covid-19 pandemic, this is a dimension of Civic Virtue. The students also felt that the attitude of some teachers still did not have a sportsmanship dimension, because some teachers could not tolerate students who had difficulties during the online learning process. Based on some of the things mentioned above, the researchers felt the need to research teachers in private schools in Bandar Lampung.

Al Kautsar Education Foundation (YPAK) which is located on Jalan Soekarno Hatta Rajabasa is one of the private schools in Bandar Lampung and has been managing general education activities since January 16, 1992. The purpose of establishing the Al Kautsar Foundation is as stated in the Articles of Association of the Al Kautsar Foundation in Chapter IV Article 4, namely participating in building quality, superior, Islamic, and global-minded Indonesian human resources. The number of teachers at the Al Kautsar Foundation in 2021 is 200 people, consisting of honorary teachers, Foundation Permanent Teacher Candidates (CGTY), Foundation Permanent Teachers (GTY), and Seconded Teachers (DPK); namely teachers with the status of Civil Servants assigned to YPAK.

Gajah Mada Education Foundation is a non-government social institution that manages, especially in the field of education. In 1987 the Gajah Mada Foundation established the Gajah Mada High Economics High School (SMEA) with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 411 / I. 12 B I / 4 / 1990. After several years the process of teaching and learning activities has been running since the establishment in 1983 the school status level from REGISTERED status changed to RECOGNIZED status level. In 2006, precisely on November 6, 2006, based on the decision of the Lampung Provincial School Accreditation Board, it was determined that SMA Gajah Mada Bandar Lampung was accredited with a "B" rating.

Perintis 2 High School is one of the private schools in Bandar Lampung City. At the beginning of its establishment, Perintis 2 High School was established on July 27, 2005, Perintis 2 High School was founded by the Perintis Education Foundation in Bandar Lampung. Compared to the first year of its existence, Perintis 2 High School made very significant progress. Perintis 2 High School at the beginning only opened 28 classes with students, and now has 32 classes with 1007 students divided into science and social studies programs/specialization.

Job engagement and OCB are closely related to each other, but they are considered different concepts⁴, whereas work engagement is a motivational construct⁵ that is not directed at a specific individual, object, or event⁶. OCB is described as behavior directed at individuals or organizations⁷. Organizational Citizenship Behavior can arise from various factors within the organization, including the job satisfaction of employees and high employee engagement⁸. Employee engagement is a state in which members of an organization identify with their work: in engagement, people will employ and express themselves physically, cognitively, and emotionally while showing their performance⁹. Employees who have high engagement will do not only the tasks that have become their obligations but will voluntarily do other extra tasks. In particular, effective teacher engagement directly impacts their students' academic achievement¹⁰ and satisfaction¹¹, as well as generating and maintaining constructive relationships with their peers¹² and students' parents¹³.

The involvement of good teachers will contribute to the long-term impact on the entire organization¹⁴ and society¹⁵, indirectly. Efforts to increase the spirit, sense of kinship, and togetherness of teachers through the following program of activities:

1. Motivational training
 2. Family gathering
 3. Competitions between teachers and employees on the anniversary of the school and the anniversary of the Republic of Indonesia
 4. Religious activities include: breaking the fast together, halal bi halal, and commemorating Islamic holidays.
- Given these various efforts, it is hoped that teachers will be more engaged in schools so that teachers can carry out their duties and work well and can provide a positive attitude towards ongoing changes, and provide maximum performance. To be able to measure the level of engaged teachers, the table 1 is shown as follows:

Table no.1 Level of Teacher Engagement at Al Kautsar Foundation Lampung 2018

Category	Score	Frequency	Percentage
Low	57-66	3	2,3 %
Middle	67-76	72	55,8 %
High	77-87	54	41,9 %
Total		129	100%

Table 1 above shows that there are 3 people (2.3%) in the low category, 72 people (55.8%) in the medium category, and 54 people (41.9%) in the high category. The average participant engagement in Table 1 is classified as moderate. Teachers who have moderate engagement have started to have dedication in carrying out their duties and responsibilities, and are willing to work harder than usual. In addition, the teacher already has a desire to participate in efforts to advance the organization where he works. The engagement has a significant influence on employees in the organization, positive attitudes and employee trust in the organization will be directly related to employee OCB. This is in line with research which states that engagement has a positive effect on OCB¹⁶. Employees who are engaged in their organization will do something even more than what the organization where they work for, have less sickness, increase their productivity, and have a high commitment to the organization.

Job satisfaction or better known as job satisfaction is one of the factors that play an important role in the creation of OCB. The relationship between job satisfaction and engagement can be seen in the many studies that have been conducted. OCB is more likely to occur when employees feel that their organization fulfills their obligations and when employees feel satisfied with their jobs¹⁷. On the other hand, unfulfilled expectations and promises can decrease employee job satisfaction, decreasing employee job satisfaction, as a result, can affect other outcomes such as employee commitment and engagement. Following Herzberg's two-factor theory, researchers have studied job satisfaction as a global concept and as a concept with two aspects including intrinsic job satisfaction (the level of satisfaction that employees receive from the job itself) and extrinsic job satisfaction (the level of satisfaction of employees with working conditions, policies and praise). unrelated to the work itself¹⁸. Gajah Mada High School carried out various policies during the pandemic so that teacher retention, teaching motivation and teacher satisfaction remained high, namely by:

1. Continue to provide full salary and benefits
2. Provide internet quota packages per month to teachers so that teachers are still able to carry out the teaching process via online school.
3. Work From Home, Gajah Mada High School has implemented WFH so that teachers do not need to come to school to be absent or teach so they can do it at home.

To be able to produce teachers who are satisfied with their work and engaged in the organization, Perintis 2 High School always pays attention to the quality and welfare of teachers. To provide welfare for teachers (HR), Perintis 2 High School implements the following programs:

1. Salary adjustment with government policy
2. Providing scholarships to continue education to the level of Bachelor and Master.
3. Provision of performance allowances
4. Provision of holiday allowances
5. Awarding achievement bonuses
6. Giving a five-year bonus
7. Child support
8. Wife's allowance
9. Provision of office allowances
10. Giving homeroom allowance
11. Pension allowance
12. Lunch allowance
13. Departure of Umrah worship as many as 15 people every year
14. Uniform making
15. Hospital benefits, death, marriage, childbirth, and others.

There have been many studies on OCB, but very few have investigated teacher OCB, especially in Indonesia and especially in Lampung. Most of the OCB research was conducted on company employees, both those under the government and the private sector. Based on the elaboration of the above problems and based on research that has been done previously and the limited research on OCB in private school teachers in Indonesia, researchers need to conduct this research. The aim of this research is:

1. Determine the effect of Employee Engagement variables on OCB for private high school teachers in Bandar Lampung.
2. Determine the effect of Employee Engagement variables on Job Satisfaction for private high school teachers in Bandar Lampung.

3. Determine the effect of the Job Satisfaction variable on OCB for private high school teachers in Bandar Lampung.
4. Determine the role of Job Satisfaction in mediating the effect of Employee Engagement variables on OCB for private high school teachers in Bandar Lampung.

II. Literature Review

Theoretical Foundation

Organizational Citizenship Behavior (OCB) is individual behavior that is free (discretionary), which does not directly and explicitly get expectations from a formal reward system that in its entirety encourages the effectiveness of organizational functions². Meanwhile, there is a theory that defines OCB as individual behavior that contributes positively to the overall organization¹⁹. Organizations generally believe that to achieve excellence, they must strive for the highest individual performance, because basically, individual performance affects the performance of the team or workgroup and ultimately affects the performance of the organization as a whole. This behavior illustrates the added value of employees which is one form of prosocial behavior, namely positive, constructive and meaningful social behavior to help²⁰. From some of the expert opinions above, it can be concluded that Organizational Citizenship Behavior (OCB) is a behavior carried out by individuals but this behavior is not a necessity or obligation. In addition, Organizational Citizenship Behavior (OCB) is a voluntary social solidarity behavior, such as helping colleagues in completing work, providing assistance to new employees, not taking breaks or leaving if not needed, and voluntary behavior to do a job even though it is outside the job description. OCB is divided into the following five dimensions²:

1. Altruism
2. Conscientiousness
3. Civic Virtue
4. Sportsmanship
5. Courtesy

Work engagement is defined as something that is positively related to behavior at work which includes thoughts about the relationship between workers or employees with their work, which is characterized by enthusiasm, dedication, and appreciation in work⁶. In other words, employees who have high work engagement will channel all their thoughts and energy towards their work and are more enthusiastic about working. Employee engagement, often referred to as work engagement, is defined as a situation in which members of an organization identify with their work: in engagement, a person will employ and express themselves physically, cognitively, and emotionally while demonstrating their performance²¹. Cognitive aspects of employee engagement include the beliefs employees have about the organization, its leaders, and working conditions. The emotional aspect includes how employees feel about the organization and its leaders. It can be concluded that employee engagement is a condition where members of an organization identify with their work and there is a positive motivational state characterized by high levels of energy and resilience, a willingness to invest energy, persistence, not easily tired, but it is also characterized by high engagement, strong and can be seen from the enthusiasm and sense of pride and inspiration, as well as a state of total immersion in employees which is characterized by the speed at which time passes and the difficulty of separating oneself from work²¹. There are 3 characteristics of employee engagement⁴, namely:

1. Vigor
2. Dedication
3. Absorption

Job satisfaction is an affective reaction to one's job, resulting from the comparison of the actual results of the incumbent with the desired results²². Job satisfaction is an affective or emotional response to various aspects of one's work. This definition shows that job satisfaction is not a single concept. A person can be relatively satisfied with one aspect of the job and dissatisfied with one or more other aspects²³. Job satisfaction is a happy emotional state or positive emotion that comes from evaluating one's job or work experience²⁴. Davis, et al define job satisfaction as a combination of positive and negative feelings that workers have towards their jobs²⁵. MSQ was developed as a tool to measure job satisfaction²². These items include:

1. The work itself
2. Salary
3. Promotion Opportunity
4. Supervision
5. Co-Workers

Hypothesis Development

Employee engagement has been examined as a potential predictor in several OCB studies²⁶. Individuals who have high employee involvement tend to engage in constructive and responsible behavior at work (i.e. OCB). There is research on employee engagement and five dimensions of organizational citizenship behavior in organizations in Thailand found that the four dimensions of OCB (altruism, civic virtue, conscience, and sportsmanship) except the courtesy dimension showed a positive relationship with employee engagement²⁷. There is research on the relationship between employee engagement and OCB in employees working in travel agencies. The results reveal that employee involvement has a positive effect on OCB. As a result, it was found that employee engagement has a significant positive relationship with organizational citizenship behavior²⁸.

One of the most relevant concepts of job satisfaction is employee engagement^{29,30}. It has been revealed that job satisfaction leads to engaged employees³¹. There is a significant relationship between the two variables^{32,33} and they influence each other in the management literature that discusses these two concepts. However, field research has shown that there is a relationship between job satisfaction and courtesy, sportsmanship, and civic virtue in organizational citizenship behavior³⁴, and job satisfaction explains the dimensions of courtesy, altruism, and civic virtue and conscience³⁵. Studies in OCB found that it does not job satisfaction felt by employees that can have an impact on the emergence of OCB but also the presence of other factors such as organizational commitment which also explains OCB. Some previous studies have shown that commitment can affect OCB^{36,37}. When a person has a high commitment to his organization, then that person will do anything to advance his company because he believed in his organization²⁴.

Based on some previous studies, it is known that job satisfaction affects OCB, as well as organizational commitment which shows a direct influence on OCB. While the research shows that job satisfaction has a direct or indirect effect on OCB³⁸. Furthermore, the study explains that there is a relationship between job satisfaction and organizational commitment³⁹. Based on the literature review, it can be concluded that some factors such as job satisfaction and organizational commitment can affect OCB⁴⁰. Based on the development of the hypothesis that has been stated above, the following framework can be formulated in the Figure 1:

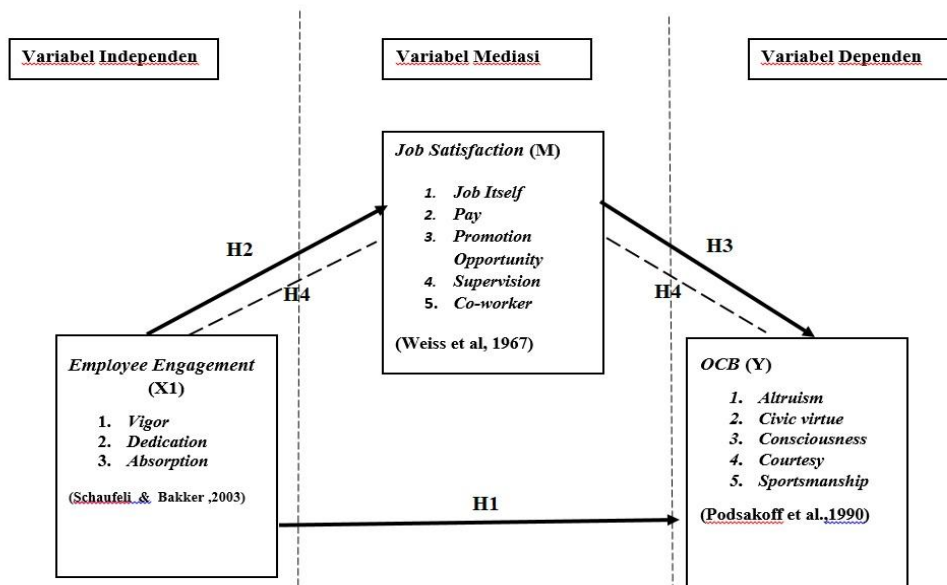


Figure 1 Research Framework

III. Research Methods

Research Design and Sample

This research is structured based on causality research that proves a cause-and-effect relationship or a relationship affecting and being influenced. This study was conducted to analyze the mediating role of job satisfaction in the effect of employee engagement on OCB at Al-Kautsar Lampung Highschool, Gajah MadaHighschool and Perintis 2 Highschool. The data used in this study were taken from questionnaires distributed to the sample. The sample in this study were 125 teachers who worked at Al-Kautsar Highschool, Gajah MadaHighschool and Perintis 2 Highschool.

Analysis Prerequisite Test

The analysis prerequisite test was carried out to test whether the data used were suitable for further analysis, where the analysis prerequisite test consisted of a normality test, a validity test, and a reliability test⁴¹.

- a. Validity test is used to measure whether a questionnaire is valid or not⁴¹. A questionnaire is said to be valid if the data used in the questions on the questionnaire are able to reveal something that will be measured by the questionnaire⁴¹. To measure the level of validity of the variables, factor analysis was carried out using the Convergent Validity test. The results of the validity test of this research data can be seen in Table 2 below.

Table no.2 Validity Test

	Average Variance Extracted (AVE)
M	0.532
X	0.655
Y	0.546

Convergent validity aims to determine the validity of each relationship between the indicator and its latent construct or variable⁴². This relationship can be demonstrated through unidimensionality which can be expressed using the average variance extracted (AVE)⁴². The AVE value is at least 0.5, and this value describes adequate convergent validity which means that one latent variable can explain more than half of the variance of its indicators in the average⁴². Table 2 above shows that the value of AVE score for all variables is above 0.5. instruments tested in this study could be declared valid.

- b. A reliability test is a tool to measure a questionnaire which is an indicator variable⁴¹. The measurement results can be trusted if, in several measurements of the same subject group, relatively the same results are obtained. Reliability calculations were carried out using the SMARTPLS statistical program and reliability testing using the construct reliability test⁴². The reliability test on the variables can be seen in Table 3 below.

Tableno 3: Reliability Test

	Cronbach's Alpha	rho_A	Composite Reliability
M	0.768	0.801	0.846
X	0.740	0.761	0.851
Y	0.791	0.805	0.857

A construct can be said to have a high-reliability value if the composite reliability value is > 0.70 ⁴². Reliability relates to the accuracy and precision of the measurement. Reliability testing was conducted to test whether the data obtained from the research instrument showed adequate internal consistency⁴². Table 3 above shows that the value of composite reliability for all variables in this study is above 0.8. All instruments tested in this study could be declared reliable.

- c. The normality test is carried out because parametric statistics require that each variable to be analyzed must be normally distributed, for that before hypothesis testing is carried out, the normality of the data must be tested first⁴¹. A normality test is performed on the variables to be studied and the distribution is normal if $\text{Sig} > 0.05$ ⁴¹. The reliability test on the variables can be seen in Table 4 below.

Tableno 4: Normality Test

One-Sample Kolmogorov-Smirnov Test		
	Unstandardized Residual	
N	125	
Normal Parameters^{a,b}	Mean	.0000000
	Std. Deviation	3.67469300
Most Extreme Differences	Absolute	.174
	Positive	.119
	Negative	-.174
Test Statistic	1.094	
Asymp. Sig. (2-tailed)	.180	
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on Table 4 above, shows that the results of the one-sample Kolmogorov-Smirnov for all variable can be declared normal, the basis of this statement is by looking at the significance value. The resulting value is 0.180, which means that it is greater than 0.05, so the data under study is normally distributed.

Data Analysis

The data analysis technique used to answer the problem formulation or test the hypothesis that has been formulated in this study is Structural Equation Modeling (SEM) based on artificial Least Square (PLS). Structural Equation Modeling (SEM) is a method used to cover the weaknesses found in the regression method⁴². Partial Least Square is a powerful analytical method that is not based on many assumptions⁴². Approach (Partial Least Square) PLS is distribution-free (does not assume certain data, can be nominal, category, ordinal, interval, and ratio).

IV. Result

At this stage, an analysis of the effect of employee engagement on organizational citizenship behavior (OCB) was carried out mediated by the job satisfaction of private high school teachers in Bandar Lampung. Structural model analysis it can also called the inner model is carried out to determine the relationship between variables, and the significance value of the research model. The results of Structural Equation Modeling – Partial Least Square (SEM-PLS) are shown in Figure 2. Based on Figure 2, it can be seen that the coefficient values of the predictor variables are thought to affect the level of organizational citizenship behavior (OCB) of private high school teachers in Bandar Lampung.

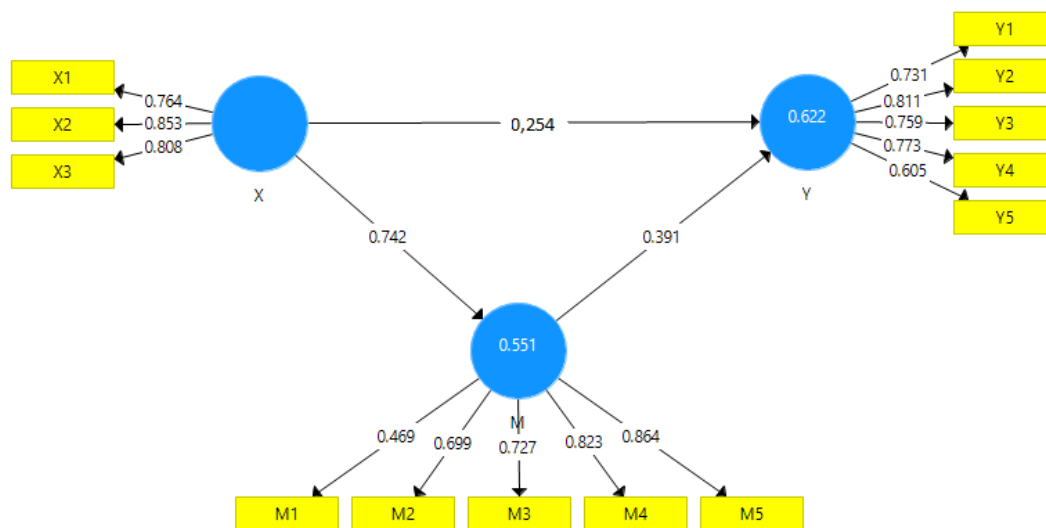


Figure no.2 Structural Equation Modeling – Partial Least Square (SEM-PLS) model.

At this stage, testing will be carried out on the suitability of the model through various goodness of fit criteria. Partial Least Square (PLS) does not assume a certain distribution for parameter estimation so parametric techniques to test the significance of the parameters are not needed⁴². The measurement uses the dependent latent variable R-square with the same interpretation as the regression. The SmartPLS program tests the fit level of a structural model through the SRMR criteria, d_ ULS and d_ G, NFI, RMS_theta, R², R² Adjusted, and Q²⁴². The model fit test can be seen in Table no. 5 below.

Tabel no 5. Fit Model Test

	NilaiHitung	NilaiSyarat	Keterangan
NFI	0.963	0 < NFI < 1	Fit
rms Theta	0.093	< 0,120	Fit
SRMR	0.086	0,08 < SRMR < 0,10	Fit

Table no.5 above shows the NFI value of 0.963 and the RMS Theta value of 0.093. The calculated NFI value is close to 1 which indicates that the model has a high level of fit. The RMS Theta value of 0.093 which is below the required value of 0.120 indicates that the structural model in this study can be categorized as a fit model. The value of SRMR or Standardized Root Mean Square, the value is $0.086 < 0.10$, then the structural model being tested can be categorized as fit. Based on data processing, the R-Square value is obtained as follows:

Tabel no.6 Fit Model Test 2

Variable	R ²	Adjusted R ²
M (JS)	0,551	0,547
Y (OCB)	0,622	0,616

Table no.6 above shows the values of the R² and R² adjusted structural model. The coefficient of determination (R²) is a way to assess how much the endogenous construct can be explained by exogenous constructs, while Adjusted R² is the R² value that has been corrected based on the standard error value⁴². The adjusted R2 value provides a stronger picture than R2 in assessing the ability of an exogenous construct to explain endogenous constructs. Adjusted R² values of 0.547 and 0.616 indicate that employee engagement variables can affect job satisfaction variables by 54.7% and organizational citizenship behavior (OCB) by 61.6%. Good fit assessment is known from the Q-Square value. The Q-Square value has the same meaning as the coefficient determination (R-Square) in regression analysis, where the higher the Q-Square, the model can be said to be better or more fit with the data. The results of the calculation of the Q-Square are as follows:

$$\begin{aligned}
 Q\text{-Square} &= 1 - [(1 - R1^2) \times (1 - R2^2)] \\
 &= 1 - (0,551 \times 0,622) \\
 &= 1 - 0,342 \\
 &= 0,658
 \end{aligned}$$

Based on the results of the above calculations, the Q-Square value is 0.658. This shows that the diversity of research data that can be explained by the research model is 65.8%, while the remaining 34.2% is explained by other factors outside the research model. declared to have good goodness of fit.

Tabel no. 7. Fit Model Test 3

	F ² Score
X -> Y	0.245
X -> M	1.227
M -> Y	0.181

Based on Table no.7, the following conclusions can be drawn:

1. The f² value of 0.245 on the relationship between employee engagement and organizational citizenship behavior (OCB) is categorized as a moderate influence on the latent predictor variable (exogenous latent variable) at the structural level.
2. The f² value of 1.227 on the relationship between employee engagement and job satisfaction is categorized as a strong influence of latent predictor variables (exogenous latent variables) at the structural level.
3. The f² value of 0.181 on the relationship between job satisfaction and organizational citizenship behavior (OCB) is categorized as a moderate influence on the latent predictor variable (exogenous latent variable) at the structural level.

Hypothesis Test

Based on the discussion in the previous section, there are four hypotheses proposed, namely:

- H₁: Employee Engagement has a positive and significant effect on organizational citizenship behavior (OCB)
- H₂: Employee Engagement has a positive and significant effect on Job Satisfaction.
- H₃: Job satisfaction has a positive and significant effect on organizational citizenship behavior (OCB)
- H₄: There is a positive and significant relationship between Employee Engagement and Organizational Citizenship Behavior (OCB) through Job Satisfaction.

The four hypotheses above are tested through the coefficients and the level of influence that the independent variable has on the dependent variable can be seen through the coefficient value and the level of significance. The coefficient value is obtained from the estimated value in the table and the significance level is seen from the T statistics value in the table. The hypothesis in this study can be seen from the calculation of the model using the PLS bootstrapping technique. From the results of the bootstrapping calculation, the statistical T value of each relationship or path will be. Testing this hypothesis is set with a significance level of 0.05. The hypothesis can be accepted if the value of the T statistic is greater than 1.97. The value of the coefficient and the level of significance of the variables can be seen in Table no.8 below.

Tableno.8Hypothesis Test Result

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
X-> Y	0.254	0.099	0.099	4.578	0,000
X -> M	0.742	0.059	0.059	12.521	0,000
M -> Y	0.391	0.386	0.101	3.889	0,000
X -> M -> Y	0.290	0.287	0.080	3.615	0,000

From Table no. 8 above, it can be seen that all independent variables have a positive influence on the dependent variable, and the T statistics value as a whole exceeds the T-Value value of 1.97. The four hypotheses will be tested based on the T-Value value and the coefficient value of each variable.

V. Discussion

Employee Engagement on Organizational Citizenship Behaviour (OCB)

The value of the coefficient and T-Value which states the relationship between employee engagement and organizational citizenship behavior (OCB) can be seen in Table no.9.

Table no.9 Employee Engagement on OCB

Employee engagement		
	Coefficient	0,254
<i>OCB</i>	T-Value / CR	4,578
	Significance	0,000

Based on Table no.9, it can be seen that the employee engagement variable can positively affect organizational citizenship behavior (OCB) by 0.254. T-Value value $4.578 > 1.97$ (T-Value value for SEM model significance = 0.05), with a significance value of 0.000 or more than 99.9%, it can be stated that hypothesis I is supported, namely employee engagement has a positive and significant effect on organizational citizenship behavior (OCB). The higher the application of employee engagement, the higher the organizational citizenship behavior (OCB) shown by private teachers in Bandar Lampung. The results of this study are supported by previous research, namely Rurkkhum (2010), George and Joseph (2015), and Saks (2006) which state that the better employee engagement, organizational citizenship behavior will also increase.

Employee Engagement on Job Satisfaction

The value of the coefficient and T-Value which states the relationship between employee engagement and job satisfaction can be seen in Table no.10.

Tableno.10 Employee Engagement on Job Satisfaction

Employee Engagement		
	Coefficient	0,742
<i>Job Satisfaction</i>	T-Value / CR	12,521
	Significance	0,000

Based on Tableno.10, it can be seen that the employee engagement variable can positively affect job satisfaction by 0.742. T-Value value $12.521 > 1.97$ (T-Value value for SEM model significance = 0.05), with a significance value of 0.000 or more than 99.9%, it can be stated that hypothesis II is supported, namely employee engagement has a positive and significant effect on job satisfaction. The higher the application of employee

engagement, the higher the job satisfaction shown by private teachers in Bandar Lampung. This shows that the second hypothesis is supported by previous research, namely Jelagat and Josphat (2018), Swati and Archana (2018), Shamailan (2016), Markos and Sridevi (2010), Oxy and Heru (2018), Merry and Syarief (2017) which states that the more engaged employees are, the higher the level of job satisfaction.

Job Satisfaction on OCB

The value of the coefficient and T-Value which states the relationship between job satisfaction and OCB can be seen in Table no.11.

Tableno.11. Job Satisfaction on OCB

		<i>Job Satisfaction</i>
	Coefficient	0,391
<i>OCB</i>	T-Value / CR	3,889
	Significance	0,000

Based on Table no. 11, it can be seen that the job satisfaction variable can positively affect OCB by 0.391. The T-Value value is 3.889 > 1.96 (the T-Value value for the significance of the SEM model = 0.05), with a significance value of 0.000 or 99.9%, it can be stated that hypothesis III is supported, namely job satisfaction has a positive and significant effect on OCB. The higher the teacher's job satisfaction, the higher the OCB shown by the teacher. This shows that the third hypothesis is supported by previous research, namely Luthans (1995), Zeinabadi (2010), and Cohen (1993) which state that the greater job satisfaction, organizational citizenship behavior will also increase.

Employee Engagement on Organizational Citizenship Behaviour (OCB) through Job Satisfaction

The value of the coefficient and T-Value which states the relationship between employee engagement and OCB mediated by job satisfaction can be seen in Table 12.

Table no.12 Employee Engagement on OCB through Job Satisfaction

		<i>Job Satisfaction</i>
	Coefficient	0,290
<i>OCB</i>	T-Value / CR	3,615
	Significance	0,000

Based on Table no.12, it can be seen that the employee engagement variable can positively affect OCB by 0.290. T-Value value 3.615 > 1.96 (T-Value value for SEM model significance = 0.05), with a significance value of 0.000 or more than 99.9%, it can be stated that hypothesis IV is supported, namely employee engagement has an indirect effect on OCB with job satisfaction mediation. The higher the application of employee engagement after being mediated by job satisfaction, the higher the OCB shown by the teacher.

Tableno.13. Direct Effect, Indirect Effect and Total Effect of Employee Engagement and OCB with Job Satisfaction as mediation

Variable Effect	Direct Effect	Indirect Effect	Total Effect
X-> Y	0,254		0,454 + 0,290 =
X -> M -> Y		(0,742 x 0,391) =0,290	0,744

Based on Table no. 13, it can be seen that employee engagement has a direct effect on OCB of 0.254. And the indirect effect of employee engagement on OCB through job satisfaction (0.742x 0.391) 0.290. This result means that the indirect effect of employee engagement on OCB is greater than the direct effect on OCB through job satisfaction. In the results of data processing, the regression coefficient for employee engagement on OCB is 0.254 and the regression coefficient for the indirect effect of employee engagement on OCB through job satisfaction is (0.742x 0.391) 0.290. This result means that the indirect effect of employee engagement on OCB is greater than the direct effect of employee engagement on OCB through job satisfaction. These results are in line with the research by Runhaar (2013) which shows the importance of the relationship between employee engagement and OCB in the education sector. Highly engaged teachers are especially important to schools, as they are more willing to take on additional assignments that are not part of their job description, such as helping

coworkers or volunteering to support extracurricular activities, all of which improve school performance. Engaged teachers display favorable behavior towards their peers or the organization, this behavior is likely to be reciprocated with recognition and favorable behavior from others. As a result, teachers become more engaged (Saks, 2006). The findings of previous studies support a reciprocal relationship between engagement and OCB (Babcock-Roberson & Strickland, 2010; Wat & Shaffer, 2003).

VI. Conclusion and Suggestions

The results of the data analysis that have been described above concludes that job satisfaction mediates the effect of employee engagement on organizational citizenship behavior (OCB) for private high school teachers in Bandar Lampung. The conclusions that have been described above, convey some suggestions namely that the principals of Al Kautsar High School, Gajah Mada High School and Perintis 2 High School can give a positive attitude towards every contribution made by the teachers. Schools are also expected to implement various policies that help teachers realize organizational citizenship behavior (OCB). When the teacher's OCB is high, the teacher will work on tasks that exceed their main tasks or formal roles that have been set without any formal requests and rewards from the organization. In addition, it is expected that the principals can provide motivation to fellow teachers to establish harmony and close relationships between teachers, so that fellow teachers can appreciate the work given and are able to work together between work groups. And ways to maintain existing performance by providing satisfaction to teachers, such as providing an objective work assessment and providing rewards for the work done. This is intended so that employee engagement and job satisfaction that have affected OCB can still be maintained and can be further improved.

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