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THE EFFECT OF REWARD ON *ORGANIZATINAL CITIZENSHIP BEHAVIOR* (OCB) LECTURERS OF MURIA KUDUS UNIVERSITY (UMK) KUDUS CENTRAL JAVA

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ABSTRACT

The objective of this research is to obtain information about the effect of reward on lecturer organizational citizenship behavior of Universitas Muria Kudus (UMK). It was quantitative research with survey method in Universitas Muria Kudus (UMK) Kudus Central Java. The research was conducted to all lecturer of Universitas Muria Kudus (UMK) Kudus Central Java by using a survey method with path analysis applied in testing hypothesis. The number 83 employees as sample was selected by using Slovin formula. The research conlude that there is a direct positive effect of reward on OCB.

Keywords: reward, OCB.

INTRODUCTION

Decision makers, policy makers, thinkers, even technical implementers and development supervisors are born from tertiary institutions. The reality of the quality of higher education is still far from what is aspired. The quality of higher education in Indonesia still lags well at the international level, even at the ASEAN level. This was stated by Minister of Research on Technology and Higher Education (Menristek Dikti), Muhammad Nasir in the 18th National Accounting Symposium (SNA) at Universitas Sumatera Utara (USU). According to the Chairperson of the Indonesian Private Higher Education Association (APTISI), Prof. Dr. Edy Suandi Hamid, M.Ec. The growth of the number of universities in Indonesia is very high in the last ten years. Increasing the quantity is not accompanied by the quality of higher education.

In the Strategic Plan of the Ministry of Research, Technology and Higher Education (Kemenristekdikti) 2015-2019, the Higher Education performance achievement table stated that in 2014, universities entering the top 500 of the world were targeted at 11 universities, only two were realized. This fact shows that the improvement in the quality of Indonesian tertiary institutions is below the increase in tertiary institutions in the world. The deactivation of 243 tertiary institutions conducted by Dikti during 2015 is evidence and correction of the low quality of management of Indonesian tertiary institutions. Lecturer ratios are one of the reasons for deactivating universities. The growth in the quantity of students has not been matched by the addition of teaching staff. Menristek Dikti, Mohammad Nasir said, in state universities (PTN), the shortage of lecturers reached 1,469. While in private universities (PTS) there are 4,597 educators.

In Central Java, this lecturer ratio is the reason for the deactivation of four tertiary institutions from hundreds of tertiary institutions which have been declared inactive by DIKTI. Conversely, many lecturers have not yet met the qualifications. A total of 2,244 lecturers who have been appointed as foundation lecturers do not yet have a master's degree program (S2). While for Kopertis Central Java civil servant lecturers, of the 769 lecturers, there were 40 lecturers who had not yet completed the master's program. Their status is being employed (DPK) at PTS.

At present, the behavior of human resources that is demanded by the organization not only does what it is assigned to do (*intra-role* behavior), but sometimes it also does other things outside of work (*extra-role* behavior) without relying on rewards. This prosocial behavior is known as OCB.

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The implementation of the tri dharma mission of tertiary institutions will not run without the lecturer as the main actor. Prosocial behavior must be possessed by lecturers given the tri dharma mission of the tertiary institution. Lecturers as educators are a profession that is generally recognized to have noble values. The term *"unsung hero"* is evidence of the noble and social recognition of the work of educators. Therefore OCB behavior should be owned by educators, especially lecturers. If lecturers in the organization have OCB behavior, then the leadership's efforts to direct the activities of higher education to achieve their goals will certainly be easier. Finally, the quality of tertiary institutions reaches the level they aspire to.

One of the private universities in Kudus, Central Java, Muria Kudus University (UMK), has become one of the many universities that wants to contribute to improving the quality of higher education in Indonesia. To guarantee the quality of education services, MSEs are supported by a reward system. The hope, administrative employees and lecturers provide good services. The results are shown from an annual survey conducted by the UMK Trustees Foundation regarding education services, one of which is regarding lecturer services to students.

In 2015, the survey indicated that according to the majority of students the quality of lecturers was good. From the survey results it can be concluded that basically lecturer services to students are quite good. Even so, the performance of lecturers can be said to be not optimal. This can be seen from students who rate that lecturer services are lacking and very lacking are still quite significant.

Performance, as Colquitt said, has three dimensions, namely task behavior, voluntary behavior and conflicting behavior. Through the performance dimensions above, the survey results on the performance of lecturers according to students at UMK above can be seen for several possibilities. One of them, the lecturer service is not optimal because the performance is focused on the task *(intra-role)*. Voluntary work behavior is still low. Lecturer *extra-role* behavior can be seen from the additional performance assigned, for example arriving early, returning above work hours, longer hours in the office, adding material or lecture hours, guiding students either individually or Student Activity Unit (UKM) or other groups , helping lecturers or other employees, organizing and participating in scientific forums and other positive activities.

Noting the conditions that have been described above, the researcher considers the need to be reviewed about the reward for OCB lecturers from the Muria Kudus University (UMK) in Central Java.

OCB

The organization will achieve success if employees do not just do their main tasks. But also doing extra activities such as working together, helping, giving advice, active participation, providing extra services to end users, and would use his time effectively. Work behavior exceeding the description of roles specified in this organization is called *OCB.*

According to Colquitt, Lepine, Wesson (2014: 41) defines, "*OCB, which is defined as voluntary employee activities that may or may not be rewarded but that contributes to the organization by improving the overall quantity of settings in which work takes place."* OCB is defined as voluntary employee activities both with and without rewards that contribute to improving the quality of work that is ongoing in the organization. While Newstroom and Davis (2007: 214) explain, *"organizational citizenship is often marked by its spontaneity, its voluntary nature, its constructive impact on results, its unexpected helpfulness to others, and the fact that it is optional." Organizational citizenship is* often characterized by spontaneity, voluntary nature, constructive impact on results, unexpected helping behavior for others, and that fact is a choice.

Stephen P. Robbins and Timothy A. Judge (2013: 60) explain, *"Organizational citizenship behavior (OCB) is discretionary behavior that is not part of an employee's formal job requirements but nevertheless promotes the effective functioning of the organization".* Free behavior that is not part of an employee's main job but can improve the effectiveness of the organization and can also be beneficial for the organization.

Meanwhile according to Dennis W. Organ (2010 : 174) , *"organizational citizenship behaviors consist of employee behaviors that are beyond the call of duty, examples include such gestures as constructive statements about the department's expression of personal interest in the work of others, suggestions for training improvement for new people, respect for the spirit as*

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well as the letter of housekeeping rules, care for organizational property, and quality and attendance well beyond standard or enforceable levels. Managers certainly would like employees to exhibit these behaviors. " OCB includes employee behavior outside the call of duty , for example the constructive attitude of engaging in the work of others in the department, training new employees, respecting the spirit of household rules, maintaining organizational equipment, timeliness and attendance exceeding the specified standards. Certainly, the leader wants employees to show this behavior.

Furthermore Fred Luthans (2011: 149) explains that, *"the personality foundation for these OCBs reflects the employees' pre dispositional traits to be cooperative, helpful, caring, and conscientious. The attitudinal foundation appears that employees engage in OCBs in order to reciprocate the actions of their organizations. "* The personality basis of OCB reflects the dispositional nature of employees to be cooperative, helpful, caring, and conscientious. While the basic attitude indicates that employees are involved in OCB to reciprocate organizational actions.

Luthans further pointed out several dimensions of OCB, *"OCBs can take many forms, but the major ones could be summarized as: (1) altruism (helping out when a coworker is not feeling well), (2) conscientiousness (staying late to finish a project), (3) civic virtue (volunteering for a community program to represent the firm), (4) sportsmanship (sharing failure of a team project that would have been successful by following the person's advice), and (5) courtesy (being understanding and empathetic even when provoked). "* OCBs can take many forms, but they can be basically summarized as: (1) altruism (helping when colleagues are not feeling well), (2) conscientiousness / awareness (overtime to complete projects), (3) civic virtue (voluntary for a community program to represent the company), (4) sportsmanship (failure of team projects is shared so that success will be achieved by following members' recommendations), and (5) courtesy (understanding and empathy even when dip rejuvenation).

From the explanation above it can be synthesized that *Organizational Citizenship Behavior* (OCB) is an extra role behavior displayed by employees beyond formal job descriptions, done voluntarily without considering certain rewards or rewards, with indicators: (1) *altruism* (helping others), (2) *conscientiousness* (roles more than minimum standards), (3) *sportsmanship* (sportsmanship), (4) *courtesy* (respecting others), (5) *civic virtue* (responsibility).

Reward

Reward is one of the driving factors for motivating someone to work harder so that they get better performance results. Reward by Hellriegel and Slocum (2011: 136) is defined, *"a reward is an event that an individual finds desirable or pleasing."* Reward is a condition where a person gets something he wants or pleases in himself. While Gibson (2012: 174-177) provide an explanation, "*Managers who understand with a number of motivational approaches are better prepared to design effective and motivational reward programs. Rewards are classified into two broad categories: (1) extrinsic rewards are rewards external to the job, such as salary, promotion and interpersonal rewards as status and recognition, (2) intrinsic rewards are those that are part of the job itself, such as responsibility, challenge, achievement, autonomy and personal growth. "* Leaders who understand the approach to motivating employees should prepare forms form of effective award programs Generally there are two categories of awards, namely (1) extrinsic awards, namely pen awards provided by the organization, for example salaries, promotions, praise, awards provided by the organization, for example salaries, promotions, praise, interpersonal awards such as status and recognition, (2) intrinsic awards are awards obtained directly from the implementation of the work itself, for example responsibilities, challenges, achievements, autonomy and personal development.

Torrington, Hall and Taylor (2005: 595) define reward, "*... the concept of reward is to have some sort of multiple helix, where motivation, skill, career and performance are all intertwined to produce added value to the individual career and corporate aspects, with the pay reflecting, describing and moving with the other elements continuously."* The concept of reward is to have a kind of set of elements; motivation, skills, career and performance is intertwined da lam generate added value to someone's career , a reflection reward, images, and elements

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of other drivers on an ongoing basis. Shape reward seen from this definition, the rewards and career.

Furthermore Ivancevich (2013: 158) states several reward goals, *"the main objectives of reward programs are: (1) to attract qualified people to join the organization. (2) to keep employees coming to work, and (3) to motivate employees to achieve high levels of performance.*" The main objectives of the *reward* program are (1) to attract qualified people to join the organization, (2) to keep employees coming to work, and (3) to motivate employees to achieve performance levels tall one.

Griffin (2007: 88) also explained the purpose of *Reward*, namely, *"the purpose of the reward system is to attract, retain, and motivate qualified employees and to maintain a pay structure that is internally equitable and externally competitive. Rewards take the form of money: indirect compensation or benefits, perquisites, awards, and incentives."* The purpose of the system of reward is to attract, retain and motivate employees who qualify, maintain fair salary structure in the internal and competitive externally. Cash awards: indirect compensation or benefits, additional income, rewards and incentives.

Based on the concepts described above, can be synthesized *Reward* is an award either financial or nonfinancial given by the leader / organization to the members of the organization for its work, with indicators: (1) the provision of salaries / wages, (2) the attention of superiors, (3) bonus giving, (4) reward for work, (5) promotion.

METHOD

This study was sealed there right in Muria Kudus University (UMK) Kudus, Central Java. The research approach was carried out quantitatively, with the survey method, measured using a questionnaire instrument. Data analysis using parametric statistics with *path analysis.* Research is implemented to lecturers MSEs totaling 105 lecturers with a sample of 83 employees. Data was collected using an instrument in the form of a questionnaire that had been tested for validity and reliability. Based on the test results of these instruments, the OCB variable consists of 36 valid statement items with a reliability of 0.959. Reward variable consists of 32 items valid statement with reliability 0.957. So it was concluded fulfilling the requirements to be used as a measure of research variables.

RESULT

From the results of testing the first hypothesis it can be concluded that there is a positive direct effect of reward on OCB with a correlation coefficient of 0, 493 and a path coefficient of 0,340. This shows the reward has a direct effect on OCB.

The results of this study are in line with the opinions of several experts including those of Colquitt, Lepine, and Wesson (2014: 41), "*Indeed, employee citizenship behavior has been found to influence the salary and promotion recommendations that people receive, over and above their task performance. Put simply, it pays to be a good citizen. "* Indeed, OCB employee findings influence salary recommendations and promotions that a person receives, more than his job performance. Simply put, pay makes good employees. In other words, even though OCB's behavior ignores appreciation, but ultimately, management of OCB's employee behavior will have an impact on salary recommendations and career promotion. Simply put, the fee makes the employee behave OCB.

Furthermore, Jerald Greenberg and Robert A. Baron (2003: 200) also explained, " *keeping in mind how pleasant people make your life in your organization may be just the incentive you need to follow these guidelines doing so will keep you from becoming a bad organizational citizenship yourself-and from encouraging others to follow suit."* Considering how people make fun in the life of your organization might be just an incentive, you need to follow these guidelines so that it will keep you from being a bad organizational citizen and from encouraging others to following him.

Based on the description above, the reward has a direct positive effect on OCB. With the accuracy of giving rewards to lecturers it can increase the OCB of lecturers at work.

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CONCLUSION

Based on the results and data analysis, it can be concluded: (1) Reward has a direct positive effect on OCB. This means that the accuracy in giving rewards results in an increase in UMB OCB lecturers. Reward an important variable considered by the leadership of MSEs that lecturers have high OCB. Non-financial rewards in the form of praise, attention from superiors and promotions are no less important to pay attention to as financial rewards are salaries and gift / material bonuses.

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