ORGANIZATIONAL CULTURE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR: THE MEDIATING ROLE OF LEARNING ORGANIZATIONS AND ORGANIZATIONAL COMMITMENT

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Abstract

This study aims to find out how the Organizational Citizenship Behavior Model Based on Organizational Culture is mediated by Learning Organizations and Organizational Commitment. The sample size in this study was tailored to the analytical model used, namely Structural Equation Modeling utilizing the Maximum Likelihood Estimate (MLE) estimation model requires 100-200 samples. As a result, the sample size for this study was 200 permanent lecturers at Private Universities in North Sumatra. The data analysis method used Structural Equation Modeling. The results showed that Organizational Culture, Learning Organization, and Organizational Commitment had a significant positive effect on Organizational Citizenship Behavior. Organizational Culture and Learning Organization had a significant positive effect on Organizational Commitment. Learning organizations mediated positively the effect of Organizational Culture on Organizational Citizenship Behavior and Organizational Commitment mediate the effect of Organizational Culture on Organizational Citizenship Behavior.

Keywords: organizational citizenship behavior; organizational culture; learning organization; organizational commitment

INTRODUCTION

Human resources play a very important role in achieving organizational goals, apart from other resources owned by the organization. A successful company needs employees who go above and beyond their formal duties and are willing to go above and beyond expectations (Steinmann et al., 2018). Flexibility is vital in today's dynamic work environment, where employees are increasingly working in teams. Organizations seek individuals that are willing to perform duties that are not explicitly specified in their job description. Employee behavior that occurs voluntarily, sincerely, and cheerfully without the company having to command and control good service is referred to as Organizational Citizenship Behavior (OCB) (Novitasari, 2020).

Organizational Citizenship Behavior (OCB) is a term for employees who place more value in the work they are assigned and add value to the organization (Bergeron et al., 2011). Increasing employee OCB is critical for the organization, hence it is critical to understand what causes or raises OCB. Internal characteristics such as commitment, satisfaction, competence, positivism, and others are two of the most important aspects that lead to developing OCB behavior. While variables such as management methods, leadership, and corporate culture originate from outside personnel (external) (Navis et al., 2020; Widarko & Anwarodin, 2022; Shahab et al., 2018). The willingness of employees to behave towards OCB cannot be separated from organizational culture factors (Widarko & Anwarodin, 2022). OCB is a unique part of a person's performance at work. Companies

prosper when personnel is willing to do more than their primary jobs, such as cooperating, supporting one another, making suggestions, active engagement, delivering additional services to service consumers, and making effective use of their working time. OCB refers to prosocial conduct or extracurricular actions that go beyond the specified function description in the organization or firm (Tefera & Hunsaker, 2020).

The importance of fostering OCB in the workplace cannot be divorced from employees' desire to improve their organization. High commitment causes workers to care about the fate of the organization and strive to steer it on a better path, hence high commitment influences employees to engage in OCB activity. Employees who have organizational commitment will maintain the good name of the institution, care about the fate of the institution, be proud of the institution, be emotionally attached, and work on their own will and drive so that it will affect OCB (Sandakila & Satrya, 2020).

Organizational culture refers to all the beliefs, feelings, behaviors, and symbols that characterize an organization (Lunenburg & Ornstein, 2011). In addition to considering organizational cultural factors, behavior that leads to OCB cannot be separated from the employee's organizational attachment to the organization, because in the end performance that goes beyond what should be largely determined by the strength of the organization's attachment (Tefera & Hunsaker, 2020). Improving employee engagement requires an organizational culture that can positively influence OCB and organizational commitment in the organization. Organizational values (organizational culture) and employee engagement have a significant effect on OCB (Aboramadan & Dahleez, 2020).

In the context of a learning organization or learning organization, each component in the organization must have the commitment and capacity to always learn in all aspects according to their respective roles and functions. In other words, everything that is done in an organization or company must be emphasized as a very dynamic learning process, and all implementing human elements must carry out participatory active learning (Tan & Olaore, 2022). Organizational learning is a set of organizational activities that includes acquiring knowledge, sharing information, and interpreting information, which has a conscious or unconscious influence on positive organizational culture (Kuşcu et al., 2015). Organizational learning improves organizational commitment significantly (Hanaysha, 2016). Several prior research revealed organizational learning to be one of the most important factors driving organizational commitment (Wahyuni et al., 2021).

Thus this study attempts to examine the effect of organizational culture on learning organizations, organizational commitment, and OCB (Jo & Joo, 2011; Sahyoni & Supartha, 2020; Pires, 2022). Previous research has focused on job satisfaction(Jufrizen et al., 2017), performance (Wua et al., 2022; Ngugi et al., 2021), work motivation (Megantara et al., 2019), and professionalism (Yanti, 2014; Emita et al., 2021). However, studies on the Effect of organizational culture on Learning Organizations, Organizational Commitment, and OCB of Private Universities Lecturers are very minimal, especially in the city of Medan.

METHOD

The research method used by the author is associative research. An associative approach is a research that combines two or more variables to determine the effect of one variable on another (Sugiyono, 2016). This study also uses a quantitative approach that describes and summarizes various conditions, situations, and variables.

Organizational Citizenship Behavior (OCB) is defined as the behavior of employees that goes beyond what is required by their formal roles and is not directly and explicitly recognized by the official/formal compensation/reward system, thereby facilitating the functioning of the organization according to (Organ, 2009). Five indicator dimensions contribute to Organizational Citizenship Behavior (OCB), according to (Podsakoff et al., 1990) namely: Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue. Organizational commitment is the degree to which an employee supports organizational goals and maintains purchases within the organization (Robbins & Judge, 2017). Based on the multidimensional approach from (Meyer & Allen, 1991), three dimensions make up the organizational commitment, namely affective commitment, continuance commitment, and normative commitment. Organizational learning is the process of detecting and correcting errors. Organizational learning is an opportunity given to employees so that the organization becomes more effective (Luthans, 2016). Indicators of organizational learning are personal mastery, shared vision, mental models, and learning teams (Senge, 2006). Organizational culture is a system of shared meaning held by members to differentiate their organization from other organizations (Robbins & Judge, 2017). There are seven indicators of organizational culture, including innovation and risk-taking, detail notification, results orientation, people orientation, team orientation, aggressiveness, and stability (Robbins & Judge, 2017).

The population in this study are all permanent lecturers from the 15 best private universities in North Sumatra. Taking a sample is done by using a convenience technique, namely collecting information from a population that can provide information easily. The research sample is part of the permanent lecturers of private

universities in North Sumatra. The sample size in this study was tailored to the analytical model used, namely Structural Equation Modeling (SEM). SEM sample size is 100-200 samples when utilizing the Maximum Likelihood Estimation (MLE) scoring model (Hair et al., 2014). As a result, the sample size for this study was 200 permanent lecturers at Private Universities in North Sumatra. In this study, data was gathered through a variety of methods, including organized interviews (Interviews) and the distribution of questionnaires. The data analysis method is SEM (Structural Equation Modeling) using LISREL 8.80 software. SEM allows direct analysis of multiple dependent and independent variables (Hair et al., 2014).

RESULTS

Based on the data that has been collected, a description of the research data is obtained as follows:

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation
Organizational culture	197	26.00	55.00	47.9898	7.68180
Learning Organization	197	22.00	69.00	55.0711	10.35517
Organizational Commitment	197	16.00	45.00	35.3147	6.60414
OCB	197	26.00	80.00	62.8782	10.33843
Valid N (listwise)	197				

Based on the SPSS data processing results above, the number of respondents (N) is 197, with an average score of 47.9898 obtained from the 197 respondents for the Organizational Culture variable. Respondent's response scores for Organizational Culture ranged from 26 to 55, with a standard deviation of 7.68180. The Learning Organization variable has an average score of 55.0711. Respondent's response scores for Learning Organizations ranged from 26 to 69, with a standard deviation of 10.35517. The Organizational Commitment variable has an average score of 35.3147. Respondent's response scores for Organizational Commitment varied from 16 to 45, with a standard deviation of 6.60414. The OCB variable has a score of 62.8782 on average. The OCB scores of respondents ranged from 26 to 80, with a standard deviation of 10.33843. The OCB response scores of respondents ranged from 26 to 80, with a standard deviation of 10.33843.

Based on LISREL output 8.80, the measurement equation for each indicator's Exogenous coefficient has a t value of 1.96, indicating that all Exogenous indicators are valid and statistically significant at the 5% significance level, and no indicators need to be rejected.

According to (Hair et al., 2014), if it has a Construct Dependability value of 0.60, it meets good reliability criteria. According to the computations in the preceding table, the overall construct dependability on Exogenous is more than 0.70. While the extracted variance is not required in determining the level of reliability of the latent variables, each exceeds 30% on exogenous components. This demonstrates that the measuring model's dependability is an exogenous construct (organizational culture) backed by the data acquired.

Table 2. Exogenous Variable Reliability

Indicator	SLF	Error	Construct Reliability					
			SLF	$(SSLF)_2$	SSLF2	Error	CR value	VE value
Organizational culture								
BO1	0.79	0.38						
BO2	0.67	0.55						
BO3	0.72	0.48						
BO4	0.7	0.51						
BO5	0.75	0.44						
BO6	0.76	0.42	8.64	74.65	6.24	5.76	0.93	0.52
BO7	0.67	0.55						
BO8	0.79	0.38						
BO9	0.72	0.48						
BO10	0.65	0.58						
BO11	0.69	0.52						
BO12	0.73	0.47						

Table 3. Reliability of Endogenous Variables

Indicator	SLF	Error	Construct Reliability					
			SLF	(SSLF)^2	SSLF2	Error	CR value	VE value
Learning Organization								
OP1	0.84	0.29						
OP2	0.81	0.34						
OP3	0.89	0.21						
OP4	0.82	0.33						
OP5	0.65	0.58						
OP6	0.67	0.55	9.53	90.82	7.63	4.37	0.95	0.64
OP7	0.85	0.28						
OP8	0.82	0.33						
OP9	0.85	0.28						
OP10	0.81	0.34						
OP11	0.71	0.50						
OP12	0.81	0.34						
Organizational Commitment								
KO1	0.85	0.28						
KO2	0.75	0.44						
KO3	0.73	0.47						
KO4	0.74	0.45						
KO5	0.81	0.34	6.50	42.25	4.76	4.24	0.91	0.53
KO6	0.7	0.51						
KO7	0.58	0.66						
KO8	0.58	0.66						
KO9	0.76	0.42						
Organizational Citizenship Behavior								
OCB1	0.82	0.33						
OCB2	0.78	0.39						
OCB3	0.79	0.38						
OCB4	0.86	0.26						
OCB5	0.71	0.50						
OCB6	0.62	0.62						
OCB7	0.85	0.28						
OCB8	0.81	0.34	11.49	132.02	8.44	7.56	0.95	0.53
OCB9	0.76	0.42						
OCB10	0.84	0.29						
OCB11	0.7	0.51						
OCB12	0.66	0.56						
OCB13	0.55	0.70						
OCB14	0.65	0.58						
OCB15	0.52	0.73						
OCB16	0.57	0.68						

According to the calculations in the table above, the overall build dependability for Endogen is greater than 0.70. While the extracted variance is optional in assessing the level of dependability of latent variables, each of which exceeds 30% in Endogenous variables. This demonstrates that the measurement model's reliability is an endogenous construct backed by the data acquired.

Following Confirmatory Factor Analysis (CFA) calculations and analysis, the variable latent score (LVS) for each dimension can be measured and reduced to an indication for each variable. The structural model analysis contains numerous steps, including:

Table 4. The Goodness of the Fit Structural Equation Model (SEM)

GoF size	Mark	Match Level
χ2/df	2.22	GoodFit
Root Mean Square Error of Approximation (RMSEA)	0.079	Good Fit
Non-Normed Fit Index (NNFI)	0.95	Good Fit
Normal Fit Index (NFI)	0.92	Good Fit
Relative Fit Index (RFI)	0.92	Good Fit
Incremental Fit Index (IFI)	0.95	Good Fit
Comparative Fit Index (CFI)	0.95	Good Fit

Table 4 shows a χ2/df value of 1.37, which is in the good fit group because it is still less than 5. The values for RMSEA, NFI, and RFI, as well as NNFI, IFI, and CFI, all fall into the good fit group. As a result, it is possible to conclude that the model's overall fit is excellent.

According to the causal equation, a t-value with a big absolute value > 1.96 indicates that the route coefficient is significant (Wijanto, 2008). The image above shows that there are 6 important path coefficients and no insignificant path coefficients.

The R2 value of each equation can be seen from the structural form of the equation above. The R2 number indicates how much each independent variable may explain the dependent variable, as well as the findings of the coefficient of determination interpretation: Learning organizations have an R2 of 0.22, this figure indicates that Organizational Culture can explain 22% of the variance of learning Organizations, while the rest is explained by another factor. Organizational commitment has an R2 of 0.38, this figure indicates that the learning organization and organizational culture can explain 38% of the variance of organizational commitment, while the rest is explained by other factors. Organizational Citizenship Behavior has an R2 of 0.52, this figure indicates that Organizational Commitment, Learning Organization,

The hypothesis testing procedure was performed at a significance level of 5%, yielding a crucial t-value of 1.96. If the t-value is more than 1.96, the hypothesis is accepted; otherwise, the hypothesis is rejected. Below is a table of hypothesis testing for all research topics:

Table 5. Direct Effect

Hypothesis	Statement	T-Test	T-Table	Information
H1	Organizational Culture affects the learning organization	6.3		Significant
H2	Organizational Culture affects Organizational Commitment	5.73		Significant
H3	Organizational Culture affects Organizational Citizenship Behavior	4.72	1.96	Significant
H4	Learning organization affects organizational commitment	3.34		Significant
H5	Learning organization affects Organizational Citizenship Behavior	3.84		Significant
H6	Organizational commitment affects Organizational Citizenship Behavior	3.3		Significant

There are two hypotheses for indirect impacts in this study. The hypothesis testing procedure was performed at a significance level of 5%, yielding a crucial t-value of 1.96. If the t-value is more than 1.96, the hypothesis is accepted; otherwise, the hypothesis is rejected. The table below contains hypothesis testing results for indirect effects.

Table 6. Indirect Effect

Hypothesis	Mediating	
Effect of Indirect Variables (t-test)	Learning organization	Organizational commitment
Organizational Culture affects Organizational Citizenship Behavior	4.87	3.05

DISCUSSION

The output findings are obtained in the form of a t-value of 6.3 based on the outcomes of data processing from the structural model. The t-value provided by hypothesis 1 is greater than 1.96, implying that the Organizational Culture variable has a significant positive effect on the learning organization. As a result, hypothesis 1 can be accepted, and the conclusion can be drawn that the better the respondents perceive the organizational culture, the better the learning organization will be.

Organizational culture has four effects on organizational learning. First, culture influences employee beliefs about whether the information is important and if knowledge is worth managing. Second, culture facilitates the transformation of individual knowledge into organizational knowledge, which influences organizational learning processes. Third, culture generates new information. Fourth, culture offers a social interaction framework that increases an organization's efficacy in creating, sharing, and applying knowledge. As a result, organizational culture has a significant and positive impact on organizational learning (Meher & Mishra, 2022). The results of this study are in line with the results of the study (Joseph, 2009; Ramadhan & Miftahuddin, 2014; Lucas & Kline, 2008; Alsabbagh & Khalil, 2017) which shows that organizational culture has a positive and significant impact on the learning organization.

The output findings are obtained in the form of a t-value of 5.73 based on the outcomes of data processing from the structural model. Because the t-value indicated by hypothesis 2 is greater than 1.96, it may be argued that the Organizational commitment is strongly influenced by the organizational culture variable. As a consequence, hypothesis 2 can be accepted, and it can be deduced that the stronger the Organizational Commitment, the better the Organizational Culture is perceived by Respondents.

These findings support the hypothesis that organizational culture serves as a glue and collective commitment among all members of the organization, providing an organizational identity for members and forming the stability of the social system inside the organization (Schein, 2010). These results indicate that the better the culture applied by the organization, the higher the organizational commitment of employees. The results of this study are in line with the results of the study (Jufrizen et al., 2017; Jufrizen et al., 2021; Azizollah et al., 2015) which shows that the organizational culture has a positive and significant impact on organizational commitment.

The output findings are obtained in the form of a t-value of 4.72 based on the outcomes of data processing from the structural model. The t-values in hypothesis 3 are greater than 1.96, this suggests that Organizational Culture significantly influences organizational citizenship behavior. As a result, hypothesis 3 is accepted, and it can be deduced that the better Respondents view Organizational Culture, the better Organizational Citizenship Behavior.

These findings give empirical proof that organizational culture is a notion that is critical to an organization's effectiveness in attaining its goals. Furthermore, it is noted that cultural factors include: science, belief, art, morals, law, traditions, societal behavior/customs (norms), basic assumptions, value systems, learning/inheritance, challenges of external adaption, and internal integration. The results of this study are in line with the results of the study (Saraswati, 2017; Ebrahimpour et al., 2011; Arumi et al., 2019; Wang & Wong, 2011) which shows that the Organizational Culture has a significant and positive impact on organizational citizenship behavior.

The output findings are in the form of a t-value of 3.34 based on the outcomes of data processing from the structural model. Because the t-value indicated by hypothesis 4 is greater than 1.96, it may be argued that the learning organization greatly increases organizational commitment. As a result, hypothesis 4 can be accepted, and it can be deduced that the more the organizational commitment, the more positively respondents see the learning organization.

Organizational learning is the process of acquiring knowledge and using the information to adapt to success and better circumstances. For organizations in the learning process, campuses must be involved in knowledge acquisition, information distribution, interpretation of information, and organizational retention in adapting by helping to provide facilities and infrastructure and supporting policies. With the organizational learning process running according to expectations, awareness will emerge that arises from within the lecturer to work better and will automatically have an impact on organizational commitment where the lecturer works (Schermerhorn et al., 2011). The findings of this investigation are consistent with the findings of the previous study (Santoso & Suhari, 2015; Aghaei & Shahrbanian, 2012; Atak & Erturgut, 2010) which shows that the learning organization variable has a positive and significant effect on organizational commitment.

The output findings are in the form of a t-value of 3.84 based on the outcomes of data processing from the structural model. The t-values in hypothesis 5 are greater than 1.96, implying that the learning organization has a significant positive effect on organizational citizenship behavior. As a result, hypothesis 5 can be accepted, and it can be deduced that the more positively respondents perceive the learning organization, the better their Organizational Citizenship Behavior will be.

In learning organizations, there's a culture of lifelong learning that enables all employees to continuously acquire and share knowledge (Chaani & Wibowo, 2019). Sharing knowledge between employees can improve teamwork within the company which can increase helping tendencies among its employees (Jiang & Chen, 2021). Mechanisms of learning organizations that are planned or not can increase interaction between its members. This can support and increase opportunities for both individuals and groups to work together and strengthen the tendency of employees to do OCB (Hanh Tran & Choi, 2019). The results of this study are in line with the results of the study (Wulansari & Setyaningrum, 2016; Idris et al., 2021; Lau et al., 2020) which shows that the learning organization variable has a positive and significant effect on Organizational Citizenship Behavior.

The output findings are in the form of a t-value of 3.30 based on the outcomes of data processing from the structural model. The t-value for hypothesis 8 is greater than 1.96, implying that organizational Citizenship Behavior is significantly influenced by organizational commitment. As a consequence, hypothesis 6 can be accepted, and it can be deduced that the higher respondents' level of organizational commitment, the higher their level of organizational citizenship behavior.

Organizational Citizenship Behavior can result from a variety of elements within the business, including employee job satisfaction and high organizational commitment (Robbins & Judge, 2017). When employees are satisfied with the job they are doing, they will work harder to complete it, even if it means going above

and beyond their duties. Similarly, when a guy is deeply committed to his organization, he would go to any length to progress it because he believes in it (Luthans, 2016). The results of this study are in line with the results of the study (Jaya, 2018; Jufrizen et al., 2022; Hasani et al., 2013) which shows that Organizational Commitment has a positive and significant effect on Organizational Citizenship Behavior.

Where referring to the table and output the t-value is 4.87 which is greater than 1.96, and the weight of the influence is 0.27 which means that learning organizations can mediate positively the Effect of Organizational Culture on Organizational Citizenship Behavior with a weight of 0.27. Organizational culture plays an important role in influencing and motivating employees to achieve effective organizational goals. The effectiveness of an organization also depends on the learning organization implemented in an organization. The results of the study show that organizational culture influences learning organizations so that an organization can be considered successful and is also influenced by an organizational culture that supports increasing OCB.

Referring to the table and output, the t-value is 3.05 which is greater than 1.96 and the weight of the influence is 0.12, which means that organizational commitment can positively mediate the Effect of Organizational Culture on Organizational Citizenship Behavior with a weight of 0.12.

These results indicate that the values contained in an organizational culture include a culture of providing opportunities for employees to play an active role in organizational activities, organizational consistency in implementing organizational rules, organizational ability to adapt to developments that occur in society, and clarity of direction, goals, goals, and work procedures will be able to bring up the willingness of employees to do jobs outside their job descriptions mediated by affective commitment, causing employees to become emotionally attached to their organization, this further enhances the role of extra employees for behavior outside their duties and responsibilities.

CONCLUSION

Based on the findings, it is possible to conclude that organizational culture, learning organization, and organizational commitment have a significant positive effect on organizational citizenship behavior, organizational culture, and learning organization have a significant positive effect on organizational commitment, learning organizations mediate positively the Effect of organizational culture on organizational citizenship behavior and commitment. organizations can positively mediate the Effect of Organizational Culture on Organizational Citizenship Behavior.

The results of the research analysis, discussion, and conclusions, several suggestions can be used as material for consideration in determining future policies, including the need to maintain and increase organizational commitment by increasing lecturer empowerment through the provision of jobs with high and important task levels. In addition to paying attention to the aspirations of lecturers in setting policies by looking at the conditions and competencies possessed by lecturers. The need to maintain and increase organizational commitment by increasing organizational learning through work that is designed in groups that can support group work and study together and improve cooperation and communication between lecturers to be able to exchange information to solve a problem. This research has been conducted and attempted using scientific procedures, but given the current conditions of the Covid-19 pandemic, researchers have restrictions in research, namely in data collecting, therefore the questionnaire that has been disseminated is not returned to researchers.

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