

MODEL OF PRODUCTIVE BEHAVIOR OF PUBLIC ELEMENTARY SCHOOL PRINCIPALS IN SURABAYA

Dwi Hardaningtyas, Rudy Handoko, Bambang Kusbandrijo

Universitas 17 August 1945 Surabaya, Indonesia

Email: dwiardaningtyas@uwp.ac.id, rudyhandoko@untag-sby.ac.id, b_kusbandrijo@untag-sby.ac.id

ABSTRACT

KEYWORDS

Psychological capital; organizational culture; productive behavior; public service motivation; principal of public elementary school; Surabaya

This study aims to analyze the Productive Behavior Model of Public Elementary School Principals in Surabaya in terms of Psychological Capital and Organizational Culture with Public Service Motivation as a mediator. The approach used is a quantitative approach. Respondents in this study were 211 principals of public elementary schools in Surabaya. The data collection tool used is a questionnaire with a Likert scale. The data obtained were then analyzed using the SmartPLS 3.0 program. Testing the hypothesis with the PLS approach is carried out in two stages, namely testing the outer model and the inner model. The outer model test is carried out to prove the validity and reliability of all indicators for each variable. The inner model test is used to test the influence between variables according to the hypotheses previously set. The results showed (1) Psychological Capital has a direct and significant effect on productive behavior, (2) Psychological Capital has a direct and significant effect on Public Service Motivation, (3) Organizational Culture has a direct and significant effect on productive behavior, (4) Organizational Culture has a direct effect and significant to Public Service Motivation, (5) Public Service Motivation has a direct and significant effect on productive behavior, (6) Psychological Capital has an indirect effect on productive behavior through Public Service Motivation as a mediator.

INTRODUCTION

This research was initiated by a sense of concern about the quality of education in Indonesia. In the preamble of the 1945 Constitution, it is written that noble values are the aspirations and hopes of the nation, namely: advancing public welfare, educating the nation's life (Taqiuddin, 2021).

But in reality, until now the embodiment of these lofty ideals is still not perfect. Many of the nation's children still do not receive proper education, due to the high number of children dropping out of school (Dewi et al., 2014). Based on data from the Ministry of Education and Culture, from 2016 to 2021, the number of children dropping out of school at the elementary school (SD) level and not continuing to junior high school (SMP) level is as follows:

- 1) In 2016, the number of children dropping out of school was 39,213
- 2) In 2017, the number of children dropping out of school was 32,127
- 3) In 2018, the number of children dropping out of school was 33,268
- 4) In 2019, the number of children dropping out of school was 59,443
- 5) In 2020, the number of children dropping out of school was 44,516
- 6) In 2021, the number of children dropping of school was 38,176 (Budaya, 2020)

This explains that the dropout rate for elementary school students (SD) is relatively high in 3 consecutive years even though the trend is decreasing. Students who drop out of school before graduating from elementary school are less likely to get a proper education.

This problem became even more severe when the Covid-19 Pandemic occurred in early 2020. The global pandemic that is being felt by all human beings worldwide, in the end has had an extraordinary impact on every aspect of human life including the aspect of education.

In Indonesia, various efforts were made to overcome various obstacles in implementing the learning process during the co-19 pandemic. Based on Circular Letter Number 4 of 2020 from the Minister of Education and Culture concerning the Implementation of Education Policy in the Emergency Period of the Spread of Covid-19 it is regulated that the learning process is carried out at home through distance learning (online learning) to provide a meaningful experience for students (Budaya, 2020). This change in offline learning to online turned out to require quite time-consuming adjustments. Not all teachers have good capacity in terms of information technology. In addition, online learning requires quite a large amount of money in its implementation, starting from providing adequate communication devices (Android cellphones, laptops with certain specifications) as well as providing data packages that are quite large and routinely issued every month. This adds to the burden on both teachers and students. In the end, the online learning process becomes less than optimal, and this certainly affects the overall quality of educational outcomes.

The conditions above demand the role of the Principal in carrying out good governance, preparing and managing processes for emergencies or unexpected events that affect students, Principals, employees and stakeholders (Nasution, 2016). Principals need to manage the COVID-19 pandemic crisis effectively and efficiently by leading and forming a crisis management team (Maisaro et al., 2018). The effective and efficient management of the COVID-19 pandemic crisis is a manifestation of the productive behavior of the school principal.

According to Litwin and Stringer in Gibson et al, said that the emergence of a person's behavior (including productive behavior) is determined by 2 (two) causes, namely the individual and the environment (Kurniawan, 2010). In other words, behavior is a function of the person (P) and the situation (S), in mathematical language $\square = f(P,S)$. Suhariadi (2001) explains the factors that influence productive behavior are environmental factors and individual factors. Environmental factors are the working atmosphere that influences employees every day in achieving the goals set by the company which indirectly lead to productive behavior such as work climate, compensation, culture. In addition, leadership factors also influence productive behaviour (Ardhiatama, 2013). While individual factors are individual characteristics in a mental form and contain the meaning of a desire that always tries to bring out and increase productive behavior such as motivation (Setiadi, 2019), Self-Efficacy (Prastisia, 2017). According to Luthans and Youssef (2004) Psychological capital represents individual motivation that can make individuals more productive and maximize individual potential. Avey (2011) Psychological capital has a positive influence on desired attitudes and work outcomes. Thus, the study aims to to analyze the productive behavior model of public elementary school principals in Surabaya in terms of psychological capital and organizational culture with public service motivation as a mediator.

RESEARCH METHOD

This research is a quantitative research. In quantitative research reality is seen as something concrete, can be observed with the five senses, can be categorized according to type, shape, color, behavior, does not change and can be verified. In quantitative research, researchers can determine only a few variables from the object under study, then can create instruments to measure them (Saebani, 2015).

Research Variables

Variables are simply defined as concepts that have variations or diversity. The variable itself is the main idea of quantitative research (Mahdiannur, 2019). In this study the variables are classified as follows:

Exogenous Variables

Exogenous Variables are variables that are not influenced by a variable, but affect other variables in the model. This exogenous variable is known as the source of variable or independent variable. In this study the exogenous variables are:

Psychological Capital (PsyCap) is a condition of positive development of an individual who has the following characteristics:

- (1) have the confidence (efficacy) to face challenging tasks and put enough effort to succeed in these tasks;
- (2) make positive attributions (optimism) about current and future success;
- (3) don't give up easily in achieving goals (hope); And
- (4) when faced with problems and obstacles can survive and return (resilience), even more, to achieve success

Organizational Culture is a pattern of implicit assumptions that a group learns when the group overcomes problems of adjustment to the external environment and integration with the internal environment. The organizational culture for Principals of Public Elementary Schools in Surabaya refers to the Vision and Mission of the Surabaya City Education Office. Its vision is to Realize Quality, Humanist and Sustainable Education in the City of Surabaya. Meanwhile, the mission is (1) to realize quality education governance in Surabaya; (2) Improving the quality of educators and education staff; (3) improving humanist and collaborative digital-based education services (dispendik.surabaya.go.id)

Endogenous Variables

Endogenous variables are variables that are influenced by other variables and do not affect other variables in the model (Y). The endogenous variable in this study is productive behavior, namely behavior that pays attention to and always considers effectiveness, namely that focuses on achieving organizational goals and behavior that pays attention to and always considers the efficiency of achieving goals.

Intervening Variables

The intervening variable (mediator) is the variable that mediates the relationship between the independent variable and the dependent variable. In this study, the intervening variable (mediator) is Public Service Motivation (PSM): the tendency of an individual to respond to motives that are generally and uniquely found in public institutions which include interest in public policy making, responsibility for the public interest and obligations as a citizens, feelings of sympathy or pity, and self-sacrifice

Population and Sample

Population is the total number of units of analysis whose characteristics will be estimated. In research, population selection must be related to the money problem you want to study (Aldila, 2018). In accordance with the issues raised, the population in this study were all principals of public elementary schools in the city of Surabaya, totaling 287 people according to the number of public elementary schools in the city of Surabaya, which were 287 schools (data.kemdikbud.go.id).

The sample is part of the population that describes the nature of the research population, therefore sampling must represent the research population in order to produce accurate generalizations (Aldila 2018). As for this study, the sample was part of the principals of public elementary schools in the city of Surabaya. The researcher used the Cohen approach to determine the sample size as summarized in the Table of Guidelines for Determining Sample Size for the SEM-PLS Model below:

Table 1. Guide to Determining Sample Size for the SEM-PLS Model

Maximum number of arrows towards the construct	Level/Level of Significance											
	1%				5%				10%			
	Minimum R2				Minimum R2				Minimum R2			
	0.10	0.25	0.50	0.75	0.10	0.25	0.50	0.75	0.10	0.25	0.50	0.75
2	158	75	47	38	110	52	33	26	88	41	26	21
3	176	84	53	42	124	59	38	30	100	48	30	25
4	191	91	58	46	137	65	42	33	111	53	34	27
5	205	98	62	50	147	70	45	36	120	58	37	30
6	217	103	66	53	157	75	48	39	128	62	40	32
7	228	109	69	56	166	80	51	41	136	66	42	35
8	238	114	73	59	174	84	54	44	143	69	45	37
9	247	119	76	62	181	88	57	46	150	73	47	39
10	256	123	79	64	189	91	59	48	156	76	49	41

Source: Cohen (1992) in Siswoyo (2016: 381)

Research Instruments**Table 2. Research Instruments**

Variable	Dimensions	Number of Items	Number of Total Items
Productive Behavior	1. Effective Behavior	9	18
	2. Efficient Conduct	9	
Psychological Capital	1. Hope	6	24
	2. Self-Efficacy	6	
	3. Resilience	6	
	4. Optimism	6	
Organizational culture	1. Understanding the values of quality education governance	4	10
	2. Understanding the values of improving the quality of educators and education staff	2	
	3. Understanding the values of improving digital-based services that are humane and work together	2	
	4. Understanding of SMART values (Dexterous, efficient, friendly, Dedicated, Trustworthy, Polite)	2	
Public Service Motivation	1. <i>attraction to public policy making</i>	2	8
	2. <i>commitment to public interest and civic duty</i>	2	
	3. <i>compassion</i>	2	
	4. <i>self-sacrifice</i>	2	

Data Analysis Techniques

This study uses PLS-SEM (Partial Least Square-Structural Equation Modeling) in data analysis activities. PLS is a type of component-based SEM analysis with formative construct properties. PLS only functions as a predictor analysis tool. The PLS approach is especially useful for predicting the dependent variable involving a large number of independent variables. In addition to being used for Confirmatory Factor Analysis (CFA), PLS is used to confirm the

theory of relationships between variables that already have a strong theoretical basis, but can also be used for Exploratory Factor Analysis (EFA) when the theoretical basis of constructs or models is still weak (Siswoyo, 2016). PLS-SEM does not use global model fit criteria like covariance-based SEM. Hair (2021) states the criteria used include measurements of the outer model and measurements of the inner model. The evaluation is as follows:

Outer Model Evaluation

Evaluation of the Outer Model in the SEM-PLS analysis is carried out to measure the measurement model of the research variables used, which consists of the following tests:

- 1) Convergent validity refers to the degree of conformity between the measurement results of the measuring instrument and the theoretical concepts that explain the attributes of these variables. Measurement of convergent validity using the outer loading value with the provision that the outer loading value must be greater than 0.70. However, according to Chin (1998) for research in the early stages of developing a measurement scale, an outer loading value of 0.50 to 0.60 is considered sufficient.
- 2) Composite reliability, testing the reliability value of the indicators on a variable. A variable is said to meet composite reliability if it has a composite reliability value > 0.70 . However, in exploratory research, the composite reliability value of 0.60-0.70 is considered quite accurate
- 3) Discriminant Validity, refers to the degree of discrepancy between the attributes that should not be measured by measuring instruments and theoretical concepts about these variables. Discriminant validity is assessed based on crossloading. If the construct's correlation with the measurement item is greater than the other construct's measures, this indicates that the latent constructs predict the size of their block better than the size of the other blocks.

Evaluation of the Inner Model

Evaluation of the Inner Model in SEM-PLS analysis is carried out to measure the goodness of fit of the model that links between latent variables which simultaneously tests the hypotheses that have been formulated previously. Inner Model is evaluated using R-Square for dependent constructs. Stone-Geisser Q-Square test for predictive relevance and significance t test of structural path parameter coefficients. Besides looking at the R-Square value, the PLS model is also evaluated by looking at the Q-Square. Q-Square measures how well the observed values are produced by the model and also the parameter estimates. A Q-Square value > 0 (zero) indicates that the model has a predictive relevance value, while a Q-Square value < 0 (zero) indicates that the model has less predictive relevance.

- 1) The influence of the independent variables on the intervening variables must be significant
- 2) The effect of the intervening variable on the dependent variable must be significant
- 3) The effect of the independent variable on the dependent variable is still significant after the intervening variable is included (partial mediation) or the effect of the independent variable on the dependent variable is not significant if there is an intervening variable (full mediation).

Measurements are made by looking at the probability value and the statistical t value. Hypothesis testing uses a probability value, the p-value with an alpha of 5% is < 0.05 . While testing the hypothesis using the t-statistic value with an alpha of 5% is > 1.96 (Mahdiannur, 2019).

RESULTS AND DISCUSSION

Based on the structural model after being reduced, an analysis of convergent validity is carried out in the following table:

Table 3. Convergent Validity Analysis

Variable	Indicator	Outer Loading Value	Decree	Information
Organizational culture	BO3	0.696	0.5	Valid
	BO4	0.611	0.5	Valid
	BO5	0.777	0.5	Valid
	BO6	0.708	0.5	Valid
	BO9	0.783	0.5	Valid
	BO10	0.798	0.5	Valid
<i>Psychological Capital</i>	PC1	0.674	0.5	Valid
	PC2	0.613	0.5	Valid
	PC3	0.663	0.5	Valid
	PC5	0.688	0.5	Valid
	PC7	0.795	0.5	Valid
	PC8	0.681	0.5	Valid
	PC9	0.705	0.5	Valid
	PC10	0.778	0.5	Valid
	PC12	0.741	0.5	Valid
	PC15	0.672	0.5	Valid
	PC16	0.837	0.5	Valid
	PC18	0.659	0.5	Valid
	PC19	0.746	0.5	Valid
	PC20	0.719	0.5	Valid
PC22	0.643	0.5	Valid	
PC23	0.681	0.5	Valid	
<i>Public Service Motivation</i>	PSM1	0.823	0.5	Valid
	PSM2	0.716	0.5	Valid
	PSM3	0.808	0.5	Valid
	PSM4	0.579	0.5	Valid
	PSM5	0.776	0.5	Valid
	PSM6	0.855	0.5	Valid
	PSM7	0.758	0.5	Valid
	PSM8	0.762	0.5	Valid
Productive Behavior	PP1	0.764	0.5	Valid
	PP2	0.675	0.5	Valid
	PP3	0.737	0.5	Valid
	PP4	0.760	0.5	Valid
	PP5	0.776	0.5	Valid
	PP6	0.724	0.5	Valid
	PP8	0.576	0.5	Valid
	PP9	0.676	0.5	Valid

Source: primary data, 2023

This means that all of these indicators can be used to measure variables and meet convergent validity (Chin, 1998).

The next step of analysis is to evaluate the composite reliability. Composite reliability is used to test the reliability value of indicators on variables. The following table describes the value of the reliability indicator on the variable

Table 4. Composite reliability values

Variable	Mark	Decree	Information
Organizational culture	0.873	0.70	Reliable
Psychological Capital	0.941	0.70	Reliable
Public Service Motivation	0.917	0.70	Reliable
Productive Behavior	0.892	0.70	Reliable

Source: Primary Data, 2023

Table 5. R-Square Value

Variable	R Square	R Square Adjusted
Productive Behavior	0.571	0.565
Public Service Motivation	0.632	0.629

Source: Primary Data, 2023

Based on table 5 it is known that the R Square for PP is 0.565 which means that PP is influenced by BO, PC and PSM by 56.5% and has a moderate coefficient of determination. R Square for PSM is 0.629 which means that PSM is influenced by BO and PC by 62.9% and has a moderate coefficient of determination.

Table 6. Path Coefficient

Direct Influence	Path coefficient	Standard Deviation	t Statistics	p.s	information	Accepted /rejected
PC → PP	0.153	0.073	2,082	0.037	Significant	Accepted
PC → PSM	0.306	0.070	4,369	0.000	Significant	Accepted
BO → PP	0.394	0.106	3,713	0.000	Significant	Accepted
BO → PSM	0.546	0.075	7,283	0.000	Significant	Accepted
PSM → PP	0.279	0.104	2,686	0.007	Significant	Accepted

Source: SmartPLS Report, 2023

Information:

PC : Psychological Capital

BO : Organizational Culture

PP : Productive Behavior

PSM : Public Service Motivation

Furthermore, based on the SmartPLS Report from this study, the following table is made a reference to explain the indirect effect of exogenous variables on endogenous variables.

Table 7. Total Indirect Effects

Indirect Influence	Path coefficient	Standard Deviation	t Statistic	p.s	Information	Accepted /rejected
BO→PSM→PP	0.152	0.062	2,472	0.013	Significant	Accepted
PC→PSM→PP	0.085	0.037	2,307	0.021	Significant	Accepted

Source: SmartPLS Report, 2023

The results of this study in essence are discussing the productive behavior of the principals of public elementary schools in Surabaya which are directly influenced by Organizational Culture and Psychological Capital, and are indirectly mediated by Public

Service Motivation. The mathematical formulation in studying behavior is based on Lewin's theory, namely $b = f(PS)$, that behavior is a function of the person (P) and the situation (S). In this study, the emergence of productive behavior of public elementary school principals in Surabaya is inseparable from individual factors or the P factor (in the form of Psychological Capital, Public Service Motivation) and factors from the environment/situation or the S factor (in the form of Organizational Culture).

The principal of a Public Elementary School in Surabaya with a very high Psychological Capital capacity means having self-confidence, hope, endurance in facing challenges and a good optimistic attitude will affect the realization of productive behavior (effective behavior and efficient behavior)

Environmental factors are known as a place that provides considerable pressure for individuals. Organizational Culture here refers to the Organizational Culture of the Surabaya City Government, followed up by the Surabaya City Education Office, contained in its vision (to create quality, humane and sustainable Surabaya Education). The Surabaya City Education Office clearly conveys this vision and describes it in the vision and strategy for achieving it to all levels under it, especially the Principal on a regular basis. Therefore in this study it is known that the organizational culture is well internalized by the Principals of Public Elementary Schools in the City of Surabaya. This condition keeps them away from negative work behavior, and will instead manifest productive behavior (effective behavior and efficient behavior).

Public Service Motivation as a mediator for the emergence of productive behavior from Psychological Capital and Organizational Culture, is an important concept to be presented in future studies. Public Service Motivation is recognized in several public administration review literatures that Public Service Motivation leads to performance results either directly or indirectly. In a theoretical review, it is widely known that the concept of New Public Governance (NPG) is a movement that some experts consider to work with NPM, and have a similar set of core ideals (Osborne, 2006). NPG is focused on how leaders organize and provide governance (Osborne, et al, 2013), and therefore make decisions that affect those responsible for service delivery. NPG is becoming more value-centered and altruistic. Altruism is the basis of Public Service Motivation (Perry & Wise, 1990) and Public Service Motivation can be associated with the New Public Governance Movement (Putranto & Anwar, 2021).

CONCLUSION

Based on the results of the research that has been done, the conclusions that can be drawn are as follows; (1) Psychological capital has a significant influence on productive behavior, namely the higher the Psychological capital of the Principal of Public Elementary Schools in Surabaya, the higher the productive behavior of the Principals of Public Elementary Schools in Surabaya, (2) organizational Culture has a significant influence on productive behavior, namely the stronger the Organizational Culture that is understood by the Principal of Public Elementary Schools in Surabaya, the higher the productive behavior of the Principals of Public Elementary Schools in Surabaya, (3) Psychological capital has an influence on productive behavior with public service motivation as a partial mediator, which means that psychological capital has a greater influence on productive behavior without going through public service motivation, and (4) organizational Culture has an influence on productive behavior with public service motivation as a partial mediator, which means Organizational Culture has a greater influence on productive behavior without going through public service motivation.

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