Beyond the classroom: How OCB, self-efficacy, and remuneration shape teacher loyalty in non-formal education

Efri Syamsul Bahri ✉ [1], Sindi Novianti [2, a], M. Mughni Izzatur Rochman [3], Redna Pratiwi [4], Entoh Tohani [5, b], Rasamimanana Joronavalona [6, c]

[1, 2, 3, 4, 5] Universitas Negeri Yogyakarta, Indonesia
[6] University of Antananarivo, Madagascar

[a] https://orcid.org/0009-0006-3254-520X
[b] https://orcid.org/0000-0003-0307-3945
[c] https://orcid.org/0009-0001-4535-3024

✉ efrisyamsul.2023@student.uny.ac.id

Abstract: This research examines the influence of organisational citizenship behaviour (OCB), self-efficacy, and remuneration on teacher loyalty in non-formal education in Indonesia. It uses quantitative methods with a descriptive approach and SEM-PLS. The researcher collected data from non-formal education teachers at Learning Activity Studios (SKB, in Bahasa) in Indonesia and analysed it using SmartPLS. The results show that OCB and remuneration significantly influence teacher loyalty. Furthermore, self-efficacy has a positive influence on teacher loyalty. SKB managers, as providers of non-formal education in Indonesia, need to pay attention to OCB and self-efficacy factors. Ultimately, the government needs to support teacher remuneration policies in the Learning Activity Studio entity to optimise teacher loyalty and improve the quality of non-formal education in Indonesia.

Keywords: teacher loyalty; organisational citizen behaviour; self-efficacy, renumeration; non-formal education; *Sanggar Kegiatan Belajar.*

Introduction

One of the successes of sustainable education programs lies in the role of teachers as educational personnel in non-formal education (Basleman, 2006). According to Özdemir et al. (2024), teacher loyalty to the organisation is vital to educational success. Franky et al. (2022) argue that loyalty is essential in educational institutions. Highly loyal teachers will become capital in developing their school's progress. Therefore, teacher loyalty needs to be a concern for various parties.

Loyalty is related to doing one's best to maintain the good name of the organisation where one works (Mahaputra & Saputra, 2021). Loyalty also means the realisation of cohesion, the full recognition that we fail or succeed, die or live, are damned or saved together (Khan et al., 2015). Purba (2022) explains that teacher loyalty is one of the elements of competence that teachers need to develop. Marsadina & Jabar (2022a) explain that loyalty is a teacher's belief in their work. Teacher loyalty is the only factor behind the success of academic institutions (Khan et al., 2015; Marsadina & Jabar, 2022). In the end, teacher performance will be good if they apply the element of loyalty to their teaching duties (Normianti & Aslamiah, 2019).

However, the picture of teacher loyalty research on SKB teachers has yet to be reflected optimally in Indonesia. Research on teacher loyalty among learning activity studios or *Sanggar Kegiatan Belajar (further author use SKB, ed)* non-formal education teachers in Indonesia needs to be performed because, based on the 1945 Constitution, education aims to make the life of the nation intelligent (Hermanto, 2020). Apart from that, education is also an important indicator that determines the progress of a nation (Aziizu, 2015; Puspadina et al., 2024). Education is an indicator of human development in a country, represented by the Human Development Index (HDI) (Acido & Caballes, 2024). Moreover, Indonesia's HDI ranking is still at 112 in the second category, High human development, out of 185 countries (Programme, 2024). The existence of teacher loyalty research on SKB teachers can provide an overview of teacher loyalty research on SKB teachers, which will ultimately encourage the development of human resources.

Researchers have conducted various studies on teacher loyalty in education. Franky et al. (2022a) analysed the relationship between factors related to Kupang's level of teacher loyalty tendencies. Furthermore, Suwardi et al. (2015) tested the effect of loyalty on elementary school teacher performance. Abror et al. (2020) also tested the relationship between self-efficacy, employee engagement, remuneration, satisfaction, Organisational Citizenship Behaviour (OCB), and employee loyalty to college lecturers. Similar findings emerged from educators in learning activity centres, suggesting a suspected relationship among factors influencing teacher loyalty. The results of initial observations of some educators who have good self-efficacy show that they have good loyalty. In contrast, educators who have low self-confidence tend to choose to skip some material and not enter the class.

Self-efficacy is a self-reliant belief that a person has to perform a task or achieve a specific goal based on his ability to understand the difficulty of the task, the effort that needs to be done, the amount of external assistance, the situation at the time of performance, and patterns of success and failure (Faramita & Kaniawati, 2015). Based on this explanation, self-efficacy is related to how a person faces the challenges imposed on them. A teacher who has resilience in the face of difficult situations will still fulfill these demands in this case if the teacher is required to provide material that is considered difficult, or related to the density of his activities and other things that are considered as obstacles in teaching if the teacher has good self-efficacy then all these problems can be overcome well too.

This is in line with the statement of Sukatin et al. (2023) that self-efficacy is an individual's belief in their ability to deal with the tasks in front of them and achieve the desired results. Individuals with high levels of self-efficacy tend to have strong motivation, face challenges with optimism, and have resilience in overcoming obstacles that arise. Teachers who have good self-efficacy tend to have

Loyalty has an impact on the quality of performance. Good performance is reflected in the quantity and quality of teaching results in the context of carrying out the duties and responsibilities of teachers in educating (Bacus et al., 2024). According to Alessandri et al. (2018) and Caprara et al. (2013), self-efficacy can also have an impact on individual emotional stability. Emotional stability reflects an individual's ability to regulate and control their feelings in the face of pressure, stress, and other emotional situations. Individuals with good emotional stability tend to be able to maintain concentration, manage anxiety, and stay focused on their learning goals (Bhagat et al., 2015; Rossi & Di Stefano, 2024). So that teachers who have good self-efficacy will be calm in facing challenges and manage the classroom well, so that teacher loyalty is at a high level.

Then, in addition to self-efficacy, another factor related to teacher loyalty in SKB is OCB. OCB is voluntary individual behaviour, which is not directly and explicitly rewarded by the formal reward system, exceeds its formal duties and contributes to organisational effectiveness (Rose, 2023; Zhou, 2010). Alifia & Hardini, 2022). In other words, OCB is an attitude of concern for the progress of the institute and the improvement of the quality of students. Someone who has a good level of OCB is considered to have good loyalty, and *vice versa*; someone who is less and not militant tends to be apathetic, so he has low loyalty(Klotz et al., 2018; Vijayabanu et al., 2014).

Another factor related to teacher loyalty is remuneration. Some studies show that remuneration has an impact on teacher loyalty because, with remuneration, teachers tend to have high work motivation (Junaedi, 2018). This statement is supported by the results of research on the effect of remuneration and motivation on the performance of UIN Sunan Kalijaga employees. The results of the analysis show that the remuneration variable has a positive influence on work motivation (Junaedi, 2018). This happens because a person can usually try to achieve their goals or fulfil their commitments based on the expected results. In this case, work motivation is achieved when needs and expectations are met, which in turn also affects performance, and of course, this is related to teacher loyalty.

Klassen & Chiu (2010) examined three domains of self-efficacy (learning strategies, classroom management, and student engagement), two types of job stress (workload and classroom stress), and job satisfaction, which showed a nonlinear relationship with lower job satisfaction resulting in lower loyalty. Therefore, this research is needed because the findings obtained are the basis for developing research related to the loyalty of non-formal education teachers. The results are also used to formulate policies and improve the performance of non-formal education teachers, especially in Indonesia.

This research makes an essential contribution to the field of education, particularly in strengthening human resources in the non-formal education sector. It expands the understanding of psychological and organisational factors influencing teacher loyalty, such as OCB, self-efficacy and remuneration systems. The findings from this study can serve as the basis for institutional policy development oriented towards improving teachers' welfare and engagement, which directly impacts the quality of the learning process and the sustainability of non-formal education programmes. Thus, this study provides strategic insights for educational institution managers in creating a supportive and sustainable work environment, aligning with efforts to develop inclusive and quality education according to the national education policy.

Method

This research is a preliminary study using quantitative methods to examine the factors influencing the loyalty of non-formal education teachers to SKB. Data were collected by distributing a 31-item Likert scale questionnaire to 30 randomly selected SKB teachers who met the inclusion criteria. The data were analysed descriptively to describe respondent characteristics and further examined using the Partial Least Squares Structural Equation Modelling (PLS-SEM) approach, which includes two

stages: the evaluation of the measurement model (outer model) and the structural model assessment (inner model).

The outer model, reflective in nature, tested the validity and reliability of each variable's indicators based on criteria from Hair et al. (2011), including loading values > 0.70, indicator reliability > 0.50, and AVE > 0.50, with internal consistency assessed using CR and Cronbach's alpha values between 0.60–0.90. Discriminant validity was evaluated using the HTMT criterion, ensuring values did not include 1. The inner model analysed relationships between latent variables using the r^2 coefficient to determine model strength, categorised as substantial (0.67), moderate (0.33), or weak (0.19), following Chin (1998). Path coefficients were used to test hypotheses, with significance indicated by a t-statistic > 1.96 and a p-value < 0.05 (Hair et al., 2011). Additionally, PLS analysis employed the f^2 value to assess the partial influence of predictors on endogenous variables, categorised by Cohen (1988) as small ($f^2 \geq 0.02$), medium ($f^2 \geq 0.15$), and large ($f^2 \geq 0.35$), supported by Selya et al. (2012) and Zeilinger et al. (2024).

Finding and Discussion
Finding
This research describes six characteristics of teachers in Sanggar Kegiatan Belajar: gender, age, education level, work experience, workplace, and workplace size. The respondents were 30 teachers from Sanggar Kegiatan Belajar in Indonesia. A summary of amyl characteristics is presented in Table 1.

Table 1: The Characteristics of Respondents

No	Respondent Profile		Total	
			People	Percentage
1	Gender	Men	11	37%
		Women	19	63%
		Total	30	100%
2	Age	20–29 years	6	20%
		30–39 years	14	47%
		40-49 years	4	13%
		50-59 years	6	20%
		Total	30	100%
3	Educational Level	Bachelor's degree	26	87%
		Master's	4	13%
		Total	30	100%
4	Work Experience	< 1 year	1	3%
		2-3 years	8	27%
		4-5 years	4	13%
		> 5 years	17	57%
		Total	30	100%

Source: Primary Data, 2024.

Measurement Model
The pilot study, a critical initial phase in any comprehensive research, is conducted to verify the reliability and validity of the outer loading constructs. The Composite Reliability (CR) value, a measure of utmost importance, should be above 0.70. As highlighted by various researchers such as Diamantopoulos et al. (2012), Drolet & Morrison (2001), and Hair et al. (2019), in exploratory research, a range of 0.60 to 0.70 is generally considered acceptable. A value between 0.70 and 0.90 is considered satisfactory to good, while values of 0.95 and above are problematic, suggesting redundancy and a potential reduction in construct validity.

Table 2. Summary of Measurement Models

Laten Variable	Indicators	Loadings	Summary	Composite Reliability (CR)	AVE
OCB	ocb_2	0,720	Valid	0,890	0,728
	ocb_3	0,807	Valid		
	ocb_5	0,745	Valid		
	ocb_6	0,789	Valid		
	ocb_8	0,864	Valid		
Remuneration	re_1	0,941	Valid	0,937	0,717
	re_2	0,932	Valid		
	re_3	0,909	Valid		
	re_4	0,794	Valid		
	re_5	0,731	Valid		
Self-Efficacy	se_1	0,778	Valid	0,899	0,713
	se_4	0,798	Valid		
	se_5	0,871	Valid		
	se_6	0,832	Valid		
	se_7	0,715	Valid		
Teacher Loyalty	tl_2	0,961	Valid	0,952	0,720
	tl_3	0,945	Valid		

Source: Result From SmartPLS, 2024.

Based on the illustration above, the number of items that can be relied on is 17 in the pilot study. Details of reliable indicators consist of OCB (five items), remuneration (five items), self-efficacy (five items), and teacher loyalty (two items). The se_7 indicator (outer loading: 0.715) has the lowest indicator reliability, while the tl_3 indicator (outer loading: 0.945) has the highest reliability. It is illustrated in Figure 1.

Figure 1. Calculation Result of SmartPLS

Furthermore, the results of AVE, Composite Reliability and Cronbach's Alpha measurements, which are crucial in determining the reliability of the constructs, are presented in Table 5. Based on the test criteria, if the discriminant reliability is with an AVE value > 0.50, Cronbach's Alpha > 0.7, and composite reliability > 0.7, then the construct is reliable (Leguina, 2015).

Structural Model Assessment (Inner Model)

The assessment of the structural model (inner model) is related to describing the relationship between latent variables (exogenous and endogenous variables). The inner model assessment was tested using r2 (goodness of fit). The test results in this research obtained an r2 value of 0.748 or 74.8%. It shows that teacher loyalty to non-formal education entities in Sanggar Kegiatan Belajar (SKB) is predicted by OCB, self-efficacy, and remuneration at 0.748. In contrast, external exogenous variables describe the remaining factors.

Furthermore, the path coefficient value is also used to test the research hypothesis. Based on Hair et al. (2011), the requirement for significance is if the t-statistic> 1.96 and p-value <0.05. Path coefficient measurement results for 30 samples using the SmartPLS application are described in Table 3.

Table 3. Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
OCB -> Teacher Loyalty	0,852	0,860	0,151	5,638	0,000
Remuneration -> Teacher Loyalty	0,252	0,243	0,118	2,140	0,033
Self-Efficacy -> Teacher Loyalty	-0,142	-0,131	0,209	0,679	0,498

Source: Authors' Analysis Using SmartPLS, 2024.

Based on Table 2, the three variables (OCB et al.) positively influence teacher loyalty in the non-formal education entity SKB. Additionally, OCB and remuneration positively and significantly influence teacher loyalty in the non-formal education entity SKB.

In this study, we conducted a comprehensive PLS analysis using the f-square (f^2) value. This analysis provides a detailed understanding of the partial influence of each predictor on the endogenous variable. As per (Cohen, 2013), the f^2 value can be categorised into three groups: small influence ($f^2 \geq 0.02$), medium influence ($f^2 \geq 0.15$), and significant influence ($f^2 \geq 0.35$) (Selya et al., 2012; Zeilinger et al., 2024).

Table 4. Summary of Hypothesis Test

Hypotheses	Relationship	Accepted or Rejected
Hypothesis 1	OCB significantly affects teacher loyalty (H1)	Accepted
Hypothesis2	Self-efficacy significantly affects teacher loyalty (H3)	Accepted
Hypothesis3	Remuneration significantly affects teacher loyalty (H2)	Accepted

Source: Result of Measurement, 2024

Based on the description in Table 3, all exogenous variables (OCB, self-efficacy, and remuneration) have a positive influence. Apart from that, the OCB and remuneration variables significantly affect teacher loyalty.

Discussion

This research tested the factors influencing teacher loyalty: OCB, self-efficacy, and remuneration. Teacher loyalty in the study refers to the opinion of Mahaputra & Saputra (2021), which is related to teacher loyalty to do their best to maintain the good name of Sanggar Kegiatan Belajar (SKB). The results of testing the structural model (inner model) as measured by the path coefficient prove that all the variables tested (OCB, self-efficacy, and remuneration) positively affect teacher loyalty in the SKB entity. Furthermore, two exogenous variables (OCB and remuneration) significantly affect teacher loyalty in the SKB entity. Therefore, all hypotheses in this study are accepted. The results showed that OCB, self-efficacy, and remuneration had a positive effect, and

OCB and remuneration had a significant impact. It can be seen that OCB with a value of $f2 = 1.203$ is in the large influence category, self-efficacy with a value of $f2 = 0.023$ is in the small influence category, and remuneration with a value of $f2 = 0.143$ is in the medium influence category. The average $f2 = 0.47$, so the influence of the three variables simultaneously falls into the large influence category.

Thus, the results of the three hypothesis tests show that the three exogenous variables (OCB, self-efficacy, and remuneration) positively affect teacher loyalty. The results of this study add to strengthen previous research that self-efficacy influences teacher loyalty following research conducted by Zhou (2010), which shows that self-efficacy has a positive effect on work motivation, which is related to teacher loyalty. Then it was found that educators who have activities other than teaching in SKB tend to have lower loyalty. And based on the research results, teachers in SKB are dominated by women. Of course, with a minimum level of education of a bachelor's degree, because to become a learning assistant or teacher in SKB, you must pass the state civil aparatus test first.

The results of this study are expected to add information related to the importance of self-efficacy, OCB and remuneration for teachers. So that these three factors can be given more attention which will have an impact on the quality of output and institutions, the government also needs to take part in improving the welfare of teachers in SKB through supporting policies that benefit SKB teachers, giving appreciation for teacher performance needs to be considered because based on research remuneration has a significant effect in influencing teacher loyalty in SKB.

The study results show that teachers who are resilient in facing good challenges, in this case, their self-efficacy, have good loyalty in fulfilling their responsibilities. Based on the results of filling out the questionnaire, most teachers at SKB are confident in their abilities, optimistic, and confident that if they encounter obstacles, there must be a solution to solve them. Self-efficacy influences teacher loyalty. In addition, it can be seen from the behaviour of OCB that teachers at SKB have a good sense of caring, as seen from voluntary behaviours that are visible and observable.

Another interesting thing from the research results is that remuneration is very influential in increasing teacher loyalty at SKB, because when teacher welfare is fulfilled, teachers will be more enthusiastic to maximise the quality of performance and work ethic. People can usually try to achieve their goals or fulfil their commitments based on the expected results. In this case, work motivation is achieved when needs and expectations are met, affecting performance (Agustin et al., 2023).

These three factors are considered to affect teacher loyalty. Teacher loyalty to the responsibilities assigned to them plays a vital role in the success of classroom learning. It is one of the factors that influence the quality of output at SKB. It is essential to have teachers who have high loyalty and dedication so that they can provide maximum educational services and ensure that the implementation of education takes place well. Supported by the statement (Agustin et al., 2023) which states that a teacher's performance will increase if accompanied by high motivation, work enthusiasm, compensation, adequate salary and hope for the future, in this case, teacher welfare.

The results of the study are supported by a statement delivered directly by the Head of the Education Financing Service Center of the Indonesian Ministry of Education, Culture, Research and Technology, Mr. Andhika Genendra, S.Si., M.M, who said that teacher welfare is paramount to provide good quality teaching and have high loyalty to education. When teacher welfare is considered, it will increase teacher loyalty. Prosperous teachers automatically have responsibility and love for work, voluntarily and without supervision.

Assuming better OCB, self-efficacy, and remuneration, teacher loyalty also tends to increase in the SKB entity. So, loyalty creates a strong desire for the organisation to work as well as possible. It also aligns with previous research, which states that remuneration can increase motivation (Abror et al., 2020) and improve performance (Junaedi, 2018). Therefore, these findings provide direction for these entities to pay attention to teacher

loyalty by maintaining OCB, strengthening the remuneration system, and increasing teacher self-efficacy. The remuneration factor can be strengthened by creating a standard regulation based on government regulations. It would be an effort to maintain and increase teacher loyalty and encourage increased performance. Lastly, improving performance contributes to improving the quality of human resources nationally.

Meanwhile, teacher loyalty will increase in the SKB entity if self-efficacy improves. It aligns with research by Meilani (2020), which states that self-efficacy is an ability obtained from personal and other people's successful experiences, verbal persuasion, and the individual's physiological state. Suppose teachers view the compensation they receive as inadequate compared to their contribution to the institution. In that case, achievement (performance) can decline, making teacher welfare very important to pay attention to. Therefore, these findings provide direction for SKB entities to pay attention to teacher loyalty by paying daily attention to OCB, self-efficacy, and remuneration factors.

The results of this study are expected to add information related to the importance of self-efficacy, OCB, and remuneration for teachers. So that these three factors can be given more attention, which will have an impact on the quality of output and institutions. The government also needs to take part in improving the welfare of teachers in SKB through supporting policies that benefit SKB teachers, and giving appreciation for teacher performance needs to be considered because, based on research, remuneration has a significant effect in influencing teacher loyalty in SKB.

Remuneration and work morale are very strategic in the success of teacher performance. The existence of a remuneration system will provide additional income to teachers. It is hoped that the existence of a remuneration system will make teachers concentrate more on their work and will, of course, be able to provide the best performance.

Conclusion

Based on the findings of this research, it is concluded that OCB, self-efficacy, and remuneration positively affect teacher loyalty in SKB. Apart from that, the OCB and Remuneration variables significantly affect teacher loyalty in SKB. This research also proves that teacher loyalty tends to be a strategic asset in achieving a competitive advantage. This study is a reference for various parties to improve the performance of Sanggar Learning Activity Teachers. The government must develop a strategy to encourage remuneration policies for SKB teachers. It is hoped that an effort can be made to increase teacher self-efficacy and foster OCB in teachers. There are limitations to the preliminary study, which had a limited number of respondents and variables analysed. Therefore, it is recommended that further research be carried out by increasing the number of respondents so that the results will include more teachers in SKB entity in Indonesia. It is also necessary to include other exogenous variables to determine the factors that influence teacher loyalty in SKB.

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