

The Influence of Principal Managerial Competency toward Teachers' Productivity and Organizational Citizenship Behavior (OCB) By Mediation of Interpersonal Communication of State Vocational High School (SMK) South Tapanuli, North Sumatera

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This research was aimed at determining the influence of principal managerial competency toward organizational citizenship behavior (OCB) and teachers' productivity by mediation of interpersonal communication in State Vocational High School (SMK) South Tapanuli, North Sumatera. This research was mix research. Instruments were questionnaire, interview and observation. 170 teachers in State Vocational High School (SMK) South Tapanuli with civil servant status were being respondents. The sampling technique using simple random sampling and analysis techniques using Structural Equation Modelling (SEM) with AMOS program assistance. The findings showed that principal managerial competency has positive and significant effect on the organizational citizenship behavior (OCB), principal managerial competency has positive and significant effect on the teacher productivity, principal managerial competency has positive and significant effect on interpersonal communication. Interpersonal communication has positive but not significant effect on organizational citizenship behavior (OCB), interpersonal communication has positive but not significant effect on teachers productivity.

Keywords: *Managerial Competency, Teachers' Productivity, Organizational Citizenship Behavior (OCB), Interpersonal Communication.*

INTRODUCTION

Teachers are human resources who play a pivotal role in the intellectual life of the nation. Teachers also a barometer of improving the quality of education. Therefore, the teacher as the most decisive component in educating the nation should get more attention from the governments of both prosperity and improving the quality of teachers themselves. Teachers, in accordance with the law No.14 of 2005 on teachers and lecturers in article 1, is a professional educator with a primary task of educating, teaching, guiding, directing, training, assessing and evaluating students primary education, secondary education and high education. Therefore, a professional teachers are required to have high productivity so that national education goals that have been determined by the government achieved well. Professionalism can be achieved with good teachers if a teacher can run across her duties well too. Therefore, a teacher should have the ability or skill in teaching and learning activities, among the activities: 1) the ability to master the teaching materials, 2) the ability to manage a class, 3) the ability to use methods, media and learning resources, 4) the ability to assess both the process and outcome (Sutikno, 2009). Thus, if a teacher has the ability to carry out their duties in a professional manner by using existing resources in the teaching and learning activities will have an impact on improving student learning outcomes are consistent with the targets to be achieved by the students. An increase in student learning outcomes in schools is an idea that the teacher managed to increase its productivity. Productivity is the ability to produce something (KBBI, 2016). The reason the importance of productivity in general by Ravianto (1988) is because productivity is a plus, their standards are higher customer satisfaction, development of increasingly tough competition as well as to improve the quality of life. Furthermore, according to Mulyasa (2005) states that the teacher productivity to teach them can be influenced by the professionalism of teachers, participative leadership from school principals and teacher training. In addition to productivity, teachers are also expected to have an extra role in overcoming problems faced in primary schools about teaching and learning, called organizational citizenship behavior (OCB). organizational citizenship behavior (OCB) is an individual behavior which is free (discretionary) where a person who behaves extra gain is not directly awards and rewards, and also can improve the efficiency and effectiveness of an organization (Organ, et al., 2006). Successful organizations must be supported people who are willing and ready to do the extra roles by giving time and energy to the organization achieve the set targets. Likewise, a teacher must contribute more to do outside the main task or role

for the progress of the school where they carry out teaching and learning. According to Luthans (2006) individuals who contribute to the organization's effectiveness by doing things beyond their primary task or role is an asset to the organization. Successful organizations need employees who will do more than just the usual duties and willing to do tasks that are not in their job description, which will deliver performance that exceeds expectations (Robbins and Judge, 2008). Thus the teacher is expected to have an organizational citizenship behavior (OCB) in carrying out their duties. But the support of the principal is needed in order to increase organizational citizenship behavior (OCB) of the teachers. The teachers are in touch with stakeholders in the schools as to students, principals and colleagues. For that, the teachers are also necessary to pay attention to their ability to communicate primarily in interpersonal communication. Interpersonal communication is a process of communication that occurs between two or more people in person. Rosenholtz (1989) states that the relations (interpersonal communication) with the principal, colleagues, students, and parents cannot be avoided by the teacher in performing his professional duties. While Orebiyi (2011) states that the interpersonal communication between teachers and principals are very significant where to support for the leadership (principals) will be needed by subordinates (teachers). Based on above explanation, productivity, organizational citizenship behavior (OCB) and interpersonal communication can be improved and enhanced teacher if the principal has good managerial competency. The ability of the principal in managing stakeholders is a critical support the quality and teacher productivity. This belief is reinforced by the research which states that the principal affect productivity, organizational citizenship behavior (OCB) and interpersonal communication of the teachers. School principals are fully responsible for the management of school administration, school facilities and infrastructure management as well as financial management of the school. Therefore, the principal is required to perform its functions maximally by having managerial competency so that all the resources in the school can be managed optimally. Based on the explanations that have been presented, the researcher is interested in doing research on the problems mentioned above into writing scientific papers titled the influence of principal managerial competency toward teacher productivity and organizational citizenship behavior (OCB) with mediation of interpersonal communication of State Vocational High School (SMK) South Tapanuli, North Sumatera.

RESEARCH DESIGN

The research was conducted at the State Vocational High School (SMK) South Tapanuli, North Sumatra about seventeen months from the date when the first data retrieval to complete research data retrieval. The sample size was 170 teachers distributed in 10 schools. The type of research is mixed research by using concurrent embedded combination method. This research used questionnaires, interviews and observation as instruments to collect the data. Questionnaire is the primary data obtained directly from respondents. It was collected using questionnaires and Likert's scale (ordinal) with a rating method that summed. Sugiyono (2014) states that the questionnaire is a technique of data collection is done by giving a set of questions or a written statement to the respondent to be answered. Interview used is planned unstructured interview. Planned and structured interview is an interview if the researcher/interviewer plan interview is steady, but did not use standardized formats and sequences (Yusuf, 2014). Before interviewing, the researcher contacted the informant to ask the willingness and the right time for an interview. Through these interviews, researchers collected data or information directly face to face with the informant.

At the time of the interview the researcher using a mobile phone as a recording device. After interviewing the author rewrote the interviews in order to facilitate researchers in analyzing the data. Observation is a method used by researcher to obtain research data. The research data obtained through what the researcher hear, see, smell, and then conclude from what was observed (Yusuf, 2014). As for the observation that researcher do is observation active participation, which is a form of observation where the observer regularly participate and engage in the activities observed. In this case the observer has a dual function, as researcher was not known and felt by the other members. And second as a member of the group, the researchers played an active role in accordance with the tasks entrusted to it (Yusuf, 2014). There are two types that are used to analyze the data, the descriptive analysis is an overview of what the results of the research data and inferential analysis using Structural Equation Modeling (SEM) with AMOS program. Structural Equation Modeling (SEM) is a combination of two separate statistical method is factor analysis as well as simultaneous equation modeling. Structural Equation Modeling (SEM) has two basic stages, namely the measurement model and the structural model (Ghozali, 2008).

FINDING AND DISCUSSION

1. CFA of all Variables

Confirmatory factor analysis (CFA) was used to measure the dimensions of the form factor. Confirmatory factor analysis reflects a measurement model where the observed variable defining variable or latent variable (Schumacker and Lomax in Ferdinand, 2002). The coefficient of the loading factor of each indicator for all

variable considered valid if the test results of measurement models are at a significance level of ≥ 0.5 . The significance level ≥ 0.5 seen from the results of standardized regression weight on the output table of the AMOS program in a state standardized estimates of the model. Instead, each indicator for all the variable that have value estimate under significance level ≤ 0.5 , then the indicator cannot describe the variable (Ferdinand, 2002: 52).

Table 1: Factor Loadings

Variable	Factor Loading	Result
MC1	0,764	<i>Valid</i>
MC2	0,793	<i>Valid</i>
MC3	0,732	<i>Valid</i>
MC4	0,864	<i>Valid</i>
MC5	0,803	<i>Valid</i>
MC6	0,813	<i>Valid</i>
MC7	0,840	<i>Valid</i>
MC8	0,842	<i>Valid</i>
MC9	0,804	<i>Valid</i>
MC10	0,791	<i>Valid</i>
MC11	0,792	<i>Valid</i>
MC12	0,810	<i>Valid</i>
MC13	0,783	<i>Valid</i>
MC14	0,764	<i>Valid</i>
MC15	0,730	<i>Valid</i>
MC16	0,771	<i>Valid</i>
IC1	0,880	<i>Valid</i>
IC2	0,942	<i>Valid</i>
IC3	0,765	<i>Valid</i>
IC4	0,872	<i>Valid</i>
IC5	0,953	<i>Valid</i>
OCB1	0,824	<i>Valid</i>
OCB2	0,783	<i>Valid</i>
OCB3	0,773	<i>Valid</i>
OCB4	0,782	<i>Valid</i>
OCB 5	0,811	<i>Valid</i>
TP1	0,752	<i>Valid</i>
TP2	0,881	<i>Valid</i>
TP3	0,882	<i>Valid</i>
TP4	0,834	<i>Valid</i>

MC = Managerial Competency, IC = Interpersonal Communication, OCB = Organizational Citizenship Behavior, TP = Teacher Productivity.

Variable principal managerial competency could be declared valid based on the value of the test results had been above the loading factor and therefore sixteen indicators can be considered valid in the form of principal managerial competency. Interpersonal communication variable were also above the standard loading factor so that the five indicators can be considered valid in the form of interpersonal communication variable. Variable Organizational Citizenship Behavior (OCB) may be declared valid based on the value of the test results have been above the standard loading factor. Variable teacher productivity can be declared valid based on the value of the test results have been above the standard loading factor so that the four indicators can be declared valid in shaping the teacherproductivity variable. In conclusion, the test results of factor loading of all the indicators for the Principal managerial competency, Interpersonal Communication, Organizational Citizenship Behavior (OCB), and the Teacher Productivity are above ($>$) 0.5.

2. Structural Equation Modeling (SEM)

a. Path Analysis

Table 2: Correlation

			Estimate	S.E.	C.R.	P
IC	<---	MC	,899	,064	14,127	***
TP	<---	MC	,726	,349	2,078	,038
OCB	<---	MC	,622	,277	2,243	,025
OCB	<---	IC	,275	,301	,913	,361
TP	<---	IC	,190	,379	,501	,616

MC = Managerial Competency, IC = Interpersonal Communication, OCB = Organizational Citizenship Behavior, TP = Teacher Productivity.

The coefficient of estimates regression weights between managerial competency variable with teacher productivity variable is 0.726 with a probability of 0.038 or $p < 0.05$. This means that the principal managerial competency variable has positive and significant effect on the variable teacher productivity. Thus, the hypothesis that managerial competency effects on the teacher productivity was proven. The coefficient of estimates regression weights between variable managerial competency with organizational citizenship behavior variable (OCB) is approximately 0,622 with probability 0.025 or $p < 0.05$. This means that the variable managerial competency has positive and significant effect on the variable organizational citizenship behavior (OCB). Thus, the hypothesis that the managerial competency has positive and significant effect on the organizational citizenship behavior (OCB) was proven. The coefficient of estimates regression weight between variable managerial competency with interpersonal communication variable is equal to 0.899 with a probability of 0.000 or $p < 0.05$. This means that the variable managerial competency affect positively and significantly related to interpersonal communication variable. Thus, the hypothesis that managerial competency has positive and significant effect on interpersonal communication was proven. The coefficient of estimates regression weights between variable interpersonal communication with teacher productivity variable is equal to 0.190 with a probability of 0.616 or $p > 0.05$. This means interpersonal communication variable affect positively but not significant to the variable teacher productivity. Therefore, the hypothesis that interpersonal communication positive and significant impact on the teacher productivity was not proven. The coefficient of estimates regression weights between interpersonal communication variable with the variable organizational citizenship behavior (OCB) is approximately 0.275 with a probability of 0.361 or $p > 0.05$. This means interpersonal communication variable affect positively but not significant to the variable organizational citizenship behavior (OCB). Thus, the hypothesis that interpersonal communication has positive and significant impact on the teacher productivity was not proven.

b. Analysis of Structural Equation Modeling (SEM)

This is the evaluation criteria for goodness of fit variable principal managerial competency, organizational citizenship behavior (OCB), interpersonal communication and teacher productivity.

Table 3: Goodness of Fit

Goodness of Fit Index	Cut-off Value	Test Output	Result
X ² - Chi- Square	Expected value is smaller	577,37	Good
Sign. Probability	≥ 0,05	0,000	Good
CMIN/DF	≤ 2,00	1,443	Good
RMSEA	< 0,08	0,051	Good
TLI	≥ 0,90	0,957	Good
CFI	> 0,90	0,961	Good
IFI	> 0,90	0,961	Good
PNFI	> 0,60	0,812	Good
PRATIO	≥ 0,60	0,920	Good
PCFI	≥ 0,60	0,883	Good
RMR	< 0,05	0,020	Good

ECVI	< saturated dan independence	4,186	Good
RFI	≥ 0,90	0,873	Marginal
NFI	≥ 0,90	0,883	Marginal

The results of the analysis of structural equation model for the principal managerial competency variable, interpersonal communication, organizational citizenship behavior (OCB), and the teacher productivity, showed that the test results of goodness of fit in structural equation models that fit the data. However, there are still some of the test results do not match the value of the Cut-off Value as required where RFI and NFI which has a value of less than 0.90, respectively with a value of 0.861 and 0.870, but marginal is still acceptable category in accordance with the requirements (Ferdinand, 2002). Thus, the data from a structural equation model for the principal managerial competency variable, interpersonal communication, organizational citizenship behavior (OCB), and the teacher productivity is in conformity with the model.

c. Analysis of Direct Effects, Indirect Effect, and Total Effect

Table 4: Direct Effects, Indirect Effect, and Total Effect

Variable	Manajerial Competency			Interpersonal Communication		
	Direct	Indirect	Total	Direct	Indirect	Total
Teacher Productivity	0,747	0,176	0,923	0,181	-	0,181
Organizational Citizenship Behavior (OCB)	0,692	0,275	0,967	0,282	-	0,282
Interpersonal Communication	0,975	-	0,975	-	-	-

Manajerial competency has a direct influence on the teacher productivity of 0,747, larger than the indirect effect on the teacher productivity at 0.176. Manajerial competency has a direct influence on the organizational citizenship behavior (OCB) of 0,692, is greater when compared with indirect influence on the organizational citizenship behavior (OCB) of 0.275. Principal managerial competency has a direct influence on interpersonal communication at 0.975. Interpersonal communication has a direct influence on the teacher productivity at 0.181. Interpersonal communication has a direct influence on the organizational citizenship behavior (OCB) amounted to 0,282.

3. Discussion of the Variables

a. Effect of Principal Managerial Competency to Teacher Productivity

Variable principal managerial competency has positive influence and significant impact on teacher productivity variable as evidenced from the results of hypothesis testing. Therefore, the higher the managerial competency of the principal has impact on the higher the level of teacher productivity and as vice versa.

Descriptive analysis showed that the level of achievement of respondents (TCR) for the principal managerial competency variable is equal to 83.93%, which is in the good category and value the level of achievement of respondents (TCR) for variable teacher productivity is equal to 81.41%. The level of achievement of respondents (TCR) indicates that the variable teacher productivity that are in either category anyway. While the value of regression coefficient estimates of weight was between managerial competency variable with variable teacher productivity is of 0.726 with a probability of 0.038 or $p < 0.05$. This means that the principal managerial competency variable has positive and significant effect on the variable teacher productivity. This achievement cannot be separated from the principal effort to improve teaching and learning by providing the necessary facilities and infrastructure. The school principal also requires teachers to prepare lesson plans before implementing the learning process. However, the principal effort is still constrained by their teachers who are still not prepared a lesson plan before going into the classroom to teach. Though many teachers who receive certification in exchange for additional stipends given by the government to improve the quality of learning in the classroom and to support the increasing professionalism of teachers. However, the money received for certified teachers used to meet the needs that are lux (luxuries) like buying gold, cars and other luxury needs.

Furthermore, the influence of positive and significant shows that managerial competency the principal could encourage teachers to prepare plans for the learning process (using the syllabus in designing lesson plans, preparing lesson plans for the teaching and learning activities, prepare instructional media, set up your device learning assessment), the implementation of the learning process (deliver the nature and purpose of learning, use of textbooks in accordance with the needs of learners, adjust the volume with the number of students and spacious room, using words mannered and easy to understand language students, well-dressed and polite when teaching a class, creates discipline and order students in the classroom, encourages students to ask questions and express opinions, to make teaching and learning can change the attitudes and behavior of

students towards a better, implementing the learning process in accordance with the allocation set time), assessment of learning outcomes (draw a conclusion from the material being taught, giving an evaluation of the learning process), the follow-up (use the assessment results for program improvement (remedial) and enrichment (enrichment)). Good managerial competency by the principal will increase the teacher productivity at State High Vocational School South Tapanuli. Productivity increased teacher can be seen from the lesson plan, lesson plan appropriate implementation of the learning process, the assessment of learning outcomes and their follow-up study. Therefore, the teacher productivity at State High Vocational School South Tapanuli can be improved by increasing the application of principal managerial competency.

The study's findings concur with those of Shamaki (2015) who did research on the Junior High School level schools in the state of Taraba, Nigeria and concluded that the democratic leadership principals can increase the teacher productivity. Furthermore, Harris, et al. (2010) conducted a study of teachers funded by the US Department of Education, which showed that the highest teaching skills contribute to principals in influencing the teacher productivity. While the ability of the principal to cooperate with others and interpersonal skills significant have influence but lower than teaching skills. Similarly, research conducted by Besong (2014) proved that an administrator is significantly positively affecting the productivity of staff (including teachers) through interpersonal relationships that manage school finances and motivation. This result is consistent with research conducted by Mulford (2003) who found that the impact of school leadership to teachers and school effectiveness. The school principal role is to build the capacity of teachers and teachers' determination to achieve a common goal. Azis (2014) proved that the research findings showed that the implementation of the trilogy leadership by principals can increase the teacher productivity to improve the quality of education at SMAN I Gunung Sindur.

b. Effect of Principal Managerial Competency towards Organizational Citizenship Behavior (OCB)

Results of testing the hypothesis (data analysis) showed that principal managerial competency has positive influence and significant to the variable organizational citizenship behavior (OCB). Therefore, the higher the managerial competency of the principal has impact on the higher the level of organizational citizenship behavior (OCB) and as vice versa.

Descriptive analysis showed that the level of achievement of respondents (TCR) for the principal managerial competency variable is equal to 83.93%, which is in the good category and value the level of achievement of respondents (TCR) for the variable organizational citizenship behavior (OCB) amounted to 81.64%. The level of achievement of respondents (TCR) indicates that the variable organizational citizenship behavior (OCB) are in either category good anyway. The coefficient of estimate regression weight between managerial competency variable by variable organizational citizenship behavior (OCB) is approximately 0,622 with probability 0.025 or $p < 0.05$. This means that the variable managerial competency positive and significant effect on the variable organizational citizenship behavior (OCB). The influence is evidenced by the willingness principals provide rewards for teachers who have extra behavior at school. The school principal also continues to motivate teachers to do more for the organization (school). However, efforts to foster willingness principals and teachers behaved willingness extra teachers are not entirely welcomed positively. This is due to the teachers who want to work or school should do more to exchange (money).

The influence of positive and significant shows that principal managerial competency were able to cause a sense volunteered to help colleagues even though off-duty work, maintaining a good relationship with co-workers, and receive any policies and procedures established by the organization that will improve their behaviors organization (OCB) among teachers. Organizational citizenship behavior (OCB) teachers who increase can be seen from the dedication of teachers to complete the task before time, report to your boss or co-workers first when not working, and the increased sense of responsibility of teachers to comply with the rules and regulations of the school, even if not no one is watching, concerned about the development and changes in the organization and participate in various activities organized by the organization. Therefore, the organizational citizenship behavior (OCB) teacher at State High Vocational School South Tapanuli can be improved by increasing the intensity of the principal application of managerial competency.

The findings concur with those of Moreno (2014), which proves that the principal influence the organizational citizenship behavior (OCB) teachers. The teacher's behavior is influenced by the leaderships of three basic elements, namely interpersonal leadership, Instructional leadership and transformational leadership. Furthermore, Oplatka (2013) conducted a study of 30 teachers and 10 principals. The results showed that the principal influence the organizational citizenship behavior (OCB) teachers. Organizational citizenship behavior (OCB) teachers affected by the ability of the principal to provide the needs of teachers, providing support to teachers, and express positive emotions including giving positive feedback to teachers who have exceeded a formal role in the workplace. This result is consistent with research Somech and Ron (2007) who conducted the research to prove that the principal has positive relationship to organizational citizenship behavior (OCB) in which the individual character of a school principal is able to influence the

organizational citizenship behavior (OCB) in school. His research showed significant results. The results of this study also reinforced by the results of research conducted by DiPaola, et al., (2001) who found a strong relationship between organizational citizenship behavior (OCB) with the school climate. Where one-dimensional school climate strengthens organizational citizenship behavior (OCB) is a collegial leadership. Similarly, research conducted by Bogler (2004) where the research results prove that the principal can motivate teachers to improve their behaviors organization (OCB) in the interest of the school.

c. Effect of Principal managerial competency towards Interpersonal Communication

Variable principal managerial competency has a significant and positive effect on the variable interpersonal communication as evidenced from the results of hypothesis testing. Therefore, the higher the managerial competency of the principal has impact on the higher the level of interpersonal communication and as vice versa. Descriptive analysis showed that the level of achievement of respondents (TCR) for the principal managerial competency variable is equal to 83.93%, which is in the good category and value the level of achievement of respondents (TCR) for interpersonal communication variable of 82.07% in the good category anyway, The coefficient of estimate regression weight between variable managerial competency with interpersonal communication variable is equal to 0.899 with a probability of 0.000 or $p < 0.05$. This means that the variable managerial competency affect positively and significantly related to interpersonal communication variable. The positive influence of the school principal interpersonal communication is also evidenced by the communication fabric built principals with all stakeholders on family communication is known in the South Tapanuli as *Tutur Poda*. *Tutur Poda* the designation or calls to other people who are familial (Alam, 2011). The school principal gives an example of the implementation of the *tutur poda* once advised teachers to use good *Tutur Poda* to fellow teachers and the students.

The influence of positive and significant that it also shows that the principal managerial competency capable of causing mutual open a fellow teacher, willing to accept criticism, and to feel what is perceived by other teachers as friends to communicate, so that will improve interpersonal communication among teachers. Teachers who have increased interpersonal communication can be seen from the unwillingness of teachers to motivate other teachers, teachers' positive attitudes towards others, and the recognition of equality between the two sides in the communication interaction (interpersonal). Therefore, interpersonal communication teacher at State High Vocational School South Tapanuli can be improved by increasing the intensity of the principal application of managerial competency. The study's findings are in line with the results of research conducted by Rowicki (1999) proved that the principal in leading the school to master communication skills in presenting ideas or news to the school community. The success or failure of the school depends on the effectiveness of communication built principals. Price (2015) conducted a study of charter schools in the United States. Research results indicate positive relationship in the interaction (interpersonal communication) between the principal and teachers to engage students. Årlestig (2008) stated that school principals and teachers must prioritize and improve the quality of communication between them. Communication with the school principals should also be distributed proportionally. Where the principal gives more time for teachers that require problem solving as this may be the strength of an organization. This result is consistent with research Williamson (2007) found that there is positive relationship between the principal and teachers to communicate in order to create a healthy school climate and open. Research conducted by Oswalt (2011) on a primary school in urban areas in Nevada, United States obtain research results reveal positive relationship between climate communication with school principals including teachers. Advances in technology allow principals and teachers to communicate more often through the communication channel without face to face directly, such as the use of email. Research conducted by Halawah (2005) in the district of Abu Dhabi, United Arab Emirates found that effective communication between principals and teachers are needed to bring a better school climate. In this study also found that communication between the principal with male teachers are more effective than female teachers.

d. Effect on Interpersonal Communication towards Teacher Productivity

Hypothesis testing results show that interpersonal communication has positive not significant effect on the teacher productivity. This means that no meaningful interpersonal communication on the teacher productivity. So the hypothesis that interpersonal communication significantly influences the teacher productivity was not proven. Descriptive analysis showed that the level of achievement of respondents (TCR) for interpersonal communication variable of 82.07%, which is in the good category and value the level of achievement of respondents (TCR) for the variable productivity amounted to 82.07% of teachers are in the good category anyway. While the value of regression coefficient estimates of weight between the variable of interpersonal communication with teacher productivity variable is equal to 0.190 with a probability of 0.616 or $p > 0.05$. This means interpersonal communication variable affect positively but not significant to the variable teacher productivity. The results of this study indicate that although the cause taste volunteered to help colleagues even

though off-duty work, maintaining a good relationship with co-workers, and receive any policies and procedures established by the organization, but proved it does not significantly impact the high and low levels of productivity teacher. In this case, the high or low levels of interpersonal communication teachers, they still have high productivity. Such conditions can occur because teachers have an obligation to be settled in accordance with the demands of the law without the need to have good interpersonal communication.

The results of this study were not consistent with research conducted by Johnson (1994) by sending a questionnaire to a sample of 1,000 public school principals asking them to assess the ability, factors, and programs relating to the selection of teachers, teacher evaluations, and the preparation of teachers. The results showed that communication skills be the determinant of the highest in relation to the recruitment of teachers. Research conducted in the Philippines for the institution of higher education by Narzoles (2012) proved that communication affects the productivity of institutions including teachers. Furthermore, Arlestig (2008) states that the communication quality can affect the teacher productivity and principals. Good communication between principals and teachers, must be preserved in order to improve achievement of the goals of the school or organization. The results of this study are not consistent with research conducted by Adeyemi (2016) showed that there is a significant relationship between communication and teacher performance. Where the dimensions of effective communication significantly affect job performance of teachers. Teacher job performance can be influenced or inhibited by effective communication which is implemented in schools. Results of research conducted by Kambeya (2008) also found that effective interpersonal communication skills of a school principal may affect both the quality of work of teachers, attitudes, and behavior of teachers. Differences in the quality of work, attitude, and behavior of teachers led to these results are not consistent with previous studies.

e. Effect of Interpersonal Communication towards Organizational Citizenship Behavior (OCB)

Hypothesis testing results show that interpersonal communication has positive not significant effect on the organizational citizenship behavior (OCB). This means that interpersonal communication is not meaningful to the organizational citizenship behavior (OCB). So the hypothesis that interpersonal communication significantly influences the organizational citizenship behavior (OCB) is unfounded. Descriptive analysis showed that the level of achievement of respondents (TCR) for interpersonal communication variable of 82.07%, which is in the good category and value the level of achievement of respondents (TCR) for the variable organizational citizenship behavior (OCB) amounted to 81.64% in the good category also. While the coefficient value of estimates regression weight between the variable of interpersonal communication with the variable organizational citizenship behavior (OCB) is approximately 0.275 with a probability of 0.361 or $p > 0.05$. This means interpersonal communication variable affect positively but not significant to the variable organizational citizenship behavior (OCB). The results of this study indicate that teachers despite inflicting a sense volunteered to help colleagues even though off-duty work, maintaining a good relationship with co-workers, and receive any policies and procedures established by the organization, but proved it did not have a significant impact on the level organizational citizenship behavior (OCB). In this case, the high or low levels of interpersonal communication teachers, they still have high behavior towards the organization. Such conditions can occur because the teachers are dedicated to completing the task before time, report to your boss or co-workers first when not working, and the increased sense of responsibility of teachers to comply with the rules and regulations of the school, even if not no one is watching, concerned about the development and changes in the organization and participate in various activities organized by the organization.

The results of this study were not consistent with research conducted by Ali (2010), which proves that the satisfaction of communication (interpersonal, group, organization) is one factor that can influence the organizational citizenship behavior (OCB) despite many studies that found that job satisfaction is a predictor most to the organizational citizenship behavior (OCB). Results of a study conducted by Brown and Roloff (2015) also showed positive relationship communication with organizational citizenship behavior (OCB). The study's findings also do not correspond to the research conducted by Ozsaker, et al., (2012) suggest that the level of organizational communication affects organizational culture and organizational climate directly, a healthy organization can reinforce the organizational citizenship behavior (OCB) as inform, mutual understanding, overtime, work voluntarily, and others. Osman (2014) in his research found that between the dimensions of organizational communication, communication with the manager only the dimensions were significantly correlated with altruism and civic virtue to their behaviors organization (OCB).

According to the results of research conducted by Herfina, et al., (2015) proved that interpersonal communication is also positively influence the organizational citizenship behavior (OCB). This finding suggests that interpersonal communication is the delivery of messages and exchange information directly and face to face between individuals as well as generate feedback that can make the message easy to understand and can be delivered properly.

CONCLUSION

Based on the discussion in the previous chapter, it could be concluded some of the following:

1. Principal managerial competency has positive and significant effect on the teacher productivity. So it can be stated that the higher the intensity of the implementation of the principal managerial competency, the higher the productivity of the teachers in South Tapanuli and as vice versa. This achievement cannot be separated from the principal effort to improve teaching and learning by providing the necessary facilities and infrastructure. The school principal was able to encourage teachers to prepare plans for the learning process (using the syllabus in designing lesson plans, preparing lesson plans for teaching and learning activities, prepare instructional media, prepare learning assessment tools), the implementation of the learning process.
2. Principal managerial competency has positive and significant effect on the organizational citizenship behavior (OCB) of the teachers. So it can be stated that the higher the intensity of the implementation of the principal managerial competency, the higher the level of organizational citizenship behavior (OCB) of the teachers in South Tapanuli and as vice versa. The school principal is able to induce a sense of voluntary teachers help coworkers though outside the duties, maintaining good relationships with co-workers, and receive any policies and procedures established by the school. Organizational citizenship behavior (OCB) of the teachers can be seen from the dedication of teachers to complete the task before time, report to principal when not working, and the increased sense of responsibility of teachers to comply with the rules and regulations of the school, even if not no one is watching, concerned about the development and changes in the organization and participate in various school activities.
3. Principal managerial competency has positive and significant effect on interpersonal communication. So it can be stated that the higher the intensity of the implementation of the principal managerial competency, the higher the level of interpersonal communication of the teachers in South Tapanuli and vice versa. The principal is able to cause mutual open a fellow teacher, willing to accept criticism, and to feel what is perceived by other teachers as friends in communication. Teachers who have increased interpersonal communication can be seen from the unwillingness of teachers to motivate other teachers, teachers' positive attitudes towards others, and the recognition of equality between the two sides in the communication interaction (interpersonal).
4. Interpersonal communication has positive and not significant effect on the teacher productivity. This means that no meaningful interpersonal communication on the teacher productivity. In this case, whether or not the implementation of interpersonal communication, teachers still have a high productivity. Teachers still have productivity because teachers have an obligation to be settled in accordance with the demands of the law without the need to have good interpersonal communication.
5. Interpersonal communication has positive and not significant effect on organizational citizenship behavior (OCB) of the teachers. This means that interpersonal communication is not meaningful to organizational citizenship behavior (OCB) of the teachers. The teachers despite inflicting a sense volunteered to help colleagues though outside the duties, maintaining good relationships with co-workers, and receive any policies and procedures established by the organization, but proved it had no impact on the behavior of organizational citizenship behavior (OCB). Teachers still have behavioral extra towards the organization because the teachers are dedicated to completing the task before time, and the increased sense of responsibility of teachers to comply with the rules and regulations of the school.

This research has highlighted that the managerial competencies positively and significant effect on the behavior of citizens organizations (OCB) and teacher productivity. Managerial competence is the principal determinant variables in improving organizational citizen behavior (OCB) and the teacher productivity in South Tapanuli district. Therefore, principals should have the ability to apply the managerial competence in leading the education unit that the organizational citizenship behavior (OCB) and teacher productivity can be improved. In addition, the Government through the Department of Education of South Tapanuli expected to undertake maximum efforts in order to improve the managerial competence of principals and teachers improve technical capabilities for the purpose of education, especially in South Tapanuli can be achieved optimally.

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