

Original Article

Analyzing the Effect of Sportsmanship and Civic Virtue Behaviors on Teacher Performance: Moderating Role of Affective Commitment

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Abstract: This study analyzes the effect of sportsmanship and civic virtue behavior on teacher performance. Also, analyzes the effect of sportsmanship and civic virtue behavior on affective commitment. Besides that, this study examines the moderating role of affective commitment in the relationship between sportsmanship and civic virtue behavior on teacher performance. This study is designed using a quantitative approach through a survey questionnaire. The data were collected using non-probability sampling on 45 people from Budi Mulia Al-Azhar Syifa Budi Foundation in Samarinda. The data analysis technique used is the SEM method, namely PLS (Partial Least Square), assisted by Smart PLS software. The results showed that sportsmanship and civic virtue behavior positively and significantly affected performance. Civic virtue behavior had a positive and significant effect on affective commitment, and affective commitment had a positive and significant effect on performance. This study also obtained positive and significant results between affective commitment mediating the effect of sportsmanship and civic virtue behavior on teacher performance.

Keywords: sportsmanship behavior; civic virtue behavior; affective commitment; teacher performance.



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1. Introduction

Education functions to develop and shape the character of a dignified national civilization to realize the ideals of the nation, namely to educate the life of the nation and strive to develop the potential and abilities of students and make them human beings who believe, have a noble character, are knowledgeable, capable, creative, independent and become democratic and responsible citizens (Ismail, 2016; Pradana et al., 2020; Yuliatin; Husni, 2021). Implementing education must provide guidance and direction for students and education staff. Wulandari & Kristiawan (2017) argue that character education is an activity carried out by humans that contains actions to educate future generations. Character strengthening is expected to increase learning motivation and explore students' potential so that students have the character to face challenges in the future. Teachers have an important role in training and building social

attitudes. Muawanah (2018) defines sportsmanship as an individual act to give freedom to others and states the nature of difference as an acknowledgment of human rights.

Sportsmanship arises because of the diversity and differences that each individual has. There are three aspects of sportsmanship, namely peace (caring, fearlessness, and love), respect for differences and individuals (respect for each other, respect for differences in others, respect for oneself), and awareness (respect for the goodness of others, open, receptive, comfort in life, comfort with others) (Garma & Bove, 2011; Koç & Karabudak, 2017). Quality education is a must for a country today that cannot be ignored, considering that the future progress of a nation depends on the nation's success in creating quality education. Therefore, the more qualified a teacher can improve his performance. Teachers are human resources for institutions that can provide knowledge and teach their students thinking processes and learning processes. Al-Azhar Syifa Budi School is a national school with an international perspective that implements the Education Spiritualization system in realizing its vision and mission.

A unique educational institution that pursues excellence through this innovation creates an Islamic environment for students while maintaining the culture and positive character of the Indonesian nation to support the development of a superior generation. Al-Azhar Syifa Budi School was founded in the 1979-1980 school year by Al-Azhar Syifa Budi School and inaugurated by Haji Abdul Malik Karim Amrullah (Buya Hamka). In developing its innovations, starting in the 2003-2004 academic year, Al-Azhar Syifa Budi School based in Jakarta implemented the Mumtaz School and Scientific School program with a single chess model, which combines creed-nationality-science-technology in the framework of Spiritualization of Education. Within this foundation, a structured coalition helps and tolerates each other in completing shared responsibilities, especially during the COVID-19 outbreak, where this outbreak makes all work must be done at home.

Currently, a structured coalition is very clear in completing shared responsibilities. It is highly tolerant when one or more members of this coalition are affected by Covid-19, then assisted by other members. With the Organizational Citizenship Behavior (OCB) behavior possessed by a teacher, then as many and as heavy as any task that is his current obligation will be light. Someone who works hard with sincerity and sincerity will produce optimal quality work, improving organizational performance. Organizational Citizenship Behavior (OCB) is also referred to as behavior that works intra-role, namely carrying out duties and responsibilities as they should, but also extra-role behavior, namely providing maximum performance beyond what is expected by the organization.

2. Literature Review

2.1. Sportsmanship Behavior

Sportsmanship behavior tolerates less-than-ideal conditions in the organization without raising objections (Robbins & Judge, 2015). Someone with a high level of sportsmanship will increase a positive climate among employees. Employees will be more polite and cooperate with others, creating a more pleasant work environment.

2.2. Civic Virtue Behavior

Robbins & Judge (2015), civic virtue (responsible behavior) is a behavior that indicates civic virtue in the life of the organization (following changes in the organization, taking the initiative to recommend how operations or organizational procedures can be improved, and protecting the resources owned by the organization). This dimension refers to the Civic Virtue that the organization gives to a person to improve the quality of the field of work occupied.

2.3. Affective Commitment

Organizational commitment is defined as an attitude that reflects employee loyalty to the organization and a continuous process in which members express their concern for the organization and its success and continuous progress. Organizational commitment is also a condition in which an employee favors a particular organization and its goals and desires to maintain membership. Umam (2012) states that affective commitment is related to the emotional relationship of members to the organization, identification with the organization, and member involvement with activities in the organization. Members with high organizational commitment will continue to be members of the organization because they desire to do so. Umam (2012) affective commitment indicators consist of honesty, proficiency, and emotional attachment, namely:

1. Concern for the Organization. Employees care about the problems that occur in the company, namely the benefits and comfort felt in someone with an affective commitment will encourage them to remain caring and competent in carrying out their roles in work.
2. Sense of Possession. Employees show a sense of belonging to the organization, namely someone who tends to establish a close relationship with the organization and has confidence in someone to remain in the organization.

3. Emotional Attachment. Employees have an emotional attachment to the company; individuals with high affective commitment have a close emotional attachment to the organization. It means that the individual will be motivated and want to continue contributing to the organization.
4. Happiness. Employees feel happy working in the organization, namely their desire to stay with the organization because they want to. It can be an emotional reason in the form of friendship and feelings of pleasure when completing work assignments.

2.4. Teacher Performance

Performance is a change or paradigm shift from the concept of productivity. In practice, it is not always that an employee's performance is as expected by the employee or by an organization. According to Dessler (2015), performance is work performance, namely the comparison between work results that can be seen in real terms with work standards that the organization has set. Dessler (2015) added that performance Assessment evaluates current or past performance relative to its performance standards. The word performance is sometimes equated with work performance, work effectiveness, work results, goal achievement, work productivity, and various other terms. There are 5 indicators to measure employee performance individually (Dessler, 2015):

1. Quality - the quality of work is measured by the employee's perception of the quality of the work produced and the perfection of the task on the skills and abilities of employees.
2. Quantity - represents the resulting amount expressed in terms such as the number of units and completed activity cycles.
3. Punctuality is the level of activity completed at the beginning of the stated time from the point of view of coordinating with the output results and maximizing the time available for other activities.
4. Effectiveness - the level of use of organizational resources (workforce, money, technology, raw materials) is maximized to increase the results of each unit in the use of resources.
5. Independence is the level of an employee who can carry out his work functions. It is a level where employees have a commitment to work with the agency and employee responsibilities to the office.

3. Materials and Methods

This study has four variables: sportsmanship, civic virtue, performance, and affective commitment. Partial least square (PLS) analysis was conducted through secondary data collection and hypothesis testing (Sugiyono, 2017). The following is the research model:

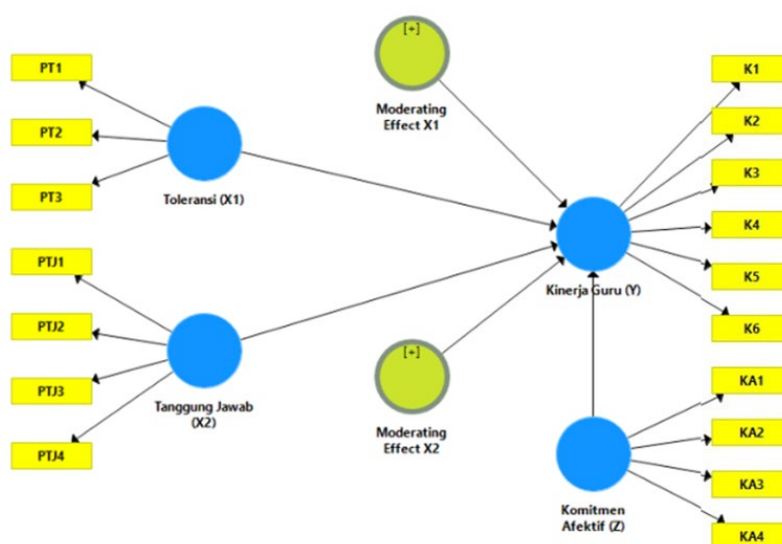


Figure 1. Research Framework

- Based on the above model, this research uses the smartPLS analysis tool with the following research hypotheses:
- H1** : Sportsmanship has a significant positive effect on teacher performance.
 - H2** : Civic virtue behavior has a significant positive effect on teacher performance.
 - H3** : Affective commitment moderates the relationship between sportsmanship and teacher performance.

H4 : Affective commitment moderates the relationship between civic virtue behavior and teacher performance.

4. Results

4.1. Convergent Validity

A loading factor value of the latent variable with each indicator is the definition of the value of convergent validity. An indicator can be called valid if it has a loading factor above 0.5. In other words, it is considered to have a fairly strong level of validation in explaining latent constructs (Ghozali & Latan, 2015). SmartPLS output to obtain convergent validity can be observed in the details of the outer loading table as follows:

Table 1. Loading Factor

Item(s)	Loading(s)
X1.1	0.862
X2.2	0.876
X3.3	0.852
X2.1	0.852
X2.2	0.832
X2.3	0.810
X2.4	0.868
Y.1	0.772
Y.2	0.828
Y.3	0.805
Y.4	0.785
Y.5	0.765
Y.6	0.776
Z.1	0.846
Z.2	0.839
Z.3	0.845
Z.4	0.827

Table 1 shows all external loading values obtained before being corrected are above 0.5. Thus, it is stated that the convergent validity conditions have been met. Next is a picture of the calculation of the SEM PLS model in view of the loading value of the indicator factors on each variable.

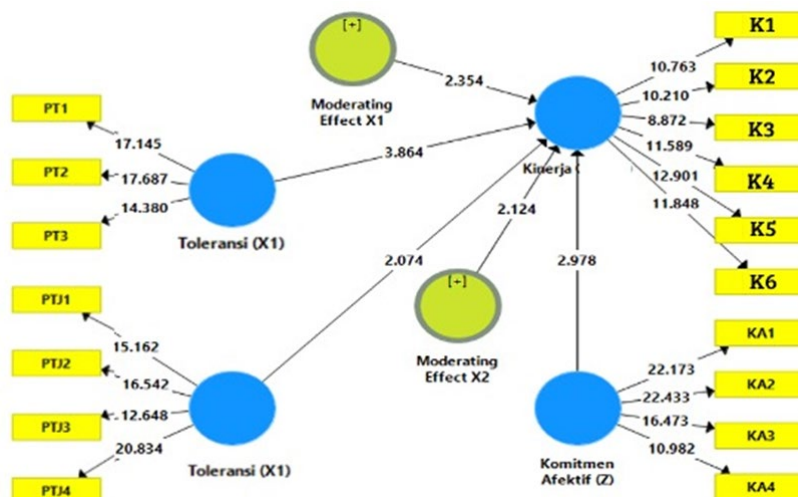


Figure 2. Loading Factor Bootstrapping

4.2. Discriminant Validity

In order to identify the indicator's validity, the method is to observe the magnitude of the value of square root AVE (average variance extracted). The recommended value is 0.5. The result of SmartPLS output for average variance extracted can be clearly observed through the following details in Table 2:

Table 2. Result of Convergence Validity using Average Variance Extracted (AVE)

Variable(s)	Average Variance Extracted (AVE)
Teacher Performance (Y)	0.622
Affective Commitment (Z)	0.705
Civic Virtue Behavior (X2)	0.707
Sportsmanship Behavior (X1)	0.745

The square root AVE value for each outer loading variable studied indicates the acquisition of a value > 0.50 for each construct. Thus, discriminant validity based on the average variance extracted is valid. After the construct can be called valid, the next step is to test the reliability of the research construct.

4.3. Composite Reliability

The reliability calculation results can be observed by acquiring composite reliability values from the indicator block that performs construct measurements. Where the acquisition of composite reliability shows the maximum value if the value is > 0.70, as detailed in Table 3 below:

Table 3. Composite Reliability

Variable(s)	Composite Reliability	Decision
Sportsmanship Behavior (X1)	0.898	Reliable
Civic Virtue Behavior (X2)	0.906	Reliable
Teacher Performance (Y)	0.908	Reliable
Affective Commitment (Z)	0.905	Reliable

4.4. Cronbach's Alpha

The calculation of Cronbach's alpha aims to measure the lower limit of the reliability value of a construct. In this regard, the alpha value should be > 0.7, although a value of 0.6 is still acceptable. The value of Cronbach's alpha for each variable is seen in detail below:

Table 4. Result of Reliability Testing using Cronbach's Alpha

Variable(s)	Cronbach's Alpha	Decision
Sportsmanship (X1)	0.829	Reliable
Civic Virtue (X2)	0.862	Reliable
Performance (Y)	0.879	Reliable
Affective Commitment (Z)	0.861	Reliable

Table 4 captures the Cronbach's alpha of all variables has a value above 0.70. It shows that each variable has met Cronbach's alpha, so it can be concluded that all variables have a good level of reliability.

4.5. Hypothesis Testing

After the model goes through a measurement model test for validity and reliability and a structural model test to test the relationship between its latent constructs, the next process is to test the hypothesis. Based on the subchapters of the formulation of research problems, hypotheses, and the results of the analysis of the structural model or the inner model between the latent constructs of the research model, to answer the research problem formulation and prove the hypothesis, it can be seen from the following table 6 :

Table 5. Result of Hypothesis testing using Path Analysis

Path Analysis	Estimate	t-stats	P-value	Decision
(X2) → (Y)	0.408	3.864	0.000	Supported
(X1) → (Y)	0.210	2.074	0.044	Supported

(Me X ₁) → (Y)	0.232	2.354	0.023	Supported
(Me X ₂) → (Y)	0.204	2.124	0.039	Supported

Hypothesis testing based on the bootstrapping path coefficient calculation in the research model, shows the results of the t-statistics test analysis of the influence of each Sportsmanship and Civic Virtue (X) construct on Performance with Affective Commitment as a moderator variable, which can discuss as presented.

5. Discussion

5.1. Sportsmanship and Teacher Performance

This study found that sportsmanship behavior significantly and positively impacts performance. Therefore, this variable gives the same effect. The indicator does not spend much time complaining about unimportant issues, which is the dominant indicator in shaping performance. Indicators of Sportsmanship behavior are strong enough to influence performance. Reinforced by the perception generated by respondents described and categorized as "Very Good". Improving and maintaining the quality of (OCB) in improving each teacher's performance so that each teacher can further develop teaching ideas and improve performance, work together in teams, and be active in various training activities and work. Thus, the performance itself and the school.

5.2. Civic Virtue Behavior and Teacher Performance

This study found that civic virtue behavior significantly and positively impacts performance. This study does not align with the research variables conducted by Vipraprastha et al. (2018), who reported that the Civic Virtue variable has a negative and insignificant effect on performance. Civic virtue indicates the level of work completed and the quality of work results that create efficiency and effectiveness in completing the work. Efforts to increase work productivity in achieving goals require high Civic Virtue for all personnel in an organization.

5.3. Sportsmanship Performance and Affective Commitment as Moderating Variables.

Discussion of Tolerant Behavior on performance and affective commitment as moderating variables, namely providing answers to formulated problems and hypotheses that reveal Tolerant Behavior impacts performance and affective commitment as moderating has significant and positive results. It can be seen from the results that the estimated value is positive, namely 0.204, which indicates that the direction of the relationship between the Sportsmanship behavior variable, which is moderated by affective commitment, is in the same direction as performance. That is, the higher/greater the value of Sportsmanship behavior will further improve performance with the affective commitment of the teachers in the school. The measure of sportsmanship is behavior that is tolerant of unfavorable conditions in the association without offending criticism, so it will be wiser to help others and build a pleasant workplace. Not complaining indicates following acceptable behavior with coworkers to avoid relationship problems. This behavior is identified with respect and respect for others.

5.4. Civic Virtue Behavior and Teacher Performance moderated by Affective Commitment

Discussion of the behavior of Civic Virtue for performance and affective commitment as moderating variables, namely providing answers to the formulated problems and hypotheses that reveal the relationship between Sportsmanship behavior towards performance and affective commitment as moderating variables have significant and positive results. The fact shows that organizations with employees with Organizational Citizenship Behavior (OCB), such as good civic virtue variables, will perform better than other organizations. Likewise, affective commitment is a moderation between civic virtue and performance. A high affective commitment will continue to be a member in the organization because it desires it. Affective commitment reflects the individual's strength to remain in the organization because the individual agrees with the organization and enjoys working for the organization.

6. Conclusions

The sportsmanship attitude variable has a positive and significant influence on performance. The direction of the relationship between sportsmanship and behavior is unidirectional. Complaining about unimportant issues does not take long" is the dominant indicator in shaping performance. These indicators are sufficient to trigger a sense of sportsmanship among teachers. This statement is based on the results of describing the teacher respondents' perceptions in the "High" category. The Civic Virtue variable has a positive and significant effect on performance. The direction of the relationship between Civic Virtue and performance is unidirectional. Where the teacher "always tries to carry out all the responsibilities given by the school well" is the dominant indicator in shaping performance. This statement is based on the results of describing respondents' perceptions in the "High" category.

Affective commitment moderates the behavior of sportsmanship towards performance. The relationship between Civic Virtue and performance moderated by the affective commitment variable is significant. The direction of the relationship between the variables of Civic Virtue moderated by affective commitment is in the direction of performance. It means that sportsmanship can improve performance through affective commitment. In this study, the direct effect of Sportsmanship behavior on performance is greater than the indirect effect through the performance moderating variable. The results of this study suggest that the moderating variable of affective commitment used is classified as pure moderation, which is a variable that moderates the relationship between the Sportsmanship behavior variable on the performance variable without the pure moderating variable interacting with the predictor variable into a predictor variable.

Affective commitment moderates the relationship between civic virtue behavior and teacher performance. It means that civic virtue can improve performance through affective commitment. In this study, the direct effect of Sportsmanship behavior on performance is smaller than the indirect effect through variables that moderate performance. The results of this study suggest that the moderating variable of affective commitment used is classified as pure moderation, which is a variable that moderates the relationship between variables without pure moderating variables interacting with predictor variables into predictor variables.

The civic virtue variable is more dominant in performance than sportsmanship on performance. The higher the value of civic virtue, the more performance will improve with teachers' affective commitment at school. It is because the affective commitment variable can influence teachers in taking and living the civic virtue given by the school. It is hoped that Al-Azhar Syifa Budi Samarinda School can improve factors that can impact performance variables with other indicators that are not examined. So, it is good for researchers to continue research with variables not examined in this study and information for related parties, especially agencies or parties related to teachers at Al-Azhar Syifa Budi Samarinda School, as consideration for future policy making.

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