

## THE CONTRIBUTION OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR, SELF-EFFICACY, AND INTERPERSONAL COMMUNICATION TO TEACHER PERFORMANCE

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**Abstract:** This study aims to analyze and describe the contribution of organizational citizenship behavior, self-efficacy, and interpersonal communication to the performance of Guidance and Counseling (BK) teachers. The survey was used as a technique in this quantitative research. Guidance and Counseling teachers in Kendari City State Vocational/Advanced High Schools, totaling 60 teachers, became the population in the study. The sample was determined by the total sampling technique, which made the entire population the sample in the study. Questionnaires and interviews were used to collect data. Descriptive and inferential statistics through multiple regression tests are techniques in data analysis. Through the research, it is concluded that organizational citizenship behavior significantly contributes to the performance of counseling teachers in Kendari City State Vocational High Schools, self-efficacy significantly contributes to the performance of counseling teachers in Kendari City State Vocational High Schools, interpersonal communication significantly contributes to the performance of counseling teachers in Kendari City State Vocational High Schools, and organizational citizenship behavior, self-efficacy, and interpersonal communication together significantly contribute to the performance of counseling teachers in Kendari City State Vocational High Schools.

**Keywords:** Organizational Citizenship Behavior, Self-Efficacy, Interpersonal Communication, Teacher Performance

## **INTRODUCTION**

The world of education cannot be separated from the function of teachers as teachers and educators who aim to educate students, who will later educate the nation's future. According to research (Gaol & Sinaga, 2020), a teacher's effectiveness can impact students' understanding of what they are learning. In addition, as educators, teachers are also expected to have the ability to communicate effectively with their students and parents or guardians. This kind of interpersonal contact will link teachers and students, especially to shape students' personalities to avoid deviating from the standard. Interpersonal communication is a tool that can assist educators in solving problems involving the student body. To effectively address the problems their students face, educators must have confidence in their ability to find solutions. In this context, the "cognitive aspect" refers to the "assessment of self-ability." In contrast, the "emotional aspect" refers to the "confidence to manage emotions and stress," and the "behavioral aspect" refers to the "tendency to take actions that support goal achievement."

Within the realm of education, the contribution that behavior demonstrating organizational citizenship makes to teachers' performance can sometimes be quite considerable. The term "organizational citizenship behavior" (OCB) refers to the voluntary efforts made by members of an organization, in addition to their core responsibilities, to improve the well-being of the company (Sandhika & Sobandi, 2018). Behaving in a way that demonstrates organizational citizenship can make for a more upbeat and productive work environment, inspire educators to make greater contributions toward achieving a shared objective, and boost overall academic success. Therefore, developing and supporting organizational citizenship behaviors among education professionals can have a big impact.

Teacher performance needs to be evaluated to determine the effectiveness of a teacher's performance. Related to this, the researcher conducted a preliminary study in early August 2022 to observe the extent of the level of performance of counseling teachers at several state vocational and high schools in Kendari City. The preliminary study was conducted using observation and interview techniques. These two techniques obtained information about the performance of several counseling teachers who became informants. Through observation techniques, it is known that one counseling teacher is reluctant to help colleagues (other counseling teachers) in making administration, such as reports on the results of counseling activities and counseling service implementation plans (RPL). In addition, it was found that there was no initiative in working, so the flow of work was still in the same pattern, without innovation. Information was also obtained through an informant that when making RPLs, he often experienced difficulties but did not know how to discuss them. Asked what caused

this to happen, the informant replied that even though they were in the same work area, they felt that there was no process of working together to prepare the BK administration to welcome the new academic year. Another informant also said that he often experienced a lack of confidence in making RPLs. This resulted in BK teachers becoming anxious when supervision would be carried out by supervisors from the office.

Another informant also explained that conflicts often occur in handling student problems. The cause is related to misunderstandings in communication. Fellow counseling teachers sometimes argue with each other to help handle student problems. Not infrequently, after arguing, communication becomes tenuous. This kind of thing happens, for example, when receiving the arrival of guardians or parents of students. BK teachers point to or give each other instructions so that the teacher meets the parents of students. However, the teacher who was asked to meet with the parents instead ordered back to the teacher who gave the previous order. As a result, there was an argument about who should meet with the parents of the learners. Informants said that this kind of thing often happens and causes workplace discomfort.

The descriptions above illustrate problems related to the performance of counseling teachers in Kendari City State Senior High Schools. Reluctance to help colleagues, lack of confidence in one's ability to prepare learning tools, and disagreement in communication appear based on the preliminary study results. Reluctance to assist at work and without innovation in the study of education management is a term to describe the phenomenon of organizational citizenship behavior. Organizational citizenship behavior is carried out by an employee who voluntarily promotes organizational effectiveness but is not explicitly rewarded by the organization (Velickovska, 2017). Several research results conclude the significance of the effect of organizational citizenship behavior on teacher performance. Based on the study results, it is known that teacher performance is significantly influenced by organizational citizenship behavior. This finding means teacher performance will improve when organizational citizenship behavior is implemented. The findings of this study also inform that organizational citizenship behavior by prioritizing sportsmanship at work that is routinely carried out will increase employee performance achievements, especially in terms of the number of performance results (Antari, 2021).

Another finding obtained based on the preliminary study is related to the self-efficacy of counseling teachers in making their learning tools. This, in the general psychological concept, is referred to as self-efficacy. Self-efficacy is a person's belief or capacity to achieve goals and complete tasks (Khan et al., 2020). Teacher inability in the form of uncertainty or inability to work means that the teacher does not have good self-efficacy. In some research results, information is obtained that

self-efficacy has an attachment to teacher performance. Julita et al., in their research, concluded that teacher performance is positively and directly influenced by 10.57% self-efficacy. It is implied that the quality of teacher activities increases when there is self-efficacy in the teacher. Increased teacher effectiveness will contribute positively to teacher performance, which will be realized through high performance (Julita et al., 2019).

As for conflict with colleagues, it is alleged that it comes from obstructing interpersonal communication among teachers. Communication between two or more people is called interpersonal communication. This form allows each participant to respond to messages from communicators directly in verbal or nonverbal form. It is also stated that the power of interpersonal communication is the most important aspect of human personality (Dwivedi, 2016). This raises the assumption that by communicating effectively, teacher performance will improve. Related to this, there are research results that can strengthen this view. Wardani, through the research results, concluded that teacher performance is positively and directly influenced by interpersonal communication (Wardani, 2020).

Through the descriptions above and the unprecedented research with a study of organizational citizenship behavior, self-efficacy, and interpersonal communication on the performance of counseling teachers in Kendari City State Vocational / Senior High Schools, the author will try to describe the contribution of organizational citizenship behavior, self-efficacy, and interpersonal communication to the performance of counseling teachers. This study aims to analyze and describe the contribution of organizational citizenship behavior, self-efficacy, and interpersonal communication to the performance of Guidance and Counseling (BK) teachers.

## **METHODS**

The type of research conducted was a quantitative survey. The study was conducted in public vocational high schools in Kendari City, with information collected from 12 high schools and six vocational high schools in Kendari City. The participants in this study were sixty counseling teachers who work in school counseling. This population was analyzed. According to (Hardani et al., 2020), the total sampling method was used to select their sample population with the assumption that the participants in this study numbered in the lower range. As a result, the sample size was set at sixty different teachers. Data were obtained using a questionnaire methodology, which included organizational citizenship behavior, self-efficacy, interpersonal communication, and teacher performance surveys. The validity and reliability of the instrument items that make up the questionnaire were evaluated and found to be satisfactory. Data processing and evaluation required the use of descriptive and inferential statistical principles. Described statistics were used to classify

categories of variables. Tiered or ordinal categorization norm classification is displayed in the categorization norm classification. To provide answers to the research hypotheses, inferential statistics were conducted using multiple linear regression tests conducted with the SPSS 20 for Windows program.

## **RESULTS AND DISCUSSIONS**

Some information is obtained by testing the data description through SPSS 20 for Windows. The average score of the sample for the organizational citizenship behavior variable is 49.83. If converted to the existing categorization norms, this score illustrates the organizational citizenship behavior of counseling teachers in Kendari City State Vocational / Senior High Schools at a moderate level. The average sample acquisition for the self-efficacy variable is 46.70. If converted to the existing categorization norms, it illustrates that the level of self-efficacy of counseling teachers in Kendari City State Vocational / Senior High Schools is moderate,

The average sample gain for the interpersonal communication variable is 102.45. If converted to the existing categorization norms, it illustrates that the level of interpersonal communication of counseling teachers in Kendari City State Vocational High Schools is in the moderate category. The average score of the sample for the teacher performance variable is 75.17. If converted to the existing categorization norms, it illustrates that the level of performance of counseling teachers in Kendari City State Vocational High Schools is moderate.

Descriptively, the research results illustrate that all variables studied through this research are in the moderate category. Furthermore, the data were further analyzed through prerequisite data analysis testing to determine the type of statistics used to test the research hypothesis. Because this study consists of four research variables, prerequisite analysis testing is applied before answering the research hypothesis. These prerequisites are testing linearity, normality, multicollinearity, and heteroscedasticity (Setyawarno, 2016). Through the test results, it is known that the data passed the prerequisite testing with a sig. Value that generally exceeds 0.05 as a reference limit for decision-making (Santoso, 2014). For this reason, the research hypothesis was tested using multiple linear regression tests through SPSS 20 for Windows. The results of hypothesis testing are presented in Table 1 below.

**Table 1.** Multiple Regression Modeling with SPSS 20 for Windows

Model	Coefficients				
	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
B	Std. Error	Beta			
(Constant)	16.267	11.665		1.395	.169
1 OCB	.268	.131	.198	2.040	.046
Self-Efficacy	.289	.105	.264	2.748	.008
Komunikasi Interpersonal	.576	.086	.620	6.703	.000

a. Dependent Variable: Kinerja Guru

The results obtained in Table 1 are then described based on each research hypothesis proposed. The explanation is done by analyzing the results obtained in Table 1, which are reinforced by statistical rules in decision-making.

### **The Effect of Organizational Citizenship Behavior on The Performance of Counseling Teachers**

Through the results of partial regression testing in Table 1, the regression model equation  $\hat{Y} = 16.267 + 0.268X$  is obtained. From the equation of this model, information is obtained that the constant value (without the influence of other variables) of counseling teacher performance in Kendari City State Vocational High School is 16.267. This means counseling teachers in vocational high schools in Kendari City have shown their performance. When the organizational citizenship behavior variable enters, there is an increase of 0.268 in the performance of counseling teachers in Kendari City Vocational High Schools. This equation illustrates that there will be an increase of 0.268 when there is an increase in organizational citizenship behavior by one unit. Another result found in Table 1 is that the sig. Value is known to be 0.046. This value is smaller than the  $\alpha$  value of 0.05, indicating that organizational citizenship behavior significantly affects the performance of counseling teachers in Kendari City State Vocational/High Schools.

### **The Effect of Self-Efficacy on The Performance of Counseling Teachers**

Table 1 obtains the regression model equation  $\hat{Y} = 16.267 + 0.289X$ . From the equation of this model, information is received that the constant value (without the influence of other variables) of counseling teacher performance in Kendari City State Vocational High Schools is 16.267. This means counseling teachers in vocational high schools in Kendari City have shown their performance. When the self-efficacy variable is included, there is an increase of 0.289 in the performance of counseling teachers in Kendari City State Vocational High Schools. This illustrates that there will be an increase of 0.289 in teacher performance when self-efficacy increases by one unit. Another result found in Table 1 is that the sig. Value is known to be 0.008. The sig. The value is smaller than the  $\alpha$  value of

0.05, indicating that the performance of counseling teachers in Kendari City State Vocational High Schools is significantly influenced by self-efficacy.

### **The Effect of Interpersonal Communication on The Performance of Counseling Teachers**

The data in Table 1 states that the regression model equation  $\hat{Y} = 16.267 + 0.576X$  is formed. From the equation of this model, information is obtained that the constant value (without the influence of other variables) of counseling teacher performance in Kendari City State Vocational High School is 16.267. This means counseling teachers in vocational high schools in Kendari City have shown their performance. When the interpersonal communication variable is included, there is an increase in the performance of counseling teachers in Kendari City State Vocational High Schools by 0.576. This informs that every one-unit increase in interpersonal communication will increase teacher performance by 0.576. Another result found in Table 1 is that the sig. Value is known to be 0.000. This value is smaller than the  $\alpha$  value of 0.05, indicating that interpersonal communication significantly affects the performance of counseling teachers in Kendari City State Vocational High Schools. The simultaneous effect of organizational citizenship behavior, self-efficacy, and interpersonal communication on the performance of counseling teachers in Kendari City State Vocational High School.

Table 1, through regression testing, shows that the regression model  $\hat{Y} = 16.267 + 0.268X_1 + 0.289X_2 + 0.576X_3$  is formed. From the equation of this model, information is obtained that the constant value (without the influence of other variables) of counseling teacher performance in Kendari City State Vocational High Schools is 16.267. This means counseling teachers in vocational high schools in Kendari City have shown their performance. It can be interpreted as follows if associated with the B score, as presented in Table 1.

1. Organizational citizenship behavior has an effect of 0.268. The meaning of the coefficient is that the performance of counseling teachers will increase by 0.268 or 26.8% when there is a one-unit increase in organizational citizenship behavior.
2. Self-efficacy contributes 0.289 in determining the performance of counseling teachers. The meaning is that the performance of counseling teachers will increase by 0.289 or 28.9% when there is a one-unit increase in self-efficacy.
3. The amount of interpersonal communication that contributes to the performance of counseling teachers is 0.576. This means that when there is a one-unit increase in interpersonal communication, the performance of counseling teachers will also increase by 0.576 or 57.6%.
4. In general, the interpersonal communication variable is the dominant contributor to the teacher performance variable in the regression modeling that occurs with an effect of 0.576.

Other information obtained through testing the fourth hypothesis is about the contribution of organizational citizenship behavior, self-efficacy, and interpersonal communication to the performance of counseling teachers, which is informed through Table 2 as follows.

**Table 2.** Model Summary Regression

*Model Summary*

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.734 <sup>a</sup>	.539	.514	10.736

a. Predictors: (Constant), Interpersonal Communication, Self-Efficacy, OCB

Table 2 shows the correlation between organizational citizenship behavior, self-efficacy, and interpersonal communication with teacher performance is 0.734. This illustrates that the correlation between the four variables of this study is strong. In addition, it is known that the coefficient of determination of the correlation that occurs is 0.539 or 53.9% of the performance of counseling teachers in SMK / SMA Kendari City is formed by organizational citizenship behavior, self-efficacy, and interpersonal communication variables. Other variables form the remaining 46.1%. Table 3 presents the findings about the research hypothesis that the performance of counseling teachers in Kendari City State Vocational/Senior High Schools is significantly influenced by organizational citizenship behavior, self-efficacy, and interpersonal communication.

**Table 3.** Regression Significance Test

**ANOVA<sup>a</sup>**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<i>Regression</i>	7535.918	3	2511.973	21.794	<b>.000<sup>b</sup></b>
1 <i>Residual</i>	6454.416	56	115.257		
Total	13990.333	59			

a. *Dependent Variable:* Kinerja Guru

b. *Predictors:* (Constant), Komunikasi Interpersonal, *Self-Efficacy*, OCB

Table 3 provides information that the sig. 0,000. This magnitude is certainly smaller than the  $\alpha$  value of 0.05. This means organizational citizenship behavior, self-efficacy, and interpersonal communication significantly affect counseling teachers' performance in Kendari City State Vocational High Schools.

## Contribution of Organizational Citizenship Behavior to The Performance of Counseling Teachers

Organizational citizenship behavior is an employee's discretionary action, which implies that this is not behavior that can be imposed as a job requirement, and the initiative starts from the employee (Malekar, 2020). Discretionary behavior means a behavior that arises based on one's wishes and without coercion. Herein lies the meaning of sincerity and sincerity that a teacher should have in performing. It is also stated that interpreting organizational citizenship behavior is increasingly necessary to maintain the organizational social system and the role of employees, in this case, teachers (Pickford & Joy, 2016).

Based on the results of testing the first hypothesis, the regression equation  $\hat{Y} = 16.267 + 0.268X$  is known. This equation illustrates that organizational citizenship behavior can improve teacher performance by 0.268 for every one score increase in organizational citizenship behavior. This regression is significant because the test significance value of 0.046 is below the reference significance level 0.05. This result illustrates that the performance of counseling teachers in Kendari City State Vocational High Schools is influenced by organizational citizenship behavior.

The ability of counseling teachers to develop organizational citizenship behavior is expected to improve teacher performance. A study found that organizational citizenship behavior is negatively correlated with burnout in workers (Malekar, 2020). This illustrates that organizational citizenship behavior can reduce the potential for negative effects in the world of work. Teacher performance will improve when organizational citizenship behavior is improved as well. This is in line with a statement that high organizational citizenship behavior will display positive behaviors and attitudes about the teacher's work and organization so that the teacher will display positive work results. In other words, teachers with organizational citizenship behavior will lead the organization to a higher level of performance (Hutagalung et al., 2020).

The results of this study further strengthen the findings of previous research results. Minarsih (2015), through the results of his research, revealed that the performance of private elementary school teachers in Pedurungan District, Semarang City, was influenced by organizational citizenship behavior with a probability value of 0.017 ( $\square < 0.05$ ). Organizational citizenship behavior contributed to 77% of teacher performance in this study. When organizational citizenship behavior is matured in teachers, performance is predicted to increase without necessarily impacting the institution's financial aspects, considering that organizational citizenship behavior is carried out sincerely and sincerely.

### **The Contribution of Self-Efficacy to The Performance of Counseling Teachers**

Self-efficacy is a person's perceived capability to perform actions or learn at a predetermined level (Schunk & DiBenedetto, 2016). Self-efficacy is how individuals establish a belief that the individual concerned can act and behave positively. Self-efficacy leads teachers to instill confidence in themselves that they can perform optimally. Planting this belief will produce a sense of optimism in oneself that will indirectly improve teacher performance.

The regression equation  $\hat{Y} = 16.267 + 0.289X$  was obtained through hypothesis testing. The results of this test illustrate that self-efficacy can improve the performance of counseling teachers in Kendari City State Vocational / Senior High Schools by 0.289. The coefficient of 0.289, which is positive, explains that self-efficacy positively affects the performance of counseling teachers themselves. Based on the test results, it is found that the significance value of the test is 0.008 ( $\square < 0.05$ ), which means that the effect caused by self-efficacy on the performance of counseling teachers in Kendari City State Vocational High Schools is significant. This proves that self-efficacy is one of the variables that have an important contribution to influencing the performance of counseling teachers in Kendari City State Vocational High Schools.

Self-efficacy is a teacher's belief in their ability to plan, organize, and implement activities necessary to achieve certain educational goals (Song et al., 2018). It takes extensive experience to achieve maximum confidence in teachers. Experience is one of the keys to success in performance. The problems teachers face can be resolved when the teacher has maximum confidence that the problem will be resolved. (Rohmawati & Nurcholis, 2019). It becomes contradictory when individual teachers lack strong and positive beliefs at work. Of course, this will reduce self-confidence to work optimally, so teachers will be pessimistic when facing the assigned tasks. These opinions reinforce the findings of this research, of course. The results of this study also reinforce the findings of previous research results. A SMA PGRI 3 Jakarta study found that teacher self-efficacy affects teacher performance (Sjamsuri & Mulyani, 2019). Through high self-efficacy, teachers will believe they can do their job. This aligns with the opinion that efficacy is the skill to achieve desired or expected results (Khan et al., 2020: 4589).

### **Contribution of Interpersonal Communication to The Performance of Counseling Teachers**

One form of good social interaction is the establishment of interpersonal communication. The meaning of interpersonal communication is the occurrence of face-to-face interaction between two or more people. In this interaction, the sender of the message can deliver the message directly, and the recipient can receive and respond to the message directly (Roem & Sarmiati, 2019). Interpersonal communication is a form of communication that has the potential to influence individual attitudes

and behaviors (Parakhina & Bannikov, 2021). This encourages curiosity to describe whether the performance of counseling teachers in Kendari City State Vocational High Schools is influenced by interpersonal communication.

Based on statistical tests, a regression  $\hat{Y} = 16.267 + 0.576X$  was obtained. This line equation describes that teacher performance is positively influenced by interpersonal communication. The positive coefficient of 0.576 means that if interpersonal communication increases, teacher performance will increase by 0.576. Through regression testing, the  $\square$  value of 0.000 was also obtained so that interpersonal communication is a variable that can predict an increase in teacher performance. In other words, the performance of counseling teachers in Kendari City State Vocational High Schools is also determined by interpersonal communication.

Interpersonal communication is important, especially in a collective communication pattern system (Dwivedi, 2016). Teachers at work will always exchange information with their work environment. Not infrequently, in the exchange of information through communication, there are communication barriers that impact the performance aspects of the teacher. For example, when two teachers are at odds, the situation will cause a breakdown in communication, reducing the effectiveness of the teacher's work.

Well-developed interpersonal communication in a work environment can support work and personal relationships, consultation, conflict management, personnel management, and others (Parakhina & Bannikov, 2021). Interpersonal communication is classified into one-way and two-way communication. It is called one-way when the sender sends a message as a personal reference without expecting feedback, such as when a teacher pauses in a co-teachers room to tell the colleague about an assignment to be completed the next day. This type of communication is faster and easier for the sender because the sender does not have to deal with possible questions or disagreements from the receiver. Two-way communication involves a productive exchange of information between two or more participants. For example, a principal gathers teachers to set project deadlines, solve problems, reward staff, etc. If the concept is carried out effectively, these opinions will help improve the teachers' performance, which will impact the organization's effectiveness.

The study's results that revealed that interpersonal communication has a significant effect on the performance of counseling teachers are similar to the results of previous studies. In a study conducted at MAN 2 Medan Model, it was found that interpersonal communication had an effect of 18.8% on teacher performance with a significance of  $0.036 < 0.05$ , which means that the effect of interpersonal communication on teacher performance is significant (Pohan, 2021). Interpersonal communication can be a parameter for improving teacher performance because it allows two

individuals to exchange verbal and nonverbal information, potentially enhancing performance quality. In line with this statement, interpersonal communication involves gently resolving controversial issues and strengthening employee interaction and cohesion (Parakhina & Bannikov, 2021).

### **The Contribution of Organizational Citizenship Behavior, Self-Efficacy, and Interpersonal Communication Simultaneously to The Performance of Counseling Teachers**

Teacher performance is a supporting factor in the progress of educational achievement. This study will show how organizational citizenship behavior, self-efficacy, and interpersonal communication affect the performance of counseling teachers in Kendari City State Vocational High Schools. The assumption that becomes the reference in this study is that when teachers can work by prioritizing organizational citizenship behavior, in other words, behaving sincerely and sincerely at work, teacher performance will increase. Likewise, when teachers can instill in themselves a strong belief (self-efficacy), no matter how difficult the tasks are assigned, the teacher's performance will also increase. Furthermore, when teachers at work can communicate interpersonally well and build positive and dynamic social interactions, it will increase the performance of the teacher himself.

The equation  $\hat{Y} = 16.267 + 0.268X_1 + 0.289X_2 + 0.576X_3$  is obtained through multiple regression testing. The regression line equation illustrates a positive influence on teacher performance variables given by the three independent variables: organizational citizenship behavior, self-efficacy, and interpersonal communication. The positive coefficient values of the three variables signal that the three independent variables have a positive effect, giving rise to information that organizational citizenship behavior, self-efficacy, and interpersonal communication can improve teacher performance.

Through statistical testing, the coefficient of determination is 53.9%. This proves that organizational citizenship behavior, self-efficacy, and interpersonal communication contribute 53.9% to counseling teacher performance in Kendari City State Vocational / Senior High Schools. In other words, 46.1% of the performance of counseling teachers is the contribution of other variables that are not studied. Furthermore, through testing the significance of the regression model, a significance of 0.000 was obtained. This magnitude is smaller than the test parameter of 0.05, indicating that organizational citizenship behavior, self-efficacy, and interpersonal communication significantly affect counseling teachers' performance in Kendari City State Vocational High Schools.

The mechanism that describes how organizational citizenship behavior, self-efficacy, and interpersonal communication influence teacher performance is as follows. Generally, teachers must have competencies to support their performance in carrying out their duties. Regarding personality,

teachers must have high responsibility, a strong work ethic, self-confidence, and pride in teaching (Rusdiana & Heryati, 2015). This description is a manifestation of performance related to organizational citizenship behavior. Ownership of responsibility, work diligence, self-confidence, and pride in being a teacher are part of civic virtue, which indicates organizational citizenship behavior. Civic virtue will make teachers participate responsibly and constructively (Thiruvankadam & Durairaj, 2017).

Having a healthy mentality is also another thing that should not be underestimated by teachers (Rusdiana & Heryati, 2015). One form of a healthy mentality is optimism at work, which is realized by strong self-belief to deal with pressure. Self-efficacy can cause individual differences in feeling, thinking, and acting. This aspect relates to optimistic beliefs about overcoming various stressors (Siddiqui, 2015). When individuals, in this case teachers, have strong self-efficacy, teachers will be able to deal with pressure at work, so teachers will still be able to show optimal performance. This aligns with the view that individuals with high self-efficacy will choose to do more challenging tasks. Meanwhile, individuals with low self-efficacy are associated with helplessness, anxiety, and depression (Siddiqui, 2015).

Communication factors are also important in developing teacher performance. Teachers must communicate effectively with students, educators, parents/guardians, and the surrounding community (Rusdiana & Heryati, 2015). The multi-directional communication that teachers should do will lead to establishing interpersonal communication. Interpersonal communication that is multi-directional will produce feedback. Different types of feedback may range from direct verbal expressions to facial expressions or changes in body gestures, indicating that the receiver is uncomfortable with a particular message (Parakhina & Bannikov, 2021). Responses and feedback can lead senders to adjust, adapt, or reformulate their messages to facilitate interpersonal communication. It is also worth remembering that interpersonal communication can maintain work and personal relationships and resolve conflicts (Parakhina & Bannikov, 2021). These things will also affect the performance of teachers.

The findings of this study are supported by previous research, which reveals that organizational citizenship behavior and self-efficacy through organizational citizenship behavior affect performance, and communication affects performance (Sunanto et al., 2022). Thus, organizational citizenship behavior, self-efficacy, and interpersonal communication simultaneously affect the performance of counseling teachers in Kendari City State Vocational High Schools. Teacher performance can be improved with increased organizational citizenship behavior, self-efficacy, and interpersonal communication. The implication of the results of this study is the need to provide a psychologically healthy work environment to support the creation of maximum teacher performance.

It is also necessary to provide a communication space that can be a forum for consultation to minimize conflict in the work environment. Thus, all stakeholders related to education are sought to collaborate to create and facilitate the availability of a conducive work environment.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that the performance of counseling teachers in Kendari City State Vocational High School is significantly influenced by organizational citizenship behavior, the performance of counseling teachers in Kendari City State Vocational High School is significantly influenced by self-efficacy, the performance of counseling teachers in Kendari City State Vocational High School is significantly influenced by interpersonal communication, and organizational citizenship behavior, self-efficacy, and interpersonal communication simultaneously affect the performance of counseling teachers in Kendari City State Vocational High School.

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