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**PENGARUH KEPIMPINAN *SERVANT*, PERSONALITI PROAKTIF, CIRI
SOSIAL REKA BENTUK KERJA TERHADAP GELAGAT
KEWARGANEGARAAN ORGANISASI**



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ABSTRAK

Transformasi dalam pendidikan negara, persekitaran pendidikan yang bersifat dinamik dan kemampuan sumber yang terhad tidak membolehkan sekolah berfungsi dengan berkesan sekiranya guru bekerja sekadar memenuhi tugas hakiki mereka sahaja. Oleh itu, sektor pendidikan sangat bergantung kepada guru yang sanggup mempamerkan OCB iaitu gelagat budi bicara yang melangkaui tugas hakiki mereka. Secara khususnya, kajian ini bertujuan untuk menyiasat pengaruh kepemimpinan *servant*, personaliti proaktif, dan ciri sosial reka bentuk kerja terhadap gelagat kewarganegaraan organisasi. Kajian ini turut meneroka kesan pengantaraan ciri sosial reka bentuk kerja terhadap hubungan antara kepemimpinan *servant* dan personaliti proaktif dengan gelagat kewarganegaraan organisasi. Teori pertukaran sosial dan pendekatan relasional digunakan bagi menjelaskan hubungan kait setiap pemboleh ubah dalam model konseptual kajian. Dalam kajian ini, sejumlah 610 soal selidik telah diagihkan kepada guru-guru sekolah menengah kerajaan di Perlis, Kedah, Pulau Pinang dan Perak. Daripada jumlah tersebut, hanya 466 sampel digunakan untuk tujuan analisis. Teknik *Partial Least Squares-Structural Equation Modeling* (PLS-SEM) digunakan untuk menganalisis hubungan langsung dan tidak langsung antara pemboleh ubah-pemboleh ubah kajian. Keputusan kajian mendapati personaliti proaktif dan ciri sosial reka bentuk kerja mempunyai pengaruh secara langsung yang positif dan signifikan dengan gelagat kewarganegaraan organisasi. Tambahan pula, kepemimpinan *servant* mempengaruhi gelagat kewarganegaraan organisasi secara tidak langsung melalui pengantaraan penuh ciri sosial reka bentuk kerja. Sebaliknya, ciri sosial reka bentuk kerja mengantara secara separa bagi hubungan personaliti proaktif dan gelagat kewarganegaraan organisasi. Oleh itu, dapatan kajian ini mencadangkan agar pemimpin sekolah dan pembuat dasar pendidikan menekankan kepada amalan gaya kepemimpinan *servant* dalam kalangan pengetua, membangunkan ciri sosial reka bentuk kerja di sekolah dan menggalakkan guru supaya lebih proaktif untuk meningkatkan gelagat kewarganegaraan organisasi. Akhir sekali, implikasi teoritikal dan praktikal, limitasi, dan cadangan kajian lanjutan turut dibincangkan.

Kata kunci: ciri sosial reka bentuk kerja, gelagat kewarganegaraan organisasi, kepemimpinan *servant*, personaliti proaktif

ABSTRACT

Transformation in the national education, a dynamic education environment, and limited resource capability do not allow schools to function effectively if teachers are solely working on their own tasks. Hence, the educational sector greatly depends on teachers who are willing to exhibit OCB which is discretionary behaviour beyond their own tasks. Particularly, this study aims to investigate the influence of servant leadership, proactive personality, and social job design characteristics towards organizational citizenship behaviour. This study also explores the mediating effect of social job design characteristics towards the relationship between servant leadership and proactive personality with organisational citizenship behaviour. The theory of social exchange and relational approach were used to explain the relationship of each variables in the research conceptual model. In this research, a total of 610 questionnaires were distributed to the public secondary school teachers at Perlis, Kedah, Penang and Perak. From the total, only 466 samples were used for analysis purpose. Partial Least Squares-Structural Equation Modeling (PLS-SEM) techniques was employed to analyse the direct and indirect relationships between the variables. The result revealed that proactive personality and social job design characteristics have a positive and significant direct influence towards organisational citizenship behaviour. Furthermore, servant leadership influences the organisational citizenship behaviour indirectly through full mediation of social job design characteristics. On the contrary, social job design characteristics partially mediated the relationship of proactive personality and organisational citizenship behaviour. Therefore, the findings suggested that the school leaders and policy makers to emphasise on the servant leadership practice among the principals, to develop the social job design characteristics in schools and to encourage teachers to be more proactive in improving the organisational citizenship behaviour. Finally, theoretical and practical implications, limitation, and suggestion for future research were also discussed.

Keywords: social job design characteristics, organisational citizenship behaviour, servant leadership, proactive personality

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SENARAI SINGKATAN

AVE	<i>Average variance extracted</i>
BPDPP	Perancangan Dasar dan Penyelidikan Pendidikan
CMV	<i>Common method variance</i>
CSRBK	Ciri sosial reka bentuk kerja
CWB	<i>Counterproductive work behavior</i>
ERB	<i>Extra-role behavior</i>
EWDM	<i>Extended work design model</i>
HCM	<i>Hierarchical Component Model</i>
HOC	<i>Higher-order component</i>
HTMT	<i>Heterotrait-monotrait</i>
INTLO	Interaksi di luar organisasi
IRB	<i>In-role behavior</i>
ITBM	Institut Terjemahan & Buku Malaysia
IWB	<i>Innovative work behavior</i>
JCM	<i>Job characteristic model</i>
JPN	Jabatan Pendidikan Negeri
KBAT	Kemahiran berfikir aras tinggi
KPM	Kementerian Pendidikan Malaysia
K-SERV	Kepimpinan <i>servant</i>
LMX	<i>Leader-member exchange</i>
LOC	<i>Lower-order component</i>
MBOL	Maklum balas daripada orang lain
OBSE	<i>Organisation-based self-esteem</i>

OCB	<i>Organizational citizenship behavior</i>
OCB-I	Gelagat kewarganegaraan organisasi yang ditujukan kepada individu
OCBIP	<i>OCB from the Islamic Perspective</i>
OCB-O	Gelagat kewarganegaraan organisasi yang ditujukan kepada organisasi
OCBSS	<i>Organizational Citizenship in Schools Scale</i>
PAK-21	Pembelajaran Abad Ke-21
P-J	<i>Person-job</i>
PLS-SEM	<i>Partial Least Squares Structural Equation Modeling</i>
P-O	<i>Person-organization</i>
PP	Personaliti proaktif
PPPM	Pelan Pembangunan Pendidikan Malaysia
PPS	<i>Proactive Personality Scale</i>
SL-28	Ukuran kepimpinan <i>servant</i> 28 item
SL-7	Ukuran kepimpinan <i>servant</i> 7 item
SS	Sokongan sosial
TIMMS	<i>Trends in International Mathematics and Science Study</i>
VAF	<i>Variance accounted for</i>
VIF	<i>Variance inflation factor</i>
WDQ	<i>Work design questionnaire</i>

BAB 1

PENGENALAN

1.1 Pendahuluan

Bab ini dimulakan dengan perbincangan berkaitan latar belakang kajian, kajian awal dan diikuti dengan permasalahan kajian. Seterusnya, bab ini menerangkan tentang soalan kajian dan objektif kajian. Bab ini juga turut mengupas berkaitan kepentingan kajian, skop kajian dan definisi terma kajian. Bab ini diakhiri dengan susun atur bab yang terkandung dalam tesis.

1.2 Latar Belakang Kajian

Cabaran persekitaran yang tidak menentu dan sentiasa berubah menyebabkan organisasi lebih bergantung kepada pekerja sebagai sumber untuk memperolehi kelebihan daya saing. Organisasi tidak lagi berminat kepada pekerja yang hanya ingin mengekalkan keahlian sahaja. Sebaliknya, organisasi mencari kategori pekerja yang sanggup melakukan tugas melangkaui tugas hakiki mereka atau disebut sebagai gelagat budi bicara (Organ, 1990). Pekerja yang sentiasa mempamerkan gelagat budi bicara dapat memenuhi tuntutan dan jangkaan pihak berkepentingan yang kompleks dan pelbagai. Tambahan pula, gelagat budi bicara yang ditunjukkan oleh pekerja secara kolektif dapat menyumbang kepada keberkesanan sesebuah organisasi (Organ, 2018; Podsakoff, Whiting, Podsakoff, & Blume, 2009).

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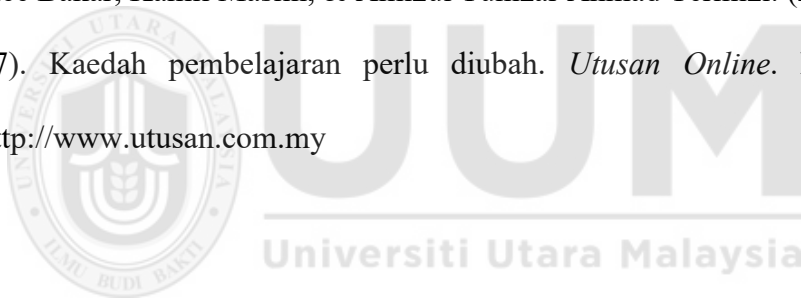
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LAMPIRAN

Lampiran A : ITBM



INSTITUT TERJEMAHAN & BUKU MALAYSIA BERHAD (276206 D)
MALAYSIAN INSTITUTE OF TRANSLATION & BOOKS
 Wisma ITBM, No. 2 Jalan 2/27E, Seksyen 10,
 Wangsa Maju, 53300 Kuala Lumpur, Malaysia.
 Tel: 603-4145 1800 (ext: 1850) Fax: 603-4143 2939

RESIT RASMI / OFFICIAL RECEIPT

ASNANI BINTI BAHARI
 NO. 17, KAMPUNG CHEPOH, LORONG SERI HUJUNG, 05300
 ALOR SETAR, ,
 05300
 KEDAH
 MALAYSIA

No Resit : RN000113803
 No Pendaftaran GST : 001505165312
 No SRF : SRF000078798

U/P: Tarikh / Date : 15/12/2016

U.P / Attn :

Bayaran Untuk / Payment for

BIL. (NO.)	PERKARA (PARTICULARS)	JUMLAH HARGA (RM) TOTAL AMOUNT (RM)
1	TERJEMAHAN No. SRF : SRF000078798, Jenis Perkhidmatan : TERJEMAHAN Nama Dokumen : SOAL SELIDIK / QUESTIONNAIRE Judul Dokumen : SOAL SELIDIK Bahasa Asal : B.INGGERIS / ENGLISH Bahasa Sasaran : B.MELAYU / MALAY	450.00
	KOS PENGHANTARAN / DELIVERY COST	10.00
	JUMLAH GST / TOTAL GST (6%)	27.00
	JUMLAH HARGA SEBELUM PENGGENAPAN / TOTAL PRICE BEFORE ROUNDING	487.00
	JUMLAH HARGA SELEPAS PENGGENAPAN / TOTAL PRICE AFTER ROUNDING	487.00
	BAYARAN TERDAHULU / PREVIOUS PAYMENT	0.00
	JUMLAH BAYARAN / TOTAL PAYMENT	487.00

CARA BAYARAN / MODE OF PAYMENT
 OTHERS : MBB TRANSFER 15/12/2016 11:20AM

Tandatangan / Cop Syarikat
 Signature and Company Stamp



MASLIZA MOHD HAMARUDDIN

Peringatan

Setiap salinan tambahan akan dikenakan bayaran RM 5.00 sehalaman. Walau bagaimanapun, salinan tambahan akan dikeluarkan hanya bagi bahan terjemahan yang tidak melebihi TIGA (3) bulan dari tarikh siap bahan. ITBM tidak akan menyimpan mana-mana bahan terjemahan yang melebihi had tempoh tersebut.

Each additional copy of translation shall be charged RM 5.00 per page. Additional copies shall be issued only for translation not more than THREE months from the date of completion. ITBM shall not store any translators exceeding that period.

Penyembuhan emosi:
Saya akan meminta pertolongan daripada pengetua saya jika saya mempunyai masalah peribadi.
Pengetua saya mengambil berat tentang kesejahteraan peribadi saya.
Pengetua saya meluangkan masa untuk bercakap dengan saya mengenai hal peribadi.
Pengetua saya boleh menyedari bahawa saya sedang bersedih tanpa bertanya kepada saya.
Mewujudkan nilai bagi komuniti:
Pengetua saya menekankan kepentingan memberi sumbangan kepada komuniti.
Pengetua saya sentiasa berminat untuk membantu anggota masyarakat dalam komuniti kami.
Pengetua saya terlibat dalam aktiviti masyarakat.
Saya digalakkan oleh pengetua saya untuk melakukan kerja sukarela dalam komuniti.
Kemahiran konseptual:
Pengetua saya boleh mengetahui jika ada sesuatu yang tidak kena berlaku.
Pengetua saya mampu untuk berfikir secara berkesan untuk menyelesaikan masalah yang rumit.
Pengetua saya mempunyai pemahaman yang menyeluruh tentang organisasi kami dan matlamatnya.
Pengetua saya boleh menyelesaikan masalah kerja dengan menggunakan idea yang baharu atau kreatif.
Memberi kuasa:
Pengetua saya memberi tanggungjawab kepada saya untuk membuat keputusan penting tentang kerja saya.
Pengetua saya menggalakkan saya untuk mengendalikan sendiri keputusan kerja yang penting.
Pengetua saya memberi kebebasan kepada saya untuk menangani situasi yang sukar dengan cara yang saya fikirkan paling wajar.
Apabila saya perlu untuk membuat keputusan penting di tempat kerja, saya tidak perlu merujuk kepada pengetua saya terlebih dahulu.
Membantu orang bawahan berkembang dan mencapai kejayaan:
Pengetua saya menjadikan perkembangan kerjaya saya sebagai satu keutamaan.
Pengetua saya berminat untuk memastikan bahawa saya mencapai matlamat kerjaya saya.
Pengetua saya membekalkan saya dengan pengalaman kerja yang membolehkan saya menguasai kemahiran baharu.
Pengetua saya ingin mengambil tahu tentang matlamat kerjaya saya.
Mendahulukan orang bawahan:
Pengetua saya kelihatan lebih mementingkan kejayaan saya daripada kejayaannya sendiri.
Pengetua saya mengutamakan kepentingan saya berbanding kepentingannya sendiri.
Pengetua saya mengorbankan kepentingannya untuk memenuhi keperluan saya.
Pengetua saya melakukan apa yang terdaya untuk memudahkan kerja saya.
Berkelakuan secara beretika:
Pengetua saya berpegang pada tahap etika yang tinggi.
Pengetua saya sentiasa jujur.



Pengetua saya tidak akan menjejaskan prinsip etika demi mencapai kejayaan.
Pengetua saya lebih menghargai kejujuran berbanding keuntungan.
Penetapan hala tuju:
Menyedarkan kakitangan tentang matlamat keseluruhan.
Membantu menjelaskan sebab bagi inisiatif penambahbaikan sekolah anda.
Menyediakan bantuan yang berguna kepada anda dalam menetapkan matlamat jangka pendek untuk pengajaran dan pembelajaran.
Menaruh harapan yang tinggi terhadap kerja anda yang berkait dengan pelajar.
Pembangunan insan:
Memberi anda sokongan individu untuk membantu anda memperbaiki amalan pengajaran anda.
Menggalakkan anda mempertimbangkan idea baharu untuk pengajaran anda.
Menjadi model bagi tahap amalan profesional yang tinggi.
Mewujudkan persekitaran yang penuh sikap ambil berat dan amanah.
Menggalakkan pembangunan kepimpinan dalam kalangan guru.
Mereka bentuk semula organisasi:
Menggalakkan kerjasama antara kakitangan.
Memastikan penglibatan yang meluas dalam membuat keputusan tentang penambahbaikan sekolah.
Melibatkan ibu bapa dalam usaha penambahbaikan sekolah.
Berkesan dalam membina sokongan komuniti untuk usaha penambahbaikan sekolah.
Menambah baik program pengajaran:
Menyediakan atau memperuntukkan sumber untuk membantu kakitangan menambah baik pengajaran mereka.
Sentiasa memantau aktiviti bilik darjah.
Selepas memantau aktiviti bilik darjah, berbincang dengan guru untuk menambah baik pengajaran mereka.
Sering membincangkan tentang isu-isu pendidikan dengan anda.
Menampan/menghalang guru daripada gangguan terhadap pengajaran mereka.
Menggalakkan anda menggunakan data dalam kerja anda.
Menggalakkan penggunaan data dalam merancang keperluan pelajar secara individu.
Saya sentiasa mencari cara baharu untuk memperbaiki kehidupan saya.
Di mana-mana sahaja saya pergi, saya menjadi penggerak kepada sesuatu perubahan yang membina.
Tiada yang lebih menarik daripada melihat idea saya menjadi realiti.
Jika saya melihat sesuatu yang saya tidak suka, saya akan memperbaikinya.
Tidak kira apa jua cabaran, jika saya percaya terhadap sesuatu, saya akan menjadikannya satu kenyataan.
Saya suka memperjuangkan idea saya, walaupun mendapat tentangan orang lain.
Saya hebat dalam mengenal pasti peluang.
Saya sentiasa mencari cara yang lebih baik untuk melakukan sesuatu.
Jika saya percaya dengan sesuatu idea, tiada halangan yang akan menghalang saya daripada menjadikannya satu kenyataan.
Saya boleh melihat peluang yang baik sebelum orang lain mengetahui tentang peluang



tersebut.
Saya mempunyai peluang untuk membina hubungan persahabatan yang erat dalam kerja saya.
Saya mempunyai peluang untuk mengenali orang lain dalam kerja saya.
Saya mempunyai peluang untuk berjumpa dengan yang lain dalam kerja saya.
Pengetua saya mengambil berat tentang kebajikan orang yang bekerja untuknya.
Orang yang bekerja dengan saya berminat mengambil tahu tentang diri saya.
Saya bekerja dengan orang yang peramah.
Pekerjaan saya memerlukan saya menyelesaikan kerja saya sebelum orang lain menyiapkan kerja mereka.
Kerja orang lain bergantung secara langsung pada kerja saya.
Orang lain tidak dapat menyelesaikan kerja mereka, melainkan saya menyiapkan kerja saya terlebih dahulu.
Aktiviti kerja sangat dipengaruhi oleh kerja orang lain.
Kerja saya bergantung pada kerja yang dilakukan oleh banyak orang yang berbeza untuk menyiapkannya.
Kerja saya tidak boleh diselesaikan melainkan orang lain melakukan kerja mereka.
Kerja saya memerlukan saya menghabiskan banyak masa dengan orang di luar sekolah saya.
Kerja saya melibatkan interaksi dengan orang yang bukan ahli sekolah saya.
Dalam menjalankan kerja saya, saya sering berkomunikasi dengan orang yang tidak bekerja di sekolah saya.
Kerja saya melibatkan banyak interaksi dengan orang di luar sekolah saya.
Saya menerima banyak maklumat daripada pengetua dan rakan sekerja saya tentang prestasi kerja saya.
Orang lain di sekolah saya, seperti pengetua dan rakan sekerja saya, memberi maklumat tentang keberkesanan (contohnya, kualiti dan kuantiti) prestasi kerja saya.
Saya menerima maklum balas tentang prestasi saya daripada orang lain di sekolah (seperti pengetua atau rakan sekerja saya).
Gelagat Kewarganegaraan Organisasi:
Saya menolong pelajar pada masa lapang saya.
Saya banyak membazir waktu kelas.
Saya membantu guru baharu dengan sukarela.
Saya sukarela berkhidmat dalam jawatankuasa baharu.
Saya sukarela menaja aktiviti kokurikulum.
Saya tiba di tempat kerja dan mesyuarat tepat pada masanya.
Saya mengambil inisiatif untuk memperkenalkan diri saya kepada guru pengganti dan membantu mereka.
Saya memulakan kelas dengan segera dan menggunakan waktu kelas dengan efektif.
Saya memberi notis awal tentang perubahan dalam jadual atau rutin kepada rakan sekerja saya.
Saya memberi tugas remeh yang berlebihan.
Jawatankuasa saya dalam sekolah ini berfungsi secara produktif.
Saya membuat cadangan yang inovatif untuk meningkatkan kualiti sekolah ini secara keseluruhannya.



UUM

Makui sebagai Terjemahan yang Sah daripada
Dokumen yang Dibekalkan oleh Pelanggan

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Seksyen 10, Wangsa Maju
53300 Kuala Lumpur
MALAYSIA
www.itbm.com.my
(276206D)

Disahkan bagi pihak ITBM

Jasmani Mardi

Eksekutif Kanan

Tandatangan :

No. Rujukan : 78798

Tarikh : 22 DEC 2016

Emotional healing:
I would seek help from my principal if I had a personal problem.
My principal cares about my personal well-being.
My principal takes time to talk to me on a personal level.
My principal can recognize when I'm down without asking me.
Creating value for the community:
My principal emphasizes the importance of giving back to the community.
My principal is always interested in helping people in our community.
My principal is involved in community activities.
I am encouraged by my principal to volunteer in the community.
Conceptual skills:
My principal can tell if something is going wrong.
My principal is able to effectively think through complex problems.
My principal has a thorough understanding of our organization and its goals.
My principal can solve work problems with new or creative ideas.
Empowering:
My principal gives me the responsibility to make important decisions about my job.
My principal encourages me to handle important work decisions on my own.
My principal gives me the freedom to handle difficult situations in the way that I feel is best.
When I have to make an important decision at work, I do not have to consult my principal first.
Helping subordinates grow and succeed:
My principal makes my career development a priority.
My principal is interested in making sure that I achieve my career goals.
My principal provides me with work experiences that enable me to develop new skills.
My principal wants to know about my career goals.
Putting subordinates first:
My principal seems to care more about my success than his/her own.
My principal puts my best interests ahead of his/her own.
My principal sacrifices his/her own interests to meet my needs.
My principal does what she/he can do to make my job easier.
Behaving ethically:
My principal holds high ethical standards.
My principal is always honest.
My principal would not compromise ethical principles in order to achieve success.
My principal values honesty more than profits.
Direction setting:
Gives staff a sense of overall purpose.
Helps clarify the reasons for your school's improvement initiatives.

Provides useful assistance to you in setting short-term goals for teaching and learning.
Demonstrates high expectations for your work with students.
Developing people:
Gives you individual support to help you improve your teaching practices.
Encourages you to consider new ideas for your teaching.
Models a high level of professional practice.
Develops an atmosphere of caring and trust.
Promotes leadership development among teachers.
Redesigning the organization:
Encourages collaborative work among staff.
Ensures wide participation in decisions about school improvement.
Engages parents in the school's improvement efforts.
Is effective in building community support for the school's improvement efforts.
Improving the instructional program:
Provides or locates resources to help staff improve their teaching.
Regularly observes classroom activities.
After observing classroom activities, works with teachers to improve their teaching.
Frequently discusses educational issues with you.
Buffers teachers from distractions to their instruction.
Encourages you to use data in your work.
Encourages data use in planning for individual student needs.
I am constantly on the lookout for new ways to improve my life.
Wherever I have been, I have been a powerful force for constructive change.
Nothing is more exciting than seeing my ideas turn into reality.
If I see something I don't like, I fix it.
No matter what the odds, if I believe in something I will make it happen.
I love being a champion for my ideas, even against others' opposition.
I excel at identifying opportunities.
I am always looking for better ways to do things.
If I believe in an idea, no obstacle will prevent me from making it happen.
I can spot a good opportunity long before others can.
I have the opportunity to develop close friendships in my job.
I have the chance in my job to get to know other people.
I have the opportunity to meet with others in my work.
My principal is concerned about the welfare of the people that work for him/her.
People I work with take a personal interest in me.
People I work with are friendly.
The job requires me to accomplish my job before others complete their job.
Other jobs depend directly on my job.
Unless my job gets done, other jobs cannot be completed.
The job activities are greatly affected by the work of other people.
The job depends on the work of many different people for its completion.

My job cannot be done unless others do their work.
The job requires spending a great deal of time with people outside my school.
The job involves interaction with people who are not members of my school.
On the job, I frequently communicate with people who do not work for the same school as I do.
The job involves a great deal of interaction with people outside my school.
I receive a great deal of information from my principal and colleagues about my job performance.
Other people in the school, such as principal and colleagues, provide information about the effectiveness (e.g., quality and quantity) of my job performance.
I receive feedback on my performance from other people in my school (such as my principal or colleagues).
Organizational citizenship behavior:
I help students on my own time.
I waste a lot of class time.
I voluntarily help new teachers.
I volunteer to serve on new committees.
I volunteer to sponsor extracurricular activities.
I arrive to work and meetings on time.
I take the initiative to introduce myself to substitutes and assist them.
I begin class promptly and use class time effectively.
I give colleagues advanced notice of changes in schedule or routine.
I give an excessive amount of busy work.
My committee in this school works productively.
I make innovative suggestions to improve the overall quality of this school.



Lampiran B : Instrumen Kajian

No. Rujukan:

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KAJIAN GELAGAT KEWARGANEGARAAN ORGANISASI DALAM KALANGAN GURU DI MALAYSIA

Tuan/Puan,

Kajian ini bertujuan untuk mengetahui sejauh mana gaya kepimpinan pengetua, personaliti guru dan ciri-ciri sosial reka bentuk kerja dapat mempengaruhi gelagat kewarganegaraan organisasi dalam kalangan guru di Malaysia.

Saya sangat berterima kasih sekiranya tuan/puan dapat meluangkan masa 15 minit untuk melengkapkan soal selidik ini. Kesemua maklumat yang diberikan hanya akan digunakan bagi tujuan penyelidikan semata-mata.

Kesudian tuan/puan menjawab soal selidik ini didahului dengan ucapan ribuan terima kasih.

Penyelidik,
ASNANI BAHARI
Tel: 012-4321598
Email: asnani.kuin@gmail.com

BAHAGIAN A:

GELAGAT KEWARGANEGARAAN ORGANISASI

ARAHAN: Bahagian ini mengukur sejauh mana gelagat kewarganegaraan organisasi dalam kalangan guru. Sila bulatkan nombor yang paling tepat menerangkan gelagat kewarganegaraan organisasi anda.

		Sangat tidak setuju	Tidak setuju	Agak tidak setuju	Tidak pasti	Agak setuju	Setuju	Sangat setuju
1	Saya menolong pelajar pada masa lapang saya.	1	2	3	4	5	6	7
2	Saya banyak membazir waktu kelas.	1	2	3	4	5	6	7
3	Saya membantu guru baharu dengan sukarela.	1	2	3	4	5	6	7
4	Saya sukarela berkhidmat dalam jawatankuasa baharu.	1	2	3	4	5	6	7
5	Saya sukarela menaja aktiviti kokurikulum.	1	2	3	4	5	6	7
6	Saya tiba di sekolah tepat pada masanya.	1	2	3	4	5	6	7
7	Saya hadir di mesyuarat tepat pada masanya.	1	2	3	4	5	6	7
8	Saya mengambil inisiatif untuk memperkenalkan diri saya kepada guru ganti dan membantu mereka.	1	2	3	4	5	6	7
9	Saya memulakan kelas dengan segera.	1	2	3	4	5	6	7
10	Saya menggunakan waktu kelas dengan efektif.	1	2	3	4	5	6	7

		Sangat tidak setuju	Tidak setuju	Agak tidak setuju	Tidak pasti	Agak setuju	Setuju	Sangat setuju
11	Saya memberi notis lebih awal tentang sebarang perubahan dalam jadual atau aktiviti kepada rakan sekerja saya.	1	2	3	4	5	6	7
12	Saya memberi tugas remeh yang berlebihan.	1	2	3	4	5	6	7
13	Jawatankuasa yang saya sertai dalam sekolah ini berfungsi secara produktif.	1	2	3	4	5	6	7
14	Saya memberi cadangan yang inovatif untuk meningkatkan kualiti sekolah ini secara keseluruhannya.	1	2	3	4	5	6	7



BAHAGIAN B:

REKA BENTUK KERJA

ARAHAN: Bahagian ini mengandungi pernyataan yang berkaitan dengan aspek sosial dalam profesion keguruan. Sila bulatkan nombor yang paling tepat menerangkan persepsi anda terhadap ciri-ciri sosial yang wujud di sekolah anda.

		Sangat tidak setuju	Tidak setuju	Tidak pasti	Setuju	Sangat setuju
1	Saya mempunyai peluang untuk membina hubungan persahabatan yang erat dalam kerja saya.	1	2	3	4	5
2	Pengetua saya mengambil berat tentang kebajikan orang yang bekerja dengannya.	1	2	3	4	5
3	Kerja saya memerlukan saya menghabiskan banyak masa dengan orang di luar sekolah saya.	1	2	3	4	5
4	Saya menerima banyak maklum balas daripada pengetua dan rakan sekerja saya tentang prestasi kerja saya.	1	2	3	4	5
5	Saya mempunyai peluang untuk mengenali orang lain dalam kerja saya.	1	2	3	4	5
6	Orang yang bekerja dengan saya berminat mengambil tahu tentang diri saya.	1	2	3	4	5
7	Kerja saya melibatkan interaksi dengan orang yang bukan warga sekolah ini.	1	2	3	4	5
8	Orang lain di sekolah saya, seperti pengetua dan rakan sekerja saya, memberi maklum balas tentang keberkesanan (contohnya, kualiti dan kuantiti) prestasi kerja saya.	1	2	3	4	5
9	Saya mempunyai peluang untuk berjumpa dengan orang lain dalam kerja saya.	1	2	3	4	5
10	Dalam menjalankan kerja saya, saya sering berkomunikasi dengan orang yang tidak bekerja di sekolah saya.	1	2	3	4	5

		Sangat tidak setuju	Tidak setuju	Tidak pasti	Setuju	Sangat setuju
11	Saya menerima maklum balas tentang prestasi saya daripada orang lain di sekolah (seperti pengetua atau rakan sekerja saya).	1	2	3	4	5
12	Saya bekerja dengan orang yang peramah.	1	2	3	4	5
13	Kerja saya melibatkan banyak interaksi dengan orang di luar sekolah saya.	1	2	3	4	5



UUM
Universiti Utara Malaysia

BAHAGIAN C:

KEPIMPINAN SEKOLAH

ARAHAN: Sila baca pernyataan berikut dan bulatkan nombor yang paling tepat menerangkan persepsi anda terhadap gaya kepimpinan pengetua di sekolah anda sekarang.

		Sangat tidak setuju	Tidak setuju	Tidak pasti	Setuju	Sangat setuju
1	Pengetua saya boleh mengetahui jika ada sesuatu yang tidak kena berlaku.	1	2	3	4	5
2	Pengetua saya menjadikan perkembangan kerjaya saya sebagai satu keutamaan.	1	2	3	4	5
3	Saya akan meminta pertolongan daripada pengetua saya jika saya mempunyai masalah peribadi.	1	2	3	4	5
4	Pengetua saya menekankan kepentingan memberi sumbangan kepada komuniti.	1	2	3	4	5
5	Pengetua saya mengutamakan kepentingan saya berbanding kepentingannya sendiri.	1	2	3	4	5
6	Pengetua saya memberi kebebasan kepada saya untuk menangani situasi yang sukar dengan cara yang saya fikirkan paling wajar.	1	2	3	4	5
7	Pengetua saya TIDAK akan menjejaskan prinsip etika demi mencapai kejayaan.	1	2	3	4	5

BAHAGIAN D:

PERSONALITI

ARAHAN: Pernyataan di bawah menunjukkan tahap persetujuan anda terhadap aspek personaliti. Sila bulatkan jawapan yang paling tepat menerangkan personaliti anda.

		Sangat tidak setuju	Tidak setuju	Tidak pasti	Setuju	Sangat setuju
1	Saya sentiasa mencari cara baharu untuk memperbaiki kehidupan saya.	1	2	3	4	5
2	Di mana-mana saya pergi, saya menjadi penggerak kepada sesuatu perubahan yang membina.	1	2	3	4	5
3	Tiada yang lebih menarik daripada melihat idea saya menjadi realiti.	1	2	3	4	5
4	Jika saya melihat sesuatu yang saya tidak suka, saya akan memperbaikinya.	1	2	3	4	5
5	Tidak kira apa jua cabaran, jika saya percaya terhadap sesuatu, saya akan menjadikannya satu kenyataan.	1	2	3	4	5
6	Saya suka memperjuangkan idea saya, walaupun mendapat tentangan daripada orang lain.	1	2	3	4	5
7	Saya hebat dalam mengenal pasti peluang.	1	2	3	4	5
8	Saya sentiasa mencari cara yang lebih baik untuk melakukan sesuatu.	1	2	3	4	5
9	Jika saya percaya dengan sesuatu idea, tiada halangan yang akan menghalang saya daripada menjadikannya satu kenyataan.	1	2	3	4	5
10	Saya boleh melihat peluang yang baik sebelum orang lain mengetahui tentang peluang tersebut.	1	2	3	4	5

BAHAGIAN E:

MAKLUMAT DEMOGRAFI

Bahagian ini menyoal mengenai maklumat diri dan pekerjaan anda. **Maklumat ini akan dirahsiakan.** Tandakan (/) dalam kotak yang berkenaan.

1. Jantina: Lelaki Perempuan
2. Umur:
 Di bawah 31 tahun 41 - 45 tahun
 31 - 35 tahun Melebihi 45 tahun
 36 - 40 tahun
3. Bangsa:
 Melayu
 Cina
 India
 Lain-lain (nyatakan) _____
4. Taraf perkahwinan:
 Bujang Berkahwin Ibu/Bapa Tunggal
5. Kelulusan akademik tertinggi:
 Sijil Perguruan Ijazah Sarjana Muda
 Diploma Perguruan Ijazah Sarjana/Phd.
6. Pengalaman mengajar:
 Kurang 5 tahun 13 – 20 tahun
 5 – 12 tahun Melebihi 20 tahun
7. Tempoh berkhidmat di sekolah ini:
 2 - 5 tahun 16 – 20 tahun
 6 – 10 tahun 20 tahun dan lebih
 11 – 15 tahun

8. Nyatakan jawatan yang disandang (jika ada):
- Penolong Kanan
 - Ketua Bidang
 - Ketua Panitia
 - Guru Akademik Biasa
9. Kategori sekolah:
- Bandar
 - Luar bandar
10. Jenis sekolah:
- Sekolah Menengah Kebangsaan (SMK)
 - Sekolah Berasrama Penuh (SBP)
 - Sekolah Menengah Kebangsaan Agama (SMKA)
 - Sekolah Menengah Agama (SABK)
 - Sekolah Menengah Teknik/Vokasional/Kolej Vokasional
11. Program sekolah (jika berkenaan):
- Sekolah Kluster Kecemerlangan
 - Sekolah Berprestasi Tinggi
 - Sekolah Bestari
 - Sekolah Amanah
 - Sekolah Harian Biasa
 - Lain-lain (nyatakan)_____

-TERIMA KASIH DI ATAS KERJASAMA ANDA-

Lampiran C : Surat Kebenaran



KEMENTERIAN PENDIDIKAN MALAYSIA
MINISTRY OF EDUCATION MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
EDUCATIONAL PLANNING AND RESEARCH DIVISION
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT Pentadbiran Kerajaan Persekutuan
62604 PUTRAJAYA



KEMENTERIAN
PENDIDIKAN
MALAYSIA

Telefon : 03-8884 6500
Faks : 03-8884 6439
Laman Web : www.moe.gov.my

Ruj. Kami : KPMS-600-3/2/3 Jld 11 (17)

Tarikh : 13 Disember 2016

Asnani binti Bahari
K.P.: 740528086310

No 17 Kampung Chepoh
Lorong Seri Hujung
05300 Alor Setar
Kedah

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT PENDIDIKAN GURU, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan.

"Kajian Gelagat Kewarganegaraan Organisasi dalam Kalangan Guru di Malaysia"

3. Kelulusan ini adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada Bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **15 Januari 2017 hingga 30 Jun 2017**.

5. Tuan juga mesti menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat Pdf di dalam CD kepada Bahagian ini. Tuan diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Seikian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DR ROSLI BIN ISMAIL)
Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia



s.k

1. Pengarah
Jabatan Pendidikan Negeri Kedah
2. Pengarah
Jabatan Pendidikan Negeri Perlis
3. Pengarah
Jabatan Pendidikan Negeri Perak
4. Pengarah
Jabatan Pendidikan Negeri Pulau Pinang





JABATAN PENDIDIKAN NEGERI KEDAH
KOMPLEKS PENDIDIKAN, JALAN STADIUM
05604 ALOR SETAR
KEDAH DARUL AMAN



Telefon : 04-740 4000
Faks : 04-740 4342
Laman Web : www.jpn.moe.gov.my/jpnkedah

"MUFAKAT KEDAH"

Ruj Kami : JPK, SPS.UPP 600-1/1/2(52)
Tarikh : 29 Disember 2016

Asnani binti Bahari
No.17, Kampung Chepoh
Lorong Seri Hujung
05300 Alor Setar
Kedah Darul Aman

Tuan,

**Kebenaran Untuk Menjalankan Kajian/ Soal Selidik di Jabatan Pendidikan Negeri /
Pejabat Pendidikan Daerah dan Sekolah – Sekolah di Negeri Kedah Darul Aman**

Saya dengan hormatnya diarah merujuk kepada perkara tersebut di atas.

2. Dimaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian yang bertajuk
" **Kajian Gelagat Kewarganegaraan Organisasi dalam Kalangan Guru di Malaysia** " telah
diluluskan.

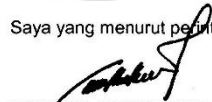
3. Kelulusan ini adalah berdasarkan kepada apa yang terkandung di dalam cadangan
penyelidikan yang tuan/puan kemukakan ke Kementerian Pendidikan Malaysia. Tuan/Puan
dikehendaki mengemukakan senaskah laporan akhir kajian setelah selesai kelak dan diingatkan
supaya mendapat kebenaran terlebih dahulu daripada Jabatan ini sekiranya sebahagian atau
sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum, seminar atau
diumumkan kepada media.

4. Kebenaran ini adalah tertakluk kepada persetujuan Pengetua sekolah berkenaan dan adalah
sah bermula dari **15 Januari 2016 sehingga 30 Jun 2017**.

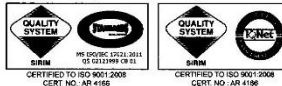
Sekian, terima kasih.

" BERKHIDMAT UNTUK NEGARA "
" MUFAKAT KEDAH "
" PENDIDIKAN CEMERLANG KEDAH TERBILANG "

Saya yang menurut perintah,


(ABDULLAH BIN ABDULL MANAF)
Penolong Pengarah Kanan (Ketua Unit)
Unit Perhubungan dan Pendaftaran
Sektor Pengurusan Sekolah
b.p. Pengarah Pendidikan Negeri Kedah Darul Aman

"1 Malaysia: Rakyat Didahulukan, Pencapaian Diutamakan"
Sila catatkan rujukan Jabatan ini apabila berhubung





JABATAN PENDIDIKAN NEGERI PERAK
JALAN TUN ABDUL RAZAK
30640 IPOH, PERAK DARUL RIDZUAN



Tel : +605 501 5000
Faks : +605 527 7273
Laman Web : <http://jpnperak.moe.gov.my>

“1MALAYSIA : RAKYAT DIDAHULUKAN PENCAPAIAN DIUTAMAKAN”

Ruj. Tuan :
Ruj. Kami : J. Pel. Pk (AM)5114/4 Jld.23 (40)
Tarikh : 12 Januari 2017

ASNANI BT. BAHARI,
No. 17, Kampung Chepo,
Lorong Seri Hujung,
05300 Alor Setar,
Kedah Darul Aman.

Tuan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH - SEKOLAH
DI NEGERI PERAK DI BAWAH JABATAN PENDIDIKAN NEGERI PERAK**

Sukacitanya perkara di atas di rujuk dan surat tuan diterima pada 3 Januari 2017 serta surat dari Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia, Rujukan : KPMSP.600-3/2/3 Jld 33 (34), bertarikh 13 Disember 2016 adalah berkaitan.

2. Schubungan dengan itu, dimaklumkan bahawa Jabatan Pendidikan Negeri Perak **tiada halangan** untuk membenarkan pihak tuan menjalankan kajian “**Kajian Gelagat Kewarganegaraan Organisasi dalam Kalangan Guru di Malaysia**” seperti dinyatakan dalam surat tuan dengan syarat-syarat berikut :-

- 2.1 Pihak tuan perlu mendapatkan kebenaran terlebih dahulu daripada Pegawai Pendidikan Daerah dan Pengetua sekolah untuk menggunakan sampel kajian;
- 2.2 Kajian yang dijalankan hendaklah tidak mengganggu proses pengajaran dan pembelajaran yang telah ditetapkan oleh pihak sekolah;
- 2.3 Pihak tuan bertanggungjawab menjaga keselamatan dan kebajikan guru-guru yang terlibat dalam kajian ini;
- 2.4 Pihak tuan hendaklah bertanggungjawab menanggung semua kos kajian;
- 2.5 Guru-guru/ murid tidak boleh dipaksa terlibat dengan kajian ini;

Perak Excellent

Sila catitkan rujukan Jabatan ini apabila berhubung




- 2.6 Pihak tuan dipohon agar mengemukakan **satu (1) salinan laporan kajian dalam tempoh 30 hari** ke jabatan ini selepas kajian tersebut dilaksanakan; dan
- 2.7 Tiada sebarang implikasi kewangan terhadap Jabatan Pendidikan Negeri Perak, Pejabat Pendidikan Daerah dan pihak sekolah.
3. Sukacita juga dingatkan sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa, pihak tuan perlulah **mendapatkan kebenaran terlebih dahulu** daripada Bahagian Perancangan dan Penyelidikan Dasar Pendidikan Kementerian Pendidikan Malaysia dan satu salinan kepada Jabatan Pendidikan Negeri Perak.
4. Kebenaran permohonan ini adalah untuk tujuan yang dipohon dan melibatkan sekolah dalam daerah yang dinyatakan sahaja dan luput selepas tarikh 30 Jun 2017.

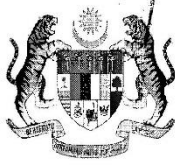
Sekian terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menurut perintah,


(HAJI MOHD ROSLI BIN AHMAD, AMP., PPT.)
Timbalan Pengarah Pendidikan Negeri Perak
b.p Pengarah Pendidikan Negeri Perak

- s.k
1. Pengarah Pendidikan Negeri Perak
 2. Ketua Sektor Pengurusan Sekolah
 3. Semua Pegawai Pendidikan Daerah




JABATAN PENDIDIKAN PULAU PINANG
JALAN BUKIT GAMBIR
11700 PULAU PINANG
Tel : 04-657 5500, Faks : 04-658 2500
<http://jpnpp.edu.my>



**KEMENTERIAN
PENDIDIKAN
MALAYSIA**

“1 MALAYSIA : RAKYAT DIDAHULUKAN PENCAPAIAN DIUTAMAKAN.”

Ruj Tuan :
Ruj Kami : JPNPP(PER) 1000-4/2 Jld.10 Bil(57)
Tarikh : 29 Disember 2016

 **Asnani Binti Bahari**
No.17, Kampung Chepoh, lorong Seri Hujung,
05300 Alor Setar, Kedah.

Tuan/Puan,

**KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH, INSTITUT
PERGURUAN, JABATAN PENDIDIKAN NEGERI DAN BAHAGIAN – BAHAGIAN DI
BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA**

Dengan hormatnya saya diarah merujuk perkara tersebut di atas.

2. Surat kelulusan menjalankan kajian daripada Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia **KPMSP.600-3/2/3 Jld.33(37)** bertarikh **13 Disember 2016** adalah dirujuk.
3. Dengan ini dimaklumkan bahawa pihak Jabatan Pendidikan Pulau Pinang, tiada halangan untuk Tuan/Puan menjalankan penyelidikan di sekolah-sekolah negeri Pulau Pinang yang bertajuk:


“Kajian Gelagat Kewarganegaraan Organisasi dalam Kalangan Guru di Malaysia”
diluluskan.

4. Walau bagaimanapun Tuan/Puan adalah tertakluk kepada syarat-syarat seperti berikut:
 - 4.1 Mendapat kebenaran dari Pengetua/Guru Besar sekolah berkenaan.
 - 4.2 Tidak mengganggu perjalanan, peraturan dan disiplin sekolah.
 - 4.3 Segala maklumat yang dikumpul adalah untuk tujuan akademik sahaja.
 - 4.4 Menghantar satu salinan laporan kajian ke Jabatan ini setelah selesai kajian.
 - 4.5 Sila kemukakan surat ini apabila berurusan dengan pihak sekolah.
 - 4.6 Surat ini berkuatkuasa sehingga **30 Jun 2017**.

Sekian, terima kasih.

“BERKHIDMAT UNTUK NEGARA”

Saya yang menurut perintah,


(ZURIDA BINTI MUSTAPHA)
Penolong Pendaftar Institusi Pendidikan
Jabatan Pendidikan Pulau Pinang
b.p Ketua Pendaftar Institusi Pendidikan
Kementerian Pendidikan Malaysia



PEJABAT PENDIDIKAN DAERAH KINTA SELATAN
JALAN KUALA DIPANG
31900 KAMPAR
PERAK DARUL RIDZUAN



Telefon : 05-4650521
Faks : 05-4650519
<http://www.ppdks.gov.my>

"1 MALAYSIA : RAKYAT DIDAHULUKAN, PENCAPAIAN DIUTAMAKAN"

Ruj. Kami : KPM.PPDKSPk.620-1/5 Jld.4 (09)
Tarikh : 15 Mac 2017

Asnani binti Bahari
No. 17, Kampung Chepoh,
Lorong Seri Hujung,
05300 Alor Setar,
Kedah Darul Aman.

Tuan,

PERMOHONAN KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH MENENGAH DI DAERAH KINTA SELATAN, PERAK

Dengan segala hormatnya perkara di atas adalah dirujuk.

2. Pihak Pejabat Pendidikan Daerah Kinta Selatan tiada halangan untuk membenarkan pihak tuan menjalankan kajian "Kajian Gelagat Kewarganegaraan Organisasi Dalam Kalangan Guru Di Malaysia" dengan syarat :

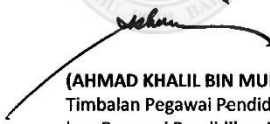
- i. Mendapat kebenaran dari Pengetua sekolah berkenaan.
- ii. Tidak mengganggu pembelajaran dan pengajaran guru dan pelajar.
- iii. Tiada sebarang kos melibatkan sekolah dan guru-guru.
- iv. Guru-guru tidak dipaksa terlibat dengan kajian tersebut.
- v. Bertanggungjawab terhadap keselamatan guru yang terlibat dalam kajian tersebut.

3. Kebenaran ini hanya untuk tujuan yang dipohon dan melibatkan sekolah menengah di daerah Kinta Selatan sehingga 30 Jun 2017 sahaja.

Sekian terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,


(AHMAD KHALIL BIN MUKTI, PPT.)
Timbalan Pegawai Pendidikan Daerah
b.p. Pegawai Pendidikan Daerah Kinta Selatan

"KINTA SELATAN CEMERLANG DAN SENTIASA DI HADAPAN"





PEJABAT PENDIDIKAN DAERAH KUALA KANGSAR,
PETI SURAT 84,
33007 KUALA KANGSAR,
PERAK DARUL RIDZUAN.

Telefon : 05-7761184
Faks : 05-7761188
E-mail : ppdkuala@moe.gov.my



"1 MALAYSIA: RAKYAT DIDAHULUKAN, PENCAPAIAN DIUTAMAKAN"
PERAK EXCELLENT, KUALA KANGSAR EXCELLENT

Ruj. Kami: PPD.KK 01/29/004 JLD.3 (72)
Tarikh : 14 Mac 2017

ASNANI BINTI BAHARI,
No. 17, Kampung Chepoh,
Lorong Seri Hujung,
05300 Alor Setar,
Kedah Darul Aman.

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH MENENGAH DI BAWAH PEJABAT PENDIDIKAN DAERAH KUALA KANGSAR

Sukacitanya saya merujuk surat tuan bertarikh 9 Mac 2017, surat dari Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia, Rujukan : KPMS.600-3/2/3Jld 33(37) bertarikh 13 Disember 2016 dan surat dari Jabatan Pendidikan Perak, Rujukan : J.Pel.Pk(AM)5114/4 Jld.23 (40) bertarikh 12 Januari 2017 berkaitan perkara di atas.

2. Sukacita dimaklumkan bahawa Pejabat Pendidikan Daerah Kuala Kangsar tiada halangan untuk membenarkan pihak tuan untuk menjalankan kajian "Kajian Gelagat Kewarganegaraan Organisasi Dalam Kalangan Guru di Malaysia" seperti dinyatakan dalam surat tuan.

3. Sehubungan itu, mohon kerjasama dan perhatian tuan untuk mematuhi syarat-syarat yang telah dinyatakan. Surat Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia, Rujukan : KPMS.600-3/2/3Jld 33(37) bertarikh 13 Disember 2016 dan surat dari Jabatan Pendidikan Perak, Rujukan : J.Pel.Pk(AM)5114/4 Jld.23 (40) bertarikh 12 Januari 2017 adalah dirujuk. Segala kerjasama dan perhatian yang pihak tuan berikan berhubung perkara di atas amat saya hargai dan didahului dengan ucapan terima kasih.

Sekian, terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,


(HAJI SYED MAHIZAN B. SYED HASHIM, PPT.)
Pegawai Pendidikan Daerah Kuala Kangsar

"Cintailah Bahasa Kebangsaan"

PPPM 2013-2025 : 5 Aspirasi Sistem, 6 Aspirasi Murid, 11 Anjakan, 3 Gelombang



CERT. NO. AR 4166



PEJABAT PENDIDIKAN DAERAH PERAK TENGAH
SERI ISKANDAR
32610 BANDAR BARU SERI ISKANDAR.
PERAK DARUL RIDZUAN.

Telefon : 05-3711273 / 05 3711275
Fax : 05-3711272.

" 1 MALAYSIA : RAKYAT DIDAHULUKAN, PENCAPAIAN DIUTAMAKAN"
" PERAK EXCELLENT"

Ruj. Kami : PPD.PET.100-6/10.(07).Jld.-

Tarikh : 22 Mac 2017

Asnani bt. Bahari,
No. 17, Kampung Chepoh,
Lorong Seri Hujung,
05300 Alor Setar,
Kedah Darul Aman.

Tuan,

**KEBENARAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH MENENGAH
DI DAERAH PERAK TENGAH TAHUN 2017**

Dengan hormatnya saya diarah merujuk surat tuan mengenai perkara tersebut di atas.

2. Sukacita dimaklumkan bahawa pentadbiran ini tiada halangan dan membenarkan pihak tuan menjalankan kajian dalam bidang Pengurusan Sumber Manusia untuk melengkapkan pengajian peringkat doktor falsafah (PhD) di Universiti Utara Malaysia.

3. Kebenaran ini adalah tertakluk kepada syarat-syarat yang telah ditetapkan oleh Jabatan Pendidikan Negeri Perak melalui surat kebenaran J.Pel.Pk.(AM)5114/4 Jld.23.(40) 12 Januari 2017. Kebenaran ini adalah untuk tujuan yang dipohon dan melibatkan sekolah-sekolah daerah Perak Tengah dan luput selepas tarikh 30 Jun 2017.

Sekian, terima kasih,

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(AHMAD ZAKUAN BIN H.J. MOHD RAZI., PPT)
Timbalan Pegawai Pendidikan Daerah,
b.p: Pegawai Pendidikan Daerah,
Perak Tengah.

s.k.

1. Pengarah Pendidikan Negeri Perak.
2. Timbalan Pengarah Pendidikan Negeri Perak.
3. PPD. Perak Tengah.
4. Tuan Pengetua,
Sekolah-Sekolah Daerah Perak Tengah.
5. Fail Timbul.

52/2017/001

" CINTAILAH BAHASA KITA"
(Sila catatkan rujukan jabatan ini apabila berhubung)



PEJABAT PENDIDIKAN DAERAH BATANG PADANG
JALAN PAHANG,
35000 TAPAH,
PERAK DARUL RIDZUAN.
PORTAL: <http://www.ppdbatangpadang.edu.my>

Telefon : 05-401 1363
Faks : 05-401 3527
: 05-401 8701

Ruj. Kami : PPD.BP.620-1/5/11 (90)
Tarikh : 2/MAC 2017

ASNANI BT BAHARI
No. 17 Kampung Chepoh
Lorong Seri Hujung
05300 Alor Setar
Kedah Darul Aman

Tuan,

KELULUSAN UNTUK MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH DAERAH BATANG PADANG DAN DAERAH MUALLIM DI BAWAH KEMENTERIAN PENDIDIKAN MALAYSIA

Dengan hormatnya saya merujuk perkara di atas. Surat Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, KPM [KPMSP.600-3/2/3 JLD. 33 (37)] bertarikh 13 Disember 2016 dan surat Jabatan Pendidikan Negeri Perak [J.Pel.Pk(AM)5114/4 Jld.23 (40)] bertarikh 12 Januari 2017 adalah berkaitan.

2. Sukacita dimaklumkan Pejabat Pendidikan Daerah Batang Padang **TIADA HALANGAN** untuk pihak tuan menjalankan kajian "**KAJIAN GELAGAT KEWARGANEGARAAN ORGANISASI DALAM KALANGAN GURU DI MALAYSIA**" di sekolah-sekolah Daerah Batang Padang Dan Daerah Muallim di bawah Kementerian Pendidikan Malaysia seperti yang dinyatakan dalam surat tuan.

3. Kelulusan ini adalah berdasarkan kepada surat permohonan yang dikemukakan oleh pihak tuan. Walau bagaimanapun kelulusan ini bergantung kepada **KEBENARAN PENGETUA/GURU BESAR** sekolah berkenaan terlebih dahulu.

4. Surat kelulusan ini sah sehingga **30 Jun 2017**. Kelulusan permohonan ini adalah untuk tujuan yang dipohon dan melibatkan sekolah yang dinyatakan dalam permohonan pihak tuan.

Sekian, terima kasih

" BERKHIDMAT UNTUK NEGARA "

Saya yang menurut perintah,

(HISHAMUDIN BIN ADNAN, AMP.)

Timbalan Pegawai Pendidikan Daerah
b/p Pegawai Pendidikan Daerah

"CINTAILAH BAHASA KITA"

(Sila catatkan rujukan pejabat ini apabila berhubung)



**BAHAGIAN PENGURUSAN SEKOLAH BERASRAMA PENUH
DAN SEKOLAH KECEMERLANGAN**
(Fully Residential And Excellent Schools Management Division)
KEMENTERIAN PENDIDIKAN MALAYSIA
(Ministry of Education Malaysia)
ARAS 3, BLOK 2251, JALAN USAHAWAN 1,
63000 CYBERJAYA, SELANGOR.



**KEMENTERIAN
PENDIDIKAN
MALAYSIA**

Telefon : 603-8321 7400 (Talian Umum)
Faks : 603-8321 7401 / 7402 / 7403
Laman Web : <http://www.moe.gov.my/>

"MALAYSIA, RAKYAT DIDAHULUKAN, PENCAPAIAN DIUTAMAKAN"

Ruj. Kami : KPM.600-3/2/3 JLD41(94)
Tarikh : 11 April 2017



Asnani binti Bahari
No.17, Kampung Chepoh
Lorong Seri Hujung
05300 ALOR SETAR
KEDAH

Tuan,

KEBENARAN MENJALANKAN KAJIAN DI SEKOLAH-SEKOLAH BERASRAMA PENUH

Dengan hormatnya perkara yang tersebut di atas dirujuk. Surat tuan bertarikh 9 April 2017 dan surat kelulusan Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, Kementerian Pendidikan Malaysia bernombor rujukan KPM.600-3/2/3Jld.33(34) bertarikh 13 Disember 2016 adalah berkaitan.

2. Bahagian Pengurusan Sekolah Berasrama Penuh dan Sekolah Kecemerlangan, Kementerian Pendidikan Malaysia (KPM) mengambil maklum dan **tiada halangan** kepada pihak tuan untuk menjalankan kajian penyelidikan yang bertajuk "**Kajian Gelagat Kewarganegaraan Organisasi Dalam kalangan Guru Malaysia**" bagi guru-guru di Sekolah Berasrama Penuh.
3. Walau bagaimanapun, pihak tuan perlu berurusan dengan pihak pentadbiran sekolah untuk mendapatkan kebenaran sekiranya ingin melaksanakan sebarang aktiviti bagi mendapatkan data maklumat yang berkaitan dengan penyelidikan tersebut. Untuk makluman tuan juga, pihak KPM sentiasa berusaha Melindungi Masa Instruksional (MMI) dan mencadangkan supaya pelibatan guru serta murid diadakan di luar waktu pengajaran dan pembelajaran (PdP) agar tidak menjejaskan proses dan perjalanan PdP seperti yang telah dijadualkan.

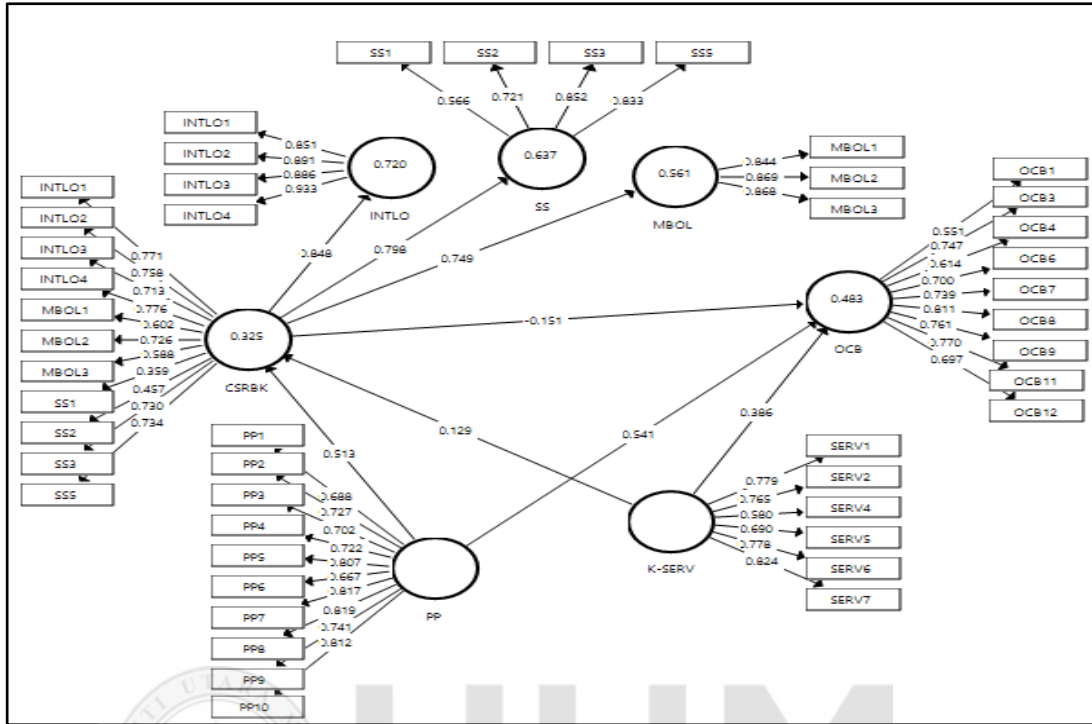
Sekian, terima kasih.

"SEHATI DAN SEJIWA"
"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

(DATO' HAJAH RASHIDAH BINTI MD ARIF)
Bahagian Pengurusan
Sekolah Berasrama Penuh dan Sekolah Kecemerlangan
b.p Ketua Setiausaha
Kementerian Pendidikan Malaysia

Lampiran D : Keputusan Ujian Rintis



Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
CSRBK	0.868	0.879	0.895	0.448
INTLO	0.913	0.914	0.939	0.793
K-SERV	0.833	0.853	0.878	0.548
MBOL	0.826	0.835	0.895	0.740
OCB	0.877	0.884	0.903	0.510
PP	0.914	0.918	0.928	0.566
SS	0.745	0.805	0.835	0.565

Pengiraan AVE, Kebolehpercayaan Komposit (Pc) dan Cronbach's alpha bagi Konstruk CSRBK

Pengiraan AVE dibuat dengan membahagikan jumlah nilai pekali laluan bagi setiap LOC bagi ciri sosial reka bentuk kerja iaitu INTLO (0.812), SS (0.801) dan MBOL (0.765) dengan bilangan LOC.

Path Coefficients

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
CSRBK		0.848		0.749	-0.151		0.798
INTLO							
K-SERV	0.129				0.386		
MBOL							
OCB							
PP	0.513				0.541		
SS							

Average Variance Extracted (AVE)

$$= (0.848^2 + 0.749^2 + 0.798^2) / 3$$

$$= 1.917 / 3$$

$$= 0.639$$

Kebolehpercayaan komposit (Pc)

$$= (0.848 + 0.749 + 0.798)^2 / [(0.848 + 0.749 + 0.798)^2 + (1-0.848^2) + (1-0.749^2) + (1-0.798^2)]$$

$$= 5.736 / (5.736 + 0.281 + 0.439 + 0.363)$$

$$= 5.655 / 6.819$$

$$= 0.829$$

Pengiraan Cronbach's alpha dibuat dengan menggunakan purata korelasi LOC.

Nilai korelasi LOC diperolehi daripada *latent variable correlations*.

Latent Variable Correlations

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
CSRBK	1.000	0.848	0.308	0.749	0.269	0.558	0.798
INTLO	0.848	1.000	0.084	0.457	-0.020	0.291	0.503
K-SERV	0.308	0.084	1.000	0.415	0.528	0.349	0.275
MBOL	0.749	0.457	0.415	1.000	0.296	0.437	0.422
OCB	0.269	-0.020	0.528	0.296	1.000	0.591	0.410

PP	0.558	0.291	0.349	0.437	0.591	1.000	0.632
SS	0.798	0.503	0.275	0.422	0.410	0.632	1.000

Cronbach's α

$$= [3 \times (0.457 + 0.503 + 0.422) / 3] / [1 + (3 - 1) \times (0.457 + 0.503 + 0.422) / 3]$$

$$= (3 \times 0.461) / [1 + 2(0.461)]$$

$$= 1.383 / 1.922$$

$$= 0.720$$

Outer Loadings

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
INTLO1	0.771						
INTLO1		0.851					
INTLO2	0.758						
INTLO2		0.891					
INTLO3	0.713						
INTLO3		0.886					
INTLO4	0.776						
INTLO4		0.933					
MBOL1	0.602						
MBOL1				0.844			
MBOL2	0.726						
MBOL2				0.869			
MBOL3	0.588						
MBOL3				0.868			
OCB1					0.551		
OCB11					0.770		
OCB12					0.697		
OCB3					0.747		
OCB4					0.614		
OCB6					0.700		
OCB7					0.739		
OCB8					0.811		
OCB9					0.761		
PP1						0.688	
PP10						0.812	

PP2						0.727	
PP3						0.702	
PP4						0.722	
PP5						0.807	
PP6						0.667	
PP7						0.817	
PP8						0.819	
PP9						0.741	
SERV1			0.779				
SERV2			0.765				
SERV4			0.580				
SERV5			0.690				
SERV6			0.778				
SERV7			0.824				
SS1	0.359						
SS1							0.566
SS2	0.457						
SS2							0.721
SS3	0.730						
SS3							0.852
SS5	0.734						
SS5							0.833

Discriminant Validity

Fornell-Larcker
Criterion

	CSR BK	INTLO	K-SERV	MBOL	OCB	PP	SS
CSR BK	0.669						
INTLO	0.848	0.891					
K-SERV	0.308	0.084	0.740				
MBOL	0.749	0.457	0.415	0.860			
OCB	0.269	-0.020	0.528	0.296	0.714		
PP	0.558	0.291	0.349	0.437	0.591	0.752	
SS	0.798	0.503	0.275	0.422	0.410	0.632	0.752

Cross Loadings

	CSR BK	INTLO	K-SERV	MBOL	OCB	PP	SS
INTLO1	0.771	0.851	0.185	0.476	-0.029	0.296	0.473
INTLO1	0.771	0.851	0.185	0.476	-0.029	0.296	0.473
INTLO2	0.758	0.891	0.105	0.373	0.033	0.294	0.477
INTLO2	0.758	0.891	0.105	0.373	0.033	0.294	0.477

INTLO3	0.713	0.886	-0.058	0.367	-0.073	0.167	0.391
INTLO3	0.713	0.886	-0.058	0.367	-0.073	0.167	0.391
INTLO4	0.776	0.933	0.058	0.409	-0.008	0.273	0.446
INTLO4	0.776	0.933	0.058	0.409	-0.008	0.273	0.446
MBOL1	0.602	0.351	0.423	0.844	0.152	0.284	0.326
MBOL1	0.602	0.351	0.423	0.844	0.152	0.284	0.326
MBOL2	0.726	0.485	0.329	0.869	0.330	0.423	0.448
MBOL2	0.726	0.485	0.329	0.869	0.330	0.423	0.448
MBOL3	0.588	0.325	0.325	0.868	0.269	0.412	0.296
MBOL3	0.588	0.325	0.325	0.868	0.269	0.412	0.296
OCB1	0.140	0.081	0.350	0.061	0.551	0.341	0.186
OCB11	0.162	-0.115	0.482	0.250	0.770	0.423	0.301
OCB12	0.368	0.139	0.293	0.402	0.697	0.587	0.381
OCB3	0.185	-0.062	0.433	0.164	0.747	0.401	0.372
OCB4	0.395	0.235	0.438	0.294	0.614	0.313	0.425
OCB6	0.019	-0.183	0.312	0.106	0.700	0.348	0.160
OCB7	0.203	0.020	0.384	0.224	0.739	0.411	0.264
OCB8	0.036	-0.214	0.381	0.094	0.811	0.438	0.245
OCB9	0.242	0.029	0.327	0.290	0.761	0.492	0.301
PP1	0.302	0.054	0.375	0.242	0.530	0.688	0.451
PP10	0.575	0.378	0.274	0.427	0.409	0.812	0.588
PP2	0.474	0.298	0.313	0.369	0.426	0.727	0.485
PP3	0.327	0.126	0.367	0.234	0.488	0.702	0.431
PP4	0.309	0.130	0.271	0.237	0.391	0.722	0.380
PP5	0.423	0.226	0.272	0.343	0.501	0.807	0.458
PP6	0.393	0.244	0.035	0.360	0.314	0.667	0.361
PP7	0.536	0.340	0.296	0.418	0.404	0.817	0.543
PP8	0.339	0.076	0.320	0.252	0.590	0.819	0.512
PP9	0.474	0.282	0.067	0.381	0.371	0.741	0.497
SERV1	0.246	0.056	0.779	0.304	0.445	0.246	0.254
SERV2	0.284	0.107	0.765	0.426	0.346	0.186	0.185
SERV4	0.007	-0.129	0.580	0.117	0.368	0.196	0.052
SERV5	0.333	0.219	0.690	0.323	0.245	0.208	0.267
SERV6	0.244	0.090	0.778	0.319	0.370	0.343	0.201
SERV7	0.224	0.018	0.824	0.324	0.527	0.345	0.229
SS1	0.359	0.093	0.451	0.198	0.523	0.491	0.566
SS1	0.359	0.093	0.451	0.198	0.523	0.491	0.566
SS2	0.457	0.194	0.229	0.186	0.358	0.509	0.721
SS2	0.457	0.194	0.229	0.186	0.358	0.509	0.721
SS3	0.730	0.548	0.089	0.349	0.279	0.534	0.852
SS3	0.730	0.548	0.089	0.349	0.279	0.534	0.852
SS5	0.734	0.498	0.209	0.456	0.231	0.433	0.833
SS5	0.734	0.498	0.209	0.456	0.231	0.433	0.833

Heterotrait-Monotrait
Ratio (HTMT)

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
CSRBK							
INTLO	0.941						
K-SERV	0.426	0.183					
MBOL	0.875	0.517	0.496				
OCB	0.441	0.198	0.612	0.343			
PP	0.635	0.313	0.396	0.497	0.654		
SS	0.962	0.536	0.417	0.495	0.573	0.787	

Confidence Intervals

	Original Sample (O)	Sample Mean (M)	2.5%	97.5%
INTLO -> CSRBK	0.941	0.943	0.880	0.996
K-SERV -> CSRBK	0.426	0.456	0.331	0.597
K-SERV -> INTLO	0.183	0.225	0.141	0.337
MBOL -> CSRBK	0.875	0.878	0.777	0.971
MBOL -> INTLO	0.517	0.515	0.312	0.695
MBOL -> K-SERV	0.496	0.495	0.273	0.706
OCB -> CSRBK	0.441	0.481	0.366	0.610
OCB -> INTLO	0.198	0.245	0.169	0.354
OCB -> K-SERV	0.612	0.617	0.459	0.759
OCB -> MBOL	0.343	0.380	0.221	0.606
PP -> CSRBK	0.635	0.640	0.504	0.767
PP -> INTLO	0.313	0.328	0.185	0.500
PP -> K-SERV	0.396	0.421	0.288	0.568
PP -> MBOL	0.497	0.500	0.321	0.683
PP -> OCB	0.654	0.654	0.453	0.832
SS -> CSRBK	0.962	0.972	0.894	1.052
SS -> INTLO	0.536	0.551	0.390	0.718
SS -> K-SERV	0.417	0.445	0.305	0.614
SS -> MBOL	0.495	0.510	0.293	0.743
SS -> OCB	0.573	0.587	0.395	0.782
SS -> PP	0.787	0.787	0.614	0.928

Lampiran E : Keputusan Ujian *Levene* Bukan Parametrik

```

GET
  FILE='C:\Users\asus\Dropbox\Data Analisis\Data Fieldwork PhD.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.

SAVE OUTFILE='C:\Users\asus\Dropbox\Data Analisis\Data Ujian
Levene_JSEK.sav'
  /COMPRESSED.
RANK VARIABLES=OCB (A)
  /RANK
  /PRINT=YES
  /TIES=MEAN.

```

RANK

		Notes
Output Created		24-APR-2019 21:27:04
Comments		
Input	Data	C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene_JSEK.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	466
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		RANK VARIABLES=OCB (A) /RANK /PRINT=YES /TIES=MEAN.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00
Variables Created or Modified	ROCB	Rank of OCB

[DataSet1] C:\Users\asus\Dropbox\Data Analisis\Data Ujian
Levene_JSEK.sav

Created Variables^a

Source Variable	Function	New Variable	Label
OCB ^b	Rank	ROCB	Rank of OCB

- a. Mean rank of tied values is used for ties.
- b. Ranks are in ascending order.

```

AGGREGATE
  /OUTFILE=* MODE=ADDVARIABLES
  /BREAK=JSEK
  /ROCB_mean_1=MEAN(ROCB).
COMPUTE OCBjenisSEK=ABS(ROCB_mean_1 - ROCB).
EXECUTE.
ONEWAY OCBjenisSEK BY JSEK
  /MISSING ANALYSIS.

```



Oneway

Notes

Output Created	24-APR-2019 21:32:46
Comments	
Input	Data Active Dataset Filter Weight Split File N of Rows in Working Data File Definition of Missing Missing Value Handling Cases Used
	C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene_JSEK.sav DataSet1 <none> <none> <none> 466 User-defined missing values are treated as missing. Statistics for each analysis are based on cases with no missing data for any variable in the analysis.

Syntax		ONEWAY OCBjenisSEK BY JSEK /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

[DataSet1] C:\Users\asus\Dropbox\Data Analisis\Data Ujian
Levene_JSEK.sav

ANOVA

OCBjenisSEK

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	9893.118	4	2473.280	.546	.702
Within Groups	2089610.384	461	4532.777		
Total	2099503.502	465			



GET
FILE='C:\Users\asus\Dropbox\Data Analisis\Data Fieldwork PhD.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.

SAVE OUTFILE='C:\Users\asus\Dropbox\Data Analisis\Data Ujian
Levene_KSEK.sav'
/COMPRESSED.
RANK VARIABLES=OCB (A)
/RANK
/PRINT=YES
/TIES=MEAN.

RANK

Notes

Output Created	24-APR-2019 21:10:23
Comments	

	Data	C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene_KSEK.sav
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	466
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	All non-missing data are used. RANK VARIABLES=OCB (A)
Syntax		/RANK /PRINT=YES /TIES=MEAN.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.04
Variables Created or Modified	ROCB	Rank of OCB

[DataSet1] C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene_KSEK.sav



Created Variables^a

Source Variable	Function	New Variable	Label
OCB ^b	Rank	ROCB	Rank of OCB

- Mean rank of tied values is used for ties.
- Ranks are in ascending order.

```

AGGREGATE
  /OUTFILE=* MODE=ADDVARIABLES
  /BREAK=KSEK
  /ROCB_mean_1=MEAN(ROCB).
COMPUTE KategoriSEK=ABS(ROCB_mean_1 - ROCB).
EXECUTE.
ONEWAY OCBksek BY KSEK
  /MISSING ANALYSIS.

```

Oneway

Notes

Output Created		24-APR-2019 21:23:08
Comments		
	Data	C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene_KSEK.sav
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	466
	Definition of Missing	User-defined missing values are treated as missing.
Missing Value Handling	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY OCBksek BY KSEK /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.07

[DataSet1] C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene_KSEK.sav

ANOVA

OCBksek

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6377.559	1	6377.559	1.413	.235
Within Groups	2093655.914	464	4512.189		
Total	2100033.473	465			

```

GET
  FILE='C:\Users\asus\Dropbox\Data Analisis\Data Fieldwork PhD.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.

SAVE OUTFILE='C:\Users\asus\Dropbox\Data Analisis\Data Ujian
Levene.sav'
  /COMPRESSED.
RANK VARIABLES=OCB (A)
  /RANK
  /PRINT=YES
  /TIES=MEAN.

```

RANK

Notes		24-APR-2019 14:41:07
Output Created		
Comments		
Input	Data	C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
Missing Value Handling	N of Rows in Working Data File	466
	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	All non-missing data are used. RANK VARIABLES=OCB (A)
Syntax		/RANK /PRINT=YES /TIES=MEAN.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.13
Variables Created or Modified	ROCB	Rank of OCB

[DataSet1] C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene.sav

Created Variables^a

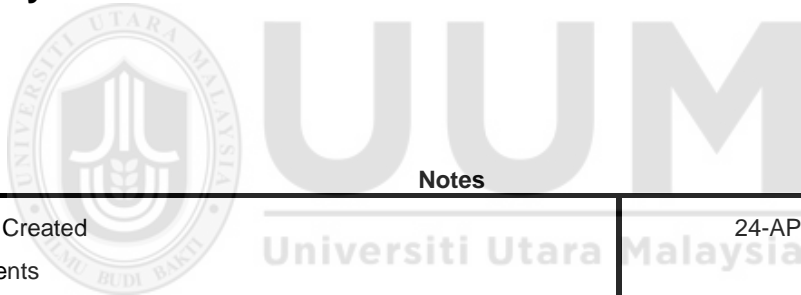
Source Variable	Function	New Variable	Label
OCB ^b	Rank	ROCB	Rank of OCB

- a. Mean rank of tied values is used for ties.
- b. Ranks are in ascending order.

```

AGGREGATE
  /OUTFILE=* MODE=ADDVARIABLES
  /BREAK=KUTIPDATA
  /ROCB_mean_1=MEAN(ROCB).
COMPUTE ind_diff_mod=ABS(ROCB_mean_1 - ROCB).
EXECUTE.
ONEWAY ind_diff_mod BY KUTIPDATA
  /MISSING ANALYSIS.
    
```

Oneway



Notes

Output Created		24-APR-2019 14:50:49
Comments		
Input	Data	C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	466
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY ind_diff_mod BY KUTIPDATA /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.12

[DataSet1] C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene.sav

ANOVA

ind_diff_mod

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5685.059	1	5685.059	1.255	.263
Within Groups	2101546.432	464	4529.195		
Total	2107231.492	465			

GET

FILE='C:\Users\asus\Dropbox\Data Analisis\Data Fieldwork PhD.sav'.
DATASET NAME DataSet1 WINDOW=FRONT.

SAVE OUTFILE='C:\Users\asus\Dropbox\Data Analisis\Data Ujian
Levene_PSEK.sav'

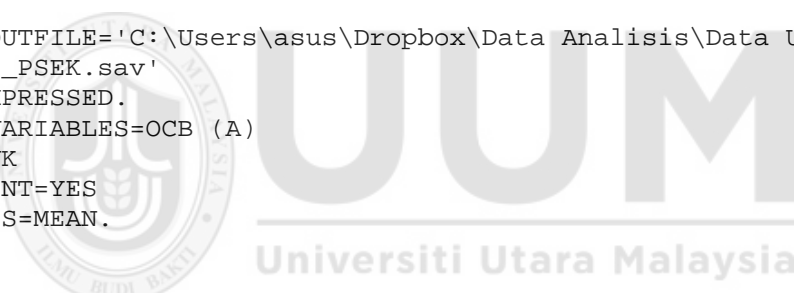
/COMPRESSED.

RANK VARIABLES=OCB (A)

/RANK

/PRINT=YES

/TIES=MEAN.



RANK

Notes

Output Created	24-APR-2019 21:39:38
Comments	
Data	C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene_PSEK.sav
Active Dataset	DataSet1
Filter	<none>
Weight	<none>
Split File	<none>
N of Rows in Working Data File	466

Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		RANK VARIABLES=OCB (A) /RANK /PRINT=YES /TIES=MEAN.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01
Variables Created or Modified	ROCB	Rank of OCB

[DataSet1] C:\Users\asus\Dropbox\Data Analisis\Data Ujian
Levene_PSEK.sav

Created Variables^a

Source Variable	Function	New Variable	Label
OCB ^b	Rank	ROCB	Rank of OCB

- Mean rank of tied values is used for ties.
- Ranks are in ascending order.

```

AGGREGATE
  /OUTFILE=* MODE=ADDVARIABLES
  /BREAK=PSEK
  /ROCB_mean_1=MEAN(ROCB).
COMPUTE OCBprogSEK=ABS(ROCB_mean_1 - ROCB).
EXECUTE.
ONEWAY OCBprogSEK BY PSEK
  /MISSING ANALYSIS.

```

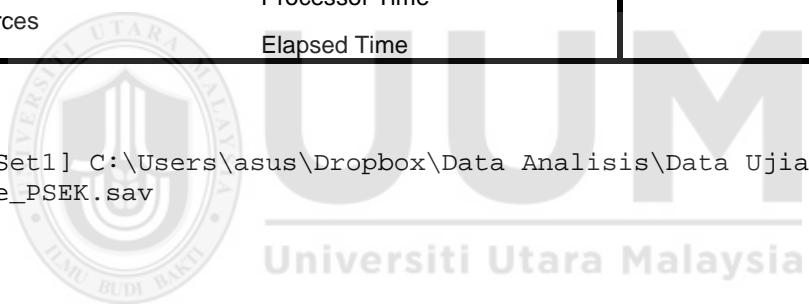
Oneway

Notes

Output Created	24-APR-2019 21:43:11
Comments	

	Data	C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene_PSEK.sav
Input	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	466
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY OCBprogSEK BY PSEK /MISSING ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

[DataSet1] C:\Users\asus\Dropbox\Data Analisis\Data Ujian Levene_PSEK.sav

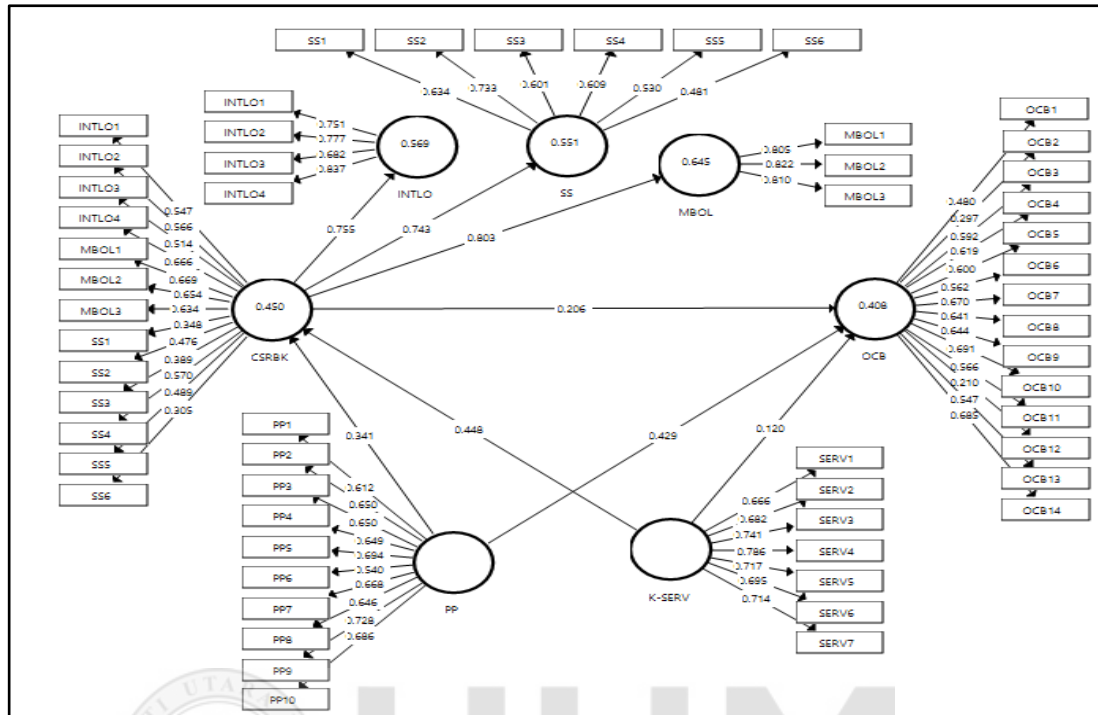


ANOVA

OCBprogSEK

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6302.323	3	2100.774	.468	.704
Within Groups	2072030.498	462	4484.914		
Total	2078332.821	465			

Lampiran F : Penilaian Model Pengukuran



Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
CSRBK	0.787	0.807	0.835	0.289
INTLO	0.760	0.772	0.848	0.583
K-SERV	0.840	0.844	0.880	0.512
MBOL	0.743	0.743	0.854	0.660
OCB	0.836	0.854	0.867	0.330
PP	0.851	0.854	0.882	0.428
SS	0.651	0.649	0.771	0.364

Outer Loadings

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
INTLO1		0.751					
INTLO1	0.547						
INTLO2		0.777					
INTLO2	0.566						
INTLO3		0.682					
INTLO3	0.514						
INTLO4		0.837					
INTLO4	0.666						
MBOL1				0.805			
MBOL1	0.669						
MBOL2				0.822			
MBOL2	0.654						
MBOL3				0.810			
MBOL3	0.634						
OCB1					0.480		
OCB10					0.691		
OCB11					0.566		
OCB12					0.210		
OCB13					0.547		
OCB14					0.685		
OCB2					0.297		
OCB3					0.592		
OCB4					0.619		
OCB5					0.600		
OCB6					0.562		
OCB7					0.670		
OCB8					0.641		
OCB9					0.644		
PP1						0.612	
PP10						0.686	
PP2						0.650	
PP3						0.650	
PP4						0.649	
PP5						0.694	
PP6						0.540	
PP7						0.668	
PP8						0.646	
PP9						0.728	
SERV1			0.666				
SERV2			0.682				
SERV3			0.741				
SERV4			0.786				

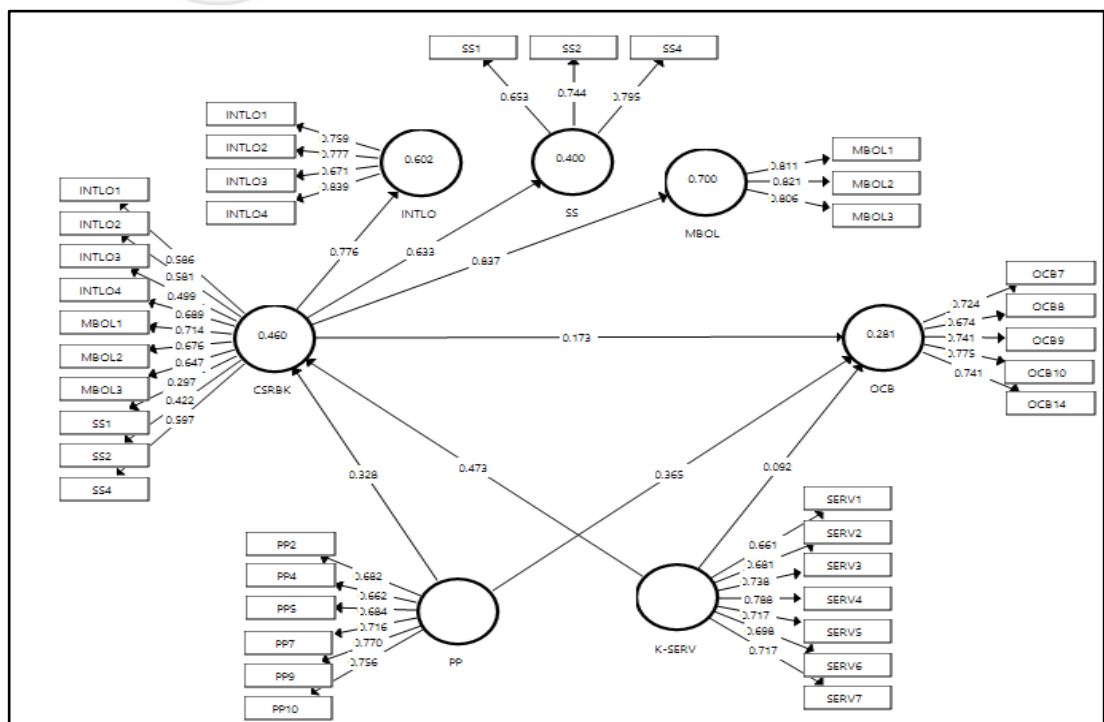
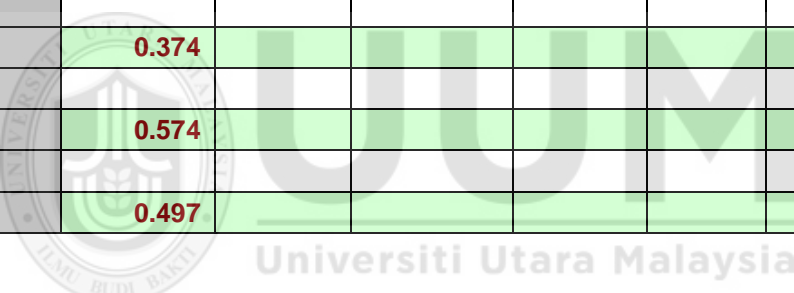
Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
CSRBK	0.788	0.805	0.837	0.308
INTLO	0.760	0.771	0.848	0.583
K-SERV	0.840	0.845	0.880	0.511
MBOL	0.743	0.743	0.854	0.660
OCB	0.846	0.850	0.877	0.394
PP	0.851	0.854	0.882	0.428
SS	0.628	0.620	0.767	0.398

Outer Loadings

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
INTLO1		0.753					
INTLO1	0.560						
INTLO2		0.778					
INTLO2	0.577						
INTLO3		0.681					
INTLO3	0.517						
INTLO4		0.836					
INTLO4	0.672						
MBOL1				0.806			
MBOL1	0.677						
MBOL2				0.824			
MBOL2	0.664						
MBOL3				0.808			
MBOL3	0.635						
OCB10					0.696		
OCB11					0.581		
OCB13					0.557		
OCB14					0.690		
OCB3					0.583		
OCB4					0.616		
OCB5					0.609		
OCB6					0.564		
OCB7					0.685		
OCB8					0.653		
OCB9					0.649		
PP1						0.610	
PP10						0.689	
PP2						0.652	

PP3						0.650	
PP4						0.648	
PP5						0.692	
PP6						0.543	
PP7						0.669	
PP8						0.644	
PP9						0.729	
SERV1				0.668			
SERV2				0.680			
SERV3				0.742			
SERV4				0.786			
SERV5				0.714			
SERV6				0.696			
SERV7				0.713			
SS1							0.613
SS1	0.326						
SS2							0.723
SS2	0.458						
SS3							0.593
SS3	0.374						
SS4							0.643
SS4	0.574						
SS5							0.572
SS5	0.497						



Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
CSRBK	0.775	0.797	0.832	0.341
INTLO	0.760	0.774	0.848	0.583
K-SERV	0.840	0.845	0.880	0.512
MBOL	0.743	0.744	0.854	0.660
OCB	0.787	0.801	0.852	0.536
PP	0.806	0.807	0.861	0.508
SS	0.599	0.623	0.776	0.538

Pengiraan AVE, Kebolehpercayaan Komposit (Pc) dan Cronbach's alpha bagi

Konstruk CSRBK

Path Coefficients

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
CSRBK -> INTLO	0.776	0.775	0.033	23.840	0.000
CSRBK -> MBOL	0.837	0.837	0.018	46.859	0.000
CSRBK -> OCB	0.173	0.175	0.055	3.153	0.002
CSRBK -> SS	0.633	0.636	0.035	18.246	0.000
K-SERV -> CSRBK	0.473	0.475	0.039	12.122	0.000
K-SERV -> OCB	0.092	0.091	0.054	1.706	0.088

Average Variance Extracted (AVE)

$$= (0.776^2 + 0.633^2 + 0.837^2) / 3$$

$$= 1.703 / 3$$

$$= 0.568$$

Kebolehppercayaan komposit (Pc)

$$= (0.776 + 0.633 + 0.837)^2 / [(0.776 + 0.633 + 0.837)^2 + (1-0.776^2) + (1-0.633^2) + (1-0.837^2)]$$

$$= 5.045 / (5.045 + 0.398 + 0.599 + 0.299)$$

$$= 5.045 / 6.341$$

$$= 0.796$$

Latent Variable Correlations

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
CSRBK	1.000	0.776	0.611	0.837	0.422	0.527	0.633
INTLO	0.776	1.000	0.316	0.440	0.170	0.410	0.230
K-SERV	0.611	0.316	1.000	0.562	0.351	0.419	0.538
MBOL	0.837	0.440	0.562	1.000	0.381	0.440	0.384
OCB	0.422	0.170	0.351	0.381	1.000	0.495	0.450
PP	0.527	0.410	0.419	0.440	0.495	1.000	0.329
SS	0.633	0.230	0.538	0.384	0.450	0.329	1.000

Cronbach's α

$$= [3 \times (0.440 + 0.230 + 0.384) / 3] / [1 + (3 - 1) \times (0.440 + 0.230 + 0.384) / 3]$$

$$= (3 \times 0.351) / [1 + 2(0.351)]$$

$$= 1.053 / 1.702$$

$$= 0.619$$

Outer Loadings

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
INTLO1		0.759					
INTLO1	0.586						
INTLO2		0.777					
INTLO2	0.581						
INTLO3		0.671					
INTLO3	0.499						
INTLO4		0.839					
INTLO4	0.689						

MBOL1				0.811			
MBOL1	0.714						
MBOL2				0.821			
MBOL2	0.676						
MBOL3				0.806			
MBOL3	0.647						
OCB10					0.775		
OCB14					0.741		
OCB7					0.724		
OCB8					0.674		
OCB9					0.741		
PP10						0.756	
PP2						0.682	
PP4						0.662	
PP5						0.684	
PP7						0.716	
PP9						0.770	
SERV1			0.661				
SERV2			0.681				
SERV3			0.738				
SERV4			0.788				
SERV5			0.717				
SERV6			0.698				
SERV7			0.717				
SS1							0.653
SS1	0.297						
SS2							0.744
SS2	0.422						
SS4							0.795
SS4	0.597						

Discriminant Validity

Fornell-
Larcker
Criterion

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
CSRBK	0.584						
INTLO	0.776	0.764					
K-SERV	0.611	0.316	0.715				
MBOL	0.837	0.440	0.562	0.813			
OCB	0.422	0.170	0.351	0.381	0.732		
PP	0.527	0.410	0.419	0.440	0.495	0.713	
SS	0.633	0.230	0.538	0.384	0.450	0.329	0.733

Cross
Loadings

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
INTLO1	0.586	0.759	0.239	0.359	0.109	0.355	0.123
INTLO1	0.586	0.759	0.239	0.359	0.109	0.355	0.123
INTLO2	0.581	0.777	0.238	0.312	0.127	0.299	0.158
INTLO2	0.581	0.777	0.238	0.312	0.127	0.299	0.158
INTLO3	0.499	0.671	0.157	0.248	0.107	0.204	0.175
INTLO3	0.499	0.671	0.157	0.248	0.107	0.204	0.175
INTLO4	0.689	0.839	0.312	0.408	0.170	0.373	0.241
INTLO4	0.689	0.839	0.312	0.408	0.170	0.373	0.241
MBOL1	0.714	0.408	0.509	0.811	0.313	0.422	0.338
MBOL1	0.714	0.408	0.509	0.811	0.313	0.422	0.338
MBOL2	0.676	0.347	0.484	0.821	0.350	0.365	0.296
MBOL2	0.676	0.347	0.484	0.821	0.350	0.365	0.296
MBOL3	0.647	0.314	0.369	0.806	0.265	0.278	0.301
MBOL3	0.647	0.314	0.369	0.806	0.265	0.278	0.301
OCB10	0.225	0.019	0.238	0.228	0.775	0.332	0.305
OCB14	0.451	0.287	0.310	0.382	0.741	0.468	0.368
OCB7	0.265	0.021	0.254	0.262	0.724	0.261	0.375
OCB8	0.274	0.138	0.273	0.215	0.674	0.346	0.307
OCB9	0.248	0.061	0.173	0.257	0.741	0.340	0.274
PP10	0.380	0.326	0.285	0.339	0.307	0.756	0.162
PP2	0.442	0.336	0.353	0.416	0.371	0.682	0.217
PP4	0.348	0.244	0.256	0.272	0.339	0.662	0.286
PP5	0.345	0.253	0.312	0.229	0.356	0.684	0.326
PP7	0.355	0.308	0.234	0.308	0.308	0.716	0.156
PP9	0.368	0.277	0.334	0.300	0.419	0.770	0.256
SERV1	0.407	0.174	0.661	0.388	0.270	0.235	0.391
SERV2	0.388	0.182	0.681	0.340	0.218	0.309	0.397

SERV3	0.464	0.170	0.738	0.496	0.298	0.309	0.402
SERV4	0.504	0.294	0.788	0.439	0.260	0.355	0.432
SERV5	0.401	0.179	0.717	0.349	0.301	0.375	0.425
SERV6	0.418	0.267	0.698	0.407	0.128	0.180	0.260
SERV7	0.463	0.311	0.717	0.381	0.258	0.316	0.368
SS1	0.297	0.055	0.172	0.104	0.336	0.217	0.653
SS1	0.297	0.055	0.172	0.104	0.336	0.217	0.653
SS2	0.422	0.182	0.224	0.182	0.357	0.229	0.744
SS2	0.422	0.182	0.224	0.182	0.357	0.229	0.744
SS4	0.597	0.223	0.641	0.452	0.322	0.272	0.795
SS4	0.597	0.223	0.641	0.452	0.322	0.272	0.795

Heterotrait-
Monotrait
Ratio
(HTMT)

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
CSRBK							
INTLO	1.034						
K-SERV	0.717	0.387					
MBOL	1.030	0.576	0.705				
OCB	0.526	0.203	0.412	0.476			
PP	0.660	0.515	0.500	0.560	0.593		
SS	0.937	0.307	0.651	0.495	0.652	0.463	

Universiti Utara Malaysia

Heterotrait-Monotrait Ratio (HTMT)

Confidence Intervals

	Original Sample (O)	Sample Mean (M)	2.5%	97.5%
INTLO -> CSRBK	1.034	1.037	0.994	1.080
K-SERV -> CSRBK	0.717	0.717	0.651	0.783
K-SERV -> INTLO	0.387	0.390	0.286	0.495
MBOL -> CSRBK	1.030	1.028	0.983	1.076
MBOL -> INTLO	0.576	0.578	0.463	0.684
MBOL -> K-SERV	0.705	0.704	0.618	0.788
OCB -> CSRBK	0.526	0.535	0.457	0.611
OCB -> INTLO	0.203	0.223	0.156	0.302
OCB -> K-SERV	0.412	0.414	0.318	0.514

OCB -> MBOL	0.476	0.476	0.370	0.577
PP -> CSRBK	0.660	0.659	0.568	0.743
PP -> INTLO	0.515	0.516	0.401	0.621
PP -> K-SERV	0.500	0.500	0.401	0.592
PP -> MBOL	0.560	0.561	0.451	0.663
PP -> OCB	0.593	0.594	0.501	0.684
SS -> CSRBK	0.937	0.944	0.882	1.013
SS -> INTLO	0.307	0.325	0.220	0.440
SS -> K-SERV	0.651	0.657	0.566	0.750
SS -> MBOL	0.495	0.499	0.380	0.622
SS -> OCB	0.652	0.652	0.543	0.756
SS -> PP	0.463	0.463	0.341	0.584



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Lampiran G : Ujian Kekolinearan

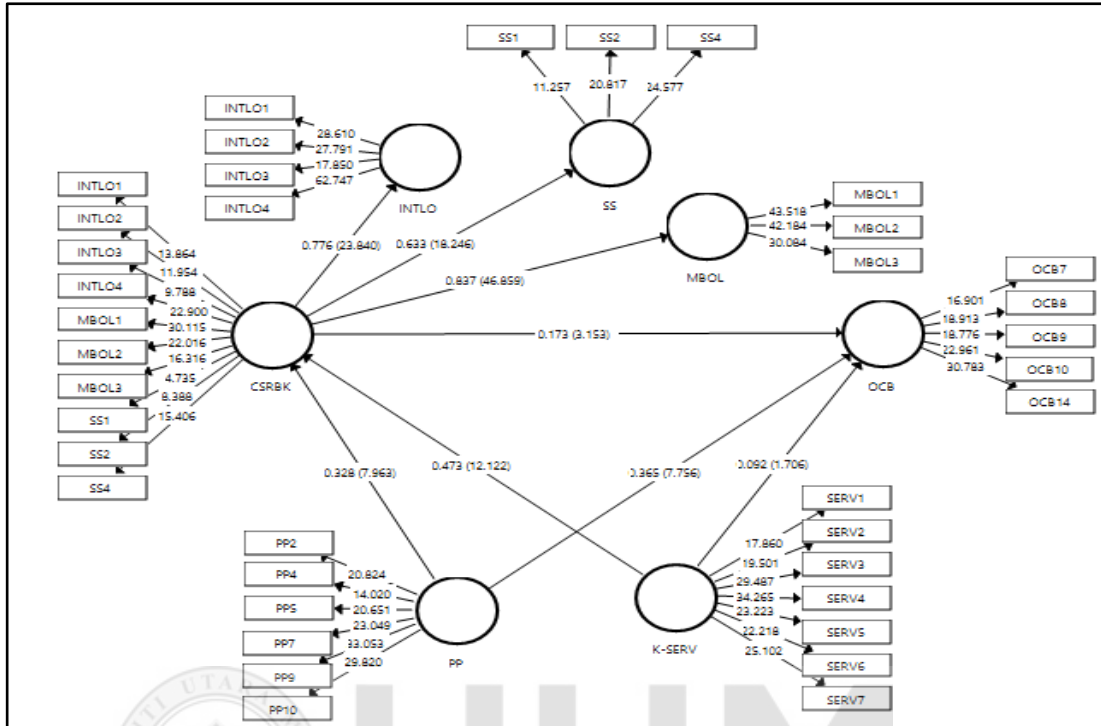
Inner VIF
Values

	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
CSRBK		1.000		1.000	1.859		1.000
INTLO							
K-SERV	1.213				1.630		
MBOL							
OCB							
PP	1.213				1.414		
SS							



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Lampiran H : Penilaian Model Struktur



Path Coefficients

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
CSRBK -> INTLO	0.776	0.775	0.033	23.840	0.000
CSRBK -> MBOL	0.837	0.837	0.018	46.859	0.000
CSRBK -> OCB	0.173	0.175	0.055	3.153	0.002
CSRBK -> SS	0.633	0.636	0.035	18.246	0.000
K-SERV -> CSRBK	0.473	0.475	0.039	12.122	0.000
K-SERV -> OCB	0.092	0.091	0.054	1.706	0.088
PP -> CSRBK	0.328	0.330	0.041	7.963	0.000
PP -> OCB	0.365	0.368	0.047	7.756	0.000

Confidence Intervals

	Original Sample (O)	Sample Mean (M)	2.5%	97.5%
CSRBK -> INTLO	0.776	0.775	0.703	0.831
CSRBK -> MBOL	0.837	0.837	0.799	0.870
CSRBK -> OCB	0.173	0.175	0.066	0.279
CSRBK -> SS	0.633	0.636	0.563	0.699
K-SERV -> CSRBK	0.473	0.475	0.396	0.551

K-SERV -> OCB	0.092	0.091	0.013	0.196
PP -> CSRBK	0.328	0.330	0.248	0.411
PP -> OCB	0.365	0.368	0.274	0.462

Total Effects

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
CSRBK -> INTLO	0.776	0.775	0.033	23.840	0.000
CSRBK -> MBOL	0.837	0.837	0.018	46.859	0.000
CSRBK -> OCB	0.173	0.175	0.055	3.153	0.002
CSRBK -> SS	0.633	0.636	0.035	18.246	0.000
K-SERV -> CSRBK	0.473	0.475	0.039	12.122	0.000
K-SERV -> INTLO	0.368	0.368	0.031	11.824	0.000
K-SERV -> MBOL	0.396	0.397	0.036	11.076	0.000
K-SERV -> OCB	0.174	0.174	0.047	3.690	0.000
K-SERV -> SS	0.300	0.303	0.034	8.814	0.000
PP -> CSRBK	0.328	0.330	0.041	7.963	0.000
PP -> INTLO	0.255	0.256	0.036	7.083	0.000
PP -> MBOL	0.275	0.276	0.034	8.033	0.000
PP -> OCB	0.422	0.426	0.042	10.103	0.000
PP -> SS	0.208	0.210	0.027	7.680	0.000

Confidence Intervals

	Original Sample (O)	Sample Mean (M)	2.5%	97.5%
CSRBK -> INTLO	0.776	0.775	0.703	0.831
CSRBK -> MBOL	0.837	0.837	0.799	0.870
CSRBK -> OCB	0.173	0.175	0.066	0.279
CSRBK -> SS	0.633	0.636	0.563	0.699
K-SERV -> CSRBK	0.473	0.475	0.396	0.551
K-SERV -> INTLO	0.368	0.368	0.306	0.429
K-SERV -> MBOL	0.396	0.397	0.325	0.467
K-SERV -> OCB	0.174	0.174	0.081	0.264
K-SERV -> SS	0.300	0.303	0.236	0.368
PP -> CSRBK	0.328	0.330	0.248	0.411
PP -> INTLO	0.255	0.256	0.186	0.326
PP -> MBOL	0.275	0.276	0.209	0.343
PP -> OCB	0.422	0.426	0.343	0.508
PP -> SS	0.208	0.210	0.158	0.264

R Square Adjusted

	R Square	R Square Adjusted
CSRBK	0.462	0.460
INTLO	0.603	0.602
MBOL	0.701	0.700
OCB	0.286	0.281
SS	0.401	0.400

f Square

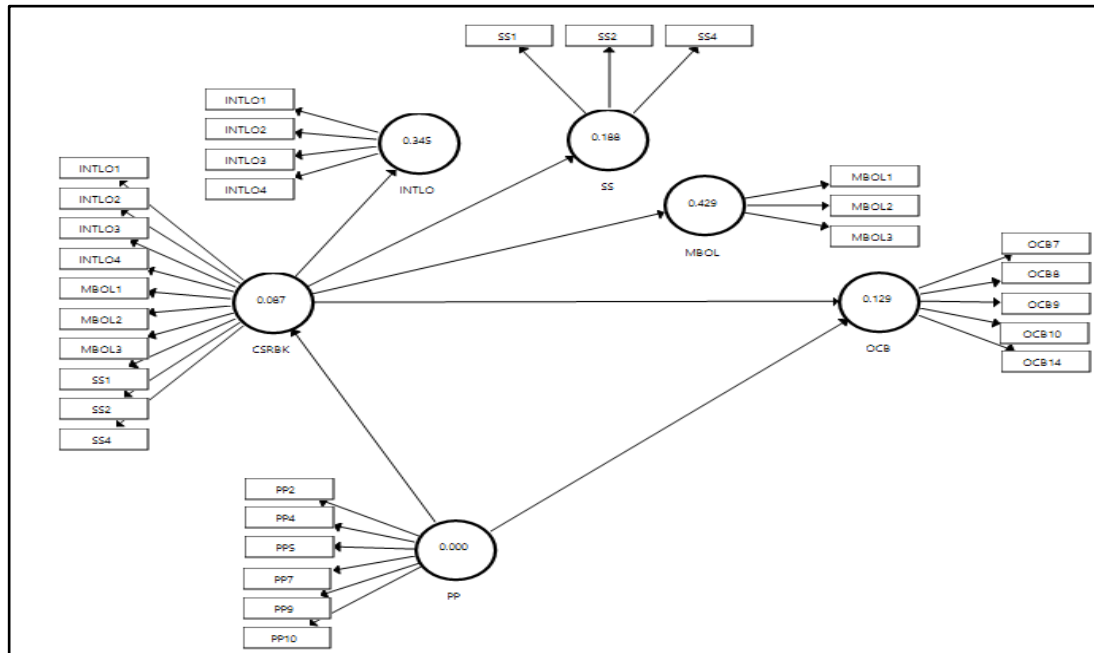
	CSRBK	INTLO	K-SERV	MBOL	OCB	PP	SS
CSRBK		1.518		2.341	0.023		0.669
INTLO							
K-SERV	0.343				0.007		
MBOL							
OCB							
PP	0.165				0.132		
SS							

Prosedur blindfolding

Construct Crossvalidated Redundancy

Total

	SSO	SSE	Q ² (=1-SSE/SSO)
CSRBK	4,660.000	4,000.004	0.142
INTLO	1,864.000	1,245.743	0.332
K-SERV	3,262.000	3,262.000	
MBOL	1,398.000	785.698	0.438
OCB	2,330.000	2,022.598	0.132
PP	2,796.000	2,796.000	
SS	1,398.000	1,126.532	0.194



Construct Crossvalidated Redundancy

Total

	SSO	SSE	Q ² (=1-SSE/SSO)
CSRBK	4,660.000	4,253.940	0.087
INTLO	1,864.000	1,221.057	0.345
MBOL	1,398.000	798.015	0.429
OCB	2,330.000	2,028.949	0.129
PP	2,796.000	2,796.000	
SS	1,398.000	1,135.279	0.188

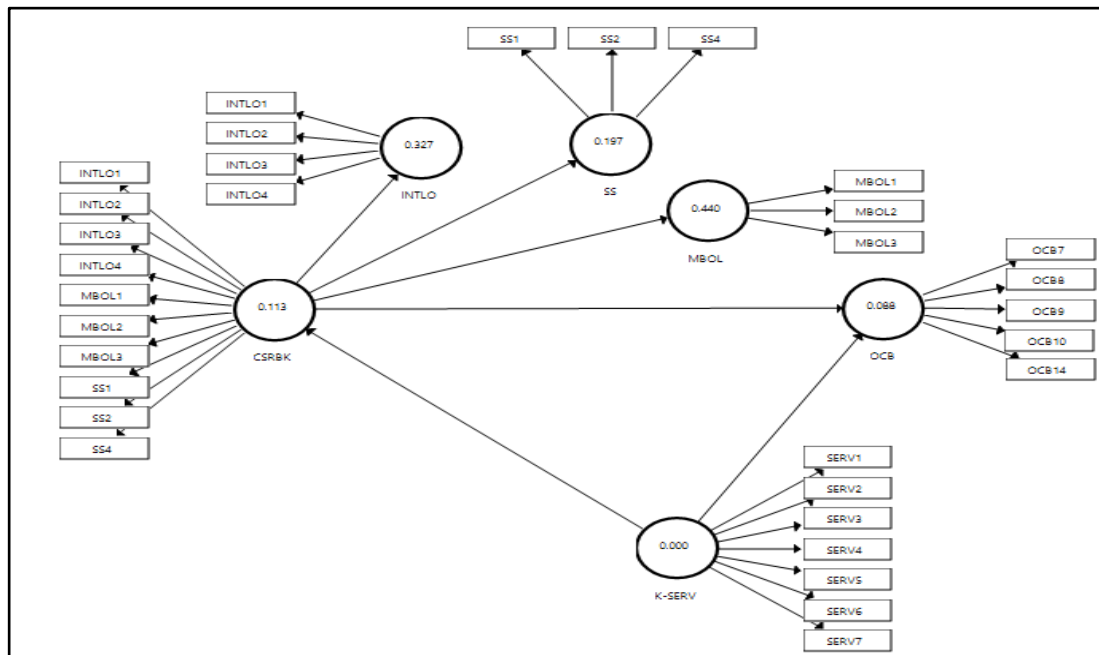
$$q^2 = \frac{Q^2_{included} - Q^2_{excluded}}{1 - Q^2_{included}}$$

Pemboleh ubah pendam CSRBK:

$$q^2 = (0.142 - 0.087) / (1 - 0.142) = 0.055 / 0.858 = 0.064$$

Pemboleh ubah pendam OCB:

$$q^2 = (0.132 - 0.129) / (1 - 0.132) = 0.003 / 0.868 = 0.003$$



Construct Crossvalidated Redundancy

Total

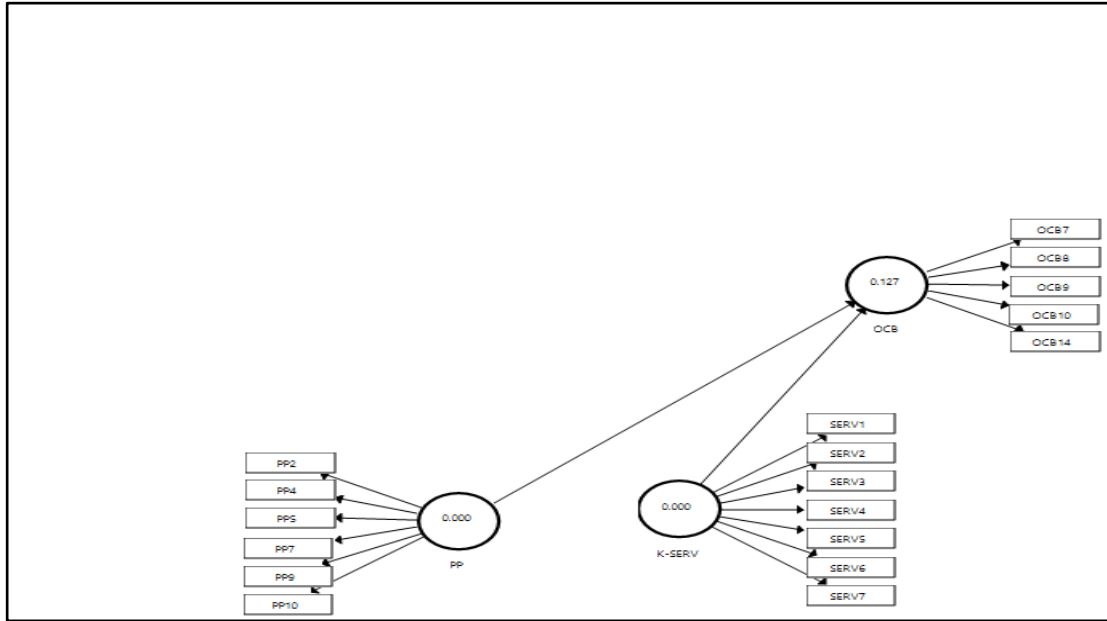
	SSO	SSE	Q ² (=1-SSE/SSO)
CSRBK	4,660.000	4,131.319	0.113
INTLO	1,864.000	1,254.040	0.327
K-SERV	3,262.000	3,262.000	
MBOL	1,398.000	783.130	0.440
OCB	2,330.000	2,125.832	0.088
SS	1,398.000	1,122.451	0.197

Pemboleh ubah pendam CSRBK:

$$q^2 = (0.142 - 0.113) / (1 - 0.142) = 0.029 / 0.858 = 0.034$$

Pemboleh ubah pendam OCB:

$$q^2 = (0.132 - 0.088) / (1 - 0.132) = 0.044 / 0.868 = 0.051$$



Construct Crossvalidated Redundancy

Total

	SSO	SSE	Q ² (=1-SSE/SSO)
K-SERV	3,262.000	3,262.000	
OCB	2,330.000	2,033.700	0.127
PP	2,796.000	2,796.000	

Pemboleh ubah pendam OCB:

$$q^2 = (0.132 - 0.127) / (1 - 0.132) = 0.005 / 0.868 = 0.006$$

Specific Indirect Effects

Mean, STDEV, T-Values, P-Values

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
K-SERV -> CSRBK -> INTLO	0.368	0.368	0.031	11.824	0.000
PP -> CSRBK -> INTLO	0.255	0.256	0.036	7.083	0.000
K-SERV -> CSRBK -> MBOL	0.396	0.397	0.036	11.076	0.000
PP -> CSRBK -> MBOL	0.275	0.276	0.034	8.033	0.000
K-SERV -> CSRBK -> OCB	0.082	0.083	0.028	2.948	0.003
PP -> CSRBK -> OCB	0.057	0.058	0.019	2.953	0.003
K-SERV -> CSRBK -> SS	0.300	0.303	0.034	8.814	0.000
PP -> CSRBK -> SS	0.208	0.210	0.027	7.680	0.000

Confidence Intervals

	Original Sample (O)	Sample Mean (M)	2.5%	97.5%
K-SERV -> CSRBK -> INTLO	0.368	0.368	0.306	0.429
PP -> CSRBK -> INTLO	0.255	0.256	0.186	0.326
K-SERV -> CSRBK -> MBOL	0.396	0.397	0.325	0.467
PP -> CSRBK -> MBOL	0.275	0.276	0.209	0.343
K-SERV -> CSRBK -> OCB	0.082	0.083	0.031	0.138
PP -> CSRBK -> OCB	0.057	0.058	0.022	0.097
K-SERV -> CSRBK -> SS	0.300	0.303	0.236	0.368
PP -> CSRBK -> SS	0.208	0.210	0.158	0.264