The Effect of Training, Mentoring and Self Regulation On the Extra Role Behavior of Personnel in the Navy Supply Service

Dani Achdani, Mochammad Asmawi and Maruf Akbar

Department of Human Resources Management, Jakarta State University (UNJ), Jakarta, Indonesia

Abstract: Nowadays, the extra role behavior is needed to improve thepersonnel performance in order to increase worker productivity in the Navy Supply Service Organization. The extra role behavior is called Organizational Citizenship Behavior (OCB). There are several aspects that can affect the OCB of Navy spply service personnel, namely: training, mentoring and self regulation. This study aims to analyze significantly how the interaction and influence between OCB variables, consist of:the direct influence of training aspect (X_1) on OCB (Y), the direct influence of mentoring aspect (X_2) on OCB (Y), the direct influence of self regulation aspects (X_3) on OCB (Y), the direct influence of training asspects (X_1) on self regulation aspects (X_3) and the direct influence of mentoring aspects (X_2) on self regulation aspects (X_3). This study uses survey methods and hypothesis testing by means of correlation analysis techniques and pathways in the constellation model between variables in order to obtain the relationship between variables. Furthermore, validation and reliability tests were also, conducted to strengthen the results of the study. In the end, the results showed that there was a strong direct relationship between the aspects of the OCB variable with the value of the correlation coefficient and path: (ry1, Py1: 0.624, 0.344), (ry2, Py2: 0.628, 0.362), (ry3, Py3: 0.632, 0.266), (r31, P31: 0.531, 0.396), (r32, P32: 0.505, 0.354).

Key words: Extra role behavior, training, mentoring, self regulation, Navy personnel, training aspect, reliability

INTRODUCTION

Humans play an important role that is dominant in all activities of an organization because without human factors it is impossible for the organization to survive and achieve its goals (Wigfeld *et al.*, 2011). Developing organizations are organizations that are able to reconstruct the profile of an organization by integrating formal values and socio-cultural value systems in a unified rhythm and hope, both carried out by the leadership element in taking policy and implementing elements carried out between staff and member elements (Armstrong, 2010).

In other words, the organization's implementation depends on the resources in the organization, however in the implementation of the role, Human Resources (HR) in this organization is full of institutional limitations.

According to McShane and Glinow (2010), some of these problems revolve around the problem of inadequate qualifications and competencies and awareness of individual duties and responsibilities towards the main tasks and functions of each person in the organization.

According to Gary (2014), if viewed in an organizational system, each individual in the organization

has their respective roles which then becomes the basis for carrying out daily tasks. This role will later become a benchmark for assessing the performance and achievements of each individual in the organization.

As it is known that all organizations have a goal to achieve excellence, both the advantages to compete with other organizations and to remain able to survive. To achieve this excellence the organization must improve the performance of individual members because basically individual performance affects the performance of the team or workgroup and ultimately affects the overall performance of the company (Luthans, 2011).

Based on this, it can be said that the current behavior of the organization/company is not only an in-role behavior that is doing the work in accordance with the tasks in the job description but also, extra-role behavior that is the contribution of extra roles to complete the research of the organization. This is as stated by Mallick *et al.* (2015)'s research which states that "Organizational Citizenship Behavior (OCB) consists of extra-role behaviors that aim to support other individuals in the organization and the organization as a whole".

Extra role Navy personnel: The presence of personnel who have extra role personality in the Indonesian Navy

---

Corresponding Author: Dani Achdani, Department of Human Resources Management, Jakarta State University (UNJ), Jakarta, Indonesia

organization is clearly reflected in the conditions of war. Each personnel performs the task 24 h hand in hand to win a war, so, based on this it can be said that actually Organizational Citizenship Behavior (OCB) is not a foreign behavior for Indonesian Navy organizations and makes it an early example of every organization in general. This is in accordance with Jhonson and Anderson (2015), namely: Organizational Citizenship Behavior (OCB) reflects a "good soldier syndrome" which is necessary for prosperity and good functioning of every organization.

The Navy supply service: Navy supply service is one part of the Navy organization which has the main task of providing logistical support for elements of the Navy. Judging from the main duties, personnel who serve in this work unit must be personnel who have work behaviors that are not only intra-role but also have extra role characteristics because the task of Navy supply service personnel has the task that the majority prioritizes the service process.

Based on the regulation of the Chief of Naval Staff Number:21/2/2010 dated February 24, 2010, it was stated that the duties of Navy supply service personnel included assisting in the process of distributing and distributing supplies of individual annual equipment and supplies of fuel, assisting in the preparation and distribution reports, collects personal data from the main command and the work unit, assists in general administrative and office activities, records incoming and outgoing mail, classifies letters and documents, stores and archives documents. As well as assisting the leadership by submitting considerations and suggestions to superiors related to their duties, then helping to carry out the functions of maintenance, storage, deletion, supervision and control. All of these tasks are in-role assignments for Navy supply service personnel and when able to carry out tasks outside of their main duties, it can be said that this person has carried out Extra Role duties in service in other words, the Organizational Citizenship Behavior (OCB) process has been carried out.

Based on this, it can be concluded that what is meant by Organizational Citizenship Behavior (OCB) in the Navy supply service organization is a deep individual personnel contribution that exceeds its main task with full loyalty, empathy and high dedication regardless of reward which involves several behaviors including helping behavior. other people, become volunteers for extra tasks and obey the rules and procedures.

Based on the above observations, the researcher was interested in observing and further examining the level of the Organizational Citizenship Behavior (OCB) in the Navy supply service work unit, especially in the ranks of

non-commissioned officer because it is known that the personality base for the Organizational Citizenship Behavior (OCB) reflects the characteristics or personality of members who are cooperative, helpful, considerate and mean it. Researchers see there are several situational factors that have the potential to influence the rise and fall of the Organizational Citizenship Behavior (OCB), namely: the factors of Training, mentoring and self regulation.

The first factor, training: Training in principle is an effort to equip someone with knowledge and skills and attitude, so that, someone has the ability to carry out their daily tasks or work. Through the training program, it is expected that all the potential that can be increased in accordance with the wishes of the organization or at least close to what is expected by the organization (Vohs and Baumeister, 2011).

Training is usually carried out when workers have less expertise or when an organization changes a system and needs to learn about new skills (Hammill *et al.*, 2015). With the existence of training activities, the personnel has the opportunity to absorb new knowledge or values, so that with the new knowledge the members can improve their profession in carrying out the tasks assigned to them.

According to Memon *et al.* (2017) training is a very important thing that can be done by an organization with the aim of having a knowledgeable workforce, ability and skill and can meet the needs of the organization in the present and in the future.

In training activities, there are aspects that need to be considered among others, the suitability of the syllabus with training needs, the quality of the trainer or instructor, the quality of participants, the completeness of appropriate facilities and infrastructure in carrying out symmetrical training activities and the provision of costs. If these aspects can be fulfilled properly, the training program will run as expected by the governing organization (Noe, 2016). In connection with efforts to grow OCB on personnel, training must be seen in terms of the results obtained for each personnel who take part in the training, whether there is an increase in knowledge, skills and positive behavior to support their research so, as to improve personal and organizational performance. Training will determine the performance of members while performance will increase if training is carried out with good requirements (Griffin and Moorhead, 2013).

The second factor, mentoring: Mentoring is a tool used by the organization to maintain and develop its personnel. According to James *et al.* (2015), this can be in the form of practical care and formal programs. Mentoring is also

described as an activity carried out by someone (mentor) for another person (mentee) in order to help the person do his job more effectively and/or to progress in his career.

According to Okurame (2012), the conditions that often occur are a. The leader does not provide professional career counselors and mentors to be able to provide training on complaints of research problems, 2. Leaders lack facilitation by giving the widest possible opportunity for employees to take care who can improve their skills according to their respective basic tasks and functions.

The third factor, self regulation: Self-regulation is an ability possessed by individuals in controlling behavior and manipulating a behavior by using the ability of the mind, so that, individuals can react to their environment in an effort to achieve the desired goals (Suharyo *et al.*, 2017).

The conditions that occur are: Navy supply service personnel are less able to regulate their thoughts, emotions and behavior to achieve success in their work and life environment; Navy supply service personnel lack knowledge and metacognition skills so that they are not able to receive work orders given by superiors; Navy supply service personnel do not understand the objectives of the research program to be achieved so that they cannot improve the creativity expected by the leadership. In connection with self-regulation which is considered as one of the potential factors in OCB (Ahmadi *et al.*, 2017).

This study aims to analyze significantly how the interaction and influence between 4 variables including the direct influence of the training aspect (X_1) on extra role behavior or the Organizational Citizenship Behavior (OCB) (Y), the direct influence of the mentoring aspect (X_2) on extra role behavior OCB (Y), the direct influence of Self regulation aspects (X_3) on extra role behavior OCB (Y). And then the direct influence of training aspects (X_1) on self-regulation aspects (X_3), finally the direct influence of mentoring aspects (X_2) on self-regulation aspects (X_3).

This study has many literatures to support the research such as: Switzky (2001) personality and motivational differences in persons with mental retardation, Okurame (2012) impact of career growth prospects and formal mentoring on organisational citizenship behaviour, Bolino *et al.* (2012) a self regulation approach to understanding citizenship behavior in organizations, James and Julie New perspective and research on informal mentorship.

The next literature is Jhonson and Andreson (2015) mentoring in the US Navy by Khalid Farooq organization

citizenship behaviour a key for employee retention an empirical investigation from systematic. Memon *et al.* (2017) the relationship between training satisfaction organisational citizenship behaviour and turnover intention. All of the literature is the basis for the implementation of this research.

MATERIALS AND METHODS

The concept of OCB: Organizational Citizenship Behavior (OCB) is a term used to identify employee behavior. This OCB refers to the construct of "extra-role behavior", defined as behavior that benefits the organization or intends to benefit the organization directly and leads to the role of hope. There are two approaches to the concept of OCB, namely OCB is an extra role performance that is separate from the performance of the in-role or performance that matches the job description. The second approach is to look at OCB from principles or political philosophy. This approach identifies the behavior of organizational members with citizenship behavior (Robbins, 2010).

According to Snall and Bohlander (2010) OCB involves several behaviors including helping others, volunteering for extra tasks, obeying the rules and procedures in the workplace. This behavior describes an employee added value which is one form of prosocial behavior, namely positive, constructive and meaningful social behavior.

Extra Role Behavior (OCB) is the behavior of individuals who are involved in various forms of cooperation and help others in the organization and have a high social sense, this is needed by institutions in improving the performance of personnel (Kreitner and Kinicki, 2009).

OCB is also, often interpreted as a behavior that exceeds a formal obligation (extra role) that is not related to direct compensation. That is someone who has a high OCB will not be paid in the form of money or certain bonuses but the OCB is more about the social behavior of each individual to work beyond what is expected such as helping colleagues during voluntary breaks (Mathis and Jackson, 2010).

Based on the conceptual description above, it can be synthesized that extra role behavior (OCB) is an individual's behavior in carrying out a task beyond the work standard which is an extra role that is carried out on one's own awareness to help the organization achieve its goals with indicators: behavior is concerned with the interests of others (altruism); impersonal (conscientiousness) behavior; compliance with the organization as a civic responsibility; the attitude of courtesy and respect shown in each behavior (courtesy).

The concept of training assesment: Training is an activity carried out to improve abilities and improve performance in carrying out their duties, so as to produce increased skills, knowledge, skills, attitudes and specific behaviors related to their research which are assessed based on indicators: Skills of training participants, knowledge of trainees, attitudes of training participants, benefits of training, behavioral training, results of training (Bolino *et al.*, 2012).

Assessment is done using a questionnaire as a research instrument that is filled by personnel based on the attitude scale, namely: Always (A) has a score of 5; Often (O) has a score of 4; Rarely (R) has a score of 3; Sometimes (S) has a score of 2 and Never (N) has score 1; the results of which are measured by the total score.

The concept of mentoring assesment: Mentoring is a process of guidance given by a mentor to him to improve his personal and professional development which is assessed based on indicators: mastery of experience; role modeling; an assessment of one's own physiology (Stone, 2011).

Assessment is done using a questionnaire as a research instrument filled by personnel based on the attitude scale that is Always (A) has a score of 5, Often (O) has a score of 4, Rarely (R) has a score of 3, Sometimes (S) has a score of 2 and Never (N) has a score of 1, the result of which is expressed by the total score.

The concept of self regulation assesment: Self regulation is a process that activates the thoughts, behaviors and feelings of oneself continuously in an effort to achieve the goals set by the organization, assessed based on indicators: self-assessment; a vision of self-improvement; self-encouragement.

Assessment is done by using questionnaire as an instrument filled by non-commissioned personnel based on the attitude scale that is Always (A) has a score of 5, Often (O) has a score of 4, Rarely (R) has a score of 3, Sometimes (S) has a score of 2 and Never (N) has a score of 1, the result of which is expressed by the total score.

The methods of research: This study uses a quantitative approach through survey methods. As the unit of analysis is Navy supply service personnel. According to Lohr (2009) survey design means the procedure used to select units from the population for inclusion in the sample. Designing a survey is the most important stage of a survey since design deficiencies cannot always be compensated for when editing and analyzing the data.
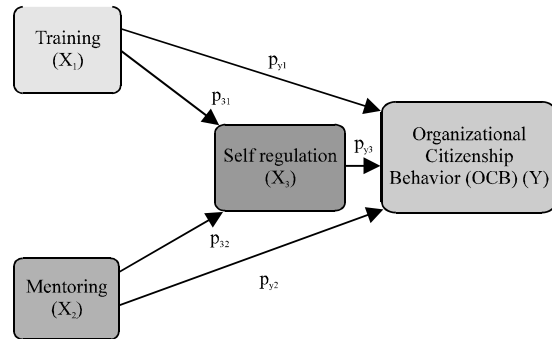

Fig. 1: Problem model constellation; Y) Extra role behavior; Organizational Citizenship Behavior (OCB); X_1) Training; (X_2) Mentoring and X_3) Self regulation

Further according to Lodico *et al.* (2010), Descriptive survey research, the approaches share the following common characteristics: Identify a research topic; Conduct a review of the literature; Develop research questions; Develop the survey.

In this study, hypothesis testing uses path analysis techniques with constellation models between variables, consisting of 4 variables namely; variable X, called independent variable (exogenous), namely training (X_1), parenting (X_2), self-regulation (X_3) and Y variable, called the dependent variable (endogenous) namely Organizational Citizenship Behavior (OCB).

The problem model constellation of research that shows the model of the relationship between exogenous variables (X) with the endogenous variable (Y) is described as follows (Fig. 1).

In this study, the population that became the object was all supply service Navy non-commissioned personnel who numbered 125 supply service Navy officers. Primary data is obtained directly from respondents in the form of their responses to research instrument items. Sampling for this study using the stratified random sampling method, Hair *et al.* (2010).

To determine how many samples are taken, the Slovin formula is used with a 5% error rate as follows:

$$n = \frac{N}{1+N(e)2}$$

Where:
n = Sample size
N = Total population
e = Margin of error (0.01- 0.5)

When referring to the formula above, the sample in this study can be calculated as follows:

$$n = \frac{125}{1+125(0.05)2}$$

The 95 supply service Navy non-commissioned personnel. Based on calculations, the total population is 125 supply service Navy non-commissioned personnel with an error rate of 5%, bringing the total sample to 95 supply service Navy personnel.

Data collection in this study was carried out through questionnaires designed in models such as Linkert scale forms. In this scale, the submitted statements are equipped with five alternative answers and their weight for each alternative. For the Linkert scale the details are: Always = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1.

The questionnaire as a research instrument was made based on the theoretical framework confirmed in the form of conceptual definitions and operational definitions which were then presented in the form of a grid of research instruments. The grid is further elaborated in the statement points and then tested on 30 respondents using validity and reliability testing before being used for research.

Validity test: Instrument validity is the suitability of the measuring instrument used to measure the consistency of the measurement results of the supply service Navy non-commissioned personnel. The questionnaire is organized based on indicators on each variable and functions as an instrument grid. Calculate the correlation coefficient between the test results score that will be tested for validity with the standardized test results owned by the same person using the moment product correlation formula using rough numbers (pearson moment product correlation), namely:

$$r_{xy} = \frac{n\sum_{i=1}^{n}x_iy_i - \sum_{i=1}^{n}x_i\sum_{i=1}^{n}y_i}{\sqrt{\left(n\sum_{i=1}^{n}x_iy_i - \left(\sum_{i=1}^{n}x_i\right)^2\right)\left(n\sum_{i=1}^{n}y_i^2 - \left(\sum_{i=1}^{n}y_i\right)^2\right)}}$$

Where:

r_{xy} = Correlation coefficient between X and Y
x_i = I data value for group X
y_i = I data value for group Y
n = Data

- Valid Instrument, if r counts $\geq$ r table
- Invalid Instrument, if r counts $\leq$ r table

Reliability test: Instrument reliability is the level of reliability of the measuring instrument used to measure the consistency of the measurement results of Navy supply service personnel. If the instrument reliability coefficient is high then describing the measuring instrument is reliable and reliable so that it can be used in research. To calculate the reliability of the instrument, reliability testing is done by analyzing the consistency of the items that are done by testing the instrument to the test respondents. This reliability analysis is done using the alpha reliability coefficient technique, (Alpha Cronbach).

RESULTS AND DISCUSSION

Data description: The next process is to describe the data of each variable, namely the variable training (X_1), mentoring (X_2) and self-regulation (X_3) of OCB (Y).

The ocbvariable (Y): The OCB variable after data processing is statistically obtained data for a maximum score of 155 and a minimum score of 89, so that, the score range 66, also, obtained that the average value is 128.2; with a standard deviation of 17.068; the median is 127; mode is 146 and variance is 291.311 (Table 1).

In accordance with Table 2. Most of the OCB variable scores were in the interval class between 143-152 (24.21%)

Table 1: Statistics data description

Variables	Statistics			
	Y	X_1	X_2	X_3
N				
Valid	95	95	95	95
Missing	0	0	0	0
Mean	128.20	116.69	117.31	110.36
SD. erroe of mean	1.751	2.770	1.687	1.732
Median	127.00	123.00	120.00	114.00
Mode	146	70	135	126
SD. Deviation	17.068	26.995	16.445	16.877
Variance	291.311	728.704	270.448	284.849
Range	66	89	80	65
Minimum	89	60	60	70
Miximum	155	149	140	135
Sum	12179	11086	11144	10484

Table 2: Variable data distribution of Y

Interval classes	Frequencies	
	Absolute	Relative (%)
89-97	4	4.21
98-106	6	6.32
107-115	16	16.84
116-124	18	18.95
125-133	11	11.58
134-142	11	11.58
143-151	23	24.21
152-160	6	6.32
Total	95	100.00

Table 3: Variable data distribution of X_1

Interval classes	Frequencies	
	Absolute	Relative (%)
60-71	15	15.79
72-83	1	1.05
84-95	3	3.16
96-107	8	8.42
108-119	13	13.68
120-131	16	16.84
132-143	27	28.42
144-155	12	12.63
Total	95	100.00

Table 4: Variable data distribution of X_2

Interval classes	Frequencies	
	Absolute	Relative (%)
60-70	1	1.05
71-81	3	3.16
82-92	5	5.26
93-103	8	8.42
104-114	22	23.16
115-125	23	24.21
126-136	25	26.32
137-147	8	8.42
Total	95	100.00

and followed by interval classes 116-124 (18.95%) while the smallest scores were in the range 89-97 (4, 21%).

The training variable (X_1): Based on the results of processing statistically obtained that the training variable has a maximum score of 149 and a minimum score of 60 so, that the range (score) score of 89, also obtained that the average value (mean) is 116.69; with a standard deviation (standard deviation) is 26.995; median is 123; mode is 70 and variance is 728.704.

According to Table 3. Most of the training variable scores were in the interval class between 132-143 (28.42%) and followed by interval classes 120-131 (16.84%) while the smallest scores were in the range 72-83 (1, 5%).

The mentoring variable (X_2): Based on the results of processing statistically obtained that the parenting variable has a maximum score of 140 and a minimum score of 60 so that, the range (score) score of 80, also obtained that the average value (mean) of 117.31; with a standard deviation (standard deviation) is 16.445; median is 120; mode is 135 and variance is 270.448.

In accordance with Table 4. Most of the parenting variable scores were in the interval between 126-136 (26.32%) and followed by interval classes 115-125 (24.21%) while the smallest scores were in the range 60-71 (1, 05%).

The self regulation variable (X_3): Based on statistically processed data, it is known that the self-regulation variable has a maximum score of 135 and a minimum score

Table 5: Variable data distribution of X_3

Interval classes	Frequencies	
	Absolute	Relative (%)
70-78	3	3.16
79-87	7	7.37
88-96	13	13.68
97-105	13	13.68
106-114	12	12.63
115-123	19	20.00
124-132	25	26.32
133-141	3	3.16
Total	95	100

of 70 so that, the range (score) of 65, it is also, obtained that the mean value is 110.36 with a standard deviation (standard deviation) is 16,877; the median is 114; mode is 126 and variance is 284,849 (Table 5).

Most of the self-regulation variable scores were in the interval class between 124-132 (26.32%) and followed by interval classes 115-123 (20%) while the smallest scores were in the range 70-78 (3.16%) and range from 133-141 (3.16%).

Normality test for estimated error (Y-Ŷ)
Normality test of training variable (X_1) to OCB (Y): The results of the calculation of normality for Y estimation errors on X_1 obtained L count of 0.0354 while the critical value Liliefors (L table) for n = 95 at α = 0.01 is 0.106. From these results, it is known that L counts <L table, so H_0 is accepted. Thus it can be concluded that the estimated error of the OCB (Y) variable on the training variable (X_1) comes from a population that is normally distributed.

Normality test of mentoring variable (X_2) to OCB (Y): The results of the calculation of normality for Y estimation errors on X_2 obtained by L count 0.074 while the critical value Liliefors (Ltabel) for n = 95 at α = 0.01 is 0.106. From these results, it is known that L counts <L table, so H0 is accepted. Thus it can be concluded that the estimated OCB variable (Y) error on the care variable (X_2) comes from a population that is normally distributed.

Normality test of self regulation variable (X_3) to OCB (Y): The results of the calculation of normality for Y estimation errors on X_3 obtained by L count 0.0114 while the critical value Liliefors (L table) for n = 95 at ? = 0.01 is 0.106. From these results, it is known that L counts <L table, so H_0 is accepted. Thus it can be concluded that the estimated OCB Variable (Y) error on the self-regulation variable (X_3) comes from a population that is normally distributed.

Normality test of training variable (X_1) to self regulationvariable (X_3): The results of the calculation of normality for estimated X_3 errors over X_1 obtained Lhitung
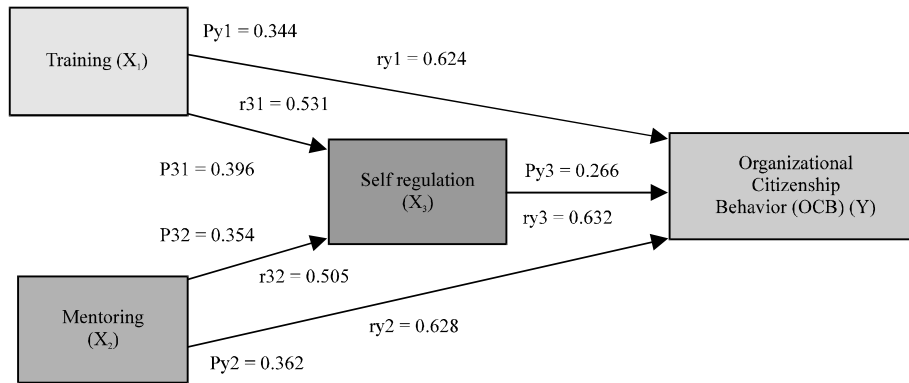
Fig. 2: Final model constellation

Table 6: Test of normality error estimates

Regression estimation error	L Counts (L_0)	L Table α = 0.05	α = 0.01	Results
Y- X_1	0.0354	0.09	0.106	Normal
Y-X_2	0.074	0.09	0.106	Normal
Y-X_3	0.0114	0.09	0.106	Normal
X_3-X_1	0.0815	0.09	0.106	Normal
X_3-X_2	0.0548	0.09	0.106	Normal

of 0.0815 while the critical value of Liliefors (L table) for n = 95 at α = 0.01 is 0.106. From these results, it is known that L counts <L table, so H_0 is accepted. Thus it can be concluded that the self-adjustment variable (X_3) error estimates for the training variable (X_1) are from a population that is normally distributed.

Normality test of mentoringvariable (X_2) on selfregulation variable (X_3): The results of the calculation of normality for the estimated X_3 error over X_2 obtained Lhitung of 0.0548 while the critical value of Liliefors (L table) for n = 95 at α = 0.01 is 0.106. From these results, it is known that L counts <L table, so, H_0 is accepted. Thus, it can be concluded that the self-adjustment variable (X_3) error estimation on the care variable (X_2) comes from a population that is normally distributed. All calculation results of the Estimated Error Normality Test can be seen in Table.

Significance test and regression linearity: Significance and linearity testing is intended to see whether the regression equation produced has a good or unbiased model, so that, it can be used to predict a dependent variable more precisely. The test is carried out using analysis of variance that produces the F-value as a parameter.

For significance testing, it is said to be significant if the F-value is calculated>F-table, otherwise, the regression equation is said to be insignificant if F-counts <F-table. As for the linearity test, the regression equation

Table 7: Summary of significant and linear test results

Variables	Equation	F_counts	Test ofLinearity F Table α = 0.01	Results
Y-X_1	$\hat{Y} = 82.177 + 0.394 X_1$	59.135 1.4909	6.96 2.00	Significant and linear
Y-X_2	$\hat{Y} = 51.699 + 0.652 X_2$	60.657 0.8175	6.96 2.00	Significant and linear
Y-X_3	$\hat{Y} = 57.688 + 0.639 X_3$	41.864 1.4737	6.96 2.02	Significant and linear
X_3-X_1	$X_3 = 71.586 + 0.332 X_1$	36,56 1.0734	6.96 2.00	Significant and Linear
X_3-X_2	$X_3 = 49.516 + 0.516 X_2$	31.682 1.9255	6.96 2.00	Significant and linear

Table 8: Matrix of correlation coefficients and inter-variable path coefficients t table (0.05/2; 95) = 2,000

Variables	r (correlation coefficients)	P (path coefficients)	t Counts	t Table	Results
Y-X_1	0.624	0.344	4.394	2.000	Significant path
Y-X_2	0.628	0.362	4.719	2.000	Significant path
Y-X_3	0.632	0.266	3.176	2.000	Significant path
X_3-X_1	0.531	0.396	4.490	2.000	Significant path
X_3-X_2	0.505	0.354	4.012	2.000	Significant path

is said to be linear if the F value counts <F-table and vice versa the regression equation is said to be not linear if the F-count>F-table. Calculations can be seen in Table 7.

After the data is processed and through the various tests required, the next step is testing the causality model through path analysis. If the t count value is greater than t-table or smaller than α = 0.05, the path between the variables is significant, on the contrary, if the t count is smaller than t-table or greater than α = 0.05, the path between variables is not significant. Tests use SPSS Version 20 (Table 8 and Fig. 2).

Hypothesis testing: Training (X_1) has a direct effect on OCB (Y), the hypothesis tested is:

- H_0: py1 = 0:training does not have a direct effect on OCB
- H_1: py1> 0:training has a direct effect on OCB

If t count <t table then training does not have a direct effect on OCB. If it is not affected by the first hypothesis (H_0), the alternative hypothesis (H_1) is used, if t counts >t table, then the training has a direct effect on OCB.

Based on the calculation results obtained path coefficient value (py1) = 0.344 with a value of t count = 4.394 at the 0.05 level of significance and t table value = 2,000. Because the value of t counts >t table, the first hypothesis (H_0) is rejected. The conclusion is that training has a direct effect on OCB.

Mentoring (X_2) directly affects OCB (Y), the hypothesis tested is:

- H_0:py2 = 0:mentoring does not have a direct effect on OCB
- H_1:py2> 0:mentoring has a direct effect on OCB

Based on the calculation results obtained the path coefficient (py2) = 0.362 with the value of t count = 4.719 at the 0.05 level of significance and t table = 2.000. Because the value of t counts>t table, the first hypothesis (H_0) is rejected. The conclusion is that parenting has a direct effect on OCB.

Self regulation (X_3) directly affects OCB (Y), the hypothesis tested is:

- H_0:py3 = 0:self regulation does not directly affect OCB
- H_1:py3>0:self regulation directly affects OCB

Based on the calculation results obtained path coefficient value (py3) = 0.266 with the value of t count = 3.176 at the 0.05 level of significance and t table value = 2.000. Because the value of t counts> t table, the first hypothesis (H_0) is rejected. The conclusion is that self-regulation directly affects OCB.

Training (X_1) directly affects self regulation (X_3). The hypothesis tested is:

- H_0:p31 = 0:training does not have a direct effect on Self Regulation
- H_1:p31> 0:training has a direct effect on Self Regulation

Based on the calculation results obtained path coefficient value (p31) = 0.396 with a value of t count = 4.490 at the 0.05 level of significance and t-table value =

Table 9: Hypothesis test summary

Hypothesis	Statistic test	Decision	Results
Training (X_1) directly affects OCB (Y)	H_0: p_{y1} = 0 H_1: p_{y1}>0	H_0 is rejected	Direct influence
Mentoring (X_2) directly affects OCB (Y)	H_0: p_{y2} = 0 H_1: py2>0	H_0 is rejected	Direct influence
Self regulation (X_2) directly affects OCB (Y)	H_0: p_{y3} = 0 H_1: p_{y3}>0	H_0 is rejected	Direct influence
Training (X_1) directly affects self regulation (X_3)	H_0: p_{31} = 0 H_1: p_{31}>0	H_0 is rejected	Direct influence
Mentoring (X_2) directly affects self regulation (X_3)	H_0: p_{32} = 0 H_1: p_{32}>0	H_0 is rejected	Direct influence

2.000. Because the value of t-counts> t-table, the first hypothesis (H_0) is rejected. In conclusion, the training has a direct effect on self regulation.

Mentoring (X_2) has a direct effect on self regulation (X_3), the hypothesis tested is:

- H_0:p32 = 0:mentoring does not have a direct effect on self regulation
- H_1:p32>0:mentoring has a direct effect on self regulation

Based on the calculation results obtained path coefficient value (p32) = 0.354 with a value of t count = 4.012 at the 0.05 level of significance and t table value = 2,000. Because the value of t counts>t table, the first hypothesis (H_0) is rejected. The conclusion is that parenting has a direct effect on self regulation. Based on the testing of the hypothesis above that all decisions reject H_0, as in Table 9. Based on Table 9, an analysis can be made as follows:

Training directly affects OCB: Based on the results of testing the hypotheses that have been carried out, it was concluded that the training had a positive and significant direct effect on increasing OCB. This finding proves that through training activities the OCB Navy supply service officer can be upgraded.

Mentoring has a direct positive effect on OCB: Based on the results of testing the hypotheses that have been carried out, it is concluded that parenting has a positive and significant effect on increasing OCB. This finding proves that parenting can affect the increase in OCB Navy supply service personnel.

Self regulation directly affects OCB: Based on the results of testing the hypotheses that have been carried out, it is concluded that self-regulation has a direct positive and significant effect on increasing OCB. This finding proves that self-regulation can affect OCB Navy supply service personnel.

Training directly influences self regulation: Based on the results of testing the hypothesis that have been carried out, it is concluded that training has a direct and positive effect on self-regulation. This finding proves that training can affect self regulation.

Mentoring has a direct effect on self regulation: Based on the results of testing hypotheses that have been carried out, it is concluded that parenting has a positive and significant effect on self-regulation. This finding proves that parenting can affect self regulation.

CONCLUSION

From the results of the analysis and discussion that have been described, the conclusions of this study are as follows: Training has a direct positive effect on OCB. This finding shows that the more intense the training is carried out, it will have a positive impact on increasing OCB. Mentoring has a direct positive effect on OCB. These findings indicate that improving parenting quality optimally increases OCB. Self regulation has a direct positive effect on OCB. These findings indicate that optimizing self-regulation will increase OCB. Training has a direct positive effect on self-regulation. These findings indicate that increasing the intensity and quality of training will improve self regulation. Mentoring has a direct positive effect on self-regulation. These findings indicate that providing care will increase OCB.

IMPLICATIONS

The implications of the results obtained from this study can be explained as follows: Training influences OCB. This will certainly result in an increase in the number of participants' interest in the training. Therefore, non-commissioned personnel are expected to be loyal to follow orders to carry out training according to their duties. Mentoring affects OCB. The real implication is that many seniors actively participate in providing care for non-commissioned personnel to increase the incidence of OCB in Navy supply service. Self regulation affects OCB. The implication is that there is a demand for improvement of self regulation patterns from the Navy supply service Non-commissioned officer. Training has an effect on self regulation, consequently, it is expected that awareness will arise for non-commissioned personnel to be active in training activities because training is considered to be able to provide self-benefits especially forming a more positive pattern of self regulation. Mentoring affects the self regulation, the real implication is done more intensely

in caring for subordinates, especially non-commissioned officers in order to establish self regulation in a positive direction.

ACKNOWLEDGEMENTS

REFERENCES

Ahmadi, A., O.S. Suharyo, K. Susilo and P. Pratisna, 2017. Applied of impressed current cathodic protection design for fuel pipeline network at aaval base. Iran. J. Mater. Sci. Eng., 14: 41-52.

Amstrong, M., 2010. Amstrongs Essential, Human Resource Management Practice: A Guide to People Management. Kogan Page, London, UK, ISBN:978-0-7494-5989-5, Pages: 415.

Bolino, M.C., J. Harvey and D.G. Bachrach, 2012. A self-regulation approach to understanding citizenship behavior in organizations. Organizational Behav. Hum. Decis. Processes, 119: 126-139.

Gary, D., 2014. Human Resource Management. 14th Edn., Pearson, London, UK., ISBN:9781292018430, Pages: 664.

Griffin, R.W. and G. Moorhead, 2013. Organizational Behavior, Managing People and Organizations. 11th Edn., Southwestern Publishing Group, Nashville, Tennessee, Pages: 590.

Hair, Jr. J.F., W.C. Black, B.J. Babin and R.E. Anderson, 2010. Multivariate Data Analysis. 7th Edn., Prentice-Hall, Upper Saddle River, NJ., USA., ISBN-13: 978-0138132637, Pages: 816.

Hammill, J., G. Best and J. Anderson, 2015. Developing student mentor self-regulation skills through formative feedback: Rubric development phase. J. Peer Learn., 8: 48-58.

James, J.M., A. Rayner and J. Bruno, 2015. Are you my mentor? New perspectives and research on informal mentorship. J. Acad. Librarianship, 41: 532-539.

Johnson, W.B. and G.R. Andersen, 2015. Mentoring in the US Navy: Experiences and attitudes of senior navy personnel. Naval War Coll. Rev., 68: 1-16.

Kreitner, R. and A. Kinicki, 2009. Organizational Behavior. 9th Edn., McGraw-Hill, New York, USA., ISBN:9780073530451, Pages: 704.

Lodico, M.G., D.T. Spaulding and K.H. Voegtle, 2010. Methods in Educational Research: From Theory to Practice. John Wiley and Sons, Hoboken, New Jersey, USA.,.

Lohr, S.L., 2009. Handbook of Statistics. Vol. 29, Elsevier, Boston, Massachusetts,.

Luthans, F., 2011. Organizational Behavior: An Evidence-Based Approach. 12th Edn., McGraw-Hill, New York, USA., ISBN:9780071289399, Pages: 574.

Mallick, E., R.K. Pradhan, H.R. Tewari and L.K. Jena, 2015. Organizational citizenship behaviour, job performance and HR practices: A relational perspective. Manage. Labour Stud., 39: 449-460.

Mathis, R.L. and J.H. Jackson, 2010. Human Resource Management. 13th Edn., Southwestern Publishing Group, Nashville, Tennessee, ISBN-13:978-0-538-45315-8, Pages: 615.

McShane, S.L. and M.A.V. Glinow, 2010. Organizational Behavior. 5th Edn., McGraw-Hill, New York, USA., ISBN:9780071078665, Pages: 633.

Memon, M.A., M.N. Rosli, B.S. Md Nordin and H. Ting, 2017. The relationship between training satisfaction, organisational citizenship behaviour and turnover intention: A PLS-SEM approach. J. Organizational Effective. People Perform., 4: 267-290.

Noe, R.A., 2016. Employee Training and Development. 7th Edn., McGraw-Hill, New York, USA., ISBN:9780078112850, Pages: 576.

Okurame, D., 2012. Impact of career growth prospects and formal mentoring on organisational citizenship behaviour. Leadersh. Organiz. Dev. J., 33: 66-85.

Robbins, S., 2010. What is Organizational Behavior. Pearson, London, UK.,.Schermerhorn, J.R., 2011. Organization Behavior. 11th Edn., John Wiley & Sons, Hoboken, New Jersey, USA., ISBN:9780470553114, Pages: 438.

Snall, S. and G. Bohlander, 2010. Principles of Human Resource Management. 15th Edn., South-Western Cengage Learning, Ohio, USA., ISBN:9780324593303, Pages: 821.

Stone, R.J., 2011. Human Resource Management. 7th Edn., John Wiley & Sons, Hoboken, New Jersey, USA.,.

Suharyo O.S., D. Manfaat and H.D. Armono, 2017. Establishing the location of naval base using fuzzy MCDM and covering technique methods: A case study. Intl. J. Oper. Quant. Manage., 23: 61-87.

Switzky, H.N., 2001. Personality and Motivational Differences in Persons with Mental Retardation. Lawrence Erlbaum Associates, New Jersey, USA., Pages: 391.

Vohs, K.D. and R.F. Baumeister, 2011. Handbook of Self-Regulation, Research, Theory and Applications. 2nd Edn., The Guilford Press, New York, USA., ISBN:978-1-60623-948-3, Pages: 585.

Wigfield, A., S.L. Klauda and J. Cambria, 2011. Influences on the Development of Academic Self-Regulatory Processes. In: Handbook of Self-Regulation of Learning and Performance, Schunk, D.H. and B. Zimmerman (Eds.). Taylor & Francis, Milton, England, ISBN:9780415871112, pp: 1-16.