

Identification of Factors that Influence Organisational Citizenship Behavior Teachers and Educational Personnel at Madrasah Aliyah State in Mataram City, Indonesia

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Abstract. Effective resource management produces good performance. Organisations that want to achieve goals must properly utilise and manage their resources. This research was conducted to determine what factors influence the Organizational Citizenship Behavior of teachers and education personnel at Madrasah Aliyah Negeri in Mataram city. This study uses a quantitative descriptive method with a sample of 95 respondents, the entire population of teachers and education personnel at MAN Mataram City. The analysis used is factor analysis with the Guttman scale. It can be concluded that the factors that influence Organizational Citizenship Behavior dominantly in teachers and education personnel are; factors of job satisfaction, motivation, organisational culture, and gender.

Keywords: Identifications; Organisational Citizenship Behavior; Education.

INTRODUCTION

Educational institutions in Indonesia have a vital role, namely, the nation's intellectual life. Juridically, educational institutions provide knowledge and develop intelligent thinking. While practically, educational institutions play a role in organising teaching, education, and improving behaviour and social behaviour. Every educational institution must carry out management functions properly and directly - implementing education's vision and mission by optimising all existing resources.

Education development is significant to improve the quality of human resources to achieve a better quality of life. Quality education is connected to educators guiding during school teaching and learning activities.

Effective resource management results in good performance and performance results. This also results in excellent organisational performance. The organisation wants to improve its quality by providing the best performance to all its employees. So it is essential to create a pleasant work environment where all employees can contribute through the best quality of work they have. The

organisation will benefit if it has employees who behave positively, support the organisation, and have good morals to follow all the rules.

In this context, the problems faced by educational institutions generally concern one of the three critical behaviours of an employee in an organisation, namely good organisational behaviour, commonly known as Organizational Citizenship Behavior (OCB). OCB is an independent individual behaviour that is not directly rewarded by the formal reward system. This is free and voluntary, not limited by role requirements or job descriptions, which are expressly required in the contract with the organisation but rather a personal choice.

In the school context, OCBs were found to play a role in student achievement and increase school effectiveness. They free up resources for more productive purposes, help coordinate organisational activities, and are more effective at environmental change.

Schools are responsible for developing OCB for each of its members, including teachers and education staff. This shows that OCB has a critical position in an organisation and is one indicator

towards a better organisation. Good employees (good citizens) display Organizational Citizenship Behavior in their work environment, thus improving the organisation.

Two important things need to be considered in improving the OCB of teachers and education staff, namely: 1) Internal factors (teachers and education personnel) such as morale, motivation, commitment, job satisfaction, and positive attitude; 2) External factors such as management system, leadership, organisational culture. Schools will be more effective and successful if teachers do not only their main tasks but also do extra work. Pro-social behaviour or additional actions that exceed the job description specified in the school are referred to as OCB.

METHOD

This research took place at the Madrasah Aliyah Negeri in Mataram. The time of research was carried out from June to August 2022. This study used a quantitative descriptive approach. The informants in this study were the principal, teachers and education staff, amounting to 106 people. While the sampling technique used in this study is saturated because all population members are used as samples [1]. Still, only 95 people filled out the questionnaire because some of the teachers had the status of employed teachers.

Technique Data collection in this study used three ways: observation, questionnaires, interviews, and documentation. Data analysis in quan-

titative research was based on a statistical approach. Descriptive analysis is used to determine the characteristics of respondents and descriptions of respondents' answers to the indicators of each research variable, including Organizational Citizenship Behavior.

The data obtained by the compiler were transformed in the Guttman scale (Table 1).

Table 1 – Percentage of Category constants

Percentage	Category
90–100	Very high
61–89	Tall
50–60	Enough
35–49	Low
Less than 35	Very low

RESULTS AND DISCUSSION

There were the analysis results of the eight OCB factors: job satisfaction, motivation, organisational culture, gender, leadership style, tenure, corporate perception and fairness factors.

The general rule is that the hypothesis is accepted if the Chi-Square count > Chi-Square Table. Otherwise, the analysis result is rejected.

Table 2 is the result of the analysis Chi-Square test of job satisfaction (Asymptotic Significance 2-sided). Table 2 shows that all the factors influence OCB in MAN Mataram City.

Table 2 – Chi-Square Test of job satisfaction (Asymptotic Significance 2-sided) for all factors

Criteria	Factor							
	Job satisfaction	Motivation	Organisational culture	Gender	Leadership Style	Years of service	Organisational Perception	Justice Factor
Pearson Chi-Square	.010	.010	.008	.022	.033	.022	.000	.000
Likelihood Ratio	.154	.154	.416	.060	.185	.651	.018	.090
Linear-by-Linear Association	.000	.000	.001	.003	.001	.001	.000	.000

Factor Analysis. The method used in this research is principal component analysis (PCA). An eigenvalue approach is used to determine the number of components. Only elements with an eigenval-

ue of at least one are maintained. The factor analysis model does not include other details with an eigenvalue of less than 1.

After all, variables have sufficient values. The next step is to carry out the core process of factor analysis, namely extracting a set of existing variables so that one or more factors are formed. The method used in carrying out this extraction pro-

cess is Principal Component Analysis. After eight elements are included in determining which of the eight variables will enter which factor, a rotation process is carried out using the varimax method, as shown in Table 3.

Table 3 – KMO & Bartlett's Test of Sphericity

Faktor's	KMO OF MSA	Bartlett's Test of Sphericity		
		Approx Chi-Square	df	Sig
Job satisfaction	.973	84,608a	75	.010
Motivation	.973	84,608a	75	.010
Organisational culture	.671	70,913a	45	.008
Gender	.554	35,590a	30	.022
Leadership Style	.830	63,892a	45	.033
Years of service	.947	83,946a	60	.022
Organisational Perception	.857	127,792a	60	.000
Justice Factor	.764	111,728a	60	.000

Internal Factors Affecting OCB. There are variables on internal aspects that affect OCB. From the results of data processing carried out, data obtained that the percentage and interpretation of numbers for each variable are factors that increase the OCB value for teachers and employees of MAN Mataram City.

These results indicate that job satisfaction as an indicator that is not included in the work obligations of an employee undoubtedly affects OCB at MAN Mataram. If school leaders provide higher satisfaction levels to educators and education staff, they will automatically work voluntarily even though they are not part of their formal work.

Research [2] supports this study's results, which state that job satisfaction significantly affects OCB. According to the theory by [3], satisfied employees seem more likely to speak positively about their organisation and help others or co-workers. They far exceed normal expectations in their work [2]. Research [4] also states that job satisfaction positively and significantly affects OCB. An employee with a high level of satisfaction will show a positive attitude or behaviour towards work. For employees who do not get job satisfaction, negative attitudes or behaviour will arise, leading to frustration. Unlike employees who get pleasure, they can work well, are enthusiastic and can improve work achievements. Research results [5] show that job satisfaction positively and significantly affects organisational commitment.

The study's results by [6] show that two components form the motivational factor, first direction and purpose. Motivated employees intend to do work, be active in carrying out work to fulfil their needs and want to develop themselves within the company so that employees have definite goals in doing their job.

The motivation of MAN Mataram city's teachers and teaching staff can be categorised as high.

Based on the data research, there is no influence of sex factors on OCB in MAN Mataram City. Based on the study [7] proves that there are differences in perceptions of OCB between men and women. Women perceive OCB as part of their in-role behaviour more than men. This evidence shows that women tend to internalise group expectations, a sense of community, and helping activities as part of their work. Furthermore, the results of research [8] state that the OCB of men is higher than that of women. This indicates that men are more concerned about the organisation, including organisational data such as important documents and messages from the organisation, so it is more sporty to share knowledge.

The study shows a relationship between tenure and an influence on OCB in MAN Mataram City. Conceptually, tenure is the period or length of an employee devoting himself to a company or organisation [8]. The tenure can be seen from how long the workforce devotes themselves to the company and the relationship between the company and its crew. Author's opinion [9], often called seniority, is the number of years of continuous service in an organisation. This research is

supported by [10], which states that the results shown on the characteristics of the respondents obtained that all respondents in the category of long working have the same high level of OCB, so it cannot prove that employees with longer working hours show higher levels of OCB.

Test analysis indicates that perceptions of organisational justice have a positive and significant direct effect on organisational citizenship behaviour. This finding provides a reasonably clear picture that teachers' perceptions of organisational justice also determine the strengths and weaknesses of Organizational Citizenship Behavior. If the teacher perceives the organisation can treat its employees fairly, it can strengthen organisational citizenship behaviour. On the other hand, if the teacher perceives the organisation as not showing fairness to its employees, it can weaken the employee's Organizational Citizenship Behavior.

Justice organisation refers to a person's assessment of the extent to which he is treated fairly by the organisation. Justice can be implemented in the form of distributive justice, procedural justice, and interactional justice. When the organisation treats employees fairly, whether distributively, procedurally or interactionally, employees will perceive it positively so that they feel treated humanely and with dignity. Such feelings can encourage employees to be willing to do something outside their primary role as an employee. In this case, OCB reflects employee actions carried out voluntarily outside of their parts that positively contribute to the organisation's development and effectiveness. This role includes altruism, conscientiousness, sportsmanship, decency, and benevolence. The effect of organisational justice on OCB also applies in the context of the educational environment. Suppose the teacher is treated fairly by the school or the leadership as the holder of the school authority. In that case, it will be assessed positively so that the teacher is willing to take generous, polite, and virtuous actions beyond the role that a teacher at school should carry out.

External Factors Affecting OCB. Based on the results, it is known that organisational culture affects Organizational Citizenship Behavior by 85%. It means that a solid corporate culture is internalised in teachers and education personnel, contributing 85% to increasing Organizational Citizenship Behavior in teachers and education staff influenced by other factors. The results con-

cluded that Organizational Citizenship Behavior has a linear relationship with organisational culture.

Organisational perception factors influence OCB in MAN Mataram City. Perception is a process by which an individual gives meaning to the environment. It involves organising and translating various stimuli into a psychological experience. A person's perception can be seen from a person's attitude in looking at a given task, feelings in doing the work, motivation in doing work, and the resulting behaviour in doing work [11].

The results of [12] also show a significant direct effect of perceived organisational support on organisational citizenship behaviour. The results [4] state a positive and significant influence between perceptions of transformational leadership and corporate culture on organisational citizenship behaviour. This shows that perceptions of transformational leadership and organisational culture can improve employee Organizational Citizenship Behavior. Referring to the theory put forward by [13], the Organizational Citizenship Behavior of a person is usually influenced by things outside the individual that have a direct influence, such as transformational leadership and organisational cultural climate. Besides OCB being the result of external forces, Organizational Citizenship Behavior can also be seen as the result of individual internal processes, either directly or indirectly. These factors include job satisfaction, soft skills, and emotional intelligence [4].

In general, the results show that the factors that affect the OCB of teachers and teaching staff have only a significant difference in internal factors regarding fairness and external factors regarding perceptions of the organisation.

Furthermore, it can be conveyed the results of the research that teachers and educators already have Organizational Citizenship Behavior. But, it among teachers and education personnel has yet to appear optimally. By knowing this, school management can improve the existing leadership style so that Organizational Citizenship Behavior in teachers and education can be implemented optimally.

CONCLUSIONS

Based on the results of studies, to increase job satisfaction, the leadership needs to provide a fairer reward system for outstanding employees

to motivate employees to work better. Also, heads must provide more significant opportunities for teachers and education personnel to attend training to develop their competencies.

Increasing organisational commitment from teachers and education personnel must always be the subject of attention from leaders, namely

by paying attention to employees, participation in all activities as a form of trust from superiors, and consistent implementation of every regulation and policy that exist, fostering togetherness values, as well as loyalty to both work and the organisation.

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