

Organizational Citizenship Behavior on Teacher, Case Study of School X

O. Sandjaja *, K.J Wardhani

Universitas Airlangga
Surabaya, Indonesia

Abstract— This research objective is understanding forms of organizational citizenship behavior found on teachers in religion based private schools. Organizational citizenship behavior or OCB, is an individual behavior that is discretionary not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization. There are five dimensions characterizing OCB, which are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. This research was implemented in school X, one of religion based private schools in Surabaya. There were 6 teachers as total subject and data were collected with interviews and observation. Further analysis was using triangulation analysis techniques on data resources. From the data analysis result has obtained a result that there were several forms of OCB that characterized behavior dimensions from the OCB.

Keywords— *Organizational Citizenship Behavior; Individual behavior; Teacher*

I. INTRODUCTION

Human resource has become one of the most critical factors in institutional performance, with education institution as no exception. This is because human has the capabilities, talents, skills, and motivation that lead to various behavior and performance results [1]. As institution in which effectivity rate depends on contributions, efforts, and professionalism of the educator force [2], teacher becomes a crucial factor in educational context.

Such teacher behavior as the crucial factor can deliver positive impact that transferring moral values and motivates students to learn, but also capable to deliver negative impact that creates demotivation for the students to learn. Field observation has shown how the tardiness of teacher's presence in class can affect the spirit of student learning.

In one case of Inpres Labung Elementary School in Namrole District, where a teacher committed illegal charges to students for score compensation in class course, there was a dissonance between work ethic of a teacher and the implementation practice. Teacher is expected to help students understanding cognitive competencies and behavior, which is known as Organizational Citizenship Behavior (OCB).

OCB characterized behavior that is expected from an individual to contribute positively inside an organization: the capability to help others, think positively, actively participate, accept organizational values, and the ability to appreciate and respect another organization member, which has become more and more relevant for educational institutions to develop generations capable of taking on global demand.

The research was done through observation and interview focusing on teacher behavior, in accordance with OCB studies. These methods were executed to obtain more comprehensive data extraction, considering some aspects could only obtain deeper with interview method to avoid fabrication tendencies which didn't reflect through observation method, and to perform data clarification at once.

Research Objective

Research was performed to analyses teacher competencies in school as an educational institution to show OCB, with the result that help organization to face global demand.

II. LITERATURE REVIEW

2.1 Organizational Citizenship Behavior (OCB)

According to [3], OCB is individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization. The intention of discretionary behavior refers to how an individual decide his/her behavior independently without other's direction and has the tendency to be performed voluntarily without the expectation of reward from organization (Organ, 1997). Furthermore, [3] identified five dimensions that characterized OCB, which are:

1. Altruism is an employee behavior that helps others (work colleagues) based on the independence of everyone, as performed voluntarily without the expectation of any reward.
2. Conscientiousness is a dimension to seize the individual internalization and acceptance to-

wards organizational rules, regulation, and procedures, whilst no one observing or monitoring the obedience.

3. *Sportsmanship* is the will to tolerate work inconvenience without complaining, and more emphasizing on positive aspects of organization instead of the negative ones.
4. *Courtesy* is a dimension that measure discretionary behavior to prevent problems related to work.
5. *Civic virtue* is the commitment to the organization overall.

There are some factors that influence OCB, such as:

1. Organizational Culture, when employees are satisfied with their job, accepting sportive treatment, and believes that they are treated fairly, then organization will be formed well.
2. Working Mood, when an organization member has a positive and delightful mood, then the member will respond positively as well to people in need of help around him/her under a positive atmosphere.
3. Perceived Organizational Support, employee who feels that they are supported by the organization will give feedback.
4. Gender Differences, reflects the difference of emphasizing in competition rather than material affluence, and the difference in gender role specialization and attributes.
5. Interaction Quality Between Superior and Subordinate, when the interaction between both parties has a high quality, then a superior will perceive positively towards the other members.
6. Work Tenure, organization member who works longer usually will have more closeness and engagement to the organization.

Teacher

Teacher can be defined as professional educator whose main tasks are to educate, teach, guide, direct, train, assess, and evaluate learner within early age children education, formal education path, elementary education, and middle education [4].

III. METHODOLOGY

1 RESEARCH METHODOLOGY

In this research, researchers used the qualitative descriptive approach which elected for the wide discussion scope and the exploration of possibilities to understand teacher behavior in accordance with OCB studies.

The research was conducted in school "X", one of religion-based private schools in Surabaya.

Informants for the research were selected with random sampling method, for every teacher has the right to be given the equal opportunity to be taken as a sample.

Data were collected by observation and interview methods. Researchers then compared the observation results to obtain the maximum representation.

Indicator:

1. *Altruism*
 - a. *Help other organization members in need.*
 - b. *Help students who have difficulties in understanding the course.*
 - c. *Help new teacher (situational).*
 - d. *Help students who have difficulties with task/assignment given.*
 - e. *Help to substitute another teacher (that unable to be present).*
2. *Sportsmanship*
 - a. *Doesn't complain with heavy or difficult duty.*
 - b. *Tendency to find blames in organization.*
 - c. *Accept others opinion or advice.*
 - d. *Not offended when his/her recommendation or opinion is not approved by other members of organization.*
3. *Civic Virtue*
 - a. *Attend meetings.*
 - b. *Participate in organizational activities.*
 - c. *Read bulletins, memos, etc.*
 - d. *Give advice or recommendation for organization improvement.*
4. *Conscientiousness*
 - a. *Present on time.*
 - b. *Teach on time.*
 - c. *Obey organizational rules (how to dress, etc.)*
 - d. *Doesn't take extra break time.*
 - e. *Internalization of school vision and mission.*
 - f. *High rate of attendance.*
 - g. *Doesn't reduce learning time.*
5. *Courtesy*
 - a. *Eye contact when communicating.*
 - b. *Elude conflict with other organization members.*
 - c. *Appreciate every home assignment given to students.*
 - d. *Personal Space*
 - e. *Respect senior members*

IV. RESULTS AND DISCUSSION

From the research results obtained, it was shown that the most prominent indicator or behavior was obeying rules which were already standardized as school guidelines. This was because for subjects, rules are meant to be followed. Despite of the tedium of existing rules, they perceived it to be performed. Other observation indicators were not intense to emerge within the time interval that was determined. Indicator "*Elude conflict with other organization members*" did not emerge, due to no instance that might trigger conflict during the determined observation time interval. Other indicators such as "*Complain with heavy or difficult duty*" and

“Offended when his/her recommendation or opinion is not approved by other members of organization” had relatively few emergencies within the determined observation time. These behaviors only shown to one subject and only emerged once, and would be better if not emerged, because it would have signified the subject’s contentment in accepting his/her duty assigned. Meanwhile, the non-offended indicator would show that the subject was sportive as an individual.

The quantity of behavior that emerged from each subject illustrated a well percentage on average. Behavior from the observation indicators that emerged frequently was “*Help other organization members in need.*” This behavior includes helping senior teacher to print out course material, giving solution to other teacher when there was a problem with student. Other emerging indicator was “*Help students who have difficulties with task/assignment given,* in which subjects would help to teach students after class course or after school hours. Form the observation result, it could be concluded that overall subjects had OCB, which naturally had different level of practice.

V. CONCLUSION

From the research conducted, it could be concluded as below:

1. From the observation and interview results, all subjects can be concluded to exhibit OCB.
2. For *altruism* dimension, subjects were not hesitating to help colleagues or students who had difficulties.
3. For *sportsmanship* dimension, subjects were most likely not to complain towards duty assigned, as subject were able to emphasize more on the school’s positive aspects.
4. For *civic virtue* dimension, perceived commitment felt by subject could differ. One subject was genuinely wanting to work there, while the other was not sure if she would be able to find a better job outside the current workplace.

For *conscientiousness* dimension, subject interpreted regulation as different matters. First, regulation became the major reason to make students eager to learn and to make subject able to prepare the course well. Second, regulation became an instrument so that student will follow what teacher did as a role model. For *courtesy* dimension, the observation and research results, all subjects had the tendency to elude conflict with other work colleagues to build a conducive work environment.

REFERENCES

- [1] Saepung, W., Sukirno., & Siengthai, S. (2011). *The relationship between Job Satisfaction and Organizational Citizenship Behavior (OCB) in the Retail Industry in Indonesian.* World Review of Business Research, Vol.1. No.3
- [2] Noordin, F., Rashid, R. M., Ghani, R., Aripin, R., & Darus, Z. (2010). Teacher Professionalisation and Organizational Commitment: Evidence from Malaysia. International Business & Economic Research Journal Volume 9 No. 2.
- [3] Organ, D. W. (1997). *Organizational Citizenship Behavior: It's Construct Clean Up Time.* Juman Performance
- [4] Ghufron, A. (2010). Jabatan fungsional guru dan angka kreditnya. Yogyakarta: Universitas Negri Yogyakarta