



Increasing Lecturer Performance Through Organizational Citizenship

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Abstract. The purpose of this study is to describe improving the performance of lecturers through organizational citizenship behavior. The methodology in this study uses descriptive analysis with quantitative methods. The object of research is lecturers at education-based universities in Indonesia and Malaysia, with several samples taken to represent the population of 371 samples with proportional random sampling technique. Data analysis using distribution frequency to describe variable. Descriptive analysis is used to determine the description of emotional intelligence, spiritual intelligence, organizational citizenship behavior and lecturer performance by classifying the number of instrument scores and the percentage as the number of indicator scores on each variable studied. In each statement item, it can be seen the responses from the respondents who have given the answer to the form of a score of the most or the least, while the descriptive analysis used is by calculating the frequency and average by determining the average value to each statement item. The results shows that Lecturers' emotional intelligence is included in the moderate category where the highest percentage is in the dimension of empathy (empathy), while the lowest dimension is in the dimension of relationship management (Relationship Management). Lecturer spiritual intelligence is included in the high category where the highest percentage is in the dimension of ability to deal with problems. Lecturer Organizational Citizenship behavior based on the results that have been analyzed is in the high category, where the highest percentage is in the sportsmanship dimension. Lecturer performance based on the results of the analysis is in the high category, where the highest percentage is in the research dimension of the tri dharma of higher education which is their obligation.

Keywords: Performance · Organizational Citizenship Behavior · Emotional intelligence · spiritual intelligence

1 Introduction

To improve employee performance, organizations must have the ability to motivate their employees so that it can be useful to produce employees who have high competence. (Robbins, 2011) argues that the level of employee performance will depend on two factors, namely the ability of the employee himself and the work motivation of the

employee. The ability in question is based on the level of education, level of knowledge and work experience of its employees, where the level of ability will automatically affect the work results of its employees, the higher the level of employee ability, the taller the performance, it will produce. According to (Goleman, 2006) in addition to the individual ability factor, intelligence also greatly affects the improvement of employee performance. The intelligence of the individual itself, according to which humans (Goleman, 2006) have various types of intelligence or what is called multiple intelligences. According to (Goleman, 2006) the basic intelligence possessed by individuals includes three types of basic intelligence, namely emotional intelligence, intellectual intelligence, spiritual intelligence.

Where there have been many studies that examine the three basic intelligences that affect individual performance in companies or institutions. Emotional intelligence is the way an employee can regulate and manage emotions so that relationships with other employees can always be harmonious, and the spiritual intelligence of an employee will make everything that the employee does relate to working will be more valuable and more meaningful.

According to (Goleman, 2006) the paradigm of intelligence possessed by a person is the basis of a person's success in a career in a company, where intellectual intelligence contributes 20% in making an employee achieve success. This shows that 80% are influenced by other intelligences, namely emotional intelligence, which is related to a person's psychological aspects, mental conditions, biological aspects and tendencies to act. An individual must be able to manage his emotions well in interacting with the surrounding environment, where if an individual can manage the emotions that are in him well, then that person will become more sensitive to a situation and have the ability to understand other people in the organizational environment.

Each individual has a different emotional and spiritual level, including intelligence in managing their emotions and their spirituality is different. Individuals can manage every step of their work well and will be trained in controlling their feelings in interacting wherever the employee is located, employees who have the ability and intelligence, both emotional intelligence and spiritual intelligence, can create an environment where the employee works to be comfortable. This will have an impact on satisfaction in doing their work by trying to contribute more and will always do their best and for the company or organization, more contributions are given to an organization or company known as organizational citizenship behavior (D. W Organ, 1988).

Individual behavior called organizational citizenship behavior is very much needed in advancing the organization so that it can survive and thrive in today's era. Organizational citizenship behavior can be said as extra individual behavior and, which can indirectly be recognized explicitly in a formal work system, and this behavior in the aggregate is considered capable of improving work to be more effective and efficient in accordance with the goals of each organization (D. W. Organs, 1988).

Organizations will always try to improve their performance both in terms of individual performance, groups in the organization and in terms of the level of the organization itself, to achieve excellence in various aspects the organization must be able to work together to influence its employees to work well. Organizational excellence can be seen from the way the organization seeks to improve the performance of individuals, which

will then affect the performance of the team or work group, which can then affect the overall performance of the organization (Organ, D. W., Podsakoff, P. M & MacKenzie, 2006).

In an effort to improve the quality of the performance of the resources owned in an organization to be effective and efficient, management participation is needed to be directly involved in achieving the goals of each organization, including in the world of education such as university management. Management of employee performance in the world of education aims to improve the performance of its employees in order to improve services to the community in this case the stakeholders. On the other hand, the level of service to students is still considered unsatisfactory, as indicated by the number of complaints submitted in treasure studies and tracking of alumni in various educational institutions in Indonesia. (“pkts.belmawa.ristekdikti.go.id,” 2019).

In line with this (Spence I, P Wong, 2006) explains that organizational leaders must be able to prepare the right atmosphere in creating spirituality in the workplace if they want to involve these employees to be able to carry out organizational citizenship behavior. According to (Rashvand, Omid & Bahrevar, 2013) suggests that people who have a spiritual and emotional level of intelligence will be directly involved in extra role behavior or organizational citizenship behavior activities that will increase employee performance in an organization. In accordance with the problems that have been described, the purpose of this research is what is the description of the level of emotional intelligence, spiritual intelligence, organizational citizenship behavior, lecturer performance?

2 Methods

The methodology in this study uses descriptive analysis with quantitative methods. The object of research is lecturers at education-based universities in Indonesia and Malaysia, with several samples taken to represent the population of 371 samples with proportional random sampling technique. Data analysis using distribution frequency to describe variable. Descriptive analysis is used to determine the description of emotional intelligence, spiritual intelligence, organizational citizenship behavior and lecturer performance by classifying the number of instrument scores and the percentage as the number of indicator scores on each variable studied. In each statement item, it can be seen the responses from the respondents who have given the answer to the form of a score of the most or the least, while the descriptive analysis used is by calculating the frequency and average by determining the average value to each statement item. Results and Discussion.

3 Results and Discussion

3.1 Descriptive Analysis of Emotional Intelligence Variables

Analysis of emotional intelligence variables was measured by 5 main dimensions, namely self-awareness, self-management, motivation (self-motivation), empathy (empathy), and relationship management. Each dimension consists of several indicators so that all indicators are used as instruments in measuring intelligence variables emotional, which is 14 indicators. To see the recapitulation respondents' responses to the emotional intelligence variable, see the following table.

Table 1. Recapitulation of Variable Dimensions of Emotional Intelligence

No	Dimension	Ideal Score	Total Score	%
1	<i>Self Awareness</i>	7.791	4.866	62,46
2	<i>Self Management</i>	5.194	3.218	61,96
3	<i>Self Motivation</i>	7.791	4.805	61,67
4	<i>Empathy</i>	7.791	5.246	67,33
5	<i>Relationship Management</i>	7.791	4.773	61,26
Total		36.358	22.908	63,01

Table 2. Spiritual Intelligence Variable Dimension Recapitulation

No	Dimension	Ideal Score	Total Score	%
1	Self Integration	7.791	5.536	71,06
2	Commitment	7.791	5.518	70,83
3	Reluctance to cause harm	7.791	5.479	70,32
4	Ability to deal with problems	7.791	5.629	72,25
Total		31.164	22.162	71,11

Based on Table 1, it is known that the highest percentage is in the empathy dimension with a total score of 6,462 or 83.85% of the ideal score. Empathy is the ability to feel what other people feel, be able to understand other people's perspectives and foster a trusting relationship between fellow lecturers in Indonesia and Malaysia, while the lowest dimension score is on the relationship management dimension with a score of 4.773 or 61.26% of the ideal score.

3.2 Descriptive Analysis of Spiritual Intelligence Variables

Analysis of emotional intelligence variables is measured by 4 main dimensions, namely self-integrity, commitment, reluctance to cause harm, ability to face problems. Each dimension consists of several indicators so that the overall indicators used as instruments in measuring emotional intelligence variables are 12 indicators. To see recapitulation respondents' responses to emotional intelligence variables, see the following table:

Based on Table 2, it is known that the highest percentage is in the ability to deal with problems dimension with a total score of 5.629 or 72.25% of the ideal score, while the lowest dimension score is on the reluctance to cause harm dimension with a score of 5.479 or 70.32% of the ideal score.

3.3 Descriptive Analysis of Organizational Citizenship Variables

Variable analysis of organizational citizenship behavior is measured by 5 main dimensions, namely self-awareness of altruism, conscientiousness, sportsmanship, courtesy,

Table 3. Recapitulation of Variable Dimensions of Organizational Citizenship Behavior

No	Dimensi	Skor Ideal	Skor Total	%
1	<i>Altruism</i>	7.791	6.121	78,57
2	<i>Conscientiousness</i>	7.791	6.151	78,95
3	<i>Courtesy</i>	7.791	5.980	76,76
4	<i>Sportmanship</i>	7.791	6.152	78,96
5	<i>Civic virtue</i>	5.194	4.094	78,82
Total		36.358	28.497	78,38

and civic virtue. Each dimension consists of several indicators so that the overall indicators used in the instrument in measuring organizational citizenship behavior variables are 14 indicators. To see the recapitulation respondents' responses to the organizational citizenship behavior variable, see the following table:

Based on Table 3, it is known that the highest percentage is in the sportmanship dimension with a total score of 6,152 or 78.96% of the ideal score. Sportmanship is an individual's willingness to accept whatever is set by the organization even in inappropriate circumstances. In more detail, the sportmanship component includes the attitude not to spend time complaining about problems, not exaggerating the problems that occur among fellow Lecturers at Private Universities in Bandung, accepting every policy and procedure set by the University, tolerating any inconvenience that occurs. in the workplace of Lecturers in Indonesia and Malaysia, while the lowest dimension score is on the courtesy dimension with a score of 5980 or 76.76% of the ideal score of the Lecturer's performance variable.

3.4 Descriptive Analysis of Lecturer Performance Variables

Analysis of lecturer performance variables is measured by three main dimensions, namely education and teaching, research, and community service. Each dimension consists of several indicators so the overall indicators used as instruments in measuring lecturer performance variables are 18 indicators. To see the respondents responses Stem to the lecturer performance variables, see the following table.

Table 4. Recapitulation of Lecturer Performance Variable Dimensions

No	Dimension	Ideal Score	Total Score	%
1	Education and Learning	15.582	11.846	76,02
2	Research	15.582	11.930	76,56
3	Community Service	15.582	11.842	76,00
Total		36.358	28.497	76,19

Based on Table 4 it is known that the highest percentage is in the research dimension with a total score of 11,930 or 76.56% of the ideal score. Carry out research and development and produce scientific works, technological works, monumental works of art or performing arts and literary works. Lecturers at private universities throughout the city of Bandung can be done by producing quality research works, translating or adapting scientific books, editing or editing scientific works, make designs and technological works, make designs and works of art. While the lowest dimension score is in the community service dimension with a score of 11,842 or 76.00% of the lecturer's performance variable ideal score.

4 Conclusion

Based on the results of the descriptive analysis of the research variables, including emotional intelligence, spiritual intelligence, organizational citizenship behavior, lecturer performance, the following results are obtained;

- a. Lecturers' emotional intelligence is included in the moderate category where the highest percentage is in the dimension of empathy (empathy), the lecturers do empathy in their daily work such as, trying to understand what their colleagues are feeling both sad and happy feelings, have the ability to understand perspectives or views about understanding of something that is done by co-workers, and the growth of mutual trust between fellow Lecturers d. While the lowest dimension is in the dimension of relationship management (Relationship Management), where there must be an increase in terms of building relationships with colleagues in order to create synergy in terms of work to make it more effective and efficient.
- b. Lecturer spiritual intelligence is included in the high category where the highest percentage is in the dimension of ability to deal with problems. The dimension of spiritual intelligence is used by someone in dealing with problems and finding the best solutions in making decisions about the meaning and values of life and the intelligence of an individual in assessing the actions he will take must be meaningful and beneficial for others, where this is can be carried out in daily activities in the work environment with colleagues as well as lecturers. While the lowest dimension of the data analysis that has been obtained is in the dimension of reluctance to cause harm, this requires improvement because various decisions or actions as a lecturer are expected not to harm other colleagues
- c. Lecturer Organizational Citizenship behavior based on the results that have been analyzed is in the high category, where the highest percentage is in the sportsmanship dimension. Sportsmanship behavior in the work environment is a person's willingness to accept well everything that is determined in an organization even in adverse circumstances or circumstances that are not reasonable. In the work environment of Lecturers, sportsmanship is carried out by making good use of time, not easily complaining about what is their obligation, not making things worse when problems occur between fellow Lecturers co-workers, accepting and carrying out every work procedure, work rules and policies that have been set organization as well as tolerating any inconvenience in the lecturer's work environment. Meanwhile, the lowest dimension of the results of the analysis is the courtesy dimension which must be improved by maintaining good relations and avoiding disputes with co-workers

- d. Lecturer performance based on the results of the analysis is in the high category, where the highest percentage is in the research dimension of the tri dharma of higher education which is their obligation. Lecturers always conduct research in producing scientific works that aim to provide benefits to the objects studied and organizations that require the results of their research in the form of scientific works, technological works, performing arts works, literary works and monumental works of art which are quality research results. In producing quality research, this is done by translating, adapting scientific books, editing or editing scientific works, making technological designs, making works of art. While the lowest dimension is in the community service dimension which must be improved by involving students in various activities related to community service.

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