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Enhancing Teacher Organizational Citizenship Behavior in Junior High School of Depok City

Iis Dewi Lestari[1], Soewarto Hardhienata[1], Widodo Sunaryo[1]
[1]Universitas Pakuan, Bogor, Indonesia

Corresponding author e-mail: iisdewilestari@gmail.com

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Abstract: Teachers play a crucial role as agents of learning who can enhance the quality of education. Here are several issues regarding teachers' Organizational Citizenship Behavior that have not yet met expectations, making it a suitable subject for research to explore the efforts needed to enhance Organizational Citizenship Behavior among teachers at State Junior High Schools in Depok City. The aim this research is to identify the factors that can enhance teachers' OCB in public junior high schools in Depok City. The method of this research is used in this study is descriptive qualitative. In the data collection process, we employed methods such as interviews, observations, focus group discussions, and documentation. Interviews were conducted with 22 teachers from 3 public junior high schools in Depok City. We carried out observations accompanied by notes as part of the documentation and observation studies to identify factors that can enhance teachers' OCB behavior. The object of this research is teachers' OCB behavior, while the subjects of the study are teachers from public junior high schools in Depok City. How To enhance teachers' OCB (Organizational Citizenship Behavior)? The result is for improvement of OCB behavior among teachers at SMP Negeri Kota Depok can be influenced by two variables: team work and spiritual belief. The novelty of this research was found two variables to enhance the OCB. There are team work and spiritual. Contribution my research for the study is find new method to enhance OCB because the variable found in the field.

Keywords: Enhance, Organizational Citizenship Behavior, Teacher

A. Introduction

Teachers, as professional educators as referred to in Article 2, paragraph (1), function to enhance the dignity and role of teachers as agents of learning, aimed at improving the quality of national education based Undang-Undang No. 14 in 2005 about teacher and lecturer. Teachers play a crucial role as agents of learning who can enhance the quality of education. Organizations must assign tasks appropriately to their employees and be capable of recruiting human resources who are committed and dedicated to improving the organization's quality (Abbasi, A., Ismail, W, K, W.,

Baradari, F., Zureigar, Q., Abdullah, F, 2022). Employee's ability, performance management, and involvement in organisational activities induce to exercise a higher level of OCB. Therefore, human resource practices adopted by secondary level schools lead to a higher level of citizenship behaviour (Kusi et al., 2021).

OCB is a behavior that every teacher should possess because through OCB, the behavior of teachers reflecting personal quality improvement becomes evident, enabling them to work for the advancement of the organization without being asked. Therefore, OCB is essential for advancing State Junior High Schools in Depok City, as through OCB, teachers can achieve better quality, maximize learning, and foster a work environment characterized by care and team work among teachers. Here are several issues regarding teachers' Organizational Citizenship Behavior that have not yet met expectations, making it a suitable subject for research to explore the efforts needed to enhance Organizational Citizenship Behavior among teachers at State Junior High Schools in Depok City. Strengthened by the research results of Perta titled "The Role of Organizational Culture Based and Professionalism in Improving Lecturer Performance with OCB Based on Spiritual (OCBBOS) As Intervening Variables" published in the Journal of Management Applications, it is stated that good performance for teachers is characterized by their adherence to OCB (Perta, 2017). Therefore, if teachers can work extra beyond their usual duties to advance the organization, they must act beyond the expected demands by exhibiting OCB behaviors to enhance the quality of education. Employee ability, performance management, and involvement in organizational activities contribute to a higher level of OCB. Thus, human resource practices adopted by secondary level schools lead to a higher level of citizenship behavior (Kusi et al., 2021).

The dimensions of OCB according to Colquitt and Lepine ((Jason A Colquitt, Jefferey A. Lepine, Michael J, 2019) are as follows: OCB Interpersonal, which consists of indicators such as: a) Helping, b) Courtesy, c) sportmanship and OCB organizational, which of indicators such as : a)voice, b) civic virtue, c) booterism. OCB is the behavior of employees in the form of cooperation and helping one another to support organizational activities in a social and psychological context (McShane, 2018). According to McShane and Glinow (2018), the dimensions of OCB consist of Helpfulness toward the organization, Cooperation and helpfulness toward the organization, and Courtesy, which refers to the behavior of employees who consistently share positive information to support the tasks of their colleagues. According to(Fred Luthans., Brett C. Luthans, 2021) OCB is an individual behavior that includes personality characteristics such as cooperativeness, a willingness to help, attentiveness to others, and dedication to work.

State of the art about OCB is the article by Jen Ling Gan and Halimah Mohd Yusuf, titled "A Global Research Trend on Organizational Citizenship Behavior (OCB): A Bibliometric Analysis," reveals that out of 2,356 databases on Organizational

Citizenship Behavior (OCB), OCB behaviors are increasingly growing and rapidly developing, becoming significant contributors to performance within organizations bisnis (Jen Ling Gan, 2020).

Beside that, Safara, M., and Bathia, in their research titled "Spiritual Intelligence" in the Delphi Psychiatry Journal, explain that Spiritual Intelligence (SI) is the ability to behave with compassion and wisdom while maintaining inner and outer space (equanimity) regardless of the circumstances. The indicators include: Personal spirit, Self-Awareness, Inner drive for well-being, and Consciousness of inner and outer life matters (Maryam Safara, 2013). From the research titled "Determining The Effect of Knowledge Sharing, Teamworking and Transformational Leadership on Organizational Citizenship Behaviors in Information Society" (Abdulkadir Akturan, Acaray, 2016)), it is stated that collaboration has a positive influence on Organizational Citizenship Behavior with a value of 0.407, indicating that the hypothesis is accepted and significant at less than 0.05. Collaboration affects all dimensions of OCB except for the dimensions of conscientiousness and courtesy. Based on these findings, strengthening collaboration can enhance OCB.

The novelty of this research lies in identifying variables that influence OCB behavior. These variables were discovered based on field findings from interviews. The factors that enhance teachers' OCB will be find in the field. Therefore, the formulation of this research is to identify the factors that can enhance teachers' OCB in public junior high schools in Depok City. How To enhance teachers' OCB (Organizational Citizenship Behavior)?

B. Methods

The research method used in this study is descriptive qualitative. Qualitative research is conducted in a natural setting with the aim of interpreting a phenomenon that occurs to describe the condition of the object according to its situation and context. In the data collection process, we employed methods such as interviews, observations, focus group discussions, and documentation. Interviews were conducted with 22 teachers from 3 public junior high schools in Depok City. We carried out observations accompanied by notes as part of the documentation and observation studies to identify factors that can enhance teachers' OCB behavior. The object of this research is teachers' OCB behavior, while the subjects of the study are teachers from public junior high schools in Depok City. The aim of this research is to identify the factors that can enhance teachers' OCB and how to improve teachers' OCB.

C. Results and Discussion

The research was conducted from September to December 2023 at public junior high schools in Depok City: SMP Negeri 1 Depok, SMP Negeri 3 Depok, and SMP Negeri

8 Depok. From the interviews conducted with 22 teachers from these three schools, it was mentioned that teachers' OCB is influenced by the variables of team work and spirituality.

Table 1. Factors that enhance teachers' OCB

No	Variable	Code	Tally Mark	Total
1	Team work	KJS	~~IIII IIII IIII~~	15
2	Justice Organization	KO	~~IIII IIII~~ III	13
3	Culture organization	BO	~~IIII IIII~~ II	12
4	Communication interpersonal	KIP	~~IIII IIII~~ I	11
5	Ethics	ET	~~IIII~~	5
6	Personality	KPR	~~IIII~~ II	7
7	Leadership	KPM	~~IIII~~ II	7
8	Organization Commitment	KOR	~~IIII~~ I	6
9	Knowledge experience	PTH	~~IIII~~ III	8
10	Work Motivation	MK	~~IIII~~ II	7
11	Trust	KP	~~IIII~~ II	7
12	Empowerment	PB	III	3
13	Self-Efficacy	ED	~~IIII~~ IIII	9
14	Spiritual	SPT	~~IIII IIII~~ IIII	14

Based on the interview results, tally marks can be used to identify which variables were most frequently mentioned by the respondents regarding what can enhance teachers' OCB. From the table, it is found that the top two variables frequently mentioned by teachers are team work and spirituality. Therefore, it can be concluded that the improvement of OCB can be enhanced due to the factors of team work and spirituality. Another relevant study is titled "Job Delight and Organizational Citizenship Behavior: Role of Teamwork Cohesion as a Mediator" (Mahfuz Judeh, 2023), which states that there is an influence of collaboration on OCB (Standardized Beta = .12, $p < 0.01$).

Based on these findings, it can be concluded that strengthening collaboration can enhance organizational citizenship behavior. The study titled "Exploring the Consequences of Work Engagement: Relations Among OCB-I, and Team Work Performance" (Findikli, 2015) indicates that OCB behavior is influenced by collaboration with colleagues. It was found that OCB-I mediated the effects of work engagement on team work performance (CI [0.22 / 0.38], $p < .01$). Based on these findings, it can be concluded that strengthening team work can enhance OCB. The others relevant research is " Liberalization of Social Welfare Institutions Raises Spiritual Intelligence In Service and OCB Attractivity : theory and empirical (Soelton et al., 2020)" It states that there is a direct positive influence of spiritual intelligence on OCB with a T statistic value of 1.965 and a P value of 0.040. These results demonstrate that the higher the level of spirituality, the higher the OCB behavior.

OCB behavior, based on interviews with respondents, teachers at SMP Negeri Kota Depok, indicates that spirituality and team work are key reasons for teachers to

engage in OCB. OCB is performed selflessly, voluntarily, and consciously. It is considered essential for teachers to enhance the quality and standards of the school. Therefore, teamwork among colleagues needs to be strengthened. Through team work, a sense of mutual assistance, complementing, and supporting each other emerges, both in formal and informal tasks, contributing to the organization's advancement. According to Schmutz, J.B., in his research titled "How Effective is Teamwork Really? The Relationship Between Teamwork and Performance in Healthcare Teams: A Systematic Review and Meta-Analysis" published in BMJ Open Journal, team work is a social work unit that can be identified as consisting of two or more individuals with several unique characteristics. These characteristics include: 1) dynamic social interaction with meaningful interdependence, 2) shared and valued goals, 3) a clear lifespan, 4) distributed expertise, and 5) clear roles and responsibilities(Schmutz et al., 2019).

After we conducted tabulation and reduction, the next step was to carry out a focus group discussion. During this activity, we asked questions about what influences teachers' OCB. This was to confirm the answers regarding the variables identified from the tabulation and tally marks, establishing that collaboration and spirituality are the dominant variables most frequently mentioned by the informants as factors that can enhance teachers' OCB. The research titled "Mediation of Organizational Commitment: The Effect of Personality Traits and Teamwork Competencies on Organizational Citizenship Behavior" (Wulandari & Mila, 2023)states that teamwork has a significant influence on organizational citizenship behavior, with a significance value of 0.020 < 0.05. Thus, it can be concluded that the teamwork competencies variable affects organizational citizenship behavior (OCB).

Based on these findings, it can be concluded that strengthening teamwork can enhance OCB. Focus group discussions were conducted by asking the informants about the results of the variables found after data tabulation. The informants confirmed that collaboration and spirituality can enhance OCB behavior. Collaboration is seen as a form of mutual assistance among colleagues in all aspects, reflected in both formal and informal work. Additionally, the spirit and spiritual belief play a crucial role for teachers in exhibiting OCB. Teachers believe that one's faith and mental capability lead them to view their actions in the world as a means of seeking God's blessings and performing good deeds. Variable spiritual is one of important when teachers do something not only for our self but for the others peoples.

The research titled "Improving Employee Performance Through Spiritual Intelligence and Organizational Citizenship Behavior" ((Sugianingrat, I,A,P,W., Mahayasa, A,G,A., Yasa, I,K,D., Pratama, I,G,A, 2021)) states that there is a positive direct influence of spiritual intelligence on OCB, evidenced by a coefficient value of 0.375 and a p-value of 0.000. This indicates that the higher an individual's spiritual intelligence, the higher their OCB behavior will be. Spiritual intelligence is the belief

and values related to an individual's mental capacity to find meaning in life's purpose. The relevant research titled "The Role of Organizational Culture Based on Spirituality (OCBBOS) as Intervening Variables" (Setyowati,T., Tyas, W,M., QOmariah, 2023) states that spirituality-based OCB impacts performance. This means that employee performance will improve, partly due to the spirituality possessed by employees. Employees will exhibit OCB, leading to greater organizational advancement.

There are four dimensions of spiritual intelligence: 1) Existential critical thinking**,** which is the ability to contemplate the meaning of life, reasons, and existential/other issues (e.g., existence, reality, death, the universe); 2) Personal meaning production**,** which is the ability to derive individual meaning and reasons from all physical and mental experiences, including the ability to generate a rationale for human existence; 3) Transcendent awareness, which is the ability to recognize the extraordinary dimensions of oneself and others, and the capacity to acknowledge the interrelationships among them; 4) Expansion of consciousness**,** which is the capacity to operate at higher levels of spiritual awareness based on one's own decisions(Anwar & Osman-gani, 2015). Through team work and the spiritual beliefs held by teachers, the OCB behavior of teachers at SMP Negeri Kota Depok can be enhanced. With the improvement of teachers' OCB, there will be a positive impact on the quality and standards of the school itself.

D. Conclusions

The improvement of OCB behavior among teachers at SMP Negeri Kota Depok can be influenced by two variables: team work and spiritual belief. Efforts from the school principal and the education department are essential to enhance the quality of schools in the Depok area. Collaboration and teachers' spiritual beliefs can be strengthened through various means, including supervision from the principal to maintain cooperation among teachers by fostering an atmosphere of teamwork and a sense of family. Spiritual beliefs can be manifested through various spiritual practices that can be conducted at school as a way to enhance teachers' OCB behavior through collaboration and spiritual belief.

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