Indonesia high school teacher's organizational citizenship behavior

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Abstract

The teacher's job characteristics are pretty challenging. It is widely known that teachers need extra commitment and work beyond their duties. This research aims to describe the OCB level among teachers in the Special Province of Yogyakarta, Indonesia. The study was conducted using quantitative research with a descriptive analysis technique. 97 high school teachers were involved in the study. The questionnaire employs a rating scale with a Likert scale style. The instrument of the OCB scale is developed based on the modification of the grounded research conducted by Shaheen et al. in 2016. The results show that the average score of OCB teachers attain is 80.32. There, 17.52% of teachers had a total score under 75, and 8.25% obtained a score higher than 90. Teaching etiquette and showing empathy are the most OCB performed by teachers, followed by the teacher's approach to students. Even though the general scores in each OCB factor are pretty good, it can be found that the most suffering dimension of a teacher's OCB is in the teacher's social awareness.

Keywords: teacher behavior, organizational citizenship behavior, high school

Tingkat perilaku kewargaan organisasi pada guru sekolah menengah atas

Abstrak

Karakteristik pekerjaan guru terbilang menantang. Diketahui secara luas bahwa guru membutuhkan komitmen ekstra dan bekerja di luar tugasnya. Penelitian ini bertujuan untuk mendeskripsikan tingkat OCB pada guru di Provinsi Daerah Istimewa Yogyakarta, Indonesia. Metode penelitian ini adalah kuantitatif dengan teknik deskriptif. Sejumlah 97 guru SMA dilibatkan dalam penelitian ini. Kuesioner menggunakan skala penilaian dengan gaya skala Likert. Instrumen skala OCB dikembangkan berdasarkan modifikasi grounded research yang dilakukan oleh Shaheen et.al pada tahun 2016. Hasil penelitian menunjukkan rata-rata skor OCB yang dicapai guru adalah 80,32. Terdapat 17,52% guru dengan nilai total di bawah 75 dan 8,25% di antaranya memperoleh nilai total di atas 90. Etika mengajar dan menunjukkan empati merupakan OCB yang paling banyak dilakukan oleh guru, disusul dengan pendekatan individual guru kepada siswa. Walaupun skor umum pada masing-masing faktor OCB cukup baik, namun dapat ditemukan bahwa dimensi OCB guru yang paling lemah adalah kesadaran sosial guru.

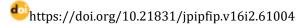*Kata Kunci: perilaku guru, perilaku kewargaan organisasi, sekolah menengah atas*

INTRODUCTION

Teachers should have holistic competencies, not just the ability to be cognitive and skillful in teaching but also the heart to work with good humanity (Lie et al., 2022). The nature of the teacher's job today is not only concerned with teaching but also with professional development and

administration tasks. This raises the complexity of teacher work. In developing countries such as Indonesia, since 1999 there were many new policies have been affecting teachers' jobs related to education reformation. Mainly, the professionalism of teachers in Indonesia has been leading to changes in teachers' requirements and obligations (Yuliansyah et al., 2019). A teacher should have the ability to teach, manage the class, plan and develop media and learning resources, and assess the learning process and learning outcome (Harahap, 2017).

The teacher's organizational citizenship behavior (OCB) can determine schools's survival (Hidayat & Patras, 2022). In attaining goals and excellence, schools could not only rely on teachers formal job descriptions. Their willingness to work beyond their duty is important for school (Lavy, 2019).

OCB as an extra-role behavior that exhibited by teacher is beneficial, as Organ suggested that OCB contributes to social and psychological context to support work performances (Oplatka & Stundi, 2011). Organizational Citizenship Behavior (OCB) terminology was widely introduced by Dennis Organ (Posdakoff et al., 2000). Organ described OCB as individual behavior that is discretionary, without formal reward system explicitly recognized, and support the organization function effectively. The behavior is not in the job description requirement, it is rather a personal choice, and free from punishment. In recent years, there are more researchers interested to teacher's work and career, including teacher's OCB.

Developing an effective school requires extra effort from the staffs, including teachers Since teacher's contribution play significant roles, the school management need to pay attention at teacher's behavior. The concept of OCB which intend to promote the welfare of the individual, group and organization may help the supervisor and school principal to understand in what extent they expect from teacher's attitude and which things need their intervention to be improved.

The long tradition of OCB concept development had started by Chester Barnard in 1938. OCB has become a quite interesting study by practitioners and experts in increasing organizational effectiveness. The emergence of OCB can be found in the era 1960-1969, where experts began to investigate the importance of various aspects of the relationship between superiors - subordinates (Ocampo et al., 2018). After the end of the second world war era (1940-194), the era of the birth of the trade unions became one of the milestones for the next OCB revival. In the period 1960-1969, Ocampo et.al stated that this period was the birth of OCB as a scientific field. The issue of the importance of OCB in supporting a positive and dynamic work environment reappeared in the era of 1970-1979, when at that time there was extraordinary inflation and the fast growth of foreign competition. The next development of OCB concept and theory happened between 1980-2000s, during these times, the dimensions of OCB were continuously initiated and tested.

OCB is one of the focus of organizational behavior (Robbins & Coulter, 2012). Robbins and Coulter gives examples of OCB including helping others on one's team, volunteering for extended job activities, avoiding unnecessary conflics, and making constructive statements aboud one's work group and the organization (Robbins & Coulter, 2012). In a more concise way, OCB refers to the concept of willingness, enthusiasm and cooperation among employee (Khoshnammoghadam, 2017).

In further theoretical development, many experts argued the history of OCB concept was contributed by Katz in 1964. He mentioned that effective organization has three attributes, there are (1) the system of employee maintenance, (2) specific requirement of role to be conducted by employee reliably and (3) a concern to innovative and spontaneous activities by the employee despite it is beyond their responsibilities, and it is not demanded in the job description.

The most widely known of OCB definition may come from Organ as already mentioned in introduction. He argued that OCB is discretionary action to work beyond person's duties apart from reward system. A different stressing comes from Van Dyne at al in 1995, he constructed the terminology "extra-role behavior" to describe OCB. Despite Organ criticized this definition, Van Dyne et al clarify the concept of OCB as a behavior which bring advantages to the organization, which is voluntary and which goes beyond existing role expectation (Thiruvenkadam & Durairaj, 2019).

Later on, OCB determinants were developed through many researchers to find the trait of OCB and how to form and to internalize the behavior. Despite of different scholars generates different construction, the dimension of OCB arranged by them are not contrast with each other. For instance,

Bateman and Ogan identify a five factor of OCB determinants as: a) altruism, b) courtesy, c) conscientiousness, d) sportsmanship and e) civic virtue. On the other hand, in 1991, Lin suggested a six dimensions including a) Identification with the organization, b) Assistance to colleagues, c) Harmony, d) Righteous, e) Discipline, and f) Self –improvement. Then in 1994, Van Dyne et al introduced three dimensions of OCB, those are a) obedience, b) loyalty, and c) participation in the organizational governance. However, the five dimensions of OCB from Bateman and Ogan is the most prominent in the research in OCB field (Thiruvenkadam & Durairaj, 2019).

Lots of studies has been done aimed at exploring the OCB of the teachers (Polat, 2009; Runhaar et al., 2013; Somech & Bogler, 2019; Zeinabadi & Salehi, 2011). A research in Turkey reveals high level OCB of teacher in general and at the dimensional levels (Polat, 2009). Using 5 dimensions of OCB scale adapted from Podsakoff and MacKenzie (1989) and based on the five dimensions of OCB by Organ (1988), this study was lacked of the special feature of teacher job. Attention to the nature of job is rarely given in most of the OCB research.

This research is aimed to identify of OCB among teachers, so that appropriate organizational support can be determined to improve OCB. This is in line with the research by Lie et al., (2022), which found that organizational support is the strongest predictor of OCB formation. In this study, the OCB scale was developed from qualitative grounded research conducted by Shaheen et al., (2016) and adapted for use in Indonesia based on cultural similarities between India and Indonesia.

METHOD

The design of the study is quantitative research with descriptive data analysis technique. The respondents are teachers on high school of Yogyakarta Special Province. The sampling method used is convenience sampling. There were 97 teachers involved in this research. The data was gathered through questionnaire with rating scale. The instruments development was adapted and modified Shaheen et al's (2016) grounded research in India. The researchers modify the codes generated from the research. The main reason why the researchers prefer to adopt this instrument was because the idea of customer oriented that appears in this OCB model. The second rationale of the choice is the cultural proximity between India and Indonesia in viewing teacher-student and parent relationship.

Tabel 1. *Content of Instruments*

Factor	Aspect	Total item
1. Teacher's individual approach to students	a. Closeness to students during learning	4
	b. Guidance	4
	c. Individual attention	6
2. Teacher's social awareness	a. Concern for students' families	3
	b. Providing Information to parents	4
3. Teacher's tolerance of student and school shortcomings	a. Patience	3
	b. Respect for school	2
	c. Creation of a positive atmosphere in class	3
4. Teacher's willingness to approach student parents	a. Approach to families	3
	b. Friendliness to student families	5
5. Teaching etiquette and showing empathy	a. Teaching etiquette to students	1
	b. Showing empathy	3

A well-designed questionnaire requires several stages including defining the objective of study and other consideration, question phrasing and formatting the response, lay outing, conducting pretest and revision, and finalizing the questionnaire (Roopa & Rani, 2012). Therefore, the process of questionnaire design involving teachers in focus group discussion to ensure that the instrument draft is relevant with Indonesia context and to validate the questions also to pretest the questionnaire with limited respondent. The Exploratory Factor Analysis was deployed to investigate the structure between variable as the construct of questionnaire was adopted from qualitative research. The value of Keiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy is 0.678. It indicates the correlation between the variables is quite high. However some items were removed because the loading factors were less than 0.5. The number of items in the scale then reduced from 52 to 41 items.

When it comes to reliability, Cronbach alpha coefficient was used to examine the quetionnaire. The value was 0.788, and as $\alpha \geq 0.6$, it can be concluded that the items of questionnaire were reliable. The table 1 summarizes the content of questionnaire.

The questionnaire used rating scale with rating scale, the choices of answers are "always", "often", "sometimes", and "never. Each answer choice is given score, there are 4 for "always", 3 for "often", 2 for "sometimes" and 1 for "never". The data of survey was analyzed using index scoring in individual score basis and OCB factor basis. There are three descriptive analysis carried out in this study, first is counting the total score of each respondent, the second is calculating the mean of total score of respondents. and lastly is generating the mean of each OCB factors. The Individual score was generated from: value/total value×100 (which the total value is 164), while the average of OCB score was generated from adding together all of the respondents's score then divide the sum with the total count of respondents. The third analysis is by adding all the respondents's score in the same factor of OCB and divide the sum with the total number of respondents.

In order to convert the quantitative result into qualitative assessment category, the mean of the score is classified into four categories, there are "Very high" for 81.26-100, "High" for 62.5-81.25, "low" for 43.76-62.50, and "Very Low" for 25-43.75.

RESULTS AND DISCUSSION

Result

The average score of OCB score among high school teachers is 80.32, with SD is 7.75. The highest score achieved is 95.83 and the minimum score achieved is 56.55. Based on the interval score categories, it indicates the OCB among high school teachers in Special Province of Yogyakarta is "High". However, there are 17.52% of teachers with the total score under 75 and only 8.25% of them obtain the total score higher than 90.

Considering several previous studies, high OCB scores will have an effect on teacher job satisfaction (Khalid et al., 2010; Krimbill et al., 2019; Zeinabadi & Salehi, 2011). This is a good predictor, because several studies indicate that high teacher job satisfaction will have a direct effect on improving student achievement (DiPaola & Hoy, 2005; Jurewicz, 2004; Popescu & Deaconu, 2013). However, each dimension score attainment is various as the Table 2 shows.

Tabel 2. *The Mean Score on Each OCB Factors*

No	Factor	Mean
1	Teacher individual approach to students	82.75
2	Teacher's social awareness	75,85
3	Teacher's tolerance of student and school shortcomings	79,03
4	Teacher's willingness to approach student parents	78,38
5	Teaching etiquette and showing empathy	84.95

From the Table 2, it can be seen that the highest average score is in the factor of teaching etiquette and showing empathy with 84.95, while the lowest one is in the factor of teacher's social awareness with 75.85. From the scores it can be concluded that the teachers have shown a satisfactory in OCB level, but this is not the case in aspects related to parents or school stakeholders. For further investigation, each factor's aspects attainment were analyzed to find the highest and the lowest one. The description can be seen in the Table 3.

When it comes to each aspect of factor, approach to families, concern for student's families and patience is found to be the three bottom score. Meanwhile, teaching etiquette to students, guidance and respect to school reach the three top score.

Discussion

Teaching etiquetess to student was identified to be the most OCB perfomed by teacher. As the research was conducted in the Special Province of Yogyakarta, the culture of Java is highly influence the behavior of school member. The way of people in thinking and behaving are highly connected

with culture (Sukarsih, 2021). In Java culture, manners are everything. For most Javanese, good manners are associated with good moral (Yazida et al., 2022). Politeness is very important, therefore teaching etiquettes were seen as the most crucial thing to do by teachers.

Table 3. *The Mean Score on Each Indicator of Teacher OCB*

Factor	Aspect	Mean
1. Teacher's individual approach to students	a. Closeness to students during learning	82
	b. Guidance	86.25
	c. Individual attention	81
2. Teacher's social awareness	a. Concern for students' families	73.5
	b. Providing Information to parents	77.5
3. Teacher's tolerance of student and school shortcomings	a. Patience	76.25
	b. Respect for school	83
	c. Creation of a positive atmosphere in class	79
4. Teacher's willingness to approach student parents	a. Approach to families	72.75
	b. Friendliness to student families	81.75
5. Teaching etiquette and showing empathy	a. Teaching etiquette to students	94.25
	b. Showing empathy	82.5

The second highest OCB is guidance by teacher. Guidance refers to the effort of teacher to create productivity, helpful and harmonious atmosphere among students (Bahat et al., 2021). The guidance by teacher contributes not only in increasing curriculum effectiveness but also nurturing student's creativity (Araghieh et al., 2011). The guidance could be given in various ways, such as creating motivation for student, clarification of the topic and small group method. Along with that, respect for school found the be the third highest score. In Organ's term, this behavior is part of sportmanship. The research by Dewi & Perdhana (2016) indicates that older employee show more sportmanship rather than the younger one. The senior employee intend to act this behavior as they urge to create positive image toward others.

In contrast, there are some indicators with average score lower than 80. The three lowest score shown in the aspect of approach to families with 72.75, the aspect of concern for students' families with 73.5 and the aspect of patience with 76.25. It is very interesting to explore more about the three lowest scores of aspect and its indicator. The aspect of approach to families consists of 3 items, there are; 1) organizing school events with stakeholders/family, 2) familiarity with student behavior and creating an intimate atmosphere. Meanwhile, the aspect of concern for students' families was indicated by 1) financial support, 2) encourage discipline at home and 3) concern about students' family problems. Then, in the aspect of patience there are 3 items to indicate; 1) efforts to avoid giving punishment, 2) willingness to understand, and 3) willingness to spend time with students.

The findings in the aspect of approach to families and concern for students family implicate that The OCB level among teachers in Yogyakarta are suffer from social awareness especially in the relationship with parents and communities. Considering how important the role of parents, teachers are suggested to improve their communication with parents. Their similarity in concerning the students achievement is potentially significant to enhance the academic and behavioral performance (Minke et al., 2014).

Engaging the school stakeholders is the idea of participatory management. With more humanistic or democratic approach, public have the right to be involved in schools. It is strongly suggested for school management to organize workshop involving parents to enhance the school effectiveness (Gichohi, 2015). It is believed this will elevate the relationship between teachers and parents so they can give more appreciation toward their each functions. The school management can also creating forums or opportunities for parents, teachers and other stakeholders to share the idea on management issues. Learning problem, curriculum, school funding, working based experience, the rate of employment of the alumni are some of the most challenging issues that can be discussed with the school's stakeholders. School event's such as reunion can be an initial tools to engage potential alumni to increase school's partnership.

The next interesting aspect of OCB is teacher's tolerance of student and school shortcomings and teacher individual approach to students. A concern should be address to the action of teacher to

motivate students with each achievement. School needs to encourage teacher to appreciate their student's work not only by verbal but also in environment conditioning. Displaying student's poster project or other student's work will be very valuable for students. Lennox (2017) suggested using classroom display to stimulate learning and inspire the students (Vickers, 2017). However, teacher should carefully decorate the classroom because too many displays can be harmful, therefore some consideration should be taken, such as choosing the right location, designing the style or theme, involving students in the display creation and so on. Displaying student's work can be very beneficial for students. There are four important effect can be occurred by displaying student's work, those are: communicating teacher's high expectations to students, creating a clear vision of what the required quality looks like, promoting learning reflection by teacher and students, and giving a good sample of the Aesthetics for students (Classroom Spaces that Work, NEFC, 1970).

When it comes to positive behavior orientation, apparently most teachers are still focusing on students with behavior problem. They are more paying attention to students who neglect the rules. Indeed, reinforcement and punishment plays important rule in teaching and learning. However, students tend to enjoy learning wild mild punishment (Khaliq et al., 2016).

In the late of 1980's there were shifting paradigm in viewing punishment to create expected behaviors. Today, more research suggest teacher to use key element of positive behavior support, such as 1) active teaching and reinforcement of a small number of clearly defined social-behavioral expectations, 2) implementation of consistent consequences, 3) use of data to drive intervention planning (Aten, 2015). This approach recommends school to continually promote positive behavior and discourage problem behavior by dealing with all violations in a fair and consistent manner. Schools must create a list of desirable behaviors based on problem behaviors in their school. For every problem behavior, schools should develop an acceptable or replacement behavior. The statement of replacement behaviors should be in positive and observable term.

Therefore, teacher should ensure before giving punishment, did she state the expected behavior to students? Does she or school have protocol and procedure to discipline referral? Behavioral expectations should be defined and taught directly and formally acknowledged by all school's member. It is highly suggested that as the student achieves his/her goals, the teacher provides incentives and reinforces expected behaviors with positive verbal praise (Christofferson & Callahan, 2015).

One of the most frequent case in behavioural problem is attention problem during the learning process. Teachers considered this as disciplinary problem, while students may not. Some students may need more support for self-regulation, focusing and maintaining their focus due to individual differences (Cicekci & Sadik, 2019).

CONCLUSION

A praise should be given to teachers for their OCB level that reach 80.32 in average. However, it is strongly urged to promote the prosocial awareness among the teachers. School principal and supervisor need to cultivate stronger connection with stakeholders to give opportunity for teacher to maintain the relationship with public. The lack of chance to meet the parents and other stakeholders might cause the teacher have low sense of interest in engaging with them. The most importantly, teacher's mindset should be awakened that school and community relations is valuable for school improvement and ultimately for sustainability of school.

The first implication of this research is the notion of OCB should be introduced in the curriculum of teacher education. Softskills play important part in how teacher do their work. Secondly, the school principal could encourage the teacher to innovate the way they communicate with parent. The technology advancement such as social media and teleconference are the platform alternatives to strengthening the connection between school and parents.

The limitation of this study is the general analysis without considering of age, sex, seniority, and other personal's attributes. For further research, it is highly recommended to attach these attributes in the research of OCB.

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