

Organizational Citizenship Behavior of Indonesian Elementary School Teachers: In Altruism Perspective

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Abstract

So far, there have been many studies that discuss OCB. However, there are still gaps in the discussion of OCB, especially in the perspective of altruism in elementary school teachers. Therefore, the purpose of this study was to describe OCB in elementary school teachers from the perspective of altruism. This research is qualitative research involving elementary school teachers, context in Indonesia. The ethnographic design used answers four main questions, namely: "where do I start looking?", "how do I find it?", "how do I recognize that it has found something significant?", and "how to understand what it is?". By answering questions, the researcher succeeded in assessing altruism in OCB in elementary school teachers. As a result, OCB teachers in altruism are willing to replace fellow teachers who do not enter, they like to help fellow teachers and are willing to guide new teachers. It is hoped that the results of this study can be used to provide information about OCB which is an exemplary behavior for teachers in elementary schools to have, in an effort to increase the effectiveness of elementary schools.

Keywords

organizational citizenship behavior; elementary school teachers; altruism



I. Introduction

Organizational Citizenship Behavior (OCB) is a discretionary behavior outside the primary role held by individuals that is not recognized by the formal reward system (Organ, 1997), but is considered important in increasing organizational effectiveness (Runhaar et al., 2013; Sumarmi & Tjahjono, 2021). Initially this concept was coined by Barnard (1938) who viewed this concept as a willingness to work together in an organization to achieve the effectiveness of organizational goals (Ndoja & Malekar, 2020). This is reinforced by the opinion of Katz and Kahn (1966) that an organizational system will be damaged if it is not for countless cooperative actions performed by employees (Jhangir et al., 2004). Scientific research on OCB has developed in today's management field (Ghasemy & Elwood, 2022; Kim & Park, 2020; Hanh Tran & Choi, 2019), including in education management (Hidayat & Elizabeth Patras, 2022; Notanubun, 2021; Nugroho et al., 2020; Sekar Arumi et al., 2019; Hasani, Saeed, et al., 2013). Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). The success of leadership is partly determined by the ability of leaders to develop their organizational culture (Arif, 2019).

OCB in education can contribute to organizational effectiveness for achieve a better education, among others by inspiring teachers to have high commitment, productivity, and effectiveness in their work (Shrestha & Bhattarai, 2022). On the other hand, OCB can increase the ability to adapt within the organization to a dynamic environment (Podsakoff et al., 2000). Thus, OCB can improve school excellence through continuous teamwork (Rini et al., 2021) and impact on individual performance (de Geus et al., 2020). Someone who has

OCB can develop their personal skills and do more family-friendly work (Kwan & Mao, 2011). OCB is an important study to do because it can have the strongest influence on the achievement of organizational performance (Niveditha & Sujatha, 2020). Organ stated that there are five dimensions in OCB, namely, (1) Altruism, (2) Courtesy, (3) Conscientiousness, (4) Sportmanship, and (5) Civic Virtue (C. Meniado, 2020; Hameed Ali et al., 2019; Bellou, 2008). However, before that Organ and his colleagues described OCB as having two basic dimensions, namely, "altruism" and "generalized compliance" (Smith et al., 1983).

Altruism is helpful behavior directed at a specific individual. Meanwhile, generalized compliance is a more impersonal awareness that is conscientious about doing the right thing regarding itself for the sake of the organization than directed at a particular person (Jhangir et al., 2004). Research related to OCB divides the dimensions of OCB-I (towards individuals) and OCB-O (to organizations). The study has found that the aspect of altruism corresponds to the OCB-I dimension (Bragger et al., 2005). Altruism has an important place especially in the teaching profession (Baybars Eynur & Akalan, 2020). Thus, this study chose to examine the dimensions of altruism because it will examine behaviors that involve other people around them and affect organizational effectiveness.

Altruism is a behavior that is always ready to help those around him (Knez et al., 2019). This behavior is carried out intentionally and voluntarily to provide benefits to others without considering the personal benefits or costs involved (Manzur & Olavarrieta, 2021). When an individual has a specific problem, needs help, or seeks help, altruistic people go the extra mile to help that individual (Istiqomah et al., 2020). Usually aimed at specific individuals but it has a wider impact on group dynamics by enhancing teamwork (Jonasson & Ingason, 2022). Teachers who have altruism spend a lot of time helping their fellow teachers for the sake of the school.

In Indonesia there is a Law Number 14 Year 2005 Regarding teachers and lecturers, teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students, one of which is elementary school age students. Elementary school teachers in carrying out their duties must have competencies according to their fields, namely elementary school education. In reality, the quality of teachers in Indonesia is still relatively low, as seen from the 2018 Program for International Student Assessment (PISA) data that students in Indonesia scored lower than the OECD (Organization for Economic Co-operation and Development) average in reading, mathematics and science (OECD, 2019; Dolton et al., 2018). Based on data from the Ministry of Education and Culture (Kemdikbud) there are 67.17% of elementary school (SD) teachers in Indonesia who do not have undergraduate qualifications and 21% of primary school teachers in Indonesia whose educational background is not suitable to be an elementary school teacher (Jakaria, 2021). Based on data from the Ministry of Education and Culture, certified teachers in Indonesia, especially elementary school teachers, only reached 45.77% (Kemendikbud, 2019). Altruism will be good if it is owned by teachers in Indonesia starting from the elementary school level.

More research on OCB has been carried out using quantitative models, so it was found that there were many things that could improve teachers' OCB in schools, including organizational commitment and leadership styles (Hasani et al., 2013; Ilyas & Tamrin, 2016; Hanh Tran & Choi, 2019; Meng et al., 2021; Majeed & Jamshed, 2021). In addition, OCB is also influenced by employees' perceptions of status, work involvement and role conflict (Liu et al., 2021; Zhang et al., 2021). Meanwhile, research with qualitative models has also been carried out to describe the high level of teacher OCB (C. Meniado 2020; Shrestha & Subedi, 2020). Study Shrestha & Subedi, (2020) mentions the results that

elementary school teachers who have high OCB have an impact on high teacher performance, resulting in high student achievement in schools. In the case of Indonesia, the altruism of guidance and counseling teachers is generally in the "medium" category, although some are still in the "low" category. (Lubis et al., 2020). Meanwhile, teachers who teach in primary schools in Indonesia have the highest altruism of all (Olitalia et al., 2013). Continuing the research, the researcher will also conduct research with a qualitative model that discusses OCB, especially on the altruism dimension.

Based on the description above, the research question is to explore OCB in elementary school teachers and explore altruism in OCB in elementary school teachers, especially in Indonesia. So, this study aims to describe OCB and altruism in the OCB of primary school teachers in Indonesia.

II. Research Method

2.1 Research Design

This research is qualitative research that aims to describe, interpret and give meaning to the management of primary school teachers' OCB. So this study emphasizes more on the meaning that is closely related to the values in the OCB of elementary school teachers. The research design in this article is ethnographic. This qualitative research with ethnographic design aims to understand the OCB phenomenon from the teacher's perspective. Ethnographic design as an investigative strategy involving researchers studying the habits of teachers who have OCB for 8 months. This research was developed contextually in dealing with the reality of teacher activities in the research area. There are four main questions that must be answered, namely "where do I start looking?", "how do I find it?", "how do I recognize that it has found something significant?", (Ishartono & Ningtyas, 2021). Based on these main questions, the stages of this research are as in table 1.

Table 1. Research Design

| Principal Questions | Initial Answer | Specific Point | Specific Activities |
|---|--|-----------------------------|--|
| Where do I start looking? | Observation begins by analyzing the school there is teacher with ocb | Culture | Conducting interviews with teachers who have OCB with altruism |
| How do I find it? | Investigating the altruism of ocb teachers | Alternative Thinking | Analyzing how altruism in teacher's OCB. Determining what the altruism in the teacher's OCB |
| How do I recognize that it has found something significant? | Evidence (result) alternative thinking in previous process | Philosophy Organization | Identify how altruism in teacher's OCB |
| How to understand what it is? | Valued essential for culture, and crucial for organization | Anthropological Methodology | Describe that connection happens between two knowledge systems (culture and organization) Describing altruism in teacher's OCB |

2.2 Participants

The subjects of this study were two teachers of SD Muhammadiyah Pracimantoro Special Program, Wonogiri, Indonesia. The elementary school teacher was selected through a purposive sampling technique. The researcher distributed a questionnaire with the results showing that the school teacher had OCB, especially in the altruism indicator. The purpose of choosing the subject is to obtain in-depth information from elementary school teachers who have OCB. In addition, the subject can be observed directly to find

out the OCB actions taken by elementary school teachers. Before the research was conducted, the researcher informed the research objectives and the teacher was willing to participate in the research. The research was conducted by means of in-depth interviews and continuous observation within a specified period of time.

2.3 Data Collection and Analysis Techniques

The type of data in this study is qualitative data, namely the results of document analysis, interviews and observations related to OCB owned by elementary school teachers. For data collection, three techniques were used, namely documentation, interviews and observation. Documentation technique is used to document the activities of teachers who do OCB with guidelines in the form of a checklist. In order to obtain more convincing data, interview techniques were used with in-depth interviews with interview guidelines. The interview technique was conducted to collect data on the OCB of primary school teachers. Interviews were conducted with teachers, principals and school supervisors. At the same time, it is reinforced by observation techniques, which in this context are carried out by looking at the teacher's actions in accordance with OCB indicators.

The validity of the data in this article is done by applying triangulation of sources and techniques. Source triangulation was carried out to test the credibility of the data. This is done by checking the data that has been obtained through teachers, school principals and supervisors. To assess the credibility of the data is done by triangulation techniques. This is done by checking the data to the same source, with each source being applied with a different technique.

The data analysis technique in this study was done inductively. This means that the data analysis process is carried out continuously and simultaneously with the data collection process. Activities in data analysis consist of: data collection, data reduction, data presentation, and drawing conclusions(Sutama et al., 2022). Data collection activities to data analysis are illustrated in Figure 1.

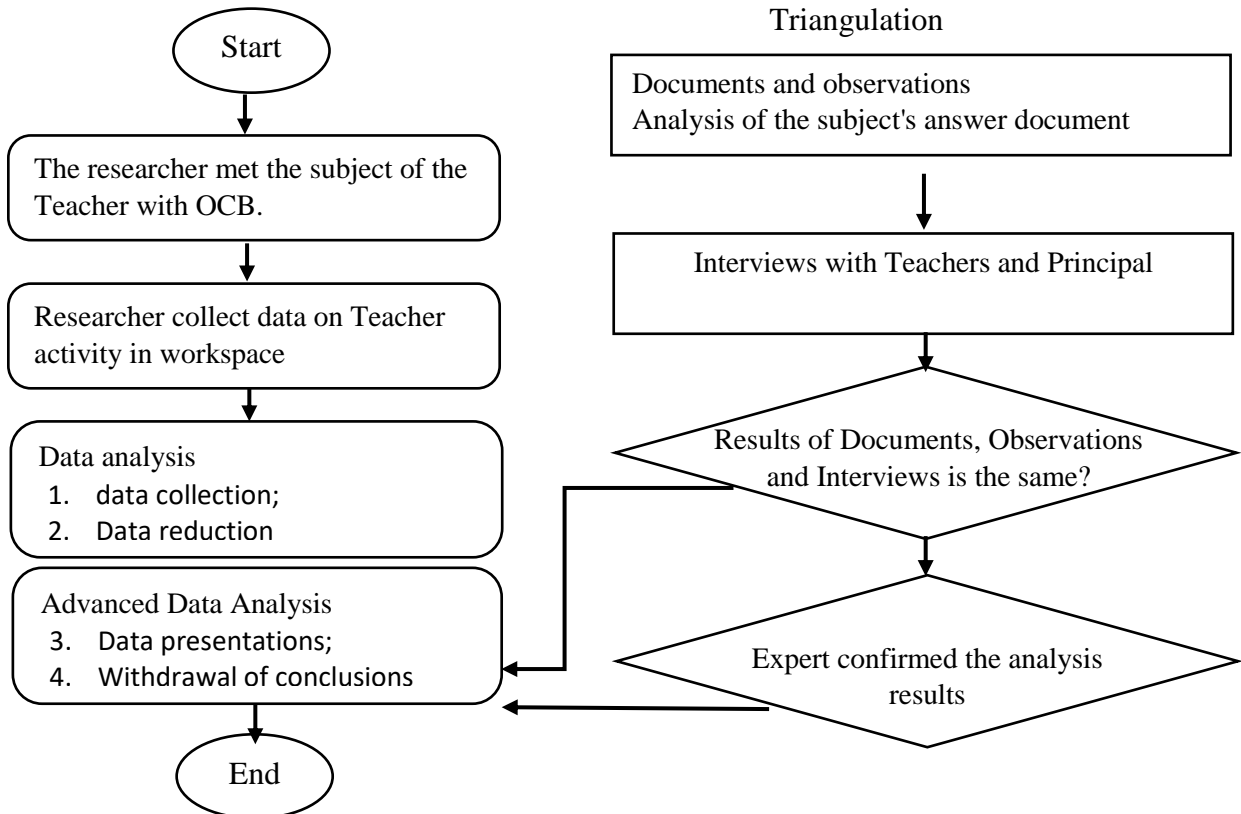


Figure 1. Data Collection activities up to data analysis for this research.

III. Result and Discussion

3.1 Where do I start looking?

This research begins by looking for elementary school teachers who have OCB. Based on the results of observations and documentation, the Muhammadiyah Elementary School Special Program Pracimantoro, Wonogiri, Indonesia is an elementary school with A accreditation that has many achievements compared to other schools in the area. Researchers searched for elementary school teachers who have OCB by distributing questionnaires. Based on the results of the analysis of the questionnaire distributed to the elementary school teachers, it was found that teachers had high OCB. Next, the researcher conducted interviews with school principals to ensure teachers who had high levels of OCB. The principal stated that:

“After knowing about OCB, based on what I see on a daily basis, male and female teachers always practice OCB in their daily work. One of them, the teacher is always willing to replace the duties of other teachers who are not included. Seen in their daily life, male and female teachers often provide assistance to other teachers who are having problems.”

Based on the results of interviews with school principals regarding teachers who have OCB, it was found that male teachers and female teachers had high OCB. The teacher shows behavior in his daily life in accordance with the dimensions in OCB as stated by Organ that there are five dimensions in OCB, namely, (1) Altruism, (2) Courtesy, (3) Conscientiousness, (4) Sportsmanship, and (5) Civic Virtue (C. Meniado, 2020).

3.2 How do I find it?

Based on the five indicators contained in the OCB of elementary school teachers, researchers began to make observations regarding how OCB of elementary school teachers was from an altruism perspective. Then the author analyzes the OCB done by the teacher with predetermined altruism behavior. A summary of the author's observations can be seen in Table 2.

Table 2. Analysis of altruism behavior in OCB according to researchers

| Behavior | Behavior Existence | Male Teacher | Female Teacher |
|-------------------------------|--------------------|---------------------|---------------------|
| Replacing co-teachers | Yes | Personal initiative | Personal initiative |
| Likes to help fellow teachers | Yes | If requested | Personal initiative |
| Guiding a new teacher | Yes | If requested | Personal initiative |

3.3 How do I recognize that it has found something significant?

Based on the results of the initial analysis by the authors related to altruism behavior in OCB, it was found that all three altruism behaviors were found in primary school teachers' OCB. Based on the observations, the researchers found behavior in altruism by the teacher, namely being willing to replace fellow teachers in their work. Based on the results of interviews with male teachers who revealed that:

"We as co-workers are willing to replace other teachers who don't come in, because who knows at another time we will be in that position with the hope that maybe there will be another teacher who can replace me when I really can't go to work."

This statement is in line with the results of interviews with female teachers who stated that:

“If I see the condition of an empty class without a teacher, then I will enter the class to fill the empty class. I will try to ensure that students still get their rights at school by getting facilities from the teacher”.

Based on the results of these interviews, it can be concluded that OCB teachers in altruism are willing to replace fellow teachers who are not included, this is done on the teacher's own initiative. Meanwhile, based on the observations, the researcher also found another behavior in altruism by the teacher, namely voluntarily helping others who face problems in their work. This is in accordance with the results of interviews with female teachers who revealed that:

“Our fellow teachers must help each other, I often ask the condition of other teachers, for example, asking what they are doing. Well, that way I know if there are other teachers who have difficulty, then I will try to help or find a solution together. The desire to help comes from ourselves, we see how our colleagues are, yes, we feel that too.”

Based on this opinion, it can be concluded that female teachers with altruism provide assistance to their fellow teachers on their own initiative. Teachers with altruism often ask the condition of their fellow teachers. If you know the condition of a fellow teacher who is in trouble, then immediately try to help. Slightly different from the opinion of male teachers who stated that:

“If there are teachers who have difficulty, they often ask me to solve the problems they are facing. So, because they asked for help, I tried to help them. I can't bear to see other fellow teachers having difficulties. If their work is hampered, it means that school matters are also hampered, so like it or not, I have to help.”

Based on these results it can be concluded that the teacher helps fellow teachers because it is for the benefit of the school. Based on observations, it appears that elementary school teachers who have altruism in OCB also provide guidance to new teachers in the school on the teacher's own initiative. However, it appears that only female teachers provide guidance to new female teachers, while male teachers also only provide guidance to new male teachers. This is in accordance with the statement of the female teacher, namely:

“Currently, our school currently has new teachers, male and female. Yes, I, as a teacher who had previously worked at the school, tried to approach the new teacher, by making introductions by joking so that the new teacher would not feel tense. Then, if the new teacher has difficulty, we try to help or provide direction. And coincidentally we were only asked for help by the new female teacher, even though the new male teacher had already made introductions, maybe the male teacher was a bit reluctant to ask me.”

Based on the above opinion, it can be concluded that female teachers provide assistance to new teachers on their own initiative, because as teachers who work first and have more knowledge about schools, they feel they have an obligation to help. This is similar to what was conveyed by a male teacher who stated that:

“I was entrusted by the principal to provide guidance to new teachers. However, if there are new teachers who have difficulty, especially new male teachers, they often ask me for help. This does not rule out the possibility that if a female teacher asks me for help, I will also try to provide assistance.”

Based on the opinion above, it can be concluded that male teachers provide assistance to new teachers on orders from the principal. Slightly different from female teachers, if the new teacher does not ask for help, the male teacher does not offer assistance to the new teacher.

3.4 How to understand what it is?

In an effort to test the validity of the data, a triangulation process of data sources was carried out by comparing the results of interviews with teachers with the results of interviews with school principals. The triangulation process was completed with the walkthrough interview method, where the researcher communicated with the principal to compare what the authors found with the opinions of the principal and supervisor. There are two basic questions that should be asked of experts related to (1) their perspective on OCB in primary school teachers (this point is used to confirm whether they find OCB in elementary school teachers similar to what the researchers found), and (2) whether the dimensions of altruism in primary school teachers' OCB can affect the increase in school effectiveness.

First, the principal confirmed the association with OCB in primary school teachers. Responding to the first question, the principal found the same answer as the researcher found, namely elementary school teachers have OCB with five dimensions (Organs, 1994) among others, Altruism, Courtesy, Conscientiousness, Sportsmanship, and Civic Virtue. Elementary school teachers' OCB from the perspective of altruism was also seen, including teachers replacing fellow teachers who were absent, teachers voluntarily helping other teachers, and teachers willing to guide new teachers. However, in terms of helping fellow teachers and guiding new teachers, male teachers who have OCB are waiting to be asked for help or waiting to be instructed and these teachers are willing to do so without asking for anything in return.

Second, the principal believes that *altruism* in OCB elementary school teachers can affect the improvement of learning outcomes of elementary school students. According to the principal, teachers can have *altruism* in OCB (Shrestha & Subedi, 2020). Based on the opinion of the principal, the actions taken by the teacher *altruism* so far it has helped the school in its implementation. The principal does not have to go directly to solve the problem, but the teacher who has the *altruism* This helps principals to solve existing problems, so that school administration is more effective.

3.5 Discussions

People with higher OCB will tend to have more willingness to provide benefits in the team, because they have a willingness to help, a willingness to dedicate themselves to the interests of the organization, are willing to accept responsibility, and have a willingness to support and a willingness to tolerate in terms of success. team in order to provide increased organizational performance (Herlina et al., 2020). In this research found that male and female teachers have high OCB. The teacher shows behavior in his daily life in accordance with the dimensions in OCB as stated by Organ that there are five dimensions in OCB, namely, altruism (caring for colleagues), courtesy (preventing conflict), conscientiousness (awareness of working beyond the target), Sportsmanship (tolerance at work), and Civic Virtue (caring for the organization) (C. Meniado, 2020).

Altruism is the intentional and voluntary behavior of giving benefits to others without consideration (Manzur & Olavarrieta, 2021). OCB teachers based on the perspective of altruism are willing to replace fellow teachers who do not enter on their own initiative. This is done because the teacher realizes that it is possible for the teacher himself to be unable to attend work, so that another teacher will replace him at work. In addition, the opinion of female teachers said that when the teacher saw an empty class, the teacher would try to fill the empty class. Because the teacher does not want students not to get their rights at school.

A person with altruism tends to be more willing to care and pay attention to others who need help (Septiana, 2018). Another behavior in altruism that teachers do is voluntarily

helping others who are facing problems in their work. The female teacher with altruism took action because she often asked the condition of her fellow teacher, if she knew the condition of her fellow teacher who was having difficulties, she immediately tried to help. Slightly different from the opinion of male teachers who help fellow teachers because it is for the benefit of the school. By gender, women have a higher level of altruism than men (Yigit & Pickles, 2020).

Healthy altruism motivates individuals and has a far-reaching impact on group dynamics by increasing teamwork, ambition, commitment, and enthusiasm within the team (Jonasson & Ingason, 2022). Elementary school teachers who have altruism in OCB also provide guidance to new teachers in the school in order to improve teamwork. However, it appears that only female teachers provide guidance to new female teachers, while male teachers also only provide guidance to new male teachers. Female teachers provide assistance to new teachers on their own initiative, because as teachers who work earlier and have more knowledge about school, they feel they have an obligation to help so that new teachers can immediately follow the rhythm of work at school. The male teacher provides assistance to the new teacher on orders from the principal. Slightly different from female teachers, if the new teacher does not ask for help, the male teacher does not offer assistance to the new teacher. Palta, (2019) that teacher altruism did not change with respect to gender. However, teachers' altruism changed with respect to seniority.

This study succeeded in revealing altruism in OCB in elementary school teachers, so it is hoped that the behavior found can be an effort to increase school effectiveness so that it can improve the learning outcomes of elementary school students. Thus, the effectiveness of the school in achieving the target can run more optimally. This study is only limited to discussing altruism in OCB in elementary school teachers.

Of course, there is still much that can be deepened from the results of this study, such as how to increase the dimensions of *altruism* in primary school teacher OCB. How effective *altruism* in OCB to primary school teachers in improving student learning outcomes. So that the benefits of this research can provide a wider and comprehensive impact to improve teacher behavior and student learning outcomes in elementary schools. Seminars on altruism can be held for teachers to build awareness in this regard, thereby providing information about OCB which is an exemplary behavior for teachers in elementary schools to have.

IV. Conclusion

Researchers studied the dimensions of OCB, especially the altruism dimension in elementary school teachers. In this study, a process was carried out that described altruism in OCB owned by elementary school teachers by answering four main questions, namely "where do I start looking?", "how do I find it?", "how do I recognize that it has found something significant?", and "how to understand what it is?". Furthermore, the researcher started this research from the Muhammadiyah Elementary School Special Program Pracimantoro Wonogiri, Indonesia to find out which teachers had OCB. After getting two teachers who have OCB, the researcher analyzes the dimensions in OCB of elementary school teachers. Then, the results of the analysis were confirmed to the experts as a form of triangulation and as an effort to deepen and understand the dimensions of altruism in primary school teachers' OCB. So that researchers can find the results of altruism in OCB in the two elementary school teachers studied.

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