

# The Influence of Organizational Citizenship Behavior on The Performance of Teachers in Elementary School

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**ABSTRACT.** Extra-work behavior plays a crucial role in achieving organizational goals in educational institutions. This study examines the impact of organizational citizenship behavior (OCB) on teacher performance at Madrasah Ibtidaiyah Asy-Syafi'iyah Kendari City. Using a quantitative research approach, the study utilized both primary and secondary data sources. Data were collected through survey techniques by distributing questionnaires to 34 teachers. The research variables were measured using appropriate scales, and the collected data were analyzed through linear regression analysis. The findings indicate that OCB has a positive and significant effect on teacher performance. The correlation coefficient results further confirm that OCB significantly influences performance, suggesting that teachers who exhibit high levels of extra-role behavior contribute more effectively to their institutions. Despite these contributions, this study has several limitations. First, the small sample size of 34 teachers may not fully represent the broader population, limiting the generalizability of the findings. Second, the study relies solely on self-reported data, which may introduce response bias. Third, the use of a cross-sectional design prevents the identification of long-term causal effects between OCB and teacher performance. Future research should consider a larger sample, multiple data sources, and a longitudinal approach to provide a more comprehensive understanding of OCB's impact on teacher performance.

**Keywords:** *Organizational Citizenship Behavior, Teacher Performance, Linear Regression Analysis, Self-Reported Data.*



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## How to Cite

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## INTRODUCTION

Education is an important aspect that can make a nation ready to face and compete in a dynamic era. With improvements in the education aspect, every individual can have the opportunity to develop abilities to improve their quality of life in the future (Aftab et al., 2020) (Amirudin et al., 2024; Anwar et al., 2023; Bakar et al., 2023). Good quality human resources play an important role in accelerating the achievement of these goals. Educators and teachers in educational organizations play a central role in educational achievement (Sutanto et al., 2022), where the success of students while in school and later when they have completed their education is the fruit of the success of a teacher (Arif et al., 2025; Bunari et al., 2024). Thus, efforts must be made to improve teacher performance. Teacher performance is basically what they do or do not do (Arar & Nasra, 2019) (A et al., 2024; Akmalia et al., 2023; Alwi & Mumtahana, 2023). Teacher performance affects the extent to which employees contribute to the organization (Mathis & Jackson, 2002). This shows that the human resource factor is an important element that helps

determine the success or failure of an organization (Armstrong, 2020). Therefore, organizational goals can be achieved if they are supported by quality human resources. One indicator of quality human resources can be seen in the results of employee work, which is shown through effective, efficient, productive work behavior and has high integrity towards their work (Danial et al., 2021; Musyaffa et al., 2023).

In the current development of education, teachers as educators are required not only to work according to their main duties and functions but also to be able to behave and provide good examples in terms of working and behaving with their work environment, both in helping colleagues who are experiencing difficulties and participating in every activity outside of their duties to the work that is done even though it is outside of their work and does not receive compensation. An educational organization will be more advanced when its educational staff have extra work behavior; in the end, the goals of the organization can be achieved properly (Nasra and Arar, 2019).

To support the improvement of performance and achievement of educational goals, educational organizations need to pay attention to the individual behavior of teachers as educators, which is under the view of Organ (1989), who stated that one of the important aspects to support performance is Organizational Citizenship Behavior, where organizational citizenship behavior is an individual's extra work behavior that is not directly or explicitly recognized in a formal work system, and which is quickly able to increase the effectiveness of organizational functions (Fitriyana et al., 2023; Kartiko et al., 2023). Organizational citizenship behavior is behavior outside the formal requirements of work that provides benefits to the organization (Spector, 2006). Workers who demonstrate this behavior make a positive contribution to the organization through behavior outside the job description.

Organizational citizenship behavior is a work behavior that is carried out with high dedication and full of responsibility, where a teacher carries out various tasks given with work results that exceed the predetermined standards (Ismail and Iqbal, 2018) (Adeoye et al., 2025). One example of organizational citizenship behavior shown by teachers includes spending a lot of time to help coworkers who are experiencing difficulties selflessly, always trying to maintain good relationships with coworkers, showing a courteous attitude at work, having a high tolerance spirit, being willing to work outside with their responsibilities for the sake of achieving continuity of education, and being actively involved in all activities carried out in the school environment.

Efforts to improve organizational citizenship behavior are one way that can be made by educational organizations so that they can optimize performance and achieve the expected goals. Many studies explain that organizational citizenship behavior has an important impact on performance, as expressed by Qalati et al. (2022), who explains that members of an organization with high organizational citizenship behavior can provide significant changes in the organization's performance. Titisari et al. (2020) also concluded that it is important for organizations to improve organizational citizenship behavior so that the work results of the organization can be achieved better. Likewise, Pramesty et al. (2020) found that organizational citizenship behavior is one of the factors that must be present and demonstrated by employees to achieve maximum performance. Ridwan et al (2020) also in their findings revealed that organizational citizenship behavior is one of the antecedents that influences performance. However, the majority of existing studies were conducted in private organizations or at the tertiary level, and very rarely was the impact studied in elementary schools, where the work is also very complex and teachers have higher duties and responsibilities in supervising and guiding their students.

In educational institutions, one of which is the Madrasah Ibtidaiyah Asy-Syaff'iyah which is the focus of this study also shows symptoms that the performance demonstrated by teachers has experienced quite significant dynamics where there is an increase and decrease in the performance they produce. One of the factors causing this is the individualistic attitude of

teachers, where in some aspects, a teacher prefers to let other people's work be neglected without any reprimand or desire to help complete the work because of the busyness of each teacher with their main tasks and functions. In addition, the decline in performance is also caused by the lack of initiative from teachers to help each other in certain jobs, which ultimately leads to inappropriate work results.

In such conditions, it is expected that there will be an increase in aspects of better work behavior, especially related to organizational citizenship behavior, where improvements in work behavior are ultimately expected to lead to improvements in performance and effectiveness of the work carried out by all teachers in the Madrasah Ibtidaiyah Asy-Syafi'iyah. Based on this, it is important to know the impact of organizational citizenship behavior on the performance of existing teachers, which opens up a gap for a deeper analysis of the aspects that shape this behavior on the resulting performance. Therefore, this study aims to test the impact of organizational citizenship behavior on performance in Madrasah Ibtidaiyah Asy-Syafi'iyah.

## **METHOD**

This study uses a quantitative approach. The quantitative approach aims to test theories, establish facts, show relationships between variables, provide statistical descriptions, and estimate and predict results. This study will be conducted in the scope of Madrasah Ibtidaiyah Asy-Syafi'iyah by taking respondents as many as 34 teachers, both permanent teachers and teachers with contract status, where both of them in the scope of the research object in carrying out activities do not have significant differences.

In the data collection process, a survey technique was used to distribute the questionnaires to all existing teachers. From the results of the distribution of the questionnaires, 34 questionnaires were returned to obtain all data related to organizational citizenship behavior and the performance of existing teachers. The collected data were then analyzed using linear regression analysis.

This study examines the relationship between organizational citizenship behavior and performance, where each variable is measured using its measurement, which is related to the organizational citizenship behavior variable. This study adopted the measurement of Organ (1988), which consists of 1) conscientiousness, 2) altruism, 3) civic virtue, 4) sportsmanship, and 5) courtesy. Concerning the performance variable, because this study refers to behavior, the measurement of the performance variable will adopt the behavioral-based performance aspect, namely, the behavioral anchored rating scale (BARS), which is widely recommended for measuring employee performance in the public sector (Daley, 2005), where the measurements are 1) dependability, 2) attitude, 3) quality of work, 4) initiative, 5) judgment, 6) cooperation, 7) quantity of work, 8) safety, 9) learning and self-development, and 10) personal.

## **RESULT AND DISCUSSION**

### **Result**

#### **Data Analysis**

Before analyzing the relationship between variables, data that meet the basic assumptions of regression analysis are needed in regression testing. Assumption testing in this study used a classical assumption test through linearity tests, normality tests, and heteroscedasticity. The test results are presented as follows

### Linearity Test

**Table 1** Linearity Test Results

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Performance	Between	(Combined)	870.386	9	96.710	10.596	.000
Organizational	Groups	Linearity	808.004	f	808.004	88.526	.000
Citizenship		Deviation	62.381	8	7.798	.854	.566
Behavior		from Linearity					
Within Groups			219.056	24	9.127		
Total			1089.441	33			

Based on the results of the linearity assumption test, the significance value of the deviation from linearity is 0.566 ( $> 0.05$ ), which means that there is a linear relationship. Thus, the regression model is normally distributed because the significance value is  $> 0.05$ ; thus, the normality test is met.

### Normality Test

**Table 2** Normality Test Results

One-Simple Kolmogorov-Smirnov Test

		Unstandardized Residual
N		34
Normal Parameters <sup>a,b</sup>	Mean	DE-7
	Std. Deviation	2.92034043
Most Extreme Differences	Absolute	.106
	Positive	.106
	Negative	-.097
Kolmogorov-Smirnov Z		.615
Asymp. Sig. (2-tailed)		.843

Based on the analysis of the data normality test using the Kormogorov-Smirnov test, the Asymp. Sig. value was obtained as much as 0.843 ( $> 0.05$ ), which indicates that the data used were normally distributed so that the assumption or requirement of normality in the regression model was met.

### Heteroscedasticity Test

**Table 3** Heteroscedasticity Test Results

Coefficients<sup>a</sup>

		Unstandardized	Coefficients	Standardized		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	7.119	2.562		2.779	.009
	Organizational	-.228	.120	-.318	-1.900	.066
	Citizenship					
	Behavior					

a. Dependent Variable: Abs\_RES

Based on the results of the heteroscedasticity test presented in Table 3, it can be seen that the significance value found is 0.66 ( $> 0.05$ ), which can be interpreted as the absence of symptoms of heteroscedasticity, so this regression model can be used because the symptoms of homoscedasticity are met.

**Linear Regression Analysis**

**Table 4** Linear Regression Test

		Coefficients <sup>a</sup>				
		Unstandardized	Coefficients		Standardized	
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.422	4.438		.320	.751
	Organizational Citizenship Behavior	1.995	.208	.861	9.585	.000

a. Dependent Variable: Performance

Based on the test results shown in Table 4, several things can be interpreted, including the constant value of 1.422, indicating that when organizational citizenship behavior is considered nonexistent, the performance given by teachers is 1.442. Furthermore, related to the standardized value of organizational citizenship behavior on performance of 0.861, it can be interpreted that when there is an increase in organizational citizenship behavior, with the assumption that other variables remain constant, teacher performance will increase.

Furthermore, based on the results of the hypothesis test shown in Table 4, it can be seen that the influence of organizational citizenship behavior on performance has a correlation coefficient value of 0.861 with a significance of 0.000 ( $< 0.05$ ), indicating that there is a positive and significant influence between organizational citizenship behavior and teacher performance, which shows that the better the organizational citizenship behavior possessed by teachers, the better their performance will be.

**Table 5** Determination Coefficient Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.361 <sup>a</sup>	.742	.734	2.966

a. Predictors: (Constant), Organizational Citizenship Behavior

Table 5 shows the results of the r square determination coefficient test in this study, where the r square value obtained was 0.742 (74.2%), which indicates that the contribution from organizational citizenship behavior to changes in performance was 74.2%, while the rest was influenced by other variables that were not tested in this study.

**Discussion**

Based on the results of the analysis that has been carried out on the influence of organizational citizenship behavior on performance, it was found that organizational citizenship behavior has a positive and significant effect on the performance of teachers at Madrasah Asy-Syafi'iyah, Kendari City. This can be interpreted that changes in each organizational citizenship behavior will affect the level of completion of work in each work unit of Madrasah Asy-Syafi'iyah, Kendari City, and will ultimately improve the performance produced by existing teachers. Work behavior outside the duties and responsibilities of employees is expected to exist

in every scope of work unit within the organization because this behavior will encourage a high level of achievement of the expected work results. Therefore, Madrasah Asy-Syafi'iyah, Kendari City needs to continue to pay attention to this and try to create and maintain conditions of extra work behavior so that teacher performance can increase and the achievement of organizational goals can be achieved (Djalilah et al., 2024; Kuzmin et al., 2022).

In the test carried out on the influence of existing variables, a positive and significant influence was found which means that the better the organizational citizenship behavior, the higher the level of performance achievement produced by teachers at Madrasah Asy-Syafi'iyah, Kendari City. The results of this study also indicate that organizational citizenship behavior related to seriousness in working, helping behavior, prioritizing common interests, and high tolerance contribute to improving the resulting performance. This means that the better the condition of organizational citizenship behavior that exists will have an impact on the good working conditions and the level of work achievement that can be achieved by existing employees, which will ultimately improve the performance provided by a teacher to their work unit.

Looking at the real conditions in the field, it can be seen that each teacher can work well with their colleagues to help each other solve the work problems faced, on the other hand, in providing administrative services to students and showing politeness (Caputo et al., 2021; Musrifah & Shah, 2024). This is in line with the concept of Madrasah, an Islamic school, so teachers need to apply this concept to their work. In addition to helping each other in the workplace, existing teachers also always try to prioritize common interests, as shown when their work unit holds meetings or activities in which each teacher always participates and takes part in making all existing activities a success (Arifin et al., 2023; Nurkhasanah et al., 2023). Teachers also uphold tolerance among fellow teachers so that they are able to create ideal conditions to support them in working on self-development and personality (Suyanta et al., 2024; Watung et al., 2023). This means that the better the condition of organizational citizenship behavior that exists will have an impact on the good working conditions and level of work achievement that can be achieved by existing teachers, which will ultimately improve the performance of teachers as educators in their work units.

This finding is in line with the concept of Madrasah Management, which is an Islamic school, so teachers need to apply the concept to their work. The findings of this study are in line with the opinion of Robbins and Judge (2011), who stated that a successful organization needs employees who will do not only their formal tasks but are also willing to provide performance that exceeds expectations; in fact, organizations that have employees who have good organizational citizenship behavior will perform better than other organizations. Organ et al. (2011) stated that organizational citizenship behavior is free and not directly related to the reward system and can increase the effectiveness of the organization. Furthermore, this finding also confirms the opinion of Podsakoff et al. (2000), who stated that organizational citizenship behavior can affect performance by increasing the productivity of coworkers and managers, making the use of resources more efficient, and increasing the organization's ability to adapt to changes that occur within the scope of its organization.

The results of this study are also in line with the findings of previous research by Qalati et al. (2022), which stated that organizational citizenship behavior in an organization and implemented by each individual will be able to encourage an increase in the performance produced. This is also in line with Titisari et al. (2020) that every employee who performs additional work outside of their formal work will be able to significantly increase the performance produced. This work can be in the form of completing piled-up work or helping each other complete the work of colleagues who are prevented. Cobbinah et al. (2020) concluded in their research that organizational citizenship behavior has a positive and significant impact on performance. Each of the findings from Sugianingrat et al (2019), Sugiharjo (2020), Pramesty et al

(2020), Uddin et al (2018), Ridwan et al (2020), Sholikah and Prastiwi (2020), and Nugroho et al (2020) also concluded in their research that there is a positive and significant influence between organizational citizenship behavior and employee performance.

## CONCLUSION

This study reveals that organizational citizenship behavior is an important aspect that teachers need to have and do to improve their performance within the scope of Madrasah Ibtidaiyah Asy-Syafi'iyah Kendari. Therefore, it is important for organizations, especially Madrasahs, to pay attention to this and ensure that each teacher owns and implements extra-role work behavior to maximize the goals of the Madrasah itself.

This research was carried out of course inseparable from the limitations of the research that is owned, the limitations of this research include the collection of research data using survey techniques that have limitations in the presentation of cross-sectional analysis, so that changes that occur in the research object cannot be controlled. Therefore, in the future, other types of data, such as time-series data, can be used to determine the developments that occur. In addition, this research was only conducted at Madrasah Ibtidaiyah, which limits the ability to generalize research findings; therefore, further research is expected to be able to test on a wider scope of objects, such as advanced Islamic schools or other schools with different conceptual principles. Finally, this study only examines the influence of organizational citizenship behavior, where there are still many factors that can influence performance, such as work involvement, which is a group of work behaviors, and testing these factors can increase the diversity of research models.

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