

---



---

**ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN VOLUNTEER TEACHER**

**Maria Chrisnatalia<sup>1</sup>, Nurul Huda<sup>2</sup>, Christiana Wulandari<sup>3</sup>**

<sup>1</sup>*Fakultas Psikologi, Universitas Gunadarma  
mariachrisnatalia@gmail.com*

<sup>2</sup>*Fakultas Psikologi, Universitas Gunadarma  
nurulhuda.psi05@gmail.com*

<sup>3</sup>*Fakultas Ilmu Komunikasi, Universitas Gunadarma  
erisoetito@gmail.com*

**ABSTRACT**

This study aims to examine the effect of perceived organizational support, a happiness that is often referred to as subjective well being of organizational citizenship behavior in volunteer teachers. organizational citizenship behavior is a voluntary behavior that is owned by a worker, where the worker is willing to do the work more than his obligations to the organization so as to improve the effectiveness of organizational functions. Participants in this study were 107 volunteer teachers with age 25- 59 years, who became volunteer teachers in depok. Data on perceived organizational support is obtained by using perceived organizational support, organizational citizenship behavior is obtained using ocb scale, and to measure happiness is used on the scale of public happiness, Positive Affect Negative Affect Scale, Satisfaction With Life Scale (SWLS). The analysis technique in this research is multiple regression between perceived organizational support to organizational citizenship behavior and subjective well being positive affects negative, and life satisfaction to Organizational Citizenship Behavior. From the results obtained that there is influence on the positive affect to organizational citizenship behavior, life satisfaction to organizational citizenship behavior, and have influence together between perceived organizational support, life satisfaction, positive affect, negative affect to organizational citizenship behavior, 21.6% to 47.4%.

**Keywords:** organizational citizenship behavior, perceived organizational support, subjective well being, volunteer teachers

**INTRODUCTION**

Education is one of the primary needs that must be developed for countries like Indonesia. Development of education is very important to improve the quality of human resources in order to achieve a better quality of life. Generations of quality certainly can not be separated from the role of educators (teachers) in guiding during teaching and learning activities at school. Teachers are one of the human resources in the education environment. Human resources are an important asset in an organization, because it is the source that controls the organization and maintains and develops the organization in various demands of the times (Humairo & Mulyana, 2013). Therefore, human resources must be observed, maintained, and developed.

One of the volunteer activities in terms of teach of conducted by one of the telecommunications industry in Indonesia, the workers are sent to teach in some remote cities in Indonesia in the framework of equitable education, the teachers share knowledge and share experiences not only to students but to the local community (Gunawan , 2015). From that point the organization generally believes that to achieve excellence must cultivate the highest

individual performance, since essentially individual performance affects the performance of the team or working group and ultimately affects the overall performance of the organization. Good performance demands “appropriate behavior” of employees expected by the organization.

In the context of organizational behavior, issues that are generally faced by educational institutions and teachers are related to the important behavior of an employee in an organization, ie extra-role behavior or good behavior of an organization’s citizens, also called Organizational Citizenship Behavior (OCB).

The current level of competition in the field of education services requires the extra-role behavior of all teachers to keep the interest and loyalty of learners in using education services in certain educational institutions. Teachers displaying OCB behaviors are good examples of teachers. If the organization has people with high OCB, then it can be expected that the organization will be able to face the challenges that arise from environmental changes, both internal and external (Srimulyani in Humairo & Mulyana, 2013). Teachers as education implementers are faced with rapid change, high standards demand and quality improvement demands, which require

teachers to update and improve their skills through learning.

Organizational citizenship behavior is an individual contribution that exceeds the demands of a role in the workplace. Organizational citizenship behavior involves some behaviors, including the behavior of helping others, becoming a volunteer for extra tasks, adhering to the rules and procedures at work. These behaviors describe the “added value of employees” which is one form of prosocial behavior, ie positive social behavior, constructive and meaningful help (Aldag and Resckhe in Titisari, 2014).

The emergence of organizational citizenship behavior (OCB) can be a picture of high performance in the organization. Other studies have shown that organizations that have employees with good OCBs will perform better than other organizations (Robbins and Judge, 2008). To improve employee performance, OCB is indispensable. OCB proved to be closely related to the performance of the group, in an organization required the cohesiveness in working and cover each other’s weaknesses so that the goals and effectiveness of the organization to be better (George and Bettenhausen 1990 & Podsakoff et al. 1997 in Kusumajati 2014). As occurs within the scope of primary schools it is also necessary to work together in work to improve school effectiveness. So if the teacher has a high OCB, then the performance of teachers will also be high.

Organ (1988) argues that, organizational citizenship behavior is very important in organizational survival. The organs further detail that organizational citizenship behavior can maximize the efficiency and productivity of employees and organizations that ultimately contribute to the effective functioning of an organization.

Organ, Dennis, Podsakoff, Philip, MacKenzie & Scott (2006), define organizational citizenship behavior as independent, independent of the reward system and can improve the effective functioning of the organization. The organ also notes that organizational citizenship behavior is found as an alternative explanation on the hypothesis of “performance based satisfaction”. According to Robbins and Judge (2008) organizational citizenship behavior is an optional behavior that is not part of a worker’s formal work obligation, but supports the effective functioning of the organization. Greenberg and Baron (1995) define organizational citizenship behavior as a form of employee behavior that contributes to the smooth functioning of their organization, but it does not include part of their formal job requirements. Organizational citizenship behavior is therefore a voluntary behavior that belongs to a worker, where the worker is willing to do work beyond his or her

obligations to the organization so as to enhance the effectiveness of organizational functions.

Developing the concept of Organ (1988), Podsakoff, MacKenzie, Moorman and Fetter (1990) identified five dimensions of organizational citizenship behavior, namely altruism, Conscientiousness, Sportmanship, Courtesy and Civic Virtue.

Eisenberger, Fasolo & Lamastro (1990) disclose that OCB behavior evolves with how much organizational attention is at the level of employee benefits and the rewards of the organization towards their contribution. Good employee perceptions of organizational support (POS) to the quality of their work life will create a sense of “debt” within them to the organization, so they will feel obligated to pay for it. The organization’s support is a form of awareness and appreciation of the organization for the contribution and well-being provided to employees (Eisenberger, Huntington, Hutchison and Sowa, 1986). Rhoades and Eisenberger (2002), argue that if an employee considers that the organization’s support is high, then the employee will unite membership as an organization member into their self-identity and then develop more positive relationships and perceptions of the organization. By integrating membership in an organization with employee identity, the employee feels part of the organization and feels responsible for contributing and delivering the best performance to the organization.

This indicates that the perception of organizational support from employees can influence OCB workers by increasing the sense of duty and desire to reply to the organization, meeting their socio-emotional needs, establishing social identity, and increasing job satisfaction and loyalty to the organization (Organ, Podsakoff & Mackenzie, 2006). It is also supported by Eisenberger, Fasolo and La-Mastro (1990) who also revealed that OCB behavior is growing in line with how big the organization’s attention on the level of workers’ welfare and the rewards of the organization towards their contribution.

Perceived organizational support according to Eisenberger (1986), the relationship between an employee and an organization is a social exchange relationship in which the organization will offer employees rewards and good working conditions, in the hope of more employee loyalty and work effort. When an employee feels that the organization has been supported, a reciprocity norm will arise, where well-treated employees feel compelled to repay the favorable treatment received from the organization (Gouldner, 1960).

It is concluded that perceived organizational support is an employee’s perception of an image

raised by an individual about the organization in which he works, and a belief in how the organization provides support and reciprocity to performance.

Eisenberger, Huntington, Hutchison and Sowa (1986) define the dimensions of unidimensional organizational support in the Perceived Organizational Support (SPOS) Survey. Organization-related statements include employee satisfaction as members of the organization, worker performance, future worker anticipation, appreciation of employee morale, consideration of workers' opinions and goals, concern for fair pay, worker enrichment, empowerment of worker talents, employee satisfaction at employment, workers' welfare, workers' affective attitudes, replacing workers with new low-paying workers, responses to possible job complaints, errors, performance improvements (job training for workers), job change requests, decision to quit, failure to complete tasks on time, retain an older worker, and reinstate after Termination of employment.

Research conducted by George and Brief (in Sambung, 2011) which suggests that perceived organizational support at a high level will improve employee's extra-role (OCB) behavior such as helping co-workers, taking actions that can protect the organization from risk, donate constructive ideas, and trying to increase knowledge and skills that benefit the organization. The Shore and Wayne studies (in Novliadi, 2006) found that perceived organizational support (POS) predicts organizational citizenship behavior (OCB) and is positively associated with performance and OCB. Workers who feel that they are supported by the organization will feed back and lower the imbalance in that relationship by engaging in citizenship behavior.

Based on this it can be assumed that, if teachers have a good perception of organizational support they will incur a debt of gratitude in themselves to the organization so that they will feel obligated to improve performance by generating citizenship behavior to the organization. Conversely, if the teacher perceives the lack of support from the organization, for example the nurse feels his contribution is unappreciated will lead to unpleasant feelings within the organization and will reflect his discomfort with negative behavior, such as avoiding responsibility, even the intention to leave his job.

Another factor that is believed to affect and improve organizational citizenship behavior is when teachers feel positive affects. The desire to show other people's helpful behaviors and positive attitudes, such as immediately helping other teachers when their responsibilities have been completed and stimulated by a positive, perceived mood.

Similarly, when individuals contribute to others and organizations, their behavior will be strengthened because when doing good, the individual will feel better and happy (Jex & Britt, 2008).

Individuals who experience positive affects more often than their negative affects are identified as individuals with high subjective well-being (SWB). According to Diener (2009), subjective well-being is a situation that refers to the fact that the individual subjectively believes that his life is something desirable, fun and good. Subjective well-being also refers to an individual's evaluation of his life both cognitively and affectively (Diener in Nelson and Cooper, 2007). The form of cognitive evaluation of the individual is a thorough satisfaction of his life, whereas affective evaluation is seen more often with positive emotions such as happiness and happiness and fewer negative emotions such as sadness and anger (Diener, Sandvick & Pavot in Purwito, Nurtjahjanti and Ariati, 2012).

The subjective well-being focuses on the balance between positive and negative mood experiences each day and the generally satisfying amount of satisfaction in life. Life satisfaction in general is an individual's assessment of his life, while domain satisfaction is an individual's evaluation of individual-specific domains. These specific domains include health, finance, employment, wealth, marriage to the personal relationships that individuals undergo. The affective aspect refers to the dominant affects that the individual perceives that will affect the subjective well-being level (Purwito, et al 2012).

Satisfaction in the job domain is related to organizational citizenship behavior and the absence of negative organizational behavior. Research conducted (Organ and Bateman, 1983) shows employees with higher levels of job satisfaction more practical in work, helpful and friendly. Spector (in Purwito, et al 2012) has similar results when reviewing evidence that more satisfied employees have relatively low turnover and absence rates, but they are also more timely, cooperative and helpful to other employees. The high positive emotions perceived in the work environment are associated with better performance and higher organizational citizenship behavior levels (Diener, 2009).

The subjective well-being is defined by Diener, et al (2005) as the individual's cognitive and affective evaluation of his or her life. Subjective well-being is a concept that includes high life satisfaction, low levels of negative affects and high levels of positive affects. A person can be said to have a full subjective well-being when they feel a lot of pleasant emotions and a bit of unpleasant emotion, when they engage in an interesting activity, when they experience a lot of

pleasure and a little pain, and when they are satisfied will their lives (Diener, 2000).

It is concluded that subjective well-being is an evaluation of one's life that can be seen from the satisfaction of their life, based on maturity, mood and emotion. There are three main components of subjective well-being, namely satisfaction, positive affects and negative affects (Diener, Suh & Oishi, 1997). Each component has its own sub-components.

Based on the above explanation, the researcher is interested to know whether there is influence between perceived organizational support (post) and subjective well being (swb) on organizational citizenship behavior (ocb) on volunteer teaching staff?

## **RESEARCH METHOD**

Subjects in this study were men and women with a total of 107 subjects volunteer teachers, and aged from 25-59 years. The subject is a volunteer teacher who teaches at one of the open schools in the city of Depok, West Java. Criteria in this research is a teacher who has taught at least one semester at the school. The method used in this research is quantitative approach.

The purpose of quantitative research is to see the results of data if using SPSS 20 for windows, and penelti test these results to see the effect of organizational citizenship behavior in volunteer teachers. Technique of data retrieval done by using google docs, researcher also use four scale for making questioner. Scale that researchers use is perceived organizational support scale, organizational citizenship behavior is obtained using scale scale, and to measure happiness is used on the scale of public happiness, Positive Affect Negative Affect Scale, Satisfaction With Life Scale (SWLS).

## **RESULT AND DISCUSSION**

From the results that have been done, researchers get 107 questionnaires filled with good melaluli google docs. Based on the results of aitem discrimination test conducted, the results obtained for discrimination power OCB items move from 0.305 to 0.687 and reliability of id get by 0.70; for POS the discriminating power of moving items from 0.374 to 0.835 and reliability of 0.94; as well as for happiness represented by SWB, have a discrimination item for SWLS 0.418 -0.667; Positive affects 0,574 - 0,858 and negative affects 0,793 - 0,707 and for reliability respectively 0,6; 0.93; 0.83.

Based on the results of data analysis performed by using person correlation technique, it is known that the correlation coefficient between perceived organizational support with organizational

citizenship behavior of 0.002 with the significance level of 0.143 ( $p > 0.05$ ), and by looking at the table Anova shows that the obtained value of F for 36.798 ( $p \leq 0,05$ ). From these results it is found that there is no significant relationship between perceived organizational support with organizational citizenship behavior and only 0.02% (R Square 0,002) influence of POS to OCB.

By using the correlation technique, it was found that the coefficient between life satisfaction and organizational citizenship behavior was obtained coefficient of 0.222 with signification level of 0.000 ( $p < 0,05$ ), and by looking at table Anova showed that obtained value of F equal to 29,879 ( $p \leq 0,05$ ). From these results in the results obtained that there is a very significant relationship between life satisfaction with organizational citizenship behavior and has 22.2% (R Square 0.222) the influence of SWLS on OCB.

While the positive affects with organizational citizenship behavior has a coefficient of 0.216 with a significance level of 0.000 ( $p < 0.05$ ), and by looking at the table Anova shows that the obtained value of F equal to 28.976 ( $p \leq 0,05$ ). From these results in the results obtained that there is a very significant relationship between positive affects with organizational citizenship behavior and has an influence on OCB of 21.6% (R Square 0.216) of positive affects.

Based on the results of other data analysis, that is between negative affects with organizational citizenship behavior has a significance level of 0.767 which means there is no relationship between negative affects organizational citizenship behavior.

such as research conducted by Purwito et al (2012) to find out the relationship between subjective well-being with organizational citizenship behavior in customer service officer at Plasa Telkom also get positive relationship between subjective well-being with organizational citizenship behavior. The higher level of subjective well-being in customer service officer of Plasa Telkom caused the high organizational citizenship behavior that was raised. Therefore, the high subjective well-being (the satisfaction of life and the positive affects and low affective negatives) that employees have may cause the high OCB generated by employees and vice versa.

The last analysis test was performed on all three variables. Based on data analysis by viewing table Anova 23.002 and significant coefficient of 0.000 ( $p < 0,05$ ). Based on these results, the hypothesis in the process is that there is influence of perceived organizational support, Subjective well being (life satisfaction, negative affects, positive affects) together with organizational citizenship behavior in volunteer teachers. From result of

regression test obtained R Square value 0,474. This means that 47.4% organizational citizenship behavior variable can be determined by perceived organizational support variables, Subjective well being (life satisfaction, negative affects, positive affects), while the 52.6% of the content is obtained from other factors not included in this study.

The results are similar to the research conducted by Huda (2016) there is influence perceived organizational support, Subjective well being (life satisfaction, negative affects, positive affects) on organizational citizenship behavior in hospital nurses

### CONCLUSION AND SUGGESTION

Based on the above results can be concluded that there is no relationship between the POS with OCB, there is a relationship between life satisfaction with OCB, there is a relationship between positive affects with OCB, no relationship between negative affects with OCB and there is a relationship together between POS and SWB (life satisfaction, positive affects and negative affects) to the OCB of 47.4% and there are other factors that affect.

The suggestion of this research is to look for other factors that can influence organizational citizenship behavior in volunteer teachers in addition to perceived organizational support, Subjective well being (life satisfaction, negative affects, positive affects)

### REFERENCES

- Carr, A. 2004. *Positive psychology: The science of happiness and human strength*. New York : Brunner- Routledge.
- Diener, E., Suh, E., & Oishi, S. 1997. "Recent findings on subjective well being". *Indian Journal of Clinical Psychology*, no 1, Vol 24.
- Diener, E. 2000. "Subjective well being: The science of happiness and a proposal for a national index". *American Psychological Association*, no 55, Vol 1, 34-43.
- Diener, E., Lucas, R.E., & Oishi, S. 2005. Subjective well being: The science of happiness and life satisfaction. Dalam C.R. Synder, & S.J. Lopez (Eds). *Handbook of positive psychology*. New York: Oxford University Press, Inc.
- Diener, E. 2009. *The science of subjective well being: The collected works of ed diener*. Illinois: Springer.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. 1986. "Perceived organizational support". *Journal of Applied Psychology*, no 71, Vol 3. 500-507.
- Eisenberger, R., Fasolo, P., & LaMastro, D.V. 1990. "Perceived organizational support and employee diligence, commitment, and innovation". *Journal of Applied Psychology*, no 75, Vol 1, 51-99.
- Fuller, J.B., Barnett, T., Hester, K., & Relyea, C. 2003. "A social identity perspective on the relationship between perceived organizational support and organizational commitment". *The Journal of Social Psychology*, no 143, Vol 6, 789-791.
- Greenberg, J., & Baron, A.R. 1995. *Behavior in organization: Understanding & managing the human side of work*. Prentice-Hall International.
- Gouldner, A.W. 1960. "The norm of reciprocity: A preliminary statement". *American Sociological Review*, Vol 25, 161-178.
- Gunawan, H. 2015. "Karyawan indosat terjun langsung mengajar di sekolah daerah terpencil". (<http://www.tribunnews.com/nasional/2015/10/12/karyawan-indosat-terjun-langsung-mengajar-di-sekolah-daerah-terpencil>), diakses tgl 24 Januari 2018.
- Huda, N. 2016. "Pengaruh perceived organizational support, Subjective well being (kepuasan hidup, afek negatif, afek positif) terhadap organizational citizenship behavior pada perawat di rumah sakit". *Tesis*. Universitas Gunadarma Jakarta
- Humairo, H. D., & Mulyana, O. P. 2013. "Perbedaan organizational citizenship behavior (OCB) pada guru sekolah menengah kejuruan (SMK) ditinjau dari status sekolah". *Character*, no 02, Vol 02.
- Jex, M.S., & Britt, W.T. 2008. *Organizational Psychology: A scientist – practitioner approach 2<sup>th</sup> edition*. Wiley: John Wiley & Sons, Inc.
- Kusumajati, D. A. 2014. "Organizational citizenship behavior (OCB) karyawan pada perusahaan". *Humaniora*, no 5, Vol 1, 62-70.
- Nelson, D.L & Cooper, C.L. 2007. *Positive organizational behavior: Accentuating the positive at work*. London: Sage Publications Ltd.
- Novliadi, F. 2006. "Organizational citizenship behavior karyawan ditinjau dari persepsi terhadap kualitas interaksi atasan-bawahan dan persepsi terhadap dukungan organisasional". *Psikologia*, no 2, Vol 1, 39-46.
- Organ, Dennis.W., Podsakoff, Philip.M., MacKenzie, & Scott B. 2006. *Organizational citizenship*

- behaviour its nature, antecedents, and consequences*. United states of America: Sage Publication, Inc.
- Organ, D. W. 1988. *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA: Lexington Books.
- Organ, D.W & Bateman, T.S. 1983. "Job satisfaction and the good soldier: The relationship between affect and employee citizenship". *Academy of Management Journal*, Vol 26, 258-595.
- Pramitasari, E.R. 2013. "Organizational citizenship behavior (OCB) pada perawat". *Jurnal Ilmiah Psikologi Terapan*, vol 01, no 02, hlm. 430-446.
- Purwito, S., Nurtjahjanti, H., & Ariati, J. 2012. "Hubungan antara subjective well being dan organizational citizenship behavior pada petugas customer service di plasa Telkom regional division IV". *Jurnal Psikologi Undip*, Vol 11, no 2, hlm. 183-192.
- Rhoades, L., & Eisenberger, R. 2002. "Perceived organizational support: A review of the literature". *Journal of Applied Psychology*, no 87, Vol 4, 698-714.
- Robbins, S. P., & Judge, T. A. 2008. *Organizational behavior 13<sup>th</sup> Edition*. New Jersey: Prentice Hall International Inc.
- Sambung, R. 2011. Pengaruh kepuasan kerja terhadap OCB-I dan OCB-O dengan dukungan organisasi sebagai variabel moderating (studi pada universitas palangka raya). *Analisis Manajemen*, Vol 5, no 2, hlm. 77-90.
- Synder, C.R., & Lopez, J.S. 2007. *Positive psychology: The scientific and practical explorations of human strength*. United States of America: Sage Publications, Inc.
- Titisari, P. 2014. *Peranan organizational citizenahip behavior (OCB) dalam meningkatkan kinerja karyawan*. Jakarta: Mitra Wacana Media