

Improving Teacher Organizational Citizenship Behavior (OCB) through Servant Leadership, Justice and Self-efficacy: Indonesian Teacher Perspective

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ABSTRACT

The different roles of teacher behavior or organizational citizenship behavior (OCB) can be a lifesaver for schools. This study aims to find strategies to improve such behaviors. This study uses a quantitative approach with path analysis using SMART PLS. The population and sample of this study were 243 junior high school teachers in Bogor Regency, West Java, Indonesia. The main findings of this study are that improving teacher OCB will be faster and more effective if it is done with improved Servant leadership, self-efficacy, and organizational justice. Strategies to enhance teacher OCB are: strengthening forward-looking insights, committing to teacher progress, building community, increasing self-confidence, building a good perception of the strengths possessed, the virtues of the organization, love for the organization, and improving organizational integrity.

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Introduction

Teachers are the spearhead in implementing education (Wahyu, 2020). Excellent or lousy education implementation is in the hands of teachers (Terry et al., 2020). Prosperous countries show the outstanding performance in education. On that basis, realizing the behavior of qualified teachers will be in line with the state's planning for welfare (Nurabadi et al., 2021; Tezer et al., 2019). The state of the quality of teachers in one country determines the country's future (Langdon Warren, 2021; Rachmah & Putrawan, 2018). In the Indonesian context, all parties strive for quality teachers to impact the nation's progress (Ahmad & Doli Nasution, 2017; Hana et al., 2021; Ispurwanto et al., 2021).

Teachers face a variety of challenges (Chamorro-Atalaya et al., 2021). Advances in communication technology and community change require teachers to have the different roles or organizational citizenship behavior (OCB)—teachers with a high OCB have a crucial role in the school. According to Ozberk & Altinay (2019), OCB teachers can collaborate, work together, encourage other teachers to be responsible, and help other teachers be optimistic when facing problems. According to Ismail et al. (2021), teachers who

have OCB can improve students' performance, act as the inventory officer, support school events, improve the school's academics, and search for additional materials for students. According to Soparidah et al. (2021), OCB directly affects teacher job satisfaction and productivity. Other findings suggest OCB impacts higher levels of procedural justice, lower levels of fatigue, and higher levels of emotional intelligence (Cohen & Abedallah, 2020) and work performance (Kloutsiniotis & Mihail, 2020). On that basis, the OCB of teachers needs improvement so that the implementation of education in schools becomes better.

Studies have shown many variables can improve a teacher's OCB (Tian et al., 2020). Variables of teacher OCB improvement include justice (Tziner & Sharoni, 2014), transformational leadership, job satisfaction (Tanjung et al., 2020), and organizational culture (Tulung et al., 2020). Other variables that have been shown to improve OCB teachers include: professional commitment (Lestari et al., 2021), organizational commitment (Tharikh et al., 2016), Servant leadership (Newman et al., 2017), workplace spirituality (Al-Mahdy et al., 2021), school structure (Mitchell, 2019), teacher empowerment (Ahmed, 2021). Among these variables, there are the most potent variables for improving teacher OCB, among others: transformational leadership (Tanjung et al., 2020), organizational culture and job satisfaction (Tulung et al., 2020), organizational justice (Jermsittiparsert, 2021), and Servant leadership (Ghasemy et al., 2022; Newman et al., 2017). Based on research, teacher OCB needs to follow up, so that teacher OCB plays a leading role in improving the quality of education.

Nevertheless, there has not been much research on improving teacher OCB through variables from outside and within teachers at once. Factors outside the teacher include principal leadership, organizational climate, work environment, organizational structure, justice, and empowerment (Tulung et al., 2020; Wang et al., 2021; Zeinabadi & Salehi, 2011; Zeinabadi, 2010). Factors within the teacher include internal motivation, pedagogical competence, social-emotional competence, and teacher self-efficacy (Shaheen et al., 2016; Yuliansyah et al., 2021). For those reasons, the researchers conducted this research.

In addition, previous research has not explained teacher OCB, servant leadership, justice, and teacher self-efficacy in Indonesia. Indonesia is the fourth country with the largest population in the world (Harjanto et al., 2018). The quality of teacher OCB in Indonesia is coloring the world. Therefore, the world needs a detailed picture of teacher OCB, Servant leadership, justice, and teacher self-efficacy in Indonesia. In addition, this study is critical because it has not been well explained the relationship and influence of OCB variables, Servant leadership, justice, and self-efficacy. The teacher OCB depends on whether they get a positive and significant effect from Servant leadership, justice, and self-efficacy. If the three directly affect the teacher's OCB, which of the three contributes the most. In the context of Indonesia, the information is vital to match it with other countries. Lastly, this research is essential because there has been no research exploring strategic planning in improving teacher OCB through Servant leadership, justice, and self-efficacy.

Therefore, this research aims to explore in detail teacher OCB, servant leadership, justice, and self-efficacy in Indonesia. In addition, the study investigated the influence of Servant leadership, justice, and self-efficacy on OCB teachers. Therefore, the research also aims to explore the improvement of OCB teachers through Servant leadership, justice, and self-efficacy. In addition, this research is vital because it offers school shareholders about designing strategies to improve OCB teachers through servant leadership, justice, and self-efficacy.

Method

This research used quantitative (Creswell, 2013; Zhang et al., 2021) and survey methods (Aldhuwayhi et al., 2021; Tabatabaei & Ghorbi, 2014). The population in this study is teachers of the State Junior High School (SMPN), Bogor, West Java, Indonesia. The study used 243 samples. The acquisition of the number of pieces used stratified random sampling techniques (Hassani et al., 2022; Ilma Nafia & Suyatno, 2020; Mulyani et al., 2020).

Research instruments use questionnaires (Debets et al., 2020; Idris et al., 2021). The questionnaire contains the indicators that can measure each variable. These indicators come from studying concepts, theories, and previous research (Chaim & Chaim, 2018; Hamzah et al., 2021). The choice of answers on the questionnaire used the Likert scale (Chakrabarty, 2019; Joshi et al., 2015). A value of 1 indicates a strongly disapproving option, while 5 shows a highly agreed option (Emerson, 2017; Ponsiglione et al., 2022). This research was conducted June – December 2021.

The teacher OCB (OCB) has six indicators, namely: OC1 (Altruism), OC2 (Sportsmanship), OC3 (Conscientiousness), OC4 (Civic virtue), OC5 (Boosterism), and OC6 (Courtesy). Servant leadership (SL) has five indicators, namely: SL1 (Listening to teachers), SL2 (Respecting teachers), SL3 (Having forward insights), SL4 (Committed to teacher progress), and SL5 (Building community). Organizational justice (OJ) has seven indicators: OJ1 (Natural attitude to trust), OJ2 (Getting environmental influence to believe), OJ3 (Organizational integrity), OJ4 (Organizational competence), OJ5 (Organizational virtue), OJ6 (Fondness for organizations), OJ7 (Similarity with organizations). Finally, the self-efficacy (SF) has six indicators: SF1 (Perception of the difficulty level of the task), SF2 (Perception of the power possessed), SF3 (Confidence in being able to complete the job), SF4 (Past successful experience), SF5 (Emotional state), and SF6 (Expectations to be received).

The data analysis in this study used the path analysis (Loehlin & Beaujean, 2016; Smylie & Eckert, 2018) through the SMART PLS application (Hair et al., 2017; Tian et al., 2020). Data analysis procedure: (1) calculate the validity result based on the outer loading value (Chasanah et al., 2021); (2) analyze the values that have the highest outside loading value; researchers took the three most significant outside loading values to analyze the increase in endogenous variables; (3) calculate reliability based on Cronbach alpha (Guillén-Gámez et al., 2021; Moghaddam, 2019); (4) calculate the value of each path, and the (5) Compare the values of each path in the path analysis.

Results and Discussion

Result

Testing the validity of constructs in this study using PLS Algorithm calculations (See Table 1). The results showed that the teacher's OCB has six indicators. These six indicators shape the development of OCB teachers. The smallest outer load value in the teacher's OCB is OC1 (Altruism), and the most significant value is OC4 (Civic virtue). All external loading values are more effective than 0.7. So, all indicators belong to an excellent category. The three most significant outer loading values in OCB are OC4 (Civic virtue), OC3 (Conscientiousness), and OC6 (Courtesy).

Organizational justice (OJ) has six indicators. The six indicators form the construction of organizational justice (OJ). The smallest outer loading value in organizational justice (OJ) is OJ1 (Natural attitude to trust), and the most significant value

is OJ5 (Organizational virtue). There are only two indicators in the organization's justice (OJ) whose external load value exceeds 0.7. The three most significant outer loading values in organizational justice (OJ) are OJ5 (organizational virtue), OJ6 (favorability to the organization), and OJ3 (organizational integrity).

Self-efficacy (SF) has six indicators. The six indicators form the construction of self-efficacy (PS). The smallest outer loading values in self-efficacy (SF) are SF6 (Expectations to be received), the most significant value of SF3 (Confidence to be able to complete the task). There are only two self-efficacy indicators (SF) whose outer charge value exceeds 0.7. The three most significant outer loading values in self-efficacy (SF) are SF3 (confidence to be able to complete tasks), SF2 (perception of power possessed), and SF4 (past successful experience).

Servant leadership (SL) has five indicators. These five indicators form the construction of Servant leadership (SL). The smallest outer loading value in Servant leadership (SL) is SL1 (Listening to teachers), and the most significant value is SL3 (Has forward insights). One of the indicators in Servant leadership (SL) whose outer loading value is below 0.7. The three most significant outer loading values in Servant leadership (SL) are SL3 (Having forward insights), SL4 (Committed to teacher progress), and SL5 (Building community).

The findings of the construct validity data above show that the variables in this study already meet the requirements for construct validity. Meanwhile, indicators whose outer loading value or correlation coefficient is below 0.7 were ignored in subsequent data analysis.

Table 1. Values of Outer Loading Variable

Indicators	OCB	OJ	SF	SL
OC1	0,719			
OC2	0,726			
OC3	0,826			
OC4	0,865			
OC5	0,766			
OC6	0,804			
OJ1		0,403		
OJ2		0,577		
OJ3		0,687		
OJ4		0,606		
OJ5		0,739		
OJ6		0,727		
OJ7		0,620		
SF1			0,581	
SF2			0,728	
SF3			0,747	
SF4			0,694	
SF5			0,639	
SF6			0,502	
SL1				0,479
SL2				0,733
SL3				0,816

SL4	0,762
SL5	0,749

Establish reliability testing in this study using the PLS algorithm calculation (See Table 2). The results showed that all research variables had Cronbach Alpha values above 0.7. This means that this research uses instruments that have met the requirements of good research. Composite reliability values illustrate the importance of demonstrating the internal consistency of variables. A combined reliability value of 0.6 - 0.7 is considered good reliability (Hair et al., 2017). Thus, the instruments in this study have met the requirements of good internal consistency.

Table 2. The Result of Construct Reliability Test

Research Variables	Cronbach's Alpha	rho_A	Composite Reliability
OCB	0,876	0,884	0,906
OJ	0,746	0,764	0,819
SF	0,731	0,746	0,815
SL	0,770	0,807	0,838

Based on calculated bootstrapping testing on SMART PLS (see Table 3), it was found that the t-test value (4,352) was more significant than the t-table value (1.96) for the direct influence of Servant leadership (SL) on teacher OCB. This data suggests that the hypothesis "there is a positive and significant direct effect of servant leadership on teacher OCB" is accepted. Based on this finding, teacher OCB improvements can be implemented through servant leadership improvements.

It was found that the t-test value (2,105) was more significant than the t-table value (1.96) for the direct influence of Servant leadership (SL) on organizational justice (OJ). This data suggests that the hypothesis "there is a positive and significant direct effect of servant leadership on organizational justice " is accepted. Based on this finding, organizational justice improvements can be implemented through servant leadership improvements.

It was found that the t-test value (10,251) was more significant than the t-table value (1.96) for the direct influence of Servant leadership (SL) on teacher self-efficacy (SF). This data suggests that the hypothesis "there is a positive and significant direct effect of servant leadership on teacher self-efficacy " is accepted. Based on this finding, teacher self-efficacy improvements can be implemented through servant leadership improvements.

It was found that the t-test value (4,683) was more significant than the t-table value (1.96) for the direct influence of teacher self-efficacy (SF) on teacher OCB (OCB). This data suggests that the hypothesis "there is a positive and significant direct teacher self-efficacy (SF) on teacher OCB (OCB) " is accepted. Based on this finding, teacher OCB improvements can be implemented through teacher self-efficacy improvements.

It was found that the t-test value (5,908) was more significant than the t-table value (1.96) for the direct influence of teacher self-efficacy (SF) on organizational justice (OJ). This data suggests that the hypothesis "there is a positive and significant direct teacher self-efficacy (SF) on organizational justice (OJ) " is accepted. Based on these findings, organizational justice (OJ) improvements can be implemented through teacher self-efficacy improvements.

It was found that the t-test value (2,717) was more significant than the t-table value (1.96) for the direct influence of teacher organizational justice (OJ) on teacher OCB. This data suggests that the hypothesis "there is a positive and significant direct organizational

justice (OJ) on teacher OCB " is accepted. Based on this finding, teacher OCB improvements can be implemented through organizational justice improvements.

Table 3. Summary of Hypothesis Testing Results

No	Hypothesis Formulation	Results	t-statistic	p-values	Decision
1	SL -> OCB	0,339	4,352	0,000	Accepted
2	SL -> OJ	0,148	2,105	0,036	Accepted
3	SL -> SF	0,508	10,251	0,000	Accepted
4	SF -> OCB	0,324	4,683	0,000	Accepted
5	SF -> OJ	0,400	5,908	0,000	Accepted
6	OJ -> OCB	0,184	2,717	0,007	Accepted

Based on the pathway analysis results using SMART PLS (See Figure 1), the study found that the most significant influence of exogenous variables on OCB teachers came from Servant leadership. The effect of Servant leadership on OCB teachers is 0.339. That is, if the school wants to improve OCB teachers, then the priority is to improve the leadership style, which is to improve the leadership style of the waiter. Then the school improves teachers' self-efficacy and the organization's fairness.

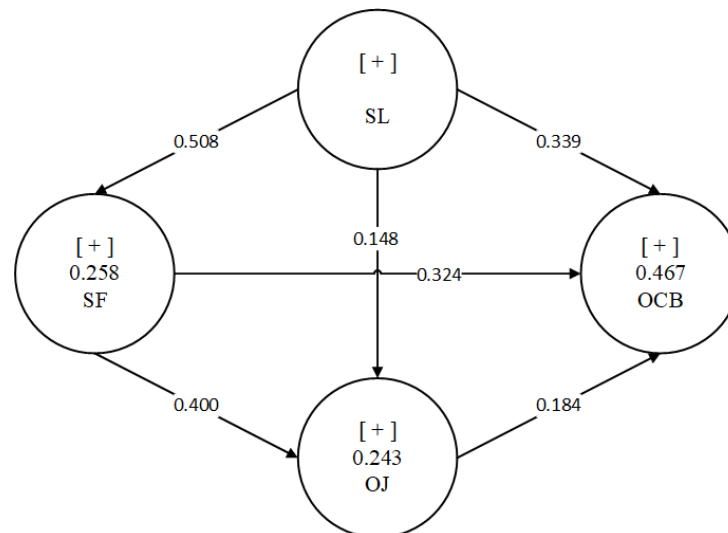


Figure 1. Structural Research Model Path Analysis Results

Result

This study shows that teacher OCB can be improved through variables from outside and inside the teacher simultaneously. Factors from outside the teacher in this study are Servant leadership principal (SL) and organizational justice (OJ). Meanwhile, the factor from within the teacher itself is the teacher's self-efficacy (SF). Therefore, this research shows that improving teacher OCB with the help of external and internal teacher factors can be more effective and efficient. This can be easily explained theoretically and the results of the study.

Why can the leadership of the principal's servants improve the OCB? Principals who use the Servant leadership style must respect every teacher, are committed to advancing teachers, form a learning community, and have insight into the future (Fatima et al., 2021; Kauppila et al., 2022; Zada et al., 2022). The principal's leadership behavior must encourage teachers to perform different roles or OCB, including altruism, civic virtue, conscientiousness, and courtesy (Kauppila et al., 2022; Newman et al., 2017; Song et al.,

2022). Based on research, the principal's behavior-oriented toward Servant leadership is sure to be able to encourage teachers to perform different roles or OCB. In the Indonesian context, OCB teachers play an essential role. Indonesia is the fourth country with the largest population in the world. The quality of OCB teachers in Indonesia colors the world. Schools in Indonesia face various challenges, including the quality of the learning process (Harjanto et al., 2018; Ningsih & Wijayanti, 2019). The principal's leadership with the waiter's leadership style can help increase the teacher's or OCB teacher's different roles.

Based on this research, it is proven that self-efficacy can increase the teacher OCB. These findings are theoretically in line. Based on the theory that teachers who have self-efficacy can improve OCB. Why? Because the teachers who have self-efficacy can assess the level of difficulty of the tasks they carry out, have a perception of their abilities, have the confidence to be able to complete tasks well, be able to learn from the past, and have stable emotions (Choong et al., 2020; Gnanarajan et al., 2020; Mahipalan et al., 2019). Teachers with self-efficacy are theoretically capable of having OCB, including altruism, civic virtue, prudence, and decency (Anfajaya & Rahayu, 2020; Hidayat et al., 2020). Increased efficacy can encourage OCB teachers in Indonesia (Anfajaya & Rahayu, 2020; Dewanti & Moko, 2020). Therefore, it is vital to improve the atmosphere of teacher self-efficacy to encourage higher OCB teachers for better education.

This research confirms that organizational justice affects OCB teachers in Indonesia. Why? Because the appropriate circumstances such as the existence of an easy trusting attitude, the significant influence of the environment, organizational integrity, organizational competence, and similarity with the organization can encourage teachers OCB (Jermsttiparsert, 2021; Khaola & Rambe, 2021; Tziner & Sharoni, 2014). Based on this research, the magnitude of the influence of justice in improving the OCB of teachers in Indonesia who are facing challenges due to the Covid 19 pandemic (Abidah et al., 2020; Nadeak, 2020). Therefore, efforts to strengthen justice need attention in schools so that OCB teachers increase so that they can improve the quality of education in Indonesia.

In this study, it was proven that if schools want to improve OCB teachers, the priority that must be improved is the Servant leadership style. Then the second priority of the school is to improve self-efficacy. And the third priority is to improve the fairness of the organization. With these findings, strategies can be developed to enhance OCB teachers.

Through servant leadership styles, strategies to improve teacher OCB is carried out by strengthening forward insights, being committed to teacher progress, and community building. In addition, plans to improve teacher OCB through self-efficacy of confidence improvement in completing the task, a good perception of the power possessed, and recalling past successful experiences. Finally, the strategy of improving OCB through justice is to improve organizational virtue, fondness for organizations, and integrity. Through this strategy, the improvement of different roles or OCB teachers can be made convincingly because it has a solid theoretical and empirical foundation.

Conclusion

The different role of teacher or teacher organization citizenship behavior (OCB) plays an essential role in life in the school. Going back and forth between schools depends on the behavior of the extra function of the teacher. Schools with teachers who have an additional high role have proven to be able to survive and advance. This research shows that the improvement of OCB in the context of education in Indonesia can be made through improving Servant leadership, justice, and self-efficacy. OCB teachers tend to improve more

quickly by strengthening leadership services instead of self-efficacy and organizational fairness. However, the improvement of OCB teachers will be faster and more effective if it is carried out together by simultaneously improving service leadership, self-efficacy, and organizational fairness. Strategies to enhance teacher OCB based on this research are: strengthening having forward-looking, committing to teacher progress, building community, increasing self-confidence to be able to complete tasks, building a good perception of the strengths possessed, the virtues of the organization, the liking for the organization, and the integrity of the organization.

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