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Collaborative Local Wisdom Strategies in Enhancing Organizational Citizenship Behavior

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Abstract

This study examines the determinants of teachers' Organizational Citizenship Behavior (OCB) by developing a constellation model using the POP-SDM framework. A mixed-methods approach was employed to obtain an integrated understanding. The population consisted of vocational high school teachers in Bogor Regency, with 218 participants selected through multistage random sampling. Data were gathered via interviews, documentation, and questionnaires; qualitative data were thematically analyzed, while quantitative analysis employed SEM-PLS. The findings indicate that religiosity, mutual cooperation, organizational climate, and tolerance positively and significantly influence both work motivation and teachers' OCB, directly and indirectly through motivational mediation. The proposed model highlights the crucial roles of personal values and organizational conditions in shaping teachers' extra-role behavior. The study contributes theoretically to OCB model development within the Indonesian educational setting and provides practical implications for school leaders in strengthening motivation and supportive work culture to enhance teacher OCB.

Keywords: OCB, POP-SDM, work motivation, organizational climate, religiosity

INTRODUCTION

Teachers hold a highly strategic position in advancing and improving the learning process. Their role is multidimensional and varies across educational levels, encompassing responsibilities

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as educators, instructors, leaders, servants, mentors, motivators, and researchers. Consequently, Organizational Citizenship Behavior (OCB) is a set of behaviors that naturally aligns with the responsibilities of teachers. When educators demonstrate strong OCB, principals can more easily guide school activities toward achieving institutional goals, ultimately supporting the attainment of the desired quality of education. The significance of teacher OCB is reflected in its influence on the school's organizational climate, the effectiveness of learning, and the accomplishment of educational objectives. Podsakoff et al. (2000) emphasize that OCB enhances organizational efficiency by improving coordination, reducing conflict, and strengthening unity. In educational settings, teachers who demonstrate OCB such as helping colleagues (altruism), being disciplined and meticulous (conscientiousness), maintaining a positive outlook (sportsmanship), preventing conflict (courtesy), and actively engaging in school affairs (civic virtue) contribute to a more supportive learning atmosphere. Teacher OCB is also linked to teaching innovation, a healthy school environment, and student academic performance (Sun et al., 2024). Thus, teacher OCB serves as a form of social capital that strengthens educational success at both the school and national levels.

Research on OCB consistently shows that such behavior develops when individuals incorporate it into their daily routines. People with high OCB typically: (1) assist coworkers (Robbins & Judge, 2008), (2) behave politely (Kreitner & Kinicki, 2010), (3) demonstrate tolerance (Colquitt, Lepine, & Wesson, 2009), (4) work diligently (Luthans, 2011), (5) comply with organizational rules, (6) avoid unnecessary disputes, and (7) maintain positive work attitudes (Soparidah et al., 2021; Hidayat & Patras, 2022).

However, teachers in Indonesia still face real challenges in practicing optimal OCB. According to the 2024 Education Report from the Ministry of Education, Culture, Research, and Technology, the national average for teacher involvement in collective school activities is only around 64%, and participation in decision-making processes is approximately 60%. These numbers show that many teachers are not yet actively engaged beyond their formal responsibilities. Furthermore, the 2019 OECD TALIS report highlights issues such as administrative overload, limited organizational support, and insufficient professional development opportunities, all of which contribute to restricted OCB behaviors among teachers. This condition suggests the presence of a persistent gap.

Initial data collected through a survey conducted from December 2–7, 2024, involving 30 private vocational high school teachers in Bogor Regency using a 5-point behavior rating scale, revealed several findings: 36% of teachers fell short of expectations in Altruism (helping

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colleagues), defined as voluntarily assisting coworkers in difficulty, substituting for absent colleagues, helping others understand unclear tasks, and sharing information to support colleagues. About 33% did not meet expectations in Conscientiousness (performance beyond minimum requirements), which includes completing tasks ahead of schedule, maintaining cleanliness without being instructed, following procedures even without supervision, and arriving punctually. Additionally, 34% did not reach expectations in Sportsmanship (accepting conditions without unnecessary complaints), such as remaining enthusiastic despite challenges, refraining from complaining about extra duties, responding positively to leadership decisions, and avoiding blame when outcomes are less than ideal. Meanwhile, 37% fell below expectations in Courtesy (preventing potential conflicts), which refers to notifying colleagues of relevant changes, maintaining respectful interactions, considering others' perspectives before criticizing, and providing constructive input tactfully. Lastly, 31% had not met expectations for Civic Virtue (participation in organizational life), which includes attending meetings, joining extracurricular school events, staying informed about policies, and offering feedback for school improvement.

These findings highlight a discrepancy between the ideal expectations of teacher OCB and the existing reality. The results show a clear need to enhance teachers' OCB by identifying strategies, methods, and solutions that can foster improvement. Given that teacher OCB is essential for achieving educational objectives, this topic remains relevant and important for research. The state of the art indicates that studies on teacher OCB continue to appear in both national and international journals, confirming its ongoing relevance. Existing studies suggest that teacher OCB is shaped not only by infrastructure but also by leadership quality, human resource involvement, collaborative skills, and institutional capacity for managing sustainable change. Current state-of-the-art findings show that various factors, such as religiosity, loyalty, mutual cooperation, helpfulness, organizational climate, workplace culture, tolerance, resilience, work motivation, and job performance, significantly influence teacher OCB. These factors foster behaviors that go beyond formal duties by encouraging moral responsibility, commitment, collaboration, empathy, harmonious relationships, openness, perseverance, and high work quality. Strengthening these factors can effectively elevate teachers' OCB and, in turn, promote a more productive and harmonious educational environment.

To narrow the research focus and support accurate data analysis, the Tally Mark technique was applied to analyze informant responses. Variables mentioned most frequently by respondents were selected, resulting in religiosity, mutual cooperation, organizational climate, and tolerance as independent variables; work motivation as an intervening variable; and teachers' OCB as the

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dependent variable.

LITERATURE REVIEW

The diagram illustrates the structural model showing both direct and indirect relationships among the variables. Religiosity (X1), Mutual Cooperation (X2), Organizational Climate (X3), and Tolerance (X4) each have direct paths to OCB (Y), indicating their independent contributions to enhancing teachers' extra role behavior. These four variables also have direct paths to Work Motivation (X5), demonstrating that they influence teachers' internal drive. Work Motivation then directly predicts OCB, functioning as a mediating variable that channels the effects of X1–X4 toward Y. The model shows that higher levels of personal values (religiosity, cooperation, tolerance) and supportive work conditions (organizational climate) improve motivation, which subsequently increases OCB. The dual pathways direct and mediated indicate that teacher OCB is shaped both by individual characteristics and contextual factors, as well as the motivational processes connecting them.

Figure 1 Constellation of Quantitative Phase

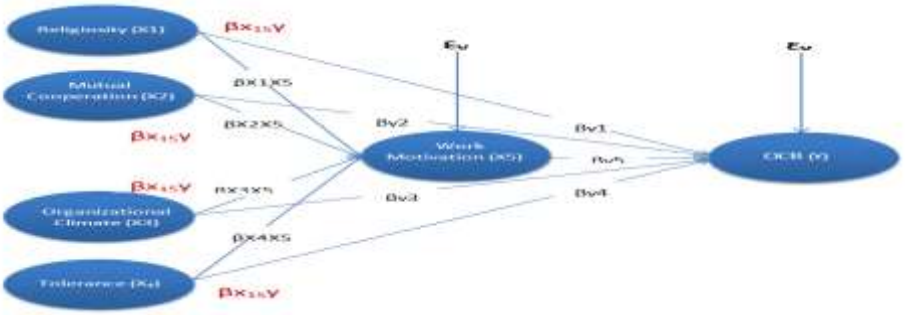


Table 1. List of variables included in the group of management resources and local wisdom that are relevant to increasing Teacher OCB

No	Variables of Local Wisdom	Description	References
1	Religiosity	The level of teachers' spiritual beliefs and practices that influence attitudes and behavior at work	Geertz, C. (1976). *The Religion of Java*. Chicago: University of Chicago Press; Koentjaraningrat, R. (2009). *Introduction to Anthropology*.Jakarta: Rineka Cipta; Pargament, K. I. (1997). *The*

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			Psychology of Religion and Coping. New York: Guilford.
2	Mutual cooperation	The values of togetherness and mutual assistance in the school community	Koentjaraningrat, R. (2009). *Introduction to Anthropology*. Jakarta: Rineka Cipta; Geertz, C. (1960). *The Religion of Java*. Chicago: University of Chicago Press; Suprapto, T. (2018). *Local Wisdom and Character Development*. Journal of Character Education, 8(2), 89–102.
3	Deliberation for Consensus	The tradition of making joint decisions through dialogue that respects all parties	Lubis, A. (2018). *Deliberation and Democracy in Education. Journal of Character Education*, 8(1), 45–56; Supriyadi, E. (2015). *Democracy and Deliberation Education*. Jakarta: Rajawali Pers; Koentjaraningrat, R. (2007). *Humans and Culture in Indonesia.* Jakarta: Djambatan.
4	Tolerance	Attitude of respecting differences in background and opinion in the school environment	Geertz, C. (1976). *The Religion of Java*; Haryanto, S. (2014). *Honesty from a Character Education Perspective. Journal of Character Education*, 4(3), 321–332; Tilaar, H. A. R. (2004). *Multiculturalism: Global Challenges of the Future.* Jakarta: Grasindo.
5	Organizational Climate	Teachers' perceptions of a work environment that supports collaboration, communication, and innovation	Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. Pearson; Schermerhorn, J. R., et al. (2014). *Organizational Behavior*. Wiley; Yukl, G. (2013). *Leadership in Organizations*. Pearson.

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6	Work motivation	Teachers' internal drive to achieve optimal performance	Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory*. American Psychologist, 55(1), 68–78; Latham, G. P., & Pinder, C. C. (2005). *Work motivation theory and research*. Annual Review of Psychology, 56, 485–516; Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. Pearson.
7	Social Concern	Attention and assistance to fellow teachers and students in need	Tilaar, H. A. R. (2004). *Multiculturalism*; Suprapto, T. (2018). *Local Wisdom and Character Development*; Putnam, R. D. (2000). *Bowling Alone*. New York: Simon & Schuster.
8	Politeness	Ethics of interaction between teachers, students, and the school community	Suseno, F. M. (1991). *Etika Jawa*; Magnis- Suseno, F. (1997). *Etika Jawa*; Koentjaraningrat, R. (2009). *Introduction to Anthropology*. Jakarta: Rineka Cipta.
9	The Value of Honesty	Trust built through integrity and openness	Haryanto, S. (2014). *Honesty in the Perspective of Character Education*; Lickona, T. (1991). *Educating for Character*. New York: Bantam; Suprapto, T. (2018). *Local Wisdom and Character Development*.
10	Tribute to Senior Master	An attitude of respect and appreciation for the experience of teachers who have served longer	Dharma, S. (2019). *The Influence of Local Values on Teacher Performance*; Koentjaraningrat, R. (2007). *Humans and Culture in Indonesia*; Geertz, C. (1976). *The Religion of Java*.

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11	Spirit of Togetherness	Building harmonious social relationships in the school environment	Suyatno. (2019). *Local Culture-Based Values and Character Education*; Koentjaraningrat, R. (2009). *Introduction to Anthropology*; Tilaar, H. A. R. (2004). *Multikulturalisme*.
12	Community Service	Willingness to contribute to the progress of the school and the surrounding community	Suprapto, T. (2018). *Local Wisdom and Character Development*; Putnam, R. D. (2000). *Bowling Alone*; Tilaar, H. A. R. (2004). *Multiculturalism*.
13	Discipline	Compliance with rules that originate from local cultural values	Koentjaraningrat, R. (2007). *Humans and Culture in Indonesia*; Suprapto, T. (2018). *Humans and Culture in Indonesia*; Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*.
14	Manners	Manners in speaking and acting according to local norms	Magnis-Suseno, F. (1997). *Javanese Ethics*; Suseno, F. M. (1991). *Javanese Ethics*; Koentjaraningrat, R. (2009). *Introduction to Anthropology.*
15	Environmental Concern	Awareness of maintaining cleanliness and sustainability of the school environment	Tilaar, H. A. R. (2004). *Multiculturalism*; Suprapto, T. (2018). *Local Wisdom and Character Development*; Putnam, R. D. (2000). *Bowling Alone*.
16	Creativity	Teachers' ability to generate ideas, methods and learning innovations	Amabile, T. M. (1996). *Creativity in Context*; Robinson, K. (2011). *Out of Our Minds: Learning to be Creative*; Torrance, E. P. (1974). *Torrance Tests of Creative Thinking*.

In qualitative research, the researcher functions as the primary instrument, while

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individuals who contribute information are referred to as informants. As stated by Sugiyono, an effective qualitative researcher must possess extensive theoretical understanding as well as insight into the social context being examined. This enables them to pose open-ended questions and interpret data with precision. The central aim of qualitative inquiry is to generate or construct new theoretical concepts based on findings in the field.

Interviews within a qualitative framework need to take place naturally and should not direct or shape the informants' responses. The focus of this research design is to formulate or expand theoretical explanations specifically, theories related to organizational citizenship behavior (OCB). The number of informants is not predetermined; data collection continues until their responses demonstrate repetition or reach saturation. In this study, saturation occurred after interviewing the 13th participant.

Afterward, the researcher proceeds with data processing through reduction, coding, and analysis, followed by expert validation of the resulting model. Based on interviews with principals of private vocational schools in Bogor Regency, five major variables were identified as potentially contributing positively to teachers' organizational citizenship behavior (OCB). These variables include religiosity, mutual cooperation, organizational climate, tolerance, and work motivation.
The analysis results show that the dominant variables influencing teachers' OCB are religiosity (53.85%), mutual cooperation (46.18%), organizational climate (53.85%), tolerance (53.85%), and work motivation (46.15%). Accordingly, the model illustrating the influence of these variable religiosity, mutual cooperation, organizational climate, tolerance, and work motivation on teachers' organizational citizenship behavior (OCB) can be formulated as follows.

RESEARCH METHODOLOGY

A mixed method is applied as the research approach in this study. The population consists of vocational high school teachers in Bogor Regency, with 218 individuals selected through multistage random sampling. Data were gathered using interviews, documentation, and questionnaires. Interviews and documentation served to obtain qualitative information, while the questionnaire provided quantitative data. SEM PLS was employed as the analytical technique to process the quantitative findings.

This research adopts the POP-SDM method Modelling and Optimization of Management Resource Strengthening and uses a sequential exploratory design (Setyaningsih et al., 2022). The procedure begins by determining the core topic, namely teachers' Organizational Citizenship Behaviour (OCB), followed by a preliminary investigation. At this stage, a discrepancy was found

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between the real condition (das sein) and the expected condition (das sollen) of teachers' OCB. To further explore the dominant and positive factors influencing OCB, qualitative interviews were conducted with key informants. The interview results were then analyzed, reduced, and coded into several variables. Based on these outcomes, a constellation model related to instructor creativity was formulated and assessed by experts.

Subsequently, a quantitative phase was carried out to examine the constellation model and test the hypotheses using path analysis. In formulating strategies to improve teachers' OCB, emphasis is placed on strengthening indicators that remain weak yet have a significant effect on the OCB variable.

DISCUSSION

The positive relationships identified between the independent variables and the dependent variable indicate a functional pattern in which teacher OCB (Y) emerges from the interplay of religiosity (X1), mutual cooperation (X2), organizational climate (X3), tolerance (X4), and work motivation (X5). Path analysis supports this conclusion.

Table 2. Predictive Model PLS and LM on Endogenous Variable Indicators

Indikator	Q^2predict	PLS-SEM_RMSE	PLS-SEM_MAE	LM_RMSE	LM_MAE
X5.1	0.273	0.857	0.683	0.912	0.735
X5.2	0.311	0.833	0.649	0.900	0.697
X5.3	0.208	0.894	0.703	0.967	0.771
X5.4	0.220	0.887	0.691	0.987	0.762
X5.5	0.269	0.859	0.669	0.919	0.699
X5.6	0.227	0.883	0.697	0.927	0.733
Y.1	0.233	0.880	0.663	0.888	0.671
Y.2	0.192	0.902	0.702	0.918	0.706
Y.3	0.483	0.723	0.551	0.485	0.302
Y.4	0.220	0.887	0.685	0.902	0.704
Y.5	0.302	0.839	0.657	0.870	0.669

Based on the table above, it is clear that the RMSE and MAE values in the PLS model are generally lower compared to those in the LM model. For example, the lowest RMSE in the PLS model is 10, whereas the RMSE in the LM model is only 1. Similarly, the MAE in the PLS model is

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mostly lower, with a value of 10, while the MAE in the LM model is just 1. Additionally, the Q2 predict value in the PLS model is positive, indicating that it exceeds zero. Based on these observations, it can be concluded that the PLS model has strong predictive power. This suggests that the PLS model is not only a valid structural representation but also offers better predictive performance, which enhances the reliability of the model when applied in real-world situations.

The first hypothesis confirms that religiosity significantly enhances teacher OCB, shown by a T-statistic of 5.619 and a p-value of 0.000. With a coefficient of 0.385, increasing religiosity strengthens teachers' moral grounding and ethical awareness, encouraging responsible and voluntary behaviors. Previous studies (Arifin & Santoso, 2020; Setiawan et al., 2021) similarly highlight religiosity as a major predictor of OCB. **The second hypothesis** indicates that mutual cooperation positively affects OCB (T = 3.465; p = 0.001; β = 0.229). As a cultural value promoting collective effort and solidarity, mutual cooperation leads to teachers' willingness to help colleagues and participate in extra-role activities, consistent with findings by Yusnita et al. (2021). **The third hypothesis** demonstrates that organizational climate contributes significantly to OCB (T = 2.286; p = 0.022; β = 0.127). A supportive environment motivates teachers to engage beyond formal duties, aligning with Schneider et al. (2013). **The fourth hypothesis** shows tolerance significantly boosts OCB (T = 2.032; p = 0.042; β = 0.110). Teachers who respect differences build harmonious relationships that encourage prosocial behavior. **The fifth hypothesis** establishes that work motivation strengthens OCB (T = 3.217; p = 0.001; β = 0.220). Motivated teachers demonstrate initiative and cooperation, as noted by Robbins & Judge (2019). **Hypotheses six** through nine show religiosity, mutual cooperation, organizational climate, and tolerance significantly enhance motivation, which in turn increases OCB. Mediation tests (T = 2.706; 2.372; 2.208; 2.685) confirm work motivation as a key mechanism linking these variables to OCB. This study utilized SmartPLS 4.0, yet limitations remain, including complex variable interactions and restricted supporting literature. Additional predictors such as leadership and competence may further explain OCB and warrant future investigation.

CONCLUSION

The study confirms that religiosity, mutual cooperation, organizational climate, tolerance, and work motivation each exert a direct and significant positive effect on the Organizational Citizenship Behaviour (OCB) of vocational high school teachers. Improvements in any of these variables lead to stronger expressions of OCB, reflected in teachers' willingness to contribute beyond their formal responsibilities.

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In addition, religiosity, mutual cooperation, organizational climate, and tolerance were found to significantly strengthen teachers' work motivation. Work motivation functioned as a critical mediating factor, transmitting the positive effects of these personal and environmental variables toward enhanced OCB. This indicates that motivated teachers are more likely to transform internal values and supportive workplace conditions into proactive, voluntary, and collaborative behaviors.

The results align with previous empirical evidence at both national and international levels, which highlights the importance of religious values, cooperative cultural norms, conducive organizational climates, and tolerant attitudes in enhancing teacher motivation. Increased motivation subsequently promotes higher OCB levels, supporting school effectiveness, harmony, and collective achievement.

Based on these findings, school administrators should design targeted programs to reinforce religiosity, cultivate mutual cooperation, build a supportive climate, and promote tolerance among teachers. Strengthening these aspects, alongside fostering greater work motivation, can enhance teachers' commitment, encourage their involvement in school initiatives, and improve overall organizational functioning. Implementing strategies grounded in these variables is expected to create a more collaborative, responsible, and high-performing educational environment.

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