

Understanding Teachers' OCB Beyond Religious Commitment

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Abstract

This study examines teachers' Organizational Citizenship Behavior (OCB) beyond religious commitment among civil servant teachers in State Islamic Junior High Schools (MTsN) in West, East, and South Jakarta. OCB is conceptualized as discretionary behavior that goes beyond formal job requirements and contributes to school effectiveness and sustainability. The study aims to analyze the extent to which religious commitment influences teachers' OCB and to identify the role of other organizational factors, particularly helping behavior, transformational leadership, and work motivation. A mixed-methods approach with a sequential exploratory design was employed using the Modeling and Optimization of Human Resource Strengthening (POP-SDM) framework. The qualitative phase involved in-depth interviews, while the quantitative phase included 220 civil servant teachers and was analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The findings reveal that religious commitment has a positive effect on teachers' OCB but does not serve as the dominant predictor. Transformational leadership emerged as the most influential determinant of OCB, followed by work motivation and helping behavior. These results indicate that teachers' extra-role behavior in public Islamic schools cannot be explained solely by personal religiosity, but rather requires supportive organizational and leadership contexts. This study contributes to organizational behavior theory by challenging the assumption that religiosity alone drives OCB in faith-based public institutions and offers practical implications for leadership development and human resource management in Islamic education.

Keywords: Organizational Citizenship Behavior, religious commitment, transformational leadership, work motivation,



INTRODUCTION

Organizational Citizenship Behavior (OCB) has long been recognized as a critical construct in organizational studies due to its significant contribution to organizational effectiveness, sustainability, and performance. OCB refers to discretionary behaviors that are not explicitly prescribed by formal job requirements but collectively enhance organizational functioning (Organ, 1988). In educational settings, teachers' OCB manifests in behaviors such as voluntarily assisting colleagues, investing additional effort in school activities, maintaining positive attitudes in challenging situations, and actively participating in institutional development. Empirical studies consistently demonstrate that high levels of teachers' OCB are associated with improved school climate, stronger collegial relationships, and enhanced instructional quality (Somech & Drach-Zahavy, 2000; DiPaola & Tschannen-Moran, 2001).

In the context of public education systems, particularly within faith-based institutions, teachers' OCB becomes even more salient. State Islamic Junior High Schools *Madrasah Tsanawiyah Negeri* (MTsN) in Indonesia operate at the intersection of public service accountability and religious value transmission. Teachers in these institutions, most of whom are civil servant teachers (*Aparatur Sipil Negara*), are expected not only to fulfill professional and administrative obligations but also to embody and promote Islamic moral values in their daily practices. This dual expectation places OCB at the center of school effectiveness, as many essential school-supportive behaviors rely on teachers' voluntary commitment beyond contractual duties.

One factor frequently assumed to foster such extra-role behavior in religious educational institutions is *religious commitment*. Religious commitment refers to the degree to which individuals internalize, practice, and prioritize religious beliefs in guiding their attitudes and behaviors (Worthington et al., 2003). Prior research suggests that religious commitment may encourage prosocial behavior, ethical conduct, and intrinsic motivation at work (Giacalone & Jurkiewicz, 2003; King & Williamson, 2005). In educational contexts, particularly Islamic schools, religious commitment is often presumed to naturally translate into stronger organizational engagement and citizenship behavior. However, empirical evidence supporting this assumption remains inconclusive.

Several studies have reported a positive relationship between religiosity or spirituality and OCB, indicating that individuals with strong religious values tend to demonstrate higher levels of helping behavior and organizational loyalty (Kutcher et al., 2010; Rego & Cunha, 2008). Conversely, other studies reveal mixed or weak effects, suggesting that religious commitment alone may not be a dominant predictor of OCB without the support of organizational factors such



as leadership, organizational justice, or work climate (Karakas, 2010; Pandey et al., 2018). These inconsistencies highlight the need for context-specific investigations, particularly in public-sector educational institutions where formal regulations and bureaucratic structures may moderate the influence of personal religiosity on workplace behavior.

In Indonesia, research on teachers' OCB has predominantly focused on organizational commitment, leadership styles, job satisfaction, and work motivation as primary determinants (Suyanto & Jihad, 2013; Nurhayati et al., 2020). While these studies provide valuable insights, empirical examinations that explicitly position *religious commitment* as a central explanatory variable remain limited, especially within state Islamic schools. Moreover, most existing studies have been conducted in general education settings or private Islamic institutions, leaving a notable gap in understanding OCB among civil servant teachers in MTsN, particularly in large metropolitan areas such as West Jakarta, East Jakarta, and South Jakarta, where organizational complexity and work demands are relatively high.

This gap is theoretically and practically significant. From a theoretical perspective, examining OCB beyond religious commitment challenges the assumption that religiosity automatically leads to positive organizational behavior, thereby enriching the discourse on behavioral dynamics in faith-based public organizations. From a practical standpoint, understanding whether and how religious commitment influences teachers' OCB can inform human resource development, leadership strategies, and policy formulation within the Ministry of Religious Affairs, especially in designing interventions that foster sustainable teacher engagement and organizational effectiveness.

Therefore, this study aims to investigate teachers' Organizational Citizenship Behavior beyond religious commitment among civil servant teachers in State Islamic Junior High Schools (MTsN) in West Jakarta, East Jakarta, and South Jakarta. Specifically, this research seeks to analyze the extent to which religious commitment contributes to teachers' OCB and to identify the implications of these findings for organizational management in Islamic public schools. By addressing this issue, the study is expected to contribute to the advancement of organizational behavior theory in educational contexts and to provide evidence-based recommendations for strengthening professional practice and institutional performance in Islamic education.

LITERATURE REVIEW

The reviewed literature consistently confirms the importance of Organizational Citizenship Behavior in enhancing organizational effectiveness, particularly in educational institutions.



However, most prior studies emphasize organizational, leadership, and psychological factors while treating religious commitment as either implicit or peripheral. Empirical findings on the role of religiosity remain inconsistent, especially within public-sector Islamic educational institutions. Notably, no prior study explicitly examines teachers' OCB beyond religious commitment among civil servant teachers in State Islamic Junior High Schools (MTsN) in metropolitan Indonesia. This gap underscores the necessity of the present study to empirically test whether religious commitment functions as a dominant predictor of OCB or whether other organizational dynamics play a more substantial role.

Table 1. Summary of Previous Studies on Organizational Citizenship Behavior (OCB) and Religious Commitment

No.	Author(s) & Year	Context & Sample	Key Variables	Methodology	Main Findings	Research Gap
1	Organ (1988)	General organizations	OCB dimensions	Conceptual	OCB consists of discretionary behaviors beyond formal job requirements that enhance organizational effectiveness	Does not address religious or educational contexts
2	DiPaola & Tschannen-Moran (2001)	Schools (USA)	OCB, School effectiveness	Quantitative (Survey)	Teachers' OCB positively influences school climate and effectiveness	Religious commitment not examined
3	Somech & Drach-Zahavy (2000)	Educational institutions	OCB, Role perceptions	Quantitative	Teachers' voluntary behaviors support collaboration and organizational functioning	Cultural and religious factors excluded
4	Giacalone & Jurkiewicz (2003)	Public & private organizations	Workplace spirituality, prosocial behavior	Conceptual review	Spiritual values may enhance ethical behavior and organizational engagement	Empirical testing limited
5	King & Williamson (2005)	Employees (USA)	Religious commitment, Work attitudes	Quantitative	Religious commitment relates to intrinsic	OCB not explicitly measured



No.	Author(s) & Year	Context & Sample	Key Variables	Methodology	Main Findings	Research Gap
					motivation and ethical conduct	
6	Rego & Cunha (2008)	Organizations (Portugal)	Spirituality, OCB	Quantitative (SEM)	Workplace spirituality positively affects OCB	Focuses on spirituality, not formal religious commitment
7	Kutcher et al. (2010)	Service organizations	Religiosity, Prosocial behavior	Quantitative	Religiosity encourages helping behavior and altruism	Context not educational or public sector
8	Karakas (2010)	Organizational studies	Spirituality, Performance	Systematic review	Spirituality can enhance engagement, but effects depend on organizational context	No specific focus on teachers
9	Pandey et al. (2018)	Public sector employees	Religiosity, OCB	Quantitative	Religiosity alone is not a strong predictor of OCB without organizational support	Limited cultural context
10	Nurhayati et al. (2020)	Indonesian teachers	OCB, Leadership, Job satisfaction	Quantitative	Leadership and satisfaction significantly predict teachers' OCB	Religious commitment not examined
11	Suyanto & Jihad (2013)	Indonesian schools	OCB, Organizational commitment	Quantitative	Organizational commitment strongly affects teachers' OCB	Focuses on general schools, not Islamic institutions
12	Current Study	MTsN teachers (Jakarta)	Religious commitment, Teachers' OCB	Quantitative (planned)	Examines OCB beyond religious commitment among civil servant teachers	Addresses empirical and contextual gaps



RESEARCH METHODOLOGY

This study employed a mixed-methods approach using the Modeling and Optimization of Human Resource Strengthening (POP-SDM) framework. The research design followed a sequential exploratory strategy, in which qualitative exploration preceded quantitative analysis to ensure theoretical grounding prior to empirical testing (Creswell & Plano Clark, 2018; Sunaryo et al., 2020).

The qualitative phase involved in-depth interviews with selected teachers and leaders of State Islamic Junior High Schools (MTsN), chosen purposively. Data were analyzed thematically using the POP-SDM framework to identify key determinants of Organizational Citizenship Behavior. Findings from this phase informed the selection of quantitative variables, namely religiosity (X1), helping behavior (X2), transformational leadership (X3), work motivation (X4), and Organizational Citizenship Behavior (Y) (Sunaryo et al., 2020).

The quantitative phase involved 220 civil servant teachers from MTsN in West Jakarta, East Jakarta, and South Jakarta, selected using proportionate stratified random sampling. Data were analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) with SmartPLS version 4, which is appropriate for predictive research models and complex structural relationships (Hair et al., 2021).

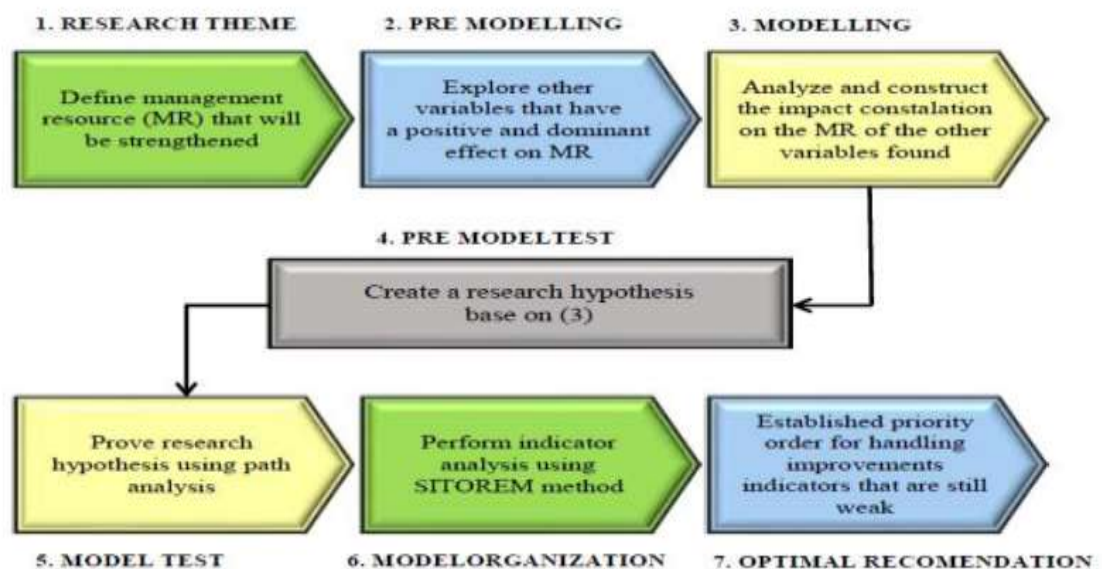


Figure 1: Stages in the POP-SDM Framework (W. Soenaryo, Setyaningsih, & Hardhienata, 2020)

DISCUSSION

The hypothesis testing results indicate that religiosity, helping behavior, transformational leadership, and work motivation have positive and significant effects on teachers' Organizational Citizenship Behavior. Among these variables, transformational leadership emerged as the most dominant predictor of OCB. This finding is consistent with transformational leadership theory, which emphasizes the role of inspirational leadership in fostering commitment, identification, and voluntary contribution beyond formal job requirements (Bass & Riggio, 2006; Podsakoff et al., 2000).

The R^2 value for OCB indicates that the structural model explains a moderate to strong proportion of variance in teachers' OCB. This suggests that the integration of personal values and organizational factors provides a robust explanatory framework for understanding discretionary behavior in educational institutions (Hair et al., 2021).

Table: 1 Results of R-Square and Adjusted R-Square Values

Variabel Dependen	R Square	R Square Adjusted
Motivasi Kerja (X4)	0.470	0, 407
OCB (Y)	0,543	0, 523

Table: 2 Partial Contribution Analysis of Independent Variables

Jalur ($\gamma_{X(k-n)}$)	Koef. Korelasi	Koef Determinasi (r^2)	Size Efek (f^2)	Kontribusi (%)	Rank Kontribusi
$X_1 \rightarrow Y$	0.197	0.0388	0,0403	13,32%	4
$X_2 \rightarrow Y$	0.215	0,0484	0,0484	15,86%	3
$X_3 \rightarrow Y$	0.397	0,1576	0,1869	54,06%	1
$X_4 \rightarrow Y$	0.221	0,0488	0,0513	16,75%	2

Importantly, the findings demonstrate that religiosity positively influences teachers' OCB; however, it is not the dominant determinant. This result challenges the normative assumption that religiosity alone is sufficient to drive extra-role behaviour in Islamic educational institutions. Instead, religious values require enabling conditions particularly effective leadership and a supportive motivational system to be transformed into sustained extra-role work behavior (Podsakoff et al., 2000; Colquitt et al., 2021).



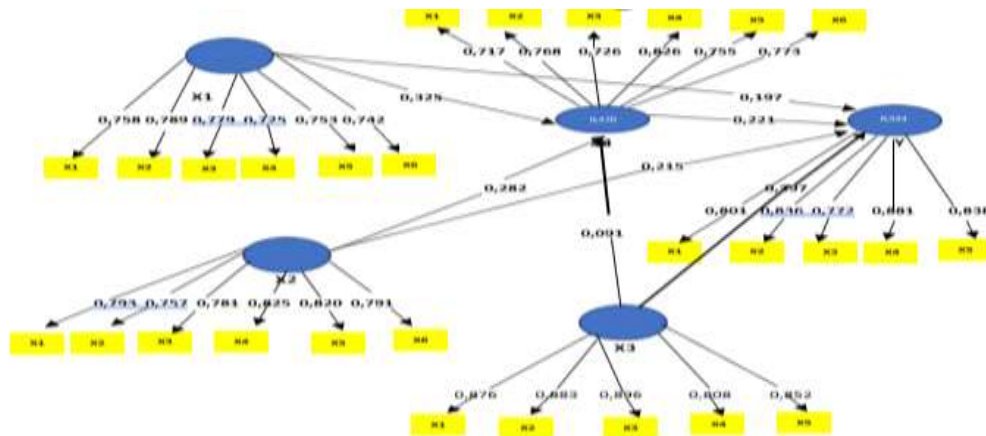


Figure 2: Output Diagram of the Second-Order Outer Model in the Organizational Citizenship Behavior (OCB) Research Model

CONCLUSION

This study set out to examine teachers' Organizational Citizenship Behavior (OCB) beyond religious commitment among civil servant teachers in State Islamic Junior High Schools (MTsN) in West Jakarta, East Jakarta, and South Jakarta. By situating OCB within the context of public Islamic education, this research responds to the growing need to understand extra-role behavior not merely as a moral or religious outcome, but as a multidimensional organizational phenomenon shaped by both individual and institutional factors.

The findings of this study indicate that religious commitment, while inherently important in shaping personal values and ethical orientations, does not function as a dominant or standalone predictor of teachers' OCB. This result directly addresses the research problem and fulfills the study's objective by demonstrating that teachers' voluntary, extra-role behaviors cannot be fully explained by religious commitment alone. Instead, OCB among MTsN civil servant teachers appears to be influenced by broader organizational dynamics, reinforcing the view that professional behavior in public educational institutions extends beyond individual religiosity. From a theoretical perspective, this study contributes to the organizational behavior literature by challenging the commonly held assumption that religious commitment automatically translates into higher OCB in faith-based institutions. The findings extend existing OCB frameworks by emphasizing the contextual and structural dimensions of public Islamic schools, thereby enriching discussions on behavioral motivation in religiously affiliated public organizations. This contribution is particularly relevant in non-Western and developing country contexts, where empirical evidence on OCB and religiosity remains limited.

Practically, the results suggest that policymakers and school leaders within the Ministry of Religious Affairs should not rely solely on religious values as a mechanism for fostering teachers' OCB. Instead, systematic efforts are needed to strengthen organizational support, leadership practices, professional development, and a fair work climate that collectively encourage voluntary and collaborative behaviors among teachers. Such an approach is more likely to produce sustainable improvements in school effectiveness and teacher engagement.

Despite its contributions, this study is not without limitations. The research focused on a specific group of civil servant teachers within MTsN in selected regions of Jakarta, which may limit the generalizability of the findings to other educational levels or regions. Future research is therefore encouraged to expand the scope of analysis by incorporating comparative studies across different types of schools (public vs. private Islamic schools), educational levels, and geographical areas. Additionally, future studies may benefit from integrating mediating or moderating variables such as organizational commitment, leadership style, job satisfaction, or organizational justice to provide a more comprehensive explanation of teachers' OCB.

Methodologically, further research could employ mixed-methods designs to capture deeper insights into teachers' lived experiences and motivations behind OCB. Longitudinal approaches would also be valuable in examining how religious commitment and organizational factors interact over time. Finally, future studies may explore practical applications of these findings by developing and evaluating intervention models aimed at enhancing OCB through organizational and managerial strategies rather than relying solely on individual moral attributes. In conclusion, this study underscores the importance of viewing teachers' OCB in State Islamic Junior High Schools as a product of both personal values and organizational contexts. By moving beyond religious commitment as the primary explanatory factor, the research provides a more nuanced understanding of teacher behavior and offers meaningful directions for both theory development and practical improvement in Islamic public education.

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