

**Factors Influencing Teacher Organizational Citizenship Behavior:
A Literature Review**

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Abstract

Education provides the opportunity to gain skills that will improve one's quality of life in the future. This research discusses teacher Organizational Citizenship Behavior (OCB) which has an important role in achieving school goals and improving the quality of education. Teachers with high OCB tend to take actions that support school progress and development. The aim of this research is to identify factors that influence teacher OCB based on a literature review. The method used in this research is a literature review by analyzing 33 national and international articles published between 2019 and 2024, obtained via Google Scholar. Data collection was carried out by selecting relevant and high quality articles regarding teacher OCB. The data collected was then analyzed to find factors that influence OCB in teachers. The results of the analysis show that the factors that influence teacher OCB include transformational leadership, job satisfaction, organizational commitment, organizational culture, work motivation, and work discipline. This research found that these factors are interconnected and have a positive impact on increasing teacher OCB. The conclusion of this research is that improving these factors can significantly influence teacher OCB, which in turn can improve the quality of education and achievement of school goals. It is expected that this research can become a reference for further research related to teacher OCB.

Keywords: Influencing factors, organizational citizenship behavior, teacher organizational citizenship behavior

INTRODUCTION

Education is an effort to help this nation be ready to face and compete in the new era. With education, someone has the opportunity to develop abilities to improve quality of life in the future (Fahzira et al., 2023). The success of an organization in running its business cannot be separated from the human resource factor (Umiyati et al., 2022). Human resources are very important as a driving factor for the organization effectively to achieve organizational goals (Mulyono, 2021). Notwithstanding An organization's objectives and structure are based on a range of human -benefitting visions in order to fulfill its human-managed mission. Therefore, humans are an essential part of all institutions' and organizations' operations (Tamsah & Nurung, 2022). According to Pardede et al. (2023), qualified human resources are those who possess strong knowledge, skills, talents, and attitudes at work.

School is an organization that should be controlled so that all educational program implementation activities can proceed smoothly and successfully in order to meet predefined objectives. The human resources in schools are essential to the achievement of educational objectives, one of which is the teacher. One of the tools that are crucial to education is the teacher. One of the tools used to assess the effectiveness and quality of the educational process is the teacher (Dawam et al., 2022). In schools, human resources play a crucial role, teachers are expected to continue to develop their competence in accordance with the times. In order for teachers to complete their tasks well, they must have competence and professionalism (Rosyati et al., 2020). Recognizing the importance of human resources, organizations involved in education must be able to maintain factors that can improve the quality of teachers (Maulidia & Laksmiwati, 2022). Successful schools need teachers who will do more than just their regular duties, where increasingly teamwork and flexibility are essential (Aqsa, 2021).

The secret to organizational success is teachers who are able to accomplish the primary responsibilities outlined in their job descriptions while also being conscious of the need to go above and beyond. Organizational Citizenship Behavior, or OCB, is the term used to describe extracurricular activities that have no clear connection to the current formal reward system (Hermawan et al., 2023). Teachers' contribution in realizing school goals and improving school quality is determined by teachers' OCB, among others (Hidayat & Patras, 2022). Teachers who have high OCB will always try to do anything to make the school better (Asiyah, 2019).

Organizational Citizenship Behavior is a set of feelings and attitudes that a person has towards the organization where he works that affects the extent to which the person is integrated with the organization where he works and wants to do things that exceed his obligations to the organization (Saepudin & Djati, 2019). OCB is the voluntary behavior of organizational members who are prepared to carry out extra duties beyond their official responsibilities (Laihad and Suhardi, 2023). The profound personal contribution known as Organizational Citizenship Behavior (OCB) goes beyond the requirements of job responsibilities and the benefits of task performance improvements. The organizational citizenship behavior (OCB) personality base, according to Hutagalung et al. (2020), displays the predisposing characteristics of cooperative, helpful, considerate, and conscientious employees. When someone exhibits organizational citizenship behavior, they take ownership of the company and make every effort to improve it (Asiyah, 2019).

Organizations need members who exhibit OCB behavior. The role and benefits of OCB are enormous for organizations. Therefore, HR managers and academics try to encourage OCB in organizations through various ways including by including OCB criteria in performance appraisals (Aqsa, 2021). The goals of OCB include helping fellow colleagues, providing useful feedback, actively participating in organizational initiatives, and promoting an unwavering commitment to overcoming challenges. Understanding the factors that influence OCB is critical as it can improve organizational efficiency, staff engagement and a healthy work culture. Individual behavioral norms can play an important role in OCB. The importance of the core legal, moral and personal values that underpin each individual's performance at work is highlighted by an individual's ethical standards, individuals with a strong code of ethics are more likely to engage in voluntary behaviors that align with their ethical principles (Triliyani & Kuntadi, 2023).

If the organization is able to foster factors that influence OCB, employees will put up their best effort to do their work, even if it means taking on tasks that are not specifically part of their job description. Therefore, OCB behavior in the organization will be directly proportional to organizational performance so that the organization can achieve its goals and can compete. Likewise, if schools support factors that increase OCB, it will have an impact on teacher performance. The implication is better educational outcomes to build the nation (Maryani et al., 2022). According to Fathiyah and Pasla (2021), OCB is impacted by external elements like corporate culture and leadership style as well as internal elements like work motivation, staff morale, organizational dedication, and job satisfaction.

Organizational Citizenship Behavior (OCB) has gained a lot of attention, particularly when it comes to businesses, whether they are in the public or private sectors. Nonetheless, there are still not many studies on OCB among instructors. Understanding the factors impacting teachers' OCB in the educational environment is crucial, as the majority of OCB research focuses on corporate sector personnel. Examining the variables affecting instructors' OCB is the goal of this literature study. This study is anticipated to stimulate additional empirical research, notably in Indonesia, specifically in the Lampung region, in addition to adding to the body of knowledge on the theory of factors impacting teachers' OCB. Previous research in this field has been conducted more in government and private institutions, while research in the field of Education, especially in Lampung, is still very limited. Therefore, this research is designed to fill the research gap by identifying the factors that influence teachers' OCB.

METHOD

The literature study method is used in this investigation. The approach seeks to locate, look for, assess, and interpret the previous studies. To finish this study, researchers gathered both domestic and foreign journal papers from Google Scholar. The articles collected are journal articles published from 2019 to 2024. The criteria in this study are as follows: the articles reviewed were journal articles in both Indonesian and English, did not include articles other than Indonesian and English, and did not include theses and dissertations. From various articles, the researcher selected 3 articles that were relevant to the keywords "teacher organizational citizenship behavior". Furthermore, the articles were analyzed and compiled as a whole into a discussion written in this article

FINDINGS AND DISCUSSION

Transformational leadership, teacher job satisfaction, organizational commitment, organizational culture, work motivation, and work discipline elements that influence teachers' organizational citizenship behavior are the main topics of this study that is displayed in the Table 1.

Table 1. Factors affecting teacher organizational citizenship behavior

Author	Result of the research
Nisa and Mubarak (2022)	The findings of the study provide an explanation of how transformational leadership contributes to the development of organizational citizenship behavior.
Rubini and Sunaryo (2022)	positive influence of transformational leadership on OCB
Hidayat and Patras (2022)	Job satisfaction influences teacher OCB, organizational trust influences teacher OCB, and organizational trust has a favorable and noteworthy indirect impact on teacher OCB.
Soefijanto and Supriyati (2019)	organizational justice, trust, and job satisfaction have a significant effect on OCB.
Shofiyuddin et al. (2021)	Organizational commitment has a positive and significant influence on teacher organizational citizenship behavior, job satisfaction has a positive and significant influence on teacher organizational citizenship behavior, and transformational leadership has a positive and significant impact on teacher organizational citizenship behavior.
Santoso et al. (2020)	Organizational Citizenship Behavior is positively and significantly impacted by job satisfaction.
Laihad and Suhardi (2023)	Preschool instructors' organizational citizenship behavior is directly impacted by company culture.
Maryani et al. (2022)	organizational culture has a direct influence on preschool teachers' organizational citizenship behavior
Huda et al. (2020)	direct positive effect of trust on teachers' Organizational Citizenship Behavior
Asiyah (2019)	Five factors that influence OCB of teachers and education personnel are rewards, job satisfaction, motivation, commitment and loyalty.
Hidayat (2020)	relationship between teacher performance and OCB, organizational commitment, and work happiness. Additionally, among OCB instructors, job satisfaction and organizational commitment are directly correlated.
Maulida et al. (2019)	Leadership job satisfaction and organizational commitment have a positive and significant impact on Organizational Citizenship Behavior (OCB).

- Najih and Mansyur (2022) While corporate culture has a positive and significant impact on organizational citizenship behavior, the second element, work-family conflict, has a positive but insignificant effect.
- Riyanto (2020) The findings demonstrated that organizational commitment, organizational culture, and organizational justice all significantly and somewhat improved OCB.
- Wahyudi (2023) According to the results of quantitative study, organizational citizenship behavior (OCB) is favorably and significantly influenced by organizational culture, discipline, and incentive.
- Alamsari and Laksmiwati (2021) Organizational citizenship behavior and organizational commitment are positively correlated, according to the study that has been done.
- Naimah et al. (2022) The findings of studies on transformational leadership have a favorable and noteworthy impact on OCB involvement. OCB is positively and significantly impacted by job satisfaction. Job involvement and transformative leadership toward OCB can be effectively mediated by job satisfaction.
- Rohmah (2023) According to the findings, organizational citizenship behavior is positively and significantly impacted by transformational leadership, positively and significantly impacted by job satisfaction, and positively and significantly impacted by testing all variables combined.
- Saepudin and Djati (2019) Organizational commitment plays a moderating role in the direct and indirect effects of job satisfaction and organizational commitment on OCB.
- Hanun et al. (2022) The results obtained are organizational commitment partially mediates the influence of OCB
- Gunawan et al. (2019) The study comes to the following conclusion: 1) Organizational citizenship behavior and transformational leadership are positively correlated. 2) Job satisfaction and organizational citizenship behavior are positively correlated. 3) Transformational Leadership (X1), Job Satisfaction (X2), and Organizational Citizenship Behavior (Y) are positively correlated.
- Maulidia and Laksmiwati (2022) There is a strong correlation between corporate citizenship conduct and job happiness.
- Yustan et al. (2019) The results of the study show a favorable correlation between organizational commitment and organizational citizenship behavior.
- Sari and Muhammad (2019) The results of this study indicate that there is a positive relationship between the variable

- Hutagalung et al. (2020) et Teacher OCB is significantly impacted by transformational leadership, and teacher OCB is significantly impacted by job satisfaction.
- Prayuda (2023) Job satisfaction has a strong and favorable impact on organizational citizenship behavior.
- Satria et al. (2021) According to this study, teacher performance is positively and significantly impacted by organizational culture, which in turn has a positive and large impact on OCB.
- Sagita and Tung (2023) Organizational Commitment Positively Affects Organizational Citizenship Behavior.
- Saputri et al. (2023) Organizational citizenship behavior and organizational commitment are significantly and favorably correlated.
- Soelton (2023) Organizational Citizenship Behavior is positively impacted by organizational commitment.
- Hermawan et al. (2023) The findings of this investigation show a positive correlation between the variable
- Lestari et al. (2021) The results showed that Professional Commitment has a significant effect on OCB.
- Hermanto et al. (2024) According to the analysis' findings, expanding transformational leadership approaches, work-life initiatives, and teacher organizational commitment are all effective ways to raise OCB among educators.
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The review of the gathered papers demonstrates how the transformational leadership of the principal influences the organizational citizenship behavior of the teachers. Increasing the intensity of transformational leadership application can increase OCB behavior in teachers (Shofiyuddin et al., 2021). According to Lestari et al. (2021), OCB is voluntary activity that people engage in while doing their professional responsibilities, which eventually boosts organizational effectiveness. Leadership is one of the elements that has an important role in influencing the behavior of teachers who consciously or voluntarily help each other outside the portion of job responsibilities. So that with the behavior that voluntarily lightens each other's workload can improve teacher performance and make a positive contribution to the success of the organization (Aqsa, 2021). Leadership is one of the elements that has an important role in influencing the behavior of teachers who consciously or voluntarily help each other outside the portion of job responsibilities. So that with the behavior that voluntarily lightens each other's workload can improve teacher performance and make a positive contribution to the success of the organization (Boli et al., 2023).

Principal effectiveness and overall school success are closely linked to empowering teachers who can help realize the school's mission and goals (Limon, 2022). Principals as managers in schools must be able to create a work atmosphere that supports the realization of goals (Rohmah, 2023). Principals must fulfill their duties as the most crucial role in management. Therefore, principals must carry out their obligations as

leaders with a transformational leadership style (Bumay et al., 2023). Teachers' Organizational Citizenship Behavior (OCB) will rise when transformational leadership is strengthened (Rohimah et al., 2022). By altering the vision, leading by example, offering support, and igniting the desire to change for the better, leaders that employ this kind of transformational leadership will often inspire their followers to produce work that goes above and beyond expectations. Because they respect, admire, trust, and are devoted to their leader, followers are willing to put in more effort than is required of them. Using their intelligence and charisma, leaders inspire and change their followers (Purwanto et al., 2021).

According to Gunawan et al. (2019), transformational leadership is the conduct or deeds of leaders who encourage and inspire their followers to put in more effort in order to accomplish outcomes that align with shared objectives. Transformational leadership is a leadership style where the leader motivates his employees and takes a personal approach which as a result of his subordinates appear to respect, admire, and trust their leaders. Subordinates will believe in their ability to work beyond their assigned targets (Bumay et al., 2023). Transformational leaders foster the trust and willingness of their subordinates to sacrifice for the benefit of the organization, and show attitudes that support maximum organizational productivity. As moral agents, transformational leaders guide their subordinates to become figures who have integrity (Aqsa, 2021).

According to the review of these articles, teacher job satisfaction is another element that can affect teachers' Organizational Citizenship Behavior in addition to transformational leadership. According to Tharikh et al. (2016), job satisfaction is a positive emotional state that arises from an individual's evaluation of their work as an accomplishment or that helps them reach their work values. According to Sadeghi et al. (2021), a person's attitude, assessment, and emotional reaction to many parts of their work are all factors that contribute to their job satisfaction. Employee satisfaction boosts performance and production, which benefits the company. The effectiveness of instruction in schools is positively impacted by teachers' work happiness. Job satisfaction is defined by Ardi et al. (2020) as a person's attitude, assessment, or emotional reaction to several aspects of their work. Employee satisfaction boosts performance and production, which benefits the company. The effectiveness of instruction in schools is positively impacted by teachers' work happiness as stated by Rosata and Yuniati (2016).

Organizational Citizenship Behavior (OCB) can be influenced by teachers' job satisfaction (Santoso et al., 2020). Teachers who are happy with their jobs will be more inclined to take on tasks that are not part of their job description (Purwanto et al., 2021). Teachers will autonomously offer to do activities that assist the school if they believe that the school is meeting their needs and expectations, or if they are happy in their positions (Asbari et al., 2020). Teacher OCB behavior can be raised by improving job satisfaction, specifically through the following indicators: having a wage that matches workload, working with full responsibility, getting promoted for a job well done, receiving positive treatment from superiors, and enjoying working with coworkers (Shofiyuddin et al., 2021). Hidayat & Patras (2022) state that the following job satisfaction indicators salary, work itself, opportunities for advancement, supervision, coworkers, and working conditions can be used to raise OCB if they are improved.

One of the elements that may influence teachers' Organizational Citizenship Behavior is organizational commitment. A key factor in determining OCB is organizational commitment. Organizations strengthen emotional, normative, and instrumental relationships with the workplace (Triliyani & Kuntadi, 2023). Employee-

organization relationships are characterized by the psychological state of commitment, which also influences an individual's decision to remain or quit the company (Busro, 2018). Commitment will encourage the creation of OCB employees in an organization (Sahyoni & Supartha, 2020).

In their research, Shofiyuddin et al. (2021) found that intensifying the use of subordinate organizational commitment can enhance instructors' OCB conduct. Teachers who are proud of their school, worry about leaving, and think that one must be devoted to their organization. Increased OCB behavior is typified by willingly assisting coworkers, abiding by school regulations, avoiding situations that could bring other teachers down, assisting fellow educators in resolving their concerns, and professionally supporting organizational duties. Organizational culture is the next factor that can influence teacher OCB. Organizational culture can influence the attitudes and behaviors of its members (Siahaan et al., 2020). Building a good organizational culture aims to change the attitude and behavior of current human resources (HR) so that they can increase work productivity and face future challenges. Some of the benefits of implementing a good organizational culture are a greater spirit of mutual cooperation, increasing togetherness, being open to each other, better family relationships, better communication, increased work productivity, responsiveness to developments in the outside world, and so on, most of which are part of organizational citizenship behavior (OCB) (Maryani et al., 2022). Therefore, the better the culture created in an organization, it will be able to increase the OCB of its teachers.

Workplace motivation is another element that may influence OCB in teachers. Workplace motivation is a psychological factor that affects employees' tenacity, degree of effort, and direction. The direction of action, degree of effort, and degree of perseverance are the components of job motivation. The energy force that starts work-related effort and establishes its direction, intensity, and persistence is referred to as motivation. According to Hermawan et al. (2023), motivational factors include the direction, intensity, and perseverance of one's efforts. The motivation that each individual has will result in good or bad performance which will ultimately affect the organization (organizational citizenship behavior). To increase motivation and create motivation in each individual, an organization needs to influence individuals to make the best effort, and provide compensation for individuals who work well (Ali et al., 2022).

The motivation that each individual has will result in good or bad performance which will ultimately affect the organization (organizational citizenship behavior). To increase motivation and create motivation in each individual, an organization needs to influence individuals to make the best effort, and provide compensation for individuals who work well (Sudirman et al., 2019). Workplace discipline can be defined as a willingness to adhere to relevant written and unwritten rules (Fauzi & Herminingsih, 2021). The impact on organizational citizenship behavior increases with the work discipline variable's value.

CONCLUSION

The conclusion is that transformational leadership, job satisfaction, organizational commitment, organizational culture, motivation, and work discipline have a significant influence on teachers' Organizational Citizenship Behavior (OCB). A principal who serves as a role model, a supportive work environment, and high levels of teacher commitment and discipline can effectively encourage the improvement of OCB behavior in the educational environment. Suggestions for improving teachers' OCB can be

implemented by training school principals to apply transformational leadership, creating a work environment that supports teachers' well-being and job satisfaction, and building a positive organizational culture. In addition, it is important to encourage motivation and work discipline through clear, fair, and consistent policies to create a productive and collaborative work environment.

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