

Do Empowerment and Trust Improve Organizational Citizenship Behavior (OCB)?

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Abstract:

This research aims to find ways to strengthen teacher OCB by analyzing the relationship between empowerment and trust. The research method uses quantitative methods with correlation analysis and SITOREM design. The research sample consisted of 104 permanent foundation teachers with instruments consisting of teacher OCB, empowerment, and trust. Data collection began with observations, interviews, and Discussion group forums to find factors influencing OCB, data analysis and processing using SEM-PLS. The research results show a positive and significant relationship between empowerment and trust in Teacher OCB with a correlation coefficient of $r_{y12} = 0.775$. The coefficient of determination value $r^2_{y12} = 0.601$. The results of SITOREM's analysis of the empowerment variable show that there are indicators that must be a priority for improvement, namely competence (capabilities, professionalism). Meanwhile, other empowerment indicators are maintained and continue to be developed. Furthermore, for the trust variable, the indicators that must be improved are open communication between employees and leaders, and other trust variable indicators must be maintained and developed. It can be concluded that empowerment and trust can influence teacher OCB.

Keywords: OCB, Empowerment, Trust, SITOREM Analysis

Abstrak:

Penelitian ini bertujuan untuk menemukan cara memperkuat OCB guru dengan menganalisis hubungan antara pemberdayaan dan kepercayaan. Penelitian ini menggunakan metode kuantitatif dengan analisis korelasi dan desain SITOREM. Sampel penelitian berjumlah 104 orang guru tetap yayasan dengan instrumen yang terdiri dari OCB guru, pemberdayaan, dan kepercayaan. Pengumpulan data diawali dengan observasi, wawancara, dan forum diskusi kelompok untuk mencari faktor-faktor yang mempengaruhi OCB, analisis data dan pengolahan menggunakan SEM-PLS. Hasil penelitian menunjukkan adanya hubungan positif dan signifikan antara pemberdayaan dan kepercayaan pada OCB Guru dengan koefisien korelasi $r_{y12} = 0,775$. Nilai koefisien determinasi $r^2_{y12} = 0,601$. Hasil analisis SITOREM terhadap variabel pemberdayaan menunjukkan terdapat indikator yang harus menjadi prioritas perbaikan yaitu kompetensi (kemampuan, profesionalisme). Sementara indikator pemberdayaan lainnya tetap dipertahankan dan terus dikembangkan. Selanjutnya untuk variabel kepercayaan, indikator yang harus ditingkatkan adalah komunikasi terbuka antara pegawai dan

pimpinan, dan indikator variabel kepercayaan lainnya harus dijaga dan dikembangkan. Dapat disimpulkan bahwa pemberdayaan dan kepercayaan dapat mempengaruhi OCB guru.

Kata Kunci: OCB, pemberdayaan, Kepercayaan, Analisis SITOREM

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INTRODUCTION

Schools will be successful if teachers and other organizational members carry out their main tasks and are willing to carry out other (extra) tasks, such as providing better services to service users (students, parents, teachers, community, etc.), want help, and work. Together, play an active role in school activities, provide suggestions and participate in making improvements (Jainiyah et al., 2023). Schools that want success need teachers ready to do more than just their formal duties, not just stick to the tasks listed in their job description (Arafa & Supriyanto, 2021). A successful school needs good personalities, namely teachers who like to help others, are friendly, and can be role models for their students and colleagues (Nur & Mardiah, 2020; Azhari et al., 2021). A successful school requires a principal who can empower human resources and provide motivation that inspires teachers so that they voluntarily want to do something outside of their formal obligations (Firdaus et al., 2023; Marginingsih, 2016).

The main task of a teacher is to educate, teach, guide, direct, train, assess and evaluate students (Arafa & Supriyanto, 2021; Rusdi et al., 2022; Diana, 2023). At the same time, teachers must also play a role as class managers and school organizations (Baharun et al., 2021; Rozi et al., 2022). The role of teachers in managing school organizations is needed to improve school performance as an education-implementing organization (Arifin & Sanjani, 2024). The teacher's role includes trying to be on time for work, always being ready when asked to carry out school assignments, regularly making notes and reports by school rules, trying to keep the school conducive, never complaining about various school limitations, and establishing good communication with parents and all school residents (Mardhiyah et al., 2021; Wijaya & Khoir, 2022; Chuanchen, 2023).

Teachers who perform well will demonstrate behaviour as good citizens of the school organization, which is known as Organization Citizenship Behavior (OCB) (Anwar, 2021). The characteristics of teachers with good OCB (Amelia et al., 2023) show various positive behaviours such as helping other teachers without having to be asked (own initiative), voluntarily carrying out additional activities outside working hours, avoiding conflicts with fellow school members, maintaining and protecting school assets, obeying every school rules, never complain about various school limitations, provide constructive suggestions, and be effective in using time while on duty at school (Amelia et al., 2023; Anwar, 2021; Norman c& Paramansyah, 2024). OCB is the positive behaviour of people in an organization (Anwar, 2021). This behaviour is expressed in the form of a conscious and voluntary willingness to work and contribute to the organization more than what is formally required by the organization (extra-role) and is not related to the rewards given to it. Teachers show OCB as part of their service, which is believed

to be able to help the organization progress (Wang et al., 2023). This dedication is carried out by making additional efforts for the improvement and progress of the organization (Haider et al., 2022). Therefore, teachers who have OCB do not seek rewards from the organization for the extra behaviour they show. If a school organization has teachers with good OCB, it is believed that the school organization will perform well. If the performance of the school organization is good, so will the goals of education at that school will be achieved. Thus, a good teacher's OCB can achieve the educational goals of a school organization.

Through the Ministry of Research, Technology and Higher Education, the government is currently making efforts to improve the quality of teachers in Indonesia by implementing the Teacher Mobilization Program. This voluntary program requires teachers to give more time to learn, develop themselves, and share with other teachers. According to data from Korwilcambidik, Cisaat District, Sukabumi Regency, in 2022, of the 140 Islamic Private Elementary School teachers with GTY status, only 3 people participated in the Teacher Mobilization Program. This proves that the OCB of Islamic Private Elementary School teachers with GTY status in Cisaat District, Sukabumi Regency, still needs to be higher. Other evidence in the field found that many teachers had problems with OCB. These findings are based on a preliminary survey of teachers OCB conducted in February 2022 on 30 teachers in Cisaat District, Sukabumi Regency. The OCB indicators used in the preliminary survey are (1) courtesy, preventing problems at work and obeying rules; (2) altruism, helping colleagues who are relevant to the organization; (3) sportsmanship, maintaining good relationships, and tolerance towards things bad things Situation. It is only ideal with complaining; (4) thoroughness, exceeding minimum work standards; (5) citizenship, responsibility, and active participation in building the organization.

Preliminary survey data shows (1) courtesy, showing 58% of teachers have not fully complied with regulations; (2) altruism, showing 63.5% of teachers still need to volunteer to help others fully; (3) sportsmanship, indicating that 41.5% of teachers have not fully maintained good relations with other people; (4) citizenship, indicating that 63.5% of teachers have not been fully active in building organizations; (5) prudence, indicating that 66.5% of teachers have not fully performed beyond standards. The behaviors mentioned above show that many teachers still have low OCB, which needs to be improved further. Teacher OCB is a very important factor in school organizations. However, from the preliminary survey results, there is a gap between the empirical facts of teacher OCB and the expected teacher OCB. If this condition continues, it will cause problems with school performance. Therefore, it is necessary to research teacher OCB and the factors that influence it. Several reasons can be stated regarding the importance of conducting this research, including: (1) The number of private Islamic elementary schools in Cisaat Sukabumi is smaller than in other areas. (2) Teacher recruitment at private Islamic elementary schools has different variations according to the policies of education organizing foundations; (3) The Cisaat area is a sub-district that is expected to be a barometer for other schools. The novelty of the research includes producing a constellation model of the influence between variables in improving Organizational Citizenship Behavior, new strategies and ways to

increase OCB, which are produced through strengthening other variables found empirically in the field and producing optimal solutions for increasing OCB through strengthening. These variables Others found empirically in the field.

The research objectives refer to research on OCB, which has been studied, among others, by (Al-Shami et al., 2023; Amelia et al., 2023; Anwar, 2021; Bogler & Somech, 2023; Dhali, Al Masud, Hossain, Lipy, & Charity, 2023; Hermanto, Srimulyani, & Pitoyo, 2024; C. et al., 2024; Kaur & Kang, 2021; Rahman & Karim, 2022; Wang et al., 2023; Mai, Do, & Phan, 2022) which found a positive relationship between the variables studied. Therefore, this research aims to produce ways and strategies to increase OCB by analyzing the influence of empowerment and trust variables. Judging from the research that has been conducted, no one has specifically examined OCB with empowerment and trust. On this basis, conducting research on OCB about empowerment and trust is necessary.

RESEARCH METHODS

This research was conducted on Islamic Private Elementary School teachers with Permanent Foundation Teacher (GTY) status in Cisaat District, Sukabumi Regency, spread across 9 (nine) schools. This research uses a survey method with a correlational approach. The primary data needed is related to empowerment, teacher trust and OCB of Islamic Private Elementary School teachers in Cisaat District, Sukabumi Regency. In this case, the relationship involves three variables: one dependent variable and two independent variables. The dependent variable is OCB (Y), while the independent variables are empowerment (X_1) and trust (X_2). The relationship between these variables is sought without providing treatment to one of the variables.

The population in this study were teachers with permanent foundation teacher status who taught at private Islamic elementary schools in Cisaat District, Sukabumi Regency. The population is 141 teachers from 8 (eight) Private Madrasah Ibtidaiyah in Cisaat District, Sukabumi Regency. The sample in this study was taken using the Proportional Random Sampling technique, namely a random sampling technique for a proportional population. Determining the sample size uses the Slovin formula with a margin of error of 5%. The population was 141, with a minimum research sample of 104.

Data collection techniques were carried out using questionnaires. Measuring the data in the questionnaire uses a research scale (rating scale), and there are 5 assessment scales designed and developed through several stages, namely: 1. Examining all theories related to research variables, 2. Developing indicators for each research variable, 3. Developing a grid, 4. compiling statement items and establishing a measurement scale, 5. testing the instrument, 6. Analyzing the question items by testing validity and reliability. The following is a grid of research instruments for each variable shown in Table 1.

The research instrument was tested on 30 private elementary school teachers outside the selected sample group. The validity of the trust instrument was tested using the correlation coefficient between the item and total scores using the Pearson Product Moment correlation technique. The instrument is declared valid if the calculated correlation coefficient (count) is greater than (table). Next,

the instrument reliability test was carried out on valid question items to measure the consistency or stability of the research instrument. Calculating the reliability coefficient uses the Alpha Cronbach formula, with a minimum criterion of a reliability coefficient greater than 0.70 (> 0.70).

Table 1. Instrument Grid for Each Variable

No	Variables		
	OCB	Empowerment	Trust
1	Altruism	The ability possessed, professionalism	Open communication between employees and leaders
2	Courtesy	Thorough, exceeds minimum work standards	Honesty (fair, strong moral principles, behave ethically)
3	Authority in decision making	Creativity and innovation in responding to change	Freedom in completing tasks
4	Citizenship, responsibility and active participation in building the organization	Assigning responsibilities according to expertise	Consistency (core values, agreements, coordination)
5	Sportsmanship		

Research data was carried out by distributing questionnaires to respondents selected as the research sample. Efforts were made to analyze the questionnaire data using statistics so that the results were accurate. Data analysis was carried out using descriptive statistical analysis techniques and analysis prerequisite tests such as normality tests, homogeneity tests, and linearity tests on regression equations. Next, hypothesis testing will be carried out using simple correlation tests, multiple correlation tests, determination tests, and partial correlations. Then, statistical hypothesis testing and cytological analysis or scientific identification theory analysis will be carried out to conduct educational operational research. The following are the testing steps using SITOREM analysis.

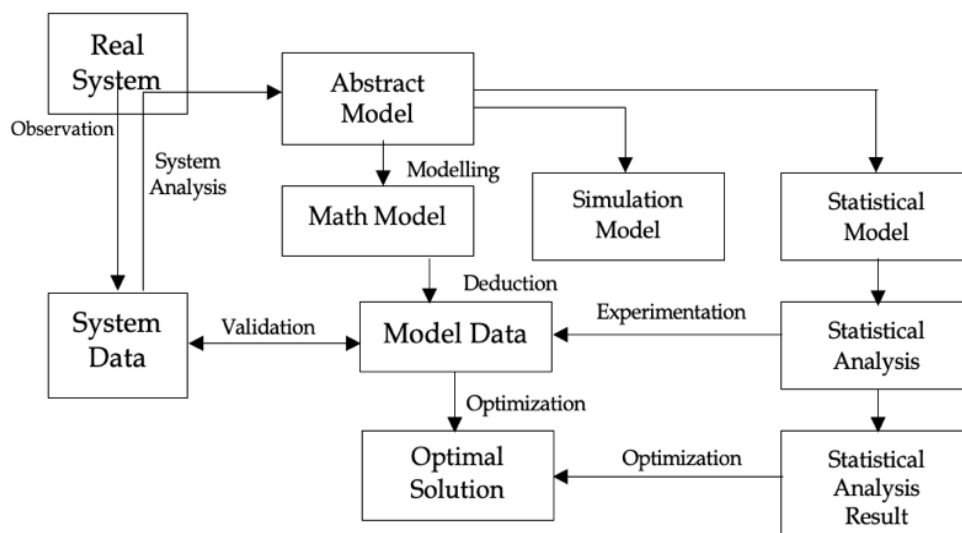


Figure 1. Theoretical Steps of the SITOREM Model (Hardhienata, 2021; Novita et al., 2023)

RESULTS AND DISCUSSIONS

The research result refers to the data that is used as the basis for the description, namely the instrument item scores, which refer to three research variables, namely teacher OCB (Y) as the dependent variable, and empowerment (X_1) and trust (X_2) as the independent variables. The description of the research data provides a general overview of the distribution or spread of the data. Data were processed using descriptive statistical techniques: mean, median, mode, standard deviation, sample variance, highest and lowest scores, range, total score (sum), number of classes and class range, frequency distribution and histogram graphs. Three research variables. A description of this research data is presented in the Table 2.

Table 2. Description of OCB data, Empowerment (X_1) and Trust (X_2)

No	Statistics	Score		
		OCB (Y)	X_1	X_2
1	Lots of data	104	104	104
2	Mean	126	131	122
3	Median	128	133	123
4	Modus	120	128	145
5	Standard Deviation	18	21	16
6	Data variance	320	438	244
7	Range	76	86	71
8	Minimum	79	74	74
9	Maximum	155	160	145
10	Lots of classes	8	8	8
11	Class Length	10	11	9
12	Sum	13131	13672	12709

The teacher OCB variable research instrument consists of 31 valid questions. The lowest theoretical score on the OCB teacher questionnaire is 31, and the highest is 155, so the theoretical median is 93. Meanwhile, the empirical research score moves from the lowest actual score of 79 to the highest score of 155 because the actual empirical score, the median score of 128, is greater than the theoretical median, meaning that the teacher's OCB level is in the relatively high category. Furthermore, the empowerment variable research instrument consists of 32 valid questions. The lowest theoretical score on the empowerment questionnaire is 32, and the highest is 160, so the theoretical median is 93.

Meanwhile, the empirical research score moves from the lowest actual score of 74 to the highest of 160 because the empirical median score of 133 is higher than the theoretical median. This means that the level of empowerment is in the relatively high category. Then, the trust variable research instrument consists of 29 valid questions. The lowest theoretical score on the confidence questionnaire is 29, and the highest is 145, so the median theoretical score is 87. Meanwhile, the empirical research score moves from the lowest actual score of 74 to the highest score of 145 because the actual empirical median score of 123 is greater than the theoretical median, meaning that the level of teacher confidence is in a relatively high category.

The SPSS significance test calculation results show a probability value (sig) of 0.000. This value is smaller than the $\alpha = 0.05$ and 0.01 levels. Thus, the regression

equation $\hat{Y}=17.847+0.348X_1+0.513X_2$ is significant. The following is the SPSS output table 3 for testing the significance of the regression equation.

Table 3. Anova Regression Equation

ANOVA						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19838.737	2	9919.369	76.133	.000 ^a
	Residual	13159.253	101	130.290		
	Total	32997.990	103			

a. Predictors: (Constant), X_2 , X_1

b. Dependent Variable: Y

Table 3 above shows that the SPSS output results show a probability value (sig.) of 0.000, which is smaller than α : 0.05 and 0.01, so it can be concluded that the regression equation $\hat{Y}=17.847+0.348X_1+0.513X_2$ is declared very important. Thus, the equation $\hat{Y}=17.847+0.348X_1+0.513X_2$ can predict teacher OCB based on teacher empowerment and trust values. Furthermore, the multiple correlation analysis between the variables of empowerment and teacher trust together with teacher OCB can be seen in the SPSS output table 4 below.

Table 4. Correlation Coefficient and Determination Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.775 ^a	.601	.593	11.414

a. Predictors: (Constant), X_2 , X_1

Based on the SPSS output above, the correlation coefficient between empowerment and trust and teacher OCB is 0.775, declared positive. Based on Guilford's criteria, it is classified as strong. The contribution of empowerment and trust to teacher OCB (coefficient of determination) is 60.1%; the remainder (39.9%) is the contribution of other factors. Thus, the research results show that the accepted hypothesis is $H_1: \rho_{y12} > 0$. There is a relationship between empowerment and trust and teacher OCB.

SITOREM analysis aims to determine which indicators are priorities for impro, maintenance, or development. In this case, the results of the SITOREM analysis were carried out through the stages of contribution analysis, research variable indicator analysis, research variable indicator weight analysis, and analysis of determining indicator classification. The results of the SITOREM analysis are shown in Table 5 below.

The research results show that there is a positive and very significant relationship between empowerment (X_1) and the trust variable (X_2) together with the Teacher OCB variable (Y), as indicated by the correlation coefficient value $r_{y12} = 0.775$. The coefficient of determination value $r^2_{y12} = 0.601$ multiple linear regression equation $\hat{Y} = 17.847 + 0.348X_1 + 0.513X_2$ and means that empowerment (X_1) and trust (X_2) together contribute to Teacher OCB (Y) of 60.1%. Structural model testing explains the relationship between variables in the research. The

hypothesis that has been proposed can be tested by examining the magnitude of the t-statistic and p-value. If the p-value is less than 0.05, then the hypothesis is accepted. The basis used to test the hypothesis directly is the output or value contained in the output path coefficient and indirect influence, shown in the Figure 2.

Table 5. SITOREM Analysis Results

SITOREM ANALYSIS RESULTS	
Indicator Priority Order Fixed	Indicator Priority Order Maintained
1. The ability possessed, professionalism (3.75)	1. Assigning responsibilities according to expertise (4.31)
2. Open communication between employees and leaders (3.54)	2. Honesty (fair, strong moral principles, behaving ethically) (4.21)
3. Altruism (3.98)	3. Thorough, exceeds minimum work standards (4.36)
	4. Freedom in completing tasks (4.25)
	5. Consistency (core values, agreements, coordination) (4.32)
	6. Creativity and innovation in responding to change (4.29)
	7. Authority in decision making (4.27)
	8. Citizenship, responsibility and active participation in building the organization (4.15)
	9. Sportsmanship (4.29)
	10. Courtesy (4.29)

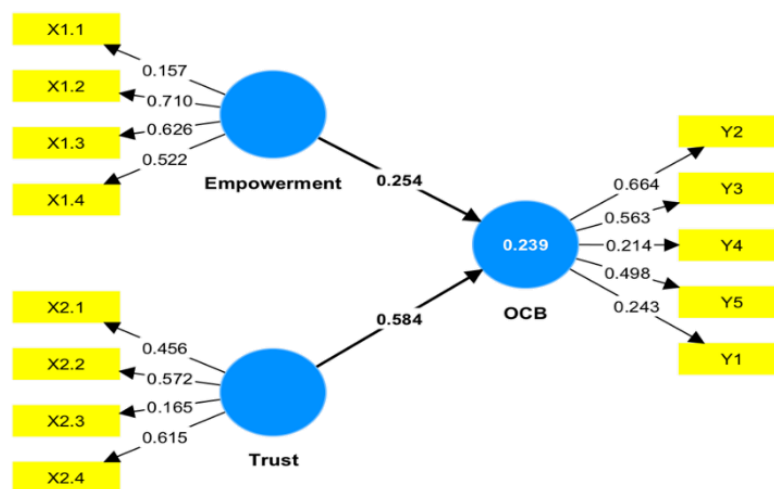


Figure 2. Strength of Relationship between Variables

The relationship pattern of the empowerment variable with trust together with the teacher OCB variable is shown by the multiple linear regression equations $\hat{Y} = 17.847 + 0.348X_1 + 0.513X_2$, meaning that every increase in empowerment and trust together is followed by an increase in teacher OCB scores of 0.348 and 0.513 with a constant of 17.847. The findings obtained in this research indicate that empowerment and trust are factors supporting each other to achieve maximum teacher OCB. This finding is relevant to the research results (Bogler & Somech,

2023; Popescu et al., 2022), which show that empowerment and trust influence OCB. A teacher will easily develop his OCB with good empowerment and support from good trust (Demir, 2021; Zacharias, 2021).

The principal greatly influences teachers as subordinates and superiors. School principals with trust and empowerment can influence, inspire and motivate teachers with their authority, motivational strength, sensitivity to subordinates, sensitivity to the environment and their example. These conditions will create a harmonious working atmosphere where teachers behave proactively, maintain good relationships with fellow teachers, help each other in solving problems, and teachers can think positively and broadly and tolerate each other without complaining. This will certainly make a huge contribution to achieving organizational goals.

Based on the research results presented above, it can be concluded that school principal empowerment and trust positively contribute and have a real influence on teacher OCB. This means that the higher the quality of empowerment and trust, the more teacher OCB will increase. The research findings are by (Al-Shami et al., 2023; Bogler & Somech, 2023; Dhali et al., 2023; C. et al., 2024; Idris et al., 2021; Mardiani et al., 2023; Hoai et al., 2022; Rahman & Karim, 2022; Hermanto et al., 2024; Darmawan & Maisaroh, 2022; Kloutsiniotis & Mihail, 2021; Galati et al., 2022) but differ in the variables used researched. These studies examine OCB with other variables, not only empowerment and trust. This shows that empowerment trust, and other variables or factors determine OCB. Analysis of the results of research findings with research that several researchers have carried out can be seen in the Table 6.

Table 6. Analysis of Research that has Been Carried Out Previously

No	Research that other researchers have carried out	Variables studied	Research conducted
1	(Al-shami et al., 2023); happiness at the workplace is related to innovative work behaviour and organizational citizenship behaviour through the moderating effect of innovative behaviour.	This research uses OCB as an independent variable.	Improving Organizational Citizenship Behavior (OCB) through empowerment and trust.
2	(Bogler & Somech, 2023); Organizational citizenship behaviour (OCB) above and beyond: Teachers' OCB during COVID-19	Research on OCB during the COVID-19 pandemic	Examining OCB and empowerment and trust variables.
3	(Dhali et al., 2023); The effects of abusive supervision on the behaviours of employees in an organization	Research on OCB with supervision	Other research examines OCB with variables other than empowerment and trust. This is a difference in themes and research findings.
4	(C. Hsieh et al., 2024); Acta Psychologica Empowering teachers through principals' emotional intelligence: Unlocking the potential of organizational citizenship behavior in Taiwan's elementary schools	Research on OCB, its relation to emotional intelligence and empowerment	
5	(Idris et al., 2021); Predicting factors of organizational citizenship behavior in Indonesian nurses	Research on Organizational Citizenship Behavior Factors in Indonesian Nurses	

No	Research that other researchers have carried out	Variables studied	Research conducted
6	(Idris et al., 2021); The Influence Of Discipline And Organizational Commitment On The Performance Of Employees Of Presiden Cikarang High	Research on OCB through the influence of discipline and organizational commitment	
7	(Hoai et al., 2022); The impact of internal control systems on the intensity of innovation and organizational performance of public sector organizations in Vietnam: the moderating role of transformational leadership	Research on the impact of internal control systems on innovation intensity and organizational performance on OCB	
8	(Rahman & Karim, 2022); Organizational justice and organizational citizenship behaviour: the mediating role of work engagement	Research on OCB as an independent variable on the mediating role of work engagement	
9	(Hermanto et al., 2024); The mediating role of quality of work life and organizational commitment in the link between transformational leadership and organizational citizenship behaviour	Research on OCB's relationship with transformational leadership	
10	(Darmawan & Maisaroh, 2022); The influence of transformational leadership and job satisfaction on organizational citizenship behaviour pada Islamic Boarding School tingkat SMA di Yogyakarta	Research relates to OCB, which is influenced by transformational leadership and job satisfaction.	
11	(Kloutsiniotis & Mihail, 2021); The effects of high-performance work systems in employees' service-oriented OCB	Research on the influence of high-performance work systems on employees' service-oriented OCB	
12	(Qalati et al., 2022); Employee performance under transformational leadership and organizational citizenship behaviour: A mediated model	Research on OCB as a mediation model on employee performance	

Table 6 above shows the differences between the research and previous research. These differences are mainly in the variables studied and, of course, in the results of the research findings. However, there are similarities between these studies, namely the main theme of OCB. OCB is a concept that refers to voluntary behaviour carried out by members of an organization outside of their official duties. The OCB context is relevant to Islamic education management. The relationship between OCB can be seen from the aim of Islamic education management, namely the application of Islamic values in all aspects of educational activities, including the behaviour of organizational members. In this context, OCB is voluntary behaviour that reflects Islamic values, such as honesty, justice, cooperation and concern for others.

From the results of the SITOREM analysis of the empowerment variable, one indicator must be improved as a priority: the ability possessed and professionalism. Meanwhile, other empowerment variable indicators are maintained and continue to be developed. Furthermore, for the trust variable, the indicator that must be improved is open communication between employees and leaders, and other trust variable indicators need to be maintained and developed.

CONCLUSION

This research was conducted to determine the influence of empowerment and trust and teacher OCB in private Islamic elementary schools in Cisaat District, Sukabumi Regency. A strong and significant positive influence exists between empowerment and trust, along with teacher OCB. The strong influence of empowerment and trust together with teacher OCB is shown by the correlation coefficient $r_{y12} = 0.775$ and the coefficient of determination $r^2_{y12} = 0.601$. This shows that empowerment and trust contribute to teacher OCB by 60.1%. Efforts to increase teacher OCB through increasing empowerment and trust of school principals include holding or participating in IHT, holding joint workshops related to strengthening motivation, strengthening religious values or character education, and teamwork. For example, self-motivation training, religious activities, outbound activities, family gatherings, and other similar activities can be carried out regularly and periodically. The principal and teachers must also participate in these activities to establish emotional closeness between teachers and principals. This research can be a reference for further research related to weak indicators that need to be improved, namely indicators of teacher professionalism ability/competence in the empowerment variable and indicators of open communication between leaders and employees, in this case, teachers. Therefore, it is hoped that other researchers can examine the aspects or indicators that need to be improved.

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