A Proposed instrument to measure the Organizational Citizenship Behavior of Teachers in Indonesian context

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ABSTRACT

This study aims to investigate teacher OCB (Organizational Citizenship Behaviors) dimensions, aspects, and indicators that serve as the basis for developing an instrument to measure teacher OCB. With the Indonesian context, this study is based on a qualitative study conducted by Shaheen et al. The instrument developed in this study uses a summated rating scale model based on self-reports. This study with Design and Development (D&D) research design went through some stages, namely 1) analyzing instrument item by focusing on content, construction, and language; 2) consulting to psychometric and language experts to obtain expert judgment; 3) validating the content through FGD with teachers and principals and trying out the instrument to the teachers individually to see its readability; 4) revising the instrument based on the first trial; 5) testing the instrument to the teacher group; 6) quantitatively analyzing the feasibility of the instrument using statistical methods; and 7) submitting the report/result to stakeholders. Group test results were analyzed using Exploratory Factor Analysis (EFA) by employing the LISREL 8.0 program.The instrument construct was based on the model developed by Shaheen et al. The construct included three factors, namely individual, organizational, and prosocial factors. The results of this study show that there are several rejected items due to the value of factor loading which is less than 0.5. Moreover, some items are rejected because they measure more than one factor mentioned. Besides, based on the analysis, two more OCB factors were added to the previously mentioned three factors. The factors are individual approach by teachers to students, teacher social awareness, teacher tolerance for student weakness and school shortcomings, teacher willingness to approach students' families, and teaching etiquette and showing empathy.

Keywords: *organizational citizenship behavior, teacher organizational citizenship behavior, educational organization*

INTRODUCTION

Teacher as one of the school components contributes to school achievements. Schools with a paradigm that emphasizes on school-based management make teamwork among teachers even more inevitable. Unfortunately, based on several studies, one of the obstacles to the implementation of School-Based Management (SBM) in Indonesia is the lack of teacher cooperation and empowerment (Maljumadi, 2005; Syahru, 2017; Atmaka, 2018). Teaching belongs to the service category with unique characteristics. According to Warsono (2017), it is impossible to become a professional teacher with no calling to do the job, idealism, and commitment. Teachers must be able to uphold ethics that adhere to humanity, justice, and social altruism. Another specialty of teacher work is that it is autonomous and has a minimum measurable deadline for academic years. Professional teachers will naturally work

beyond their main duties or exceed the minimum demands of their work (Dipaola & Hoy, 2007). Teachers need to work overtime to help students with learning difficulties, help new students adapt to the school environment, or communicate with student parents about juveniles committed. Although those activities are not clearly mentioned as their main tasks, teachers commonly feel that there is a need to do them.

Related to the various characteristics of the teacher's work, most of what teachers do can be categorized as an indicator of Organizational Citizenship Behavior (OCB). This term is used to describe the behavior shown by organizational members in the form of carrying out tasks that are more than the required standard, even though there is no formal or structured reward (Konovsky & Pugh, 1994 in Gaddis, 2016). In other words, someone shows OCB if he exceeds the standard of his duties, and he does this simply because he feels it is beneficial to the organization, and/or he feels voluntary and happy to do it. This behavior is also known as extra-role behavior. Somech & Drach-Zahavy (2000) cite various studies including Organ (1988), Parks (1990), and Van Dyne (1993), stating that extra-role behavior will provide additional resources to the organization and eliminate unnecessary formal mechanisms.

One of the studies on teacher OCB was conducted by Shaheen et al. (2016). Shaheen et al developed the OCB construct based on Williams & Anderson's (1991) of the existence of two categories of OCB (OCB-I and OCB-O) before adding one more category namely OCB-P. The OCB-P category is prosocial behavior which is related to the nature of the teacher's work which concerns not only on students and schools but also on stakeholders. The study conducted by Shaheen et al. collected the data through interviews so that the validity and reliability of the proposed constructs were not quantitatively measured. Shaheen et al. (2016) emphasize that there needs to adjust and adapt the instruments to fit the situation of the teacher work and Indian culture. This is in line with Podsakoff et al. (2000) stating the cultural context influences OCB a lot. For this reason, this study adapt the OCB instrument produced by Shaheen et al. into a self-report OCB instrument and test the OCB measurement instrument proposed by Shaheen et al.

LITERATURE REVIEW

1. Organizational Citizenship Behavior (OCB)

The informal system in an organization underlies the construct of Organizational Citizenship Behavior (OCB). Bateman and Organ (Sadeghi, 2016) argued that OCB is the individual behavior that positively contributes to an organization although the behavior is not required in formal work. This spontaneous behavior is shown to colleagues or supervisors/bosses, even though it is not explicitly stated in the job description or employment contract.

As mentioned by Somech & Drach-Zahavy (2000), factors encouraging the existence of OCB are satisfaction, commitment, perceptions of fairness, perceptions of salary equality, nature of work, employee morale construction, contextual factors, teamwork, and interactions. It is undeniable that personality will greatly influence OCB. Besides, the availability of resources and organizational culture influences OCB on employees. The followings are three main things about OCB; a) OCB must be based on volunteerism, as it is not explicitly stated as the main task. If the employee does not perform OCB, the organization is not allowed to impose any sanctions to the employee; b) OCB exists in various dimensions, in individuals, groups, and organizations. This makes estimates of the antecedent and effect of OCB are level-dependent. A multidimensional approach needs to be taken in order to produce more consistent findings of a person's OCB; and; c) OCB focuses on the benefit of employee behavior towards the organization. In other words, OCB uses an organizational perspective, not an employee perspective. Thus, OCB focuses on employee behaviors that benefit the organization.

The OCB measurement instrument is originally developed by Smith et al. (1983 in Khan 2017). He and his team developed an OCB measurement instrument by involving supervisors to assess their subordinates' behaviors. This instrument produces two dimensions of OCB, namely altruism and volunteerism. In further developments, Organ (1988) identify five dimensions of OCB, namely altruism, courtesy, civic virtue, conscientiousness, and sportsmanship. The five dimensions are analyzed by Williams & Anderson (1991), and as a result, OCB is divided into two levels, namely OCB-I and OCB-O. OCB-I focuses on employee behavior at an individual level, such as how employees respond to colleagues who need help in completing their tasks. Then, OCB-O is an organizational dimension which is related to how employees benefit their institutions/organizations, for example, notice of absence from work. Podsafkoff et al. (2000) conduct a further study on OCB by identifying the existence of seven OCB dimensions that are slightly different from Organ's (1988). The seven dimensions are altruism, sportsmanship, organizational loyalty, voluntary obedience, individual initiative, involvement as a member of the organization, and self-development. The most recent research on OCB resulted in new findings on the dimensions of OCB is conducted by Dekas et al. (2013). This research team formulate eight dimensions of OCB, namely employee sustainability, social participation, involvement as a member of the organization, voice, helping, knowledge sharing, individual initiative, and administrative behavior.

2. The instrument to Measure Teacher OCB

One of the studies on teacher OCB is conducted by DiPaola & Tcshannen-Moran in 2001. This research team argue that school organizational settings need more concern so that the OCB measurement can be more precise. The research used two OCB groupings as formulated by Williams & Anderson, namely OCB-I and OCB-O. Apart from the close relationship between teacher OCB and school climate, this study emphasizes the need to pay attention to school characteristics and teacher job types to develop teacher OCB instrument construct. The interesting point about this research is the recommendation of the need to pay attention to stakeholder pressure (community pressure) in schools. This is indicated that the impact of stakeholder pressure on teacher behavior does exist. In summary, the study recommends that the next OCB study should discuss the issues of public pressure which is related to OCB.

Furthermore, research on teacher OCB in India conducted by (Shaheen et al., 2016) is based on Williams & Anderson's theory of two categories of OCB (OCB-I and OCB-O). Shaheen et al. research puts one more category, namely OCB-P or prosocial behavior. This category is related to the nature of teacher work which concerns not only individual students and schools but also stakeholders. A teacher OCB theory model is originally developed by Somech & Oplatka (2014 in Shaheen, 2016). According to Oplatka (2006), schools as service providers are currently demanded to become more competitive, so there is a need to pay attention to stakeholders including parents.

OCB-I is a behavior that directly relates to other individuals. In the context of teacher work, Shaheen et al. (2016) present an example of OCB-I in the cases of teachers helping children with problems, teachers being friendly to students, and teachers reminding students to keep their belongings safe. Teacher OCB-I aspects shown from Shaheen's research include some aspects, namely willing to cooperate and help, providing counseling, giving individual attention, and providing other motivational factors. Then, OCB-O focuses on teacher behavior towards organizations/schools. Shaheen et al. provide examples of OCB-O in teacher attendance, punctuality, and willingness to work overtime or not doing personal business during working hours. Moreover, this aspect is shown in affective behaviors in working, school assessment, positive atmospheres, and etiquette towards students. At last, in terms of the OCB-P dimension, there are two main aspects found, namely social awareness to accommodate parents and children's problems related to families and the teacher's willingness to always provide the latest information about students to parents.

Considering the issues mentioned previously, this study makes use of the Shaheen et al. instrument construct to measure teacher OCB. However, as Shaheen et al.'s instrument is based on a stakeholder perspective or peer-evaluation and interviews, this study tries to develop the construct into a multilevel

scale and self-report instrument. This is in line with Somech & Drach-Zahavy (2000) who argue that teacher should self-assess their OCB because the context of teacher work is more independent and the unique work structure in schools makes it impossible for the principals to always monitor and supervise both teachers' main performance and OCB. In addition, the correlation between assessments by the principal and assessments by colleagues is relatively low, so there might be bias in assessing. Moreover, Organ (1990) in Somech & Drach-Zahavy, 2000) points out that other people's judgment does not always generate more valid results than self-assessment. Based on this review, in this study, the researchers develop a self-report based a developed OCB instrument.

RESEARCH METHOD

This study was conducted from January to July 2019. Data were taken from high school and vocational school teachers in Yogyakarta and Central Java. The subjects of the research were 100 high school and vocational school teachers. The Design and Development (D&D) was employed as the research design. The stages taken were: 1) analyzing instrument item by focusing on content, construct, and language; 2) consulting to psychometric and language experts to obtain expert judgment; 3) validating the content through teacher's and School Principal's Focus Group Discussion, and trying out the instrument to 100 teachers individually to see its readability; 4) revising the instrument based on the first trial; 5) quantitatively analyzing the feasibility of the instrument using statistical methods; and 6) submitting the report/result to stakeholders.

The results of the group test were analyzed using Exploratory Factor Analysis (EFA) through the LISREL 8.0 program. The instrument was tried out to senior and vocational high school teachers in Yogyakarta and Central Java Provinces. The instrument developed was in the form of a summated rating scale or also called a Likert scale model which was a self-report in nature. Five response choices were made in accordance with the contexts of the question in each item.

RESULT AND DISCUSSION

Based on the steps mentioned in the research design, the first step that the researcher took was to analyze the instrument items by focusing on its content, construction, and language. The researcher translated the blueprint of the instrument developed by Shaheen et.al (2016). In translating, the instrument was adjusted in accordance with the Indonesian context and culture because some indicators in Shaheen's instrument were closely related to Indian culture. The instrument open code was completed with language translation, some component descriptions were made and presented below.

Table 1. The Construct of the Instrument before Expert Judgment and Teacher FGD

No	DIMENSION	ASPECT	INDICATOR	ITEM CONTENT
1	OCB-Individual	A. Cooperation and Support	1) Willingness to help	1. I assist students who have learning difficulties.
			2) Ability to approach the students	2. I approach children in different ways.
			3) Being friendly and approachable	3. Students are close to me.
			4) More attention	4. I provide individual guidance to slow learners.
			1) Individual Guidance	5. I know my student problems.

		B. Guidance	2) The effort to encourage students	6. I encourage my students to keep trying.
			3) Willingness to listen to student problems	7. My students approach me to discuss the problems.
			4) Providing facilities to students	8. I ask students to be active in extracurricular activities according to their interests and talents.
		C. Individual attention	1) Special attention to students	9. I know that some of my students have special needs, and they need to be assisted.
			2) Willingness to assist students in doing assignments	10. I allocate some time for students who need an additional explanation about certain learning material.
			3) Willingness to wait for students	11. I start the lesson when all the students are ready.
			4) Care of student belongings	12. I remind students not to leave their personal belongings at school.
			5) Involving students in learning	13. I choose student-centered teaching methods.
		D. Motivational factor	1) Attention to overall student development	14. I concern about students' physical, mental, social, intellectual, and spiritual development.
			2) Concern about habituation of courtesy	15. I warn students not to behave inappropriately.
			3) Efforts to encourage student self-confidence	16. I ask students to come forward in front of the class to present a particular assignment.
			4) Giving compliment	17. I give a compliment to students for their good works.
			5) Showing learning outcomes	18. I display students' work in the classroom or around the school.
			6) Giving motivation	19. I correct students' work and provide comments on their achievements.
2	OCB-Organization	A. Affective Behavior	1) Showing affection to students	20. I pay attention to the student even though he or she is no longer a student in my class.
			2) Re-explaining teaching materials	21. To absent students, I briefly explain the topic studied at the previous meeting.
			3) Efforts to avoid giving punishment	22. Punishment is important.
			4) Willingness to understand	23. Slow learners make me irritated.
			5) Willingness to spend time with students	24. I serve students only during working hours.
		B. Respect for school	1) Willingness to talk about the school achievements	25. I think that my school has more shortcomings than achievements.

			2) Accepting transfer students	26.	It is fine for me to have transfer students in my class all the time.
			3) Accepting the school condition	27.	I accept school shortcomings.
		C. Positive Atmosphere	1) Leaving the door open when class starts but some students are still outside	28.	I do not close the classroom door when I see my students are still outside although lessons are about to start.
			2) Letting students coming late get into the class	29.	I allow my students to attend classes even though they are late.
			3) Solving problems in class	30.	I remind students to be polite during discussions.
			4) Focusing on positive behavior	31.	I pay more attention to students who break the rules.
		D. Student Etiquette	1) Respect for students	32.	I think that students breaking the rules are always guilty.
			2) Congratulating and telling wishes	33.	I tell my hopes and prayers to students who will take exams or competitions.
			3) Not demanding to parents	34.	I tell the students not to demand too much from their parents because their parents are not always capable of fulfilling all their wishes.
			4) Respect and love for the family	35.	I ask the students to not always demand that their parents buy something.
		E. Care and approach to family	1) Showing sympathy to student families	36.	I need to know my student family problems.
			2) Student welfare	37.	Student safety while in school is my priority.
			3) Bond and affection with students	38.	It is easy for me to remember the names of my students even though they are not in my class or they are already graduated.
			4) Organizing school farewells	39.	I like to be at school farewells.
			5) Familiarity with student behavior	40.	I memorize the habits of my students in the class.
			6) Creating an intimate atmosphere	41.	I do not mind eating with my students.
			7) Crying because of memory about students	42.	I am touched when I remember the memory of being with my students.
		F. Friendliness to student families	1) Efforts to involve parents	43.	I asked the parents what they expect from the school.
			2) The good relationships	44.	I greet student parents.

				between teachers and parents	
			3)	Discussions with parents about their children's behavior	45. I am glad that parents ask me about their children's behavior at school.
			4)	Being consistent in providing information to parents about their child's progress	46. I carry out my task to pass on information to parents.
			5)	Providing a personal contact number to parents	47. I give parents my contact number, so they can contact me.
3	OCB-Prosocial	A. Social awareness	1)	Financial support	48. I do not hesitate to help underprivileged students who cannot afford learning tools.
			2)	Encourage discipline at home (not only at school)	49. I ask parents whether their children are disciplined at home.
			3)	Concern about students' family problems	50. I ask my students if they have had breakfast.
			4)	Giving more attention to student problems	51. I try to learn more about my students' problems.
			5)	Willingness to work overtime outside of working hours	52. I do not mind when students coming to my house to study.
		B. Providing Information to parents	1)	Continuous monitoring	53. I save my student's parent/ guardian number.
			2)	Providing regular information to parents	54. I provide regular and periodic information to parents about school policies.
			3)	Willingness to ask parents about the reason for students' absence	55. I contact parents to confirm their children's absence.
			4)	Providing parents with information about student problems at school	56. I invite parents to discuss the problems that their children face.

After getting input from the experts and teachers through the FGD, the number of items was reduced to 52. Then, after being revised based on the experts' and senior teachers' suggestions, the instrument was tried out to 100 teachers. During the trial, the researchers could only take 94 self-reports back due to an uncontrollable situation.

The results of the quantitative analysis of the instrument feasibility performed using Exploratory Factor Analysis (EFA) are presented below.

KMO Value

In factor analysis, there is a need to measure the correlation among variables so that groups are formed. The researchers carry out factor analysis using KMO (Kaise-Meyer-Oikin Measure).

Table 2. KMO Measurement

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.678
Bartlett's Test of Sphericity	Approx. Chi-Square	3119.340
	df	1326
	Sig.	.000

The table above shows that the Sig value is 0.000. With a value that is below 0.05, it is indicated that "there is a relationship among the variables being tested". Thus, Exploratory Factor Analysis can be carried out. Keiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy value is 0.678. It means that the correlation between the variables being tested is quite high, as 1 means a very strong relationship while 0 means no relationship at all or very weak. This quite strong relationship among the variables tested indicates that Exploratory Factor Analysis can be carried out. The minimum tolerable value for KMO is 0.5.

Total Variance Explained

The researchers conducted a Total Variance Explained analysis to determine how many factors are formed from the existing components. From the results of the calculation using Total Variance Explained, it is found that there are 13 factors. This is based on the value of Eigenvalues which are greater than one. This finding is presented a Scree Plot in Figure 1.

Scree Plot

The Scree Plot figure below shows that in components 1 to 2, the line clearly moves downward, components 2 to 3 decline, components 3 to 4 and components 4 to 5, and components 5 to 6 decline greatly. Furthermore, components 6 to 7 to components 12 to 13 show a downward line with a narrower slope but the Eigenvalues are above 1. The scree plot shows that there are thirteen components formed thus supporting the result of Total Variance Explained.

Figure 1. Scree Plot
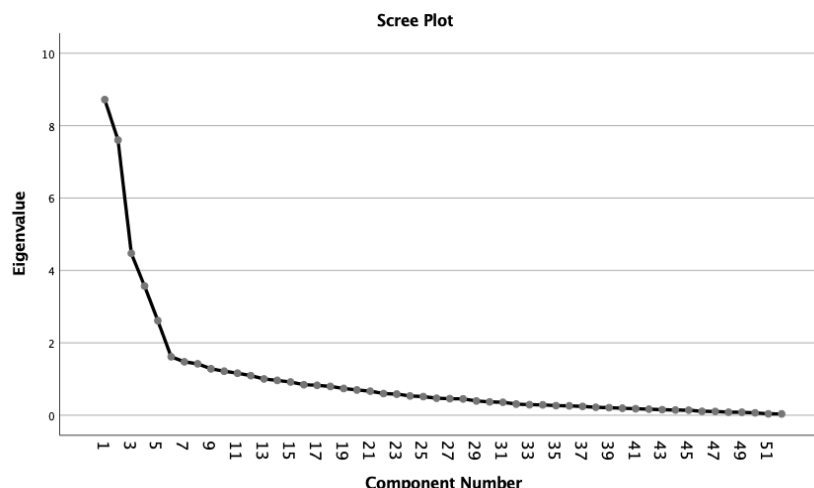
Component Matrix

To determine the correlation between variables and components (component loading), the researchers carry out a component matrix analysis. The distribution of 52 items on the thirteen factors or components formed is found. This result is somehow useless because 52 items should have been equally distributed over the 13 components that are formed.

Rotated Component Matrix

After the factors are rotated using the Varimax method, it is shown that 52 items form 13 factors or components as shown in table 3. Some of these items are grouped into five factors, while some other items are scattered and rejected because they have Factor Loading less than 0.5. There are some factors with no item or only one and two items. Since these factors are identified by only one or two items, the researchers decide to delete the items. In addition, there is one item that has two factors. This item is deleted because one item can only measure one factor.

Table 3. Rotated Component Matrix

Component

	1	2	3	4	5	6	7	8	9	10	11	12	13
I01	.623												
I02	.604												
I03	.727												
I04	.655												
I05	.651												
I06	.620												
I07	.655												
I08	.735												
I09	.580												
I10	.764												
I11	.666												
I12	.592												
I13	.579												
I14	.634												
I15						.857							
I16						.598							
I17													
I18										.752			
I19									.763				
O01							.571						
O02							.790						
O03			.687										
O04			.713										
O05			.670										
O06			.815										
O07			.731										

	1	2	3	4	5	6
O08		.831				
O09		.780				
O10		.760				
O11				.793		
O12				.817		
O13				.758		
O14						
P01				.547		
P02				.501		.735
P03					.753	
P04			.727			
P05			.690			
P06			.513			
P07			.678			
P08			.672			
P09			.688			
P10			.852			
P11			.781			
P12	.713					
P13	.850					
P14	.837					
P15						
P16	.804					
P17	.844					
P18	.800					
P19	.717					

The items deleted are:

1. Items I17, O14, and P15 because they have Loading Factors less than 0.5.
2. Items I18, I19, and P3 as they measure one factor only.
3. Items I15, I16, O1, and O2 because there are only two items in each factor.
4. Item P2 because this item measures two factors.
5. Factors 6 through 13 because they do not have items and or only have an insignificant number of items to be used to measure teacher OCB.

Based on the results of the rotated component matrix, it can be seen that the organizational factors according to Shaheen et al.'s version are divided into three. Therefore, teacher OCB which originally consists of three factors now consists of five factors. The five factors or components that belong to the item group, namely factor 1, factor 2, factor 3, factor 4, and factor 5 are named. The following is the result of OCB instrument development with five factors.

Table 4. Teacher OCB Factors

No	FACTOR	ASPECT	INDICATOR	ITEM CONTENT
1	Teacher individual approach to students	A. Closeness to students during learning	1) Willingness to help	1. I assist students with learning difficulties in accordance with their needs.
			2) Ability to approach the students	2. I approach children in different ways.
			3) Being friendly and approachable	3. Students are close to me.
			4) More attention	4. I provide individual guidance to students with learning issues.
		B. Guidance	1) Individual Guidance	5. I try to gain information about my student learning problems.
			2) The effort to encourage students	6. I encourage my students to keep trying.
			3) Willingness to listen to student problems	7. I allocate some time to listen to students telling me their problems.
			4) Providing facilities to students	8. I ask students to be active in extracurricular activities according to their interests and talents.
		C. Individual attention	1) Special attention to students	9. I try to get closer to students with problems, so I can provide certain help.
			2) Willingness to assist students in doing assignments	10. I allocate some time for students who need an additional explanation about certain learning materials.
			3) Willingness to wait for students	11. I start the lesson when most students are ready.
			4) Care of student belongings	12. I remind students not to leave their personal belongings at school.
			5) Involving students in learning	13. I choose student-centred teaching methods.
			6) Attention to overall student development	14. I concern about students' physical, mental, social, intellectual, and spiritual development.

2	Teacher social awareness	A. Concern for students' families	1) Financial support	15. I do not hesitate to help underprivileged students who cannot afford learning tools.
			2) Encourage discipline at home (not only at school)	16. I provide parents with parenting tips.
			3) Concern about students' family problems	17. I listen to students telling their family problems.
		B. Providing Information to parents	1) Continuous monitoring	18. I save my student's parent contact.
			2) Providing regular information to parents	19. I provide regular and periodic information to parents about school policies.
			3) Willingness to ask parents about the reason for students' absence	20. I contact parents to confirm their children's absence.
			4) Providing parents with information about students' problems at school	21. I invite parents to discuss the problems that their children face.
3	Teacher tolerance of student and school shortcomings	A. Patience	1) Efforts to avoid giving punishment	22. I give punishment to students.
			2) Willingness to understand	23. Slow learners make me irritated.
			3) Willingness to spend time with students	24. I serve students only during working hours.
		B. Respect for school	1) Willingness to talk about the school achievements	25. I tend to talk about school shortcomings rather than its achievements.
			2) Accepting the school condition	26. I accept school shortcomings.
		C. Creation of a positive	1) Letting students coming late	27. I allow my students to attend classes even though they are late.

		atmosphere in class	get into the class	
			2) Solving problems in class	28.I remind students to be polite during discussions and solve problems in class.
			3) Focusing on positive behavior	29.I pay more attention to students who break the rules.
4	Teacher willingness to approach student parents	A. Approach to families	1) Organizing school events with stakeholders	30.I like to attend school reunions.
			2) Familiarity with student behavior	31.I memorize the habits of my students in the class.
			3) Creating an intimate atmosphere	32.I do not mind eating with my students.
		B. Friendliness to student families	1) Efforts to involve parents	33.I asked the parents what they expected from the school.
			2) The good relationships between teachers and parents	34.I greet student parents when I meet them.
			3) Discussions with parents about their children's behavior	35.I discuss student behavior with parents.
			4) Being consistent in providing information to parents about their child's progress	36.I deliver school information to parents.
			5) Providing a personal contact number to parents	37.I give parents my contact number, so they can contact me.
5	Teaching etiquette and showing empathy	A. Teaching etiquette to students	1) Respect for students	38.I remind students to always respect other's opinions.
		B. Showing empathy	2) Not demanding to parents	39.I remind students to always maintain good communication with parents.

				3) Showing sympathy to student families	40.I visit students who are ill.
				4) Congratulating and telling wishes	41.I ask all students to pray for their friends who will have competitions.

The result of this study explained more complicated than the five dimensions of OCB of the teachers worked by Organ (1997). Organ argues that there are five dimensions of OCB, namely altruism, courtesy, civic virtue, conscientiousness, and sportsmanship. The result showed that there are twelve aspects of teacher's OCB in Indonesia context as such: 1) Closeness to students during learning; 2) Guidance; 3) Individual attention; 4) Concern for students' families; 5) Providing Information to parents; 6) Patience; 7) Respect for school; 8) Creation of a positive atmosphere in class; 9) Approach to families; 10) Friendliness to student families; 11) Teaching etiquette to students; and 12) Showing empathy. The point that makes teacher OCB different from OCB of other professions is the stakeholders. Teachers work not only with students but also with student parents. Moreover, instrument development in this study is inseparable from the contexts of environment and culture, so the instrument developed by Shaheen et al. (2016) should be adapted to the Indonesian context.

CONCLUSION AND SUGGESTION

1. Conclusion

The teacher OCB instrument construct based on the model developed by Shaheen et al. includes some factors, namely individual, organizational, and prosocial factors. After being analyzed and then adapted, those three factors are made into five. They are 1) teacher individual approach to students, 2) teacher social awareness, 3) teacher tolerance of student and school shortcomings, 4) teacher willingness to approach student parents, and 5) teaching etiquette and showing empathy. These factors are similar to the previously established OCB theory.

2. Suggestion

Based on the results of this study, the research team recommends conducting further research on the developed OCB teacher construct with five factors. The instrument developed in this study must be tried out to find its validity using CFA (Confirmatory Factor Analysis), its reliability should be checked using Cronbach's Alpha.

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