The Effect of Teacher Leadership and Integrity on Biological Teachers' Organizational Citizenship Behavior (OCB)

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Abstract

Education is taking the main priority of any country nowadays and teachers hold an important role in improving human resources. Teachers' performance is reflected by one of its dimensions called organizational citizenship behavior (OCB) used as the most measurable indicator in evaluating teachers. That was why it was urgent to study whether teachers, in this case, biological teachers' OCB hypothesized affected directly or indirectly by teachers' leadership (TL) and their integrity (IN). Therefore, a causal survey was used by selecting randomly 97 senior high school biological teachers, in the district of Cilegon, West Java, Indonesia. There were three instruments developed to measure teachers' OCB (reliability was 0.947), TL (reliability was 0.947), and IN (reliability was 0.926). Data were analyzed by path analysis.

The research results revealed that TL affected teachers' OCB, but its effect was not significant. However, IN directly and significantly affected teachers' OCB, and TL directly and significantly affected teachers' IN as well. Its indirect effect was also found not significantly affected teachers' OCB by teachers' TL through teachers' IN. Based on these findings, it was also found that IN was not a good mediated factor as did confirm what was depicted by Colquit, et.al. (2019) model of integration in organizational behavior. Needless to say, it could be concluded that if schools or any other institutions plan to improve teachers 'performance (OCB), by minimizing its OCB variation, therefore, some school policies should consider only the stronger teachers' integrity through the training packages..

Keywords

Organizational Citizenship Behavior (OCB), Path Analysis, Reliability (rel.) and Teacher Leadership

INTRODUCTION

Education has not been fully able to improve the quality of human resources. The need for quality human resources is increasingly needed in various contexts in this globalization era, including in the context of education. The success of educational goals in schools depends on human resources in schools, namely teachers. Professional teachers are placed as learning agents to improve the quality of education, in this case, teachers must have good competence. If the teacher's competence is very good, then the teacher's performance in the learning process is also very good to produce quality education (Rahmadiana, et. al., 2020).

Teachers are an important element in the education system, especially in schools, so important is the role of teachers in transforming educational inputs, so many experts state that there will be no change or quality improvement in schools without changes and improvements in the quality of teachers (Ministry of National Education, 2008). One of the teacher competencies is social competence. According to Astuti et al., (2020) Teachers are social beings who must have empathy for others and have citizenship behavior. The teacher does not only carry out the main task but also does the task outside his formal obligation. Teacher behavior in doing work outside of formal obligations is called Organization Citizenship Behavior (OCB).

Organizational Citizenship Behavior (OCB) is a set of voluntary and optional behaviors that cannot be considered official duties of individuals but are carried out by them and can lead to an increase in effective organizational tasks and roles (Hadjali & Salimi, 2012). Organizational citizenship behavior (OCB), according to Ivancevich & Robert Konopaske, (2014); Putrawan, (2019) OCB is a type of voluntary behavior that contributes positively to the achievement of organizational goals. Newstrom, (2015) defines that OCB work is fully influenced by the individual's willingness to exceed task targets. Research conducted by Somech & Bogler, (2019) shows that OCB contributes to organizational effectiveness by creating social capital, increasing efficiency, and increasing productivity. A teacher has a high level of OCB if he can lead (good teacher leadership) allowing the emergence of a desire to contribute to the progress of an organization.

A teacher has leadership qualities in him that are useful for influencing, directing, guiding, and motivating students. Leadership is the ability to influence a group toward achieving its vision and goals (S.P. Robbins & Timothy, 2009). There are types of leadership, namely transformational and transactional. According to Supriyatin et al., (2017), the teacher as a transactional leader is to maintain the stability of the classroom atmosphere so that teaching and learning activities run smoothly.

Transformational leadership where there is a sense of trust, and respect between students and teachers.

The teacher is a leader in the class. According to social learning theory, each individual will learn through the observation of role models to provide specific guidance for their behavior (Qu et al., 2022). Leaders as agents of change are very important in managing subordinates to achieve organizational performance and organizational goals (Supriyatin et al., 2019). Managing subordinates here in terms of managing classes and organizations, namely schools. According to Hasanah et al., (2020) a teacher is said to have good leadership if he can influence, direct, guide, and motivate students to be able to learn with targets that meet learning objectives. Leadership is another important factor that affects the level of organizational commitment and ultimately increases the role of OCB.

Factors that affect teacher OCB are not only leadership but integrity. Integrity is the characteristic of individuals who have strong principles and are honest (Barbara, 2010). Someone with integrity prioritizes sincerity, and honesty and can be trusted by others. Thus, an organization can achieve its goals successfully because individuals have integrity. Lapidot et al., (2007) define integrity is a moral-ethical dimension that directs employees to work and supports the organization's main mission, taking into account that leaders have integrity. Bogler & Somech (2005); oğalta & Karadağ, (2016) used empowerment as a mediating factor between teacher leadership and teacher OCB. The results reveal that integrity has a relationship with follower performance which is strongly intervened by leader effectiveness (Zhang et al., 2014)

Prottas & Nummelin, (2018) in their research state that there is a positive relationship and a direct influence between the integrity of the teacher and the teacher's CB. Teachers with integrity are likely to be able to make a positive contribution and work voluntarily beyond their basic duties to achieve organizational goals. The existence of integrity possessed by the teacher then the goals set are more focused to be able to optimize OCB. Given the role of teachers as an important component of schools that can realize the achievement of school goals, teachers are required to be professional in their work. Professional teachers have integrity within themselves. Teachers in doing work in schools must be committed between the words spoken and the actions. The suitability of the words and actions taken by the teacher has a positive impact, including being able to give confidence to the leader and friends among colleagues.

Many studies have been conducted on OCB which is influenced by various factors such as personality (Fahmi, 2017), motivation (Angger Wardhani et al., 2019), performance (Widyacahyani et al., 2020), organizational commitment and many others .

This study only examined the effect of leadership and integrity. There have also been many studies on leadership influencing OCB (Arimbawa & Sudharma, 2016; Asgari et al., 2020; Jameel et al., 2021) and integrity influencing OCB (Zhang et al., 2014a). Once the importance of teacher OCB in providing the effectiveness of an organization in terms of schools, the teacher leadership, and integrity factors need to be based as supporting factors. Although this research has been done a lot, for the city of Cilegon and Serang district this has never been done. Therefore, researchers are interested in researching. Based on the above background, it is necessary to research the influence of teacher leadership and integrity on the OCB of biology teachers.

RESEARCH METHOD

The objective of this research was aimed at find out the information dealing with the effect of teacher leadership and integrity on teachers' OCB. For this, a causal survey was used involving 97 biological teachers at a public senior high school selected randomly, in the district of Cilegon, West Java, Indonesia. There were three instruments developed to measure teachers' OCB (24 items), teacher leadership (32 items), and integrity (25 items). Data were analyzed by path analysis based on its testing derived from regression and correlation verification.

RESULTS AND DISCUSSION

Based on the results of the study, there was no significant direct effect between teacher leadership on organizational citizenship behavior. This is because the leadership possessed by teachers is not enough to terms of influence OCB. Because OCB also involves high sincerity and willingness to make teachers do tasks outside of their responsibilities at school. The leadership possessed by teachers is not enough in terms of influencing OCB. Because OCB involves high sincerity and willingness that makes teachers do tasks outside their responsibilities at school.

Another thing in the research of Walumbwa et al. (2010) is that there is a positive relationship between leadership and OCB. According to Dos & Ozden (2016) and research (Quraishi & Aziz, 2018) shows a positive relationship between leadership and OCB behavior in schools. Whereas teacher leadership is important to improve OCB. Quraishi & Aziz (2018), argued that other factors can also affect OCB such as work ethic, organizational commitment, work motivation, and personality.

Teachers voluntarily show positive behaviors such as helping others, volunteering for additional tasks, doing work, and some other things that are beneficial to the school. OCB can increase individual contributions that exceed the demands of roles in the workplace (Chidir et al., 2020). Laski & Moosavi (2016) explain that OCB can increase productivity collaboration between teachers and principals and organizational needs for resources, facilitate teacher coordination in teams, realize organizational performance stability, and benefit the organization's adaptation to environmental changes.

In addition, according to Ahmed, (2021) OCB refers to behavior that aims to help other co-workers (eg directing a new teacher), aims to help students improve their

performance and achievement, and describes interpersonal behavior that is directed at school benefits. In practice, teacher leadership involves various teacher activities such as developing a shared teacher vision; managing the organization's teacher programs through curriculum planning and programming, monitoring student learning, and teaching; promoting professional learning, and upholding academic standards (Mc Shane & G., 2010). According to OCB teachers play a key role in educational success and overall school efficiency (Cheasakul & Varma, 2016).

Leadership has two styles, transactional leadership style, and transformational leadership. According to Arifudin et al., (2020) leadership style is a process of directing and influencing activities related to work. Transformational leadership includes employees in the decision-making and planning processes of the organization. This makes workers feel like co-owners of the organization, not just employees. When teachers are included in institutional decision-making and planning processes, teachers are empowered to do their best because they fully understand the expectations required. Nugroho's research, (2017) suggests that there is a positive direct influence of transformational leadership on OCB.

Transformational leaders build cohesive bonds with their subordinates making them feel a clear sense of belonging. When such a relationship exists and people move as a team, it is easier to overcome challenges. A good leader realizes that he cannot do it alone, but needs the support and commitment of others. The leadership style of teachers in schools is generally transactional (Supriyatin et al., 2017). The main focus of the teacher as a transactional leader is to maintain the stability of the classroom atmosphere so that teaching and learning activities run smoothly.

Bass, and Bearnard, (2006) stated that transactional leadership functions in building the foundation between superiors and subordinates while transformational leadership is more about building the abilities and performance of subordinates through tasks that challenge, motivate and inspire subordinates. According to Salahudin, (2021) transactional leadership motivates subordinates to act as expected through the determination of rewards and punishments. Yapentra & Herman's (2020) research shows that Transactional leadership has a positive and significant effect on OCB. Lasut et al., (2019) described transformational leadership and transactional leadership have a significant effect on OCB. Thus, it can be concluded that teacher leadership in schools has a very important role in influencing teacher OCB.

Thus, it can be concluded that teacher leadership in schools has a very important role in influencing teacher OCB. Teachers can perform both transformational and transactional leadership. According to the complementary continuum, transformational leadership is not effective if it is not accompanied by transactional leadership (Bass, Bearnard, 2006). The two leadership styles each have their characteristics and advantages, but in their application, they must be adapted to the circumstances and conditions that take place in schools.

There was a significant and linear direct influence between integrity and organizational citizenship behavior (see figure 1 below). Teachers as the spearhead of school success are referred to as the contribution of teachers' OCB in improving the quality of education. The teacher's voluntary behavior or OCB towards the organization, adherence to ethical values, integrity, commitment, and good trust for the organization is still not optimal. Research by Pertiwi et al., (2019) that leadership affects integrity.

According to Setiawan et al. (2016) leadership includes Leaders, followers, influence, purpose, responsibility and integrity, change, and having a common goal. Teacher leadership is the same as other forms of leadership, namely the process of influencing others, in this case, teacher leadership aims to improve student learning through the learning process (Achua et al., 2010). When a teacher has high leadership values, the teacher directly has high integrity as well. This is under the opinion of several experts including Robbins and Hakim who stated that.

Trust is the main attribute associated with leadership. If it is not trusted, it will seriously affect the group's performance. To be trusted we must be honest, faithful in supporting others, keep believing in ourselves, and do what we should do (Stephen P. Robbins, 1994). Integrity is included in one of the principles of authentic leadership, where this leadership describes a positive leadership style as a style that focuses on integrity, honesty, and high moral values (Shie & Chang, 2022). Authentic leadership according to Iszatt-White & Kempster, (2019) is a behavioral style of leaders creating and enhancing positive psychological and moral competencies to further develop self-awareness, internalized moral perspective, balanced information processing, and relational transparency.

According to Choi, (2021) integrity shows appropriate values to those around them through their behavior. Leaders who behave with integrity can strengthen their organizations by hiring talented and ethical employees. Thus, teacher leadership is strongly influenced by integrity. A teacher who has integrity will be trusted by his students. There was a significant and linear direct influence between teacher leadership on integrity. This is because a leader must have integrity. The integrity of the teacher will direct students and support the creation of educational goals.

Several studies have stated that integrity can directly affect OCB significantly, one of which is the research of Pertiwi et al. (2019) that integrity can affect OCB. The research of Juniartha et al., (2017) explains that someone who has integrity will grow OCB. OCB is a behavior that requires self-awareness, especially in improving quality in various matters such as discipline, integrity, commitment, and others (Nugroho, 2017). Integrity is a concept that shows consistency between actions, values , and principles, communicating openly and honestly, keeping promises and commitments, acting in a way that was consistent with supported values, acknowledging and accepting

responsibility for mistakes not trying to manipulate or deceive people.

Integrity is included in the dimensions of trust. A trust consists of three main dimensions, namely Ability, Benevolence, and Integrity (Hasanah et al., 2020). According to Rahmadiana et al. (2020) stated that trust is an important element that drives the effectiveness of cooperation and communication in the functioning of an organization. The dimensions of integrity are honesty, consistency, and trustworthiness. A person with integrity has the characteristics of being trustworthy, not lying, speaking according to the truth, being open, and taking actions according to the words he says.

In a school context, this OCB includes behaviors such as staying after school to help students with learning materials, helping coworkers with heavy workloads, suggesting improvements in pedagogical issues, and speaking well about school to outsiders (Sesen & Basim, 2012). . Thus it can be concluded that integrity affects OCB, without integrity in a teacher, the teacher will not be able to provide wise behavior in the classroom.

There was an indirect effect of teacher leadership on OCB through integrity, however, this effect was not significant, its effect was by chance. According to Zhang et al., (2014b) integrity is an important dimension of the leadership prototype. A leader who has high integrity tends to have OCB. The higher the integrity of a leader, the better the leader will fit into their prototype, which in turn increases the leader's effectiveness. That effectiveness should motivate followers to help and support the leader by increasing their OCB. Leaders with integrity will be more effective, theoretically, and will motivate followers to engage in more OCB as depicted by the figure below.
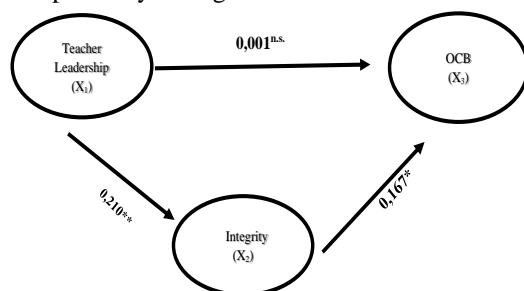
Figure 1. Empirical Model
*P < 0.05; ** P < 0.01; n.s: non-significant

CONCLUSION

The conclusion of the findings of this study is directed at OCB which can be empowered by considering how school students perceive the leadership styles of their teachers called teacher leadership, both transformational or transactional directions and characteristics in terms of their personalities which are influenced by several factors and should ultimately be mediated well by integrity. However, based on this research. The role of integrity was not as good as expected, since its effect as a mediated factor could be neglected. Therefore, the important role of integrity as one of the trust

dimensions conceptually, could not be ignored when OCB would be probably improved and developed in schools.

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