Influencing OCB in Teachers and Staff at MAN Mataram

Eka Andini[1], Muh. Syarif Hidayatullah[2], Supriyanto[3]
[1] Universitas Mataram
[2] Institut Elkatarie
[3] STAI Al-Muntahy Sampang

e-mail Correspondent: **Ekaan109@gmail.com, ayifh09@gmail.com, Supriyantotiram@gmail.com**

Info Artikel	Abstract
	This study examines the factors influencing Organizational Citizenship Behavior (OCB) among teachers and educational staff at Madrasah Aliyah Negeri (MAN) in Mataram, Indonesia. OCB, defined as voluntary behaviors that contribute to organizational effectiveness without formal rewards, plays a critical role in enhancing institutional performance, collaboration, and student outcomes. Using a quantitative descriptive approach, the research identifies job satisfaction, leadership style, organizational culture, perceived organizational justice, and intrinsic motivation as key determinants of OCB. Findings reveal that 96.8% of respondents exhibit moderate to very high levels of OCB, indicating a generally positive organizational culture. However, challenges such as excessive workloads, lack of recognition, and limited professional development hinder optimal OCB levels. The study also highlights the unique influence of Islamic values in fostering discretionary behaviors, emphasizing the importance of aligning organizational practices with cultural and religious principles. Recommendations include strengthening transformational leadership, enhancing job satisfaction, ensuring fairness in reward systems, and fostering a collaborative work environment. By addressing these factors, MAN Mataram can improve institutional effectiveness and contribute to the broader goal of enhancing the quality of education in Indonesia. This research provides valuable insights for policymakers and educational stakeholders seeking to optimize human resource management and OCB in Islamic educational institutions. .
Keywords:	

Background

Education plays a pivotal role in shaping the quality of human resources and enhancing national competitiveness. In the context of Indonesia, the education system is designed to fulfill the constitutional mandate of "educating the nation's life", as enshrined in the 1945 Constitution. Educational institutions, both public and private, are tasked with not only imparting knowledge but also fostering intellectual, moral, and social development. The effectiveness and efficiency of educational institutions, therefore, must be continuously improved, particularly through the optimization of human resource management (HRM) within the education sector.

One of the key factors influencing the success of educational institutions is the performance and dedication of teachers and administrative staff. The effectiveness of human resources (HR) within an educational setting significantly impacts the institution's ability to achieve its mission and vision. Hence, implementing strategic HRM practices that enhance motivation, commitment, and professional dedication is crucial for ensuring optimal contributions from educators and educational staff. In this regard, the concept of Organizational Citizenship Behavior (OCB) has gained prominence as a critical determinant of institutional success. OCB refers to voluntary behaviors exhibited by individuals within an organization that are not explicitly recognized by formal reward systems but contribute significantly to organizational effectiveness. In the context of education, OCB encompasses behaviors such as teachers voluntarily assisting colleagues, taking initiative in school activities, and demonstrating a proactive approach to fostering a conducive learning environment. OCB is essential in educational settings as it enhances organizational efficiency, fosters a collaborative work culture, and improves student learning outcomes. Various studies have shown that institutions where employees exhibit high levels of OCB tend to experience increased job satisfaction, stronger teamwork, and greater overall effectiveness. Thus, understanding the factors influencing OCB in educational institutions is of paramount importance for improving the quality of education.

Madrasah Aliyah Negeri (MAN) in Mataram, as part of Indonesia's Islamic education system, holds a strategic role in nurturing students who are not only academically competent but also morally grounded. These institutions are expected to integrate academic excellence with ethical and religious values, thereby preparing students to contribute positively to society. However, the ability of MANs to fulfill this role largely depends on the performance and dedication of their teachers and administrative staff.

Despite their potential, the quality of education in the province of West Nusa Tenggara (NTB) remains a major concern. Recent educational reports indicate that NTB ranks 33rd out of 34 provinces in Indonesia in terms of educational quality. This alarming statistic underscores the urgent need for systemic improvements in the region's educational institutions, including MANs in Mataram. One approach to addressing this challenge is by enhancing OCB among teachers and educational staff, thereby fostering a more engaged and proactive workforce.

Interestingly, while the overall quality of education in NTB remains low, several MANs in Mataram have achieved notable academic and non-academic accomplishments. These institutions have excelled in national science competitions, international sports championships, and ASEAN-level academic contests. Such achievements indicate that despite systemic challenges, certain MANs have succeeded in fostering high-performance cultures, which may be attributed, at least in part, to strong OCB among teachers and staff. several challenges hinder the widespread adoption of OCB in MANs. First, there is a lack of transparency and effective communication between school principals and teachers, which leads to information gaps and misunderstandings. Second, some school leaders fail to implement a fair and supportive leadership style, which diminishes teacher motivation. Third, many educators and staff members lack the willingness to go beyond their formal job descriptions, thereby limiting their contributions to school improvement.

Moreover, external factors such as management systems, organizational culture, and workplace climate also significantly influence OCB levels in educational institutions. Schools that lack a supportive and inclusive work environment may struggle to cultivate a culture of voluntary contributions. Conversely, institutions that promote a positive organizational culture tend to

experience higher levels of employee engagement and commitment. Therefore, it is essential to identify both intrinsic and extrinsic factors that either enhance or inhibit OCB among educators and school staff in MANs.

According to existing literature, OCB is influenced by several key factors, including job satisfaction, intrinsic motivation, organizational justice, leadership style, organizational culture, and perceived organizational support. Job satisfaction plays a crucial role in shaping employee attitudes—individuals who are content with their work environment are more likely to exhibit discretionary behaviors that benefit the institution. Similarly, leadership effectiveness is instrumental in shaping OCB levels; principals who inspire and support their subordinates can cultivate a workforce that is more willing to engage in extra-role behaviors. Research also highlights the importance of intrinsic motivation in driving OCB. Teachers and educational staff who possess a strong internal drive to contribute meaningfully to their institutions tend to exhibit higher levels of OCB, as they derive fulfillment from their work beyond financial incentives. Conversely, when motivation is low due to unfavorable working conditions, employees are more likely to adopt a minimalist approach, performing only the tasks explicitly required by their job descriptions.

Another critical determinant of OCB is organizational justice. When teachers and staff perceive that their institution treats them fairly—whether in terms of performance evaluations, professional development opportunities, or workload distribution—they are more inclined to go the extra mile in their professional roles. Conversely, a lack of perceived fairness can lead to disengagement and a decline in discretionary behaviors. Furthermore, organizational culture and climate play a fundamental role in shaping employee behavior. A school environment that fosters collaboration, innovation, and mutual support is more likely to encourage teachers and staff to engage in OCB. On the other hand, institutions characterized by rigid hierarchies and bureaucratic constraints often experience lower levels of voluntary employee engagement.

Given the significance of these factors, this study aims to identify the key determinants of OCB among teachers and educational staff at MANs in Mataram. By examining the underlying drivers of OCB, this research seeks to provide empirical insights that can inform strategic HRM practices in Islamic educational institutions. The findings of this study are expected to contribute both theoretically and practically to the field of educational management. Theoretically, this research will expand the understanding of OCB within the specific context of Islamic educational institutions, offering insights into how religious and cultural values interact with workplace behaviors. Practically, the study's findings can serve as a guideline for school administrators in developing policies that enhance employee motivation, job satisfaction, and overall institutional effectiveness.

Moreover, the study's outcomes could assist policymakers and educational stakeholders in designing initiatives that promote OCB within Indonesia's Islamic schooling system. By fostering a work environment that supports voluntary contributions, educational institutions can cultivate a more engaged, committed, and high-performing workforce. this research is both timely and essential, as it seeks to address fundamental challenges within the Islamic education sector in Mataram. By identifying the factors influencing OCB, the study aims to provide actionable recommendations for improving school effectiveness and ensuring that MANs in Mataram can serve as models of excellence within Indonesia's broader educational landscape.

Methodology

This study employs a quantitative descriptive research method to systematically examine the factors influencing Organizational Citizenship Behavior (OCB) among teachers and educational staff at Madrasah Aliyah Negeri (MAN) in Mataram. The quantitative descriptive approach is chosen because it allows for the measurement, description, and analysis of trends and relationships among variables without manipulating them. By using statistical tools, this research aims to quantify how different factors contribute to the development of OCB within the educational environment. The research is conducted at Madrasah Aliyah Negeri (MAN) in Mataram, a state-run Islamic senior high school. MAN is selected due to its critical role in integrating academic and moral education, which makes it an ideal setting for studying OCB in an educational context. The study is carried out from February, following the research proposal defense, and continues through the data collection, analysis, and reporting phases.

The population of this study consists of all teachers and educational staff at MAN in Mataram. Given the relatively manageable size of the population, saturated sampling (census sampling) is employed, meaning that the entire population is included in the study. This approach ensures comprehensive data collection while minimizing sampling errors, thereby increasing the validity and reliability of the findings. To gather data, this study incorporates multiple data collection techniques, including observation, questionnaires, interviews, and document analysis. Direct observation is carried out to examine real-time behaviors and workplace interactions related to OCB. This method helps to identify organizational dynamics that may not be captured through self-reported surveys. Structured questionnaires serve as the primary instrument for data collection. The survey employs a Guttman scale, where respondents answer a series of binary-choice questions ("Yes" or "No"), ensuring clear and definitive responses regarding their discretionary work behaviors. In addition to the survey, semi-structured interviews are conducted to provide qualitative depth to the findings. Selected respondents are interviewed to explore intrinsic and extrinsic motivations influencing OCB, as well as their perceptions of organizational culture and leadership. To complement these primary data sources, document analysis is performed, reviewing institutional policies, performance evaluation reports, and organizational guidelines that might shape OCB-related behaviors. Ensuring the validity and reliability of research instruments is crucial in this study. Instrument validity is tested using construct validity, with statistical validation conducted via SPSS software. An item is considered valid if the significance value (Sig.) is less than 0.05. Additionally, reliability analysis is performed using Cronbach's Alpha, where a coefficient above 0.60 indicates that the questionnaire items exhibit internal consistency and reliability.

The collected data is analyzed using descriptive and inferential statistical methods to interpret findings systematically. The process includes data coding, data entry into statistical software, data cleaning, and data interpretation. Descriptive statistics are used to determine response trends, while percentage analysis quantifies the prevalence of OCB-related behaviors among respondents. The formula used for percentage-based analysis is:

$$P = \left(\frac{f}{n}\right) \times 100\%$$

where P represents the percentage, f is the frequency of a specific response, and n is the total number of respondents. The results are categorized as follows: 90–100% (Very High), 61–89% (High), 50–60% (Moderate), 35–49% (Low), and below 35% (Very Low).

Furthermore, factor analysis is conducted to identify the key dimensions influencing OCB. This statistical technique, initially developed by Charles Spearman, is used to reduce multiple interrelated variables into a smaller set of underlying factors that significantly affect OCB levels. This method enhances the study's ability to draw meaningful conclusions about the determinants of discretionary work behavior among teachers and educational staff.

The research findings are systematically presented using tables, graphs, and detailed statistical interpretations to illustrate the relationships between different variables. The ultimate goal of this study is to provide empirical insightsinto the most influential factors shaping OCB and to recommend strategies that school administrators can implement to foster a more engaged, proactive, and high-performing educational workforce. By offering a data-driven perspective, this research seeks to contribute both theoretically and practically to the field of educational management, particularly in the context of Islamic educational institutions.

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RESULTS AND DISCUSSION

The findings of this study are derived from statistical analysis of survey responses, observations, interviews, and document analysis conducted among teachers and educational staff at Madrasah Aliyah Negeri (MAN) in Mataram. This section presents the results in a structured manner, followed by an in-depth discussion of their implications

Explanation of KMO & Bartlett's Test of Sphericity Results

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity are statistical tests used to assess the suitability of factor analysis for a given dataset. Below is a breakdown of the results from the provided table:

KMO & Bartlett's Test of Sphericity

FAKTOR OCB	KMO OF MSA	Bartlett's Test OF Sphericity		
		Approx Chi - Square	df	Sig
KEPUASAN KERJA	.973	84.608[a]	75	.010
MOTIVASI	.973	84.608[a]	75	.010
BUDAYA ORGANISASI	.671	70.913[a]	45	.008
JENIS KELAMIN	.554	35.590[a]	30	.022
GAYA KEPEMIMPINAN	.830	63.892[a]	45	.033
MASA KERJA	.947	83.946[a]	60	.022
PERSEPSI ORGANISASI	.857	127.792[a]	60	.000
FAKTOR KEADILAN	.764	111.728[a]	60	.000

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity are essential tools for assessing the suitability of a dataset for factor analysis. The KMO statistic measures the proportion of variance among variables that might be common variance, with values ranging from 0 to 1. A KMO value above 0.80 is considered excellent, 0.70–0.79 is good, 0.60–0.69 is moderate, and below 0.60 is unsuitable. In this dataset, Job Satisfaction (0.973), Motivation (0.973), and Work Tenure (0.947) have very high KMO values, indicating excellent suitability for factor analysis. These variables are strong candidates for exploring underlying dimensions in the study of Organizational Citizenship Behavior (OCB). Additionally, Leadership Style (0.830) and Organizational Perception (0.857) also fall into the excellent range, further supporting their suitability for factor analysis. These variables demonstrate sufficient shared variance, making them reliable for extracting meaningful factors. On the other hand, Organizational Culture (0.671) and Fairness Perception (0.764) are in the moderate-to-good range, suggesting they are acceptable but not as strong as the others. While they can still be included in the analysis, their moderate KMO values indicate that their contribution might be less significant compared to variables with higher KMO scores.

However, Gender (0.554) has the lowest KMO value, falling below the acceptable threshold. This suggests that it may not be suitable for factor analysis due to insufficient shared variance with other variables. Including Gender in the analysis could lead to less reliable results, so it might need to be reconsidered or excluded. This highlights the importance of evaluating each variable's KMO value to ensure the dataset's overall suitability for factor analysis.

The Bartlett's Test of Sphericity further confirms the dataset's appropriateness for factor analysis. This test evaluates whether the correlation matrix of the variables is significantly different from an identity matrix, where variables are uncorrelated. A significant p-value (Sig) below 0.05 indicates that the dataset is suitable for factor analysis. In this case, all variables have Sig values below 0.05, with Perception of Organization (p = 0.000) and Fairness Factor (p = 0.000) showing the strongest statistical significance. This indicates robust correlations among these variables, making them ideal for factor extraction. The high KMO values for most variables and the significant Bartlett's Test results validate the dataset's suitability for factor analysis. Variables like Job Satisfaction, Motivation, and Work Tenure are particularly strong candidates, while Gender may need to be excluded due to its low KMO value. This analysis provides a solid foundation for exploring the underlying dimensions of Organizational Citizenship Behavior (OCB) in the context of teachers and educational staff at MAN Mataram.

Levels of Organizational Citizenship Behavior (OCB)

The analysis of Organizational Citizenship Behavior (OCB) levels among respondents at MAN Mataram reveals a clear distribution based on percentage scoring from the survey instrument. The findings highlight varying degrees of engagement in discretionary behaviors that contribute to the institution's success, providing valuable insights into the overall OCB landscape.

First, 45.3% of respondents demonstrated very high OCB, consistently engaging in behaviors that go beyond their formal job requirements. These individuals actively contribute to the institution's success by helping colleagues, volunteering for additional tasks, and participating in activities that enhance the organizational environment. Their high level of engagement reflects a strong commitment to the institution and a proactive approach to supporting its goals, which is a positive indicator of a healthy organizational culture.

Second, 51.6% of respondents exhibited moderate to high OCB, indicating a willingness to contribute beyond their formal duties, though not consistently. While these individuals show a

positive attitude toward organizational citizenship, their engagement in discretionary behaviors may vary depending on circumstances or external factors. This suggests that while they are capable of contributing to the institution's success, there may be barriers—such as workload, motivation, or organizational support—that prevent them from consistently demonstrating high OCB.

Third, a small percentage of respondents (3.2%) displayed low OCB, performing only their essential job responsibilities with minimal engagement in discretionary behaviors. This group may lack the motivation, resources, or support needed to contribute beyond their formal roles. Their limited engagement could be influenced by factors such as job dissatisfaction, unclear expectations, or a lack of recognition for extra efforts. Addressing these underlying issues could help improve their OCB levels.

Overall, the findings suggest that a majority of teachers and staff at MAN Mataram (96.8%) exhibit positive organizational behavior, with most falling into the moderate to very high OCB categories. This reflects a generally healthy organizational culture where individuals are willing to contribute to the institution's success. However, the presence of a small percentage with low OCB indicates that there is still room for improvement. To optimize OCB levels across the institution, targeted interventions may be necessary. These could include initiatives to enhance job satisfaction, provide recognition for discretionary efforts, and foster a supportive organizational culture. By addressing the factors that hinder OCB, MAN Mataram can further strengthen its organizational environment and encourage even greater engagement from its teachers and staff.

Key Factors Influencing OCB

The analysis of key factors influencing Organizational Citizenship Behavior (OCB) among teachers and staff at MAN Mataram reveals several critical determinants that shape discretionary behaviors. These factors provide valuable insights into how institutions can foster a culture of engagement and voluntary contribution.

a. Job Satisfaction

Job satisfaction emerged as a significant predictor of OCB. The analysis showed a strong correlation between workplace contentment and discretionary efforts. Among respondents with high job satisfaction, 87% exhibited high or very high OCB, demonstrating a willingness to go beyond their formal job requirements. In contrast, those with lower job satisfaction showed significantly reduced engagement in extra-role behaviors. This aligns with Robbins (2006), who argues that satisfied employees are more likely to contribute positively to their organization. Enhancing job satisfaction through recognition, fair treatment, and supportive work conditions could therefore boost OCB levels.

b. Leadership Style

The role of leadership, particularly the school principal's style, was identified as a critical factor influencing OCB. Respondents who perceived their principal as a transformational leader—one who motivates, supports, and encourages professional growth—were more likely to exhibit high OCB. Transformational leadership fosters trust and inspiration, encouraging employees to engage in discretionary behaviors. Conversely, respondents who felt their leadership lacked transparency, fairness, or support reported lower OCB levels. This highlights the importance of leadership training and development to cultivate a supportive and motivating environment.

c. Organizational Culture and Climate

Organizational culture and climate also play a pivotal role in shaping OCB. 66.3% of respondents agreed that a positive school culture, characterized by collaboration, mutual respect, and open communication, fosters higher engagement in OCB. In contrast, those who perceived their work environment as rigid, bureaucratic, or unsupportive were less likely to engage in extra-role behaviors. These findings support Organ's (1988) theory, which emphasizes that a positive organizational climate directly encourages voluntary work behaviors. Building a collaborative and inclusive culture is therefore essential for enhancing OCB.

d. Perceived Organizational Justice

Perceptions of fairness within the institution significantly influenced OCB levels. Employees who felt that promotions, rewards, and workload distribution were handled **equitably** exhibited higher OCB. Fair treatment fosters trust and commitment, encouraging employees to contribute beyond their formal roles. Conversely, those who perceived favoritism or unfair treatment demonstrated lower OCB, often limiting their efforts to strictly formal job requirements. Ensuring transparency and fairness in organizational processes is crucial for maintaining high levels of discretionary engagement.

e. Intrinsic Motivation and Professional Commitment

Intrinsic motivation and professional commitment were also key drivers of OCB. Teachers and staff who viewed their profession as a calling rather than just a job exhibited greater levels of discretionary behavior. Approximately 75% of respondents with high intrinsic motivation also demonstrated high or very high OCB. This supports Deci and Ryan's (1985) Self-Determination Theory, which posits that intrinsically motivated employees are more likely to engage in voluntary behaviors. Fostering a sense of purpose and professional fulfillment among employees can therefore enhance OCB.

Discussion of Findings

The findings of this study highlight the critical role of a positive work environment in enhancing Organizational Citizenship Behavior (OCB) among educators and administrative staff. Institutions that prioritize fair leadership, job satisfaction, and a supportive organizational culture are more likely to witness higher engagement in discretionary behaviors. This is particularly relevant in educational settings, where collaboration and voluntary engagement significantly impact student success and institutional effectiveness. By fostering a culture of trust and mutual respect, schools can create an environment where teachers and staff feel motivated to contribute beyond their formal roles, ultimately benefiting the entire institution.

Despite the relatively high levels of OCB observed at MAN Mataram, several challenges remain. Some respondents cited excessive workloads, lack of recognition, and limited professional development opportunities as barriers to further engagement in extra-role behaviors. These challenges can hinder employees' willingness to go above and beyond their formal duties. Addressing these concerns through policy interventions, recognition programs, and leadership development initiatives may help sustain and enhance OCB levels. For instance, reducing administrative burdens and providing more opportunities for professional growth could significantly improve employee morale and engagement.

The results of this study align with previous research on OCB in educational institutions, such as studies by Podsakoff et al. (2006) and Organ (1988), which emphasize that job

satisfaction, organizational fairness, and leadership style significantly influence OCB. However, this study adds further insights by exploring the unique role of Islamic school environments, where religious and ethical values also contribute to shaping discretionary behaviors. The integration of these values into the organizational culture may provide an additional layer of motivation for employees to engage in OCB, setting this study apart from previous research conducted in secular or non-religious contexts.

Based on the findings, several strategies are recommended to enhance OCB among teachers and educational staff at MAN Mataram. School leaders should adopt transparent, supportive, and empowering leadership styles to inspire greater discretionary engagement. Transformational leaders who motivate and encourage professional growth can significantly boost OCB levels among employees. Institutions should also focus on recognition programs, career development opportunities, and workload balancing to maintain high levels of employee morale. Satisfied employees are more likely to engage in extra-role behaviors that benefit the institution.

Encouraging collaboration, trust, and a shared vision can significantly enhance OCB levels across the institution. A positive organizational culture that values mutual respect and teamwork fosters an environment where employees feel motivated to contribute beyond their formal roles. Fairness in promotion, evaluation, and reward distribution should be prioritized to reinforce employee trust and commitment. Perceived organizational justice is a key driver of OCB, as employees are more likely to engage in discretionary behaviors when they feel treated equitably.

Training and career growth initiatives can boost intrinsic motivation and long-term commitment among educators. Employees who view their profession as a calling rather than just a job are more likely to exhibit high levels of OCB. One of the key challenges identified in this study is the issue of excessive workloads and lack of recognition. To address this, institutions should consider implementing workload management strategies, such as redistributing tasks or hiring additional support staff. Additionally, establishing formal recognition programs to acknowledge employees' extra-role contributions can go a long way in sustaining high OCB levels.

Given the unique context of MAN Mataram as an Islamic school, leveraging religious and ethical values can further enhance OCB. Encouraging behaviors aligned with Islamic principles, such as helping others and contributing to the community, can provide an additional layer of motivation for employees to engage in discretionary behaviors. Transparency in decision-making processes is crucial for building trust among employees. When employees perceive that decisions are made fairly and transparently, they are more likely to engage in OCB. School leaders should ensure that communication channels are open and that employees feel heard and valued.

Promoting a culture of collaboration and teamwork can significantly enhance OCB. When employees feel supported by their colleagues and work together toward common goals, they are more likely to engage in behaviors that benefit the entire institution. Team-building activities and collaborative projects can help foster this sense of unity. Finally, institutions should adopt a long-term commitment to employee well-being. This includes not only addressing immediate concerns such as workload and recognition but also investing in ongoing professional development and mental health support. Employees who feel valued and

supported are more likely to remain committed to the institution and contribute to its success through high levels of OCB.

The findings of this study underscore the importance of leadership, job satisfaction, organizational culture, fairness, and intrinsic motivation in influencing OCB. By addressing these factors and implementing the recommended strategies, MAN Mataram can create an environment where teachers and staff feel motivated to engage in discretionary behaviors, ultimately contributing to the institution's success and the broader educational community.

KESIMPULAN/CONCLUSION

Education plays a pivotal role in shaping the quality of human resources and enhancing national competitiveness. In Indonesia, the education system is designed to fulfill the constitutional mandate of "educating the nation's life," as enshrined in the 1945 Constitution. Educational institutions, including Madrasah Aliyah Negeri (MAN) in Mataram, are tasked with not only imparting knowledge but also fostering intellectual, moral, and social development. The effectiveness of these institutions depends heavily on the performance and dedication of teachers and administrative staff, making the optimization of human resource management (HRM) practices crucial. One key aspect of HRM in education is fostering Organizational Citizenship Behavior (OCB), which refers to voluntary behaviors that contribute to organizational effectiveness without being explicitly rewarded. OCB is particularly important in educational settings, as it enhances collaboration, institutional efficiency, and student outcomes. The findings of this study reveal that job satisfaction, leadership style, organizational culture, perceived organizational justice, and intrinsic motivation are critical factors influencing OCB among teachers and staff at MAN Mataram. A significant majority of respondents (96.8%) exhibited moderate to very high levels of OCB, reflecting a generally positive organizational culture. However, challenges such as excessive workloads, lack of recognition, and limited professional development opportunities hinder optimal OCB levels. Addressing these issues through targeted interventions, such as workload management, recognition programs, and leadership development, can further enhance OCB and institutional effectiveness.

The study also highlights the unique role of Islamic values in shaping OCB within MAN Mataram. The integration of religious and ethical principles provides an additional layer of motivation for employees to engage in discretionary behaviors, such as helping colleagues and contributing to the community. This underscores the importance of aligning organizational practices with cultural and religious values to foster a supportive and motivating work environment. In conclusion, the findings of this study emphasize the need for educational institutions to prioritize fair leadership, job satisfaction, organizational justice, and intrinsic motivation to enhance OCB. By implementing the recommended strategies—such as strengthening transformational leadership, fostering a positive organizational culture, and ensuring fairness in reward distribution—MAN Mataram can create an environment where teachers and staff are motivated to contribute beyond their formal roles. This, in turn, will improve institutional effectiveness, student outcomes, and the overall quality of education. Ultimately, the study provides valuable insights for policymakers and educational stakeholders seeking to enhance OCB and human resource management in Indonesia's Islamic education system, contributing to the broader goal of national educational development.

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