# Strengthening Personality, Work Motivation, Teamwork, and Organizational Culture in an Effort to Increase Organizational Citizenship Behavior (OCB)

## Empirical Study on Madrasah Ibtidaiyah Teachers in South Tangerang Using Path Analysis and SITOREM Method

**Mildan Arsdan Fidinillah[1]\*, Soewarto Hardhienata[2], Sri Setyaningsih[3]**
[1]mildan_fidinillah@yahoo.com, [2]soewartohardhienata@unpak.ac.id,
[3]sri_setya@unpak.ac.id
Postgraduate School of Universitas Pakuan

*Corresponding Author: Mildan Arsdan Fidinillah
Email: mildan_fidinillah@yahoo.com

## ABSTRACT

*Teacher effectiveness is vital for student development in madrasah ibtidaiyah (Islamic primary schools) in South Tangerang. However, their Organizational Citizenship Behavior (OCB), particularly in areas like altruism and civic virtue, has been found suboptimal, raising concerns about teacher engagement and performance. This highlights the need to explore factors influencing OCB in this context. This research aims to investigate the impact of teamwork on the OCB of madrasah ibtidaiyah teachers, with a particular focus on the mediating role of organizational culture. This research employed a quantitative research design, utilizing path analysis to examine the causal relationships between teamwork, organizational culture, and OCB. Data were collected from a sample of 1,310 madrasah teachers across 83 institutions in South Tangerang, with preliminary research conducted on 30 samples from five madrasahs. The analysis included a homogeneity test and the application of SITOREM analysis to identify key indicators influencing the variables under study. The findings revealed a positive and significant influence of teamwork on OCB, mediated by organizational culture. The calculated $t_{value}$ for the mediation influence test was 4.270, exceeding the $t_{table}$ value of 1.98 at a significance level of 0.05, indicating that organizational culture partially mediates the relationship between teamwork and OCB. This suggests that while organizational culture enhances the positive effects of teamwork, the influence of teamwork on OCB remains significant even in its absence. The results underscore the importance of fostering teamwork and a strong organizational culture to improve OCB among madrasah ibtidaiyah teachers.*

**Keywords:** *Organizational Citizenship Behavior, Organizational Culture, Personality, Teamwork, Work Motivation*

## INTRODUCTION

Article 31 Paragraphs 1 to 5 of the 1945 Constitution of Indonesia, the obligations and rights of Indonesian citizens in education, as well as the responsibilities of the government and the national education budget, confirm that the provision of education in Indonesia is a necessity. This is reinforced by Law No. 20/2003 on the National Education System (SISDIKNAS) Articles 5 to 12, which regulate the active participation of various elements, such as citizens, parents, communities and governments, in supporting the implementation of education.

These elements, in accordance with the provisions of the 1945 Constitution and the SISDIKNAS Law, are expected to optimize every resource involved, including teachers, principals, supervisors, educators and management. Teachers have a central role in the teaching and learning process at every level of education, from primary school to senior high school. Teachers are responsible for assisting students every day to achieve the learning target, which is to educate students through the transfer of knowledge and skills. A competent teacher focuses not only on memorization, but also on deep understanding that is relevant to everyday life.

In this case, teachers are required to be creative, innovative and active, as mandated by Law No. 14/2005 on Teachers and Lecturers Article 8, which mentions pedagogical, personality, social and professional competencies as the primary foundation. These competencies are not only applied in the classroom, but also reflect the role of the teacher as an intellectual person who is able to provide real contributions to society. Teachers who continue to update their knowledge and insights through the latest books and extensive social interactions can produce solutions to various educational and social challenges around them.

The school work environment as an organization also plays an important role in shaping teacher quality. Schools rely on competent teachers to maintain the quality of the teaching and learning process, where the success of teachers will have a direct impact on the school's reputation. Teachers with high competence also have an awareness of the importance of complete administration as a task guide. Furthermore, teachers who possess Organizational Citizenship Behavior (OCB)- work behaviors beyond their main duties that are done sincerely- can contribute significantly to the school.

This research examines the OCB of Islamic primary school (madrasah ibtidaiyah) teachers in South Tangerang, based on data from 30 preliminary research samples from five madrasahs. The data shows that the OCB of these teachers is still not optimal, with indicators such as altruism (77%), civic virtue (63%), courtesy (57%), voice (73%), and sportsmanship (67%). These findings indicate the necessity of efforts to increase OCB among madrasah ibtidaiyah teachers in the region.

In addition, based on a 2020 survey of Indonesia's education service indicators conducted by The World Bank, it was found that the rate of teacher absences in schools was quite high, with one in five teachers, or about 23.5% on average. Based on this background, as well as the results of preliminary research conducted, this research aims to identify strategies and measures that can improve teachers' Organizational Citizenship Behavior (OCB). The focus of the research is directed at strengthening the variables that influence OCB by identifying and analyzing the magnitude of the influence of each variable on teacher OCB.

This research attempts to measure the extent to which personality has a direct positive influence on teacher OCB, thus it can be known whether strengthening personality aspects can increase or decrease OCB. In addition, this research also examines the influence of work motivation on teacher OCB to understand how strengthening motivation can contribute to increasing this behavior. Furthermore, this research examines the impact of teamwork on OCB, with the assumption that better teamwork can encourage increased OCB behavior among teachers.

Organizational culture is also an important variable examined in this research, to determine its direct influence on teacher OCB, as well as how organizational culture can be mediated by other variables such as personality, work motivation, and teamwork. This research also examines the relationship between variables such as the influence of personality on organizational culture, work motivation on organizational culture, and teamwork on organizational culture, to determine whether strengthening these aspects can influence the dynamics of organizational culture in schools.

Furthermore, this research explores the indirect influence of personality on teacher OCB through organizational culture, to comprehend the extent to which personality reinforced through organizational culture can contribute to such behavior. Similarly, this research examines the influence of work motivation on teacher OCB through organizational culture, as well as the impact of teamwork on OCB through organizational culture. The results of this research are expected to contribute strategically in drafting effective policies to sustainably improve teachers' OCB.

## LITERATURE REVIEW

### Organizational Citizenship Behavior (Y)

Organizational Citizenship Behavior (OCB) generally refers to employee behavior in an organization that is carried out voluntarily and goes beyond formal obligations. These behaviors are not always explicitly rewarded, but contribute importantly to organizational effectiveness and quality. OCB involves interpersonal dimensions such as helping colleagues, maintaining relevant information, and being sportsmanlike, as well as organizational dimensions such as providing constructive

advice, engaging in organizational activities, and representing the organization positively.

Several definitions of OCB were proposed by experts. Colquitt et al. (2018) mentioned that OCB includes employees' voluntary actions that improve the quality of the workplace. Robbins & Judge (2014) highlighted personality traits such as cooperativeness and thoughtfulness as the cornerstones of OCB. Cross & Carbery (2016); Hart et al. (2016); Pourgaz et al. (2015) identified indicators such as altruism, conscientiousness, sportsmanship, civic virtue, and courtesy as important elements. These indicators include helping colleagues, making efficient use of time, maintaining good relationships, and being actively involved in organizational activities.

Schermerhorn et al. (2011) highlighted the contribution of OCB to the social and psychological aspects of organizations, while Ferdous (2016) added that OCB behavior helps create more effective organizational functions. Other opinions, such as those put forward by Urinov (2020) and Elsayed Belal (2019), assert that this behavior is carried out without coercion, is voluntary, and is often not formally recognized but has a major impact on achieving organizational goals.

In the context of education, OCB can also occur in teachers, who exhibit behaviors such as helping colleagues, involving themselves in organizational activities, and tolerating less than ideal situations. Overall, OCB reflects an individual's voluntary contribution to support organizational success through proactivity, cooperation, and dedication.

## Personality ($X_1$)

Personality comes from the word "persona" (Latin) which refers to a person's unique behavior, character or traits. Experts provide diverse views on personality, but they generally share the view that personality is a relatively stable characteristic that differs between individuals, influenced by genetic, social, and environmental factors.

Colquitt et al. (2018) state that personality is a stable set of feelings and behaviors, influenced by genetics and the environment. Personality dimensions include Extraversion, Emotional Stability, Agreeableness, Conscientiousness, and Openness to Experience. Personality is defined by Robbins & Judge (2014) as the way individuals react and interact with others, encompassing dimensions such as cooperativeness in Agreeableness and interest in novelty in Openness to Experience. Özbağ (2016) describes personality as a stable pattern of consistent thoughts and behaviors, emphasizing dimensions such as Neuroticism and Extraversion in the context of leadership.

Larsen et al. (2020) extended that personality is a set of psychological mechanisms that influence interaction and adaptation, with dimensions such as Extraversion, Agreeableness, and Conscientiousness. Sutianah et al. (2018) see personality as a stable characteristic that is influenced by the social and cultural

environment, with dimensions of sociability and emotional stability. Rathee (2019) highlighted personality as a unique pattern of behavior, focusing on the Psychotism dimension which includes insensitivity. Setyaningsih & Rubiati (2020) considers personality as a stable pattern of behavior and emotions, including openness and enthusiasm. Agiawati et al. (2020) define personality as characteristics that shape the way individuals feel and act, with indicators such as extraversion and emotional stability. Urinov (2020) highlights personality as a consistently recurring trait, with dimensions of Conscientiousness, Agreeableness, and Neuroticism. This view is summed up by Lester (2019) who emphasizes personality as stable psychological attributes that distinguish individuals, encompassing the dimensions of Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience.

## Work Motivation ($X_2$)

Motivation is defined as the process that drives a person to take action, either due to internal factors such as biological and psychological drives, or external factors such as incentives and specific goals (Colquitt et al., 2018). Work motivation includes key elements such as intensity, direction, and persistence, where intensity is related to how much effort is made, direction is related to the compatibility of goals with the organization, and persistence indicates the extent to which individuals persist in achieving goals (Marczak & Yawson, 2021).

Motivation is a strong internal drive to do something to achieve a goal (Gupta, 2021) and is an internal state that drives, directs, and channels behavior towards a specific goal (Oanh, 2016). Based on Maslow's theory, motivation includes dimensions such as self-actualization, self-esteem, social needs, safety, and physiological needs, each of which has certain indicators (Greenberg & Baron, 2015).

In the context of organizational behavior, motivation is a combination of internal and external forces that influence an individual's effort, direction, and persistence at work. Internal factors include goals and trust, while external factors include incentives and work targets (Sharma & Kumar, 2018). Motivation also involves an individual's awareness of the drive to achieve the same desire, need, or goal (Spector, 2021).

Work motivation can be understood as a psychological force from within and beyond that directs the energy, behavior, and perseverance of individuals to achieve certain goals. This psychological drive plays an important role in accomplishing maximum work (Suhartono, 2015). Motivation is influenced by intrinsic factors such as responsibility and self-actualization, as well as extrinsic factors such as rewards and working conditions (Gopalan et al., 2017).

In general, motivation is defined as the energy or drive that moves a person to act, either because of personal desire or external influence. Indicators of motivation include discipline, imagination, responsibility, and resistance to

pressure. Work motivation is synthesized as a strong urge that drives individuals to achieve personal or organizational goals, with intrinsic dimensions such as responsibility, achievement actualization, and self-development, and extrinsic dimensions such as rewards, working conditions, and interpersonal relationships (Hutagalung et al., 2020; Kuswati, 2019; Pancasila et al., 2020; Ufaira & Hendriani, 2019; Vo et al., 2022).

**Teamwork (X₃)**

According to various opinions expressed by experts, teamwork is defined as cooperation in groups involving individuals with mutually influencing goals, behaviors, and performance to achieve optimal results. Teamwork includes elements such as shared goals, effective communication, collaboration, and clear roles and responsibilities among its members.

Colquitt et al. (2018) state that teamwork involves members who share the common goal, strong interpersonal relationships, and complement each other. Robbins & Judge (2014) added that collective performance and synergy between members are important aspects of teamwork. Strode (2016) highlights the satisfaction of working in a group as well as joint decision-making, while Jaakkola (2021) emphasizes the importance of evaluation and reward for teamwork results.

According to Nguyen & Do (2021), teamwork involves the effective use of organizational resources with indicators such as group cohesiveness and interpersonal communication. Askari et al. (2020) highlighted goal relevance, flexibility in decision-making, and constructive conflict management. Vangrieken et al. (2017) define teamwork as the mental and emotional involvement of team members to support the achievement of common goals.

Greenberg & Baron (2015) define teamwork as an adaptive and dynamic process that includes shared understanding, communication, coordination, and leadership behaviors that support team success. Polega et al. (2019) added that trusting relationships, leader roles, and consistent structures are important aspects. Cheng et al. (2020) highlighted the importance of conflict resolution and providing opportunities for members to demonstrate their expertise.

**Organizational Culture (X₄)**

Culture is a concept derived from the disciplines of anthropology, metaphysics and geography, reflecting the identity of nations regardless of race or ethnicity. Culture encompasses patterns of human behavior involving thoughts, language, actions and other cultural outcomes. In an organizational context, culture influences how an organization operates and solves problems, and is a pattern of basic assumptions formed through group experience, as described by Colquitt et al. (2018). Schein adds that the formation of organizational culture involves the integration of subcultures and is dynamic, influenced by the group's shared history.

Organizational culture has several main dimensions: artifacts (observable phenomena), values (solutions leaders adopt to solve problems), and basic assumptions (solutions members confidently accept). Urinov (2020) defines organizational culture as shared values and assumptions that direct organizational members, with indicators such as innovation, stability, respect for others, results orientation, attention to detail, team orientation, and aggressiveness.

Whitfield & Davidson (2018) see organizational culture as the beliefs, norms, and values that govern patterns of organizational activity, including indicators such as responsiveness, encouragement, leadership, friendliness, and capability. Muslih & Haliawan (2021) highlighted behavioral norms, dominant values, regulations, and organizational climate as important elements of organizational culture. Meanwhile, Tsalits & Kismono (2019) added symbolic values and organizational philosophy as part of organizational culture.

Suwaryo et al. (2016) identified organizational culture as a cognitive framework that includes values, norms, and expectations, with indicators such as sensitivity to customer and worker needs, willingness to accept risk, and openness to communication. Iljins et al. (2015) highlighted the dimensions of innovativeness, attention to detail, result orientation, people orientation, team orientation, aggressiveness, and stability. Mazur (2015) and other colleagues define organizational culture as a system of shared meanings that distinguish organizations from one another.

Overall, organizational culture is a system of values, norms, and beliefs that are held in common by organizational members, creating unique characteristics that distinguish organizations and form the basis for behavior and problem solving. The main dimensions of organizational culture include norms and behaviors, innovation and risk-taking, result orientation, attention to detail, team orientation, aggressiveness, and stability.

**RESEARCH METHODOLOGY**

This quantitative research was conducted in 83 Madrasah Ibtidaiyah located in 7 sub-districts in South Tangerang, with the aim of collecting data on trends, attitudes and opinions of a small group from a larger population. The research lasted for six months, starting with the preparation of the proposal and the proposal examination, until the preparation of the results seminar. The research design used a quantitative approach with a survey that aimed to describe numerical data related to the variables under study.

This research combines path analysis and SITOREM analysis methods. Path analysis is used to test the causal relationship between various variables, while SITOREM analysis enhances the analysis results by identifying important indicators in the research. SITOREM analysis assists in the optimization of research variables by giving weight to each indicator, thus providing more detailed results.

This combined method is expected to generate more complete and targeted indicators.

The population of this research consisted of 1,310 Madrasah Ibtidaiyah teachers spread across 83 schools in 7 sub-districts. Sampling was conducted using Multistage Random Sampling and Proportional Random Sampling techniques. Four sub-districts were selected as samples, and from there 18 schools were determined as individual samples. This technique ensured that each madrasah had an equal chance of being selected as the sample. Data was collected through a questionnaire covering five variables: OCB as the dependent variable, and personality, work motivation, teamwork, and organizational culture as independent and intervening variables. A Likert scale was used to measure the level of respondents' answers.

Overall, this research is designed to provide insight into the factors that influence teacher performance through comprehensive analysis, both quantitatively and qualitatively. Through combining various research methods, it is expected that more in-depth and applicable results can be obtained for the development of education management in Madrasah Ibtidaiyah in South Tangerang.

## RESULT AND DISCUSSION

### Normality Test

The normality test is used to test whether the dependent variable, independent variable, or both in a regression model have a normal distribution. A good regression model should have a normal or near normal distribution. In order to detect whether the regression model is normally distributed or not, the Kolmogorov-Smirnov test is used, provided that the data is considered normally distributed if the significance value (Sig.) is greater than 0.05. The results of the normality test can be seen in the following table.

**Table 1.** One-Sample Kolmogorov-Smirnov Test

|  |  | Unstandardized Residual |
|---|---|---|
| N |  | 153 |
| Normal Parameters[a,b] | Mean | .0000000 |
|  | Std. Deviation | 5.80132135 |
| Most Extreme Differences | Absolute | .189 |
|  | Positive | .174 |
|  | Negative | -.189 |
| Test Statistic |  | .189 |
| Asymp. Sig. (2-tailed) |  | .200[c] |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
Source: Processed Data by Researchers

Based on the normality test table, it can be seen that the significance value (sig) is above 0.05, which is 0.200. Thus, it can be concluded that the regression model has a normal distribution.

**Table 2.** Recapitulation of Normality Test Data

| No. | Estimated Standard Error | Sig. | Level of Trust | Conclusion |
|---|---|---|---|---|
| 1 | Y variable on $X_1$ | 0.102 | | Normal |
| 2 | Y variable on $X_2$ | 0.200 | | Normal |
| 3 | Y variable on $X_3$ | 0.080 | | Normal |
| 4 | Y variable on $X_4$ | 0.078 | | Normal |
| 5 | $X_4$ variable on $X_1$ | 0.000 | 0.05 | Not Normal |
| 6 | $X_4$ variable on $X_2$ | 0.071 | | Normal |
| 7 | $X_4$ variable on $X_3$ | 0.200 | | Normal |
| 8 | Y variable on $X_1$ through $X_4$ | 0.054 | | Normal |
| 9 | Y variable on $X_2$ through X4 | 0.000 | | Not Normal |
| 10 | Y variable on $X_3$ through X4 | 0.000 | | Not Normal |
| Normal Condition: Sig value. > 0.05 | | | | |

Source: Processed Data by Researchers

**Homogeneity Test**

The homogeneity test aims to ensure that a set of data to be analyzed originates from the same population. In this research, the homogeneity test was carried out using SPSS with the Glesjer Test.

**Table 3.** Homogeneity Test Recapitulation

| No. | Estimated Standard Error | Sig. | Level of Trust | Conclusion |
|---|---|---|---|---|
| 1 | Y variable on $X_1$ | 0.721 | | Homogeneous |
| 2 | Y variable on $X_2$ | 0.988 | | Homogeneous |
| 3 | Y variable on $X_3$ | 0.599 | | Homogeneous |
| 4 | Y variable on $X_4$ | 0.152 | | Homogeneous |
| 5 | $X_4$ variable on $X_1$ | 0.020 | 0.05 | Not Homogeneous |
| 6 | $X_4$ variable on $X_2$ | 0.056 | | Homogeneous |
| 7 | $X_4$ variable on $X_3$ | 0.292 | | Homogeneous |
| 8 | Y variable on $X_1$ through $X_4$ | 0.908 and 0.056 | | Homogeneous |
| 9 | Y variable on $X_2$ through $X_4$ | 0.059 and 0.051 | | Homogeneous |
| 10 | Y variable on $X_3$ through $X_4$ | 0.120 and 0.117 | | Homogeneous |
| Homogeneous Condition: Sig. Value > 0.05 | | | | |

Source: Processed Data by Researchers

**Linearity Test**

The linearity test is used to determine whether the linearity regression of the data obtained can be used to make conclusions between several variables being analyzed. The ANOVA (analysis of variance) table is assisted by the significance value. Linear regression is declared meaningful if Sig. < 0.05 with a significance level of 0.05. The recapitulation of the results of the significance test of the regression equation and linearity, as follows:

**Table 4.** Recapitulation of Linearity Test

| No. | Estimated Standard Error | Sig. | Level of Trust | Conclusion |
|-----|--------------------------|------|----------------|------------|
| 1 | Y variable on $X_1$ | 0.000 | | Linear |
| 2 | Y variable on $X_2$ | 0.000 | | Linear |
| 3 | Y variable on $X_3$ | 0.000 | | Linear |
| 4 | Y variable on $X_4$ | 0.000 | 0.05 | Linear |
| 5 | $X_4$ variable on $X_1$ | 0.000 | | Linear |
| 6 | $X_4$ variable on $X_2$ | 0.000 | | Linear |
| 7 | $X_4$ variable on $X_3$ | 0.000 | | Linear |
| Linear Condition: Sig. value < 0.05 | | | | |

Source: Processed Data by Researchers

**Model Analysis**

After the data from all schools were processed and tested, the next step was to conduct path analysis to test the causality model. Based on the theoretical model, the path analysis diagram and the coefficient of each path were obtained.

1. Path Model Sub Structure 1

The hypothesis tested is the influence of Personality ($X_1$), Work Motivation ($X_2$), and Teamwork ($X_3$) on Organizational Culture ($X_4$). The results of data processing show that the total influence of the three independent variables on Organizational Culture is 48.7%, with the remaining 51.3% influenced by other factors. The path coefficients for Personality, Work Motivation, and Teamwork on Organizational Culture are 0.339, 0.400, and 0.328, respectively, all of which indicate a positive relationship. This indicates that an increase in these three factors will increase Organizational Culture.

2. Path Model Sub Structure 2

The hypothesis tested is the influence of Personality ($X_1$), Work Motivation ($X_2$), Teamwork ($X_3$), and Organizational Culture ($X_4$) on Organizational Citizenship Behavior (Y). The results of data processing indicate that the total influence of the four variables on OCB is 75.4%, with the remaining 24.6% influenced by other factors. The path coefficients for Personality, Work Motivation, Teamwork, and

Organizational Culture on OCB are 0.274, 0.298, 0.325, and 0.416, respectively, all of which show a positive relationship. This suggests that an increase in these four factors will increase OCB.

**SITOREM Analysis Final Results**

The final results of the SITOREM analysis are concisely presented in the form of an optimization picture with priority order on each indicator. Two indicators with an average research score above four can be maintained or developed. The priority order and calculations for each variable obtained from the field research were used to develop priority steps to improve the state of the variables. This picture is presented in Table 5 below.

**Table 5.** Analysis of Indicator Classification Assignment

| Organizational Citizenship Behavior (OCB) | | |
|---|---|---|
| **Variable Indicator** | **Evaluated Indicators** | **Average Indicator Score** |
| 1. Altruism | 1st Altruism (19.35%) | 4.21 |
| 2. Sportmanship | 2nd Sportmanship (18.27%) | 4.11 |
| 3. Courtesy | 3rd Courtesy (17.20%) | 4.24 |
| 4. Civic virtue | 4th Civic virtue (16.12%) | 4.09 |
| 5. Concientiousenes | 5th Concientiousenes (15.05%) | 3.85 |
| 6. Boosterism | 6th Boosterism (13.97%) | 3.98 |
| **Personality ( β 0.274) Rank 3** | | |
| **Variable Indicator** | **Evaluated Indicators** | **Average Indicator Score** |
| 1. Emotional Stability | 1st Emotional Stability (22.22%) | 4.00 |
| 2. An Openness to Experience | 2nd An Openness to Experience (20.83%) | 4.11 |
| 3. Agreeableness | 3rd Agreeablenes (20.83%) | 3.97 |
| 4. Conscientiousness | 4th Conscientiousness (19.44%) | 4.13 |
| 5. Extraversion | 5th Extraversion (16.66%) | 4.13 |
| **Work Motivation ( β 0.298) Rank 2** | | |
| **Variable Indicator** | **Evaluated Indicators** | **Average Indicator Score** |
| 1. Rewards | 1st Rewards (18.19%) | 3.59 |
| 2. Responsibility | 2nd Responsibility (17.72%) | 4.00 |
| 3. Actualization of achievements | 3rd Actualization of achievements (16.45%) | 3.99 |
| 4. Working conditions | 4th Working conditions (16.45%) | 3.80 |
| 5. Inter-personal relationships | 5th Inter-personal relationships (15.18%) | 3.89 |
| 6. Self-development | 6th Self-development (15.18%) | 3.82 |
| **Teamwork (β 0.235) Rank 4** | | |
| **Variable Indicator** | **Evaluated Indicators** | **Average Indicator Score** |
| 1. Communication | 1st Communication (21.62%) | 4.09 |
| 2. Trust | 2nd Trust (20.27%) | 4.09 |
| 3. Accountability | 3rd Accountability (20.27%) | 4.09 |
| 4. Cohesiveness | 4th Cohesiveness (18.91%) | 4.16 |
| 5. Collaboration | 5th Collaboration (18.91%) | 4.07 |
| **Organizational Culture (β 0.416) Rank 1** | | |
| **Variable Indicator** | **Evaluated Indicators** | **Average Indicator Score** |
| 1. Norms and behaviors | 1st Norms and behaviors (15.05%) | 4.21 |

| 2. Attention to detail | 2nd Attention to detail (15.05%) | 4.19 |
|---|---|---|
| 3. Result-oriented | 3rd Result-oriented (15.05%) | 4.09 |
| 4. Stability | 4th Stability (13.79%) | 4.25 |
| 5. Innovation and risk-taking courage | 5th Innovation and risk-taking courage (13.97%) | 4.09 |
| 6. Team orientation | 6th Team orientation (13.97%) | 4.04 |
| 7. Aggressiveness | 7th Aggressiveness (12.90%) | 4.18 |

Source: Processed Data by Researchers

**Table 6.** SITOREM Analysis Results

| SITOREM Analysis Results | |
|---|---|
| **Results of SITOREM Analysis Priority Order of Improved Indicators** | **Results of SITOREM Analysis Order of Maintained / Developed Indicators** |
| 1st Rewards | Altruism |
| 2nd Actualization of achievements | Sportmanship |
| 3rd Working conditions | Civic Virtue |
| 4th Inter-personal relationships | Courtesy |
| 5th Self-development | Extraversion |
| 6th Agreeableness | Emotional Stability |
| 7th Conscientiousnes | Conscientiousness |
| 8th Boosterism | Open to experience |
| | Responsibility |
| | Cohesiveness |
| | Trust |
| | Communication |
| | Collaboration |
| | Accountability |
| | Norms and behaviors |
| | Innovation and risk-taking courage |
| | Result-oriented |
| | Attention to detail |
| | Team orientation |
| | Aggressiveness |
| | Stability |

Source: Processed Data by Researchers

## Positive Direct Influence between Personality ($X_1$) on Organizational Citizenship Behavior (Y)

Based on the results of hypothesis testing, it can be concluded that personality has a positive and significant influence on Organizational Citizenship Behavior (OCB) of teachers in the South Tangerang area. This finding shows that a good personality, in accordance with the indicators used in the study, has a positive impact on increasing OCB in schools.

The analysis shows that the relationship between personality and OCB is positive with a coefficient of 0.274, which means that a one unit increase in personality will increase OCB by 0.274 units. In order to test the significance of this influence, a partial hypothesis test was conducted using the $t_{test}$. The calculated $t_{value}$ for personality on OCB is 6.062, which is greater than the $t_{table}$ of 1.98 at the 5% significance level. Thus, the calculation results prove that personality has a

significant influence on OCB. The hypothesis stating that increasing personality can increase OCB is accepted.

**Positive Direct Influence between Work Motivation ($X_2$) on OCB (Y)**

Based on the results of hypothesis testing, it can be concluded that work motivation has a positive and significant influence on OCB of teachers in the South Tangerang area. This finding shows that work motivation that is in accordance with the indicators used in the study, if practiced by teachers in schools, has an impact on increasing OCB in these schools.

The analysis indicates that the relationship between work motivation and OCB is positive with a coefficient of 0.298, which means that a one unit increase in work motivation will increase OCB by 0.298 units. Partial hypothesis testing is carried out with the $t_{test}$, and the calculation results show the calculated $t_{value}$ of 6.084, which is greater than the $t_{table}$ of 1.98 at the 5% significance level. Thus, the hypothesis stating that work motivation has a significant influence on OCB is accepted. Strengthening work motivation may increase teachers' OCB in madrasah.

**Positive Direct Influence between Teamwork ($X_3$) on OCB (Y)**

Based on the results of hypothesis testing, it can be concluded that teamwork has a positive and significant influence on OCB of madrasah teachers in the South Tangerang area. This finding shows that the spirit of teamwork, which is in accordance with the indicators used in the study, when applied by teachers in schools, has an impact on increasing OCB in these schools.

The analysis shows that the relationship between teamwork and OCB is positive with a coefficient of 0.235, which means that a one unit increase in teamwork will increase OCB by 0.235 units. Partial hypothesis testing using the $t_{test}$ shows the $t_{value}$ of 4.988, which is greater than the $t_{table}$ of 1.98 at the 5% significance level. Thus, the hypothesis stating that teamwork has a significant influence on OCB is accepted. Strengthening teamwork can increase teachers' OCB in madrasah.

**Positive Direct Influence between Organizational Culture ($X_4$) on OCB (Y)**

Based on the results of hypothesis testing, it can be concluded that organizational culture has a positive and significant influence on OCB (Organizational Citizenship Behavior) of madrasah teachers in the South Tangerang area. This finding indicates that a strong organizational culture, in accordance with the indicators used in the study, when implemented by teachers in schools, has an impact on increasing OCB in these schools.

The analysis shows that the relationship between organizational culture and OCB is positive with a coefficient of 0.416, which means that a one unit increase in organizational culture will increase OCB by 0.416 units. Partial hypothesis testing using the $t_{test}$ shows a calculated $t_{value}$ of 7.305, which is greater than the $t_{table}$ of 1.98 at the 5% significance level. Thus, the hypothesis stating that organizational

culture has a significant influence on OCB is accepted. Strengthening organizational culture can increase teachers' OCB in madrasah.

## Positive Direct Influence between Personality ($X_1$) on Organizational Culture ($X_4$)

Based on the results of hypothesis testing, it can be concluded that personality has a positive and significant influence on the organizational culture of madrasah teachers in the South Tangerang area. This finding shows that having a good personality, according to the indicators used in the study, can improve organizational culture in schools.

The analysis shows a positive relationship between personality and organizational culture with a coefficient of 0.339, which means that a one unit increase in personality will increase organizational culture by 0.339 units. Partial hypothesis testing using the $t_{test}$ resulted in a calculated $t_{value}$ of 5.775, which is greater than the $t_{table}$ of 1.98 at the 5% significance level. Thus, the hypothesis stating that personality has a significant effect on organizational culture is accepted. Strengthening personality can improve organizational culture in schools.

## Positive Direct Influence between Work Motivation ($X_2$) on Organizational Culture ($X_4$)

Based on the results of hypothesis testing, it can be concluded that work motivation has a positive and significant influence on the organizational culture of madrasah teachers in the South Tangerang area. This finding indicates that having strong work motivation, in accordance with the indicators used in the study, can improve organizational culture in schools.

The analysis shows a positive relationship between work motivation and organizational culture with a coefficient of 0.400, which means that a one unit increase in work motivation will increase organizational culture by 0.400 units. Partial hypothesis testing using the $t_{test}$ resulted in a calculated $t_{value}$ of 6.414, which is greater than the $t_{table}$ of 1.98 at the 5% significance level. Thus, the hypothesis stating that work motivation has a significant influence on organizational culture is accepted. Strengthening work motivation can improve organizational culture in schools.

## Positive Direct Influence between Teamwork ($X_3$) on Organizational Culture ($X_4$)

Based on the results of hypothesis testing, it can be concluded that teamwork has a positive and significant influence on the organizational culture of madrasah teachers in the South Tangerang area. This finding shows that having a solid teamwork, in accordance with the indicators used in the study, can improve organizational culture in schools.

The analysis shows a positive relationship between teamwork and organizational culture with a coefficient of 0.328, which means that a one unit

increase in teamwork will increase organizational culture by 0.328 units. Partial hypothesis testing using the $t_{test}$ resulted in a calculated $t_{value}$ of 5.263, which is greater than the $t_{table}$ of 1.98 at the 5% significance level. Thus, the hypothesis stating that teamwork has a significant effect on organizational culture is accepted. Strengthening teamwork can improve organizational culture in schools.

### Positive Indirect Influence between Personality ($X_1$) on OCB (Y) through Organizational Culture ($X_4$)

Based on the results of hypothesis testing, it can be concluded that personality has a positive and significant impact on OCB through the mediation of organizational culture of madrasah teachers in the South Tangerang area. This finding shows that a good personality, in accordance with the indicators in the study, can increase teacher OCB in schools.

The calculation results show that the $t_{value}$ for the mediation test is 4.530, which is greater than the $t_{table}$ of 1.98 at the 0.05 significance level. This indicates that organizational culture mediates the relationship between personality and OCB. Thus, hypothesis 8 is accepted, and the type of mediation that occurs is partial mediation, which means that personality still has a significant effect on OCB both with and without organizational culture.

### Positive Indirect Influence between Work Motivation ($X_2$) on OCB (Y) through Organizational Culture ($X_4$)

Based on the results of hypothesis testing, it can be concluded that work motivation has a positive and significant influence on OCB through the mediation of organizational culture of madrasah teachers in the South Tangerang area. This finding indicates that strong work motivation, in accordance with the indicators in the study, can increase teacher OCB in schools.

The calculation results show that the $t_{value}$ for the mediation test is 4.820, which is greater than the $t_{table}$ of 1.98 at the 0.05 significance level. This indicates that organizational culture mediates the relationship between work motivation and OCB. Thus, hypothesis 9 is accepted, and the type of mediation that occurs is partial mediation, which means that work motivation still has a significant impact on OCB both with and without organizational culture.

### Positive Indirect Influence between Teamwork ($X_3$) on OCB (Y) through Organizational Culture ($X_4$)

Based on the results of hypothesis testing, it can be concluded that teamwork has a positive and significant influence on OCB through the mediation of organizational culture of madrasah teachers in the South Tangerang area. This finding shows that solid teamwork, in accordance with the indicators in the study, can increase teacher OCB in schools.

The calculation results show that the $t_{value}$ for the mediation test is 4.270, which is greater than the $t_{table}$ of 1.98 at a significance level of 0.05. This indicates

that organizational culture mediates the relationship between teamwork and OCB. Thus, hypothesis 10 is accepted, and the type of mediation that occurs is partial mediation, which means that teamwork still has a significant influence on OCB both with and without organizational culture.

## CONCLUSION

This research discovers strategies and ways to improve teachers' Organizational Citizenship Behavior (OCB) through identifying the strength of influence between research variables, as well as finding several indicators in variables that need to be improved and maintained. Based on the results of the analysis, it was found that there is a significant positive direct influence of Personality $(X_1)$, Work Motivation $(X_2)$, Teamwork $(X_3)$, and Organizational Culture $(X_4)$ on OCB, with consecutive coefficients $\beta_y X_1 = 0.274$, $\beta_y X_2 = 0.298$, $\beta_y X_3 = 0.235$, and $\beta_y X_4 = 0.416$. In addition, Personality $(X_1)$, Work Motivation $(X_2)$, and Teamwork $(X_3)$ also have a positive direct influence on Organizational Culture $(X_4)$, with coefficients $\beta_y X_1 = 0.141$, $\beta_y X_2 = 0.166$, and $\beta_y X_3 = 0.328$. Other findings indicate a significant indirect influence of Personality $(X_1)$, Work Motivation $(X_2)$, and Teamwork $(X_3)$ on OCB through Organizational Culture $(X_4)$, each with coefficients $\beta_y X_1 = 4.530$, $\beta_y X_2 = 4.820$, and $\beta_y X_3 = 4.270$. These results indicate that strengthening Personality, Work Motivation, Teamwork, and Organizational Culture can be an effective strategy to increase teacher OCB.

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