Organizational Citizenship Behavior as a Way to Improve Performance:Evidence from Muslim Teachers in Indonesia

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Abstract
This study aims to examine the effect of Organizational Citizenship Behavior (OCB) on the performance of teachers by considering the factors of quality of work life, organizational commitment, and spirituality. This study emphasized on OCB. The study was conducted on ten (10) State Islamic High Schools (Madrasah Aliyah Negeri) in Jombang, Indonesia. The design of this study was quantitative. Survey method was used to collect primary data through questionnaire. Respondents of this study were all high school teachers; there were 114 units as a sample of research through random sampling technique. Path analysis on Structural Equation Modeling was used to test the hypotheses. The uniqueness of the study was OCB for Muslim teachers. The findings show that OCB has been strongly influenced by the quality of work life to achieve performance; thus, it can be concluded that the good quality of teachers' work life can be a stimulant for OCB.
Keywords: Organizational Citizenship Behavior , Performance, Quality of work life, Spirituality,Organizational commitment

1. Introduction
Teachers play an important role in the development of learners to realize, i.e. to help learners realize their life goals. When parents enroll their children to school, they put some expectation on teachers to help their children develop optimally (Mulyasa, 2005). To improve the quality of human resources to compete in the global world, it is necessary for teachers to be professional educators. Teachers as educators need to be nurtured, developed, and rewarded. This is especially important when associated with the strategic role of teachers in determining the success of education, improving the quality of learning, and establishing the competence of learners. The government has made a policy by continuously seeking alternatives to improve teacher quality and performance. The existence of the teaching profession must be prioritized for the development of the nation, and it is also necessary to legitimate that the teaching profession is an honorable and dignified profession so as to be equal to other professions (Saniya, 2008).

One of the efforts is to improve the quality of teachers is teacher certification program (Mulyasa, 2005). Teacher certification is a form of recognition for teachers as educators to educate students in accordance with the applicable regulations. This is given to teachers who meet the standards, after passing tests on pedagogical competence, personality, social and professional competence (Directorate General of Higher Education, 2009) in the form of portfolio assessment. In the field of education, portfolio is as a collection of teacher's personal information, a record and documentation of teacher achievement (Directorate General of Higher Education, 2009).

Field observations show that teacher certification has not been able to directly improve teacher performance, evidenced by a study by Nurcholis (2011) toward certified teachers in Central Jakarta. This may happen because teachers' welfare has not been put as priority in order to improve teacher performance.

However, it is different from Nuari's study (2012) examining certified teachers in West Jakarta. The study proves that teacher certification can improve teacher performance. Differences in research findings are important for further investigation of teacher behavior and performance.

The theory of behavior proposed by Organ (1988) explains that Organizational Citizenship Behavior (OCB) is a form of behavior of individual choice and initiative, not related to the formal reward system of an organization but aggregately increases organizational effectiveness. Katz (1964) once explained the theory of extra-role behavior, which later was developed by Organ (1988) to OCB. Aldag and Rescke (1997) reinforce that employees not only work according to in-role task but also are expected to do extra role as a part of an organization. Organ explanation (1988) motivates researchers to examine teacher related to teacher performance. DiPaola and Tschannen-Moran (2001) mention that research on OCB in school context is very limited; there is a gap. To that end, the researcher wants to explain about the generalization of OCB theory in order to improve the performance of certified teachers in Indonesia.

Preliminary studies conducted by researchers at several Madrasah Aliyah (MAN) in Indonesia show that OCB is related to other factors such as quality of work life, organizational commitment, and workplace spirituality. MAN is a high school based on religious values; they use the values as behavioral and cultural guide

in the school environment. A study by Taghafi et al., (2014) in several schools in Shirvan proves that there is a positive influence between quality of work life and teacher performance. This is similar to a study conducted by Beh et al., (2007) several years ago.

Some other researchers such as Vazifeh et al., (2013), Jofreh and Shams (2014), Kaihatu and Rini (2007) have examined the role of quality of work life on teacher performance. The results indicate that OCB plays a role to achieve employee performance. The research reinforces the researchers' belief that OCB is strongly influenced by quality of work life to improve employee performance.

On the other hand, organizational commitment and workplace spirituality is also important for Islamic schools (MAN) to improve teacher performance. Mowday et al., (1982:27) understands organizational commitment as a relative strength of the individual to improve organizational performance. The results of studies by Chugthai and Zafar (2006) and Ruslan et al., (2013) show significant relationship of organizational commitment with behavior of employees, which leads to an increase in employee performance.

Workplace spirituality is a new paradigm in the business world that has grown over the last ten years. Society no longer works for money, but wants a more humane, simpler, more meaningful and valuable work atmosphere (Marques, 2007). The workplace spirituality is very close to OCB. The research by Kazemipour et al., (2012) and Ahmadi et al., (2013) show workplace spirituality has positive impact on OCB. Meanwhile, other studies indicate that there is significant influence between workplace spirituality and employee performance (Javanmard, 2012) and have an impact on organizational performance (Jurkiewicz and Giacalone, 2004; Ashmos and Duncan, 2005).

The results of studies on the positive effect of quality of work life, workplace spirituality, and organizational commitment toward Organizational Citizenship Behavior (OCB) that finally improves employee performance motivate the researchers to test a structural equation modeling based on empirical study on the matter, employing teachers of Islamic high schools as the subjects. This study is expected to enrich the body of knowledge, especially in the field of human resource management.

2. Theoretical Review

Performance is the result of work achieved by employees in accordance with the standards and needs of the organization. Performance is better known as 'output'. Dessler (2000) explains that performance theory is part of work performance. Bernadin and Russell (1993) explain that performance is a record of the results obtained from the work of employees over a certain period. This study examines certified teachers, so the definition of performance is the result of the work of certified teachers in performing tasks at school during the period of one semester by measuring teachers' perceptions on planning, implementation, job evaluation, and development.

Organizational Citizenship Behavior (OCB) theory explains that employees do not only work according to in-role tasks but are expected to do the extra-role as an organization's citizens. Aldag and Rescke (1997) explain that OCB is an individual contribution both to the organization and to other individuals without expecting rewards. Katz (1964) once explained the theory of extra-role behavior, which was later developed by Organ (1988) to OCB. Podsakoff et al., (2000) explains that OCB can affect organizational effectiveness. OCB is a contribution that exceeds the demands of a role in the workplace. OCB is more appropriately referred to as volunteer behavior for extra duty and adheres to corporate rules without expecting rewards. Organ (1988) asserts that OCB is a more free individual behavior to volunteer to help others in the organization and keep abreast of company rules without expecting rewards.

This study explains the perception of certified teachers about OCB. Therefore, teacher OCB behavior is the voluntary behavior of certified teachers to assist colleagues and organizations without expecting other benefits and rewards. There are several measures of teachers' perceptions on OCB, i.e. altruism, sportsmanship, civic virtue, and conscientiousness.

Quality of work life is an effort done systematically by the organization to control the work of employees to work in quality. Organizations that run quality of work life generally have a strict supervision system to meet the performance of quality work. Cascio (2006) describes quality of work life as part of organizational goals in organizational practices such as promotional policies, democratic supervision, comfortable working conditions, satisfaction of employee needs, and employee opportunities to grow and develop. For employees, quality of work life can foster a sense of staying in corporate organizations. Quality of work life can be an organizational philosophy of people, workers, and organizations. Luthans (2006) argues that quality of work life is able to change the organizational climate towards a better working life. This study explains the perception of certified teachers; thus, quality of work life is the perception of teachers who are part of the school organization who get supervision and are given the opportunity to develop. There are several measures on teachers' perception about quality of work life, i.e. participation, communication, perception on compensation, and pride.

Meyer and Allen (1991) explain organizational commitment is the degree to which members of organizations are able to engage in organizational activities. Commitment can be interpreted as agreement or attachment to do something. Commitment can have meaning beyond merely covenant. Steers (1997) explains

organizational commitment is a sense to be more involved and loyal in organizational activity. Organizational commitment can be characterized by being willing to accept the values and goals of the organization, the sincerity in working and the desire to survive being a member of the organization. The theoretical review of organizational commitment undertaken by individual organizations can be learned through attitudinal approaches, behaviors, and multidimensional approaches. This study explains the perception of certified teachers about the behavior of the organizational commitment of teachers; thus, organizational commitment here means the behavior of teachers in involving themselves to be active and strive to meet the goals of the school organization. There are several measures on teachers' perceptions on organizational commitment, i.e. affective commitment, continuance commitment, and normative commitment.

Workplace spirituality is a religious behavior in the workplace. In the era of the 2000s, as described by Fry (2003), spirituality in the workplace has limited literature. Every religion teaches the concept of work spirituality based on the concept of piety and the implementation of religious rituals. Spirituality creates the human brain to understand the flaws and strengths that exist in the work as to create happiness of individuals. Workplace spirituality helps employees in interpreting, assessing, and believing their behavior in order to remain happy. Greenleaf (1985) argues that religious values are needed in the work environment to improve employee performance.

This study explains the perception of certified teachers about the workplace spirituality, i.e. the voluntary behavior of certified teachers to understand the advantages and disadvantages gained during work and strive to remain happy in accepting it and being grateful. There are several perceptual measures of teachers on workplace spirituality, i.e. participation, communication, compensation, and pride.

3. Research Method
3.1 Research Design
The study is quantitative, under positivism approach. Questionnaires were used to collect primary data. Questionnaire used a Likert scale with 1 to 5 alternatives, in which 5 means strongly agree and 1 means strongly disagree. A survey technique was employed. Ten Islamic high schools (in Indonesia known as Madrasah Aliyah Negeri or MAN) were chosen as the subjects, in Jombang, Indonesia. The respondents of this study were all high school teachers. Using random sampling technique, questionnaires were distributed to as many as 114 samples. The analysis technique used was descriptive and multivariate analysis (structural equation model).

3.2 Research Variables and Indicators
This study explains the perception of certified teachers about the quality of work life, organizational commitment, workplace spirituality, OCB, and teacher performance.

There are three exogenous and two endogenous variables. Three exogenous variables consist of quality of work life, organizational commitment, and work spirituality. Two endogenous variables consist of OCB and teacher performance.
1) Teacher performance is the ability of teachers in performing tasks, measured by indicators of planning, implementation, evaluation, and development.
2) Organizational Citizenship Behavior (OCB) is a certified teachers' voluntary behavior to help colleagues and organizations without expecting rewards. There measurements of teachers' perceptions on OCB include indicators of altruism, sportsmanship, civic virtue, and conscientiousness.
3) Quality of work life is the perception of teachers who are part of the school organization who get supervision and are given the opportunity to develop. There are several measurements on teachers' perception about quality of work life, i.e. participation, communication, perception on compensation, and pride.
4) Organizational commitment refers to the behavior of teachers in involving themselves to be active and strive to meet the goals of the school organization. There are several measures on teachers' perceptions on organizational commitment, i.e. affective commitment, continuance commitment, and normative commitment.
5) Workplace spirituality is the voluntary behavior of certified teachers to understand the advantages and disadvantages gained during work and strive to remain happy in accepting it and being grateful. There are several perceptual measures of teachers on workplace spirituality, i.e. participation, communication, compensation, and pride.

Table 1. Research Variables and Indicators

| Variables and Indicators	Variables and Indicators
Performance (Y2)	Organizational commitment (X2)
Planning (Y21)	Affective commitment (X21)
Implementation (Y22)	Continuance commitment (X22)
Evaluation (Y23)	Normative commitment (X23)
Development (Y24)	Workplace spirituality (X3)
Organizational Citizenship Behavior (Y1)	Participation (X31)
Altruism (Y11)	Communication (X32)
Sportsmanship (Y12)	Compensation (X33)
Civic virtue (Y13)	Pride (X34)
Conscientiousness (Y14)	
Quality of work life (X1)	
Participation (X11)	
Communication (X12)	
Perception on compensation (X13)	
Pride (X14)	

3.4 Conceptual Framework and Hypotheses

Research from Yilmaz and Bokeaglu (2008) examines elementary school teachers in Ankara Turkey; the results show there is a positive relationship between organizational commitment and organizational behavior. A study by Noor (2009) shows organizational commitment contributes 64% for OCB in Pakistan. The study by Malik et al., (2011) proves that workplace spirituality, sportsmanship, and altruism (OCB) have a significant effect on employee performance. Chughtai and Zafar (2004) state organizational commitment affects as much as 32% on the performance of lecturers.

The study of Vazifeh et al., (2013) as well as Jofreh and Shams (2014) show there is a significant relationship between quality of work life and OCB. Kaihatu and Rini (2007) conclude that the quality of work life affects OCB for high school teachers in Surabaya, Indonesia. Taghafi et al., (2014) mentions there is a significant relationship between quality of work life with employee performance

Javanmard and Malik et al., (2012) assert workplace spirituality affects performance. Diefendorff et al., (2002) conclude that OCB has a significant effect on employee performance through job involvement and work centralization. Furthermore, Khazaei et al., (2011) conclude that there is a positive relationship between OCB and teacher performance. No studies have examined the effect of workplace spirituality on OCB, so it needs to be tested in modeling. The explanation of previous research results is assembled into a concept model and is described in the structural equation model as shown in Figure 1.

Figure 1. The Research Framework
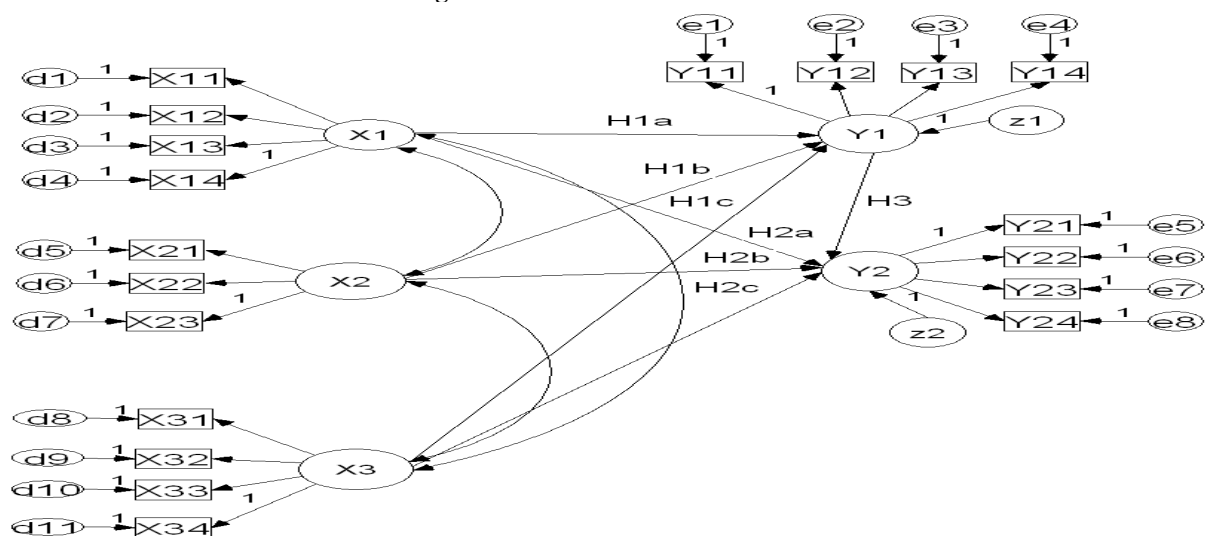
H1 a, b, c : Quality of work life, organizational commitment, and workplace spirituality affect OCB
H2 a, b,c: Quality of work life, organizational commitment, and workplace spirituality affect performance of teachers
H3   : OCB affects performance of teachers

4. Research Findings
4.1 Test Result on the Validity and Reliability of the Instrument
MAN teachers filled in questionnaires. During 6 months research period, 114 questionnaires were collected. Answers to the questionnaire were tabulated for validity and reliability tests using SPSS (Statistical Package for Social Science) program.

Table 2. Test results on validity and reliability of the instrument

Variables	Pearson Correlation (minimum)	Pearson Correlation (maximum)	Cronbach's alpha	Result
Performance (4 indicators, 15 instruments)	0.189^*	0.721^*	0.812	Good
OCB (4 indicators, 16 instruments)	0.319^*	0.648^*	0.753	Good
Quality of work life (4 indicators, 22 instruments)	0.216^*	0.757^*	0.848	Good
Organizational commitment (3 indicators, 12 instruments)	0.416^*	0.777^*	0.766	Good
Workplace spirituality (4 indicators, 24 instruments)	0.292^*	0.719^*	0.843	Good

Note: *) significance level less than 0,05

Table 2 shows the results of validity and reliability analysis of research instruments. Each instrument has a Pearson correlation value of less than 0.05 and the Cronbach's alpha value does not exceed 0.7. This shows that all instruments have a good level of consistency.

4.2 Test results for estimation and description model
Test on estimation model is a factor test or confirmation test of research variables. Respondents' perception for each indicator can be checked by statistical mean. Theoretical model test can be known from loading factor value for each research indicator. The assumption of structural equation modeling test shows that the observed data is normal; there is neither multicollinearity nor extreme data.

Table 3. Test results for estimation and description model

Variables and Indicators	Factor Loading	Mean	CR	AVE
Performance (Y2)			0.93	0.79
Planning (Y21)	0.86	4.21		
Implementation (Y22)	0.84	4.09		
Evaluation (Y23)	0.97	4.21		
Development (Y24)	0.89	4.14		
OCB (Y1)			0.91	0.72
Altruism (Y11)	0.90	3.92		
Sportsmanship (Y12)	0.89	3.84		
Civic virtue (Y13)	0.83	3.85		
Conscientiousness (Y14)	0.79	3.94		
Quality of work life (X1)			0.92	0.73
Participation (X11)	0.86	3.79		
Communication (X12)	0.86	3.72		
Perception on compensation (X13)	0.87	3.89		
Pride (X14)	0.84	3.83		
Organizational commitment (X2)			0.90	0.76
Affective commitment (X21)	0.86	3.92		
Continuance commitment (X22)	0.84	3.86		
Normative commitment (X23)	0.92	3.87		
Workplace spirituality (X3)			0.91	0.71
Participation (X31)	0.84	3.87		
Communication (X32)	0.87	3.93		
Compensation (X33)	0.90	3.88		
Pride (X34)	0.77	3.93		

Notes: CR= Composite Reliability ; AVE= Average Variance Extracted;

Table 3 describes the estimation model results for five research variables. Teacher performance is reflected by planning, implementation, evaluation, and development. Construct Reliability value of teacher performance is 0.93 exceeding the cut-off rate of 0.7 and Average Variance Extract is 0.79 exceeding the cut-off value of 0.5. This comparison shows that four indicators tested are able to explain teacher performance. The evaluation

indicator is better in explaining performance, with the highest perception level of 4.21.

OCB is reflected by altruism, sportsmanship, civic virtue, and conscientiousness. The OCB Construct Reliability value is 0.91 exceeding the cut-off rate of 0.7 and the Average Variance Extract is 0.72 exceeding the cut-off value of 0.5. This comparison shows that four indicators tested are able to explain OCB. The altruism indicator is better in explaining OCB, with the highest perception value of 3.92, followed by conscientiousness (3.94). This difference is not a significant problem on the results of this analysis.

Quality of work life is reflected by teacher participation, communication, perception of compensation, and pride. Construct Reliability value for quality of work life is 0.92 exceeding the cut-off rate of 0.7 and Average Variance Extract is 0.73 exceeding the cut-off value of 0.5. This comparison shows that four indicators tested are able to explain the quality of work life. The compensation indicator is better in explaining the quality of work life, with the highest perception level of 3.89.

Organizational commitment is reflected by affective, continuance, and normative commitment. Construct Reliability value for organizational commitment is 0.90 exceeding the cut-off rate of 0.7 and the Average Variance Extract is 0.76 exceeding the cut-off value of 0.5. This comparison shows that the three indicators tested are able to explain organizational commitment. The normative commitment is better in explaining organizational commitment, with the perception level of 3.87; it is still lower than affective commitment, with the perception level of 3.92. This difference is not a significant problem on the results of this analysis.

Workplace spirituality is reflected by participation, communication, compensation, and pride. The Construct Reliability value for workplace spirituality is 0.91 exceeding the cut-off rate of 0.7 and the Average Variance Extract is 0.71 exceeding the cut-off value of 0.5. This comparison shows that four indicators tested are able to explain the workplace spirituality. The compensation indicator is better in explaining workplace spirituality, with the perception level of 3.88; it is still lower than pride, with the perception level of 3.93. This difference is not a significant problem on the results of this analysis

4.3 The results of full model analysis

Three exogenous variables and two endogenous variables in the estimation model tested; each variable formed a latent factor (Table 3). The next step is to test structural equation modeling. The goodness of fit model is described in Figure 2.

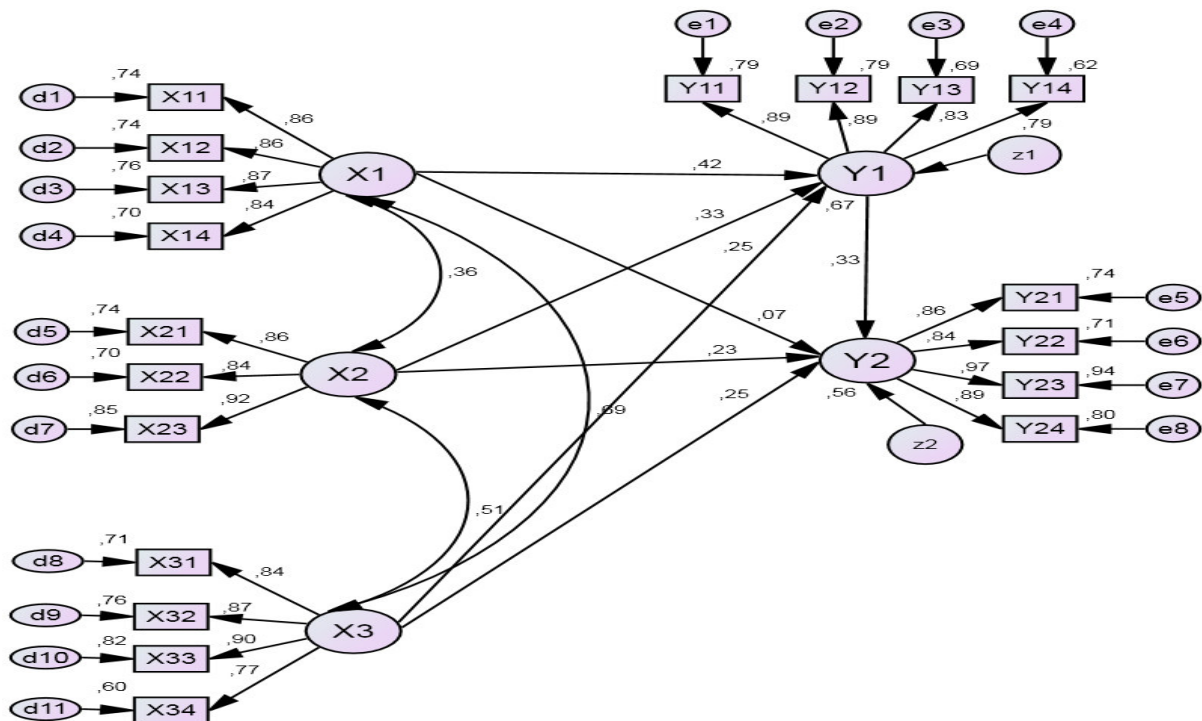**Figure 2. Evaluation of Structural Equation Modeling**

Figure 2 shows the standardized coefficient values and factor loading. In structural equation modeling, Chi Square is 209.565 at probability level 0.00. The value of comparison of Chi Square statistic divided by Degree of Freedom equal to 1.476 less than cut off value of 2.00 and RMSEA value of 0.065 less than the cut-off value of 0.08; this is the reason that the structural equation modeling is accepted as an analytical tool in this study.

The explanatory effect of exogenous and endogenous variables is described in Table 4.

Table 4. Hypothesis Testing

Path of Research variables		Coeff.	p.	Result
Quality of work life →	OCB	0,42	0.000	H1a accepted
Organizational commitment →	OCB	0,33	0.000	H1b accepted
Workplace spirituality →	OCB	0,25	0.023	H1c accepted
Quality of work life →	Performance	0,07	0.559	H2a accepted
Organizational commitment →	Performance	0,23	0.022	H2b accepted
Workplace spirituality →	Performance	0,25	0.038	H2c accepted
OCB →	Performance	0,33	0.017	H3 accepted

Notes: Coeff. = standardized coeficient regression ; p.= probability

Table 4 shows that all tested pathways have significant influence unless for the effect of work life quality on teacher performance.

5.Discussion

This study is on perception of teachers about quality of work life, organizational commitment, workplace spirituality, and OCB and perception on teacher achievement. The result of correlation between quality of work life and OCB shows a positive impact. If an institution or organization can provide a good quality of work life for employees, it will encourage members of the organization to behave positively. Appropriate compensation systems in Islamic high schools (Madrasah Aliyah Negeri or MAN) such as health insurance, compensation, and benefits system have proven to create an atmosphere for teachers to volunteer to help and serve colleagues who need, volunteer to spend time for colleagues, to be positive, to complain less, and to find solution.

The results are in accordance with the findings of Vazifeh et al*.,* (2013), Jofreh and Shams (2014), Kaihatu and Rini (2007)—that there is a significant causal relationship between quality of work life and OCB. Vazifeh and Jofreh (2013) only uses Walton's theory as an indicator of quality of work life consisting of fair and adequate payments, growth and security opportunities, law enforcement within the organization, overall living space, decision-making contributions, occupational safety and comfort, constant growth and progress opportunities, adequate and appropriate wages and salaries. This study, on the other hand, uses a combination of theory of Cascio and Walton with the dimensions of participation, communication, compensation, and pride.

Organizational commitment shows a positive impact on OCB. If members have good organizational commitment, they tend to behave positively. The teachers' normative commitment to remain in the organization as a profession creates behavior to volunteer to help colleagues in need. The results of this study are in accordance with the findings of Yilmaz and Bokeaglu (2008) that there is a positive relationship between affective commitment and OCB. Teachers who have good organizational commitment will certainly behave voluntarily to develop the organization, and one effective way is to help colleagues.

Workplace spirituality shows a positive impact on OCB. Most members of the organization have a good working spirituality such as good relationships with colleagues, have the same emotional bond in a team or group in an organization, share common goals, show openness, and are willing to share opinions or ideas. This situation creates OCB for teachers to volunteer to help and serve their colleagues. Kazemipour et al., (2012) examining nurses confirm the same positive result. Thus, it can be said that spiritual relationships among colleagues can create voluntary behavior to help each.

Quality of work life, organizational commitment, workplace spirituality, and teacher performance show different result. Organizational commitment and workplace spirituality can improve teacher performance. Meanwhile, the quality of work life has not been able to improve teacher performance. One of the contributing factors is the religious environment in Islamic senior high school (Madrasah Aliyah Negeri or MAN) that teacher performance does not always have to be compensated. Trust and dedication are the basic motivation for these teachers. In general, the results of the study of the relationship between quality of work life and teacher performance show a positive impact as performed by Taghafi et al., (2014), Beh and Rose (2007), and Islam and Siengthai (2009). The result of this study is unique, i.e. the quality of work life has not been able to improve the performance of teachers due to the cultural element adopted by members of the organization.

OCB and teacher performance show a positive impact. Altruism and sportsmanship of teachers are shown in actions such as volunteering to help and serve colleagues, not complaining much, not exaggerating problem, and always thinking positively. Teachers always do evaluation on the performance of teaching, such as always announcing students' scores, explaining and discussing the materials tested, and providing remedial teaching as an effort to improve student achievement in the future.

6. Conclusion and Recommendation

In structural equation modeling, more emphasis is on teacher OCB role. OCB is strongly influenced by the quality of work life of teachers compared with organizational commitment and workplace spirituality. The better

the quality of teacher work life, the stronger their OCB; and it will ultimately affect performance. While at the same time, organizational commitment and workplace spirituality are able to directly improve performance. However, the quality of the teacher work life has not been able to affect teacher performance due to cultural factors of Islam in the environment studied. Thus, the conclusion drawn is that OCB has a strategic role for the quality of work life to achieve teacher performance goals.

This study has not studied OCB in depth, for either definition or measurement according to Islamic cultural views. Future researchers are advised to assess Islamic-based OCB using Exploration Factor Analysis (EVA) statistics for the purpose of individual performance in an Islamic environment.

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