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ORGANIZATIONAL COMMITMENT AS A DETERMINING FACTOR OF TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN ISLAMIC EDUCATIONAL INSTITUTIONS; META-ANALYSIS

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ABSTRAK

Penelitian ini bertujuan untuk mengambil kesimpulan secara menyeluruh dari hasil olahan penelitian terdahulu yang relevan. Melihat bagaimana kekuatan korelasi komitmen organisasi terhadap organizational citizenship behavior guru pada lembaga pendidikan islam. Menggunakan penelitian Meta-Analisis dan tinjauan sistematik dengan menggunakan software JASP 0.18.1.0. Data yang ditemukan sebanyak 25 artikel melalui pencarian pada google scholar dan mendeley search dengan kata kunci Komitmen organisasi, organization citizenship behavior guru. 10 artikel dipilih berdasarkan karakteristik dan kriteria peneliti yang telah ditentukan. Data diambil dari artikel terpilih adalah jumlah sampel (N) dan nilai r pada masing-masing artikel, lalu ukuran efek dianalisis. Meliputi; Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah Data-data hasil penelitian komitmen organisasi terhadap organization citizenship behavior guru pada lembaga pendidikan islam dianalisis secara mendalam untuk menemukan seberapa besar korelasi komitmen organisasi terhadap organization citizenship behavior guru pada lembaga pendidikan islam. Penelitian ini diawali dengan merumuskan topik penelitian, menelusuri hasil penelitian yang relevan untuk dianalisis. Hal tersebut dapat di lihat dari hasil penelitian yang memperlihatkan bahwa Hasil analisis dengan model random effect menunjukkan terdapat korelasi positif yang signifikan antara komitmen organisasi terhadap organization citizenship behavior guru. Adapun kekuatan korelasi komitmen organisasi terhadap organization citizenship behavior guru termasuk pada kategori signifikansi rendah ($re: 0,790$).

Kata Kunci: Meta Analisis, Komitmen Organisasi, (OCB) Organization Citizenship Behavior Guru, Lembaga Pendidikan Islam.

ABSTRACT

This research aims to draw comprehensive conclusions from the results of relevant previous research. Seeing the strength of the correlation between organizational commitment and organizational citizenship behavior of teachers in Islamic educational institutions. Using Meta-Analysis research and systematic reviews using JASP 0.18.1.0 software. The data found were 25 articles through searches on Google Scholar and Mendeley search with the keywords Organizational commitment, organization citizenship behavior teacher. 10 articles were selected based on



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predetermined researcher characteristics and criteria. The data taken from the selected articles is the number of samples (N) and the r value for each article, then the effect size is analyzed. Includes; Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madarasah Aliyah Data from research on organizational commitment to organizational citizenship behavior of teachers at Islamic educational institutions were analyzed in depth to find out how big the correlation between organizational commitment is to organizational citizenship behavior of teachers at Islamic educational institutions. This research begins with formulating the research topic, tracing research results that are relevant for analysis. This can be seen from the research results which show that the results of analysis using the random effect model show that there is a significant positive correlation between organizational commitment and teacher organizational citizenship behavior. The strength of the correlation between organizational commitment and teacher organizational citizenship behavior is included in the low significance category1 (re: 0.790).

Keywords: Meta Analysis, Organizational Commitment, (OCB) Organization Citizenship Behavior Teachers, Islamic Education Institutions.

INTRODUCTION

Human resources in an organization or educational institution have a role in determining the direction of the organization. The role in question is an attitude or behavior that is expected from someone¹. With this role, human resources are able to contribute and help him achieve his goals². Another figure also said that human resources are the most valuable asset in an institution; Human resources who work in the organization, both individually and in groups, contribute to achieving targets³.

Educational institutions are a place to develop people, leading them towards a better future⁴. Every person who is in this forum undergoes an educational process which is carried out with the aim of changing individual behavior in a better direction⁵. The educational institutions in question are family, school and community institutions

¹ Somech, A., & Oplatka, I. (2015). *Organizational Citizenship Behavior in School*. 7110Third Evenue: outledge.

² Anggoro, M. K. Y. A. R., Yuliana, R., Rismawan, P. A. E., Ilham, I., & Sukirman, S. (2023). *The Influence of Organizational Commitment on Teacher's Organizational Citizenship Behavior (OCB) at Islamic Education Institution*. *Journal on Education*, 05(04), 14584–14589.

³ Riniwati, H. (2016). *Human Resource Management: Core Activities and HRDevelopment*. (st Edition). Malang: UB Press.

⁴ Gazali, M. (2013). Optimalisasi-Peran-Lembaga- Pendidikan Untuk Mencerdaskan Bangsa. *Al-Ta'dib*, 6(1), 126–136.

⁵ Bafadhol, I. (2017). Lembaga Pendidikan Islam di Indonesia. *Jurnal Edukasi Islami Jurnal Pendidikan Islam*, 06(11). <https://et.dovemedicalclinic.com0/pri-ostrom-cistite.html>



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that have a strategic role and will become centers of educational activities to grow and develop potential⁶.

An educational institution can also be defined as an organization that is formed to achieve a specific goal, namely the transfer of knowledge and culture to individuals to change their behavior to become more mature and obtain a better life⁷. Education is a human effort to develop innate potentials, both physical and spiritual, so that they are in accordance with the values that exist in society and culture⁸. Education is an effort to help society in both physical and spiritual aspects⁹. According to Ki Hajar Dewantara, he explained that education is a continuous process and never ends until one obtains a result in the form of sustainable quality.

However, the success of an institution is largely determined by human resources (HR) with the quality and behaviors that arise within the institution¹⁰. The expected behavior is behavior that can improve the quality of the organization, namely Organizational Citizenship Behavior (OCB)¹¹.

Organizational Citizenship Behavior (OCB) is selected behavior that is not part of formal work obligations, but supports the effective functioning of the organization. Teachers are teachers who voluntarily try to work hard to help students, colleagues and the school when carrying out learning tasks that reflect OCB¹². Teachers are a key element in the education system, especially in schools. Schools as organizations really need employees such as teachers who are able to demonstrate good organizational citizenship behavior. Not only does it include tasks in accordance with the job

⁶ Maisyarah. (2011). Maksimalisasi Peran Masyarakat dalam Penyelenggaraan Pendidikan. Tesis Manajemen Pendidikan Islam. *UIN Maliki Malang*.

⁷ Minarti, Sri. (2011). Manajemen Sekolah Mengelola Lembaga Pendidikan secara Mandiri. *Jogjakarta: ArRuzz Media*.

⁸ Khair, H. (2021). Peran Lembaga Pendidikan dalam Masyarakat di era Modern. *Ilmiah Keagamaan, Pendidikan Kemasyarakatan*, 12(2), 24–36.

⁹ Naufalie, SA. S., & Mas'ud, F. (2021). Analisis pengaruh budaya organisasi, komitmen organisasi dan religiusitas islam terhadap tingkat locbip pada guru ma di temanggung. *Djiej: Diponegoro Journal of Islamic Economics and Business*, 1(2), 91–104.

¹⁰ Dwiatmadja, V. S. A. C., & Santoso, D. (2023). Komitmen Organisasi Terhadap Organizational Citizenship Behavior The Impact Of Perceived Organizational Support and Organizational Commitment On Organizational Organizational kepemimpinan, yang salah satunya adalah kepemimpinan yang melayani (servant. 2(1), 1–11.

¹¹ Christy, Y., Setiana, SA., & Cintia, P. (2018). Pengaruh Komitmen Organisasional Dan Budaya Organisasi Terhadap Organizational Citizenship Behaviour. *Jurnal Akuntansi*, 10(2). <https://doi.org/10.28932/Jam.V10i2.1085>.

¹² Ramado Anuar. (2022). Analisis Pengaruh Kepuasan Kerja dan Komitmen Organizational Citizenship Behavior (OCB) Guru di Sekolah Pondok Pesantren Al-Ikhlas Tanjung Sakti. *Syntax Literate: Jurnal Ilmiah Indonesia* p-ISSN: 2541-0849 e-ISSN: 2548-1398, 17(8).



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description, but it also includes the willingness to provide more than what the organization expects¹³. In this case, organizational commitment is often referred to as a factor that builds organizational citizenship behavior. The factor that influences teachers' level of OCBIP is organizational commitment. Organizational commitment is an attitude that reflects the extent to which an individual is familiar with the organization where he works. It is said that teachers who are more committed, tend to engage in behavior that increases values and supports educational institutions.

There are also several reasons why organizational citizenship behavior is important to emerge in relation to organizational commitment as stated by Katz (2006) because it can maintain organizational wealth together, can give rise to constructive ideas for developing organizations or educational institutions, can give rise to the will to develop skills, creating a good institutional climate and being able to develop activities that prioritize the principles of cooperation. Organizational citizenship behavior is an example of behavior that refers to employee discretion, in this case teachers. This can be identified as commitment to educational institutions. Organizational citizenship behavior is a positive result of teaching staff who continue to contribute to their duties.

Based on the explanation in the background description above, the researcher focused on meta-analysis research on organizational citizenship behavior in teachers, one of the factors of which is organizational commitment which is able to measure the attitude of closeness to Islamic educational institutions in their location. The difference with previous research is to draw overall conclusions from the processed results of relevant previous research with only one object.

Organizational Commitment

Organizational commitment is defined as a psychological construct that is related to a member's relationship with their organization and has implications for the individual's decision to continue their membership. It is said that high organizational commitment in teachers is very necessary to achieve educational goals, namely the vision and mission of the institution¹⁴. Teachers who have high commitment will focus more on goals than on the organization, so that behavior will emerge that is happy to help colleagues in work that is closely related to achieving the goals of the related

¹³ Darmawati, A., Hidayati, L.N., dan Herlina S.D. (2013). Pengaruh Kepuasan Kerja dan Komitmen Organisasi terhadap Organizational Citizenship Behavior. *Universitas Negeri Yogyakarta Jurnal Economia*, 9(1).

¹⁴ Somech, A., & Oplatka, I. (2015). *Organizational Citizenship Behavior in School*. 7110 Third Avenue: outledge.



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organization. As a teacher who works in a school that has an Islamic climate such as a madrasah, there is definitely a role for Islamic religiosity. According to Hawari, religiosity can be defined as an appreciation of religion and the depth of belief expressed in attitudes or behavior that are closely related to daily worship.

When an individual has high organizational commitment to an organization, that individual will do whatever is necessary to advance the organization because of their embedded beliefs. This Islamic religiosity factor can also influence the level of OCB because religiosity will indirectly influence a person's behavior patterns. The higher the level of religiosity of a Muslim, the higher the awareness of the importance of volunteerism.

Organizational Citizenship Behavior

Organizational Citizenship Behavior (OCB) has the definition of unconditional positive behavior directed by individuals outside their work responsibilities by helping other people to jointly achieve organizational goals¹⁵. For example, helping a co-worker to help other people solve problems when they are absent from work without expecting anything in return¹⁶. Behavior of employees or teachers in agencies. The organizational citizenship behavior popularized by Organ is now being developed by other figures¹⁷.

Organizational citizenship behavior is an independent individual behavior that is not directly and explicitly related to the reward system and can improve the effective functioning of the organization¹⁸. The personality model theory used in this research is the Big Five Personality Model. Currently scientists use personality to describe the psychological qualities that contribute to an individual's resilience and specific patterns of feelings, thought patterns and behavior¹⁹.

¹⁵ Organ, D. W., Podsakoff, P. M., & MacKenzie, S. P. (2006). *Organizational Citizenship Behavior: Its Nature, Antecedents and Consequences*. London: Sage Publication.

¹⁶ Azizah, S. N. (2007). Analisis Pengaruh Kepribadian dan Komitmen Organisasi Terhadap Organizational Citizenship Behavior (OCB) Guru Madrasah Aliyah Negeri 2 Kebumen Manajemen S1, STIE Putra Bangsa Kebumen Email : tarnobentor@gmail.com 1–7.

¹⁷ Swastika, M. T., Nyoman, N., Martini, P., & Herlambang, T. (2023). Pengaruh Komitmen, Kepuasan, dan Budaya Kerja Terhadap Organizational Citizenship Behavior dengan Kepribadian Big Five Sebagai Variabel Intervening Pada Karyawan Universitas Muhammadiyah Jember. 8(1), 1–9.

¹⁸ Bagas Adi Wicaksono & Achmad Mujab Masykur (2018). Hubungan antara komitmen organisasi dengan organizational citizenship behavior pada karyawan pt x. X. Jurnal Empati, Volume 7 (Nomor 3), Halaman 133-139

¹⁹ Djouhara, A. (2015). *The Impact of Organizational Commitment on Organizational Citizenship Behavior: Field Study in Jordanian Commercial Banks*. El-Bahith Review. 15/2015.



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RESEARCH METHODS

This research uses Meta-Analysis research and systematic reviews using JASP 0.18.1.0 software. The data found were 25 articles through searches on Google Scholar and Mendeley with the keywords Organizational commitment, Organizational citizenship behavior of teachers, and 10 papers were selected based on predetermined characteristics. The data taken from the selected articles are the number of samples (N) and the r value in each article, then the effect size is analyzed. As part of research, meta-analysis is a study of a number of research results on similar problems.

The stages in collecting data were carried out by searching for journals related to the influence of organizational commitment on organizational citizenship behavior of teachers in Islamic educational institutions. This research aims to see how big a relationship organizational commitment has on teacher organizational citizenship behavior in Islamic educational institutions. The population in this research is all articles or journals regarding research on organizational commitment to organizational citizenship and behavior of teachers in Islamic educational institutions.

The researcher focuses this research on the organizational citizenship, teacher behavior variable and the Y variable. The object of the research is Islamic educational institutions. According to Anugraheni, meta analysis is a study by analyzing data originating from primary studies. The results of primary study analysis are used as a basis for accepting or supporting hypotheses, rejecting or invalidating hypotheses proposed by several researchers²⁰. In other words, meta-analysis is a technique aimed at reanalyzing research results that have been statistically processed based on primary data collection. This is done to examine the constancy or unconstancy of research results caused by the increasing number of replications or verifications of research, which often actually increase the occurrence of variations in research results.

RESULTS AND DISCUSSION

In this section, the identity determined in this research focuses on the relationship between organizational commitment and citizenship and organizational behavior of teachers in Islamic educational institutions. The results of this research support previous research which proves that organizational commitment has a positive

²⁰ Anugraheni, I. (2018). Meta Analisis Model Pembelajaran Problem Based Learning dalam Meningkatkan Keterampilan Berpikir Kritis di Sekolah Dasar [A Meta-analysis of ProblemBased Learning Models in Increasing Critical Thinking Skills in Elementary Schools]. *Polyglot: Jurnal Ilmiah*, 14(1), 9–18.



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relationship with organizational citizenship behavior²¹. Below are 10 relevant journal literature and were obtained according to the research variables that have been determined.

Table .1

The Research Results Correspond to The Characteristics That Have Been Determined Organizational Commitment Towards Organization Citizenship Teacher Behavior

No	Author	Object	County/City	Province	N	r
1	Ramado Anuar (2022)	MI, Mts, MA Al-Ikhlas Tanjung Sakti	Kabupaten Lahat	Sumatra Selatan	120	0,227
2	Aulias Shofa Naufalis & Fuad Mas'ud (2022)	MA Temenggung	Kabupaten Temenggung	Jawa Tengah	75	2,225
3	Tarno & Siti Nur Azizah (2017)	MA 2 Kebumen	Kabupaten Kebumen	Jawa Tengah	44	0,6
4	Dela Devi Dwina (2021)	MAN 2 Model	Kabupaten Banjarmasin	Kalimantan Selatan	60	0,9
5	Maswanih (2020)	MA Tangerang	Kabupaten Tangerang	Banten	56	0,74
6	M. Fawaz Dzulfaqar (2022)	Mi, Mts Al- Hasra	Kota Depok	Jawa Barat	42	0,727
7	Nenden Qurotul Aini (2020)	MA As-sholehiyah	Kabupaten Bogor	Jawa Barat	70	0,424
8	M. Yusuf Alfian Rendra Anggoro K.R at all. (2023)	Mts, MA Al-Ittihad	Bandung	Jawa Barat	42	0,727
9	Syafrizal, at all (2020)	Mts Model	Bogor	Jawa Barat	38	0,717
10	Jumiati, at all (2016)	MA Asy-Syifa 2	Medan	Sumatra Utara	70	0,525

Source: Research Results (2023)

In Table .1 with the 10 studies above, researchers chose educational levels based on Islamic educational institutions according to their characteristics. There are 10 levels of Islamic education including; Mi, Mts, MA and Islamic boarding schools were used as research samples in the provinces of South Sumatra, Central Java, South Kalimantan, Banten, West Java and North Sumatra. Overall, the highest sample was found in research conducted by Ramado Anuar (2022) in South Sumatra Province with (N = 120), while the lowest was by Syafrizal, at all (2020) in Bogor, West Java Province (N = 38). The largest r value for Aulias Shofa Naufalis & Fuad Mas'ud (2022) is 2.225 and the smallest for Tarno & Siti Nur Azizah (2017) with a value of 0.60.

²¹ Khaleh, L. A. B. C., Naji, S. (2016). *The Relationship between Organizational Commitment Components and Organizational Citizens Behavior in Nursing staff. International Journal of Media Research*. 5, 5 (S): 173-179



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Table .2
Heterogeneity Test

	Q	df	p
Test Of Residual Heterogeneity	27.910	10	<0.001

Note: p-values are approximate.

Note: The model was estimated using restricted ML method.

The results of the analysis using the JASP analysis tool showed that the 10 effect size studies analyzed were heterogeneous (Q: 27.910; P<0.001), thus the random effect model was more suitable for estimating the overall effect size of the 10 studies analyzed. The results of the analysis also identified that there is potential to investigate moderator variables that influence the influence of organizational commitment variables on teacher organizational citizenship behavior variables in Islamic educational institutions.

Table .3
Summary effect (Mean Effect Size)

Coefficients

95% Confidence Interval						
	Estimate	Standar Error	z	p	Lower	Upper
Intercept	0,790	0,044	17,873	<.001	0,703	0,876

Note: Wald Test

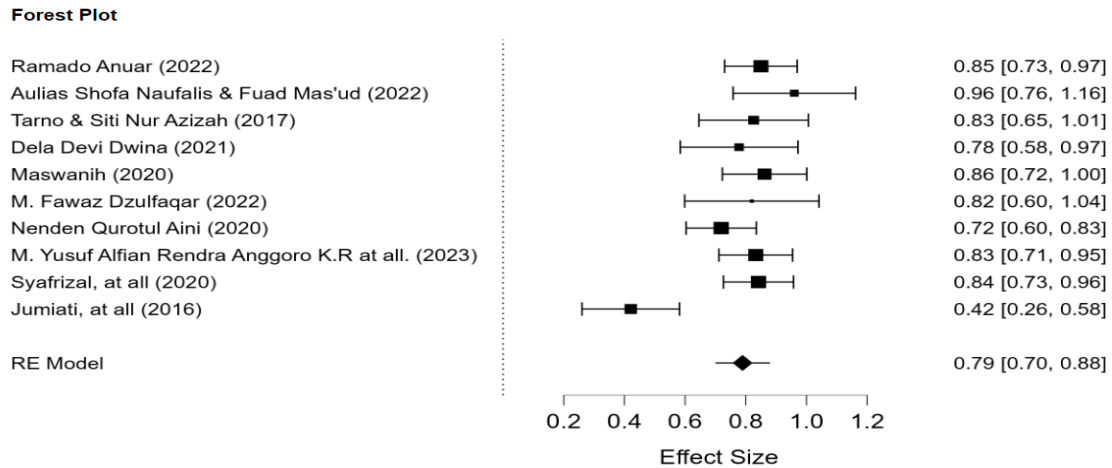
The results of the analysis using the random effect model show that there is a significant positive correlation between organizational commitment to organizational citizenship behavior teacher Z; 17,873, P; < 0.001; 95% (0.703; 0.876). The strength of the correlation between organizational commitment and teacher organizational citizenship behavior is in the low category (re: 0.790). Because it is based on theory (Cohen, 1988) which says about random effect criteria based on the categories r: 0.1 (low), r: 0.3 (medium) and r: 0.5 (high).



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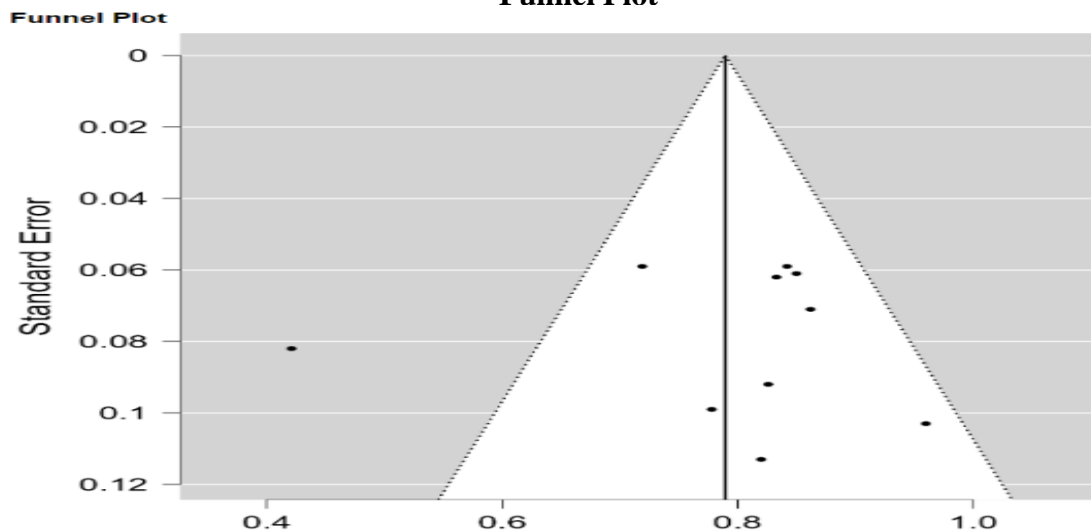
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Figure .1
Forest Plot



Next, on the results of the analysis tool, an analysis of the effect size value is carried out. Based on the analysis results, the influence of the size value is 0.790, with a standard error of 0.044. In short, the results of the effect size analysis of organizational commitment to organizational citizenship behavior of teachers in Islamic educational institutions based on the forest plot results can be seen. The effect size results from the analyzed studies vary in size between 0.42 and 0.96, which can be seen in Figure .1 of the existing forest plot.

Figure .2
Funnel Plot



As for the funnel plot section, we will look at and evaluate publication bias, because the meta-analysis study which is in the good category is if in the meta-study there is no publication bias problem. However, if you look at the funnel plot in Figure



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.2 above, it is very difficult for researchers to determine whether there is publication bias or not, so researchers need an Egger's test which functions to be able to strengthen and look in depth.

Table .4
Egger's Test

	z	p
Sei	0.125	0.900

Regression test for funnel plot asymetry

From the Egger's test in table 4 above, which plays a role in strengthening whether the funnel plot or funnel plot is symmetrical or not. So after observing the results we can conclude that the P value; >0.05 confirms that the funnel plot is in the symmetric category, which means there is no publication bias problem in the meta-analysis study conducted by the researcher.

Based on the results of the research conducted by the author, there are findings that say that an organization's commitment to Organizational Citizenship Behavior may be applied to Islamic educational institutions, including Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah and Islamic boarding schools. However, the influence of the relationship is very low in significance and because the value is below the 0.1 category, the author suggests that future researchers add variables or replace variables so that Organizational Citizenship Behavior in an educator, in this case a teacher, can increase with very high significance.

CONCLUSION

The general conclusion from this quantitative research using a meta-analysis approach is that organizational commitment to organizational citizenship behavior of teachers in Islamic educational institutions has a good and significant correlation or relationship. This can be seen from the research results which show that the results of analysis using the random effect model show that there is a significant positive correlation between organizational commitment and organizational citizenship behavior. This means that educational institutions as organizations really need employees such as teachers who are able to demonstrate good organizational citizenship behavior.

Not only does it include tasks in accordance with the job description, but it also includes the willingness to provide more than what the organization expects in achieving its educational vision and mission. In this case, organizational commitment is often referred to as a factor that builds organizational citizenship behavior. The



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correlation strength of organizational commitment to organizational citizenship behavior of teachers is included in the low significance category (re: 0.790). Because based on theory (Cohen, 1988) the random effect criteria are based on the r: 0.1 (0.1000) category (low), r: 0.3 (0.3000) category (medium) and r: 0.5 (0.5000) with category (high). P value; >0.05, namely 0.900, confirms that the funnel plot is in the symmetrical category, which means there are no gaps or publication bias problems in the JASP results in the meta-analysis study conducted by the researcher.

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