

## The Effect of Self-Efficacy on Teachers' Organizational Citizenship Behavior: A Case of MTsN 1 Mataram City

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**Abstract: The Effect of Self-Efficacy on Teacher's Organizational Citizenship Behavior: A Case of MTsN 1 Kota Mataram. Objectives:** This study aims to determine the effect of self-efficacy on the Organizational Citizenship Behavior of teachers at MTsN 1 Mataram City. **Methods:** This research was conducted at MTsN 1 Mataram City teachers as many as 62 people. The sampling technique is popular. The data collection technique used is the distribution of questionnaires. Data analysis using simple linear regression and t-test. Self-efficacy indicators consist of magnitude, generality, and strength. Indicators of organizational citizenship behavior are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. **Findings:** The results of the simple regression test showed that the significance value was less than 0.05. The results of the t-test also show that the t-count value of 3.830 is greater than the t-count value of 1.685. **Conclusion:** This indicates that there is a significant influence between self-efficacy and the organizational citizenship behavior of teachers at MTsN 1 Mataram City.

**Keywords:** self-efficacy, organizational citizenship behavior, islamic junior high school teacher.

**Abstrak: Pengaruh Efikasi Diri Terhadap Organizational Citizenship Behavior Guru: Kasus di MTsN 1 Kota Mataram. Tujuan:** Penelitian ini bertujuan untuk mengetahui pengaruh efikasi diri terhadap organizational citizenship behavior guru di MTsN 1 Kota Mataram. **Metode:** Penelitian ini dilakukan di guru-guru MTsN 1 Kota Mataram sebanyak 62 orang. Teknik pengambilan sampel bersifat populatif. Teknik pengumpulan data yang digunakan adalah penyebaran angket. Analisis data menggunakan regresi linear sederhana dan uji-t. Indikator efikasi diri terdiri dari magnitude, generality, dan strength. Indikator organizational citizenship behavior adalah altruisme, conscientiousness, sportmanship, courtesy, serta civic virtue. **Temuan:** Hasil uji regresi sederhana menunjukkan bahwa nilai signifikansi lebih kecil dari nilai 0.05. Hasil uji t juga menunjukkan bahwa nilai t hitung sebesar 3.830 lebih besar dibandingkan nilai t hitung sebesar 1.685. **Kesimpulan:** Hal ini mengindikasikan bahwa ada pengaruh yang signifikan antara efikasi diri dengan organizational citizenship behavior guru MTsN 1 Kota Mataram.

**Kata kunci:** efikasi diri, organizational citizenship behavior

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## ■ INTRODUCTION

Islamic education in the development of modernization shows a significant and massive increase (Azra, 2015). In Mulkhan's view (1993), modernization within the field of education is the foremost part of economic, political modernization, and social. To realize modernization in the social, economic, and political fields, modernization in the field of education must first be carried out as a priority to create an educated urban society (Muntafi, 2019). Islamic education (*tarbiyah al-Islamiyah*), is frequently interpreted as a process of maintenance, development, and coaching (Saihu, 2020). The reason for Islamic education is to achieve the goal of Muslim life, namely to grow human awareness as creatures of Allah SWT so that they grow and develop into human beings with a noble character from worshiping Him the goal of Muslim life, namely to grow human awareness as creatures of Allah SWT so that they grow and develop into human beings with a noble character from worshiping Him (Nugroho, 2017). One form of Islamic education is Madrasah Tsanawiyah Negeri (MTsN) 1 Mataram City.

MTsN 1 Mataram is one of the Islamic educational institutions that have a vision that is achievement, skilled, and Islamic. The objectives to be achieved by MTsN 1 Mataram are to become an Excellent Madrasa in the fields of Morals, Religious Studies, Science and Technology, Language and Culture as well as Sports and Arts; the realization of an IT-based learning process; graduates who memorized the Qur'an at least the 30th juz and selected hadiths; graduates have Arabic and/or English language skills, and graduates have religious-spiritual characters. In achieving this goal, the teacher plays an important role. The contribution of teachers in realizing school goals is determined by many factors, including how big the tendency/awareness of teachers to realize their extra-role

behavior, known as Organizational Citizenship Behavior (Rahman et al., 2014).

Organizational Citizenship Behavior is a positive behavior of organizational members which is reflected in the form of willingness to work and contribute to the organization (Bolino et al., 2015). Organizational Citizenship Behavior is also a voluntary individual behavior that is not directly recognized by the organization that can improve the functioning of the organization effectively (Sa'adah & Rijanti, 2020). The identity premise for Organizational Citizenship Behavior reflects the inclining characteristics of representatives who are agreeable, supportive, caring, and genuine (Novitasari et al., 2020). With Organizational Citizenship Behavior, teachers are not only bound by their formal duties but have a concern for extra tasks that span other institutional tasks (Hendawan, 2020).

The main indicators of Organizational Citizenship Behavior according to Organ (1998) are as follows: 1) Altruism, to be specific eagerness to assist when colleagues require offer assistance; 2) Conscientiousness, to be specific devotion to work and a solid want to surpass the formal necessities of the organization; 3) Sportsmanship, to be specific tall resilience behavior towards work unsettling influences or representative acknowledgment of conditions that are not in understanding with perfect conditions; 4) Courtesy, to be specific behavior that reflects workers continuously consider whether the work choices they make influence other representatives; and 5) Civic Virtue, to be specific the behavior of workers to include themselves in organizational exercises that are not required in their work. Thus, Organizational Citizenship Behavior is very important in an organization for improving organizational efficiency, effectiveness, and creativity through the contribution of organizational members in the form of resource transformation, innovation, and adaptability

(Supriyatno, 2017). Another factor that also influences Organizational Citizenship Behavior is self-efficacy.

Cai et al., (2021) define self-efficacy as a person's level of confidence in using the skills they have to complete certain work behaviors. Self-efficacy is a very useful construct in education since it creates utilizing data from four sources: vicarious learning, actual performance, social persuasion, and emotional arousal (Mozahem & Adlouni, 2021). Self-efficacy can affect teachers' perceptions of interactions in the learning process in the classroom (Cardullo et al., 2021). Self-efficacy refers to people's self-evaluation of their ability to complete certain activities (Bai et al., 2021). Numerous variables impact the arrangement of self-efficacy in scholarly circles, counting the victory or disappointment experienced by the investigated subjects, vicarious encounters, verbal influence of others, and physiological and enthusiastic state (Zhou et al., 2021).

Self-efficacy in individuals depends on the environment and cognitive conditions. Someone who has self-efficacy is someone who has a desire to progress and develop (Dari & Putro, 2021). Self-efficacy is a determinant of how people feel, motivate themselves, think, and behave (Chen & Chen, 2014). Teacher self-efficacy plays a key part in the effective incorporation of children with mental incapacities in mainstream schools (Wilson et al., 2020). A person with high self-efficacy has a less fragile ego than a person with low self-efficacy, whereas a person with low self-efficacy may develop an increased fear of hearing negative information about oneself or appear incompetent or uncertain in the eyes of others (Sherf & Morrison, 2020). To measure the self-efficacy of a teacher using the following indicators, namely magnitude, generality, and strength.

Based on the problems above, the researchers were interested in conducting further research related to self-efficacy and Organizational Citizenship Behavior at MTsN 1 Mataram City with the research title "The Effect of Self-Efficacy on Organizational Citizenship Behavior of Teachers at MTsN 1 Mataram City". The purpose of this study was to determine the effect of self-efficacy on the Organizational Citizenship Behavior of teachers at MTsN 1 Mataram City.

## ■ METHODS

### Research Design

This research is quantitative research. Quantitative research is a systematic scientific study of the parts and phenomena and the causality of their relationships (Johnston et al., 2019). The purpose of quantitative research is to develop and use mathematical models, theories, and/or hypotheses related to natural phenomena (Hosseini et al., 2019). The type of quantitative research used is correlational. This type of correlational research aims to see whether two or more variables have a relationship or not (Kartika et al., 2020).

### Research Variable

In this study, there are two types of variables that become the object of research, namely: teacher self-efficacy as the independent variable and Organizational Citizenship Behavior as the dependent variable. Self-efficacy is a belief in an individual's ability to act effectively and competently in order to get maximum achievement in dealing with the level of task difficulty (magnitude or level), a broad area of behavior (generality), and strength of belief (Strength). Organizational Citizenship Behavior is positive behavior in the form of altruism, courtesy, sportsmanship, civic virtue, and

conscientiousness related to work that is not contained in the job description and has a positive impact on the achievement of organizational goals or interests.

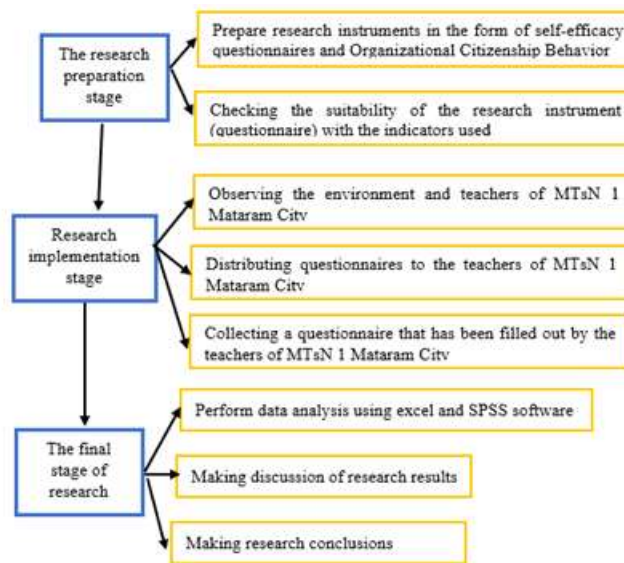
**Participants**

This research was conducted on teachers at MTsN 1 Mataram City Mataram, totaling 62 people. The research sample is a data collection procedure were only part of the population is taken and used in determining the desired characteristics and characteristics of a research

population. The sampling technique in this study is population. Population means that all populations have the same opportunity to be used as research samples.

**Research Procedures**

This research was conducted in April 2022 for two weeks at MTsN 1 Mataram City, West Nusa Tenggara Province. In carrying out the research, the researcher got permission from the principal. The following is a picture related to the procedure in this study.



**Figure 1.** Research procedures

**Instruments**

The self-efficacy and Organizational Citizenship Behavior data collection instrument used in this study was a questionnaire. The questionnaire used was adapted from Sa'adah (2018). The questionnaire used contains positive and negative

statements. Questionnaire answers use a rating-scale type, which is a statement that indicates levels, starting from never, occasionally, frequently, and always. The following describes the grid of questionnaires used in this study.

**Table 1.** Self-efficacy questionnaire grid

No.	Indicator	Aspect	No. Item	
			Positive Statement	Negative Statement
1.	Magnitude Level	Confidence in completing the given task	1 and 3	2

		Confidence to find a solution to every problem	4	5
		Confidence to complete tasks that are difficult	6	7
2.	Generality	Be positive in all situations	8 and 9	
		Able to learn from experience	10	
		Show self-confidence	11 and 12	
3.	Strength	Have high self-confidence	13	
		Have a responsible attitude	14	
		Feeling hopeless or frustrated	15	

**Table 2.** Organizational citizenship behavior questionnaire grid

No.	Indicator	Aspect	No. Item	
			Positive Statement	Negative Statement
1.	Altruism	Giving help	1 and 2	3
2.	Conscientiousness	Volunteer	4 dan 5	
3.	Sportsmanship	Tolerance	6 dan 8	7
4.	Courtesy	Politeness	9 dan 10	11
		Caring for coworkers	12	13
5.	Civic virtue	Participate in all agency activities	14 dan 15	

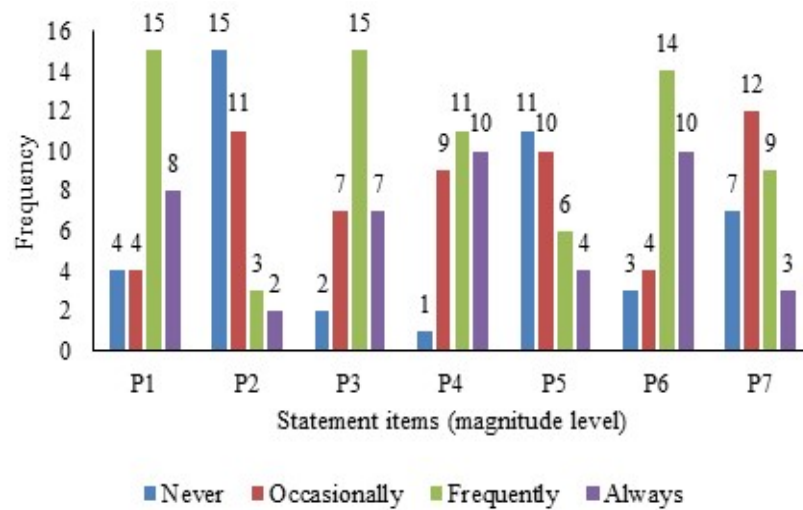
### Data Analysis

In quantitative research, the data analysis activities include data processing and data presentation, performing calculations to describe data, and testing hypotheses using statistical tests (Arikunto, 2015). Prior to statistical testing, the research data were first processed, which included editing, scoring, and tabulating processes. After processing the data, proceed with statistical analysis using simple linear regression assisted by SPSS.

The t-statistic test was used to test the significance level of the effect of the independent variable on the dependent variable. The conclusion drawn is by looking at the significance ( $\hat{a}$ ) or the comparison between t count and t table with the following conditions: If t count < t table and > 5% then H<sub>0</sub> is accepted, and if t count > t table and < 5%: H<sub>0</sub> rejected.

### RESULTS AND DISCUSSION

This study aims to determine the effect of self-efficacy on the Organizational Citizenship Behavior of teachers at MTsN 1 Mataram City. This research was conducted in May 2022. There were 31 teachers who filled out the self-efficacy and Organizational Citizenship Behavior questionnaires out of a total of 62 teachers. The self-efficacy indicators used in this study are magnitude, generality, and strength, while the Organizational Citizenship Behavior indicators used are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Data on self-efficacy and Organizational Citizenship Behavior were obtained from the results of distributing questionnaires. Data on self-efficacy and Organizational Citizenship Behavior were analyzed based on the results of the teacher's response to each statement in that variable. The



**Figure 2.** Results of self-efficacy analysis on magnitude level indicators

results of the self-efficacy analysis are shown in the following figure.

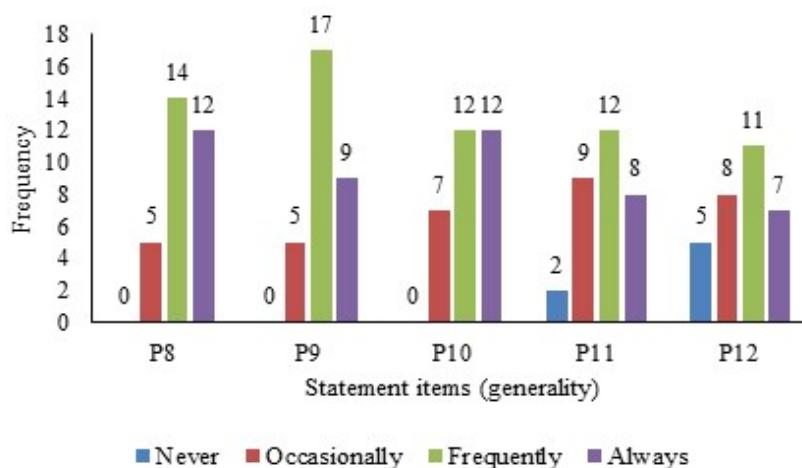
Based on Figure 2 above, it can be seen that the teacher who answered “always” in the first statement (P1) “completed the given task” as many as 8 people, who answered “frequently” 15 people, and those who answered “occasionally” and never were respectively 4 people each. For the second statement (P2) “avoiding difficult tasks” 15 people answered “never”, 11 people answered “occasionally”, and 3 people answered “frequently” and “always” respectively. For the third statement “will not delay the task given” the teacher who answered “always and occasionally” to as many as 7 people, who answered “frequently” to as many as 15 people, and who answered “occasionally and never” as many as 2 people. Likewise with the fourth to seventh statements that teachers who answered “always and frequently” for positive statements were more than teachers who answered, “occasionally and never”.

The results above indicate that the magnitude level of each teacher is different. This is comparable to research conducted by Hermawati et al., (2018) which states that

teachers with a high level of self-efficacy will have high confidence in their ability to do a particular job or task. Conversely, teachers with low levels of self-efficacy will have low self-confidence about their ability to perform tasks. The magnitude level indicator is a person’s ability to complete a task with a different level of difficulty (Chen et al., 2019). Teacher self-efficacy describes the beliefs that a teacher maintains about his or her ability to successfully engage in and sustain the actions required to complete a task at some level of proficiency in a given context (Hajovsky et al., 2020). The results of the self-efficacy analysis for generality indicators are shown in the following figure.

The picture above shows that teachers who answered “always and frequently” to positive statements were more than teachers who answered, “occasionally and never”. For the eighth statement, 12 teachers answered “always”, 14 teachers answered “frequently”, and 5 people answered “occasionally”.

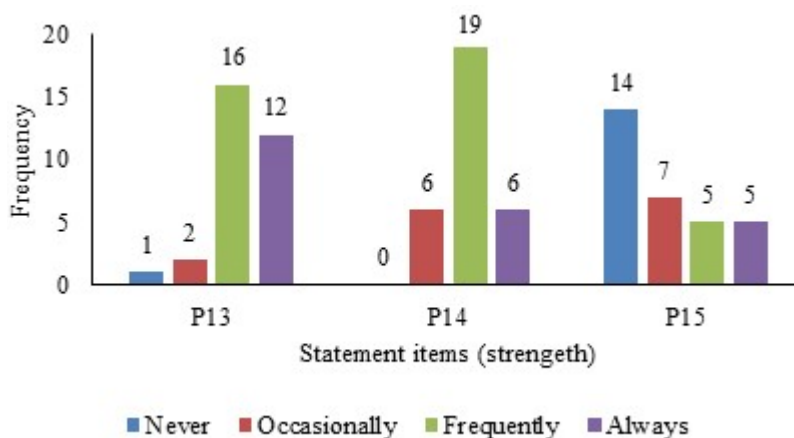
The results of this study are in line with research conducted by Tsidaki (2021) which states that teachers with high efficacy beliefs are willing to engage in challenging tasks, invest



**Figure 3.** Results of self-efficacy analysis on generality indicators

greater effort and persistence, and show superior performance results. In addition, Hermawati et al., (2018) also stated that teachers with high self-efficacy will also be more adaptive to situations. Generality shows that self-efficacy beliefs are positively related, even when teachers are in

different domains (Ran & Huang, 2019; Machado, 2019). Teacher self-efficacy can also be seen from the strength indicators. The results of the self-efficacy analysis on the strength indicators are shown in the following figure.



**Figure 4.** Results of self-efficacy analysis on strength indicators

Figure 4 shows that there are 2 positive statements, namely the thirteenth and fourteenth statements, while the negative statements are the fifteenth statement. In positive statements, the teacher answered “always and frequently” rather than answering “occasionally and never”. While in negative statements the teacher answered

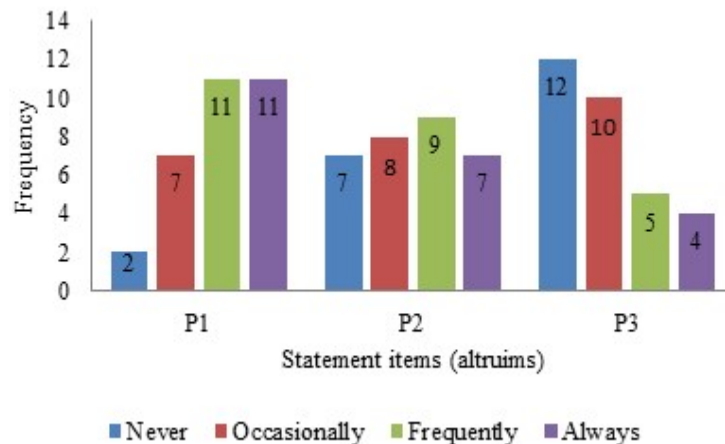
“never and occasionally” rather than answering “always and frequently”.

These results indicate that teachers have high self-confidence, have a responsible attitude, and do not feel hopeless or frustrated. This is in line with research conducted by Massaty et al., (2020) which states that teacher self-efficacy on

this indicator can be seen by having strong self-confidence towards self-potential in completing tasks. Machado et al., (2019) stated that the strength of teacher self-efficacy reflects how confident a person is in his or her ability to perform a given task. The teacher's belief in this indicator is closely related to the determination that he will

succeed in dealing with a problem (Xie et al., 2020).

After analyzing the self-efficacy data, it was continued to analyze the Organizational Citizenship Behavior data for MTsN 1 Mataram City. The results of the indicator analysis are shown in the following figure.

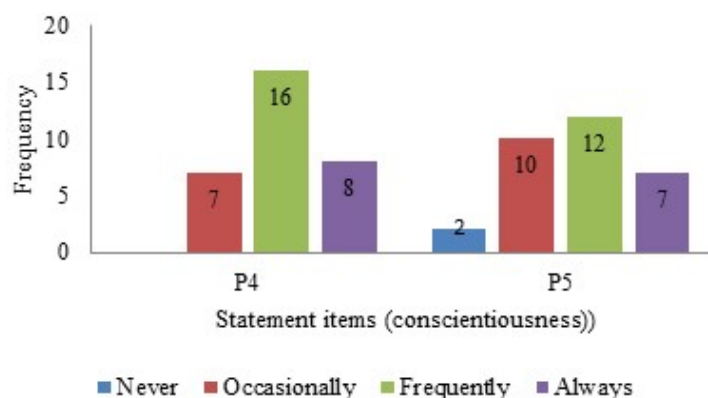


**Figure 5.** Results of organizational citizenship behavior analysis on altruism indicator

The picture above shows that the 31 teachers at MTsN 1 Mataram City who answered 'always and frequently' to the first statement "helping a co-worker in difficulty without expecting anything in return" were 11 people, who answered "occasionally and never" respectively. 7 people and 2 people. For the second statement "replacing co-workers who do not come to work when asking for help" those who answered "always and frequently" were 7 people and 9 people, respectively, while those who answered 'occasionally and never' were 8 people and 7 people respectively. . For the third statement which is a negative statement "not happy to help co-workers" who answered "never and occasionally" were 12 people and 10 people respectively, while those who answered "frequently and always" were 5 people and 4 people respectively.

The results of this study indicate that teachers have high Organizational Citizenship Behavior in terms of providing help. Siregar et al., (2019) stated that the Altruism indicator is related to employee behavior in helping colleagues who are having difficulties in the situation at hand, both regarding tasks in the organization and other people's personal problems. This indicator leads to the provision of selfless assistance that is not an obligation that he bears to others (Guiling et al., 2022; Jalili & Salempour, 2019). However, the results of this study contradict the results of research conducted by Zainal (2019) which stated that respondents received the lowest average score in terms of responding to this indicator. Analysis was also carried out on the conscientiousness indicator. The results of the analysis are shown in the following figure.



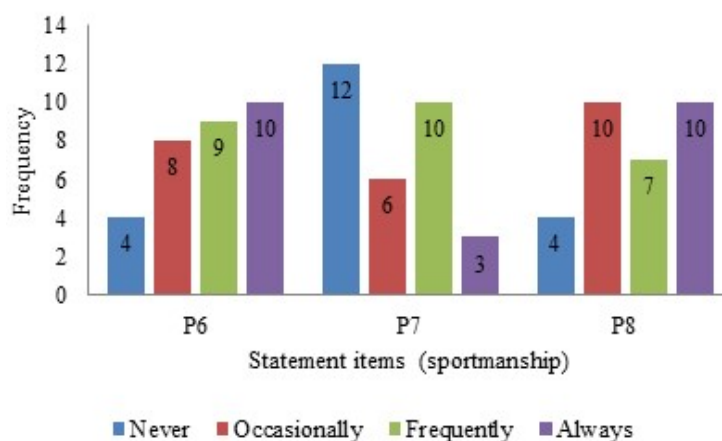


**Figure 6.** Results of organizational citizenship behavior analysis on conscientiousness indicators

Based on the picture above, it can be seen that the fourth and fifth statements are positive statements. The number of teachers who answered “always and frequently” to the fourth statement “completely voluntarily completed the task” was 8 people and 16 people, respectively, while those who answered “occasionally” were 7 people. For the fifth statement “dare to take any risks to be responsible and implement the results of joint meeting decisions” the number of teachers who answered “always and frequently” were 7 people and 12 people respectively, while those who answered “occasionally and never” respectively -respectively as many as 8 people

and 2 people.

The results of this study indicate that teachers have a high voluntary behavior in doing school work. This is in line with research conducted by Oluwatanmise et al., (2019) which states that teachers work overtime to complete assigned tasks and do not demand overtime payments. This indicator is reflected in things like teachers coming to school on time, and leaving late (Ojebola et al., 2019). The researcher also analyzed the teacher’s Organizational Citizenship Behavior on the Sportsmanship indicator. The results of the analysis are shown in the following figure.

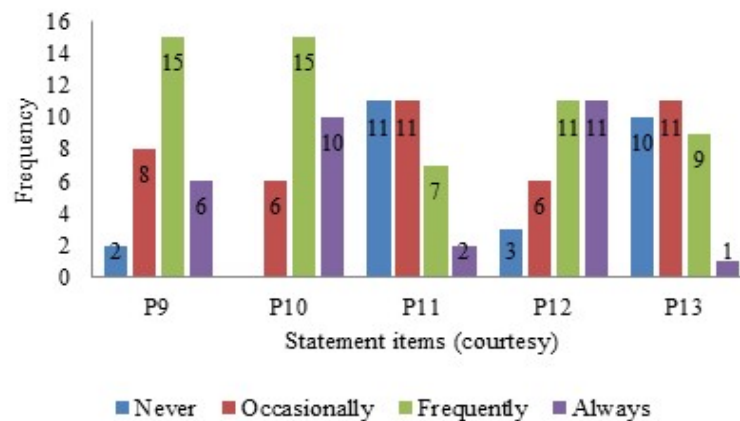


**Figure 7.** Results of organizational citizenship behavior analysis on the sportsmanship indicator

Figure 7 shows that the statements used are positive statements and negative statements. In positive statements, namely P6 and P8, more teachers answered “always and frequently” than teachers who answered, “occasionally and never”. For the seventh statement which is a negative statement, more teachers answered “never” compared to teachers who answered, “frequently and always”.

The results of this study indicate that the teacher’s Organizational Citizenship Behavior on the Sportsmanship indicator is high. According to Setyaningsih (2020) that someone who has a

high level of sportsmanship will increase a positive climate among employees, employees will be more polite and cooperate with others it will creating a more pleasant work environment. Sportsmanship indicators are closely related to a person’s behavior to tolerate whatever is set by the organization without complaining (Batilmurik et al., 2020). Organizational Citizenship Behavior is also measured using civic virtue indicators. The results of the Organizational Citizenship Behavior analysis of the civic virtue indicators are shown in the following figure.

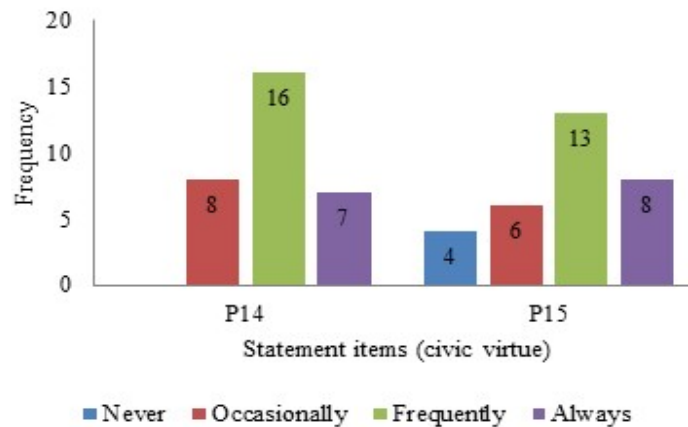


**Figure 8.** Results of organizational citizenship behavior analysis on courtesy indikator indicators

Figure 8 shows that the courtesy indicator consists of five statements, two of which are negative statements. Teachers who answered “always and frequently” to positive statements were more than teachers who answered, “occasionally and never”. Whereas in negative statements, namely statements P11 and P13, teachers answered “never and occasionally” more than teachers who answered, “frequently and always”.

The results of this study indicate that teachers have good manners and care about co-workers.

The results of this study are in line with research conducted by Ismael & Yesiltas (2020) which states that Courtesy refers to a respectful and supportive attitude towards co-workers that improves organizational social relations. Someone who has this indicator is a person who respects and pays attention to others (Gan & Yusof, 2018). Organizational Citizenship Behavior is also measured using civic virtue indicators. The results of the Organizational Citizenship Behavior analysis of the civic virtue indicators are shown in the following figure.



**Figure 8.** Results of organizational citizenship behavior analysis on civic virtue indicators

Figure 8 shows that the statement used on the civic virtue indicator is a positive statement. From this statement, the teacher answered “frequently: frequently” rather than answering “never”. The results of this study indicate that MTsN 1 Mataram City teachers often participate in school activities. This study is comparable to the research conducted by Aderibigbe & Mjoli (2019), where the results of the data analysis show that the respondents gave a good response to this indicator. Khan et al., (2020) stated that

Civic Virtue is often defined as a person’s involvement in organizational activities. This indicator refers to the responsibility that the organization gives to a person to improve the quality of the field of work occupied (Osman et al., 2019).

To find out the effect between the two variables, the study continued by performing a simple linear regression analysis with the help of SPSS software. The results of the analysis are shown in the following table.

**Table 3.** Results of simple linear regression analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	45.370	6.807		6.665	.000
	Self-Efficacy	.138	.166	.152	-3.830	.002

a. Dependent Variable: Organizational Citizenship Behavior

Based on the output above, it is known that column B (constant) is 45,370, while the value (b) is 0.138. The results show that the constant value of 45.370 states that if there is no self-efficacy value, the Organizational Citizenship Behavior value is 45.370. The response

coefficient self-efficacy is 0.138, which means that for every 1 additional self-efficacy value, the Organizational Citizenship Behavior value increases by 0.138. The table above also shows that the value of the t count is -3,830. Because the t-count value is greater than the t-table

(1.685), it can be concluded that there is an effect of self-efficacy on teacher Organizational Citizenship Behavior at MTsN 1 Mataram City. In addition, the output table above also shows that the significance value is less than 0.005. it means that there is a significant effect of self-efficacy on teacher Organizational Citizenship Behavior at MTsN 1 Mataram City.

The ability of teachers to prepare themselves in dealing with various tasks and jobs at school will certainly give birth to a feeling of volunteerism (Organizational Citizenship Behavior) towards the task and work, where the teacher does not view the school as a place to work only but as a place for him to be creative and show his competence. This will make teachers willing to do anything for the success of the organization including helping other fellow teachers in completing (Nugroho, 2017). The results of this study are in line with research conducted by Dussault (2006) which states that there is a direct positive effect of self-efficacy on organizational citizenship behavior. Research conducted by Verawati (2022) also states that there is an effect of self-efficacy on Organizational Citizenship Behavior.

## ■ CONCLUSIONS

Based on the description above, it can be concluded that of the 31 teachers who filled out self-efficacy and Organizational Citizenship Behavior questionnaires, the average teacher answered "always and frequently" for more positive statements than teachers who answered "occasionally and never", while the statement negative teachers who answered 'never and occasionally more than teachers who answered 'always and frequently'. The results of the analysis also show that the teacher's self-efficacy at MTsN 1 Mataram City has an influence on the Organizational Citizenship Behavior of teachers at MTsN 1 Mataram City.

The impact of this research in the world of education is to provide new information, insight, and knowledge that can enrich science, especially in the field of education management regarding self-efficacy behavior and organizational citizenship behavior. Some of the limitations related to this research are that this research only analyzes the influence data between the two variables. Further analysis of these variables is still possible. In addition, this study still uses a sample that is not too large, so it is still possible to conduct research on a wider sample.

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