

The Influence of OCB (Organizational Citizenship Behavior) on The Lecturer's Organizational Pride (A Study At University of Nahdlatul Ulama Surabaya)

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Abstract

Organizational Citizenship Behavior (OCB) owned by a person as an organization member is an extra role behavior, formed when a person feels the benefits of the organization for himself. People become committed, loyal to behave outside the obligation, as an inseparable part of the organization. OCB appears to employees who commit, positive perception of the organization, feel satisfaction if giving something exceeds the standard (Borman & Motowidlo, 1993).

Someone behaves extra role, will do anything for the organization voluntarily and happily. Growing love, having all your heart, desperately defending his organization, is a form of Organizational Pride. Pride relates to feelings of commitment, intention, behavior, and shows cooperation with the organization (loyalty, staying as a member of the organization) (Tyler & Blader, 2000). -tulisan merah belum di translate-. The research aims to prove the influence of OCB on the Lecturer's Organizational Pride.

Explanatory observational research with cross-sectional approach. Respondents were 105 lecturers. The independent variable is OCB (Altruism, Conscientiousness, Sportsmanship, Courtesy, Civic virtue). The dependent variable is Organizational Pride. Data analysis using linear regression test, $\alpha = 0,05$.

The results of the study prove that OCB influences Organizational Pride ($p = 0.001$; $b = 0.573$). It shows that OCB has a role in encouraging Lecturer Organization Pride.

The conclusion is that the higher the OCB will ultimately increase the Organizational Pride. Necessary activities to maintain and improve OCB and pride owned by lecturers (individual or institutionalized) sustainable, continuous training methods Small Group Discussion. Thus, strengthening the internalization of love, belongingness, commitment and loyalty to the organization. In the end it is able to optimize the performance of lecturer tridharma.

INTRODUCTION

Pride is a part of the organization. Proud is a form of attitude to a person, which occurs because of the internalization process as a result of a person's feeling of admiration for the environment outside themselves or because of themselves (internal).

Pride is a belief in an individual that shows how individuals evaluate their organization without making explicit comparisons with others within the organization or with other organizations. (Tyler & Blader, 2000)

Boezeman and Ellemers (2007) emphasize that the model of pride accepted in organizations is an interaction of the relationship between understanding the work and a sense of commitment to the organization, where organizational commitment is a form of psychological component to the organization (Mathieu & Zajac, 1990; Reilly & Chatman, 1986). Commitment to the organization, based on pride and respect, causes people to voluntarily cooperate with the organization. Pride is associated with feelings of commitment, intentions and behaviors that indicate cooperation with the organization (including loyalty, staying as a member of the organization) (Tyler & Blader, 2000).

A person who has a sense of pride in his/her organization occurs because he/she has felt benefits that advantage him/her. People feel fortunate and happy to be part of an organization, especially if they get jobs according

to their expertise and fields in that organization. Moreover, it turns out that if they are accepted and feel a good fit and can adapt to the prevailing culture in organizational life. So that they get the opportunity to contribute and even be empowered. When this is experienced by someone, a sense of pleasure and pride will emerge in the organization, which is very important as a trigger for someone to be more committed to doing work and feel more comfortable with work. Even a person will be willing to make sacrifices, and go to great lengths to defend wholeheartedly against the survival and greatness of the organization. Thus, producing positive behavior which is very useful to bring out a psychosocial role and care for anything related to the organization, whether requested or not requested, obligatory or voluntary without strings attached even without any reward.

As a social being, a person naturally has the ability to empathize with other people and their environment. Someone has the ability to align the values he/she adheres to, with the prevailing norms in the environment. Someone will be able to maintain and increase better social interactions. Likewise, someone who is a part or member of an organization will have the ability to adapt with their organization. Organizational Citizenship Behavior (OCB) tends to see individual employees as social beings of

organizational members, rather than as individual beings who are selfish. Moreover, to do everything good, a person is not always motivated by everything that benefits him/her. Someone will want to help others if they will be rewarded.

According to Organ 2006, OCB is a free individual behavior, indirectly or explicitly recognized in the reward system and in promoting the effective functioning of the organization. OCB is employee behavior that exceeds mandated roles, which is indirectly or explicitly recognized by the formal reward system. Free in the sense that the behavior is not a requirement that must be implemented in a particular role or job description, or behavior that is a personal choice (Podsakoff, et al., 2000).

In this case, it can be interpreted that there is *extra role* behavior, where someone behaves more than a formal duty, and is not related to rewards. It can be interpreted that someone who has high OCB does not expect a reward or wages in the form of money or certain bonuses. This is more inclined towards social behavior as employees who are sincere in carrying out activities that exceed what is expected of their work. Among the OCB is someone who is willing without compensation to help his/her coworkers during recess. Organizational conditions that have HR with the application of OCB as a positive organizational culture have an impact on the ability to regulate, control and control organizational members, so that HR are able to control behavior and even show the best prosocial behavior, which is more than commitment or loyalty.

Borman and Motowidlo (1993) stated that OCB can improve organizational performance, as a lubricant of social engines in organizations. Social interaction of organizational members becomes smooth, reduces disputes and increases efficiency. OCB behavior appears in employees who have a positive commitment and perception of the organization, and in employees who feel satisfaction if they can provide something that exceeds the standard.

In organization, OCB does not exist in *job description*, but its existence is expected, can support the increase of effectiveness and organizational survival. Thus, encouraging commitment and increasing loyalty to the workplace organization, creating a sense of comfort and security at work. The nature of voluntary OCB, can be observed. based on the dominant value.

In general, in organizations that have non-OCB members, volunteerism is only a form of behavior that does not necessarily reflect true willingness. In organizational management practice, it is often behavior-oriented because it can be observed. which is based on reward and punishment (external in nature).

OCB dimension according to Organ (Organ, et al., 2006) has 5 (five) dimensions that is *Altruism*, *Conscientiousness*, *Civic virtue*, *Courtesy*, and *Sportmanships*. The following is an explanation of these 5 dimensions:

1. *Altruism*

Employee behavior in helping coworkers who have difficulty regarding tasks in the organization or personal

problems. The dimension of giving help which is not their obligation.

2. *Conscientiousness*

Behavior that trying to do more than what the organization expects. Voluntary behavior, not an employee's obligation or duty. A dimension that goes far beyond duty, is not just a call of duty.

3. *Sportmanship*

Behavior that tolerates deficiencies in the organization without raising objections. Someone will increase the positive climate among employees. The impact is that employees become more polite and can cooperate with others. Finally creating a conducive and more enjoyable work environment.

4. *Courtesy*

Maintain good relationships with colleagues so that they can avoid interpersonal problems. This dimension, people will always respect and pay attention to others.

5. *Civic Virtue*

Behavior which shows responsibility for the life of the organization (following changes in the organization, providing recommendations for organizational procedures that can be improved, protecting the resources owned by the organization). This dimension, in the form of responsibility given by the organization to a person in improving the quality of the field of work in accordance with the employee's field of expertise.

OBJECTIVE

Analyzing the influence of OCB (Organizational Citizenship Behavior) on the lecturer's Organizational Pride

METHODS

The method used in this study is observational analytic, using an explanatory type. The study explores the causal effects of OCB (Organizational Citizenship Behavior) and lecturer Organizational Pride. Based on the time of data collection, using cross sectional. Respondents were 105 lecturers at Unusa's study program. The variables studied include independent variables, namely OCB. The dependent variable is the Organizational Pride of the lecturer. The instrument used was a questionnaire. Data analysis used linear regression test. Retrieval of data using a questionnaire.

RESULT

The results of the study describe the description of measurement and statistical analysis of the variables of OCB and Organizational Pride.

OCB (Organizational Citizenship Behavior)

OCB is the behavior of *extra role* lecturers who are free without expecting a reward, indirectly and explicitly receive rewards from the formal reward system, and which as a whole encourage the effectiveness of organizational functions.

OCB includes parameters of : *Altruism*, *Conscientiousness*, *Sportsmanship* , *Courtesy*, *Civic virtue*.

The Explanation of each dimension shown in table 1

Table 1. The Description of Composite Measurement of the 2016 Unusa Lecturers Organizational Citizenship Behavior

No.	Organizational Citizenship Behavior	Criteria			Total	Mean	SD
		Low	Average	High			
1	<i>Altruism</i>	0	49 (46,7%)	56 (53,3%)	105 (100%)	2,53	0,50
2	<i>Conscientiousnes</i>	0	76 (72,4%)	29 27,6%	105 (100%)	2,28	0,45
3	<i>Sportmanship</i>	1 (1,0%)	47 (44,8%)	57 (54,3%)	105 (100%)	2,53	0,52
4	<i>Courtesy</i>	0	33 (31,4%)	72 (68,6%)	105 (100%)	2,69	0,47
5	<i>Civic Virtue</i>	0	34 (32,4%)	71 (67,6%)	105 (100%)	2,68	0,47
	Organizational Citizenship Behavior	0	36 (34,3%)	69 (65,7%)	105 (100%)	2,66	0,48

Source: Primary research data, 2016

Table 1 describes the Organizational Citizenship Behavior applied by Unusa lecturers in the average category (mean 2.66). The *Courtesy* dimension has the highest mean (2.69) than the others. This means that Unusa lecturers have the behavior of maintaining good relations with fellow lecturers, especially *team teaching* so that it can prevent interpersonal problems between lecturers. However, *Conscientiousnes* obtained the lowest mean (2.28), that means lecturers still have low OCB in doing activities that exceed Unusa's standards.

Lecturers' Organizational Pride

The pride of the Unusa lecturer organization is measured from 3 indicators, namely the feeling of pride in being an Unusa lecturer because of the NU value, the pride of being an Unusa lecturer internally, and the feeling of being happy when other people view them as Unusa lecturers. Each indicator is a subvariable. The results of measuring the Organizational Pride variable can be seen in table 2

Table 2. The Description of Composite Measurement of Variables of Pride in the Unusa lecturer Organization in 2016

No.	Organizational Pride	Criteria			Total	Mean	SD
		Low	Average	High			
1.	Proud to be a lecturer at Unusa because of the NU values	0	49 (46,7%)	56 (53,3%)	105 (100%)	2,53	0,50
2.	Feeling proud to be a lecturer at Unusa Internally	1 (1,0%)	57 (54,3%)	47 (44,8%)	105 (100%)	2,44	0,52
3.	Feel happy when people see them as Unusa lecturers	0	53 (50,5%)	52 (49,5%)	105 (100%)	2,50	0,50
	Organizational Pride	0	48 (45,7%)	57 (54,3%)	105 (100%)	2,54	0,50

Source: Primary research data, 2016

In table 2, it can be seen that Unusa lecturers have sufficient organizational pride (mean 2.54). A sense of pride in being an Unusa lecturer because NU values have the highest average of the others. This shows that lecturers are proud of the applied of NU values, not proud to be part of an organization (Unusa). Even then, it is indicated by a sufficient category average.

The Effect of Organizational Citizenship Behavior on Organizational Pride

The effect of OCB on Organizational Pride can be determined by calculating the cross tabulation between OCB variables on Organizational pride as listed in table 3.

Table 3. Cross tabulation between Organizational Citizenship Behavior and Organizational Pride of Unusa in 2016

No.	Organizational Citizenship Behavior	Organizational Pride		Total
		Average	High	
1.	Average	29 (80,6%)	7 (19,4%)	36 (100,0%)
2.	High	19 (27,5%)	50 (72,6%)	69 (100,0%)
	Total	48 (45,7%)	57 (54,3%)	105 (100,0%)

Source: Primary research data, 2016

Table 3 shows that the high OCB held by lecturers can encourage lecturers to increase Organizational Pride. Most of (54.3%) Unusa lecturers have Organizational Pride in the high category. This means that the higher the Organizational Citizenship Behavior, the higher the Organizational Pride of Unusa lecturers.

The results of the Linear Regression test, prove that Organizational Citizenship Behavior has a significant effect on Organizational Pride with $p = 0.001$. Value $b = 0.573$, indicating that Organizational Citizenship Behavior can play a role in increasing Organizational Pride with a contribution of 57.3%.

DISCUSSION

OCB is defined as behavior that exceeds the obligations as a lecturer, which is not related to direct compensation. Lecturers who have high OCB will always provide themselves to care about their environment. Those lecturers do not expect a reward or anything like that in the form of money or other rewards, those lecturers are happier and more satisfied if they can help their colleagues so that their colleagues feel the benefits of the assistance provided. OCB in the context of this research, is more on the social behavior of each lecturer to carry out *tridharma* beyond what Unusa determined, without expecting any reward, so that it is a form of sincerity and willingness to sacrifice for the good and progress of the organization (Unusa).

OCB identifies lecturer behavior that can lead to be good members. Lecturers behave more as social beings in the organization, rather than as individual beings who are selfish. With the title of a social being, lecturers are able to provide empathy, respect and care for others and their environment. This condition brings lecturers to always try to adapt by aligning the values they adhere to with the norms that apply in the environment. Thus, consistency and commitment will be maintained in promoting better social interactions. In such a case, it will apply that when the lecturers do everything well, it is not always moved by everything that benefits them, but rather the interests and benefits of their fellow lecturers or people around them without expecting any reward or compensation.

In turn, lecturers are consistently consequent and committed to helping each other to be able to complete the task they have been assigned, without any coercion and expecting a reward. The lecturers' OCB, is a manifestation of social behavior by sincerely willing lecturers to work beyond their obligations. That way, lecturers will present achievements which is contribute to the progress and glory of the organization because lecturers are able to work optimally. Lecturers show their ability to regulate, manage and control their own behavior, so that they can be productive lecturers with the best performance expected by their organization.

In the end, this condition will encourage the formation of a sense of belonging to the organization, because they feel satisfied and proud when they can provide

the best for the organization. Moreover, if lecturers have matured and mastered all of their competencies and are able to carry out their main tasks well, they will be able to personally feel proud of themselves.

On the other hand, lecturers who can feel happy and satisfied by being a member of the organization, because of the organization's achievements and the positive impact on their own benefit, here comes a sense of pride and love for the organization. A sense of pride towards Unusa arises internally when lecturers acknowledge that pleasure is an important part and gives the best for the organization. In addition, if the organization has a big name and brilliant achievements. Admiration, love, a sense of belonging will further strengthen the pride that lecturers have in their organization. A sense of pride is part of the organization, according to Tyler and Blader, as a belief in the individual which refers to the way individuals evaluate their organization without making explicit comparisons with other organizations. (Tyler & Blader, The Group Engagement Model: Procedural Justice, Social Identity, and Cooperative Behavior, 2003).

Pride is in everyone who feels lucky and happy to be a member or part of an organization. Individuals feel proud to use all the attributes of the organization every day. The proud attitude of the individual who feels the organization supports the individual and provides positive values for themselves. Individuals feel that the organization has an important and beneficial meaning for individuals as members of the organization. A sense of pride in Unusa arises internally when lecturers admit and amazed at Unusa's achievements and competitiveness as a university among other universities.

Pride is in everyone who feels lucky and happy to be a member or part of an organization. Individuals feel proud to use all the attributes of the organization every day. The proud attitude of the individual who feels the organization supports their live and provides positive values for themselves. Individuals feel that the organization has an important and beneficial meaning for them as members of the organization. Pride will not exist in individuals who feel that their organization gives negative values to themselves as members of the organization.

The sense of pride that can arise, when there is achievement and success that is felt by an individual, both achievement or success comes from the organization or the respondent themselves. Pride, will make someone feel meaningful because become part of their organization, that is Unusa. Especially if from the organization, someone can get something positive and useful for his life. Organizational Pride is a source of important psychological values, where people will try to preserve and enhance self-worth (Hobfoll, 1989). Also conveyed by Hobfoll, that Organizational Pride is a strong intrinsic motivator for employees. Proud is associated with people's self-confidence and self-worth (Tracy & Robins, 2007).

Proud of the identity that Unusa has, including batik uniforms, logos, and the Mars Unusa song are attributes that make lecturers feel happy when they can be seen by the public. The official car with the Unusa sticker is also proof that the lecturer is happy when using it in activities outside the building so that the public can see that the lecturer is a Unusa lecturer.

The proud attitude of the lecturers who feel that Unusa lives and provides positive values for themselves, so that whatever comes into contact with Unusa, the lecturers will feel proud. However, if anyone tries to harass Unusa in various ways, they will try their best to defend. In fact, when someone harasses and attacks Unusa, they will desperately defend Unusa.

Thus, pride can be seen as a powerful motivator. Lecturers who are proud of their work, what they do and who they work for. Furthermore, pride enhances teamwork, as colleagues treat each other with respect (Katzenbach, 2003). Pride in organization is a results from specific perceptions and from personal experiences created with the organization. Pride is created on the belief that actions itself can contribute to organizational success. Arnett, Laverie and McLance, (2002) found facts in research that there is a relationship between Organizational Pride and positive employee behavior in the hotel industry.

CONCLUSIONS

Lecturers who enjoy doing *tridharma* duties at Unusa have a *sense of belonging* which is a form of pride. Organizational members with a high level of pride consider their organization to be an important, meaningful, effective, and beneficial part of society.

pride relates to feelings of commitment, intentions and behaviors that indicate cooperation with the organization (including loyalty, staying as a member of the organization). Loyalty encourages lecturers to behave positively according to their obligations as members of the organization and even lecturers can make more contributions outside of their obligations without asking for rewards or present from Unusa. This was only done as a form of loyalty, love, sense of belonging and pride towards Unusa.

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