



Organizational Citizenship Behavior Among Employees in Indonesian and Malaysian Higher Education Institutions

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Abstract: Organizational citizenship behavior is one of the positive behaviors that employees in higher education need to have because it can have a positive impact on employees and educational institutions beyond what is expected. This research aims to determine the contribution of the organizational citizenship behavior aspect in reflecting/measuring the most dominant organizational citizenship behavior in employees at Indonesian universities and employees at Malaysian universities. The research subjects were lecturers and employees of Universitas Muhammadiyah Purwokerto and Universiti Teknologi Malaysia. The research results show that the Indonesian and Malaysian versions of the organizational citizenship behavior scale are valid and reliable. The scale can be utilized optimally as a tool for measuring organizational citizenship behavior in university employees in Indonesia and Malaysia. Further results show that organizational citizenship behavior can be reflected in four aspects, namely altruism, sportsmanship, organizational compliance, and loyalty. Organizational citizenship behavior among employees in Indonesian universities shows the most dominant dimensions of altruism and sportsmanship reflecting organizational citizenship behavior, while organizational citizenship behavior among employees in Malaysian universities shows all the dominant dimensions in reflecting organizational citizenship behavior, namely altruism, sportsmanship, organizational compliance, and loyalty. The findings of this research can contribute to higher education organizations to develop citizenship behavior both individually and in organizations that can encourage the performance of higher education employees in Indonesia and Malaysia.

Keywords: organizational citizenship behavior, altruism, sportsmanship, organizational compliance, loyalty

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INTRODUCTION

Organizational Citizenship Behavior (OCB) refers to the voluntary behavior of members of an organization that is not directly related to their primary job duties but contributes to the organization's overall effectiveness. OCB is individual behavior that is free (discretionary), does not directly and explicitly accept expectations from the formal reward system, and overall determines the effectiveness of organizational functions. It is free and voluntary because the conduct is not required by role requirements or job descriptions that are clearly prescribed in the contract with the organization but rather as a personal choice (Saleem & Amin, 2013). Due to its voluntary nature, OCB is important in the context of work culture in various countries, including Indonesia and Malaysia. Although this concept is universal, its implementation can be influenced by different cultures, values, and work practices in each country. The results of research on OCB in Indonesia show that work culture, integrity, and trust influence OCB in state university lecturers (Rahayu, 2017). Research in higher education institutions in Malaysia also shows that employees in the education industry have high levels of OCB and IWB, thereby affecting their performance. Apart from that, the results also show that organizational culture plays a mediating role in the influence of OCB on employee performance (Hong & Zainal, 2022; Hoo et al., 2024).

Hui et al. (2000) said that through OCB behavior, employees will be able to help or support each other to work better. The presence of employees with OCB behavior in the organization leads to a favorable state of the organization as employees work more effectively and optimally to maintain the organization when the organization is in an unfavorable state. OCB is behavior that is currently required of organizations. Research has shown that promoting OCB has a strong positive impact on a variety of individual work outcomes (Podsakoff et al., 2000). Organizational citizenship behavior is one of the positive behaviors that educators need to have (Septiawati et al., 2019), and it can have a positive impact on educational institutions beyond what is expected (Permana & Sriathi, 2017). Educational institutions need to create a culture that is the characteristic of an institution as a reference for acting and behaving. A strong organizational culture will be able to influence organizational citizenship behavior in teachers. This is by the research results of (Winoto et al., 2020) that organizational culture has a positive effect on organizational citizenship behavior; the stronger the organizational

culture, the higher the organizational citizenship behavior. Research on OCB in Indonesia shows that the application of Organizational Citizenship Behavior (OCB) helps a lecturer in carrying out the Tri Dharma of Higher Education, such as developing teaching methods, conducting research according to interests and scientific fields, and contributing to community service programs. Moral aspects, commitment, and motivation are essential aspects that support the creation of Organizational Citizenship Behavior (Auliana & Nurasiah, 2017; Pahlevi & Nirmala, 2023). Lecturer OCB has a significant and positive effect on lecturer performance in teaching, research, and community service. Lecturer performance will increase in direct proportion to their organizational citizenship behavior (Hakim et al., 2014; Ramilan et al., 2024).

Meanwhile, OCB research in Malaysia on staff at Malaysian universities showed OCB at the individual level of 487 respondents: 281 (57.7%) had high OCB, and 202 (41.5%) had moderate OCB, indicating that staff at Malaysian HEIs showed moderate to high levels of OCB at work. This means that these staff are always willing to help colleagues who have work-related problems and voluntarily try to improve the welfare of others without expecting anything in return. These findings indicate that high OCB at the individual level among academics in Malaysian universities will encourage them to consider themselves as organizational citizens who have professional, ethical, and moral awareness to support the growth, development, and sustainability of their universities. Meanwhile, the results of the descriptive analysis of OCB at the organizational level show that almost all respondents have high OCB (94%) and only 6% have moderate OCB, which shows that support staff are willing to collaborate with universities by following developments in higher fields. By following developments in higher education, encouraging staff behavior tends to lead to improvement (Idrus et al., 2019).

Based on confirmatory factor analysis testing two measurement models of organizational citizenship behavior in New Zealand, it shows that organizational employees tend to carry out citizenship behavior according to a structured five-factor model, namely Altruism, Politeness, Prudence, Civic Virtue, and Sportsmanship. The research results also show that employees working in the civil society sector tend to apply the organizational citizenship behavior model (Langdon et al., 2024). In this research, OCB consists of four dimensions that reflect the OCB of employees in higher education: altruism, organizational compliance, sportsmanship, and loyalty. Altruism is the behavior of voluntarily helping colleagues and preventing work-related problems. This dimension is altruistic behavior, creating/maintaining calm, and encouraging colleagues. Research on teachers from public schools in Malaysia shows that teachers who believe in their team's collective professional abilities are more likely to engage in OCB (Choong et al., 2024). Organizational compliance is behavior that implements company procedures and policies that go beyond the company's minimum expectations. Employees who internalize company regulations will consciously follow them even when they are monitored. This dimension is similar to the concept of general compliance and corporate compliance. Sportsmanship means not complaining about inconveniences at work, maintaining a positive attitude when one cannot fulfill personal desires, and allowing someone to act for the good of the group. This dimension is similar to the concept of appreciating the company and not complaining. Loyalty to the organization, putting the company above itself, protecting and protecting the company from external threats, and promoting the company's reputation (Sharma & Sangeeta, 2014).

OCB has a significant impact on various aspects of organizations in Indonesia and Malaysia. Through increasing altruism, organizational compliance, sportsmanship, and loyalty, organizations can achieve higher operational efficiency, better performance, and a more harmonious work environment. Research on Organizational Citizenship Behavior in different dimensions among lecturers in Pokhara conducted by Poudel (2022) finds that in the dimension, low sportsmanship is shown by lecturers who tend to find fault in organizational activities. Meanwhile, high sportsmanship is shown by lecturers who tend to be polite in organizations and generally do not disturb or harass other people in their work. Research reveals that the sportsmanship behavior of university lecturers generally tends to complain about management practices and try to blame the university's actions. On the other hand, polite behavior is considered to be the factor that makes the highest contribution to OCB. This reflects that university lecturers in Pokhara tend to help others and not divide fellow members in organizational and personal work. The research results also show that the dimensions of civil maintenance and civility have a significant influence on organizational commitment. The importance of the level of OCB among employees at universities in Indonesia and Malaysia has encouraged researchers to develop aspects of OCB that are effective in increasing OCB among employees at universities in Indonesia and Malaysia. This research aims to determine the contribution of OCB aspects in reflecting/measuring the most dominant OCB in employees at Indonesian universities and employees at Malaysian universities. The findings of this research will likely provide benefits for higher education organizations to strive to develop citizenship behavior both individually and in organizations that can encourage the performance of higher education employees in Indonesia and Malaysia.

METHODS

This research method is quantitative research. Quantitative research methods can be interpreted as

methods used to research specific populations or samples, data collection using research instruments, and statistical data analysis with the aim of testing predetermined hypotheses. The subjects in this research were employees of the Muhammadiyah University of Purwokerto (UMP) and Universiti Teknologi Malaysia (UTM). The sampling technique used in this research was random sampling. The research subjects consisted of 316 lecturers and employees of the Muhammadiyah University of Purwokerto and Universiti Teknologi Malaysia, consisting of 188 employees of the Muhammadiyah University of Purwokerto, and 128 employees of the Universiti Teknologi Malaysia. The instrument used in this research to measure OCB is the OCB Scale, a modification of the instrument developed by [Sharma and Sangeeta \(2014\)](#). The measurement scale includes four dimensions, namely altruism, organizational compliance, sportsmanship, and loyalty. The Organizational Citizenship Behavior Scale consists of 28 items. The measurement scale used is a Likert scale with five categories, namely the answer to the question "Strongly disagree" is rated as 1 and the answer to the question "Strongly agree" is rated as 5. Examples of items on the altruism dimension are "I help coworkers to develop the skills needed"; dimensions of organizational compliance: "I take feedback from my coworkers and superiors"; sportsmanship dimension: "I take the initiative for new assignments; loyalty dimension: "I always felt that my workplace was the best in the education industry".

Data analysis in this study used SEM PLS analysis to (1) test the construct validity and reliability of the OCB scale. Testing the validity and reliability of the instrument was carried out so that when conducting research using confirmatory factor analysis, valid and reliable data was obtained. Construct validity and reliability of the indicators (items) that form the latent construct can be carried out using Confirmatory Factor Analysis (CFA) ([Ghozali & Latan, 2015](#)), (2) knowing the contribution of OCB aspects and indicators in reflecting/measuring OCB variables either the most dominant or vice versa. This test is used to carry out model measurements so that it can describe the aspects and indicators in reflecting the latent variable, namely OCB, by looking at the factor loading of each aspect that forms a construct. The measurement model used is Second-order confirmatory factor analysis (2nd Order CFA), which is a measurement model consisting of two levels. The first level of analysis is carried out from the latent construct aspect to the indicators, and the second analysis is carried out from the latent construct to the aspect construct ([Ghozali & Latan, 2015](#)). In this way, it can be seen what aspects of OCB are dominant in forming OCB in employees at Indonesian and Malaysian universities.

RESULT AND DISCUSSION

Confirmatory Factor Analysis of the Indonesian and Malaysian versions of OCB was analyzed using the Partial Least Square (PLS) analysis technique with the SmartPLS 4.0 program. The following is the schematic of the model tested:

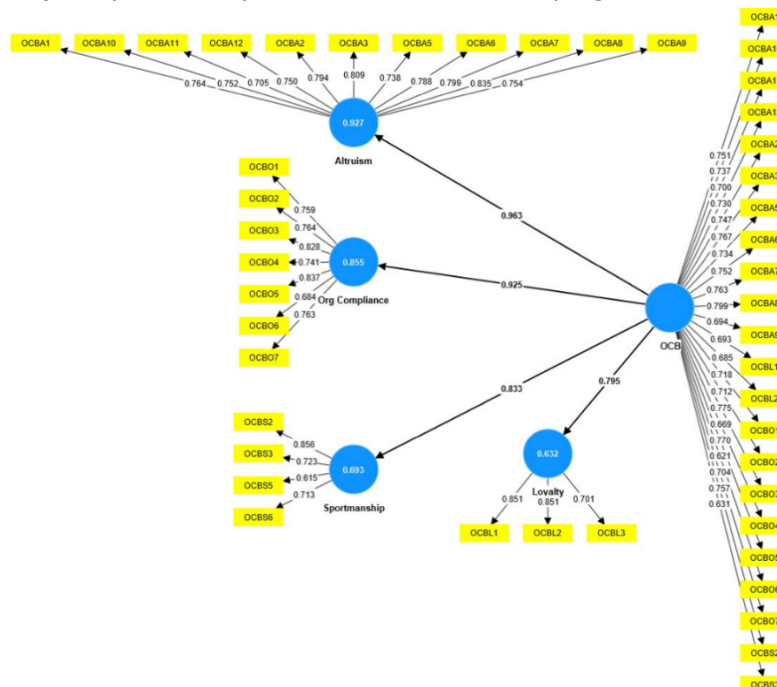


Figure 1. The Indonesian-Malaysian version of the OCB model

Factor analysis was carried out in this research to test whether the indicators used could confirm the construct or variable organizational citizenship behavior (OCB). The requirement for each indicator is that it is a construct measuring indicator, namely if the indicator has validity or a high loading factor value. The outer

loading value in the high category is > 0.7 (Hair et al., 2014). However, at the research scale development stage, loadings of 0.50 to 0.60 are still acceptable (Ghozali & Latan, 2015). The following is an analysis of the measurement model to test the construct validity and reliability of the instrument:

Table 1. Outer Loading and AVE Results

Construct/ Dimension	Indicators	Outer Loading	AVE	Reliability
Organizational Citizenship Behavior				
Altruism	OCBA 1	0.764	0.597	0.933
	OCBA 2	0.794		
	OCBA 3	0.809		
	OCBA 5	0.738		
	OCBA 6	0.788		
	OCBA 7	0.799		
	OCBA 8	0.835		
	OCBA 9	0.754		
	OCBA 10	0.752		
	OCBA 11	0.705		
	OCBA 12	0.750		
Organizational Compliance	OCBO 1	0.718	0.592	0.888
	OCBO 2	0.712		
	OCBO 3	0.775		
	OCBO 4	0.669		
	OCBO 5	0.770		
	OCBO 6	0.621		
	OCBO 7	0.704		
Sportsmanship	OCBS 2	0.856	0.536	0.740
	OCBS 3	0.723		
	OCBS 5	0.615		
	OCBS 6	0.713		
Loyalty	OCBL 1	0.851	0.646	0.745
	OCBL 2	0.851		
	OCBL 3	0.701		

The results of factor analysis on the indicators of each OCB dimension show that in the altruism dimension, 11 indicators represent the altruism dimension; in the Organizational Compliance dimension, seven indicators represent the Organizational Compliance dimension; in the Sportsmanship dimension, there are four indicators which represent the dimension sportsmanship, and in the Loyalty dimension there are three indicators which represent the Loyalty dimension. The differences between the OCB dimensions for university employees in Indonesia and Malaysia were analyzed using the Partial Least Square (PLS) analysis technique with the SmartPLS 4.0 program. The following is the schematic of the model tested:

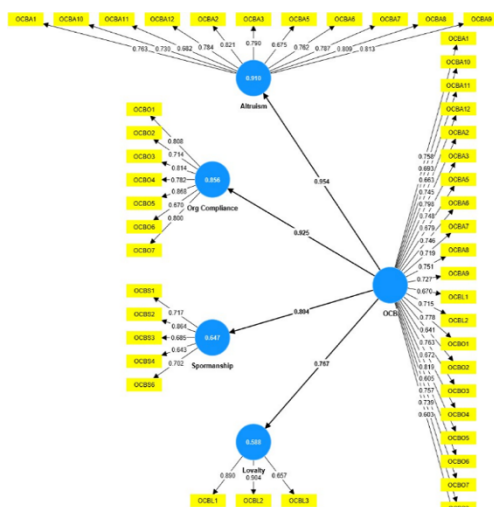


Figure 2. OCB Indonesian Version

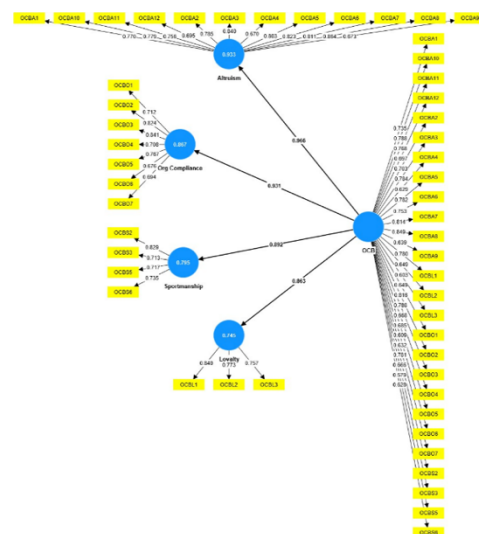


Figure 3. OCB Malaysian Version

Based on the measurement analysis of the Indonesia – Malaysia OCB model, the following results were obtained:

Table 2. R-Square OCB Indonesia – Malaysia

Dimensi	UMP Indonesia		UTM Malaysia	
	R-Square	f-Square	R-Square	f-Square
Altruism	0.910	10.062	0.933	13.967
Organizational Compliance	0.588	5.942	0.745	6.502
Sportsmanship	0.856	1.830	0.867	3.883
Loyalty	0.647	1.430	0.795	2.919

Testing with Second-order confirmatory factor analysis (2nd Order CFA) on the OCB scale shows that the OCB scale is valid and reliable so that the Indonesian and Malaysian versions of the OCB scale can be utilized optimally as a tool for measuring OCB in lecturers and staff at universities. OCB can be reflected in four aspects that form OCB, namely altruism, sportsmanship, organizational compliance, and loyalty. The Indonesian version of the OCB scale shows the most dominant dimensions of altruism and sportsmanship which reflect OCB, while the Malaysian version of the OCB scale shows all the dominant dimensions reflecting OCB, namely altruism, sportsmanship, organizational compliance, and loyalty. Furthermore, the inner model analysis can be evaluated using R-squared for the dependent construct and F-squared to determine the goodness of fit of the model (Hair et al., 2014). R² values of 0.75, 0.50, and 0.25 indicate that the respective models are strong, moderate, or weak (Ghozali & Latan, 2015b). The R² value of 0.67 and above for endogenous latent variables in the structural model shows that the influence of exogenous variables on endogenous variables is in a good category. If the result is between 0.33 and 0.67, it is placed in the medium category, and if the result is between 0.19 and 0.33, it is placed in the weak category (Chin, 1998). Based on the R-squared results in Table 2, the Indonesian OCB R squared results show that the influence of altruism and sportsmanship dimensions on OCB is in the high category, while the influence of organizational compliance and loyalty dimensions on OCB is in the "high" category is the medium category. Meanwhile, the Malaysian OCB-R square shows that the influence of altruism, sportsmanship, organizational compliance, and loyalty dimensions on OCB is in the high category. These results support Tentama (2018) that the aspects of conscientiousness, altruism, civic virtue, sportsmanship, and politeness are able to reflect OCB variables positively, validly, and significantly, supported by behavioral indicators for each aspect. The most dominant aspect that reflects OCB is altruism. Furthermore, the research results also support the empirical findings of (Ringgasa, 2017) who studied factors that directly influence the five dimensions of OCB, and the respondents were staff of the Kendari State Islamic Institute, Indonesia. In this study, it is found that IAIN Kendari employees' OCB is an indicator that they are able to motivate themselves and help their colleagues voluntarily and have a high desire to achieve success at work.

The f-square test was performed to determine the magnitude of influence between exogenous latent variables and endogenous latent variables. To interpret the influence of the f-square at the structural level, it is assumed that the effect is significant when the f-square is 0.35, moderate when the f-square is 0.15, and small when the f-squared is 0.02 (Ghozali, 2011). Based on the results of the f-square test in Table 2, it can be seen that the f-square values for Indonesian OCB and Malaysian OCB are all above 0.35, indicating that all OCB dimensions have a significant influence on OCB. These results suggest that the OCB of university employees in Indonesia and Malaysia is composed of four dimensions, namely altruism, sportsmanship, organizational compliance, and loyalty. The altruism dimension is the most dominant in OCB among lecturers in Indonesian and Malaysian universities. Consistent with research by Rahman et al. (2013), teacher-helping behavior describes the behavior of employees who enjoy helping colleagues. Teachers also demonstrate good sportsmanship, meaning they are willing to tolerate minor setbacks that may arise in the workplace. This shows that teachers are aware of their responsibility for improving organizational effectiveness. There are several reasons why civic behavior needs to be developed. Emphasizing organizational citizenship behavior can reduce the occurrence of feelings of laziness among employees due to workplace ambiguity. When employees emphasize behaviors outside of their role, the need for scarce specialized resources is also reduced when an organization's citizenship behavior is a priority. Additionally, educational institutions can create an environment that encourages civic behavior within the organization, which in turn breaks down barriers between employees.

According to Langdon et al. (2024), altruism is organizational citizenship behavior - Individual (OCBI), while sportsmanship, organizational compliance, and loyalty are Organizational citizenship behavior - Individual (OCBO). A study of lecturers at private universities in Malaysia shows that lecturers' OCB, especially involvement in the behavioral process, can help HR management regarding the desire to maintain relationships. These behaviors consist of extra efforts that go beyond the core list of job descriptions, such as thinking through changing demands, advocating initiatives to adapt to changing conditions, and adopting a proactive attitude toward organizational development. Furthermore, the results of research by Spanouli et al. (2024) find that

individuals who on average had higher need satisfaction on average carried out more OCBO. At the within-person level, higher levels of immediate need satisfaction were related to higher levels of OCBO, whereas over time, changes in need satisfaction were positively related to changes in OCBO.

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The theoretical implication based on the results of this research is that organizational citizenship behavior among university employees in Indonesia and Malaysia is dominated by organizational-individual citizenship behavior, namely altruism and sportsmanship behavior. Organizational compliance and loyalty among employees in Indonesian universities have a moderate influence on OCB, in contrast to employees in Malaysian universities, where these two dimensions have a high influence on OCB. The practical implication that arises from the results of this research is that the application of OCB to employees in Indonesian universities is more focused on individual citizenship behavior and the need to internalize organizational regulations so that employees will consciously comply even under supervision and can place the organization above themselves. Educational organizations in Malaysia can develop OCB to understand their employees better so that OCB performance increases.

CONCLUSION

Organizational Citizenship behavior among university employees in Indonesia shows that the dimensions of altruism and sportsmanship dominate it, while the influence of the dimensions of organizational compliance and loyalty is only in the medium category. Meanwhile, organizational citizenship behavior among university employees in Malaysia shows that altruism, sportsmanship, organizational compliance, and loyalty have a strong influence. This research implies that the application of OCB to employees at universities in Indonesia is more focused on individual citizenship behavior and the need to internalize organizational regulations so that employees consciously comply with them, even under supervision, and can put the organization above themselves. Educational organizations in Malaysia can develop OCB to understand their employees better so that OCB performance increases. Employee behavior in helping colleagues who are having difficulties and providing assistance and support for new employees is a clear indication of the work environment that it can increase a positive climate among employees. Employees will be more polite and cooperate with others, which will create a more pleasant work environment.

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