Journal of General Education and Humanities
Vol. 5, No. 6, December 2026, pp. 7183 – 7198, https://doi.org/10.58421/gehu.v5i6.2065
ISSN 2963-7147

Organizational Citizenship Behavior Among Public Elementary School Teachers in Pamulang District: The Roles of Emotional Intelligence, Spiritual Intelligence, and Resilience

Alvin Ilham Adestya[1*], Yulita Pujilestari[2], Herdi Wisman Jaya[3]
[1,2,3] Educational Management, Master Program, Pamulang University, Indonesia

Article Info

Article history:

Received 2026-08-30
Revised 2026-09-13
Accepted 2026-09-14

Keywords:

Cross-sectional study
Elementary school teachers
Emotional intelligence
Organizational citizenship behavior
Resilience
Spiritual intelligence

ABSTRACT

Organizational Citizenship Behavior (OCB) supports teachers' discretionary and cooperative behaviors in elementary schools. However, limited evidence has examined emotional intelligence, spiritual intelligence, and resilience simultaneously in relation to OCB among public elementary school teachers in Indonesia. This study examined the partial and simultaneous associations of these three variables with OCB. A quantitative associative, cross-sectional design was employed with 248 public elementary school teachers in Pamulang District, South Tangerang City. Data were collected using Likert-scale questionnaires and analyzed through descriptive statistics, classical assumption tests, multiple linear regression, *t*-tests, *F*-test, and coefficient of determination. Emotional intelligence (B = 0.198, β = 0.168, $p = 0.003$), spiritual intelligence (B = 0.176, β = 0.133, $p = 0.017$), and resilience (B = 0.663, β = 0.475, $p < 0.001$) were positively associated with OCB. The regression model was significant ($F = 28.698$, $p < 0.001$) and explained 26.1% of OCB variance ($R^2 = 0.261$). Resilience showed the strongest standardized association with OCB. These findings suggest that emotional, spiritual, and resilience-related resources may be considered complementary areas in teacher development to support OCB, while causal interpretations remain limited by the cross-sectional design.

This is an open-access article under the CC BY-SA license.

Corresponding Author:

Alvin Ilham Adestya
Educational Management, Master Program, Pamulang University, Indonesia
Email: alvinilham1997@gmail.com

1. INTRODUCTION

Education plays a crucial role in developing a competitive generation capable of facing global challenges, with teachers serving as a primary driver of educational success. Teachers are expected not only to deliver the curriculum but also to shape students' character and moral values. This positions teachers as the spearhead of education, evaluated not only by academic competence but also by their daily work attitude, commitment, and dedication. As professional educators, elementary school teachers in Indonesia are statutorily required

under Law No. 14 of 2005 and Law No. 20 of 2003 to possess four core competencies: pedagogical, personal, social, and professional [1]. These legal frameworks emphasize that teachers are not merely technical executors of instruction but also essential agents of educational and national development [2].

The quality of primary education, therefore, depends not only on teachers' formal responsibilities but also on behaviors that extend beyond prescribed job requirements. One important form of such discretionary behavior is Organizational Citizenship Behavior (OCB). First introduced by Organ, OCB is defined as discretionary individual behavior, not directly or explicitly recognized by a formal reward system, yet promotes the effective functioning of an organization [3]–[5]. According to Organ, OCB encompasses five key dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue [6]–[8]. These dimensions provide a behavioral framework for understanding how teachers voluntarily contribute to the functioning of schools beyond their formal responsibilities.

From this theoretical perspective, teachers exhibiting altruism voluntarily assist struggling colleagues or students, while those displaying civic virtue actively participate in school activities beyond formal obligations. Conscientiousness reflects teachers' willingness to exceed minimum role requirements, sportsmanship concerns maintaining a positive attitude despite workplace difficulties, and courtesy involves preventing interpersonal problems through consideration of colleagues. Although unrewarded by formal organizational systems, such extra-role behaviors foster a conducive and productive school climate and may strengthen teachers' organizational commitment and contribution to school functioning [9], [10].

The relevance of OCB becomes particularly important in public elementary schools, where teachers frequently face demands that cannot be addressed solely through formal job descriptions. Pamulang District, South Tangerang City, presents a strategic context for this research, housing the largest concentration of public elementary school teachers in the region, totaling 652 educators. This substantial workforce generates diverse behavioral dynamics beyond formal duties. Investigating OCB among public elementary school teachers in Pamulang is therefore essential to understanding the extent to which discretionary behaviors are demonstrated and the personal resources that may contribute to such behaviors.

Based on these arguments, a preliminary survey was conducted among 40 public elementary school teachers in Pamulang District. The percentages below represent the proportion of respondents whose responses indicated relatively low manifestations of each OCB dimension in the preliminary assessment; therefore, they should be interpreted as indicators of the initial condition rather than as estimates of the prevalence of OCB in the broader teacher population. The results were as follows:

1. Altruism (44.06%): Indicated by low willingness to assist colleagues beyond formal duties, offer help to overloaded peers, or dedicate time to guiding struggling co-workers.
2. Conscientiousness (40.63%): Reflected in a low inclination to exceed minimum performance standards or consistently maintain standard-quality work.
3. Sportsmanship (32.19%): Characterized by a tendency to complain over minor workplace inconveniences rather than maintaining a positive attitude under challenging conditions.

4. Courtesy (22.19%): Evidenced by low mutual respect for colleagues' opinions to prevent workplace interpersonal friction.
5. Civic Virtue (36.25%): Marked by low engagement in school policy initiatives, minimal contribution of ideas for institutional improvement, and low participation in voluntary school events.

These preliminary findings indicate that several dimensions of OCB may require attention, particularly altruism and conscientiousness, which showed comparatively higher percentages of low manifestation. Nevertheless, the preliminary survey was conducted with a limited group of teachers and served primarily as an initial diagnostic assessment; consequently, its percentages should not be directly compared with the descriptive OCB scores obtained from the final research sample. Differences between the preliminary and final findings may arise from differences in measurement procedures, sample composition, response conditions, and the analytical form used to summarize the data.

The urgency of investigating OCB is underscored by the foundational role of primary education in national development. Without OCB, teachers operate merely within their formal job descriptions, teaching prescribed curricula, grading, and fulfilling administrative tasks. However, addressing the complexities of public elementary schools in Pamulang District demands extra-role behaviors, such as dedicating extra time, mentoring beyond class hours, collaborating with parents and peers, and implementing creative instruction. These behaviors require teachers to mobilize personal psychological resources that enable them to respond constructively to interpersonal demands, professional challenges, and changing educational conditions.

A useful overarching perspective for explaining OCB is the Job Demands–Resources perspective, in which personal resources can support individuals in dealing with work demands and sustaining positive work-related behaviors. Within this perspective, emotional intelligence, spiritual intelligence, and resilience can be understood as complementary personal resources that may enable teachers to regulate emotions, maintain meaningful motivation, manage adversity, and engage constructively in organizational life. Modern educators require emotional sensitivity for interpersonal relationships, spiritual intelligence for genuine dedication, and resilience to navigate dynamic challenges.

OCB is driven by distinct personal factors. Emotional intelligence (EI), comprising self-awareness, self-regulation, motivation, empathy, and social skills [11], [12], enables teachers to understand and regulate their own emotions, respond appropriately to others, and channel emotional experiences into constructive workplace behaviors. Spiritual intelligence (SI) allows educators to view their profession as a calling rather than mere employment [13], [14], providing a source of meaning and intrinsic motivation that may encourage teachers to contribute beyond formal organizational expectations. This perspective strongly resonates with the religious and cultural values within the Banten region. Resilience, defined by Reivich and Shatté through dimensions such as emotional regulation, optimism, and self-efficacy [15], [16], provides a psychological resource that may help teachers persevere, adapt to difficulties, and sustain discretionary effort amid resource constraints.

Previous empirical evidence supports the relevance of these three personal resources to OCB. High EI fosters empathetic relationships and effective stress management, thereby

enhancing teacher OCB [4], [5]. Similarly, SI acts as a vital organizational asset that drives intrinsic motivation and commitment [17], [12], while resilience significantly predicts discretionary effort beyond formal job roles [18], [19]. Taken together, these findings suggest that OCB may not be adequately understood through a single personal characteristic. Emotional intelligence may facilitate effective interpersonal and emotional regulation, spiritual intelligence may provide meaning and intrinsic motivation, and resilience may support persistence when teachers encounter professional challenges. Their simultaneous contribution therefore provides a more comprehensive perspective for examining OCB among elementary school teachers.

Despite these empirical insights, studies examining the simultaneous contribution of EI, SI, and resilience to teacher OCB remain limited. Most existing literature focuses on isolated or dual-variable models, leaving limited empirical evidence regarding how these three personal resources collectively relate to OCB within public primary education. The novelty of this study lies in integrating emotional intelligence, spiritual intelligence, and resilience into a unified analytical framework to examine their individual and simultaneous relationships with OCB among public elementary school teachers in Pamulang District. The study does not examine statistical interaction effects among the predictors; rather, it investigates the respective contributions of EI, SI, and resilience and their combined contribution to OCB.

Accordingly, this study aims to examine: (1) the relationship between emotional intelligence and teachers' OCB; (2) the relationship between spiritual intelligence and teachers' OCB; (3) the relationship between resilience and teachers' OCB; and (4) the simultaneous relationship of emotional intelligence, spiritual intelligence, and resilience with teachers' OCB. Theoretically, this research extends the understanding of personal resources associated with organizational citizenship behavior in the educational context. Practically, it offers empirical grounds for designing more holistic professional development policies that strengthen teachers' emotional, spiritual, and psychological resources.

Based on the theoretical framework and previous empirical evidence, the hypotheses are formulated as follows:

H1: Emotional intelligence has a positive relationship with Organizational Citizenship Behavior among public elementary school teachers.

H2: Spiritual intelligence has a positive relationship with Organizational Citizenship Behavior among public elementary school teachers.

H3: Resilience has a positive relationship with Organizational Citizenship Behavior among public elementary school teachers.

H4: Emotional intelligence, spiritual intelligence, and resilience simultaneously have a positive relationship with Organizational Citizenship Behavior among public elementary school teachers.

2. METHOD

2.1. Research Design

This study employed a quantitative associative research design to examine the partial and simultaneous relationships among the study variables [20]. The study included three

independent variables, namely Emotional Intelligence (X1), Spiritual Intelligence (X2), and Resilience (X3), and one dependent variable, Organizational Citizenship Behavior (Y). Multiple linear regression was used to examine the individual and simultaneous relationships between the three predictors and OCB.

2.2. Research Location and Participants

The research was conducted among public elementary school teachers in Pamulang District, South Tangerang City, Banten Province. The target population consisted of 652 teachers distributed across 28 public elementary schools, based on Dapodik Kemendikdasmen data [21]. Using Slovin's formula with a 5% margin of error [22], a sample size of 248 respondents was determined. The use of the Slovin formula was based on the finite population and the predetermined 5% margin of error. Although statistical power analysis may provide a more model-specific basis for determining sample size in regression research, the present study retained the Slovin-based calculation as the basis for sample-size determination.

2.3. Sampling Technique

The sampling procedure was conducted using proportionate sampling followed by random selection within each school. First, the required number of respondents for each school was determined proportionally according to the number of teachers in that school. Second, eligible teachers within each school were randomly selected until the predetermined quota for each school was reached. This procedure ensured proportional representation of teachers across schools while maintaining random selection at the school level [23].

2.4. Data Sources and Data Collection

Data were collected through primary questionnaire data and supporting documentation. The primary instrument consisted of closed-ended statements scored on a 5-point Likert scale ranging from 1 (Never) to 5 (Always) [20]. The questionnaire was administered to the selected teachers after they received an explanation of the study and the voluntary nature of their participation.

2.5. Research Instruments and Measurement

The measurement instruments were adapted from established scales reported in previous studies. Organizational Citizenship Behavior was measured using the OCB scale developed by Badrun et al. [24], covering five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Emotional Intelligence was measured using the instrument reported by Barlian and Maolani [13], encompassing five dimensions: self-awareness, self-regulation, self-motivation, empathy, and social skills. Spiritual Intelligence was measured using the instrument reported by Candra [25], comprising four dimensions: critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion. Resilience was measured using the instrument reported by Abadi [26], covering seven dimensions: emotional regulation, impulse control, optimism, causal analysis, self-efficacy, empathy, and reaching out.

Each item was scored from 1 to 5 using the Likert scale. The theoretical midpoint of each construct was determined by the number of items included in the respective scale, with a midpoint equivalent to a score of 3 per item.

2.6. Validity and Reliability

A preliminary pilot test was conducted with 40 teachers who were not included in the main research sample. Item validity was assessed using the Pearson product-moment correlation between each item score and the corresponding total score. Because the pilot test involved 40 respondents, the degrees of freedom for the correlation test were calculated as $df = n - 2 = 38$. At $\alpha = .05$ (two-tailed), the corresponding critical value was approximately 0.320. Items with a calculated correlation coefficient greater than the critical value were considered valid.

The results indicated that all questionnaire items met the validity criterion. Reliability was assessed using Cronbach's Alpha, with coefficients ranging from 0.936 to 0.971, exceeding the commonly applied minimum criterion of 0.70 [27]. These coefficients indicate excellent internal consistency. However, because coefficients above 0.90 may also reflect similarity or redundancy among items, the very high reliability coefficients were interpreted cautiously rather than being treated solely as evidence of superior measurement quality.

2.7. Variables and Measurement

The study consisted of three predictor variables and one outcome variable. Emotional Intelligence (X1), Spiritual Intelligence (X2), and Resilience (X3) served as independent variables, while Organizational Citizenship Behavior (Y) served as the dependent variable. Each construct was operationalized through its respective dimensions and measured using the 5-point Likert scale described above.

2.8. Data Analysis

Data analysis was performed using SPSS 25 and consisted of descriptive and inferential statistical analyses. Descriptive analysis was used to summarize the distribution and level of each construct based on the observed scores. Descriptive results were classified into five categorical levels to facilitate interpretation of the respondents' scores.

Prior to hypothesis testing, classical assumption tests were conducted to assess the suitability of the multiple linear regression model. These included a normality test using the One-Sample Kolmogorov–Smirnov test, a linearity test using Deviation from Linearity, a multicollinearity test based on Variance Inflation Factor (VIF) and Tolerance values, and a heteroscedasticity assessment using scatterplot analysis.

The hypotheses were tested using multiple linear regression with the following model:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon \quad (1)$$

where Y represents Organizational Citizenship Behavior, α represents the constant, β_1, β_2, and β_3 represent the regression coefficients for Emotional Intelligence, Spiritual Intelligence,

and Resilience, respectively, X_1, X_2, and X_3 represent the three independent variables, and ε represents the error term.

The coefficient of determination (R^2) was used to assess the proportion of variance in OCB explained by the three predictor variables. Partial relationships were evaluated using t-tests for each regression coefficient, while the simultaneous relationship of the three independent variables with OCB was evaluated using the F-test. Statistical significance was assessed at the 5% significance level ($\alpha = 0.05$).

2.9. Ethical Considerations

Participation in the study was voluntary. Respondents were informed about the purpose of the research and the use of the collected data. The confidentiality of respondents' information was maintained, and the data were used only for research purposes.

3. RESULTS

3.1. Descriptive Statistics

This section presents the findings obtained from the data analysis, including descriptive statistics, classical assumption tests, multiple linear regression analysis, and hypothesis testing. The presentation follows the order of the research objectives and hypotheses.

Descriptive statistical analysis was conducted on 248 public elementary school teacher respondents in Pamulang District for the four research variables: Emotional Intelligence (X1), Spiritual Intelligence (X2), Resilience (X3), and Organizational Citizenship Behavior (OCB) (Y). A summary of the results is presented in Table 1.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean	Median	SD	Min	Max	Skewness	Kurtosis
EI (X1)	248	177.25	178	8.768	156	198	0.030	-0.162
SI (X2)	248	168.41	169	10.238	142	189	-0.167	-0.373
Resilience (X3)	248	164.90	164	9.351	139	186	-0.045	-0.400
OCB (Y)	248	156.16	156	13.486	125	186	-0.096	-0.486

Source: Processed by the researcher (2026)

The four constructs were measured using the same 5-point response scale, and the theoretical score range was 40–200 because each construct comprised 40 items. Accordingly, the theoretical midpoint was 120 (40 × 3). The mean scores of EI (177.25), SI (168.41), Resilience (164.90), and OCB (156.16) were all above the theoretical midpoint of 120, indicating relatively high observed levels of the four constructs among the respondents.

The skewness values ranged from -0.167 to 0.030, while kurtosis values ranged from -0.486 to -0.162. These values indicate that the distributions were relatively close to symmetry, with no substantial departure from normality evident from the descriptive distributional statistics. However, formal assessment of the regression residuals was conducted separately through the normality test.

Further analysis of the mean indicator scores shows that, for OCB, the Altruism indicator obtained the highest score (4.07), while Civic Virtue was the lowest (3.73). For

Emotional Intelligence, Self-Awareness was highest (4.52), and Self-Motivation was lowest (4.33). For Spiritual Intelligence, Personal Meaning Production was highest (4.30), and Conscious State Expansion was lowest (4.09). For Resilience, Optimism was highest (4.261) and Reaching Out was lowest (3.985). A summary is presented in Table 2.

Table 2. Highest and Lowest Mean Indicator Scores per Variable

Variable	Highest Indicator (score)	Lowest Indicator (score)
OCB (Y)	Altruism (4.07)	Civic Virtue (3.73)
EI (X1)	Self-Awareness (4.52)	Self-Motivation (4.33)
SI (X2)	Personal Meaning Production (4.30)	Conscious State Expansion (4.09)
Resilience (X3)	Optimism (4.261)	Reaching Out (3.985)

Source: Processed by the researcher (2026)

The indicator-level results suggest that altruistic behavior was the most strongly expressed OCB dimension, whereas civic participation was comparatively lower. Similarly, self-awareness, personal meaning production, and optimism represented the strongest indicators of EI, SI, and resilience, respectively. These descriptive patterns provide contextual information for interpreting the subsequent regression results.

3.2. Classical Assumption Test Results

3.2.1. Normality Test

The normality test was conducted using the One-Sample Kolmogorov-Smirnov Test on the residual values of the regression model. The results are shown in Table 3.

Table 3. Normality Test Results (One-Sample Kolmogorov-Smirnov)

N	Mean Residual	Std. Deviation	Test Statistic	Asymp. Sig. (2-tailed)
248	-0.1855	7.163	0.043	0.200

The Asymp. Sig. (2-tailed) value of 0.200 exceeds 0.05, indicating that the residual distribution does not significantly deviate from normality. Thus, the normality assumption for the regression analysis was considered satisfied. The reported residual mean of -0.1855 should nevertheless be verified against the original SPSS output because, in a linear regression model containing an intercept, the mean of the unstandardized residuals is theoretically expected to be approximately zero.

3.2.2. Linearity Test

The linearity test was conducted using the Test for Linearity (ANOVA) on the relationship between each independent variable and OCB. The Deviation from Linearity significance values for all three relationships were greater than 0.05, indicating that no significant deviation from linearity was detected in the relationships between the independent variables and OCB (Table 4).

Table 4. Linearity Test Results

Relationship	F (Deviation from Linearity)	Sig.
X1 (Emotional Intelligence) → Y (OCB)	0.903	0.647
X2 (Spiritual Intelligence) → Y (OCB)	1.361	0.084
X3 (Resilience) → Y (OCB)	1.281	0.141

3.2.3. Multicollinearity Test

The multicollinearity test used Tolerance and Variance Inflation Factor (VIF) values. A model is generally considered free from problematic multicollinearity when the Tolerance value exceeds 0.10, and the VIF value is below 10 (Table 5).

Table 5. Multicollinearity Test Results

Variable	Tolerance	VIF
Emotional Intelligence (X1)	0.973	1.027
Spiritual Intelligence (X2)	0.989	1.011
Resilience (X3)	0.977	1.023

All Tolerance values exceeded 0.10, and all VIF values were substantially below 10, indicating that the independent variables did not exhibit problematic multicollinearity in the regression model.

3.2.4. Heteroscedasticity Test

The heteroscedasticity test was conducted using the scatterplot method, comparing the Regression Standardized Predicted Value (ZPRED) with the Regression Studentized Residual (SRESID), as shown in Figure 1.

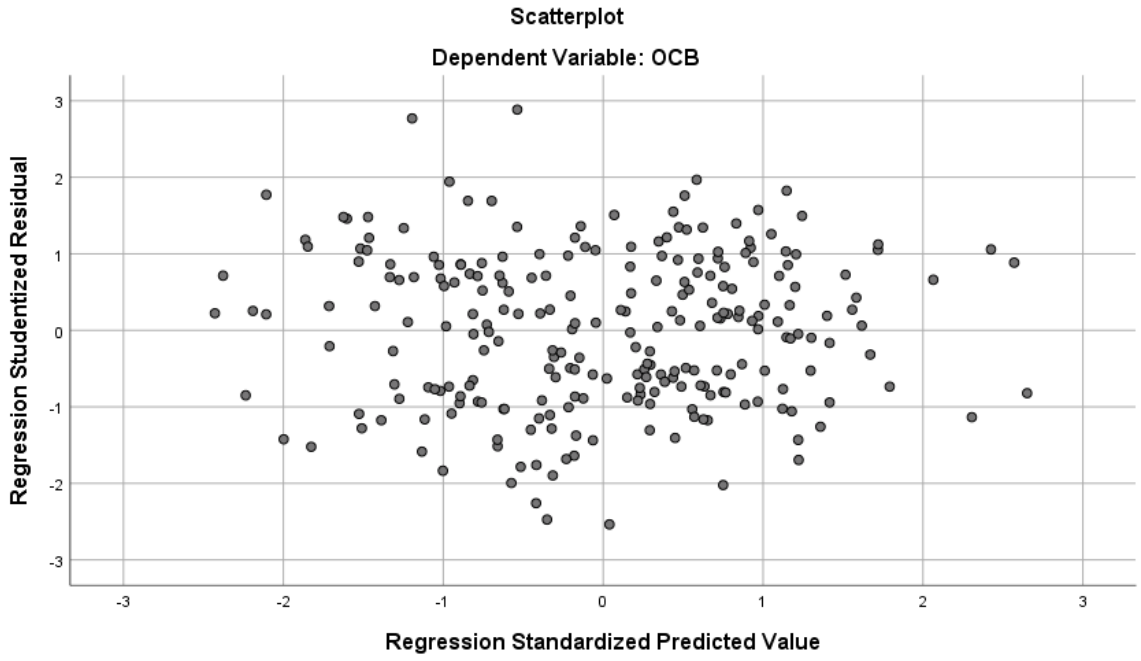


Figure 1. Heteroscedasticity Test Scatterplot

The residual points were scattered above and below zero without a systematic or discernible pattern, indicating that the regression model did not show evidence of heteroscedasticity based on the scatterplot assessment.

3.3. Multiple Linear Regression Analysis Results

Multiple linear regression analysis was conducted to examine the partial and simultaneous relationships of Emotional Intelligence (X1), Spiritual Intelligence (X2), and Resilience (X3) with OCB (Y). The results are presented in Table 6.

Table 6. Multiple Linear Regression Analysis Results

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	-16.417	20.792	-	-0.790	0.431
Emotional Intelligence (X1)	0.198	0.065	0.168	3.020	0.003
Spiritual Intelligence (X2)	0.176	0.073	0.133	2.399	0.017
Resilience (X3)	0.663	0.078	0.475	8.540	0.000

Note: B = unstandardized regression coefficient; Beta = standardized regression coefficient.

Based on Table 6, the following multiple linear regression equation was obtained:

$$Y = -16.417 + 0.198X_1 + 0.176X_2 + 0.663X_3 \quad 2)$$

The positive B coefficients indicate that higher scores on each predictor were associated with higher predicted OCB scores when the other predictors were held constant. Emotional Intelligence had an unstandardized coefficient of B = 0.198, Spiritual Intelligence had B = 0.176, and Resilience had B = 0.663. Because the predictors are measured on different scales, the standardized Beta coefficients provide a more appropriate basis for comparing their relative predictive strength. Resilience had the largest standardized Beta coefficient ($\beta = 0.475$), followed by Emotional Intelligence ($\beta = 0.168$) and Spiritual Intelligence ($\beta = 0.133$), indicating that Resilience was the strongest predictor of OCB within the present model.

3.4 Coefficient of Determination Test Results

Table 7. Coefficient of Determination Test Results

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.511	0.261	0.252	11.666

The R^2 value of 0.261 indicates that Emotional Intelligence, Spiritual Intelligence, and Resilience collectively accounted for 26.1% of the variance in OCB. The remaining 73.9% represents variance associated with factors outside the variables included in the present model. The magnitude of R^2 indicates a meaningful but moderate explanatory contribution, rather than suggesting that the three predictors account for most of the variation in OCB.

3.5. Hypothesis Test Results

3.5.1Partial Test (t-Test)

With df = 244 and $\alpha = 0.05$, the t-table value obtained was 1.970. A summary of the t-test results is presented in Table 8.

Table 8. Summary of Partial Test (t-Test) Results

Hypothesis	t-value	t-table	Sig.	Result
X1 → Y	3.020	1.970	0.003	H0 rejected, H1 accepted
X2 → Y	2.399	1.970	0.017	H0 rejected, H2 accepted
X3 → Y	8.540	1.970	0.000	H0 rejected, H3 accepted

All three independent variables showed statistically significant positive regression coefficients in the partial tests. Emotional Intelligence was positively associated with OCB (B = 0.198, β = 0.168, t = 3.020, p = 0.003), Spiritual Intelligence was positively associated with OCB (B = 0.176, β = 0.133, t = 2.399, p = 0.017), and Resilience was positively associated with OCB (B = 0.663, β = 0.475, t = 8.540, p < 0.001). Accordingly, H1, H2, and H3 were supported.

3.5.2. Simultaneous Test (F-Test)

With df1 = 3 and df2 = 244, the F-table value obtained was 2.64. The F-test results are presented in Table 9.

Table 9. F-Test (Simultaneous) Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	11716.891	3	3905.630	28.698	0.000
Residual	33206.658	244	136.093	-	-
Total	44923.548	247	-	-	-

The F-value of 28.698 exceeded the critical value of 2.64, with p < 0.001. This indicates that the multiple regression model was statistically significant as a whole. Therefore, Emotional Intelligence, Spiritual Intelligence, and Resilience jointly contributed to the prediction of OCB, supporting H4. The F-test does not by itself establish a positive simultaneous effect; the direction of the relationships is instead indicated by the positive regression coefficients.

4. DISCUSSION

4.1. Emotional Intelligence and OCB

The results indicate a positive and statistically significant relationship between Emotional Intelligence and OCB (B = 0.198, β = 0.168, t = 3.020, p = 0.003). Because the study employed a cross-sectional associative design, this finding should be interpreted as an association rather than evidence that Emotional Intelligence causes higher OCB. Teachers with stronger emotional intelligence may be better positioned to recognize and regulate their emotions, respond constructively to interpersonal situations, and maintain positive relationships within the school environment.

This finding is consistent with previous studies [13], [28], [29], [11], [4], [30], which likewise reported a positive relationship between emotional intelligence and OCB. The consistency of these findings suggests that emotional competencies may be relevant to discretionary workplace behavior in educational settings. Teachers with higher emotional intelligence may be more capable of resolving interpersonal difficulties constructively and

maintaining cooperative relationships, which are behavioral conditions compatible with OCB [31].

4.2. Spiritual Intelligence and OCB

Spiritual intelligence also showed a positive and statistically significant relationship with OCB ($B = 0.176$, $\beta = 0.133$, $t = 2.399$, $p = 0.017$). This result indicates that higher spiritual intelligence was associated with higher OCB after controlling for Emotional Intelligence and Resilience. The finding should be interpreted as an association rather than a causal effect.

Teachers who perceive their profession as meaningful or connected to a sense of devotion may demonstrate greater integrity, care, and responsibility in their work [32], [33]. Such values may provide an internal basis for engaging in discretionary behaviors that are not necessarily accompanied by formal rewards. This interpretation is consistent with findings reported in previous studies [13], [34], [17], [35], [36], which identified a positive relationship between spiritual intelligence and OCB or related organizational behaviors.

4.3. Resilience and OCB

Among the three predictors, Resilience demonstrated the largest standardized coefficient ($\beta = 0.475$), with $B = 0.663$, $t = 8.540$, and $p < 0.001$. The standardized coefficient indicates that Resilience was the strongest predictor of OCB among the variables examined in the present regression model. This distinction is important because the unstandardized coefficient ($B = 0.663$) should not be directly compared with the B coefficients of Emotional Intelligence and Spiritual Intelligence to determine predictor strength.

Teachers' ability to endure, adapt, and recover from work-related pressures may be particularly relevant to discretionary workplace behavior. Challenges such as curriculum changes, administrative demands, and expectations for improved learning quality may require teachers to maintain constructive behavior despite difficulties. This interpretation is consistent with previous findings [37], [16], [38], [39]. The result also aligns with previous evidence highlighting the relevance of resilience to extra-role behavior [40].

4.4. Joint Contribution of Emotional Intelligence, Spiritual Intelligence, and Resilience

The three predictors were jointly associated with OCB, as indicated by the statistically significant regression model ($F = 28.698$, $p < 0.001$; $R^2 = 0.261$). The regression equation was $Y = -16.417 + 0.198X_1 + 0.176X_2 + 0.663X_3$. The model accounted for 26.1% of the variance in OCB, indicating a moderate explanatory contribution.

The findings should not be described as an "interaction" among the three variables because no statistical interaction terms were included in the regression model. Rather, the results indicate that Emotional Intelligence, Spiritual Intelligence, and Resilience jointly contributed to the prediction of OCB. This joint contribution is consistent with the view that teachers' discretionary behavior may be associated with several complementary personal resources. Emotional intelligence may support interpersonal and emotional regulation, spiritual intelligence may provide meaning and internal motivation, while resilience may support persistence when teachers encounter work-related challenges.

The findings are broadly consistent with previous studies [41], [42]. At the same time, the moderate R^2 indicates that these three personal characteristics do not provide a complete explanation of OCB. The remaining 73.9% of unexplained variance suggests that organizational and contextual factors may also be relevant.

4.5. Practical and Theoretical Implications

The findings have both theoretical and practical implications. Theoretically, the results support the relevance of examining multiple personal resources when understanding OCB in educational organizations. The distinct standardized coefficients further indicate that the relative contribution of the predictors is not equivalent, with Resilience showing the strongest statistical association in the present model.

Practically, professional development programs for elementary school teachers may consider strengthening emotional regulation, meaningful professional engagement, and adaptive coping capacities alongside technical and pedagogical competencies. However, such interventions should be understood as potential avenues for supporting OCB rather than as evidence-based causal mechanisms, given the cross-sectional nature of the present study.

4.6. Limitations and Future Research

This study has several limitations. First, the research model explains 26.1% of the variance in OCB, indicating a moderate explanatory contribution and suggesting that substantial variation remains associated with factors not included in the model. Second, data collection through questionnaires is susceptible to respondent subjectivity and differences in perception. Third, the study employs a cross-sectional design, which limits causal interpretation and does not capture changes in OCB or the predictor variables over time. Fourth, the scope of the study is limited to public elementary school teachers in Pamulang District, so generalization to other regions or educational levels should be made with caution.

Future research may incorporate additional organizational and contextual variables, such as leadership, organizational culture, job satisfaction, organizational commitment, school climate, and perceived organizational support. Longitudinal or mixed-methods designs may also provide a more comprehensive understanding of how personal and organizational factors are associated with teachers' OCB over time...

5. CONCLUSION

This study examined the relationships of Emotional Intelligence, Spiritual Intelligence, and Resilience with Organizational Citizenship Behavior among public elementary school teachers. The findings indicate that all three variables were positively and significantly associated with OCB, both individually and jointly. Resilience emerged as the strongest predictor, based on its largest standardized coefficient ($\beta = 0.475$), compared with Emotional Intelligence ($\beta = 0.168$) and Spiritual Intelligence ($\beta = 0.133$). The unstandardized coefficients were $B = 0.198$ for Emotional Intelligence, $B = 0.176$ for Spiritual Intelligence, and $B = 0.663$ for Resilience, with the overall regression model statistically significant ($p < 0.001$).

Theoretically, the findings highlight the relevance of complementary personal resources in understanding teachers' OCB, particularly the prominent role of resilience within the present model. Practically, schools and teacher-development programs may consider activities related to emotional-management skills, spiritual development, and resilience support. However, these recommendations should be interpreted as potential supportive strategies rather than causal interventions because the cross-sectional design does not establish causal relationships.

A major limitation is that the model explained 26.1% of the variance in OCB and was based on self-reported data from public elementary school teachers in a specific geographic context, limiting causal interpretation and broader generalization. Future research should examine additional organizational and contextual factors, including leadership, organizational culture, job satisfaction, and school climate, and employ mixed-methods and longitudinal designs to provide a more comprehensive understanding of the factors associated with teachers' OCB over time.

REFERENCES

[1] M. Yani and U. Mahdi, "Kedudukan dan perlindungan hukum bagi guru dalam kajian Undang-Undang Nomor 14 Tahun 2005," *Al-Mizan: Jurnal Hukum Islam dan Ekonomi Syariah*, vol. 6468, no. 2, pp. 280–297, 2024.

[2] F. I. Prayoga, N. Masruroh, and N. V. Safitri, "Pentingnya profesionalisme guru dalam meningkatkan kualitas pendidikan Indonesia," *SHEs: Conference Series 7*, vol. 3, no. 1, pp. 613–622, 2024, doi: 10.24967/dikombis.v1i1.1768.

[3] Juninarita, M. G. Sembiring, and O. S. Hidayat, "Hubungan antara Organizational Citizenship Behavior dan motivasi kerja dengan kinerja guru," *Didaktika: Jurnal Kependidikan*, vol. 14, no. 1, pp. 207–216, 2025, doi: 10.58230/27454312.1805.

[4] H. Simanjorang, R. Elvinawanty, R. L. Sinaga, B. S. Laia, and S. Hartini, "Pengaruh work life balance dan kecerdasan emosional terhadap Organizational Citizenship Behavior (OCB) pada guru di YPK Don Bosco Kam Saribudolok," *IDEA: Jurnal Psikologi*, vol. 9, no. 1, pp. 61–73, 2025, doi: 10.32492/idea.v9i1.9107.

[5] J. Sundaya, S. Danim, B. Badeni, M. Somantri, and A. P. Kartiwi, "Hubungan kecerdasan emosional dan Organizational Citizenship Behaviour guru pada efektivitas pembelajaran," *Jurnal Konseling dan Pendidikan*, vol. 13, no. 1, pp. 569–581, 2025, doi: 10.29210/1139900.

[6] B. Badaruddin, "Dimensi Organizational Citizenship Behavior," *Jurnal Manajemen STIE Muhammadiyah Palopo*, vol. 8, no. 1, p. 59, 2022, doi: 10.35906/jurman.v8i1.1077.

[7] J. Hanun, U. D. A. Wibowo, T. Na'imah, and R. Setyawati, "Organizational Citizenship Behavior (OCB) pada guru sekolah Islam: Peran iklim organisasi dan komitmen organisasi sebagai variabel mediasi," *Jurnal Manajemen Pendidikan*, vol. 7, no. 2, pp. 64–71, 2022, doi: 10.34125/jmp.v7i2.809.

[8] S. Younas, F. Mirza, N. Hafeez, and M. M. Ghafoor, "Emotional intelligence: A tool to create organizational citizenship behavior and minimize service sabotage behaviours in the service sector of Pakistan," *Pakistan Journal of Humanities and Social Sciences*, vol. 11, no. 2, pp. 2596–2608, 2023, doi: 10.52131/pjhss.2023.1102.0558.

[9] Y. Pujilestari, A. C. Marasabessy, and I. S. Utami, "The influence of transformational leadership and OCB on teachers' professional commitment in early childhood education institutions in Serpong, Indonesia," *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, vol. 11, no. 2, pp. 245–256, 2025, doi: 10.32678/tarbawi.v11i02.11338.

[10] D. Zahra and O. M. Siregar, "Pengaruh kepuasan kerja dan komitmen organisasi terhadap Organizational Citizenship Behavior (OCB): Studi pada karyawan pengolahan Pabrik Teh PTPN IV Bah Butong," *Jurnal Ekonomi, Akuntansi dan Manajemen Indonesia*, vol. 2, no. 1, pp. 1–15, 2023, doi: 10.58471/jeami.v2i01.94.

[11] Y. Setyaningsih, I. Istiatin, and I. Suryo, "Komitmen, kecerdasan emosional, dan budaya organisasi terhadap Organizational Citizenship Behavior (OCB) PAUD-SD Islam Makarima Kartasura," *Al-Kharaj: Jurnal Ekonomi, Keuangan & Bisnis Syariah*, vol. 6, no. 3, pp. 1230–1244, 2023, doi: 10.47467/alkharaj.v6i3.3713.

[12] S. Suhaeb and M. M. Idris, "Memahami dimensi batin kinerja: Eksplorasi pengaruh kecerdasan emosional dan spiritual pada karyawan," *BJRM*, vol. 8, no. 2, pp. 41–52, 2025, doi: 10.37888/bjrm.v8i2.750.

[13] B. Barlian and L. Maolani, "Pengaruh kecerdasan emosional dan kecerdasan spiritual terhadap Organizational Citizenship Behavior (OCB) dan implikasinya terhadap kinerja," *Jurnal Ekonomi Perjuangan*, vol. 4, no. 1, pp. 32–48, 2022, doi: 10.36423/jumper.v4i1.958.

[14] C. T. Pinto, L. Guedes, S. Pinto, and R. Nunes, "Spiritual intelligence: A scoping review on the gateway to mental health," *Global Health Action*, vol. 17, no. 1, 2024, doi: 10.1080/16549716.2024.2362310.

[15] K. D. Ayuningtyas, T. Na'imah, N. Nur'aeni, and H. Herdian, "Pengaruh Spiritual Intelligence dan Peer Support terhadap Subjective Well-Being Santri Putri," *JIIP: Jurnal Ilmiah Ilmu Pendidikan*, vol. 7, no. 6, pp. 5522–5528, 2024, doi: 10.54371/jiip.v7i6.4504.

[16] A. Efianingrum, M. Maryani, J. S. Sukardi, F. Hanum, and S. I. A. Dwiningrum, "Resiliensi guru sekolah menengah atas/kejuruan," *Jurnal Penelitian Ilmu Pendidikan*, vol. 16, no. 2, pp. 124–132, 2023, doi: 10.21831/jpipfip.v16i2.63211.

[17] A. Kusmayadi, S. Hidayat, and F. Wulandari, "Organization Citizenship Behavior guru dapat ditingkatkan dengan komitmen organisasi dan kecerdasan spiritual," *Jurnal Manajemen Pendidikan*, vol. 8, no. 1, pp. 20–25, 2022, doi: 10.33751/jmp.v8i1.1950.

[18] M. Fitri and F. Ferdian, "Pengaruh Employee Resilience terhadap Organizational Citizenship Behavior yang dimediasi oleh Organizational Commitment di Pangeran Beach Hotel Padang," *Jurnal Manajemen Pariwisata dan Perhotelan*, vol. 2, no. 3, pp. 136–150, 2024, doi: 10.59581/jmpp-widyakarya.v2i3.3885.

[19] A. P. Putra, S. Mujanah, and N. Susanti, "Pengaruh self awareness, etos kerja, resiliensi, terhadap Organization Citizenship Behavior (OCB) dan kinerja tenaga kependidikan di perguruan tinggi swasta Surabaya," *Media Mahardhika*, vol. 20, no. 2, pp. 311–321, 2022, doi: 10.29062/mahardika.v20i2.397.

[20] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung, Indonesia: Alfabeta, 2017.

[21] Dapodik Kemendikdasmen, 2025.

[22] S. Riyanto and A. A. Hatmawan, *Metode Riset Penelitian Kuantitatif: Penelitian di Bidang Manajemen, Teknik, Pendidikan dan Eksperimen*. Yogyakarta, Indonesia: CV Budi Utama, 2020.

[23] S. Bahri, *Metodologi Penelitian Bisnis Lengkap dengan Teknik Pengolahan Data SPSS*. Yogyakarta, Indonesia: Andi Offset, 2018.

[24] B. Badrun, B. Bahtiar, and M. Maimun, "The effect of self-efficacy on teachers' Organizational Citizenship Behavior: A case of MTsN 1 Mataram City," *Jurnal Pendidikan Progresif*, vol. 12, no. 3, pp. 1356–1371, 2022, doi: 10.23960/jpp.v12.i3.202227.

[25] D. M. Candra, "Pengaruh kecerdasan emosional dan kecerdasan spiritual terhadap kinerja karyawan Generasi Z: Peran mediasi Employee Engagement di era kerja hybrid," *EBISMAN: eBisnis Manajemen*, vol. 3, no. 4, pp. 1–11, 2025, doi: 10.59603/ebisman.v3i4.1153.

[26] I. Abadi, "Pengaruh mikromanajemen, resiliensi, dan Organizational Citizenship Behaviour terhadap engagement dan dampaknya pada kinerja karyawan pada rumah sakit tipe B di Kota Makassar," *Nobel Management Review*, vol. 3, no. 2, pp. 337–352, 2022, doi: 10.37476/nmar.v3i2.3122.

[27] I. Ghozali, *Aplikasi Analisis Multivariate dengan Program IBM SPSS 26*, 10th ed. Semarang, Indonesia: Badan Penerbit Universitas Diponegoro, 2022.

[28] Q. Laili, N. W. Sulistyani, and E. K. Purwaningrum, "Pengaruh kecerdasan emosional terhadap Organization Citizenship Behaviour pada karyawan perusahaan ritail di Kota Samarinda," *MARAS: Jurnal Penelitian Multidisiplin*, vol. 3, no. 4, pp. 1290–1296, 2025, doi: 10.60126/maras.v3i4.1259.

[29] Malahayati, A. AS, and S. Komalasari, "Kecerdasan spiritual dan kecerdasan emosional terhadap Organizational Citizenship Behavior (OCB) pada aparatur sipil negara," *Jurnal Al-Husna*, vol. 1, no. 1, p. 43, 2021, doi: 10.18592/jah.v1i1.3572.

[30] Z. R. Suwandi and A. Fikri, "Hubungan antara kecerdasan emosional dengan Organizational Citizenship Behavior ditinjau dari status kepegawaian di Pusat Kesehatan Masyarakat (Puskesmas) Sindang Jaya," *Ranah Research: Journal of Multidisciplinary Research and Development*, vol. 7, no. 6, pp. 4024–4034, 2025, doi: 10.38035/rrj.v7i6.1765.

[31] M. Farina and Aslamiah, "Peran kecerdasan emosional guru pada pendidikan anak usia dini," *Pendas: Jurnal Ilmiah Pendidikan Dasar*, vol. 3, no. 2, pp. 430–440, 2025.

[32] K. Khatimah, Agusdin, and S. Nurmayanti, "Pengaruh kecerdasan emosional, kecerdasan spiritual dan kecerdasan intelektual terhadap kinerja guru SMA Negeri 1 Alas," *Jurnal Manajemen Fakultas Ekonomi dan Bisnis*, vol. 2, no. 3, pp. 90–102, 2023.

[33] L. Wulantika and S. U. R. Hartono, "Pengaruh kecerdasan emosional dan kecerdasan spiritual terhadap kinerja: Studi pada guru sekolah dasar negeri di Jawa Barat," *Journal of Economics*

Management Business and Accounting, vol. 5, no. 1, pp. 1–18, 2025, doi: 10.34010/jemba.v5i1.16053.

[34] Fatmasari, Badaruddin, S. M. Baharuddin, and Aprizal, "Effects of spiritual and emotional intelligence through Organizational Citizenship Behavior on employee performance," *Review of Integrative Business and Economics Research*, vol. 15, no. 1, pp. 605–614, 2026.

[35] M. Sandora and Yasni, "Pengaruh kecerdasan spritual dan kecerdasan emosional terhadap Organizational Citizenship Behavior (OCB)," *Jurnal BANSI (Bisnis, Manajemen dan Akuntansi)*, vol. 4, no. 1, pp. 1–20, 2024.

[36] K. Wawan, S. Eka, and M. Hari, "Peningkatan Organizational Citizenship Behavior (OCB) melalui penguatan kepemimpinan karismatik dan kecerdasan spiritual," *Jurnal Manajemen Pendidikan*, vol. 10, no. 2, pp. 77–81, 2022.

[37] Atrianah, C. P. Dimala, and C. R. Wulandari, "Resiliensi sebagai mediator pengaruh stres kerja terhadap burnout kepada dosen dan tenaga kependidikan," *Jurnal Psikologi: Jurnal Ilmiah Fakultas Psikologi Universitas Yudharta Pasuruan*, vol. 10, no. 2, pp. 380–393, 2023, doi: 10.35891/jip.v10i2.4155.

[38] R. Erinasari, H. H. Pradana, and N. A. E. Fatria, "Resiliensi guru pada masa pandemi Covid-19," *Psycho Aksara: Jurnal Psikologi*, vol. 1, no. 1, pp. 107–112, 2023, doi: 10.28926/pyschoaksara.v1i1.755.

[39] N. S. Faradina and A. M. Rosdiana, "Dinamika dan faktor resiliensi mengajar pada guru sekolah inklusi tingkat prasekolah," *Preschool*, vol. 3, no. 2, pp. 86–95, 2022, doi: 10.18860/preschool.v3i2.15913.

[40] I. B. Zaman, "Meningkatkan readiness for change pada karyawan: Peran resiliensi, kepemimpinan transformasional, dan modal psikologis," *Jurnal Locus Penelitian dan Pengabdian*, vol. 4, no. 8, pp. 8217–8229, 2025, doi: 10.58344/locus.v4i8.4276.

[41] A. I. Adestya, E. Trihandayani, Y. Pujilestari, S. Utaminingsih, and N. Djihadah, "Organizational Citizenship Behaviour dalam perspektif variasi karakteristik individu: Studi pada guru sekolah dasar di Kecamatan Pamulang," *Pendas: Jurnal Ilmiah Pendidikan Dasar*, vol. 10, no. 4, pp. 223–240, 2025, doi: 10.23969/jp.v10i04.38797.

[42] R. W. Lestari, "Perbedaan Organizational Citizenship Behavior guru sekolah ditinjau dari jenis kelamin," *Acta Psychologia*, vol. 1, no. 2, pp. 149–154, 2021, doi: 10.21831/ap.v1i2.43141.