



THE CONSTRUCTION OF THE MEANING OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR IN EDUCATIONAL ORGANIZATIONS: A Phenomenological Analysis of Professional Morality and the Spirituality of Teacher Service at SMP Plus Terpadu Albina, Babelan District, Bekasi Regency

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Abstract

This study aims to examine the construction of meaning *Organizational Citizenship Behavior* (OCB) in educational organizations through a phenomenological analysis of professional morality and spirituality of teacher devotion at Albina Integrated Plus Middle School, Babelan District, Bekasi Regency. The study used a qualitative approach with a phenomenological method to understand the life experiences (*lived experience*) teachers in interpreting voluntary behavior that goes beyond formal duties. Data collection was conducted through semi-structured in-depth interviews, participant observation, and documentation studies of eight informants selected using the technique *purposive sampling*. Data analysis is carried out through stages *epoche* (*bracketing*), *open coding*, *axial coding*, and *selective coding*. The research results show that OCB is defined as a form of professional devotion that goes beyond formal obligations and is based on professional morality and Islamic spirituality. The values of sincerity, trustworthiness, *uswatun hasanah*, and the orientation of blessings is the main motivation for teachers in displaying behavior *extra-role* without expecting material rewards. This research produced findings in the form of concepts Transcendental Professionalism, namely the understanding that OCB is influenced not only by organizational factors, but also by the moral identity and spirituality of service internalized in the school culture. These findings contribute to the development of organizational behavior theory in education and serve as a basis for strengthening an organizational culture oriented toward professionalism, collaboration, and continuous service.

Keywords: *Organizational Citizenship Behavior*, Professional Morality, Spirituality of Service, Educational Organization, Transcendental Professionalism.

INTRODUCTION

Educational management is the process of planning, organizing, implementing, and supervising all educational resources to achieve learning objectives effectively and efficiently. Its application focuses not only on improving academic quality but also on developing organizational culture, teacher professionalism, and the quality of educational services. Recent studies have shown that effective educational management can build organizational commitment and encourage *organizational citizenship behavior* (OCB) of teachers as a supporting factor for school success (Nguyen et al., 2024; Li et al., 2025).

One of the important concepts in organizational behavior is *Organizational Citizenship Behavior* (OCB), namely voluntary individual behavior carried out outside of formal obligations but contributing to organizational effectiveness. In educational organizations, teacher OCB is manifested through a willingness to help colleagues, mentor students outside of teaching hours, support school activities, and actively participate in various character development programs. Recent research shows that teacher OCB influences school climate, learning quality, professional collaboration, and the successful implementation of educational policies (Kim & Park, 2024; Raza et al., 2025). However,

most research still views OCB as a behavioral variable measured quantitatively, while the subjective meanings underlying the emergence of this behavior remain relatively little studied.

This research was conducted at Albina Integrated Junior High School (SMP Plus Terpadu Albina) in Babelan District, Bekasi Regency, an educational institution that integrates general education with Islamic character development. This school consistently organizes various religious programs, such as congregational prayer, Quran memorization, teacher religious studies, social activities, and student character development. The success of these programs depends heavily on the active involvement of teachers, who often go beyond their formal duties. This condition makes Albina Integrated Junior High School a relevant location to understand how teachers construct the meaning of OCB in the daily practice of educational organizations.

From a phenomenological perspective, OCB behavior is not solely influenced by the organization's reward system, but also by the teacher's life experiences, professional morality, and spirituality of service. Professional morality encourages teachers to carry out their responsibilities based on the values of integrity, professional ethics, and concern for student development. Meanwhile, spirituality of service shapes a work orientation based on the values of worship, sincerity, trustworthiness, and social responsibility. Recent research shows that spiritual leadership, moral identity, and meaningful work are closely related to the emergence of OCB in educational organizations (Afsar et al., 2023; Wang et al., 2024; Yuliana & Rahman, 2025).

Based on the survey At Albina Integrated Junior High School Plus, it was discovered that various school programs, particularly religious activities and character building, were implemented thanks to the voluntary contributions of teachers. Teachers not only carried out their teaching duties according to schedule, but also volunteered to assist with memorization activities, serve as religious activity instructors, accompany students in social activities, and assist colleagues without additional compensation. In fact, some teachers continued to demonstrate high commitment despite not having received teacher certification or optimal professional incentives. These initial findings indicate that OCB behavior develops not solely due to structural obligations, but also due to the subjective meaning constructed through service experiences.

This phenomenon also highlights several interesting issues worth examining. First, not all extra-role teacher behavior can be explained through conventional management approaches that emphasize reward systems. Second, there are differences in motivation and experience among teachers in interpreting dedication to the school. Third, the relationship between professional morality, spirituality of service, and the formation of OCB remains poorly understood. Fourth, most previous research has used a quantitative approach and therefore has not been able to capture lived experiences (*lived experience*) teachers in constructing the meaning of OCB behavior. Therefore, research using a phenomenological approach is important to explore the essential structure of teachers' experiences so that a more comprehensive understanding of the construction of meaning is obtained. *Organizational*

Citizenship Behavior in educational organizations, especially at Albina Integrated Plus Middle School, Babelan District, Bekasi Regency.

Research on *Organizational Citizenship Behavior* (OCB) in educational organizations consistently demonstrates that teachers' extra-role behavior contributes to increased school effectiveness. Ahmed and Khan (2023) found that a positive organizational culture can strengthen teachers' OCB by creating a collaborative work environment. Kim and Park (2024) demonstrated that OCB significantly influences school effectiveness and learning quality. Nguyen et al. (2024) emphasized that human resource management practices encourage the development of teachers' volunteer behavior. Wang et al. (2024) revealed that moral identity and work spirituality enhance OCB, while Raza et al. (2025) demonstrated that work engagement mediates the relationship between OCB and teacher performance, resulting in higher-quality educational services.

Although research on *Organizational Citizenship Behavior* While many studies have examined OCB, the majority of research still uses a quantitative approach to test the influence of leadership, organizational culture, and job satisfaction on OCB. This approach has not been able to explain how teachers interpret OCB behavior. *extra-role* based on his life experiences. Furthermore, studies linking professional morality and spirituality of service through a phenomenological approach in integrated Islamic schools are still very limited.

The novelty of this research lies in the use of a phenomenological approach to reveal the construction of meaning. *Organizational Citizenship Behavior* From the perspective of the life experiences of teachers at Albina Integrated Plus Middle School, Babelan District, Bekasi Regency. This study places professional morality and spirituality of service as the main foundation in understanding teacher behavior. Extra-role, thus producing a deeper understanding of OCB as a form of devotion, moral responsibility, and professional commitment of teachers in educational organizations.

THEORETICAL BASIS

Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) is voluntary individual behavior performed outside of formal job obligations but contributing to organizational effectiveness. In educational organizations, OCB is reflected in teachers' willingness to help colleagues, support school programs, maintain a positive work environment, and actively participate in institutional development. Recent research shows that OCB improves collaboration, school effectiveness, and the quality of educational services by fostering a productive and supportive work culture (Podsakoff et al., 2023; Sesen & Basim, 2024).

Teacher Professional Morality

Professional morality is a set of ethical values that guide teachers in carrying out their duties responsibly, honestly, fairly, and with integrity. Morality not only guides adherence to a professional code of ethics but also fosters a commitment to prioritizing the interests of students and the organization. Research shows that teachers with a strong moral identity tend to demonstrate prosocial behavior, professional responsibility, and a willingness to contribute beyond formal job requirements (Tirri, 2023; Wang & Chen, 2024).

Spirituality of Teacher Service

Spirituality of service is a work orientation that views profession as a form of life calling (*calling*) and worship, so that work is carried out meaningfully, sincerely, and responsibly. In educational organizations, spirituality encourages teachers to work not solely for material rewards, but out of a moral commitment to student development. Various studies have shown that work spirituality increases the meaning of work, organizational commitment, and behavior. *Organizational Citizenship Behavior* in educational environments (Petchsawang & Duchon, 2023; Garg & Punia, 2025).

Research Thinking Framework

The success of an educational organization is not only determined by the implementation of formal tasks (*in-role behavior*), but also by the teacher's willingness to display voluntary behavior (*extra-role behavior*) that supports the achievement of school goals. In the context of Albina Integrated Plus Middle School, Babelan District, Bekasi Regency, student behavior Organizational Citizenship Behavior (OCB) is understood as a manifestation of professional morality and spirituality of service that grows through teachers lived experiences in carrying out their profession. This study uses a phenomenological approach to explore these experiences through stages. *Open coding*, *axial coding*, and *selective coding*, thus obtaining essential themes regarding how teachers construct the meaning of OCB as a form of professional responsibility, the value of sincerity, commitment to students, and devotion to the organization. Thus, the framework of this research places professional morality and spirituality of service as the foundation for forming the meaning of OCB which ultimately contributes to the creation of an effective, collaborative, and service-oriented educational organizational culture.

METHOD

This research was conducted to gain a deep understanding of the construction of meaning. *Organizational Citizenship Behavior* (OCB) based on teachers lived experiences in carrying out their professional duties in the school environment. A qualitative approach was chosen because it can comprehensively reveal the meaning, values, beliefs, and subjective experiences of informants.

Through a phenomenological method, the study attempts to describe the essence of teachers' experiences regarding OCB, which is shaped by professional morality and spirituality of service, to obtain a complete picture of the phenomenon occurring at Albina Integrated Plus Junior High School, Babelan District, Bekasi Regency (Creswell & Poth, 2024; Varpio et al., 2023).

Research Approach and Methodology

This research uses a qualitative approach with a phenomenological method. The phenomenological approach is used to understand conscious experience (*lived experience*) teachers in interpreting behaviorOrganizational Citizenship Behavior (OCB) as part of everyday professional practice. The focus of this research is not directed at testing cause-and-effect relationships, but rather at uncovering the meanings constructed by informants through experience, reflection, and social interactions within the school environment. Thus, this study seeks to discover the essential structure of teachers' experiences regarding OCB. *Extra-role* influenced by professional morality and spirituality of service. The phenomenological approach is considered appropriate because it provides space for informants to describe their experiences naturally without being limited by quantitative categories (Creswell & Poth, 2024; Varpio et al., 2023).

Background and Time of Research

The research was conducted at Albina Integrated Plus Junior High School in Babelan District, Bekasi Regency, which was chosen because it is characterized as an integrated Islamic education-based school with various character and religious development programs that involve the active participation of teachers outside of formal duties. These conditions provide a relevant context for examining the construction of meaning. *Organizational Citizenship Behavior* The research lasted for eight months, namely January to August 2026, which included the preparation stage, data collection, data analysis, validation of results through *member checking*, as well as preparation of research reports.

Research Data and Data Sources

The research data consisted of primary and secondary data. Primary data were obtained through in-depth interviews with eight informants selected using purposive sampling techniques, namely individuals deemed to have direct experience with OCB behavior in schools. Secondary data were obtained through school documents in the form of decrees on the distribution of teaching assignments, school work programs, committee reports, religious activity documents, teacher attendance records, and documentation of various school activities. The combination of these two types of data was used to strengthen the interpretation of the research results, thereby obtaining a more comprehensive understanding of the phenomenon being studied (Patton, 2023; Creswell & Poth, 2024).

Table 1. Research Informant Matrix and Selection Justification

Code	Informant Name	Position / Role	Justification for Informant Selection
KI-01	Dita Mawar Dinie, S.Hum.	Senior Teacher (>10 Years)	Understanding the development of school culture and OCB practices that have been taking place since the beginning of the school's development.
KI-02	Lisa Syahana Putri, S.Pd., Gr.	Permanent Teacher / Senior Figure	Has extensive experience in implementing moral values, school culture, and teacher character building.
KI-03	Ahmad Awaludin, S.Kom.	Informatics and Infrastructure Teacher	Have experience carrying out formal duties as well as various additional duties outside of primary duties.
IU-01	Yuni Dwi Hartati, S.Pd.	Young Teacher (<3 Years)	Provides new teachers' perspectives on adaptation to organizational culture and OCB behavior.
IU-02	Nurfitriana, S.Pd., Gr.	Math teacher	Provides perspectives on the implementation of OCB in general subjects outside of religious education.
IU-03	Wahyu Hidayat, S.Pd.I., Gr.	Islamic Religious Education Teacher	Understanding the relationship between Islamic values, spirituality, and teachers' OCB behavior.
IP-01	Inayatu Rohmah, S.Pd.	vice principal	Provides a managerial perspective on organizational culture, teacher development, and OCB implementation.
IP-02	Hj. Eem Suhaimi, S.Ag.	the foundation's president	Explains the philosophy, vision, mission, and spiritual values that form the basis of the school's organizational culture.

Source: Research Results, 2026

Research informants were selected using purposive sampling techniques, based on their direct experience, knowledge, and active involvement in the implementation of various school programs. The diverse backgrounds of informants enabled researchers to gain a broad perspective on the construction of meaning. *Organizational Citizenship Behavior* from the aspects of senior teachers, new teachers, school management, to the foundation, thereby increasing the depth of the phenomenological analysis.

Data Collection Techniques and Data Validity

Data collection techniques were carried out through semi-structured in-depth interviews, participant observation, and documentation studies. Interviews are used to explore life experiences (*lived experience*) informants regarding behavior *extra-role*, while observations were conducted on teacher activities in various learning and non-academic activities. Documentation was used to strengthen the interview results through various relevant school documents. Data validity was tested using credibility criteria, transferability, dependability, and confirmability through source triangulation, technique triangulation, *member checking*, audit trail, and discussions with qualitative

experts so that the interpretation of research results has a high level of confidence (Lincoln et al., 2024; Nowell et al., 2024).

Data Analysis Techniques

Data analysis used a phenomenological approach, beginning with the epoche (bracketing) process to suspend the researcher's personal assumptions and experiences during the interpretation process. Next, open coding was performed on all interview transcripts to obtain initial codes describing the informants' experiences. The next stage was axial coding, which grouped the codes into interrelated categories based on conceptual relationships. The final stage, selective coding, was conducted to identify core themes (*core category*) which explains the construction of meaning *Organizational Citizenship Behavior* as a form of professional morality and spirituality of teacher devotion at Albina Integrated Plus Middle School, Babelan District, Bekasi Regency (Saldaña, 2024; Creswell & Poth, 2024).

RESULTS AND DISCUSSION

The results of this study present empirical findings regarding the construction of meaning. *Organizational Citizenship Behavior* (OCB) based on the lived experiences of teachers at Albina Integrated Plus Middle School, Babelan District, Bekasi Regency. The analysis was conducted through in-depth interviews, participant observation, and documentation studies. All data were analyzed using a phenomenological approach through the following stages: *open coding*, *axial coding*, and *selective coding* so that essential themes are obtained that describe the subjective experiences of teachers in interpreting behavior *extra-role*.

Overview of Research Location and Study Subjects

Albina Integrated Middle School Plus is a private school under the auspices of the Al Bina Plus Foundation and was established in 2021 in Babelan District, Bekasi Regency. This school develops the SMART (Smart) vision. *Achievement, Innovative, Normative, Transparent, Beautiful, and Religious*) as the basis for implementing education. In addition to developing students' academic competencies, the school places religious character formation as a central part of its organizational culture. Various activities such as memorizing the Quran, practicing worship, character building, and social programs are routine activities involving all teachers. This condition creates a collaborative culture at the school that allows for the development of positive behavior. *Organizational Citizenship Behavior* naturally.

Table 2. Qualification Data for Educators and Education Personnel

No	Qualification Categories	Sub-Category Description	Amount
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1	Academic Education	Master (S1)	15 People
2	Teaching Field Suitability	Appropriate (9) / Not Appropriate (6)	15 People
3	Educator Certification	Certified (5) / Not Yet (10)	15 People

Source: Albina Integrated Plus Middle School Administrative Data 2026

The table above shows that all teaching staff have at least a bachelor's degree (S1) academic qualification. However, only nine teachers teach within their field of expertise, while six teachers still teach subjects outside their formal educational background. Furthermore, five teachers have teaching certificates, while ten teachers are not yet certified. This situation indicates that teachers' voluntary behavior in supporting various school activities is not entirely influenced by formal professional status, but rather develops through moral commitment and organizational culture.

Table 3. Distribution Data of Students at Albina Integrated Plus Middle School

Class	Man	Woman	Total	Classroom
VII	8	8	16	1
VIII	8	10	18	1
IX	9	10	19	1
Total	25	28	53	3

Source: Student Data for Albina Integrated Plus Middle School for the 2025/2026 Academic Year

A total of 53 students were divided into three study groups, with a relatively balanced composition of boys and girls. The relatively small number of students allowed teachers to build closer interpersonal relationships with both students and fellow teachers. This situation fostered a culture of mutual assistance, collaboration, and teacher involvement in various school activities beyond formal obligations, thus facilitating the development of OCB behaviors.

Teachers' Meaning of Formal Roles and *Extra-Role*

The interview results showed that all informants were able to clearly differentiate between formal tasks (*in-role behavior*) with behavior *extra-role*. Formal duties are understood as obligations stated in the decree on the distribution of teaching duties, including learning activities, assessment, class administration, and student development in accordance with school regulations. In contrast, behavior *extra-role* interpreted as a willingness to provide assistance voluntarily without any administrative obligations or organizational demands.

Teachers view their involvement in LDKS (Learning and Learning) activities, MPLS (Learning and Learning), Persami (Saturday Camp), student farewells, memorization coaching, social activities, and school committees as forms of professional service. These activities are not undertaken for additional incentives, but rather as a moral responsibility to the school's success. Informant KI-01 explained that helping the school outside of teaching hours is a calling that provides a sense of satisfaction because it contributes to the institution's progress. These findings indicate that OCB is understood as an extension of professional responsibility born of personal awareness.

Structure of OCB Experiences Experienced by Teachers

The experience of practicing OCB behaviors presented a relatively uniform emotional experience across all informants. Teachers reported feeling happiness, inner satisfaction, gratitude, and calm after helping the school and their colleagues. Although the additional activities often caused physical exhaustion and reduced family time, these conditions were not perceived as burdensome.

Conversely, most informants expressed a feeling of reluctance when not involved in joint activities. A culture of mutual assistance has become a growing social norm within the school environment, encouraging every teacher to participate voluntarily. Harmonious interpersonal relationships foster solidarity and a sense of belonging to the school. Thus, OCB experiences not only benefit the organization but also foster psychological well-being for the teachers themselves.

The Dimensions of Spirituality and Morality Underlying OCB

Research findings indicate that OCB at Albina Integrated Plus Middle School is not oriented toward material rewards or job promotions. Teachers interpret every additional activity as part of worship and a form of devotion to Allah SWT. The value of sincerity, trust, trustworthiness Goodness and blessings are the main foundations in carrying out various activities outside of formal obligations.

Islamic Religious Education teachers emphasized that helping colleagues is an implementation of the Islamic value of brotherhood that must be embodied in daily life. Meanwhile, senior teachers view OCB behavior as a form of exemplary behavior that should be passed on to younger teachers. Therefore, professional morality is not separate from spirituality, but rather mutually reinforcing in shaping teachers' identities as educators and servants of education oriented toward the common good.

Qualitative Data Reduction Analysis (*Coding*)

Phenomenological analysis begins through a process *open coding* which produced 91 initial codes from the results of interviews and observations. These codes were then grouped through a grouping process *axial coding* into twelve conceptual categories that have meaningful relationships. The final stage is carried out *selective coding* so that four main themes were obtained which represent the essence of teachers' experiences regarding OCB.

Table 5. Analysis Matrix *Selective Coding* and Thematic Integration

No	Integrated Axial Categories	Main Theme
1	The formal role of the teacher, <i>extra-role</i> , limit of liability	The meaning of OCB as an expansion of the professional role of teachers
2	Voluntary experience, affective experience, social relations	OCB provides inner satisfaction and strengthens social relationships.
3	Spirituality of service, professional morality, Islamic culture	OCB as a manifestation of spiritually based professional morality
4	Teacher moral identity, spiritual reflection, professional devotion	OCB is professional devotion based on sincerity, trust and blessings.

Source: Research Data Analysis Results (2026)

Results *selective coding* The results showed that the informants' overall experiences converged on four interrelated main themes. Teachers defined OCB as a voluntary expansion of professional responsibility, providing psychological satisfaction, strengthening social relationships, and being rooted in Islamic spiritual values. The integration of these four themes resulted in one core category (*core category*) which explains that OCB is not just organizational behavior, but a form of professional devotion that arises from the morality and spirituality of teachers.

Central Research Theme

Based on the entire phenomenological analysis process, the central theme obtained is that Organizational Citizenship Behavior for teachers at Albina Integrated Plus Middle School is a construction of meaning regarding professional devotion that goes beyond formal obligations, is realized through voluntary actions, understood as the teacher's moral identity, and is based on Islamic spirituality in the form of sincerity, trustworthiness, and blessing orientation in realizing school progress. This finding shows that OCB behavior develops not only because of organizational factors, but also because of the internalization of religious values that are part of the school culture.

Discussion

The results of the study show that *Organizational Citizenship Behavior* The Organizational Citizenship (OCB) demonstrated by teachers at Albina Integrated Plus Middle School is not only understood as voluntary behavior outside of formal duties, but also as a manifestation of moral and spiritual values internalized in the school's organizational culture. These findings demonstrate that teachers' experiences shape the construction of OCB meanings that go beyond conventional concepts of organizational behavior. The following discussion outlines the research findings based on five key aspects and compares them to previous research.

OCB as an Expansion of the Professional Role of Teachers

The research findings show that teachers interpret *Organizational Citizenship Behavior* as an expansion of professional roles that goes beyond formal obligations as stated in the decree on the distribution of teaching duties. Teachers voluntarily participate in LDKS (Center for Community Service), MPLS (Learning of the Koran), memorization coaching, social activities, and various school committees without expecting material rewards. This behavior is seen as part of their professional responsibility to support school progress. This perspective expands the classic OCB concept, which places behavior *extra-role* as individual voluntary action, as in this study, this behavior has become part of the teacher's professional identity. This finding aligns with research by Kim and Park (2024), who stated that teacher OCB contributes to school effectiveness by improving collaboration and the

quality of educational services. Similarly, Nguyen et al. (2024) explained that a supportive organizational environment will strengthen the emergence of voluntary behavior as part of educator professionalism.

Affective Experiences in Carrying Out Organizational Citizenship Behavior

Research has found that the experience of practicing OCB produces a variety of positive affective responses, such as feelings of happiness, satisfaction, calm, and meaning. Although teachers acknowledge physical fatigue due to additional activities outside of work hours, they still feel a sense of inner satisfaction after successfully helping colleagues and students. Conversely, they feel uncomfortable when unable to participate in school activities. This condition indicates that OCB not only benefits the organization but also improves the psychological well-being of individuals. These results support research by Raza et al. (2025) which found that OCB improves *work engagement* while strengthening teacher performance. Furthermore, Wang et al. (2024) stated that prosocial behavior based on moral identity produces intrinsic satisfaction, thus encouraging individuals to maintain this behavior continuously.

Professional Morality as the Foundation of Organizational Citizenship Behavior

The research results show that professional morality is the primary basis for the emergence of OCB behavior. Teachers view their profession not simply as a job, but as a mandate that must be carried out with integrity, responsibility, honesty, and concern for the development of students. This moral awareness encourages teachers to continue contributing even though these activities fall outside of formal obligations. Thus, OCB behavior arises from an ethical commitment to the profession, not merely because of the existence of an organizational reward system. This finding supports Tirri's (2023) research, which explains that professional morality is the primary foundation of teacher professionalism. Furthermore, Wang and Chen (2024) demonstrated that a strong moral identity influence increased professional commitment and the tendency to display OCB behavior. *Organizational Citizenship Behavior.*

Spirituality of Service as the Foundation of Teacher OCB

Research findings show that spirituality is a dominant factor in shaping the meaning of OCB at Albina Integrated Plus Middle School. Teachers view every additional activity as a form of worship, thus fostering the values of sincerity, trustworthiness, and *uswatun hasanah*, and blessing orientation are the primary motivations in work. Helping schools is not done to obtain incentives or organizational recognition, but rather as a form of devotion to Allah SWT. This finding suggests that spirituality broadens the meaning of OCB from mere organizational behavior to a manifestation of

religious values in professional life. The results of this study align with Afsar et al. (2023) who found that spiritual leadership and *meaningful work* increasing OCB through the formation of work meaning. Garg and Punia's (2025) research also confirmed that work spirituality strengthens voluntary behavior because individuals view their work as a life calling (*calling*).

Construction of the Meaning of OCB as Transcendental Professionalism

The most important finding of this research is the birth of the concept Transcendental Professionalism as a construction of the meaning of OCB in Islamic-based educational organizations. This concept explains that the behavior of *extra-role* Teachers are no longer solely influenced by job satisfaction, organizational justice, or organizational commitment as described in classical OCB theory, but also by the internalization of spiritual and moral values that shape teachers' professional identity. Thus, OCB is understood as a form of professional devotion that unites the dimensions of competence, ethics, and religiosity in a single behavioral unit. This finding extends Organ's (1988) theory by introducing the transcendental dimension as the primary source of motivation for OCB behavior in religious-based educational organizations. This finding also complements the research of Ahmed and Khan (2023) who emphasized the importance of organizational culture in shaping OCB, by showing that religious organizational culture is able to internalize spiritual values into sustainable professional behavior.

CONCLUSION

This study concludes that *Organizational Citizenship Behavior* (OCB) in teachers at Albina Integrated Plus Middle School, Babelan District, Bekasi Regency is a construction of meaning that is born from life experiences (*lived experience*) in carrying out the profession as an educator. Teachers interpret OCB as not just voluntary behavior outside of formal duties (*extra-role*), but as a form of professional service based on moral awareness, professional responsibility, and commitment to school progress. This behavior is demonstrated through active participation in various school activities without expecting material rewards, but rather as a form of real contribution to the success of the educational organization.

The research results also show that professional morality and spirituality of service are the main foundations that shape OCB behavior. Islamic values such as sincerity, trustworthiness, *uswatun hasanah*, and blessing orientation become intrinsic motivations that encourage teachers to help colleagues, support school programs, and provide the best service to students. Through phenomenological analysis, the central theme is that OCB is a teacher's moral identity that develops through the internalization of spiritual values within the school's organizational culture.

This study expands the conventional concept of OCB by presenting the perspective of Transcendental Professionalism, namely the understanding that behavior *extra-role* Teachers are

influenced not only by organizational factors but also by moral and spiritual dimensions. These findings contribute to the development of studies on organizational behavior in education, particularly in religious-based schools, and serve as a foundation for strengthening an organizational culture oriented toward professionalism, collaboration, and ongoing dedication.

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