

# The Relationship of Emotional Intelligence and Profession of Teachers Attitude Obstacles with Organizational Citizenship Behaviour (OCB) Teachers at Madrasah Tsanawiyah in Banjarmasin

*by Pen Yadi*

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# The Relationship of Emotional Intelligence and Profession of Teachers Attitude Obstacles with Organizational Citizenship Behaviour (OCB) Teachers at Madrasah Tsanawiyah in Banjarmasin

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65145, Indonesia**Abstract**

This study was conducted to determine (1) the Relationship level of Emotional Intelligence and Profession of Teachers Attitude with OCB at MTs Teachers in Banjarmasin. The study results showed that (1) There was a relationship between the level of Emotional Intelligence with Organizational Citizenship Behavior (OCB) Teachers of MTs All Banjarmasin. (2) There is a relationship between teachers' attitudes and organizational citizenship behaviour (OCB) Teachers of MTs in Banjarmasin. (3) There is a correlation between the level of Emotional Intelligence and teachers' attitudes with the Organizational Citizenship Behavior (OCB) Teachers of MTs in Banjarmasin. Banjarmasin, then in empowering teachers to carry out the teaching and learning process in schools is to be responsible for the work environment to overcome various problems experienced when carrying out tasks so that they can be creative dynamic, (2) Research is showing the Attitude toward good profession is wrong one effect of school success, hence attitudes toward the teacher's profession are closely related to the personality, behaviour, and character of the teacher. Therefore, every teacher must have the ability internally to do relation vertically or horizontally, (3) this research is expected to be material for further research so that other developers can be obtained from the relationship of emotional intelligence and profession of teacher's attitude with the Organization Behavior Citizenship Behavior on different objects.

**Keywords**

Emotional Intelligence, Profession of Teachers Attitude, Organizational Citizenship Behavior (OCB)

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## Introduction

Madrasah Tsanawiyah is an institution of primary education where the students receive the same subject as a student in junior high school in terms of the general issue. But in Madrasah Tsanawiyah, as an Institution of Islamic education, presents more religious subjects than junior high school. Within a week, as many as seven hours of lessons are allocated for Islamic matter, which consists of Quran-hadith, Aqidah-Akhlaq, Fiqh, history of Islamic culture, and Arabic. In contrast, the junior high school gives only 2 hours to study of Education of Islamic Religious. This fact indicates that madrasah tsanawiyah has more curriculum content than junior high schools, especially in Islamic subjects. For this second factor, the reformer of Islam wants to synthesize the style of Dutch education, which was intended for priyayi with the kind of Islamic teaching. The results of this synthesis appeared the institution of education, which was called Madrasah, an Institution of Islamic education that is expected to be a prototype of education that balances general and religion science.

Speak about education, (Whitehouse-Tedd, Abell, & Dunn, 2021) define the process of train and develop the knowledge, skill, brain, behaviours, etc.) mainly formal of school. In line with Saifuddin, (Pristyowati, Rahayu, Wahidmurni, & Supriyanto, 2021) define education as a process to prepare the young generation to survive their lives and fulfil their life goals more effectively and efficiently. Furthermore, he emphasized that education is more than just teaching, which means merely transferring knowledge and skill. Still, the essence of education is the processing of personality form and individual based on the study of religion, which expected that the individual could implement the duty as a creature of God.

## Method

The research method used a survey method (Abu-Bader & Jones, 2021) This research used correlational because the study tries to investigate the relationship between several research variables, namely the Emotional Intelligence and Attitude variable in Teacher Training as a predictor variable and Organization Citizenship Behavior as the s criterion variable. This correlation research will use correlation analysis.

## Result

To obtain a description of each research variable, then following will be presented a description of the data in the form of a table of frequency distribution, a histogram graph, an average score (mean), standard deviation and data variant of each research variable. (Abu-Bader & Jones, 2021) More details about the data obtained based on a questionnaire distributed to respondents presented as follows:

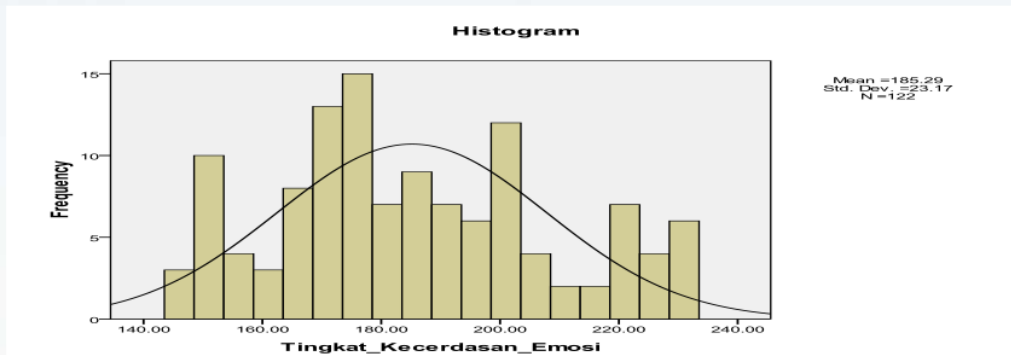
### Level of Emotional Intelligence

The frequency distribution of Emotion Intelligence scores is shown in the following table:

**Table 1.**  
The Frequency Distribution of Score from Emotional Intelligence

Interval	Middle Point	Frequency	Presentation
146 – 156	151	15	13.11
157 – 167	162	19	9.01
168 – 178	173	22	23.77
179 – 189	184	16	13.93
190 – 200	195	16	13.93
201 – 211	206	12	9.83
212 – 222	217	10	7.37
223– 233	228	13	9.01
	Score	122	100%

The table above shows that the highest frequency of respondents is in the range of score 168-178 (23.77%) of 22 respondents from all respondents. The frequency distribution of score from the Emotional Intelligence Level variables can also be described Figure 1.



**Figure 1.** Histogram Frequency Score Level of Emotional Intelligence

**Table 2.**

Recapitulation Of Mean Value, Median, Deviation, Maximum and Minimum Standard of Emotional Intelligence

Variable	N	Mean	Median	Deviation of Standard	Max	Min
Level of Emotional intelligence	122	185.28	182.50	23.17	233	146

Furthermore, by comparing the ideal mean of  $M_i$  and  $(M_i + S_{di})$ , the average position of  $Y$  is above  $(M_i + S_{di})$  as the following calculation.

**Table 3.**

Agglomeration Is the Score Level of Emotional Intelligence

No	Interval	F	%	Statement
1	> 208.45	21	17.21	High
2	208.45 – 162.11	83	68.03	Medium
3	< 162.11	18	14.75	Low
	Score	122	100	

Based on the average count obtained from the score level of the Emotional Intelligence variable, it is known from 122 respondents that there are 21 people or (17.21%) in the high category, and 83 people or 68.03% in the medium category, and the rest there are 18 people or 14.75% in the Low category so it can be concluded that in general the level of Emotional Intelligence is classified as moderate.

### The Profession of Teachers Attitude

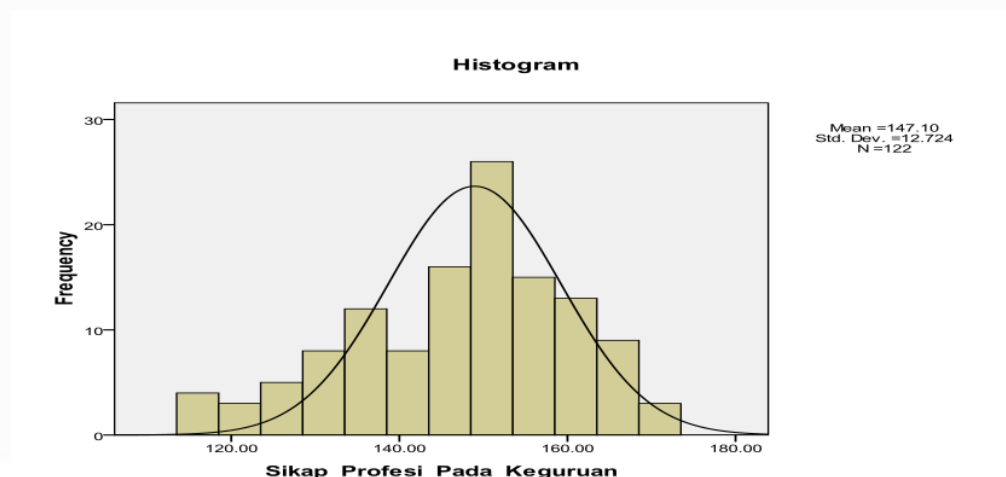
Based on the table above is a description of the results of respondents' answers to the questionnaire, so it shows that the answers are the input of data, for the next will use statistically analyzed. From the table above, the score variable distribution of Profession of Teachers Attitude, the highest average score is 33.42%. The frequency distribution of Profession of Teachers Attitude

**Table 4.**

Table. Frequency distribution of profession of teacher's attitude score

Interval	Middle Point	Frequency	Presentation
116-122	119	5	4.09
123-129	126	7	5.73
130-136	133	18	14.75
137-143	140	10	8.19
144-150	147	34	27.86
151-157	154	22	18.03
158-164	161	16	13.11
165- 171	168	10	8.19
Total		122	100

From the table above, it can be seen that the highest frequency of respondents is in the range of score 144-150 (27.86%) of 34 respondents from all respondents. The frequency distribution of Profession of Teachers Attitude score can also be described in the graph:



**Picture 2.** Frequency Histogram Profession of Teachers Attitude score

Furthermore, by comparing the ideal mean of  $M_i$  and  $(M_i + S_{di})$ , the mean position of the count  $\bar{Y}$  is above  $(M_i + S_{di})$ , as follows: Agglomeration Profession of Teachers Attitude Score in the table:

**Table 5.**

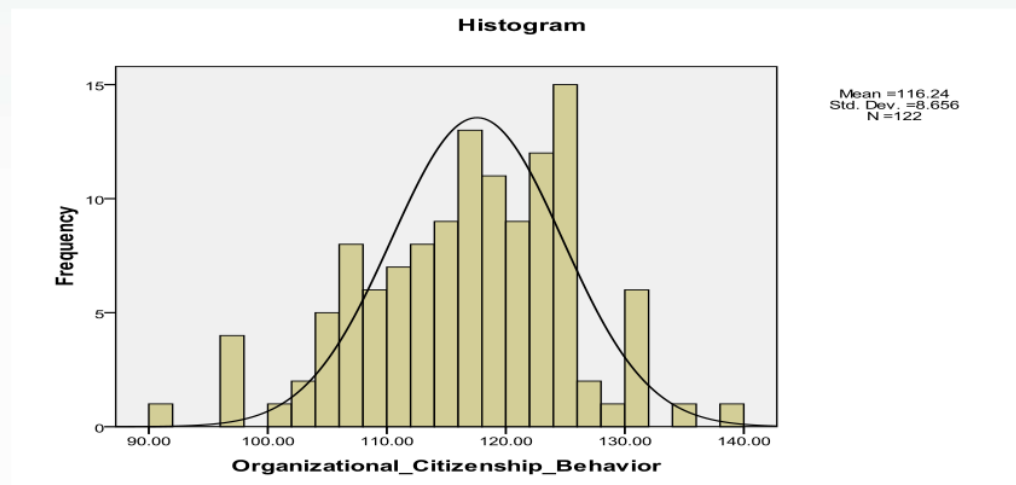
Agglomeration Profession of Teachers Attitude Score

No	Interval	F	%	Statement
1	> 159.81	16	13.11	High
2	159.81 – 134.37	86	70.49	Medium
3	< 134.37	20	16.39	Low
	Score	122	100	

Based on the average count obtained from the Profession of Teachers Attitude score, it can be seen from 122 respondents that there are as many as 16 people or (13.11%) categorized as high, and 86 people or 70.49% categorized as a medium. The rest there are as many as 20 people or 16.39% categorized Low, so it can be concluded that the general Profession of Teachers Attitude is classified as medium.

### Organizational Citizenship Behavior (OCB)

Based on the table above is a description of the results of respondents' answers to the questionnaire, so it shows that the answers are input data for the next use statistically analyzed. From this table, the percentage distribution of Organizational Citizenship Behavior variable scores above can be seen the highest average value is Agree as much as 34.90%. The frequency distribution of the Organizational Citizenship Behavior score is shown in the following Figure:



**Figure 3.** frequency distribution of the Organizational Citizenship Behavior

The table above shows that the highest frequency of respondents is in the range of score 115-120 (29.50%) of 36 respondents from all respondents. Figure. Frequency Histogram of Graph of Satisfaction Score of the teacher's job the results of the calculation of the mean, median, standard deviation, maximum and minimum values are shown in the following table:

**Table 6.**

Recapitulation Table Value of Mean, Median, Deviation Standard, Maximum and Minimum Organizational Citizenship Behavior

Variable	N	Mean	Median	Standard deviation	Max	Min
Organizational Citizenship Behavior	122	116.23	117.00	8.65	138	91

Next, by comparing the ideal mean of  $M_i$  and  $(M_i + S_{di})$ , the average position of Y is above  $(M_i + S_{di})$ , as follows: Organizational Citizenship Behavior grouping score in the following table:



**Table 7.**

Organizational Citizenship Behavior grouping score

No	Interval	F	%	Statement
1	> 124.88	15	12.29	High
2	124.88 – 107.58	86	70.49	Medium
3	< 107.58	21	17.21	Low
	Score	122	100	

Based on the average count obtained from the Organizational Citizenship Behavior variable scores known to 122 people, a number of 15 respondents or 12.29% were categorized high, and 86 respondents, or 70.49%, were ordered a medium. The rest there were 21 people or 17.21% Low category, so it can be concluded that in general, Organizational Citizenship Behavior is classified as moderate.

### Analysis Requirement of test

Data analysis used relationship techniques must first be tested for normality and homogeneity.

### Normality test

Normality test is intended to determine whether the distribution of data obtained from the research results is normal or abnormal distribution. If the data was obtained to be the normal distribution, the data could be continued for analysis. The results of the normality test analysis were conducted on each variable can be seen in the following (Abu-Bader & Jones, 2021)

**Table 8.**

Normality test

One-Sample Kolmogorov-Smirnov Test				
		X1	X2	Y
N		122	122	122
Normal Parameters <sup>a, b</sup>	Mean	59.6148	59.6475	63.1230
	Std. Deviation	6.61259	6.42686	6.49676
Most Extreme Differences	Absolute	.108	.109	.127
	Positive	.108	.109	.081
	Negative	-.100	-.087	-.127
Kolmogorov-Smirnov Z		1.192	1.207	1.401
Asymp. Sig. (2-tailed)		.117	.109	.039
a. Test distribution is Normal.				
b. Calculated from data.				

Based on the SPSS output above, the significance level obtained for the level of Emotional Intelligence is 0.040 and Profession of Teachers Attitude is 0.044 while for Organizational Citizenship Behavior is 0.050 because the level of significance obtained is greater than 0.05, so it can be said that the data distribution of the three variables is usually distributed.

### Homogeneity Test

Homogeneity testing was conducted to determine the uniformity of the variance of the sample was taken. Homogeneity test results are shown in the following table: Based on the table above show the homogeneity test shows that all variables are Homogeneous. This is known from the probability value (p) greater than 0.05. Output Table Test Normality of the Three Variables (Abu-Bader & Jones, 2021)

- a. Normal distribution of test.
- b. Calculated from data.

**Table 9.**  
Test of Homogeneity

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
X1	3.915	18	102	.372
X2	8.843	18	102	.242

### Hypothesis of Test

After all tests of the analysis requirement are fulfilled, the next step is hypothesis testing to find out whether there is a relationship between the independent variables (X1 and X2) and the dependent variable (Y) using the Pearson relationship technique (simple). With the help of SPSS program version 20.0 for windows, the following results are obtained:

Relationship of Emotional Intelligence with Organizational Citizenship Behavior in Madrasah Tsanawiyah in Banjarmasin. To find out if there is a relationship between Emotional Intelligence and Organizational Citizenship Behavior for teachers at Madrasah Tsanawiyah Negeri in Banjarmasin used the Pearson relationship, the hypotheses are as follows:

**Ho:** There is no relationship between the level of Emotional Intelligence and Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin.

**Ha:** There is a relationship between the level of Emotional Intelligence with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin.

The results of the test are shown in the following table:

Output Table Tests the Relationship Between Emotional Intelligence Levels and Organizational Citizenship Behavior

**Table 10.**  
Correlation

Correlations				
		X1	X2	Y
X1	Pearson Correlation	1	.199*	.584**
	Sig. (2-tailed)		.028	.000
	N	122	122	122
X2	Pearson Correlation	.199*	1	.489**
	Sig. (2-tailed)	.028		.000
	N	122	122	122
Y	Pearson Correlation	.584**	.489**	1
	Sig. (2-tailed)	.000	.000	
	N	122	122	122

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).



Then to be able to provide an interpretation of the strength of the relationship between the variables  $x$  with  $y$ , then guidelines can be used as listed in table 6 below:

**Table 11.**

Guidelines for Providing Interpretation of Relationship Coefficients

Coefficient Interval	Relationship Level
0,000 - 0,199	Sangat Rendah
0,200 - 0,399	Rendah
0,400 - 0,599	Cukup
0,600 - 0,799	Kuat
0,800 - 1,000	Sangat Kuat

**Sumber :** (Abu-Bader & Jones, 2021)

Based on the SPSS output above, it can be seen that the correlation coefficient for the Level of Emotional Intelligence with Organizational Citizenship Behavior in Madrasah Tsanawiyah Negeri Banjarmasin is  $r = 0.584$ . and  $p = 0,000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a relationship between emotional intelligence level and organisational citizenship behaviour at the Madrasah Tsanawiyah in Banjarmasin.

#### **Relationship between Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin**

To find out whether there is a relationship or not between Profession of Teachers Attitude with Organizational Citizenship Behavior using Pearson's relationship with the hypothesis is as follows:

**$H_0$ :** There is no relationship between Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin

**$H_a$ :** There is a relationship between Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin.

Based on the output of SPSS above, it can be seen that the correlation coefficient for Profession of Teachers Attitude with Organizational Citizenship Behavior in Madrasah Tsanawiyah Negeri Banjarmasin City is  $0.489$ . and  $p = 0,000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a relationship between Attitudes in Teaching Profession with Organizational Citizenship Behavior at Madrasah Tsanawiyah Negeri in Banjarmasin

#### **Relationship between the level of Emotional Intelligence and Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin**

To find out whether there is a relationship or not between the Level of Emotional Intelligence and Profession of Teachers Attitude with Organizational Citizenship Behavior in Madrasah Tsanawiyah in Banjarmasin using a dual relationship with the hypothesis is as follows:

**$H_0$ :** There is no relationship between Level of Emotional Intelligence and Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin.

**$H_a$ :** There is a relationship between Level of Emotional Intelligence and Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin.

By using the SPSS application, a double relationship value of  $R = 0.661$  is obtained, as in the table below. Based on the SPSS output above, it can be seen that the double  $R$ -value is greater than the individual  $r_{x1y}$  and  $r_{2y}$  relationships by comparing  $F$  arithmetic with  $F$  Table with a significant level of 5%,  $46,214 > \text{test } 1.5657$ ,  $H_0$  is rejected, and  $H_a$  is accepted. This means that there is a joint relationship between the Level of Emotional Intelligence and the profession of teacher's attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin.

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**Table 12.**

Spss Output from Multiple Relationship of Summary Models

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate
1	.661 <sup>a</sup>	.437	.428	4.91482

a. Predictors: (Constant), X2, X1

**ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2232.660	2	1116.330	46.214	.000 <sup>a</sup>
	Residual	2874.496	119	24.155		
	Total	5107.156	121			

1

a. Predictors: (Constant), X2, X1

b. Dependent Variable: Y

**Discussion****The Relationship of Emotional Intelligence and Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin**

In this study, there are two independent variables, namely Emotional Intelligence (X1) and Profession of Teachers Attitude (X2), and one dependent variable, Organizational Citizenship Behavior (Y). Independent variables (X1 and X2) are associated with dependent variables (Y) with a pattern of relationships: (1) Relationship between variables X1 and Y variables, (2) Relationship between variables X2 and Y variables, and (3) Relationships between X1 variables and variables X2 together with the variable Y. The three patterns of the relationship of these variables are constellation problems in this study. The pattern of relationship between emotional intelligence is a capacity that identifies how high a person's level of competence/ability and social personalization of the person concerned. So, emotional intelligence is thought to be closely related to the emergence of OCB. Organizational Citizenship Behavior (OCB) is an individual contribution that goes deeper than the demands of the role at work / at school and is rewarded by the acquisition of task performance. Emotional intelligence is a capacity that identifies how high the level of personal and social competence of the person concerned. So, emotional intelligence is thought to be closely related to the emergence of OCB.

OCB includes a number of behaviours such as helping others, becoming more for extra assignments, complying with school rules and procedures. These behaviours describe "employee added value" and are one form of prosocial behaviour, namely positive, constructive and meaningful social behaviour that helps without being ordered. Regarding professional value, the employee should be adaptive to change in organizational cultural value. Attitude toward organizational culture becomes more meaningful in accelerating or slow down this ability to be adaptive. If the employee has an individual value that is contrary to organizational culture, it is suspected that his Attitude to the organizational culture shows a low level of affection and vice versa. Based on the SPSS output above, it can be seen that the correlation coefficient for the level of Emotional Intelligence with Organizational Citizenship Behavior for teachers at Madrasah in Banjarmasin is  $r = 0,584$ . and  $p = 0,000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. This means that there is a sufficient relationship between the level of Emotional Intelligence with

Organizational Citizenship Behavior because it is in the numbers 0,400 - 0,599.

RASTOGI and DHINGRA (2021) says emotional intelligence is a relatively stable characteristic that explains how individuals specifically react to various situations. Werther Jr and Davis (1981) say that heredity and environmental factors together influence the formation of individual emotional intelligence. Heredity factors include all the factors that already exist in the individual when the individual has begun to live his life. Whereas what is meant by environmental factors are all factors that exist outside the individual that always give effect to the individual since the start of life.

The emergence of OCB behaviour in each individual is motivated by different factors; it can be due to internal and external factors. Internal factors influence the emergence of OCB behaviour, one of which is the characteristic of emotional intelligence. OCB is often defined as the behaviour of individuals who have the freedom to choose, which is indirectly or explicitly recognized by the reward system and provides a relationship to the effectiveness and effectiveness of organizational functions (Ostroff, 1992)

In addition, OCB is also explained as positive behaviour related to the organization shown by individuals who are part of the organization. OCB is a voluntary behaviour, so every individual has the freedom to choose OCB behaviour or not. However, every educational institution does not have written rules regarding the obligation of teachers to behave in OCB. But the educational institution naturally prefers teachers who have high OCB. This is because OCB's behaviour is very beneficial for educational institutions. However, it should be remembered that this OCB will be maximized or beneficial to the educational institution if what is faced is the group or teamwork.

It can be seen that the extraversion aspect also has a significant relationship to OCB. Individuals with the high aspect of extraversion tend to be able to socialize, be active, like to talk, oriented to the relationship with humans, optimistic, like joy, and loyal (Costa and McCrae), in (Fraleley & Shaver, 2021).

Individuals with this feature will find it easier to work in a group, which will certainly increase OCB as we know that social factors and group collaboration also affect OCB, where individuals who work in groups will have a high OCB compared to individuals who work alone (Schultz & Schultz, 1986). Individuals with high agreeableness aspects tend to be gentle, trusting, helpful, forgiving, and forthright. So that enhancing OCB behaviour that is based on willingness to help friends who are experiencing difficulties voluntarily will certainly be optimal. Individuals who have these characteristics, they can deal with conflict situations more effectively that might occur in their work (Nyberg, Cragun, & Schepker, 2021).

Relative working conditions without conflict can make teachers with characteristics become more comfortable with their work. With the security they have, they will be able to give all their abilities at work, which in turn can increase their OCB. Individuals with high aspects of neuroticism will tend to feel worried, nervous, emotional, and feel insecure (Fraleley & Shaver, 2021). If an individual has a high aspect of neuroticism, it can certainly hinder their work. Their inability to control the worries and anxieties that they have makes them unable to carry out their work properly and, in the end, can reduce their OCB. Excessive, emotional and insecure anxiety will affect their socialization process with the work team. Individuals with high stability of emotional work better than other individuals that have a high level of stressor situation (Nyberg et al., 2021). Individuals with the stability of emotions tend to feel calm, safe, and confident. With the characteristic that they have, they can achieve optimal success and achievement. Successful and achievement are needed to improve OCB.

In the organization of domain, the teacher must produce Organization Citizenship Behavior that is following the standard of an educational institution. To achieve good Organization Citizenship Behavior, the teacher must issue behaviour that is appropriate to the educational institution. For Teachers evaluate of Citizenship Behavior Organization, the manager usually does assess not only proper behaviour, such as coming on time or carrying out the task assigned by superior, but also evaluating informal behaviour exhibited by the teacher himself, for example, by voluntarily help another teacher to finish an assignment, or establish good relation with all teacher by not discuss the horror of another teacher. Teacher of Informal behaviour is a behaviour that is highly valued in the educational institution because it can increase the effectiveness and success of the educational institution. The informal behaviour is called Organization Citizenship Behavior (OCB). In the current work dynamic, where task increase and flexibility is critical, Robbins (Urinov, 2020) explains that organizations need a teacher who is good citizenship in behaviour. Good citizenship behaviour is what can benefit the sustainability of educational institutions, such as mutual respect and respect between teachers.



The first research on organization citizenship behaviour related to the relationship between organizational citizenship behaviour and organizational effectiveness was carried out by Ostroff (1992), which examined the Relationship between Work Unit Performance and Satisfaction, Unit Units OCBs, found that work unit that has a high Organization Citizenship Behavior get satisfaction and show Organization Citizenship Behavior compared to work unit that has a low Organization Citizenship Behavior. Subsequent research conducted by MacKenzie, Podsakoff, and Ahearne (1998), examined the relationship between organizational citizenship behaviour and organizational effectiveness, and all four studies resulted in a relationship between organizational citizenship behaviour and organizational effectiveness. MacKenzie et al. (1998) also explain empirical evidence that organizational citizenship behaviour positively correlates with the various outcome of an organization's importance, such as the quantity and quality of teamwork productivity, organization citizenship behaviour of the sales team, customer satisfaction and complaint, sales, profit and operational efficiency. To achieve this will always relate to the individual himself and how the individual work in a team. Cherniss, Extein, Goleman, and Weissberg (2006) explains that in terms of working, each individual has different behaviour; this is due to certain stimuli that cause the individual to take action.

Emotional intelligence became popular since it was introduced to the public in 1995 by Daniel Goleman through his book titled Emotional Intelligence Why It Can Matter More Than IQ. People with Emotional intelligence are people who understand their condition, an emotion that occurs, and can take appropriate action. The person is also socially able to recognize and empathize with what happens to others and respond proportionately. Cherniss et al. (2006) specifically said that emotional intelligence has more role in success than intellectual intelligence. Spencer's research in 1993 (Morrison, 1997) showed that individuals who had high Organizational Citizenship Behavior in service, technical, sales, management of consumer, leadership and executive role, emotional intelligence proved to be the main factor, following the result of his research:

Center for Creative Leadership identified that low emotional intelligence is the cause of career problems in senior executive; national insurance of American of educational institution found that staff who have high emotional intelligence outperform staff whose emotional intelligence is lower than 100%; The University of Manchester's Institute of Science and Technology found that manager who has high emotional intelligence have good health, a happy life, and their Organizational Citizenship Behavior is better than other. They also get the manager to be trained to increase emotional intelligence; Research from 500 organizations indicates that having high emotional intelligence has been successfully promoted to the top-management level; Qualities such as emotional self-awareness, empathy, and resolution of the problem is the best predictor of success sales or sales techniques; Doctors in America who have less empathy tend to be ostracized.

From the results of the research above it can be seen the role of emotional intelligence in an individual as an indicator of health, a happier life, and success in career development, as well as in organization, because emotional intelligence itself assess competence such as self-confidence, empathy, initiative, adaptability, drive for achievement, communication, conflict management, and so on. This can affect life, both personal lives, and its relation in organization and society. Therefore, the necessity to see emotional intelligence in each individual in carrying out their work.

According to existing research, the two variables above have a relationship, this was revealed by a previous study studied by Zainal, Yunus, Jalil, and Khairi (2021) entitled Relationship of Zuhud and Emotional Intelligence to organizational citizenship behaviour (OCB) for Teachers of Bhakti Asih RSU, Karang Tengah Tangerang-Banten, the result obtained that zuhud and emotional intelligence have a significant relationship with organizational citizenship behaviour. Attend the explanation, the importance of research related to emotional intelligence and organization citizenship behaviour of the teacher in order to achieve organizational effectiveness.

### **Relationship between Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin.**

The research is finding that the coefficient correlation for Teachers Profession of Attitude and Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin is 0, 489. and  $p = 0,000 < 0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a relationship between Profession of Teachers Attitude and Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin.

From the result obtained in line with what is expressed by Zainal et al. (2021) that teacher who

respects the profession can function to improve the quality of national education Teachers influence the creation of quality educational processes and outcomes, while work discipline on the teacher is a mental attitude that is always mental looking for improvement to what already exists in the context of teaching will affect the academic and moral quality of student.

The profession of Teachers Attitude has a relationship with work discipline in the teacher. To improve and develop the quality of the Human Resource. The issue of education is mainly related to the quality, relevance, and efficiency of education, attend to the significant role of the teacher in school, both as subordinate and superior, it is natural that school devote their attention to the need of a teacher to improve their professionalism. One effort that can be made is with a commendable attitude and respect for the regulation applied so that a professional attitude is an attitude that respects the rule and regulations that are applied so as to improve the quality of work individually or in the group. As stated above, that to improve the quality of education, the main aspect determined is the quality of the teacher (Zainal et al., 2021)

For this reason, the initial effort made to improve the quality of education is the quality of the teacher. Teachers' qualifications of education are under the minimum prerequisite determined by the requirement of a professional teacher. The intended professional teacher is a qualified, competent teacher, and the teacher who is desired to bring about learning achievement and be able to influence the learning process of a student who will later produce good student in learning achievement.

Pristyowati et al. (2021) explains: That the teacher or educator is a true leader, guide and wise director, produce the figure and leader. School effort to enforce discipline on the teacher is also related to the profession carried by the teacher itself. Because professional Attitude and discipline can support human behaviour, they want to work hard and enthusiastically achieve the maximum result. Maintenance of Attitude toward the teacher's profession is very important to maintain qualified teachers and have good discipline.

To improve the quality of graduate, one of the methods adopted is individual behaviour that value work professionalism, including Attitude toward the profession in the performance of a teacher's work. Mental and emotional involvement is more than physical or more motivated by psychological factors supporting work discipline. The teacher is a professional educator with the main task of educating, teach, guide, direct, train, evaluate, and evaluate the student in primary and secondary education—furthermore, Collings, McMackin, Nyberg, and Wright (2021). Professional teachers have special abilities and expertise in the domain of teachers training so that they can carry out their duties and function as teachers in maximum skills. Another opinion put forward by Hay, McStephen, and Levy (2021) revealed that: in the education process, teachers not only carry out the transfer of knowledge function but also function to instil values and develop character building for a student in a sustainable manner.

### **Relationship between the level of Emotional Intelligence and Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin**

Based on the SPSS output above, it can be seen that the double R price is greater than the individual  $r_{x1y}$  and  $r_{2y}$  relationship by comparing the F count with the F table with a 5% significance level of 46,214 > test 1.5657,  $H_0$  is rejected, and  $H_a$  is accepted. It can be concluded there is a joint relationship between the Level of Emotional Intelligence and Profession of Teachers Attitude with Organizational Citizenship Behavior.

Enter the current era of globalization, competition between educational institutions is tighter because the educational institution is not only faced with competition in the country but also abroad. To confront this situation and condition, educational institutions must determine their management strategy and policy, especially in human resources (HR). HR management is a must and is no longer an option if educational institutions want to develop. Human Resource is very important in an organization because the effectiveness and success of an organization highly depend on the quality and Organization Citizenship Behavior of human Resources that exist in the organization. Organizational Citizenship Behavior, teachers of high human resources, will encourage the emergence of organizational citizenship behaviour (OCB), i.e., behaviour beyond what has been standardized by an educational institution (MacKenzie et al., 1998).

The emergence of OCB can be a picture of a high Organization Citizenship Behavior in the

organization. Organization Citizenship Behavior can arise from various factors in the organization, including because of teachers of job satisfaction from and high organizational commitment (Robbin and Judge, 2007). When the teachers feel satisfaction with the work that they were doing, then the teacher will work optimally to finish their work, even do something possible outside of their assignment. Likewise, when someone has a high commitment to the organization, that person will do anything to advance their educational institution because they believed in the organization (MacKenzie et al., 1998).

When someone gets job satisfaction and has a high commitment to the organization, the teacher will provide good service and vice versa. When the teacher did not satisfy the service provided to the consumer, in this case, students and lecturers can be unsatisfactory. Job satisfaction is defined as a person's emotional response to aspects in or on the whole work (Pristyowati et al., 2021). The emotional state or Attitude of a person will be shown in the form of responsibility, attention, and the development of the Organization Citizenship Behavior, and environmental change that occurs quickly will force the organization to constantly adapt to its survival and become the dynamic of everyday organizational life (Nyberg et al., 2021).

The environment of change in economic, political, social, and technological change has a strong influence on the organization. Organizations need to improve to survive in competition and make a change to purpose an effective organization. The Better organizational change according to the ability of members as teamwork in the organization. But in reality, not everyone can work as a team. Individuals need to have skills to work in a team, such as communication, the ability to participate in all activities of the group. Interpersonal skills can only be displayed by individuals who care about others and try to show their best far beyond those prescribed in their work. In other words, the individual display extra-role behaviour. Extra-role behaviour is work behaviour that is not found in the teacher's formal job description but is highly valued if displayed by the teacher because it increases the effectiveness and survival of the organization (Nyberg et al., 2021).

The key to organizational success is how the member of the organisation can provide a positive relationship to plan and implement tasks to achieve the organizational purpose. Organizational Citizenship Behavior is the maximum corporate demand shown not only in-role behaviour but also in extra roles, also known as Organization Citizenship Behavior (OCB). OCB is a term used to identify teacher behaviour to be called a good member (RASTOGI & DHINGRA, 2021). This behaviour tends to see the teacher as a member of the organization rather than as an individual. As members of the organization, individuals are expected to have the ability to maintain and enhance interaction with the social environment without facing certain rewards. OCB is a positive individual behaviour as a member of the organization in the form of a conscious and voluntary willingness to work and provide relationships to the organization more than what is formally demanded. This OCB has an essential role in the success of the organization. The teacher has a task that must be carried out, namely as a teacher and educator (Morrison, 1997).

As a teacher, the teacher is tasked with pouring several learning materials into the brain of students. In contrast, as an educator, the teacher guides and fosters students to become capable, active, creative and independent human beings. In addition, other activities must be carried out, for example, being a member of the school activities committee, carrying out the duties of being a school mother for students, dealing with the problem of children's delinquency, and so forth. Often the work must be done outside working hours, which means that work as a teacher is complex work. This condition can be included in OCB. Schultz and Schultz (1986) states that OCB involves extra effort that exceeds the minimum requirement of work. The teacher acts the role that is charged as a member of the organization. An individual can provide related to the organization by performing a behaviour that is not part of the job description. Organization Citizenship Behavior (OCB) is optional behaviour that is not part of a teacher's formal work obligation but supports the practical function of the organization. Organization Citizenship Behavior (OCB) is also often interpreted as behaviour that exceeds formal obligations (different roles) that are not related to direct compensation. Its mean, someone who has a high OCB will not be paid in the form of money or bonus. Still, OCB is more on the social behaviour of each individual to work beyond what is expected by the Organization Citizenship Behavior (OCB) is an essential aspect for the sustainability of organizational function.

OCB is essential to the effectiveness and efficiency of the work team and the organization, which ultimately provide a relationship to the organisation's overall productivity. Organ first introduced the OCB concept in 1983 (Gemmiti, 2007). Organs describe OCB as behaviour that is not rewarded and is not part of formal work. Furthermore, Organ (Nyberg et al., 2021) explained OCB



is a behaviour that helps educational institutions, but their behaviour is not considered as part of the core element of the work. OCB is defined as individual behaviour that is free (discretionary), which does not directly and explicitly receive respect from the formal reward system, and which as a whole encourage the effectiveness of the organizational function. It is free and voluntary because such behaviour is not required by role requirement or job description, which are clearly demanded under contract with the organization; but as a personal choice. Morman and Blakely (Nyberg et al., 2021) add OCB is a behaviour that teachers often do to support corporate interest even though they may not directly accordance with individual benefit. The forms of OCB include behaviour such as altruism, respect, initiative to help others, not waste a work time, can work better without supervision by the leadership and give the idea or suggestion for improvement for a member of other organization. Schultz and Schultz (1986) states that OCB involves extra effort that exceeds the minimum requirement of work. The teachers take action outside the role charged by the organization.

Organ (Mackenzie et al., 1998) explains that there are five aspects of OCB, namely: conscientiousness (listening to conscience), altruism (helping behaviour), civic virtue (membership responsibilities), sportsmanship (sportsmanship), courtesy (respect). At the same time, the factors that influence the Organization Citizenship Behavior (OCB) are personality, job satisfaction, organizational commitment, work involvement, organizational justice, and organizational support. There is a relationship between OCB and the teachers' belief that the organisation respects and cares for the teacher. A good response from the organization to the teacher OCB will motivate the teacher to do so. (Ostroff, 1992) say a significant relationship between OCB and individuals who feel that organizations value relationships and pay attention to their well-being. The teachers think that the organization's attention and care cause them to respond to the organization by engaging in constructive behaviour outside its work requirement. Likewise, if the organization can provide emotional intelligence and the level of emotional intelligence and teachers profession of Attitude by being positively perceived by the teacher, OCB behaviour will emerge,

If the teacher has OCB, then the teacher can control his behaviour or choose appropriate behaviours for the organisation's interests. This behaviour will arise because of feeling like a member of the organization and a satisfying feeling when doing something more for the organization. This condition occurs if the teacher has a positive perception of the organization, including the climate. (Fraleigh & Shaver, 2021) found in several studies that one of the crucial factors that shape OCB is the level of emotional intelligence and teachers profession of Attitude. Emotional intelligence will determine whether someone can carry out their duties and responsibilities according to procedures or not (RASTOGI & DHINGRA, 2021). Cherniss et al. (2006) further explained that emotional intelligence influences HR practice and policy accepted by an organisation member. Keep in mind that each organization will have different emotional intelligence. The diversity of jobs designed within the organization or the individuals' nature will illustrate these differences. All organizations naturally have a strategy to manage human resources. However, open emotional intelligence is only created if all members have a positive perception of the organization. Emotional intelligence is essential to be created because it is a person's perception of what is given by the organization and is used as a basis for determining the behaviour of subsequent members. (Ostroff, 1992) adds emotional intelligence to be measured in the work environment, both directly and indirectly influencing the teacher and his work. Emotional intelligence is associated with creating a conducive work environment. (Nyberg et al., 2021) state that emotional intelligence is a series of descriptions of organizational characteristics that last for a long time. This characteristic distinguishes one organization from another and influences the behaviour of people who belong to that organization. (Cherniss et al., 2006) state that emotional intelligence is the nature of the work environment or psychological environment in an organization that is felt by workers or members of the organization and is considered to affect the Attitude and behaviour of workers toward their work. (Pristyowati et al., 2021) describe five dimensions of emotional intelligence, namely responsibility (responsibility), identity (identity), warmth (warmth), support (support), conflict (conflict). Emotional intelligence will have a positive impact if emotional intelligence meets the feeling and needs of the teacher. Climate is determined by how well members are directed, built and valued by organizations to form positive behaviour patterns, including OCB. This is supported by the research results (Zainal et al., 2021), which shows a very significant relationship between emotional intelligence and OCB teachers. This means that the high OCB of teachers will follow better emotional intelligence in an educational institution. It shows a very significant relationship between the variable level of emotional intelligence and teachers'

profession of Attitude with the Organization Citizenship Behavior (OCB).

These results state that the hypothesis of the relationship between emotional intelligence and Profession of Teachers Attitude with the Organization Citizenship Behavior (OCB) is acceptable. This condition is following the opinion of Morison (Morrison, 1997). They found in several studies that one of the crucial factors that shape OCB is emotional intelligence and Attitude towards the profession. Emotional intelligence will determine whether someone performs their duties and responsibilities according to established procedures or not. If emotional intelligence is perceived positively, then the individual as a member of the organization will voluntarily carry out his work beyond what is expected and carried out (MacKenzie et al., 1998); Nyberg et al. (2021) added OCB is a behaviour that supports work performance through increased emotional intelligence, if positively perceived by members of the organization, then voluntarily members of the organization will provide a relationship in efforts to achieve organizational goals. OCB as an informal relationship gives choices to the organisation members; in this case, the teacher freely chooses to give or not give the relationship without sanctions or incentives (RASTOGI & DHINGRA, 2021) .

Furthermore, RASTOGI and DHINGRA (2021) explain the relationship between the level of emotional intelligence and Profession of Teachers Attitude with OCB; if the level of emotional intelligence and Profession of Teachers Attitude is positively perceived, then OCB behaviour will emerge. Schools have a social responsibility to the environment, so naturally, teachers will develop a willingness to work beyond their main task to help achieve schools' goals. The atmosphere of positive emotional intelligence will accumulate into OCB

## Conclusion

There is a relationship between the level of Emotional Intelligence with Organizational Citizenship Behavior in Madrasah Tsanawiyah Negeri Banjarmasin. There is a relationship between Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah in Banjarmasin. There is a relationship between the level of Emotional Intelligence and the Profession of Teachers Attitude with Organizational Citizenship Behavior at Madrasah Tsanawiyah Banjarmasin.

## Recommendation

Based on the conclusions obtained, it is suggested as follows.

1. Because there is a relationship between the level of Emotional Intelligence with the Organization Citizenship Behavior of teachers in the Madrasah Tsanawiyah Banjarmasin, it is further enhanced in empowering the teachers to carry out the teaching-learning process in school. It is also responsible for the work environment to overcome various problems experienced when carrying out the task. There must be a delegation of study so that he can be creative and dynamic. The boss needs to pay attention, touch, and humanize or respect the subordinates to work productively. There needs to be a continuous dialogue so that there is cooperation and responsibility. Be fair and wise to create loyalty and dedication to be firm so that it will be disciplined.

2. The Research shows that the Attitude toward a good teachers profession will be one of the effects of school success. Therefore, Attitude toward the occupation of a teacher is closely related to the teacher's personality, behaviour, and character. Therefore, every teacher must have the ability internally to do relation vertically or horizontally. Furthermore, externally determine the response or reaction of the discussion world and establish Attitude toward the teacher's profession as the foremost thing. This research is expected to be material for further analysis so that other developments can be obtained from the relationship of emotional intelligence and profession toward teachers' attitude with the Organization Citizenship Behavior on different objects.

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# The Relationship of Emotional Intelligence and Profession of Teachers Attitude Obstacles with Organizational Citizenship Behaviour (OCB) Teachers at Madrasah Tsanawiyah in Banjarmasin

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