

THE DEVELOPMENT OF OCB INSTRUMENT FOR TEACHER

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ABSTRACT

This study aims to find the dimensions, aspects and indicators of teacher OCB as a basis for the preparation of appropriate instruments to measure teacher OCB according to the context of Indonesian culture in order to be developed as a self-report summated rating scale model to measure teacher OCB by referring to the results of research from Shaheen et al. which was carried out in India.

Shaheen et al's research results which are still open code are developed into instruments in the form of summated rating scale or also called Likert model scale and are self-report. There are two data analysis techniques that are done, namely quantitative and qualitative analysis. For qualitative analysis, this study will examine the instrument items in terms of content, construction, and language. Psychometrics experts will be involved by giving opinions / comments and evaluating through statements: very relevant (SR), relevant (R) less relevant (KR), and not relevant (TR). From the language side, Indonesian experts will also be asked to do the same thing, but with the statement: Very Good (SB), Good (B), Poorly Good (KB), and not good (TB). The test is carried out in two stages, namely 1) individual test and 2) group test. Individual tests involve respondents to test readability, while group tests are intended to test the validity and reliability of the instrument and test the appropriateness of the OCB measurement model and construct model. The group test results will be analyzed by Exploratory Factor Analysis (EFA) using the LISREL 8.0 program.

The trial subjects were high school and vocational school teachers in the provinces of DIY and Central Java. The selection of these subjects is based on the work complexity of high school / vocational high school teachers compared to the lower level schools, both in terms of school size, school organizational structure and more diverse academic and social problems of students.

The construct of the teacher OCB instrument based on the model developed by Shaheen et al consists of 3 factors, namely individual, organizational and prosocial factors. The results showed that there were several items that were dropped, namely Item I17, O14, and P4 because they had Factor Loading less than 0.5. Furthermore Item I18, I19, and O17 were aborted because it was only to measure one factor. Then Item I15, I16, O1, and O2 because in one factor there are only two Items and also Item O16 because this Item measures two factors. The factors that were aborted because they did not have items were factor 11 and factor 13. Based on the measurement, the OCB factors of the teacher which originally consisted of 3 factors, developed into 5 factors, namely 1) the individual teacher's approach to students, 2) teacher tolerance of weakness / lack of students and schools, 3) the application of etiquette by the teacher, 4) the willingness of the teacher to make a family approach, and 5) the teacher's social awareness.

On the basis of the results of this study, the research team recommends further research using the OCB construct of the teacher which is formulated into five factors as produced in this study. Instruments of the results of this study must be retried to see their validity with the CFA (Confirmatory Factor Analysis) analysis and for their reliability using Cronbach's Alpha.

Kata Kunci: *OCB, teacher ocb, educational organization*