

Performance assessment of madrasah ibtidaiyah jamilurrahman and madrasah ibtidaiyah islamic center bin baz teachers in customer service in 2025/2026: Predictive validative comparison

Widiyanto ^{a.1,*}, Sumarno ^{b.2}, Nemer Alotaibi ^{c.3}, Musthafa Ahyar Muttaqin ^{d.4}, Dendi Fitriansyah ^{e.5}, Muzhaffar Aiman Rabbani ^{f.6}

^a Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, Indonesia; ^b Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Ngawi, Indonesia; ^c Islamic University of Medinah, Saudi Arabia; ^d STIT Madani Yogyakarta, Indonesia; ^e STIT Madani Yogyakarta, Indonesia; ^f STIT Madani Yogyakarta, Indonesia

¹ dzakwan2014@gmail.com; ² gusmarno1912@gmail.com; ³ nemeralotibiy@gmail.com;

⁴ musthafaahyarmuttaqin220803@gmail.com; ⁵ dendifitri293@gmail.com; ⁶ jafarmuzhaffar@gmail.com

*Correspondent Author

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ABSTRACT

This study aims to analyze and compare the Organizational Citizenship Behavior (OCB) of teachers in customer service at Madrasah Ibtidaiyah (MI) Jamilurrahman and MI Islamic Centre Bin Baz (ICBB) in Bantul Regency, DIY. The extra behavior of the teacher's role is considered crucial to maintain the quality of educational services in the midst of fierce competition, which will ultimately affect customer satisfaction (parents/guardians of students) and the sustainability of the institution. The approach used is quantitative descriptive. Data were collected using a Likert scale questionnaire (1-5) that measured five dimensions of extra-role behaviors (Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue). The sample used is the population, namely all teachers of MI Jamilurrahman (N=24) and MI ICBB (N=29) for the 2025/2026 school year. Data were analyzed using descriptive statistics (mean, median, mode). The results of the analysis showed that the extra behavior of teachers' roles in the two madrasas was in the category of High to Very High. The average score (Mean) of the extra behavior of the role of MI Jamilurrahman teacher is 67.77 (Very High Category), while MI ICBB is 65.62 (High Category). Overall, the extra behavior of the role of MI Jamilurrahman teachers is slightly superior (+2.15) to MI ICBB. MI Jamilurrahman's superiority is also seen in each dimension of extra role behavior: Altruism (+0.19), Conscientiousness (+1.15), Sportsmanship (+0.06), Courtesy (+0.15), and Civic Virtue (+0.60). This difference indicates that MI Jamilurrahman teachers have slightly higher potential for initiative, volunteerism, and dedication beyond formal duties, likely supported by a more collaborative and supportive organizational climate.

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Introduction

The need for quality basic education services is essential amid increasingly saturated competition among basic education institutions, as data from BPS Nasional shows that, in 2024, there will be 129,284 public schools and 19,750 private schools. The schools under the Ministry of Religion are 1,716 public and 25,114 private. Therefore, a basic education institution, if it wants to continue to run and continue to move its sustainability, needs to be supported by various factors,

including the problem of quality human resources. Quality human resources play an important role in achieving these goals. Educators and teachers in educational institutions play a central role in educational achievement (Sutanto et al., 2022), where the success of students while in school and then after completing their education is the fruit of a person's success (Arif et al., 2025; Bunari et al., 2024). Therefore, efforts must be made to improve teacher performance. Teachers' performance is basically what they do or don't do (Alwi Musdalifah, 2023; Arar Khalid, 2019). One of the indicators of quality human resources can be seen from the work of employees, which is shown through work behavior that is effective, efficient, productive, and has high integrity to their work (Alwi Musdalifah, 2023)

An educational organization will be more advanced if its educational staff engage in work behavior outside of duty; in the end, the organization's goals can be achieved effectively (Arar Khalid, 2019). Therefore, teachers as educators are required not only to work in accordance with their main duties and functions, but also to be able to behave and set a good example in terms of working and behaving in the work environment, both in helping colleagues who are experiencing difficulties and participating in every activity outside of their duties, even in work done even outside of work and not getting rewarded.

Madrasah Ibtidaiyah Jamilurrahman (MI Jamilurrahman) and Islamic Centre Bin Baz (MI ICBB) are two educational institutions that are in demand by the people of Yogyakarta Province in the midst of the number of MI in 2024 in Yogyakarta as many as 21 countries and 182 private ones. This can be seen from the data of the origin of the subscribers. Although the two MIs are in Bantul Regency, some of the customers come from outside Bantul Regency such as Sleman Regency and Gunung Kidul Regency.

The sustainability of the two MIs is determined by the quality of all the resources they have, therefore the two educational institutions must always conduct periodic self-evaluations to monitor the satisfaction of the services provided to their customers, namely parents/guardians of students. A student's parental satisfaction is not determined solely by the student's teaching and student learning experience, but is also determined by the student's overall experience as a customer of the school. The most influential factors in determining students' parents' satisfaction with schools include the quality of educators, the quality of schools and the availability of resources and effective use of technology (Nadya et al., 2024). This is because service satisfaction is a crucial front door for customers, whether customers will continue to cooperate with educational institutions or even customers leave without ever returning and even spread the virus of ugliness from word of mouth which can have an impact on the credibility of the two institutions.

A strategic step for customer satisfaction and the spread of positive WOM of educational institutions is in the performance of its teachers. Professional teacher performance has an impact on student learning achievement, student learning motivation, as well as the teacher's personal and career development, as well as the quality of the educational institution where the teacher works. With quality educational institutions, it will affect customer satisfaction (Abidin, 2024; Citriadin et al., 2019; Siahaan & Meilani, 2019). Among the dimensions of teacher performance quality that affect customer service are empowerment and extra roles (Phabmixay et al., 2021)

From the explanation above, the performance assessment of Madrasah Ibtidaiyah Jamilurrahman and Madrasah Ibtidaiyah Islamic Center Bin Baz teachers needs to be carried out in order to detect early the quality of customer service so that customers are satisfied so that the sustainability of the quality education process continues to run as expected by stakeholders in Bantul Regency in particular and in the Special Region Province of Yogyakarta in general. In this study, the assessment of teacher performance was reviewed from the extra behavior of the role of teachers in the two madrasah ibtidaiyah mentioned above.

Research on extra-role behaviors has been used in a variety of contexts ranging from manufacturing, restaurants, hospitals, and banks, and began researching extra-role behaviors in schools (Meilani et al., 2020). Extra-role behavior is a behavior that is rarely possessed in an organization, especially in the field of education, both teachers and other members who are stakeholders in the school environment (Shaheen, Musarrat, Gupta Ritu, 2016). The results of the

study show that low extra-role behavior is one of the causes of the lack of improvement in the quality of education and voluntary behavior in teaching (Shaheen, Musarrat, Gupta Ritu, 2016; Somech Anit, 2014). Teachers with less role extra behavior can cause problems in ongoing educational programs such as lack of progress and improvement in teacher competence, as well as lead to an increase in children's negative behavior, dropping out of school and skipping classes (Somech Anit, 2014; Vukovic et al., n.d.). Other research states that extra-role behaviors provide resources and encourage coordination between members and their work groups. Overall, the contribution of extra-role behaviors makes it easier for organizations to adapt to changing environments (Shaheen, Musarrat, Gupta Ritu, 2016). Thus, to overcome these limitations, sincere work and voluntary behavior outside of the job description or also called extra role behavior is required.

Extra-role behaviors have an important position in increasing the efficiency and effectiveness of work in an organization as well as improving teachers' skills, creating trusting relationships, increasing confidence in assigned tasks and responsibilities and increasing professionalism of academic excellence (Choong et al., 2019). In addition, extra-role behaviors play an important role in the organization's success to adapt to changing environments. Teachers who do not have extra role behavior allow them to have little role in helping to achieve organizational goals, so they are less able to improve organizational performance. The impacts of low extra-role behavioral behaviors include a lack of increased organizational effectiveness, awareness of innovation, and the individual's ability to adapt across multiple organizations (Hafid, Hoesi, 2025).

In the context of education, extra-role behavior of teachers is teachers who have behavior in the organization shown by helping colleagues who have many tasks, replacing colleagues who cannot teach, coming to school early, respecting the rules in the organization, engaging in activities, respecting the rights of others in decision-making, lack of complaining, gossiping or raising problems, accountable to the organization and seek information that supports the organization's operations (Meilani et al., 2020).

Factors that influence extra-role behavior include internal factors such as job satisfaction, organizational commitment, personality, employee morale, and motivation, as well as other internal factors such as leadership style, trust in leadership, and organizational culture (Shaheen, Musarrat, Gupta Ritu, 2016). In addition, the factor that influences extra-role behavior is self-efficacy (Choong et al., 2019). Another factor that influences extra-role behavior is work engagement where work engagement supports an additional role in work and organizational support (Shaheen, Musarrat, Gupta Ritu, 2016).

The Theory/Literature

Empowerment in terms of customer service in educational institutions means that educational institutions provide greater freedom, flexibility, and authority to teachers to make decisions related to the problems that customers are facing. Thus, empowerment implies that educational institutions provide greater freedom, flexibility, and authority to teachers to make decisions related to the problems that customers are facing. Thus, empowerment creates. Therefore, empowerment means that educational institutions give teachers greater freedom, flexibility, and authority to make decisions about how to deal with problems that exist with customers. This keeps teachers motivated, committed, and satisfied with their service work (Sousa et al., 2023).

According to Spreitzer (1995), empowerment is a concept that has many dimensions and cannot be understood in just one dimension. It is defined more broadly as an increase in the intrinsic desire to complete a task, and is formed in four dimensions that indicate how a person views their role in the workplace: (1) job meaning (the value of a job goal or proposal assessed based on individual ideals or standards, competence, self-determination, and its impact), (2) competence (an individual's belief in his or her ability to perform activities skillfully), and (3) self-determination (the individual's feeling to have a choice when initiating the act of regulation, which demonstrates autonomy in initiating and continuing his work and process).

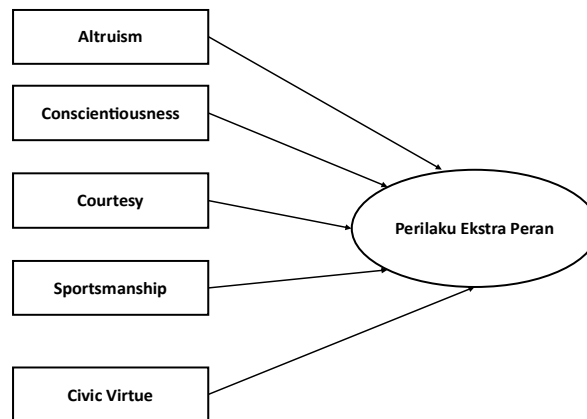
Job meaning is when an employee will perceive that a job is meaningful when it fits their personal ideals, autonomy, and competencies, and impacts or contributes to a larger purpose. The value of the job objectives is assessed by considering competence, aspirations, self-determination, and impact. According to Heue (2020), understanding the meaning of work makes employees more interested in engaging and committed to their work. It also makes them use their time and energy more efficiently (Hieu, 2020). Competency is a person's belief in their ability to complete tasks with the abilities they have. Employees who have competence believe that they have the ability to manage and execute tasks efficiently. Self-determination/autonomy is the feeling that employees have the right to choose what they will do known as self-determination or autonomy. This shows that employees have their own freedom to start, continue, and carry out the work process. Employee autonomy means that they do work voluntarily rather than being forced (Hieu, 2020). They see themselves as people who take the initiative and are very active. When employees are empowered, then they can control and influence the environment in which they work or they can change the outcome. A person has a choice in making a choice and doing a job. Impact means that employees have an understanding and ability to influence the outcome of a job, including matters related to strategy, administration, and operations.

Extra role behavior is the work behavior of the teacher that goes beyond the predetermined work requirements and contributes to the success of the educational institution and is an extra-role behavior in relation to the customer service of the institution. A teacher's behavior that exhibits additional role behaviors include: helping colleagues and clients, doing more work if needed, and finding ways to improve education. Extra-role behavior as not directly assessed by the formal reward system of educational institutions, then extra-role behavior of teachers as flexible individual behavior that as a whole contributes to the effectiveness of educational institutions. Some argue that extra-role behavior is the contribution of workers that are "above and beyond" the formal description of tasks, which are carried out voluntarily and are not recognized as a reward system but contribute to the effectiveness of the institution (Wahda et al., 2020). While Robbins and Judge state that extra-role behavior is an extra-role behavior that is exhibited by an employee, it is done voluntarily where the work done is work outside the job description that he or she must do for the advancement of an organization.

According to Organ and LePine, Erez, and Johnson, there are five dimensions of role-playing extra behavior. These are altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Wahda et al., 2020). Altruism is qualities that attach importance to the interests of others, such as behavior, immediately helping others. Altruism, or altruism, is the behavior of helping others voluntarily. This is especially true for tasks that have nothing to do with the organization, such as replacing colleagues who can't log in. Conscientiousness, which means paying attention to or listening to the word of the heart. Conscientiousness is voluntary behavior that exceeds the minimum requirements or work to comply with the rules and presence of the organization. Examples of these behaviors include adhering to organizational rules, arriving on time each day, not spending time talking outside of work, and arriving on time when the work schedule begins. Sportsmanship, or sportsmanship such as accepting the inevitable discomfort of working without complaint. Sportsmanship, or sportsmanship, is a behavior that shows a high tolerance for the organization so that a person behaves positively and avoids criticism, such as not finding fault in the organization, not complaining about anything, and not taking issues out of context. Courtesy, or courtesy such as telling others to prevent things that cause problems, is a behavior in which employees behave politely and in accordance with the rules to prevent conflicts in the organization, such as maintaining good relations with colleagues and keeping up with developments and changes in the organization. Civic virtue is the good of citizens, such as participating in and paying attention to the survival of the company, called civic virtue (Lamidi, 2008). Civic virtue is behavior that shows participation and concern for the continuity of the organization, such as attending organizational meetings, paying attention to functions that help the organization's image, paying attention to meetings that are considered important, and helping to organize meetings (Lamidi, 2008).

Based on the dimension of extra role behavior is shown in figure 1 as below:

Figure 1. Extreme Behavior Dimensions of Teacher Roles



Performance is "output drive from processes, human or otherwise", according to Baranwi et al. (2012), which means "the level of success of a person or group in carrying out tasks in accordance with their responsibilities and authorities based on performance standards that have been set over a certain period in the framework of achieving organizational goals". The level of success of teachers in carrying out educational tasks in accordance with their responsibilities and authorities based on performance standards that have been set for a certain period in order to achieve educational goals is known as teacher performance. Every teacher must have pedagogical, professional, personality, and social competence (Mulyasa, 2005). Teacher performance can be seen and measured based on quality and quantity, such as (1) pedagogical performance; evaluation of student characteristics; selection of the right learning theory; curriculum development; developing student potential; and (2) Performance based on personality competencies: behave politely, patiently, disciplined and honest, authoritative and courteous, have noble character, and comply with norms; (3) Performance based on professional competence: applying subject matter, including its scientific structure, concept, and mindset; apply competency standards, basic competencies, and minimum lesson completeness competencies; and developing subject matter, taking disciplinary actions, and taking disciplinary actions, (4) Performance based on social competence, namely communicating effectively, speaking orally and in writing, and being fair (Bernawi, 2007).

Method

This research method uses a quantitative descriptive approach. The collected data were analyzed using descriptive statistical analysis to explain the empirical picture according to the research objectives. The data of this study was obtained from data sources using data collection techniques using questionnaires with a Likert scale of 1 - 5. The sample used is a sample of the population, namely all teachers of Madrasah Ibtidaiyah Jamilurrahman which totals 24 people and Madrasah Ibtidaiyah Islamic Center Bin Baz in 2025/2026 which totals 29 people. The questionnaire is an instrument to measure the extra behavior of the role of teachers in the two madrasah ibtidaiyah where the information contained in the questionnaire is the title of the research, names of researchers, instructions and examples of filling, name of respondent, position of class teacher, mobile phone number, day and date of filling out the questionnaire, statement.

Result

After the instrument is ready to be implemented, on October 16, 2025 through the principal of each school, the researcher disseminates a questionnaire about extra role behavior when reviewed from each dimension between Madrasah Ibtidaiyah Jamilurrahman and Madrasah Ibtidaiyah Islamic Centre Bin Baz on customer service, and questionnaire files that have been filled

out by each teacher and sent through google form. All answers can be collected by October 26, 2025. The results of the recap of the teachers' responses as in attachment 1, then to find out the size of the central symptoms, the data is processed using SPSS so that it can be descriptive. The following is a measure of the symptoms of the extra behavioral center of the role of MI Jamilurrahman teachers as shown in table 1:

Table 1. Measure of Symptoms of Extra Behavior Center Role of MI Jamilurrahman Teacher in 2025/2026

Central Symptom Size	Value
Average (Mean)	67.77
Median (Middle Value)	67.00
Mode	67

Based on table 1 above, it means that with an average score of 67.77 and the median as the middle value that divides the extra behavior of the role of the MI Jamilurrahman teacher into two parts, the same amount is 67.00, then the mode is 67, then the majority of the extra behavior of the role of the MI Jamilurrahman teacher is below the average.

As for the size of the symptoms of the extra behavioral center of the role of MI ICBB teachers as in table 2 as follows:

Table 2. Size of Extra Behavioral Center Role Gutu MI ICBB in 2025/2026

Central Symptom Size	Value
Average (Mean)	65.62
Median (Middle Value)	66.00
Mode	63

The extra behavior of the role of the MI ICBB teacher based on table 2 above means that with an average score of 65.62 and the median as the middle value that divides the extra behavior of the role of the MI ICBB teacher into two parts, the same number is 66.00, then the mode is 63, then the majority of the extra behavior of the role of the MI ICBB teacher is above the average.

In the extra behavior instrument of the role of teachers used in this study, there are 16 items with a Likert scale of 1-5, thus the range of categories can be made as listed in the following range table 3:

Table 3. Range of Extra Behavior Categories Teacher Role

Score Range (R)	Category (Role Extra Behavior)
16–28	Very Low (SR)
29–41	Low (R)
42–54	Medium (S)
55–67	Height (T)
68–80	Very High (ST)

When viewed from the range of the category of extra role behavior as in table 3 and from table 1, thus the average score of extra role behavior of MI Jamilurrahman teachers of 67.77 is in a very high category range which means that MI Jamilurrahman teachers have the potential to voluntarily and have a flexible attitude in carrying out all the obligations and duties that have been carried out by the principal to them, including in providing educational services to the guardians of students and students and other duties above and beyond the description of their formal duties during the sake of the submission of their educational institutions.

Furthermore, for the extra behavior of the role of MI ICBB teachers when reviewed from table 3 and table 2 above, where the average reaches a score of 65.62 by occupying a position in the high range category which means that MI ICBB teachers have the same potential as the extra behavior of the role of MI Jamilurrahman teachers, namely they are voluntary and have a flexible attitude in carrying out all the obligations and duties that have been carried out by the principal to them, including in providing services education to the guardians of students and students as well

as other duties above and beyond the description of their formal duties during the advancement of their educational institutions.

The data obtained from the questionnaire if reviewed from each dimension on the extra role behavior between MI Jamilurrahman teachers and MI ICBB, can be displayed as shown in the following table 4:

Table 4. Mean Each Dimension of Extra Behavior of the Role of MI Jamilurrahman and MI ICBB Teachers

Dimensi	MI Jamilurrahman (N=26)	MI ICBB (N=29)	MI Jamilurrahman dan MI ICBB
Altruism	7.85	7.66	+0.19
Conscientiousness	21.15	20.00	+1.15
Sportmanship	12.54	12.48	+0.06
Courtesy	8.77	8.62	+0.15
Civic Virtue	17.46	16.86	+0.60
Rata-rata	67.77	65.72	+2.15

In table 4 above, it appears that each dimension of the external behavior of the role of MI Jamilurrahman teachers is superior to that of MI ICBB teachers. For the Altruism dimension, MI Jamilurrahman teachers score +0.19 higher than MI ICBB teachers, MI Jamilurrahman teachers' Conscientiousness dimensions score +1.15 higher than MI ICBB teachers, MI Jamilurrahman teachers' Sportmanship dimensions score +0.06 higher than MI ICBB teachers, Courtesy MI Jamilurrahman teachers' scores +0.15 compared to MI ICBB teachers and the Civic Virtue dimension, MI Jamilurrahman teachers score +0.60 higher than MI ICBB teachers.

Discussion

From table 1 and table 2, it was found that the ratio of the average total score (Mean) of the extra behavior of the role of MI Jamilurrahman teachers is 67.77 while the extra behavior of the role of MI ICBB teachers is 65.62, indicating that the extra behavior of the role of the MI Jamilurrahman teacher (=67.77) is slightly higher than the extra behavior of the role of the MI ICBB teacher is (=65.62) meaning that there is a difference 2.15. ini means that the MI Jamilurrahman teacher has slightly superior human resource potential in terms of initiatives to find ways to improve the quality of educational services, help colleagues and guardians of students and students, volunteerism, and dedication outside of formal duties when compared to MI ICBB teachers (Rahim et al., 2025). MI Jamilurrahman is likely to have a more collaborative and supportive climate. Improving the organizational climate will improve the quality of services. The more positive the change in the status of the work organization, the more positive the results of the services provided. Support for work climate and leadership quality, is significantly associated with job satisfaction (Danish et al., 2014). A positive and supportive organizational climate increases teachers' willingness to go beyond their formal responsibilities, thus contributing to a more collaborative and effective school environment. Therefore, school leaders should prioritize the establishment of a conducive organizational climate to reinforce the extra behavior of the teacher's role, which will ultimately improve the overall performance of the school and student learning outcomes (Rahim et al., 2025).

A slightly lower mean score of extra behavior of teacher roles in MI ICBB (65.62) may indicate minor issues related to procedural justice (how decisions are made) or distributive justice (resource or workload sharing). If teachers feel unfair, motivation to perform extra-role behaviors will decrease. This is because the perception of organizational fairness that includes resource allocation, decision-making, and fair interpersonal interaction will increase organizational commitment and extra teacher role behavior, which further contributes to the sustainability of the school. In addition, the perception of justice affects the extra behavior of teachers' roles both directly and indirectly through increased commitment (Mohmood Syed Afzal, Hali Abdul Binte

Bahyah, Mujtaba Ghulam, 2025). In the other isis because the perception of organizational justice has a significant relationship with internal work motivation and extra-role behavior and the perception of organizational justice affects extra-role behavior through work motivation, which has full harmony (Mohmood Syed Afzal, Hali Abdul Binte Bahyah, Mujtaba Ghulam, 2025).

From table 4 above, when viewed from the indicators of extra behavior of the teacher's role, it is found that: first, the results found in the *altruism* indicator where MI Jamilurrahman teachers showed a slightly higher average score (+0.19) than MI ICBB teachers. This difference of 0.19 shows that teachers in MI Jamilurrahman teachers are considered slightly superior in prioritizing the interests of others, such as behavior, immediately helping others to help colleagues voluntarily outside of their official duties, especially related to tasks outside of their responsibilities in the organization, such as: replacing colleagues who are unable to enter work when compared to MI ICBB. Although small, it reflects a slightly more collaborative work environment within the teacher team, stronger loyalty and collaboration within the work team and job satisfaction (Hasibuan & Pasaribu, 2025; Shirley, 2019). Second, on the conscientiousness indicator, MI Jamilurrahman teachers showed a slightly higher average score (+1.15) compared to MI ICBB teachers, which means that MI Jamilurrahman teachers have more voluntary behavior that exceeds the minimum basic or job requirements in complying with the rules of work and attendance in the organization, such as: complying with the rules of the organization, arriving early so that they are ready to work at the time of starting the work schedule, on time every day, not spending time talking outside of work, and not taking extra time despite having extra time compared to MI ICBB teachers.

Third, on the *sportsmanship* indicator, it was found that MI Jamilurrahman teachers showed a slightly higher average score even though the difference was very small (+0.06) compared to MI ICBB teachers which means that MI Jamilurrahman's teacher behavior showed higher tolerance towards the organization, behaved more positively and avoided complaints more, such as: not finding faults in the organization, not complaining about anything, does not raise the problem out of proportion when compared to MI ICBB teachers. As for the *courtesy* indicator, where MI Jamilurrahman has a higher score than MI ICBB with a difference of +0.15 which means that teachers at MI Jamilurrahman tend to be considered slightly superior in maintaining good interpersonal relationships and preventing conflicts. concern for the continuity of the organization, such as; attend organizational meetings, pay attention to functions that help the organization's image, pay attention to meetings that are considered important, help organize the togetherness of the department when compared to MI ICBB teachers. Similarly, for the *civic virtue indicator* (organizational involvement) that in general MI Jamilurrahman teachers) are slightly higher than MI ICBB teachers with a difference of +0.60 which means that MI Jamilurrahman teachers are slightly more active in voluntary participation in school affairs when compared to MI ICBB teachers such as attend organizational meetings, pay attention to functions that help the organization's image, pay attention to meetings that are considered important, and help organize meetings.

From the above findings, the managerial implications that can be explored and subsequently as valuable input to the principals of the two MI schools and for the organizing institutions to achieve effective and optimal goals are as follows: first, the principal should continue to build a culture of teacher empowerment. This is due to the extra role of teachers in the two MIs in higher education, therefore the principal must actively delegate greater responsibility to the teacher and provide autonomy in the design and implementation of teaching. This includes involving teachers in the decision-making process of curriculum and school policies. With teacher empowerment, it will increase the sense of ownership, which in turn will trigger higher commitment and performance, and even reduce teacher turnover intention (Sousa et al., 2023). Second, school principals should encourage extra behavior of teachers' roles systematically. The extra behavior of the teacher's role with each indicator (altruism, conscientiousness, soprtmanship, courtesy and civic virtue) should not be considered "extra," but rather as a crucial component of a successful school culture. Principals must establish a recognition or reward system both in the form of non-financial and financial for teachers who actually consistently show extra-role behaviors, because this extra role behavior of teachers has been shown to be directly related to student learning

outcomes (Alshamsi et al., 2023; Srivastava et al., 2019). Third, school principals should try to create a healthy organizational environment (fairness and trust). The extra role behavior of teachers is greatly influenced by the teacher's perception of the work environment. Therefore, school principals must ensure organizational justice in terms of division of duties, compensation, and promotion. In addition, organizational trust must be maintained through transparency and consistency of the principal's leadership (Wahda et al., 2020).

Conclusion

As a conclusion of this study, the managerial focus of the two MI principals should shift from just routine performance supervision to the development of an organizational culture supported by empowerment, fairness, and trust. By prioritizing these factors, management will not only improve teacher performance in their core roles, but also simultaneously encourage extra-role behaviors that have been shown to strengthen student learning efficacy and can further affect student parent satisfaction. The extra behavior, the high role of teachers at MI ICBB and even very high at MI Jamilurrahman is a great asset for the progress of the school. However, the extra behavior of the teacher's role brings negative and positive consequences, therefore each school principal should be able to deal wisely. The negative consequences of extra teacher role behavior include emotional fatigue and burnout (Citizenship et al., 2018), therefore restoring teacher performance and the influence of these negative factors, school principals should motivate teachers' work by giving non-monetary recognition and rewards in the form of public recognition, thank you letters, flexible professional development opportunities (Lestaluhu et al., 2023), effective communication and organizational support (Dhiny & Nasrul, 2023; Lavy, 2019; Shams et al., 2021).

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