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## Linking Big-five Personality and Trust with Biological Teachers' Citizenship Behavior

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### Abstract

Citizenship Behavior (CB) in terms of Performance is popular term during the covid19 pandemic, mostly related to teachers' performance. The objective of this research was aimed at proving whether teachers' CB affected by personality and mediated by teachers' trust. A causal survey used by involving 94 senior high school biological teachers in Jakarta. There were three instruments developed to measure personality with reliability .876, trust (.893), and citizenship behavior (.868). Data analyzed by path analysis. The research results showed that teachers' trust has been proven to be good and significant mediator between personality and teachers' CB. Moreover, personality and trust was directly and significantly affected teachers' CB separately, with a low phi coefficient errors. Therefore, in trying to keep teachers' CB in term of their performance, especially biological teachers, the role of teachers' big-five personality and trust could be taken into consideration as a reflection of improving school quality continuously.

**Keywords:** Citizenship Behavior, Personality, Trust

### Introduction

Teachers are professional educators who have the main task of educating, guiding, teaching, training, directing, evaluating, and assessing students as learners. Teachers carry out teaching duties according to their field of study. There are various fields of study in the education system in Indonesia, one of which is the field of Biology. In carrying out their duties at school, teachers show different behaviors and characteristics, some are responsible for their work, some are enthusiastic about carrying out their duties, but there are also teachers who carry out their duties half-heartedly and irresponsibly. Maftuhah, Putrawan, & Suryadi (2018)<sup>1</sup> stated that there are even teachers who do not obey to the orders, are not disciplined in attendance, and cannot cooperate with their colleagues. According to Fahmi (2017)<sup>2</sup>, things like this are detrimental to many parties and make the education system in Indonesia underdeveloped. In this context, Putrawan (2013)<sup>3</sup> stated that the government attention should be put more emphasizing on developing and improving teachers programs, since logically presumed that the quality of education is mostly rely on teachers performances. There have been many studies on CB in various fields. The literature in non-educational organizations is also very broad, but few studies have looked at formal education. Schools also need teachers with good performance in order to realize the vision and mission of the school effectively and efficiently. The results of Zeinabadi and Salehi's (2011)<sup>4</sup> research show that teachers with high CB levels are qualified teachers and can help achieve school goals.

CB is very much influenced by the personality. Personality has a positive effect on the formation of CB. According to Leephaijaroen (2016)<sup>5</sup>, the better a person's personality, then he can be categorized as an individual with CB. Widyasari (2007)<sup>6</sup> and Irawadi (2017)<sup>7</sup> stated that this is also the basis for the implementation of personality tests which are part of the stages of new employee recruitment in almost all institutions and organizations. Astuti et al., (2019)<sup>8</sup> stated that personality has a significant direct effect on citizenship behavior.

According to Colquitt, there is a significant relationship between personality dimensions and CB. The personality dimension according to Colquitt et al., (2015)<sup>9</sup> consists of five elements

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or commonly known as the big five personality. The first is agreeableness, conscientiousness, neuroticism (neuroticism), extraversion, and openness. Personality is one of the strongest predictors of CB. This is in line with the results of Mahdiun's et al., (2010)<sup>10</sup> research which states that the correlation between CB and personality shows that agreeableness, conscientiousness, and openness are the dimensions of personality that have the greatest correlation with CB. Different studies by Bourdage et al., (2012)<sup>11</sup> with similar results say that conscientiousness, agreeableness, and openness are predictors of CB, but the strongest predictor is conscientiousness.

Given that these studies were conducted all over the world, it can be clearly stated that personality does have an impact on CB. However, it is unclear to decide clearly which personality dimension was the most valid predictor of CB. Most of the studies conducted in Eastern countries have found either conscientiousness or agreeableness or both significantly associated with CB. Meanwhile, a study conducted in non-Eastern countries by Majeed and Mufti (2019)<sup>12</sup> found a significant relationship between CB and other personality dimensions. However, Rismayati, Putrawan, and Sigit (2019)<sup>13</sup> mention that every behavior depends on their personality.

To realize the school's vision and mission towards a better education, teachers are expected to make a real contribution to school. Teacher performance in this case is very important, especially Citizenship behavior (CB). According to Colquitt et al., (2015)<sup>9</sup>, CB is extra behavior that prioritizes organizational interests and contributes to improving organizational quality. Based on the explanation above, it can be said that the personality dimension has a strong influence on CB. Apart from personality, trust in the organization is also a factor that influences CB. Several previous studies have shown that trust is an important antecedent of CB. This is also supported by Sjahrudin's et al., (2013)<sup>14</sup> statement which states that trust is a complete mediation with the greatest contribution in supporting or strengthening CB. Miao et al., (2014)<sup>15</sup> also stated that trust is the strongest mediating factor affecting CB.

Trust is defined by Putrawan (2020)<sup>16</sup> as a person's positive expectations of others in risky situations. Trust in an organization can be interpreted as a positive expectation of an employee for the organization where they works even in uncomfortable situations, but the employee feels safe. Trust is the most basic bond of an organization. Trust can be achieved with several efforts including maintaining good relations between members of the organization, in this case, between school leaders and employees, teachers, and education personnel. According to Lin and Hsiao (2014)<sup>17</sup> the way to increase trust is to share emotions, loyalty, appreciation, help each other, and support one another. To be able to do the above efforts, a good personality is needed so that trust in each party will grow.

Webber, Payne, and Taylor (2011)<sup>18</sup> stated that there is a significant relationship between personality and trust. Judges et al., (2017)<sup>19</sup> stated that there is no significant difference between the two of them. Personality plays an

important role in developing trust according to Thielmann and Hilbig (2014)<sup>20</sup>. High trust in an organization, apart from being able to foster commitment, can also grow CB, because with this trust someone will voluntarily contribute to the interests of the organization, so that their work becomes more effective. Rahmadiana et al., (2019)<sup>21</sup> stated that there is a significant direct effect of trust on CB. Based on the result study by Setiawan et al., (2016)<sup>22</sup> without trust in the organization, the citizenship behavior will also decrease. Trust could influence the citizenship behavior. There is a direct effect of the trust on the citizenship behavior.

In recent years researchers have begun to pay more attention to understanding the dynamics and developing normative theories about the extra-role behavior of employees that are thought to contribute positively to overall organizational performance. Kumar (2009)<sup>23</sup> argues that every organization or institution depends on various acts of cooperation, assistance, advice, kindness, altruism, and other examples of what is called CB.

Based on the description above, although personality is said to have a strong influences on CB, it is not yet clear which dimension of personality is the most influential. Moreover, several meta-analytic studies by Chiaburu et al., (2011)<sup>24</sup> have found a weak to moderate correlation between the two, thus suggesting the possibility of several variables intervening. Therefore, further research must identify these intervention variables by adding a mediating or moderating variable to the existing model.

Sjahrudin et al., (2013)<sup>14</sup> revealed that trust is a complete mediation with the largest contribution in supporting or strengthening CB. Based on the above explanation, it is necessary to do research on the influence of personality and trust on citizenship behavior of Biology teachers in public high school in East Jakarta.

## Material and Method

This research was aimed at finding out information about the direct effect of teacher's personality and Trust on Citizenship Behavior. This research is a type of quantitative research with a causal survey method by selecting 89 biology teachers as a sample representing the population of high school biology teachers in South Jakarta. The instrument was developed to measure three variables with details of personality (X1) (reliability .876 (29 items)), Trust (X2) (.893 reliability (26 items)) and Citizenship Behavior (X3) (.287 reliability (30 items)). The research data obtained were then analyzed by path analysis.

## Result & Discussion

Based on the calculation of the simple regression model using SPSS for the variable Citizenship Behavior (X3) on personality (X1), produces a simple regression equation  $\hat{X}_3 = 56.659 + 0.504 X_1$ ;  $\hat{X}_3 = 64.043 + 0.517 X_2$ ;  $\hat{X}_2 = 49.500 + 0.409 X_1$ . The result was significant and linear. The results of the variance analysis on the simple regression model are presented as follows (Table 1):

**Table 1: Phi Coefficient Table**

Model	Unstandardized Coefficients		Standardized Coefficients	T	t tabel (0.05)	t tabel (0.01)	t tabel (0.001)	Correlations			
	B	Std. Error	Beta					Zero-order	Partial	Part	
1	(Constant)	56.659	9.879	5.735							
	Personality	.504	.087	.516	5.776***	1.662	2.368	3.181	.516	.516	.516

Based on table 1, Personality has a direct effect on Citizenship Behavior with  $\phi_{31} = 0.516$  with the calculated value  $t_{cal} = 5.776 > t_{tab} = 3.181$ .

**Table 2: Phi Coefficient Table**

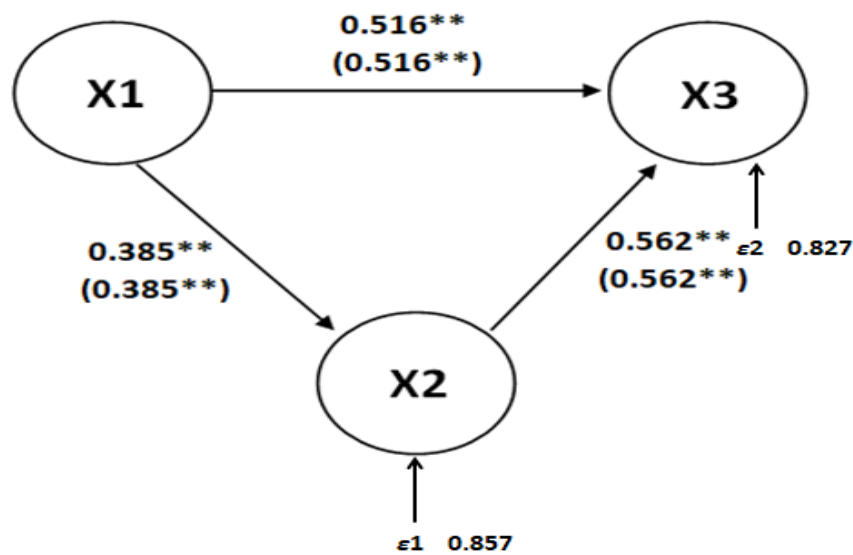
Model	Unstandardized Coefficients		Standardized Coefficients	T	t tabel (0.05)	t tabel (0.01)	t tabel (0.001)	Correlations			
	B	Std. Error	Beta					Zero-order	Partial	Part	
1	(Constant)	64.043	7.626	8.398							
	Trust	.517	.079	.562	6.524***	1.662	2.368	3.181	.562	.562	.562

Based on table 2, Trust has a direct effect on the Citizenship Behavior with  $\phi_{32} = 0.562$  with the calculated value  $t_{cal} = 6.524 > t_{tab} = 3.181$

**Table 3: Phi Coefficient Table**

Model	Unstandardized Coefficients		Standardized Coefficients	T	t tabel (0.05)	t tabel (0.01)	t tabel (0.001)	Correlations			
	B	Std. Error	Beta					Zero-order	Partial	Part	
1	(Constant)	49.500	11.575	4.277							
	Personality	.409	.102	.385	4.006***	1.662	2.368	3.181	.385	.385	.385

Based on table 3, Trust has a direct effect on the Personality with  $\phi_{21} = 0.385$  with the calculated value  $t_{cal} = 4.006 > t_{tab} = 3.181$   
 Based on table 1, table 2 and table 3, it can be seen the Final Result of Path Analysis of Empirical Model on figure 1.



**Fig 1: Empirical Model**  
 \*\*p < 0.01

The results in this research were obtained (1) personality has a direct effect and very highly significantly on citizenship behavior; (2) trust has a direct effect and very highly significantly on citizenship behavior; (3) personality has a direct effect and very highly significantly on trust; (4) personality has an indirect effect and significantly on citizenship behavior through trust. Based on the research results, it is known that there is a direct and linear significant influence between personality and trust. This happens because with the good personality of teachers in school, it will indirectly make teachers trust the school. As explained above, trust is based on three

types of factors, one of which is disposition-based trust, which means that personality traits are used to trust others. The results of the second hypothesis test, there is a significant direct effect between trust on citizenship behavior. This happens because trust involves positive expectations or optimism of teachers towards the school where they teach which is in line with the definition of citizenship behavior which involves high trust in the school so that it makes teachers willing to do assignments outside their responsibilities at the school. Another finding is also known that there is a significant direct effect between personality on citizenship behavior.

This happens because the teacher's personality involves the character of a teacher in behaving in the surrounding environment including in the school where he teaches which is in line with the definition of citizenship behavior which involves high seriousness and a willingness that makes the teacher work on tasks outside of their responsibilities in the school. This research is also supported by research conducted by Putrawan & Lisa (2020)<sup>25</sup> and Putrawan (2019)<sup>26</sup>, which states that there is a direct effect of personality on citizenship behavior. Even Lusianil, Putrawan, & Achmad (2019)<sup>27</sup> confirmed that the success of citizenship behavior was determined by someone's personality.

The second hypothesis of this study is that there is a direct effect of trust on citizenship behavior as stated in the research of Shahzad et al., (2013)<sup>28</sup> that trust has a positive direct effect on organizational citizenship behavior. In line with research conducted by Miao et al., (2014)<sup>15</sup>, it is also stated that trust is the strongest mediating factor that affects citizenship behavior.

This study examines trust on citizenship behavior in school environments, where trust is built gradually and accumulates so that it takes a lot of time to form. The existence of trust in each other is very beneficial for the school. Teachers who do not have trust are more likely to monitor or check on each other's work to ensure the quality of their work. It wastes time and requires more resources, so it is not efficient. In addition, the results of research by Zeinabadi and Salehi (2011)<sup>4</sup> show that high trust in teachers as employees in schools can lead to CB.

Testing the third hypothesis which states that personality has a direct effect on trust. This is consistent with the statement of Colquitt et al., (2019)<sup>29</sup> that trust is based on three types of factors. One of them is disposition-based trust, which means that the characteristics of personality are used to trust others. In line with the research of Webber, Payne, and Taylor (2011)<sup>18</sup> which states that there is a significant relationship between personality and trust.

From several previous studies there were differences with this study. Although the results of previous studies state that personality has a direct effect on trust, this study only examines general personality such as employee personality or company managers, whereas this study examines the personality of teachers in schools. From the findings, it can be concluded that teacher personality is influenced by trust so that trust is a mediator that can be considered and this is the same as in the fourth hypothesis in this study.

The fourth hypothesis of this study is that there is an indirect effect of personality on citizenship behavior through trust. Based on the integrative model of organizational behavior proposed by Colquitt et al., (2019)<sup>29</sup>, it shows that personality affects citizenship behavior through trust. Personality affects a person's level of trust. Someone who has faith in their work and organization will have an effect on citizenship behavior. This in this study, it was found that there was an indirect effect / personality effect on teachers' citizenship behavior through trust.

### Conclusion

Based on the results the study it can be concluded that personality has a direct effect on citizenship behavior, trust has a direct effect on citizenship behavior, personality has a direct effect on trust, personality has an indirect effect on

citizenship behavior through trust. In order for educational activities to be carried out by biology teachers, especially those who require good citizenship behavior, it is necessary to pay attention to predictor variables such as personality and trust, especially in improving the quality of school management.

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