

Organizational Citizenship Behavior among Daycare Caregivers in Central Java: Implications for Professional Commitment and Future Educator Development

Anissa Yuwantina*, Agus Wahyudin, Yuli Kurniawati Sugiyo Pranoto

Universitas Negeri Semarang, Semarang, Indonesia

*Corresponding Author: anissayuwantina@students.unnes.ac.id

Abstract. The increasing demand for daycare services and the complexity of early childhood education require caregivers not only to possess formal competencies but also to demonstrate positive organizational behavior that supports service quality and institutional effectiveness. In recent years, Indonesia has faced increasing cases of violence and neglect in daycare institutions, highlighting the importance of caregiver professionalism, organizational culture, and institutional support systems in ensuring children's safety and well-being. In daycare settings, caregivers play a strategic role in supporting children's early development and creating a safe learning environment. Therefore, understanding Organizational Citizenship Behavior (OCB) among daycare caregivers is important for strengthening professional commitment and preparing future educators. This study aimed to describe the OCB of daycare caregivers in Central Java Province, Indonesia. A descriptive quantitative approach was employed involving 333 daycare caregivers from several regions in Central Java. Data were collected using a researcher-developed questionnaire based on the Organizational Citizenship Behavior framework encompassing the dimensions of altruism, conscientiousness, sportsmanship, courtesy, civic virtue, peacekeeping, and cheerleading. The findings showed that daycare caregivers demonstrated a moderate level of OCB ($M = 2.55$; $SD = 0.25$). The results indicate that caregivers generally exhibit positive discretionary behaviors that support teamwork, organizational effectiveness, and service quality. These findings highlight the importance of strengthening organizational culture, professional development programs, and institutional support systems to improve daycare service quality and foster professional commitment among caregivers.

Keywords: organizational citizenship behavior, daycare caregivers, early childhood education, professional commitment, future educators

INTRODUCTION

The demand for daycare services in Indonesia has increased significantly due to the growing participation of women in the workforce and changing family structures. As a result, daycare institutions are no longer viewed solely as childcare facilities but also as educational environments that support children's cognitive, emotional, social, and behavioral development. Consequently, daycare centers are increasingly expected to provide holistic programs that integrate education, care, health, nutrition, and protection, in line with the nurturing care framework promoted by international organizations such as the World Health Organization (WHO) and UNICEF (Shumba et al., 2020). The growing expectations placed upon daycare institutions highlight the importance of ensuring high-quality services that support children's overall development and well-being.

Despite the increasing importance of daycare institutions, Indonesia has experienced several reported cases of violence, neglect, and

inappropriate treatment of children within childcare settings. Such incidents have generated public concern regarding caregiver professionalism, organizational culture, supervision systems, and institutional accountability. These issues suggest that technical competencies alone are insufficient to ensure high-quality childcare services. Beyond formal qualifications and caregiving skills, positive workplace behaviors that support collaboration, mutual assistance, emotional support, and organizational effectiveness are equally important for creating safe and nurturing environments for children.

One concept that explains these positive workplace behaviors is Organizational Citizenship Behavior (OCB). Organ (1988) defined OCB as discretionary behavior that is not formally rewarded but contributes to organizational effectiveness. OCB encompasses voluntary acts such as helping coworkers, facilitating teamwork, demonstrating altruism, and displaying conscientiousness beyond formal job duties. In daycare settings, these behaviors may be reflected

through coordinated caregiving, shared problem-solving, proactive support for colleagues, and protective actions that contribute to children's safety and developmental well-being (Pranawati et al., 2021). OCB remains a robust predictor of organizational effectiveness, influencing employee performance, workplace relationships, and service quality. Organ, Podsakoff, and MacKenzie (2006) further emphasized that OCB contributes to organizational effectiveness by improving coordination, strengthening teamwork, reducing interpersonal conflicts, and fostering supportive work environments.

These contributions are particularly important in service-oriented organizations where successful outcomes depend heavily on cooperation and interpersonal interactions. In educational contexts, OCB has been associated with school effectiveness, collaborative cultures, and positive organizational climates (DiPaola & Tschannen-Moran, 2001; Somech & Drach-Zahavy, 2000). Moreover, Vigoda-Gadot (2007) explained OCB through the perspective of Social Exchange Theory, proposing that employees who perceive organizational support, fairness, and positive treatment are more likely to reciprocate through extra-role behaviors that benefit the organization. Such behaviors strengthen organizational commitment, service quality, and professional engagement. In daycare institutions, OCB may therefore serve as an important indicator of caregiver professionalism, reflecting voluntary efforts to maintain harmonious relationships, support coworkers, and create safe and nurturing environments for children.

Previous studies conducted in schools, universities, and other educational organizations have consistently demonstrated the positive effects of OCB on employee performance, job satisfaction, organizational commitment, teamwork, and educational outcomes (Khan et al., 2021; Shaheen et al., 2016). Similarly, research in early childhood education settings has shown that caregivers who engage in OCB-related behaviors, such as supporting colleagues, voluntarily contributing to organizational activities, and fostering positive workplace climates, help promote higher quality care and more supportive developmental environments for children (Gnanarajan et al., 2020). These findings suggest that OCB is highly relevant in educational and childcare contexts where service quality depends on collaboration and interpersonal support.

Despite extensive research on OCB among teachers, lecturers, and employees in various organizational settings, empirical evidence

regarding OCB among daycare caregivers remains limited, particularly in Indonesia. Furthermore, little is known about how discretionary organizational behaviors are manifested within childcare settings that require intensive emotional labor, collaboration, and child-centered services. Therefore, this study aims to describe the level of Organizational Citizenship Behavior among daycare caregivers in Central Java Province and discuss its implications for professional commitment and future educator development.

METHODS

This study employed a descriptive quantitative research design to examine OCB among daycare caregivers in Central Java Province, Indonesia. The participants consisted of 333 daycare caregivers working in registered daycare institutions located in urban and semi-urban areas across Central Java Province. Participants were identified through *Data Pokok Pendidikan* (Dapodik) and selected using purposive sampling. The inclusion criteria required participants to be actively employed as daycare caregivers and directly involved in childcare services at the time of data collection. This approach ensured that the respondents possessed relevant experience and knowledge regarding organizational behaviors within daycare settings.

Data were collected using a researcher-developed OCB questionnaire. The instrument consisted of 30 items representing seven dimensions of OCB: (i) altruism, (ii) conscientiousness, (iii) sportsmanship, (iv) courtesy, (v) civic virtue, (vi) peacekeeping, and (vii) cheerleading. Responses were measured using a modified four-point Likert scale consisting of: 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The use of a four-point scale was intended to eliminate neutral responses and encourage participants to express a more definitive position regarding each statement.

The questionnaire was developed by the authors based on the theoretical framework of OCB, encompassing seven dimensions: altruism, conscientiousness, sportsmanship, courtesy, civic virtue, peacekeeping, and cheerleading. Prior to data collection, the instrument underwent content validation by experts in educational management and early childhood education to ensure the relevance and clarity of the items.

Subsequently, item validity was assessed using Pearson Product-Moment correlation, and all items demonstrated significant positive correlations with the total OCB score ($p < 0.05$), indicating

satisfactory validity. Reliability testing yielded a Cronbach's Alpha coefficient of 0.665, suggesting acceptable internal consistency for descriptive research purposes. Data were collected on March 2026 through an offline and online questionnaire distributed to daycare institutions in Central Java.

Data Analysis

Descriptive statistical analysis was conducted using SPSS software version 27. The analysis focused on mean scores, standard deviations, minimum values, and maximum values to describe the general level of OCB among daycare caregivers. To facilitate interpretation, OCB scores were categorized into three levels using an equal interval approach as described in Table 1. This categorization was employed to provide a practical interpretation of the OCB levels of caregivers.

Table 1. Categorization of OCB scores

Mean scores	Interpretation
1.00-2.00	Low
2.01-3.00	Moderate
3.01-4.00	High

RESULTS AND DISCUSSION

Descriptive Analysis of OCB among Daycare Caregivers

The descriptive statistics indicate that OCB among daycare caregivers had a mean score of 2.55 (SD = 0.25), with observed scores ranging from 1.83 to 4.00 (Table 2). These results suggest that daycare caregivers generally demonstrate a moderate level of OCB. Based on the predefined score categorization, the mean score of 2.55 indicates that daycare caregivers generally demonstrated a moderate level of OCB. The relatively low standard deviation suggests that respondents exhibited fairly consistent perceptions and behaviors regarding OCB. This consistency may indicate that positive discretionary behaviors are commonly practiced across daycare institutions in Central Java.

Table 2. Descriptive statistics of OCB

Variable	N	Mean	SD	Minimum	Maximum
OCB	333	2.55	0.25	1.83	4.00

The moderate level of OCB identified in this study indicates that caregivers generally engage in behaviors that support organizational functioning beyond formal job requirements. Such behaviors

may include assisting coworkers, sharing responsibilities, maintaining positive interpersonal relationships, and contributing to institutional goals. These findings are particularly important in daycare environments where teamwork and collaboration are essential. Childcare services require continuous coordination among caregivers to ensure children's safety, emotional well-being, and developmental support. Therefore, discretionary behaviors that facilitate cooperation become valuable organizational resources. The seven-dimensional OCB framework used in this study is highly relevant to daycare settings. Altruism reflects caregivers' willingness to assist colleagues voluntarily, while conscientiousness reflects responsibility and dedication toward institutional duties. Courtesy and sportsmanship support positive interpersonal interactions, whereas civic virtue reflects concern for organizational development. Additionally, peacekeeping and cheerleading contribute to conflict prevention, emotional support, and the maintenance of positive workplace climates.

These dimensions collectively support organizational effectiveness by fostering cooperation, reducing interpersonal tensions, and strengthening mutual trust among caregivers. Such conditions are essential for creating high-quality childcare services and ensuring children's safety and well-being. This interpretation is supported by Podsakoff et al. (2009), whose meta-analysis demonstrated that Organizational Citizenship Behavior generates positive consequences at both individual and organizational levels, including improved job performance, enhanced team effectiveness, greater organizational efficiency, and better service outcomes. In daycare settings, these benefits may be reflected in smoother coordination among caregivers, stronger collaborative practices, and a more supportive environment for children's development and well-being. Samad et al. (2024) and Ravina (2023) reported similar findings, where dimensions such as altruism, conscientiousness, courtesy, and civic virtue are relevant for enhancing team effectiveness and social cohesion. For daycare teams, these dimensions map onto behaviors like sharing responsibilities, helping colleagues during peak times, consistently following safety routines, and contributing to a positive work climate, all of which support children's safety and development.

Implications for Professional Commitment

The findings indicate that OCB can be viewed as an important manifestation of professional commitment among daycare caregivers.

Professionalism in childcare extends beyond technical competencies and includes attitudes and behaviors that prioritize children's well-being and organizational effectiveness. Caregivers who demonstrate OCB are more likely to voluntarily assist colleagues, support organizational initiatives, and contribute to collaborative work environments. These behaviors strengthen service quality and support the development of positive institutional cultures. This finding is consistent with Bogler and Somech (2004), who reported that Organizational Citizenship Behavior is closely associated with professional commitment and organizational effectiveness in educational settings. Professional development programs for daycare caregivers should therefore address not only childcare competencies but also interpersonal communication, teamwork, conflict management, emotional regulation, and organizational engagement. According to Vigoda-Gadot (2007), employees who perceive organizational support and fairness are more likely to reciprocate through extra-role behaviors that benefit the organization. This perspective highlights the importance of OCB as a reflection of professional engagement and organizational commitment.

Implications for Future Educator Development

Daycare caregivers represent an important component of the early childhood education workforce. Their daily interactions with children contribute significantly to children's developmental experiences and learning outcomes. Consequently, OCB among caregivers may serve as an important foundation for future educator development. Daycare caregivers are often the first educational figures encountered by children outside the family environment. Therefore, professional dispositions reflected through OCB may serve as an important foundation for the development of future educators.

Caregivers who demonstrate helping behaviors, responsibility, cooperation, emotional support, and commitment to organizational goals are more likely to foster positive learning environments that support children's holistic development. Behaviors such as helping others, maintaining harmonious relationships, supporting organizational goals, preventing workplace conflict, and demonstrating responsibility are professional dispositions that are equally important for teachers and educators. Strengthening OCB among daycare caregivers may therefore contribute to the preparation of future educators who are collaborative, committed, and capable of creating positive learning environments. Given the increasing public concern regarding

cases of violence and neglect in daycare institutions, fostering OCB may also contribute to establishing safer, more supportive, and child-centered care environments.

Academic Contribution

This study contributes to the growing literature on OCB by extending its application to daycare caregivers, a population that has received limited scholarly attention. The findings suggest that OCB is not only relevant in formal educational institutions but also in childcare environments where collaborative and emotionally supportive behaviors are essential for service quality and child well-being.

Limitations

This study is limited by its descriptive design and reliance on self-reported responses. Future studies may examine the predictors of OCB and investigate its relationship with caregiver performance, organizational commitment, and childcare quality.

CONCLUSION

This study examined OCB among daycare caregivers in Central Java Province, Indonesia. The findings indicate that caregivers generally demonstrate a moderate level of OCB, suggesting the presence of positive discretionary behaviors that support organizational effectiveness and service quality. In childcare settings, OCB plays an important role in fostering collaboration, maintaining positive workplace relationships, and supporting organizational goals beyond formal job responsibilities. The findings further suggest that OCB may contribute to professional commitment and the development of future educators. Therefore, daycare institutions should strengthen organizational culture, professional development opportunities, and institutional support systems to encourage positive organizational behaviors among caregivers.

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