

The Impact of Emotional Intelligences and Reward on Teachers Organizational Citizenship Behavior

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Abstract. The purpose of this study is to show how emotional intelligence and incentive affect organizational citizenship behavior in the Surakarta district. In Surakarta City, the sample consisted of 118 teachers. The testing tool was a closed questionnaire on Google Forms based on the Likert scale. Hypothesis testing with the T-test and F-test. This research employs a quantitative approach to multiple linear regression. The findings and conclusions reveal a number of things, including: 1) In Surakarta City, emotional Organizational Citizenship Behavior contributes favorably and significantly to intelligence, implying that emotional Organizational Citizenship Behavior can improve intellect. 2) Incentives lead favorably and substantially to teachers in Surakarta City's Organizational Citizenship Behavior, where the incentive will improve teachers' Organizational Citizenship Behavior. 3) With a determination coefficient value of 0.495 or 49.5 percent, Emotional Intelligence and Compensation have an influence on Organizational Citizenship Behavior in Surakarta City, specifically, emotional intelligence and reward combined contribute to Organizational Citizenship Behavior (Y) of 49.5 percent.

Keywords: Emotional Intelligences, Reward, Organizational Citizenship Behavior (OCB).

INTRODUCTION

Educational institutions cannot be separated from the role of human resources in it, especially teachers who are responsible for dealing directly with various types of students. As education develops, quality teacher resources are needed to achieve the success of educational goals. Educational institutions are required to be able to acquire and retain teachers who are not only reliable, but also have good personality characteristics and work sincerity. This personality will result in professional and high-quality results from the teacher's productivity.

Good teacher performance is not only willing to work on written assignments, but is willing to do tasks that are not written in their job descriptions. This extra behavior within the organization is known as Behaviors of Corporate Citizenship (OCB). Lestari and Ghabby define extra-role behavior (OCB) as employees' willingness to take on duties outside of their core job function (Lestari et al., 2018). According to Ikon which is taken from Harrison, OCB is a behavior that arises from personal choice and voluntary efforts of employees in such a way that their negligence cannot be punished (Ikonne, N, Madukoma, & Ezinwanyi,

2016). According to previous research, also conveyed the meaning of OCB from Robbins, namely as a choice of conduct that is not part of the formal work duties of an individual, but to facilitate the productive running of the company (Asy et al., 2015). Organizational Citizenship Conduct (OCB) is described as an employee's extra and voluntary conduct that goes beyond his required task, is not penalized, and adds significantly to the company's success.

Teachers who do not think that they are part of the school organization will not be extra involved in achieving educational goals and success (Jayatilake, 2018). OCB is becoming increasingly important in dealing with pressure and school adjustments in the development of education globally.

Schools as the main institutions that provide education clearly have challenges to continue to develop education according to changing demands of society and science and technology. So, today's teachers are not only doing their main task, but are required to provide performance that exceeds expectations and have flexibility in working. Teachers who have a high OCB level can be seen from the main indicators, namely: 1) compliance, 2) loyalty and 3) participation (Husniati & Pangestuti, 2018).

Emotional Intelligence, one of the factors affecting OCB is (Organizational Citizenship Behavior) where emotional intelligence controls a person's actions or responses when in an environment around them. According to Goleman of Isaac, emotion refers a biological and psychological state and a series of instincts to behave against a particular feeling and thought (Ishak, 2018). Therefore, individuals who have emotional stability are able to tolerate discomfort and not complain about small mistakes that occur in their environment.

Emotional intelligence is a combination of psychological, emotional, and social qualities that impact a person's capacity to cope with external demands and pressures (Suwandewi & Dewi, 2016). Then, Davidoff's statement quoted from the journal Wibowo stated emotion as a state in a person that is subtle and difficult to measure. Meanwhile, Salovey and Mayer from Wibowo also define emotional intelligence or what is sometimes referred to as EQ as a subset of social intelligence that requires the capacity to track social emotions involving abilities in others, sort it out and use this data to direct thoughts and behavior (Wibowo, 2015). Then

the world is rather affected by emotional intelligence, it is not constant, it is subject to change at any time. 1) self-awareness, 2) self-control, 3) self-motivation, 4) compassion, and 5) social skills are all key indicators of emotional intelligence.

Aside from emotional intelligence, there are other factors to consider, another factor that affects OCB (Organizational Citizenship Behavior) is the reward received by teachers at work. According to Sutrisno from the journal Suryadilaga et al. argues that rewards or awards are remuneration given by the company to employees on the basis of the sacrifice of time, energy and thoughts (Suryadilaga & Musadieg, Mochammad Al Nurtjahjono, 2016). Then, according to Fitri et al, wikipedia, a reward is a kind of gratitude shown in the form of products or expression, whether by individuals or organizations, for a specific achievement (Pramesti et al., 2019). As a result, a technique of motivating someone to perform things outside of their employment is to provide them a reward.

Then the factors that affect the reward system, namely: (1) The classification of the difficulty or easiness of the sort of job at hand determines internal consistency (2) Competition / External Competitiveness compares the amount of awards between one company and another with the aim of the award being given still containing competitive value for employees so that it will avoid employees moving to other companies. (3) Employee Contribution can be used as the basis for determining the amount of award the company will give. (4) The fourth component that influences awarding is administration. Data from available parts of corporate budget planning, interacting with managers, and assessing them may be utilized to establish awarding policies (Astuti et al., 2018). Wages, salaries, bonuses, and allowances are the most frequent compensation measures, according to Kadarisman in Saputra et al. 1) Incentives for interpersonal interactions, and 2) Opportunities for promotion (Saputra et al., 2017).

Previous research has tried to analyze the things that can affect differences in OCB in teachers. Fitriana and colleagues Tenure, gender, and age had no effect on teacher OCB, according to their data. However, differences in pay between instructors with civil servant and honorary status are thought to have the ability to affect teacher OCB levels (Fitriana et al., 2020).

The results of research from Muhammadiyah Vocational High Schools in Semarang Regency state that OCB in teachers is still not optimal, especially in terms of guiding other teachers in teaching and learning activities and making teaching aids, and many elderly teachers who do not attend on time (Larasati & Sawitri, 2018). About 20-30% of teachers at Madrasah Aliyah Madani show that in carrying out their duties they only work according to their obligations, work only when there is a reward and like to take care of other people's affairs, this hinders the realization of OCB in other teachers (Rahman, 2014).

Demir also mentioned a difference in OCB based on teacher status, stating that the level of OCB in private school teachers in Turkey was found to be higher than that of public school teachers, owing to disparities in success assessment and appraisal, as well as the fact that pupil recognition is higher in private schools than in public schools. When public school teachers think their particular efforts will not be recognized, they are less interested in taking on additional responsibilities (Demir, 2015).

From various findings and facts, research was conducted to show that emotional intelligence and reward factors have an effect on teacher OCB. The results of the research are expected to be useful in obtaining an understanding of the management and formation of OCB for teachers to increase the achievement of educational goals in Indonesia.

METHOD

A quantitative methodology is a technique used in this study. This research involves 274 population teachers in Surakarta City Islamic Vocational School. The Slovin method was used to sample a total of 118 teachers in Surakarta City, with a 5-percent error rate. The sampling

was done using a simple random sample method. The validity and durability of the testing instrument that was provided to responders should be verified. Multiple linear regression models are used in this investigation. The Google Forms application was used to collect data for the study., a closed questionnaire with statements and alternative replies was created. The scale used by the instrument in the questionnaire is a Likert scale to measure emotional intelligence (X1), reward (X2) and Organizational Citizenship Behavior (Y) variables.

Because different tests, including as normality, linearity, multicollinearity, and heteroscedasticity tests, are necessary for analysis. This research employs a number of linear regression models. Many linear regression models are used to assess the influence of variables X1 and X2 on variable Y. Hypotheses are being tested. The t-test will be used to examine partial or simultaneous contributions between variables, whereas the f-test will be used to determine the contribution between variables. This model will also provide the value of the coefficient of determination, which reflects the effect of the independent variable on the dependent variable. In this study, statistical calculations were performed using SPSS version 25.

RESULTS AND DISCUSSION

Result

Analysis Prerequisite Test

1) Normality tes

The Asymp value is calculated using the Kolmogorov-Smirnov formula using SPSS version 25 in its computations. 0.200 sig. (2-tailed).

Table 1. Kolmogrov-Smirnov's Normality Test

		Unstandardized Residual
N		118
Normal Parameters	Mean	0.0000000
	Std. Deviation	10.41179367
Most Extreme Differences	Absolute	0.059
	Positive	0.036
	Negative	-0.059
Test Statistic		0.059
Asymp. Sig. (2-tailed)		0.200

The Asymp value. Sig. (2-tailed), namely $0.200 > 0.05$, indicates that data in this study are typically distributed.

2) Linearity test

A linearity test is used to determine whether or not there is a linear relationship

between independent and dependent variables in a research. Two independent variables (emotional intelligence and reward) and one dependent variable are used in this study (Organizational Citizenship Behavior). The following findings were obtained using SPSS version 25 to calculate this measure of linearity:

Table 2. Emotional intelligence linearity test against OCB

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	15426.398	36	428.511	3.581	0.000
	Linearity	10413.793	1	10413.793	87.037	0.000
	Deviation from Linearity	5012.604	35	143.217	1.197	0.251
Within Groups		9691.441	81	119.647		
Total		25117.839	117			

The preceding data reveal that the emotional intelligence variable (X1) has a sense significance of 0.251 on the Organizational Citizenship Behavior (Y) variable. Because

$0.251 > 0.05$, it may be assumed that the X1 and Y variables have a linear relationship.

Table 3. Reward Linearity Test against OCB

		Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	(Combined)	15221.639	52	292.724	1.923	0.006
	Linearity	6387.894	1	6387.894	41.957	0.000
	Deviation from Linearity	8833.745	51	173.211	1.138	0.310
Within Groups		9896.200	65	152.249		
Total		25117.839	117			

The significance value of the incentive variable (X2) on the Organizational Citizenship Behavior (Y) variable is 0.310, as can be seen from the preceding data. Because $0.310 > 0.05$, it may be assumed that variables X2 and Y have a linear relationship.

3) Multicollinearity Test

The multicollinearity test is a test aimed at evaluating if independent variables are correlated. A fine form of regression is a model that does not have multicollinearity symptoms with the condition that the value of the tolerance is > 0.10 and the value of the VIF is < 10.00 . Following the multicollinearity test was carried out using SPSS version 25, the following results were obtained:

Table 4. Multicollinearity Test

	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Tolerance	Statistics VIF
(Constant)	-3.206	12.312		-260	0.795		
Emotional Intelligence	0.778	0.105	0.529	7.404	0.000	0.860	1.163
Reward	0.283	0.066	0.306	4.280	0.000	0.860	1.163

The tolerance value is $0.860 > 0.10$, as can be seen from the preceding findings. This indicates that in this investigation, there are no signs of multicollinearity. Additionally, the VIF value can be used to make judgments. Because the VIF value in this study model is $1.163 < 10.00$, it can be inferred that there are no multicollinearity symptoms.

4) Heteroscedasticity Test

The heteroscedasticity test is used to see if a regression model has a constant residual value variance from one observation to the next. The Rank Spearman test was used to evaluate heteroscedasticity in this study, with the foundation for decision making being that if the significance value or Sig. (2-tailed) is more than 0.05, there is no heteroscedasticity concern. The following are the findings of using SPSS version 25 to calculate:

Table 5. Heteroscedasticity Test

		Unstandardized Residual
Emotional Intelligence	Correlation Coefficient	0.119
	Sig. (2-tailed)	0.201
	N	0.118
Reward	Correlation Coefficient	0.013
	Sig. (2-tailed)	0.893
	N	118

The Sig. (2-tailed) for emotional intelligence is 0.201, which is higher ($>$) than 0.05, as seen in the result above. Then, for reward, the Sig. (2-tailed) is 0.893, which is larger ($>$) than 0.05. Because of the two no heteroscedasticity problem in this regression model can be detected, implying that the values obtained are more than 0.05.

Multiple Linear Regression Analysis

The following results were obtained after searching for different linear regression models using SPSS version 25 for this study:

Table 6. Multiple Linear Regression Analysis

Variable	Regression Coefficient
Constant	-3.206
Emotional Intelligence (X1)	0.778
Reward (X2)	0.283

The model of the regression equation in this study may be deduced from the results: $Y = -3.206 + 0.778 + 0.283$.

The coefficient of determination was then calculated using this equation, as follows:

Table 7. Value of the coefficient of determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.704	0.495	0.486	10.502

The coefficient of choice may be observed from the preceding data in this regression equation. The coefficient value is a number that represents the simultaneous influence of the independent variable (X) on the dependent variable (Y). The coefficient of determination is 0.495 or 49.5 percent based on the results obtained. This means that the

variables of emotional intelligence (X1) and reward (X2) together contribute 49.5 percent to the Organizational Citizenship Behavior (Y) variable. Meanwhile, additional variables not analyzed impact the remaining 50.5 percent.

Hypothesis testing

1) T-Test

Table 8. T-Test

Variable	T Count	Sig.
Emotional Intelligence (X1)	7.404	0.000
Reward (X2)	4.280	0.000

From the results obtained, it can be seen that emotional intelligence (X1) and reward (X2) contribute partially to Organizational Citizenship Behavior (independently). It can be seen from the significance of the importance of each independent variable. The emotional intelligence variable has a significance of 0.000, which is lower (<) than 0.05. Furthermore, the emotional intelligence variable's t-value is 7,404, which is higher (>) than the t-table (115) value of 1,980.

As a result, emotional intelligence appears to have a role in corporate citizenship behavior. Similarly, The Reward variable has a significance of 0.000, which is lower (<) than 0.05. The t-value of the reward variable is 4,280, which is higher (>) than the t-table (115), which is 1,980. This shows that reward significantly and positively affects Organizational Citizenship Behaviour.

2) F-Test

Table 9. F-Test

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	12434.402	2	6217.201	56.371	0.000
Residual	12683.437	115	110.291		
Total	25117.839	117			

As can be seen from the table above, emotional intelligence and compensation both have a role in corporate citizenship behavior (together). This is demonstrated by the significance value (Sig.) of 0.000, which is less

() than 0.05. In addition, the computed F value might be used to make inferences. The computed value of F-value is 56,371, which is higher (>) than the F-table (2, 116) of 3.07. These findings suggest that emotional

intelligence and reward are both detrimental to Organizational Citizenship Behavior.

Discussion

This study shows the Organizational Citizenship Behavior variable when viewed from emotional intelligence and reward in Surakarta City. Emotional intelligence and reward have an impact on OCB, according to the findings. These findings are consistent with Ibrahim's studies from 2013. The characteristics of self-motivation or the capacity to inspire nurses at Palu Hospital are produced by emotional intelligence, according to this study, and the higher the self-motivation of nurses, the higher the OCB. with altruism and conscientiousness. Effective action and constantly remaining positive in the face of any challenging work demonstrate your capacity to motivate yourself. They are accustomed to working under both internal and external demands (Ibrahim, 2013).

Another study conducted by Narayanan in 2016 revealed emotional intelligence that shapes a person's personality. The beneficial effects of emotional intelligence will lead to an improvement in their own performance and collaboration with others, and they will assist one another at work. While establishing an atmosphere in which employee work life is enjoyable, emotional intelligence is important in OCB, satisfaction and job quality can be improved. There are also analysis results that show differences in the factors of age, goals, status, and gender which will show differences in emotional intelligence and the level of OCB. (Narayanan, 2016). Emotional intelligence and OCB have a positive connection, according to research published in the journal Chughtai et al. Individuals that are able to regulate their emotions (bad attitudes) in the workplace will have a higher OCB. If the higher the OCB is at work, the development of countries in Asia will be better (Chughtai et al., 2020).

Emotional intelligence has an impact on organizational citizenship behavior. Employees with higher levels of emotional intelligence will also engage in more civic behavior. When organizational citizenship behavior is coupled with emotional intelligence, it has a substantial impact on worker and organizational performance, contributing to an overall improvement in production without the need to invest more funds (Luxmi & Vashisht, 2017).

Now, we have a study about the levels and relationship of the Saudi Arabian EFL instructors' organizational citizenship behaviors and emotional intelligence. Based on the findings, it can be said that the respondents exhibited adequate degrees of organizational citizenship behaviors and emotional intelligence, which are believed to be helpful in promoting outstanding teaching performance and school effectiveness. This study also confirm that corporate civic conduct and emotional intelligence have a substantial link, a desirable phenomenon in an educational organization that can help foster better quality of learning outcomes, teaching efficiency and effectiveness, job satisfaction, resilience, and institutional performance (C. Meniado, 2020).

To attain beneficial outcomes such as organizational citizenship behavior, it is critical to develop Emotional Intelligence. They should take into account employees' Emotional Intelligence when recruiting them, and then seek to enhance their EI abilities so that they can engage in organizational citizenship behavior that assists in goal attainment and, as a consequence, boosts organizational success. Encourage or develop a reward system that is appropriate for such actions to strengthen them. Employees must be given training in order to understand and carry out their emotional and behavioral responsibilities (Sharma & Mahajan, 2017).

The next result shows that reward also has an influence on OCB. This statement is supported by Marhamah's 2014 research, which revealed that the incentive had a positive direct influence on OCB, with reward affecting individual ethical conduct, organizational citizenship, and a range of other behaviors and attitudes. There are two sorts of rewards: (1) extrinsic awards given by workers, leaders, firms, or other people, and (2) intrinsic awards provided by employees, leaders, companies, or other people, (2) intrinsic rewards are awards obtained directly from the work itself. This intrinsic reward is important as a supporter of creativity. Challenging problems, opportunities to create something new and interesting tasks can be intrinsic motivation and inspire someone to use their time and energy for optimal task performance. This reflects an increase in the reward that teachers feel, which will increase OCB (Marhamah, 2014). The results of further research explain shows the reward variable's findings have a favorable and substantial impact

on the Organizational Citizenship Behavior (OCB) variable. That if the reward is given well, then the OCB behavior of the employees of PT. Suryamas Cipta Sentosa Surabaya will increase (Fahruria, 2021).

Other research conducted by Wa Santi in 2018, revealed that OCB Lecturer findings affect salary and promotion recommendations received by a person, more than and above their job performance. Simply put, pay makes good employees. In other words, although OCB behavior ignores rewards, ultimately by the OCB employee behavior management will have an impact on salary recommendations and career promotion. Put simply, pay makes employees behave OCB. Then money also affects the ethical behavior of lecturers, citizenship of organisations, among also other practices and behaviors. In order to become successful collaborative teams, bonuses, increases and other forms of appreciation must be granted to individuals. Institutions reward employees for motivating their performance and helping them to be more loyal to the institution. Salary is a very important form of reward (Wa Santi, Mukhneri Mukhtar, 2018). While subsequent research resulted in financial and non-financial compensation that was felt in accordance with the expectations of nurses to be able to strengthen the Organizational Citizenship Behavior (OCB) of nurses. This means that the behavior of nurses in carrying out work in hospitals is embedded with a sense of wanting to help or prioritizing others, disciplined or obedient, well behaved towards the organization, kind and polite to others, and sportsmanship will be strengthened if the compensation received is in line with expectations. Relationship of two This variable has a positive direction where the higher the compensation received by the nurse, the stronger it will be Organizational Citizenship Behavior (OCB) nurses (Fitrianansari, 2013).

From the research that has been done, it can be said the incentive has a positive direct impact on OCB, which would lead to an increase in OCB if the award is raised, and vice versa if the reward or reward is not increased it will result in a decrease in OCB.

CONCLUSION AND SUGGESTION

The purpose of this study is to see how emotional intelligence and pay affect teachers' Organizational Citizenship Behavior (OCB) in Surakarta City. Based on the outcomes of the

study and discussion, the following conclusions may be drawn: (1) In Surakarta City's Organizational Citizenship Behavior, emotional intelligence has a good and meaningful impact on educators. This indicates that instructors' As their emotional intelligence improves, their organizational citizenship behavior will improve. (2) In Surakarta City's Organizational Citizenship Behavior, reward has a good and significant impact on educators. This suggests that the Corporate Citizenship Behavior of teachers would maximize increased incentives. (3) Organizational Citizenship Behavior's educators in Surakarta City influences emotional intelligence and reward.

Several recommendations can be offered based on the study's results and the findings mentioned above, especially schools in Surakarta City which are used as research sites: (1) OCB will emerge if the teacher feels part of the school where he works. Thus, schools are planned to be able to handle teachers equally, increase the level of workplace engagement, provide full support and motivation for teachers. This makes teachers feel treated well and ultimately willing to do voluntary assignments outside of their responsibilities in order to achieve educational goals in schools. (2) Schools should provide facilities for teachers to develop the ability to manage their emotions, such as holding regular consultations, training on emotional control and stability for teachers, holding activities that prioritize teamwork training to build social relationships so as to improve emotional intelligence for teachers. (3) Schools should always pay attention to and improve teacher welfare, such as giving rewards to teachers who excel, providing competency development facilities so that teachers can improve their quality, providing promotion opportunities for teachers, this will increase OCB in teachers.

The research carried out still has weaknesses in its implementation, therefore, for further researchers it is recommended to take more samples so that the research results are more valid, deepen also incorporate other variables not studied in this study, as well as pay attention to the elements of good research. Material, theory, time, data analysis, and the usage of research equipment might all have a role.

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