TEACHERS' ORGANIZATIONAL CITIZENSHIP BEHAVIOUR IN IMPLEMENTING DISTANCE LEARNING AT SMAN 1 CERME DURING THE COVID-19 PANDEMIC

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ABSTRACT

The COVID-19 pandemic has impacted all aspects of people's lives, one of which is education. The implementation of education in the midst of the COVID-19 virus outbreak is carried out through distance learning. This study aims to describe the organizational citizenship behaviour and the factors behind the organizational citizenship behaviour of teachers in implementing distance learning at SMAN 1 Cerme during the COVID-19 pandemic. This research used qualitative with descriptive method type. Data was collected by direct observation, interviews with 21 informants, and through secondary data. The technique of determining the informant is carried out using a purposive technique by determining the key informant which develops into a snowball technique. The results of this study indicate that teachers at SMAN 1 Cerme have demonstrated organizational citizenship behaviour in the implementation of distance learning. This is shown from five dimensions, namely altruism, sportsmanship, courtesy, civic virtue, and conscientiousness. While the factors behind the teachers of SMAN 1 Cerme to carry out organizational citizenship behaviour in the implementation of distance learning during the COVID-19 pandemic were perceptions of organizational support, organizational culture and climate, job satisfaction and leadership.

Keywords: *Distance learning, organizational citizenship behaviour, COVID-19*

A. INTRODUCTION

The COVID-19 virus first appeared in Wuhan, China at the end of 2019 (Yuliana, 2020). The massive spread of the virus has caused the World Health Organization to declare it as pandemic. The determination of the status of this pandemic is a sign that the spread of the COVID-19 virus is happening massively regardless of national boundaries. Until now, no country has been able to ensure that it is protected from the COVID-19 virus (Widiyani, 2020). The macro development of the COVID-19 virus greatly affects all aspects of the life of the nation and state. One important aspect that is also affected by the COVID-19 pandemic is education. Access and facilities to get education have been disrupted due to this pandemic. The rapid spread of the COVID-19 virus certainly requires special handling strategies from various related parties. Data from UNESCO shows that there are nearly 300 million students whose educational activities have been disrupted due to the COVID-19 pandemic (Rajab, 2020). At the beginning of the spread of the COVID-19 virus, many countries took the decision to temporarily close schools that carried out face-to-face models. Educational activities that may have created this crowd have been temporarily suspended.

Victims due to the COVID-19 outbreak in the education sector target all levels of education, from study groups to universities. After the COVID-19 pandemic, tens of millions of Indonesian students were forced to use a distance learning system. There are at least 68,729,037 students who do learning activities from home. The level of education affected by COVID-19 pandemic is mostly felt by elementary level students. A total of 28,587,688 elementary students must do distance learning. Then followed by junior high school students with a total of 13,086,424 students who had to study from home. The implementation of distance learning is expected to be able to break the chain of the spread of COVID-19, especially among children. This figure is in accordance with Figure I regarding the following number of students doing distance learning in Indonesia:

Figure I Number of students doing distance learning in Indonesia
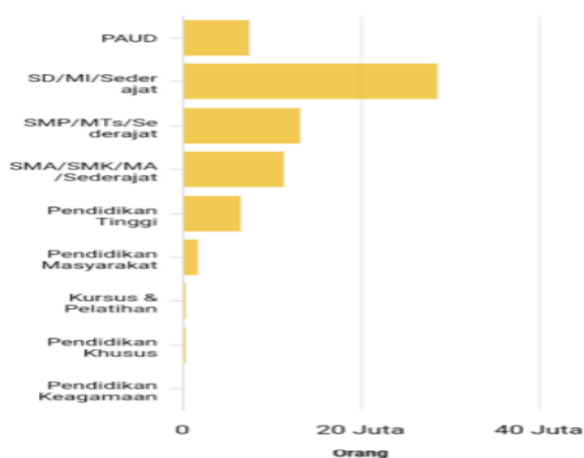
Source: *Kementerian Pendidikan dan Kebudayaan (2020b)*

In response to the massive spread of the COVID-19 virus, the Indonesian government also issued a policy in the field of education. Through the Ministry of Education and Culture on March 24, 2020, the government issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19). This policy was made to prevent clusters of spreading COVID-19 in the education sector. Important points in the policy include educational activities carried out from home through online or distance learning; education that is more focused on life skills; assignments and learning activities must be adapted to the conditions of each student by considering the facilities and access that students have; and also the learning outcomes provided by the teacher will be qualitative.

Furthermore, the Indonesian government through the Ministry of Education and Culture also regulates distance learning guidelines through Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Corona Virus Disease (COVID-19). In this circular letter, it has been stated that the implementation of the learning from home policy can be carried out in two approaches, namely online learning and offline learning. There are several online learning media that can be used, including using gadgets, laptops, and several portals as well as teleconference learning applications, short messages, and the Learning Management System. While learning outside the network (offline) can utilize television, radio, self-study modules, printed teaching materials, and teaching aids as teaching resources.

The implementation of learning activities in the midst of the COVID-19 virus outbreak is carried out from home. This requires readiness from all parties, be it schools, teachers, students, and parents. The policy that is criticized by the community is the implementation of online/distance learning. The implementation of online learning in some countries on average does not go well, this is because the benefits obtained from online learning are smaller than expected (Wahyono et al., 2020). These online learning problems include the lack of educator capacity in using distance learning technology, network problems, lack of student interest, doubts about the success of distance learning, etc. The significant weakness found when learning online is the lack of interaction due to inadequate access and connectivity (Arora & Srinivasan, 2020).

Education policies in Indonesia are also considered not running optimally, there are many weaknesses and obstacles encountered by students, teachers, and parents of students. Based on the practice that occurs in the community, the implementation of distance learning is accompanied by various complex problems. Parents complain about the quantity of tasks given to children so that children tend to be lazy and bored when studying from home. This happens because the practices that occur in the community are not in accordance with what is mandated by the government. Teachers tend to misinterpret learning methods and parents also find it difficult when learning activities are carried out at home during the COVID-19 pandemic (Prodjo, 2020). The provision of basic material that is difficult for students to accept coupled with a fairly heavy task makes

students uncomfortable during this process. The capacity of teachers who are not qualified is also a problem in the implementation of distance learning. The large number of senior teachers who are technology savvy makes the learning platforms provided by the government and private sector not utilized optimally. The need for a large internet quota is also a serious problem in the implementation of distance learning. Distance learning is also expected to be a place for meaningful learning. Meaningful learning is learning that does not only focus on the achievement of the learning curriculum, but must also improve children's life skills and emphasize the development of children's character (Kasih, 2020). Therefore, the synergy between teachers, students, schools and parents is needed in this distance learning process.

This distance learning policy involves many stakeholders, including the Education Authorities, education units, teachers, students, principals, parents, and the community. Gresik Regency, which is an area with an orange zone, of course continues to carry out distance learning at all levels of education. The following table will present the number of schools, teachers, and students by education level in Gresik Regency in 2020/2021 when the distance learning policy is implemented:

Table I: Number of schools, teachers, and students by education level
in Gresik Regency in 2020/2021

Educational stage	**Schools**	**Teachers**	**Students**
Early Childhood Education	651	788	13.376
Kindergarten	615	1.824	30.653
Elementary School	458	4.397	74.729
Junior High School	114	1.904	33.844
Senior High School	52	1.220	19.965
Vocational School	69	1.375	21.146

Source: *Kementerian Pendidikan dan Kebudayaan, 2020a*

Educational problems during the COVID-19 pandemic sometimes require more than a teacher's role in implementing distance learning. There are many extra things that exceed the basic job requirements as a teacher that are carried out to deal with the weaknesses of distance learning, namely visiting the students' homes and making the teacher's house a place for learning which is carried out in rotation. The reality that occurs above shows that teachers in implementing distance learning during the COVID-19 pandemic have applied the concept of Organizational Citizenship Behavior (OCB) without realizing it. The extra behavior carried out by the teacher when carrying out distance learning aims to reduce existing problems. In short, Organizational Citizenship Behavior is understood as a collection of individual discretionary behavior in an organization that exceeds the basic job requirements they have.

Research related to organizational citizenship behavior has been conducted by Pranata, Sitiari, & Yasa, (2020) with the title "The Effect of Organizational Citizenship Behavior (OCB) Towards Work Stress and Performance of Employees in Income Agency Regional City of Denpasar". This study focuses on knowing the effect of organizational citizenship behavior on work stress and employee performance at the Denpasar City Revenue Service. Job stress is a mediating variable that is the link between organizational citizenship behavior variables and employee performance. Furthermore, the research conducted by Pradana, Fakhri, Gilang, & Khairin (2018) entitled "Determinants of Organizational Citizenship Behavior: The Case of an Indonesian Insurance Company". This study aims to see the most dominant dimension of organizational citizenship behavior in an organizational company.

The difference in research related to organizational citizenship behavior of teachers in implementing distance learning with several previous studies lies in the focus of the research. Previous research tends to examine the concept of organizational citizenship behavior (OCB) at the agency/company level without focusing on one particular program/policy. While this research focuses on the form of organizational citizenship behavior (OCB) of the apparatus, in this case a teacher in implementing distance learning programs at the high school level. In addition, the novelty of this research is that it was carried out during the COVID-19 pandemic, so there are also differences in environmental and cultural conditions that might affect the results found in the field. The time dimension of research related to teacher organizational citizenship behavior in the implementation of distance learning began when distance learning policies were implemented until before the second wave of COVID-19 in Indonesia.

Teachers' extra behavior in the workplace specifically aims to reduce existing problems and also to increase organizational effectiveness in general. This is consistent with the definition of Organizational Citizenship Behavior which is understood as a collection of individual discretional behaviors in an organization that exceeds the basic job requirements it has. Organizations will be successful if employees not only carry out their main tasks but also take the initiative to carry out additional activities that can increase organizational effectiveness, such as collaborating with colleagues, providing suggestions for mutual improvement, actively participating in the organization, using working time effectively, and providing maximum service (Margahana et al., 2019).

This study use the theory of Organizational Citizenship Behavior to identify distance learning problems at SMAN 1 Cerme, find out the form of organizational citizenship behavior of teachers in implementing distance learning, and see the factors behind teachers to carry out organizational citizenship behavior in implementing distance learning. Based on the background and the existing problem formulation, the objectives to be achieved from this research are to describe the forms of organizational citizenship behavior of teachers in implementing distance learning at SMAN 1 Cerme during the COVID-19 pandemic and to find out the factors behind organizational citizenship behavior teachers in implementing distance learning at SMAN 1 Cerme during the COVID-19 pandemic.

B. LITERATURE REVIEW
Teachers' Organizational Citizenship Behavior in Implementing Distance Learning at SMAN 1 Cerme during the COVID-19 Pandemic

One of the leading approaches that discuss individual behavior in organizations is organizational citizenship behavior. Robbins & Judge (2013) understand organizational citizenship behavior as individual discretionary behavior, which is not included in the formal job as an employee, but can make a positive contribution to the social and psychological environment of the workplace. Organ, Podsakoff, & MacKenzie (2006) explained that organizational citizenship behavior is understood as individual behavior that is not explicitly written in the job description, but in aggregate can increase the effectiveness and efficiency of the organization. This behavior of an individual sometimes exceeds the requirements of the basic job he has. This behavior can indirectly increase the effectiveness and efficiency of organizational activities. Behavior that shows the existence of organizational citizenship behavior has a positive contribution in improving the quality of the social and psychological environment of the organization and will have an impact on increasing individual performance in an organization.

These experts have developed various models to classify this organizational citizenship behavior. Several dimensions of organizational citizenship behavior developed by Organ et al., (2006) include:

a. Altruism is a behavior that is carried out by someone to help someone else beyond the basic job requirements they have. This behavior is carried out to avoid problems in the workplace.

b. Courtesy is polite and obedient behavior that involves individual behavior that aims to prevent problems at work. This behavior for example gives advance notice to colleagues when something changes, and passes information appropriately in order to maximize the use of work time.

c. Conscientiousness is the behavior of a person who shows a willingness to carry out his duties and obligations in order to increase the effectiveness and efficiency of the organization. The behavior that shows the application of this dimension is the efficient use of time to complete tasks and shows a high level of attendance in organizational activities.

d. Sportsmanship is the behavior of individuals who always show a tolerant attitude towards other individuals even though the organizational situation is in less than ideal conditions.

e. Civic virtue shows a form of behavior that indicates the involvement or participation of individuals in an organizational activity. This behavior also shows a sense of concern for the sustainability and existence of the organization. One form of this behavior is to provide their own suggestions for development in meetings.

Organizational citizenship behavior carried out by an individual is based on certain factors, including:

a. Organizational culture and climate

According to Organ et al., (2006), organizational culture is one of the most influential aspects on the emergence of organizational citizenship behavior among employees. Organizational conditions or climate also influence a person to perform organizational citizenship behavior. If employees are in a supportive and positive work environment, employees will be more willing to perform behaviors that exceed the basic job requirements they have and always strive to realize organizational goals in order to achieve organizational success and progress.

b. Job satisfaction

According to Organ et al., (2006), social exchange theory can explain the relationship between employee job satisfaction and organizational citizenship behavior. The theory explains that someone who is satisfied with the results of his work will tend to have stronger feelings towards the organization and will always strive to improve organizational effectiveness and efficiency through organizational citizenship behavior.

c. Mood

Employee mood has a close relationship with organizational citizenship behavior. When the employee's mood is good, and reflects a positive aura, the employee tends to perform organizational citizenship behavior.

d. Perception of organizational support

According to Shore & Wayne (1993) one of the factors that causes the emergence of organizational citizenship behavior is the perception that an individual has of the support provided by the organization. When someone perceives that the support provided by this organization is good, then that person will provide feedback in the form of organizational citizenship behavior that can improve organizational effectiveness and efficiency.

Distance Learning

Holmberg in Lassoued, Alhendawi, & Bashitialshaaer (2020) defines distance learning as a method of study and all levels of education that are not supervised directly and continuously by the teacher in the classroom. Furthermore, Mackenzie, Christensen, and Rigby in Munir (2009) define distance learning as a learning method that requires correspondence between learners and teachers to communicate with each other. There are several characteristics of the implementation of distance learning proposed by Munir (2009), including:

a. Learning programs are arranged based on the type, level, and nature of education
b. Eliminate the process of direct contact and interaction between teachers and learners
c. Separate rooms for teachers and students
d. There is an educational unit that regulates the distance learning process
e. Educational institutions have the main task of designing learning models, preparing learning materials and providing learning aid posts that are easily accessible to learners.
f. Use of certain media as learning aids
g. Two-way communication occurs between learners and teachers through distance learning media

h. Minimize the existence of group learning that allows face-to-face
i. The role of the teacher as a facilitator
j. Demands for learners to be more active, interactive, and participatory during the learning process.
k. Learning resources can be obtained from various parties with different perspectives.
l. Direct face-to-face meetings are carried out when there are activities that are very important and cannot be carried out remotely.

COVID-19 Virus

Coronavirus Disease 2019 (COVID-19) is a disease that has never been previously identified in humans (Putri, 2020). The COVID-19 virus first appeared in Wuhan, China at the end of 2019 (Yuliana, 2020). The massive spread of the virus has caused the World Health Organization to declare it as a pandemic. The determination of the status of this pandemic is a sign that the spread of the COVID-19 virus is happening massively regardless of national boundaries. Transmission of this virus occurs very quickly through direct contact with people with COVID-19. So far, no drug has been found that is capable of dealing with the COVID-19 virus. As for what can be done to increase herd immunity against COVID-19 is through the vaccination process as recommended by the World Health Organization.

C. METHODS

The type of research related to organizational citizenship behavior of teachers in implementing distance learning at SMAN 1 Cerme during the COVID-19 pandemic is a qualitative descriptive study. Descriptive qualitative research intends to provide a detailed and complete description of certain social phenomena. This descriptive qualitative research aims to answer the what and how and to provide a detailed description of certain social phenomena. "Descriptive research presents a picture of the specific details of a situation, social setting, or relationship. The study's outcome is a detailed picture of the issue or answer to the research question. A descriptive study presents a picture of types of people or of social activities and focuses on "how" and "who" questions (How often does it happen? Who is involved?). Exploring new issues or explaining why something happens is less of a concern than describing how things are." (Neuman, 2014:38-39)

Research about organizational citizenship behavior of teachers in implementing distance learning at SMAN 1 Cerme during the COVID-19 pandemic was conducted at SMAN 1 Cerme in Gresik Regency, East Java Province. This location was chosen because this distance learning policy is carried out in almost all regions, and Gresik Regency is one of them. Based on information from the supervisor of the Gresik Regency Education Office, SMAN 1 Cerme is one of the schools with the best distance learning implementers in Gresik Regency with several new innovations in it, such as e-learning applications, an integrated attendance system and also an exam website.

Judging from the formulation of the research problem that has been determined previously, the research informants are determined purposively. The

key informant selected in research related to organizational citizenship behavior of teachers in implementing distance learning at SMAN 1 Cerme during the COVID-19 pandemic was the head of SMAN 1 Cerme. Then the technique of determining the informant developed into a snowball by interviewing parties who had been appointed by the previous informant.

The data collected in this study were obtained through several techniques, there are observation, interviews, and using secondary data. Data triangulation is a technique used by researchers to check the validity of the data. Triangulation is a technique of checking the validity of data that uses other aspects that has been collected to compare or check the validity of the data. After going through the process of collecting data through observation, interviews, and documentation, the research process will continue with data analysis in order to draw conclusions. According to Miles, Huberman, & Saldana (2014) the steps of data analysis consist of three stages, namely data condensation, data display, and conclusion drawing/verification.

D. EXPLANATION
Teacher Organizational Citizenship Behavior in Implementing Distance Learning at SMAN 1 Cerme during the COVID-19 Pandemic

The distance learning policy implemented in Indonesia is carried out by all levels of education. In its implementation, distance learning involves many actors including the education office, teachers, principals, students and parents. Each formal actor (principal and teacher) has a main task in their respective fields. However, outside of these main tasks, principals and teachers also perform extra tasks or behaviors (organizational citizenship behavior) that exceed the basic job requirements they have. Based on the document study that has been carried out, it can be identified the main tasks and extra tasks (organizational citizenship behavior) carried out by school principals and teachers in implementing distance learning during the COVID-19 pandemic. This can be seen from table II below:

Table II Description of the main tasks and extra tasks (organizational citizenship behavior) of school principals and teachers in implementing distance learning during the COVID-19 pandemic

No.	Apparatus	Main Tasks	*Organizational Citizenship Behavior*
1.	School principals	• Organize and refine the vision, mission, and goals of the school that have been previously set in accordance with the current conditions; • Create a school organizational structure; • Prepare Intermediate	• Utilizing all components of education at SMAN 1 Cerme to ensure the implementation of distance learning during the pandemic; • Conduct brief training or workshops on the use of e-learning media for distance learning; • Develop efforts to

		Work Plans and Annual Work Plans;	maintain and utilize existing infrastructure facilities;
		• Making school rules;	
		• Develop the management information system.	• Develop school relationships with external parties.
2.	Teachers	• Understanding curriculum books; • Develop a syllabus; • Develop lesson plans; • Develop an annual program; • Develop semester programs; • Develop a work program; • Evaluating last semester's performance; • Production of teaching materials/modules; • Attend seminars/workshops; and • Attend competency training.	• Fostering problematic students; • Guiding students in competitions; • Conduct home visits for certain students; • Conduct online discussions with students regarding future career path planning; • Communicating with parents regarding distance learning student progress; • Help provide learning facilities for underprivileged students independently; • Become an extracurricular coach; • Assist distance learning technicians in monitoring the system during exams; • Replace teachers who are unable to attend; • Answering questions from students and parents outside of class hours; and • Hold an exhibition of the results of activities with students by implementing strict health protocols;

Source: *researcher processed data*

Organizational Citizenship Behavior refers to the form of individual behavior that is not fixated on the main tasks and obligations of the work. More than that, the individual carries out activities or work that is not his responsibility without any awards or rewards given by the organization. The implementation of distance learning at SMAN 1 Cerme during the COVID-19 pandemic shows that

there are various forms of teacher behavior that are not fixated on the main tasks and functions as before.

Usually, the teacher has the task of providing material, recapitulating grades, holding assignments, and many others. Now, in the emergency period of the spread of COVID-19, the learning process has changed to remote or online, forcing teachers to pay more attention to students. These forms of teacher attention are seen in the teacher's efforts to provide easy-to-access learning facilities, provide more time to be contacted by students, attempt to solve distance learning obstacles, and many other forms. This of course refers to the application of organizational citizenship behavior in implementing distance learning during the COVID-19 pandemic.

Altruism

The altruism dimension is a behavior that is carried out by someone to help someone else beyond the basic job requirements they have in the organization. This behavior is carried out to avoid problems in the workplace. Altruism refers to voluntarily helping others with a specific work-related task, such as assisting a co-worker with heavy work load (Organ et al., 2006). When carrying out distance learning during the COVID-19 pandemic, the teacher of SMAN 1 Cerme showed helpful behavior that exceeded the basic job requirements to prevent a problem. There were many forms of behavior shown by the teacher in preventing distance learning problems. At the stage of providing learning facilities, schools provide special training for the use of online learning media to all teachers. Independently, teachers try to help each other in understanding various learning media. In addition, teachers are also trying to find financial assistance independently for students who do not have the necessary learning facilities.

At the learning stage, the teacher of SMAN 1 Cerme showed the implementation of the altruism dimension of organizational citizenship behavior. Based on the data and information that has been collected from the interview process and direct observation carried out by the author, SMAN 1 Cerme teachers provides flexibility for students to contact via short messages for learning purposes. The goal to be achieved by the teacher when students are allowed to contact outside of learning hours is to increase students' understanding of the learning subject that has been delivered. Furthermore, the teacher also always tries to establish communication with the parents of the students regarding the learning achievements that have been undertaken by the students. In addition, the teacher of SMAN 1 Cerme also took another approach, namely a home visit to find out firsthand the obstacles or problems experienced by students so that they were hampered to carry out learning. Then, for non-learning activities, the teachers of SMAN 1 Cerme also always support their students. This is indicated by the willingness of teachers to become coaches or mentors of students in competitions or activities with the community directly. Teachers of SMAN 1 Cerme always strive to maintain the quality of the school and its students in order to be able to compete in the community in the future.

Sportmanship

Sportsmanship is the behavior of individuals who always show a tolerant attitude towards other individuals even though the organizational situation is in

less than ideal conditions. Sportsmanship means willingness of employees to tolerate less-than–ideal organizational situations without complaining and sacrificing one's own personal interest (Organ et al., 2006). The attitude of mutual tolerance was in fact also implemented by SMAN 1 Cerme teachers when carrying out distance learning during the COVID-19 pandemic. This COVID-19 pandemic situation is a condition that is not ideal for the world of education, so teachers must increase mutual tolerance both with students and fellow teachers. The behavior of SMAN 1 Cerme teachers to maintain tolerance, both with students and fellow teachers, is shown in various forms. Tolerance among teachers of SMAN 1 Cerme to survive in an organization even though the organizational situation is less than ideal without complaining is shown in the form of mutual respect for opinions, reminding each other to maintain health, encouraging each other and trying to always maintain communication regarding the problems while distance learning. Furthermore, the form of tolerance of SMAN 1 Cerme teachers towards students when carrying out distance learning during the COVID-19 pandemic is also quite diverse. Some teachers stated that this form of tolerance was carried out by understanding each other's conditions and limitations so that distance learning could continue to run conducive. On the other hand, there are teachers who are strict with students so that social jealousy does not occur. This form of assertiveness is taken so that students do not underestimate distance learning and continue to strive to fulfill their responsibilities as a students.

Civic Virtue

Civic virtue shows a form of behavior that indicates the involvement or participation of individuals in an organizational activity. This behavior also shows a sense of concern for the sustainability and existence of the organization. Civic virtue refers to employees' deep concerns and active attention in the existence of the organization such as giving one's own suggestions for development in a meeting (Organ et al., 2006). The implementation of the distance learning policy during the COVID-19 pandemic at SMAN 1 Cerme showed the involvement or participation of all school members in organizational activities. Furthermore, the school community also cares about the continuity and existence of the organization.

There are many forms of behavior that show the involvement and concern of SMAN 1 Cerme teachers on the sustainability and existence of the organization itself. In addition to carrying out their main task of providing material to students, teachers also do other things such as helping the principal of the school to fill the event with class XII children or with their parents; represent the school if there is a workshop to another area; and coordinate with counseling guidance regarding underprivileged students. Other behaviors that are carried out by SMAN 1 Cerme teachers to maintain the continuity and existence of the organization are to build harmonious relationships with external parties of the school (such as students' parents, the surrounding community, other agencies, and school committees); and provide guidance to students who take part in competitions. Then, another form of behavior that is in accordance with the civic virtue dimension in the implementation of distance learning at SMAN 1 Cerme during the COVID-19

pandemic is helping distance learning technicians (as proctors) to monitor the school system and website, this is done to ensure that learning continues. goes well. Then, the teachers of SMAN 1 Cerme also always try to make new innovations so that students are not bored and lazy in participating in distance learning. Furthermore, SMAN 1 Cerme teachers also routinely hold online guidance with students and parents to maintain communication and minimize distance learning problems.

Conscientiousness

Conscientiousness is the behavior of a person who shows a willingness to carry out his duties and obligations in order to increase the effectiveness and efficiency of the organization. Conscientiousness refers to exceeding the minimum role requirements of the organization. It involves punctuality, adherence to company rules, regulations and procedures when no one is watching (Organ et al., 2006). The implementation of distance learning during the COVID-19 pandemic at SMAN 1 Cerme shows that there are extra behaviors carried out by teachers in carrying out their duties in order to increase the effectiveness of the organization itself. The behavior of the SMAN 1 Cerme teacher which shows the conscientiousness dimension of organizational citizenship behavior in the implementation of distance learning is very diverse. This happens because this dimension aims to increase organizational effectiveness. The efforts of SMAN 1 Cerme teachers to improve organizational effectiveness during the COVID-19 pandemic include always motivating students to be enthusiastic about learning, remembering and reminding to apply health protocols, growing hope in students so that we can immediately do face-to-face learning and always innovate in developing learning models.

Courtesy

Courtesy, namely polite and obedient behavior that involves individual behavior that aims to prevent problems at work. Courtesy involves discretionary behaviors that aim at preventing work related problems, for example-providing advance notice to colleagues when something is changed which may affect them (Organ et al., 2006). The teachers of SMAN 1 Cerme have shown polite and obedient behavior with the aim of preventing new problems from arising. When implementing the distance learning policy at SMAN 1 Cerme, polite and courteous behavior continues to be carried out by all school members with the aim of preventing new problems from arising. This form of politeness is shown when the learning process takes place. When using video conferencing learning media, before asking or giving comments, students must give a sign before interrupting. This is done so that students appreciate and respect the teacher more. Furthermore, during the COVID-19 pandemic, the teachers of SMAN 1 Cerme also always emphasized to students to comply with all the rules that have been passed by the school and the government. Then, each individual is also asked to always not forget the implementation of strict health protocols to reduce the spread of COVID-19. The emphasis of this regulation aims to prevent the emergence of new problems when implementing distance learning during the COVID-19 pandemic.

Factors Behind Teachers' Organizational Citizenship Behavior in Implementing Distance Learning at SMAN 1 Cerme

In doing something, an individual certainly has a driving factor behind it. Likewise, in carrying out behaviors outside of job descriptions (organizational citizenship behavior) in the implementation of distance learning during the COVID-19 pandemic. The factors behind the organizational citizenship behavior of SMAN 1 Cerme teachers in implementing distance learning during the COVID-19 pandemic include:

Perception of Organizational Support

One of the factors that cause the emergence of organizational citizenship behavior is the perception that an individual has of the support provided by the organization. When someone perceives that the support provided by this organization is good, then that person will provide feedback in the form of organizational citizenship behavior that can improve organizational effectiveness and efficiency. This factor causes teachers to want to carry out activities that exceed the basic job requirements they have in order to achieve organizational goals. In the implementation of distance learning policies at SMAN 1 Cerme, it shows that the perception of organizational support is a supporting factor that influences the occurrence of organizational citizenship behavior by teachers.

At the beginning of the implementation of the distance learning policy during the COVID-19 pandemic, SMAN 1 Cerme teachers tended to perceive that the organization's support was less able to facilitate its implementation. This is because distance learning is a new method without any prior preparation. In addition, environmental conditions during the pandemic also influenced these concerns. Because of these concerns, the teacher made extra efforts so that the implementation of the distance learning policy at SMAN 1 Cerme could run smoothly. Teachers of SMAN 1 Cerme strive to create conducive learning conditions and can be accepted by all levels of students.

But over time, the concerns of the SMAN 1 Cerme teacher were broken by the organization's ability to carry out distance learning. Teachers' concerns regarding the availability of adequate distance learning facilities were resolved by providing learning facilities that were easy to use by teachers and students, such as attendance media, tests, Mobo learning applications, etc. In addition, the teacher's concern regarding the ability of SMAN 1 Cerme to provide justice and equality for all students in the implementation of distance learning is evidenced by the provision of learning quotas (not from the government) for all students without exception. Based on the explanation above, it can be concluded that the teacher's perception of organizational support when implementing distance learning during the COVID-19 pandemic is one of the driving factors for teachers to do work that exceeds their basic job requirements.

Organizational Culture and Climate

This factor is related to the culture and organizational climate that triggers the emergence of organizational citizenship behavior for teachers in implementing distance learning at SMAN 1 Cerme during the COVID-19 pandemic. If employees are in a supportive and positive work environment, employees will be more willing to perform behaviors that exceed their basic job requirements. In

addition, employees will always try to meet targets to achieve the goals set by the organization in order to achieve organizational success in general. These cultural and organizational climate factors cause teachers to carry out activities that exceed their basic job requirements in order to achieve organizational goals. When implementing distance learning at SMAN 1 Cerme, the teacher's behavior shows that organizational culture and climate are the supporting factors behind the occurrence of organizational citizenship behavior.

Regarding the organizational culture that is usually carried out in SMAN 1 Cerme, a lot has changed when the distance learning policy was implemented during the COVID-19 pandemic. There are habits that undergo a change in form but still have the same essence, or are not carried out at all because the situation is hampered. For example, the culture of greeting which is routinely carried out every day directly, in this online learning period the method is changed remotely. The culture of SMAN 1 Cerme which is still emphasized by teachers to students is related to politeness, courtesy, application of a healthy and clean lifestyle and preserving the surrounding environment. During this emergency period for the spread of COVID-19, the new culture implemented by SMAN 1 Cerme is checking temperature, wearing double masks for daily activities, maintaining a minimum distance of two meters between individuals and frequently washing hands with soap under running water. This new culture is carried out with the aim of reducing the transmission of the COVID-19 virus in the school environment. Regarding the values that have been rooted in SMAN 1 Cerme including faith, commitment, discipline, tenacity and persistence, sportsmanship and always applying family behavior in solving problems. The values that have existed from the past have not changed even though they are currently in a state of the COVID-19 pandemic which has had a huge impact on the world of education.

Furthermore, regarding the organizational climate, this also greatly influences when implementing distance learning during the COVID-19 pandemic. The environmental conditions that are undergoing changes during the COVID-19 period certainly greatly affect the organizational climate as well. SMAN 1 Cerme seeks to create a supportive organizational environment in its implementation by providing adequate facilities. The provision of adequate facilities by schools is intended so that learning activities continue to run conducive and without obstacles. Based on the statement above, it can be concluded that organizational culture and climate have an effect when implementing distance learning during the COVID-19 pandemic.

Job satisfaction

Job satisfaction is the last factor that triggers the emergence of teacher organizational citizenship behavior when implementing distance learning at SMAN 1 Cerme during the COVID-19 pandemic. This factor occurs when employees are satisfied with their work, then they will respond to it in several ways, which include great feelings for the organization and will eventually lead to organizational citizenship behavior. This job satisfaction triggers teachers to carry out activities that exceed the basic job requirements they have in order to achieve organizational goals. When implementing distance learning at SMAN 1 Cerme, it

is seen that job satisfaction is a supporting factor that affects the occurrence of organizational citizenship behavior by teachers.

When implementing distance learning at SMAN 1 Cerme during the COVID-19 pandemic, the job satisfaction factor that causes organizational citizenship behavior does not only appear when the teacher is 'satisfied'. However, organizational citizenship behavior will also arise when the teacher feels 'not satisfied' with the learning outcomes that have been done. When the teacher is satisfied with the learning that has been done, then at the next meeting the SMAN 1 Cerme teacher will add enthusiasm when giving the material. On the other hand, when the teacher is not satisfied with the learning outcomes, the SMAN 1 Cerme teacher will conduct a self-evaluation regarding the learning materials, teaching methods, or learning media used. This happens because there are many factors supporting distance learning that must be considered.

From the explanation above, it can be concluded that the job satisfaction felt by teachers when carrying out distance learning during the COVID-19 pandemic is one of the driving factors for carrying out activities that exceed their basic job requirements. Most teachers are satisfied if the children understand the material presented. And feel dissatisfied when the student does not understand the material that has been delivered. So that the efforts made by SMAN 1 Cerme teachers are to evaluate learning and then contact students who feel passive when learning.

Leadership

The leadership factor is another factor found by researchers when conducting direct observations at the location. Leadership is the ability to influence a person or group of people towards the achievement of goals. A leader has a significant impact on employee behavior. A leader who motivates and facilitates every policy agenda makes teachers feel the need to balance the spirit of the principal by doing other good things. When the teacher feels supported by the leader, the teacher will give feedback in the form of organizational citizenship behavior that can increase the effectiveness and efficiency of the organization. When implementing distance learning at SMAN 1 Cerme, it can be seen that leadership is a supporting factor behind the occurrence of teacher organizational citizenship behavior. In implementing the distance learning policy at SMAN 1 Cerme, the principal's leadership is one thing that influences teacher behavior. A leader who is able to be an example and is able to provide appropriate learning facilities will be followed by other teachers. Teachers will feel embarrassed if they are not able to do their job well. What's more, the teachers at SMAN 1 Cerme are able to provide extra things beyond their basic job requirements because of this leader figure.

E. CONCLUSION

Overall, it can be concluded that when implementing distance learning policies during the COVID-19 pandemic, SMAN 1 Cerme teachers have implemented organizational citizenship behavior. This can be seen from the existing organizational citizenship behavior dimensions, namely altruism, courtesy, civic virtue, sportsmanship, and conscientiousness. Then for the factors that underlie the teachers of SMAN 1 Cerme to implement organizational

citizenship behavior, including the perception of organizational support, organizational culture and climate and job satisfaction. The other factors found by researchers during the research process were supportive leadership factors for distance learning policies. To improve the quality of distance education at SMAN 1 Cerme in the future, training is needed for the human resources in it, especially for older teachers. In addition, it is necessary to add learning facilities so that the teaching and learning process in order to get maximum results.

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