

Exploring Affect Organizational Citizenship Behavior Towards Happiness at Work of Islamic-Based Junior High School Teachers

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ABSTRACT

This study explores how organizational citizenship behavior (OCB) affects teacher happiness at work (HAW) among Islamic-based junior high school teachers. Happier teachers are more effective educators, as workplace happiness enhances their ability to create a conducive learning environment. Schools that foster positive work environments boost teachers' organizational citizenship behavior. The results indicated that OCB dimensions significantly affected HAW, with conscientiousness having the strongest effect. A quantitative approach was employed, using a sample of 131 Islamic-based junior high school teachers. Instruments measuring HAW and OCB were adapted from existing research and analyzed using confirmatory factor analysis (CFA) and Partial Least Squares (PLS). A quantitative cross-sectional survey was conducted using CFA and PLS to analyze multidimensional relationships. The path coefficient was 0.195 (p-value = 0.000), indicating that altruism significantly affects HAW. The path coefficient was 0.184 (p-value = 0.000), indicating that civic virtue significantly affects HAW. The path coefficient was 0.282 (p-value = 0.000), indicating conscientiousness significantly affects HAW. The path coefficient was 0.187 (p-value = 0.000), indicating that courtesy significantly affects HAW. The path coefficient was 0.217 (p-value = 0.000), indicating that sportsmanship significantly affects HAW. The R-Squared was 0.828, which means the contribution of OCB to HAW was 82.8%, which means H6 is accepted. These findings have important implications for both theory and practice, as they highlight the role of OCB in enhancing teacher happiness, particularly in Islamic-based school settings.

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INTRODUCTION

Teachers play a crucial role in fostering student achievement, both academically and beyond, which is why they need to possess high-quality professionalism (Rahm & Heise, 2019). Marín (2018) emphasizes that qualified teachers bring attitudes, talents, time, actions, and experiences to the teaching process. To ensure that teachers are qualified, it is crucial to recognize the importance of happiness in their work, as this can make them love what they do (Tham et al., 2022). Achieving Happiness at Work is possible through establishing emotional connections with colleagues and receiving the necessary social support (Salas-Vallina et al., 2018).

Teachers' happiness in their job's stems from the meaningfulness of their work and is a vital factor for their well-being and a high-quality life experience (Cisneros-Cohernour, 2021). In the context of Islamic-based junior high school teachers, they emphasize spiritual and moral values, which uniquely shape teacher behaviors and happiness. This study explores how these values intersect with Organizational Citizenship Behavior (OCB) and Happiness at Work (HAW).

OCB is an effective way to increase the significance of work and achieve higher happiness (Agustina et al., 2020). Teachers with high OCB exhibit responsible behavior, collaborate with their colleagues, and encourage them to remain optimistic while facing challenges (Hidayat & Patras, 2022). OCB includes various employee-performed volunteer activities beyond the call of duty, greatly enhancing an organization's overall efficacy. Helping others, keeping a cheerful outlook (sportsmanship), showing devotion to the organization, and abiding by set norms and regulations (organizational compliance) are some examples of these characteristics (Peelle, 2007). The study implied that happier teachers are likely to be more effective educators (Fitriana et al., 2022). When teachers experience high levels of happiness at work, effective educators are crucial for maintaining a conducive learning environment (Hasnanto, 2024). Shrestha (2022) and Emmanuel et al. (2024) explain that schools that foster a positive work environment can enhance job satisfaction, leading to increased OCB among teachers, ultimately benefiting students and the school community.

Research indicates that OCB enhances teamwork and improves colleague relationships, fostering a more collaborative work environment (Ravina, 2023). Furthermore, high levels of OCB are associated with increased organizational effectiveness, as they help in resource allocation, productivity, and adaptability to changes in the work environment (Noraini & Hassan, 2008). The presence of perceived organizational support and altruism has been shown to positively influence OCB, suggesting that a supportive workplace culture can enhance these behaviors (Sun & Zuo, 2023). OCB promotes a healthy organizational climate, improving performance and employee satisfaction (Peelle, 2007).

Despite the growing body of research on OCB and HAW, there is a notable gap in the literature regarding the integration of these concepts within Islamic-based

educational settings. Previous studies, such as those by [Salas-Vallina et al. \(2017\)](#) on health workers and [Akçakanat \(2020\)](#) on hotel managers, have examined OCB's impact on HAW in general professional settings. However, the unique intersection of spiritual and moral values with OCB and HAW in Islamic-based schools remains underexplored. This study aims to fill this gap by investigating how the five dimensions of OCB—altruism, civic virtue, conscientiousness, courtesy, and sportsmanship—contribute to teacher happiness in an Islamic educational context.

The novelty of this research lies in its explicit focus on the unexplored link between OCB dimensions and teacher happiness within Islamic educational institutions. According to [Salas-Vallina and Alegre \(2018\)](#), experiencing happiness at work is a mental state in which people feel good, believe in their objectives, and show positive behavioral adjustments that eventually result in a sense of pleasure at work. Moreover, according to [Organ \(2009\)](#), OCB contributes to psychological attitudes and social behaviors that subtly assist work-related actions. The connection between OCB dimensions and HAW has been the subject of numerous investigations, but the specific context of Islamic-based schools has not been extensively explored.

In this study, OCB is a multidimensional variable consisting of five dimensions: altruism, civic virtue, conscientiousness, courtesy, and sportsmanship ([Organ, 2009](#)). The research considers OCB as defined by Organ—because these dimensions collectively capture teachers' various voluntary and discretionary behaviors beyond their formal job requirements. These behaviors are crucial for enhancing organizational effectiveness and teachers' well-being, particularly in educational settings like Islamic-based junior high schools. On the other hand, HAW is a unidimensional variable that quantifies several aspects of happiness at work. Contented workers are more likely to participate in OCBs. For example, contented educators are more inclined to assist and encourage their colleagues, which promotes improved cooperation and teamwork ([Alazeezi & Zainol, 2021](#)). This study aims to ascertain how much OCB dimensions contribute to higher levels of occupational satisfaction in rural high schools. It is also expected that the results of this study will help secondary school instructors at Islamic-based high schools cultivate OCB on an individual and organizational level, hence promoting job satisfaction. It is also expected that the results of this study will offer guidance for raising the quality of instruction and teacher effectiveness in Islamic-based institutions.

The hypotheses of this study are (H1) Altruism positively affects HAW among Islamic-based junior high school teachers; (H2) Civic virtue positively affects HAW among Islamic-based junior high school teachers; (H3) Conscientiousness positively affects HAW among Islamic-based junior high school teachers; (H4) Courtesy positively affects HAW among Islamic-based junior high school teachers; (H5) Sportsmanship positively affects HAW among Islamic-based

junior high school teachers; and (H6) OCB positively affects HAW among Islamic-based junior high school teachers.

METHODS

The methodologies employed in this investigation, including data collection and analytic strategies, are described in the following section. The study used a quantitative methodology to investigate the connection between junior high school teachers with Islamic backgrounds' Organizational Citizenship Behavior (OCB) and Happiness at Work (HAW). The research variable framework can be seen in Figure 1.

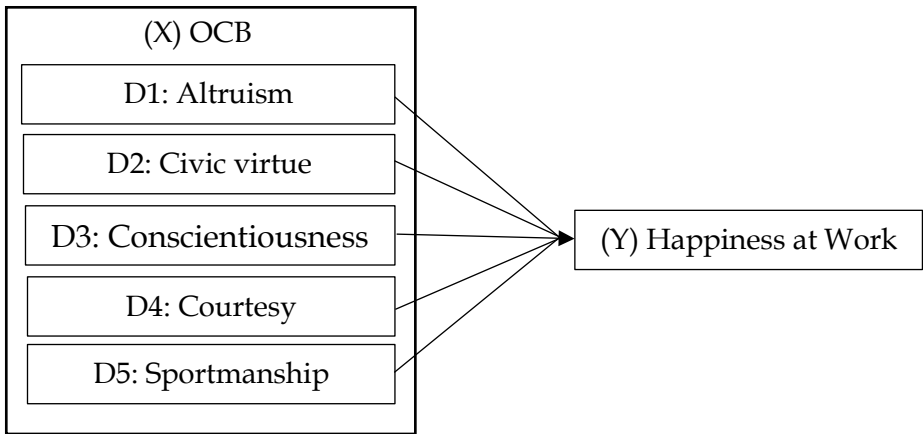


Figure 1. Research Variable Framework

Participants

The research method applied a quantitative approach. The demographic data of 131 Islamic-based junior high school teachers reveal a diverse population regarding gender, age, education, and work experience. As shown in Table 1, female teachers dominate the population, making up 61.8% (81 individuals), while male teachers account for 38.2% (50 individuals). Most teachers are between 31–40 years old (38.2%), and those aged 20–30 comprise 26.7% of the population, while those over 50 represent the smallest group at 12.2%.

Table 1. Sample Demographic

Categories	Sub-Categories	Participants	Percentage
Gender	Male	50	38.2%
	Female	81	61.8%
Age	20-30 years	35	26.7%
	31-40 years	50	38.2%
	41-50 years	30	22.9%
	>50 years	16	12.2%
Education	Bachelor's	95	72.5%
	Master's	36	27.5%
Work Experience	<5 years	40	30.5%
	5-10 years	45	34.4%
	11-15 years	25	19.1%
	>15 years	21	16.0%

Regarding education, 72.5% of the teachers hold a bachelor's degree and 27.5% have a master's degree. This number indicates a significant portion of teachers pursuing higher qualifications to enhance their professional competence. Regarding work experience, the largest group of teachers has been working for 5–10 years (34.4%). Teachers with less than 5 years of experience account for 30.5%, and those with over 15 years of experience represent 16.0%.

Research Instruments

The research used HAW and OCB instruments. The quantitative data collection in this study utilized a Likert scale with the HAW and OCB instruments. The HAW instrument, comprising nine items, was an adaptation of [Salas-Vallina et al. \(2018\)](#) research instrument with convergent validity factor loadings above 0.4 in Confirmatory Factor Analysis (CFA). The scale's reliability is supported by a Cronbach's alpha of 0.796 and composite reliability of 0.855, both exceeding the 0.7 threshold, indicating strong internal consistency. The three components of HAW—engagement or passion at work, job satisfaction or assessments of job attributes, and emotional organizational commitment or sentiments of belonging to the organization—formed the basis of the HAW instrument utilized in this study. The OCB instrument is an adaptation of [Puspasiwi et al. \(2022\)](#) with 25 items demonstrating high reliability, with a Cronbach's alpha coefficient of 0.926. It consists of 25 valid items, making it a robust and reliable instrument for measuring OCB.

Research Procedure

The sampling technique was convenience sampling, a non-probability sampling method, to select participants due to its practicality and ease of access. Data collection followed a quantitative approach, using surveys to gather teachers' numerical data. The HAW and OCB instruments, both adapted from previous studies, were administered to measure participants' HAW and OCB, respectively. These instruments employed a Likert-type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Data analysis included descriptive statistics to summarize the data, Confirmatory Factor Analysis (CFA) to validate the factor structure of the HAW instrument, and reliability analysis using Cronbach's alpha and composite reliability to assess internal consistency. Ethical considerations, such as obtaining informed consent and ensuring confidentiality, were strictly followed throughout the process. Finally, the findings were systematically reported, emphasizing the reliability and validity of the instruments and the key insights into HAW and OCB among teachers. This structured approach ensured the credibility and rigor of the research.

Data Analysis

The measurement model was evaluated to examine the connections between latent variables and their corresponding indicators. This step is essential to confirm the validity and reliability of the constructs employed in the research. The assessment utilized Confirmatory Factor Analysis (CFA), a statistical method

to validate the factor structure of observed variables. The CFA was implemented through the Partial Least Squares (PLS) approach using the SmartPLS 3.0 software. PLS is a reliable technique for analyzing intricate relationships among latent variables, particularly in studies with limited sample sizes.

The two primary focuses of the CFA analysis were outer loadings, which quantify the relationship between the indicators and the corresponding latent variables. Indicators with outer loadings less than 0.6 were eliminated to guarantee the construct's dependability—composite reliability to gauge the structure's internal consistency. Good reliability is indicated by a composite reliability score greater than 0.6 (Hair et al., 2017). Every construct in this study was deemed reliable, as evidenced by the composite reliability values, which varied from 0.719 to 0.927.

The structural model assessment came next, following the validation of the measurement model. Testing the proposed connections between the latent variables is required. Path coefficients, which show the direction and strength of the relationships between the variables; p-values, which test the significance of the path coefficients; R-Square (R^2), which measures the percentage of variance in the dependent variable (HAW) that can be accounted for by the independent variables (OCB dimensions); and F-Square, which measures the effect size of each independent variable on the dependent variable, were the criteria used to evaluate the structural model. The path coefficients and p-values derived from the PLS analysis were used to test the study's hypotheses.

RESULT AND DISCUSSION

Outer Model Result

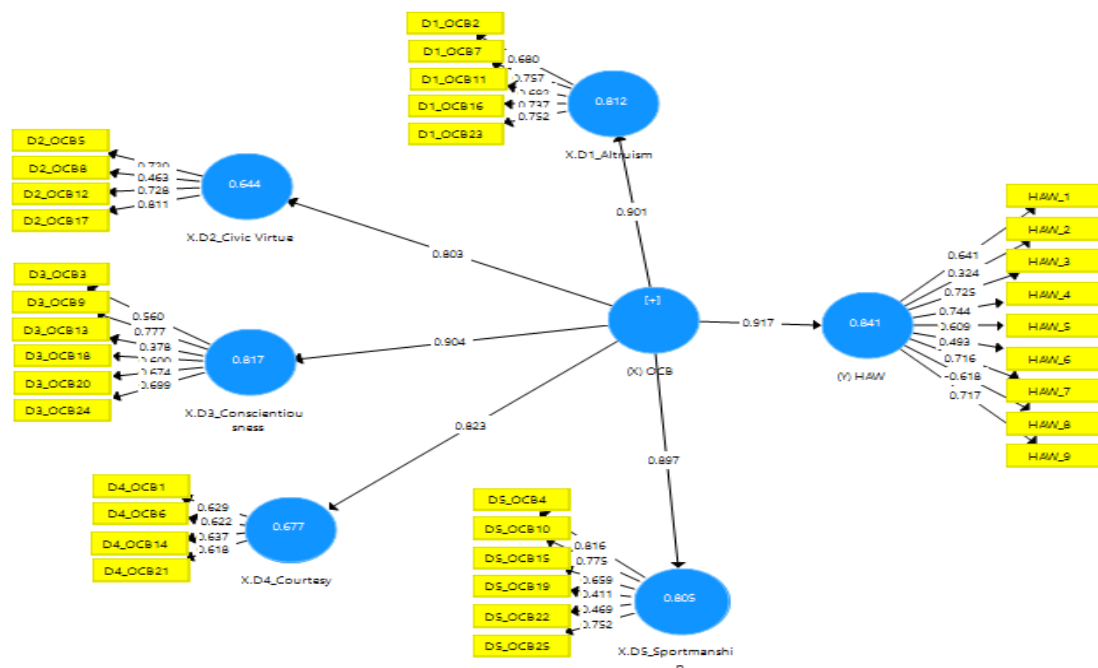


Figure 2. Outer Model: Outer Loadings

Figure 2 presents the outer model, indicating the outer loadings of each indicator on their respective constructs, which serve to evaluate the convergent validity of the measurement model. Indicators with outer loading values above the recommended threshold demonstrate adequate individual item reliability, while those falling below may be considered for removal to improve model fit. This visual representation provides an overview of the measurement relationships and supports the assessment of construct validity in the analysis.

Construct Validity

Figure 2 shows the items that remain as OCB indicators (D2_OCB8, D3_OCB13, D5_OCB19, D5_OCB22) and HAW indicators (HAW_2, HAW_6, HAW_8), which must be removed because they have an outer loading value below 0.6.

The construct validity results, with outer loading based on Table 2, show that OCB and HAW have cross-loading values > 0.6 (Gallo et al., 2025). The OCB and HAW instruments are declared feasible for use in research.

Table 2. Construct Validity: Outer loadings after the indicators are removed

Variables	Dimensions	Indicators	Outer Loadings
(X) Organization Citizenship Behavior	X.D1 Altruism	D1_OCB11	0.692
		D1_OCB16	0.737
		D1_OCB2	0.680
		D1_OCB23	0.752
		D1_OCB7	0.757
		D1_OCB11	0.692
	X.D2 Civic Virtue	D2_OCB12	0.728
		D2_OCB17	0.811
		D2_OCB5	0.720
	X.D3 Conscientiousness	D3_OCB18	0.600
		D3_OCB20	0.674
		D3_OCB24	0.699
		D3_OCB9	0.777
	X.D4 Courtesy	D4_OCB1	0.629
		D4_OCB14	0.637
		D4_OCB21	0.618
		D4_OCB6	0.622
	X.D5 Sportsmanship	D5_OCB10	0.775
		D5_OCB15	0.659
		D5_OCB25	0.752
		D5_OCB4	0.816
(Y) Happiness at Work		HAW_1	0.641
		HAW_3	0.725
		HAW_4	0.744
		HAW_5	0.609
		HAW_7	0.716
		HAW_9	0.717

Reliability

The reliability test using Cronbach's alpha and composite reliability is shown in Table 3.

Table 3. Reliability Test

	Cronbach's Alpha	Composite Reliability
(X) OCB	0.917	0.927
(X)_D1 Altruism	0.773	0.846
(X)_D2 Civic virtue	0.662	0.812
(X)_D3 Conscientiousness	0.680	0.808
(X)_D4 Courtesy	0.487	0.720
(X)_D5 Sportsmanship	0.726	0.864
(Y) HAW	0.796	0.855

Table 3 explains that the OCB construct shows excellent internal consistency with a Cronbach's Alpha of 0.917, while HAW also demonstrates strong reliability with a value of 0.796. Among the OCB dimensions, Altruism (0.773), Conscientiousness (0.662), and Sportsmanship (0.726) meet the acceptable reliability threshold. Civic virtue has a slightly lower value (0.662), indicating moderate internal consistency but still within an acceptable range for exploratory research.

The courtesy dimension, however, shows a lower Cronbach's Alpha of 0.487, suggesting weaker internal consistency. Despite this, the Composite Reliability (CR) values, which are often viewed as a more accurate measure of reliability in structural equation modeling, provide a more favorable assessment. Composite Reliability (CR) is considered a more robust measure in structural equation modeling because it accounts for the actual relationships among items, not just their quantity (Kumar, 2024). CR values above 0.7 indicate good reliability, offering a more favorable assessment than a low Cronbach's Alpha (Hayashi & Yuan, 2023). All constructs, including courtesy, have CR values above the recommended threshold of 0.7, ranging from 0.720 to 0.927. Despite courtesy's lower Cronbach's Alpha, its composite reliability is acceptable, suggesting that the dimension can still be considered reliable. Overall, the results confirm that the constructs used in this study are reliable and suitable for further analysis.

Discriminant Validity

Discriminant validity ensures that a construct is not highly correlated with other constructs from which it should theoretically differ. In other words, a construct is unique and captures phenomena not represented by other constructs in the model, as depicted in Table 4.

Table 4. Discriminant Validity

	(X)_OCB	(Y)_HAW
(X)_D1 Altruism	0.879	0.656
(X)_D2 Civic virtue	0.765	0.551
(X)_D3 Conscientiousness	0.870	0.677
(X)_D4 Courtesy	0.823	0.551
(X)_D5 Sportsmanship	0.842	0.573

Discriminant validity ensures that each indicator is more strongly related to its intended construct than to other constructs (Wilhelmsen & Dixon, 2016). Each

indicator of the OCB dimension has a higher value than the cross-loading values of indicators from HAW. The cross-loading values of each OCB indicators can capture phenomena that HAW cannot capture. In other words, the appropriateness dimension is distinct and uniquely contributes to explaining the construct, demonstrating strong discriminant validity.

R-Square

To measure the proportion of variance in the dependent variable (HAW) explained by the independent variable (OCB), as shown in [Table 5](#).

Table 5. R-Square

	R Square	R Square Adjusted
(Y) HAW	0.828	0.821

[Table 5](#) explains the results of the R-Squared analysis, which showed a value of 0.828. This means that 82.8% of the variation in HAW can be explained by the OCB variable. This R-Squared value belongs to a very high category, indicating that OCB significantly influences the happiness of Islamic high school teachers in their work.

F-Square

F-Square analysis is used to measure how much each OCB's dimension affects HAW, and OCB in overall effects on HAW will be explained in [Table 6](#).

Table 6. F-Square

OCB	HAW
OCB	5.780
X.D1_Altruism	0.074
X.D2_Civic Virtue	0.074
X.D3_Conscientiousness	0.089
X.D4_Courtesy	0.128
X.D5_Sportmanship	0.125

In the altruism dimension, the F-Square value of 0.074 shows that altruism has a small but significant influence on HAW. Although not dominant, the behavior of helping colleagues still contributes positively to the happiness of Islamic-based secondary school teachers. The F-Square value of 0.074 shows the same influence as altruism in the civic virtue dimension. Civic virtue, which reflects active participation in school activities, is important for creating a sense of belonging and happiness in the workplace.

In the conscientious dimension, the F-Square value of 0.089 indicates that this dimension significantly influences HAW. Teachers in Islamic-based secondary schools show high responsibility in their work and tend to feel more satisfied and happier. In the courtesy dimension, the F-Square value of 0.128 shows that politeness and respect for colleagues contribute positively to teachers' happiness in Islamic-based secondary schools. The sportmanship dimension has an F-Square value of 0.125, indicating a considerable influence. Teachers who can face challenges with a positive attitude tend to be happier at work.

Inner Model Results

The inner model evaluates the relationships between OCB dimensions and HAW. The following figure presents the path coefficients, t-statistics, and p-values:

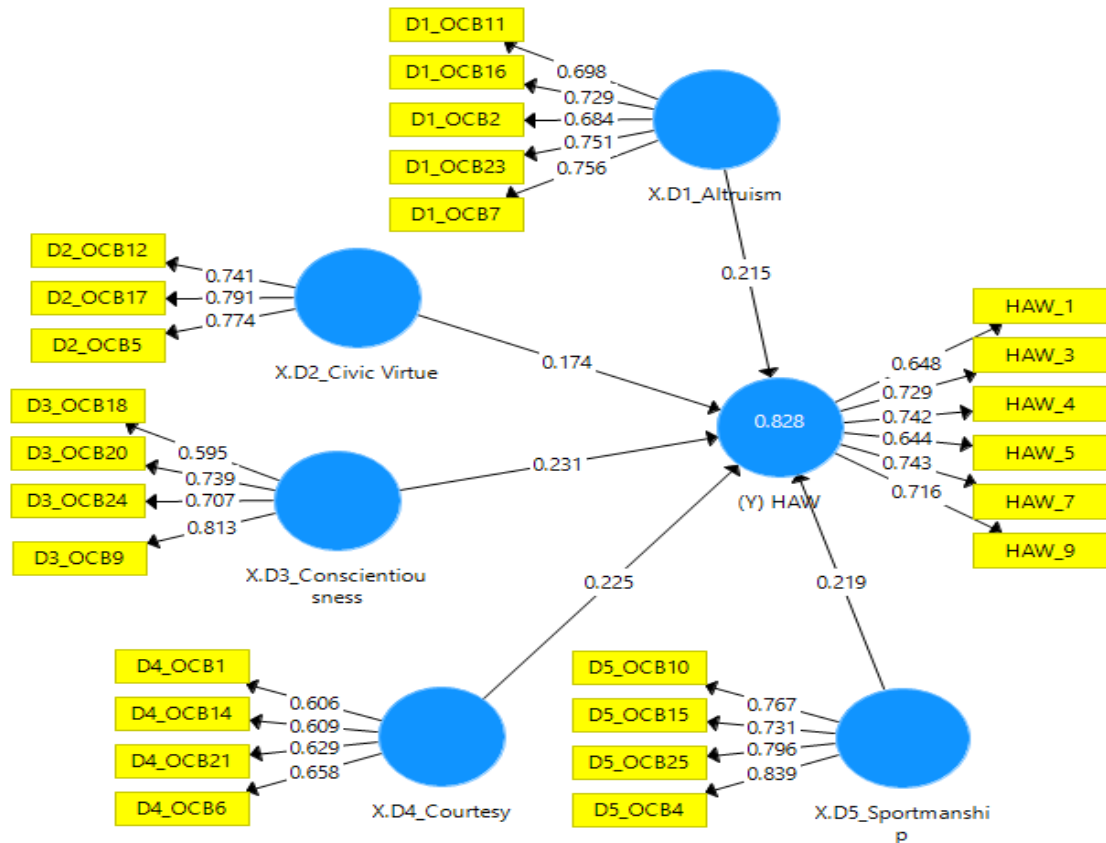


Figure 3. Inner model for hypotheses H1-H5

Figure 3 illustrates the inner model designed to evaluate the relationships between OCB and HAW dimensions, corresponding to hypotheses H1 through H5. This model visually represents how each OCB dimension – Altruism, Civic Virtue, Conscientiousness, Courtesy, and Sportsmanship – directly influences HAW.

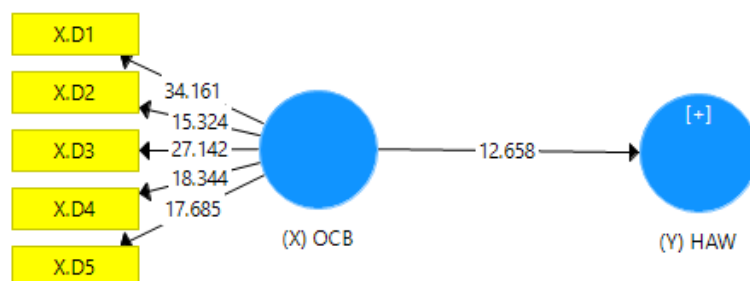


Figure 4. Inner model for hypothesis H6

Figure 4 illustrates the inner model for hypothesis H6, which is designed to evaluate the overall relationship between OCB and HAW. This model examines the path from OCB to HAW to determine how significantly OCB influences HAW. Both Figure 3 and Figure 4 will be further explained in Table 7.

Table 7. Inner Model: Hypotheses Testing H1-H6

	Original Sample	Sample Mean	Standard Deviation	T-Statistics	P-Values
X.D1 -> (Y) HAW	0.195	0.192	0.065	2.986	0.000
X.D2 -> (Y) HAW	0.184	0.179	0.051	0.3581	0.000
X.D3 -> (Y) HAW	0.282	0.279	0.067	0.4181	0.000
X.D4 -> (Y) HAW	0.187	0.194	0.051	3.678	0.000
X.D5 -> (Y) HAW	0.217	0.219	0.054	3.992	0.000
(X) OCB -> (Y) HAW	0.723	0.726	0.057	12.658	0.000

The hypotheses in this study were tested using path coefficients and p-values obtained from the Partial Least Squares (PLS) analysis. The results revealed that all proposed hypotheses are supported, indicating significant relationships between OCB and HAW dimensions. For H1, the path coefficient between altruism and HAW was 0.195, with a p-value of 0.004, suggesting that altruism significantly affects happiness at work. Employees who demonstrate selfless behavior and a willingness to help others tend to experience greater workplace happiness. Similarly, H2 tested the relationship between civic virtue and HAW, yielding a path coefficient of 0.184 and a p-value of 0.000, which indicates a significant positive effect. This finding suggests that employees who actively participate in organizational activities and exhibit responsible citizenship behaviors contribute to higher workplace happiness.

Hypothesis H3, the relationship between conscientiousness and HAW, showed the strongest effect among the OCB dimensions, with a path coefficient of 0.282 and a highly significant p-value of 0.000. Hence, employees who are diligent, responsible, and disciplined are more likely to feel happy at work. For H4, courtesy was also found to have a significant positive effect on HAW, with a path coefficient of 0.187 and a p-value of 0.000. Respectful and considerate colleague interactions play a crucial role in fostering workplace happiness.

Furthermore, H5 tested the influence of sportsmanship on HAW, resulting in a path coefficient of 0.217 and a p-value of 0.000, indicating a significant relationship. Employees who maintain a positive attitude even in challenging situations are more likely to experience greater happiness at work. Lastly, H6 examined the overall effect of OCB on HAW, with an R^2 value of 0.838, indicating that OCB significantly affects HAW, explaining 83.8% of its variance. This finding highlights the substantial impact of OCB on employee well-being, emphasizing

the importance of fostering positive organizational behaviors to enhance happiness at work.

Discussion

Altruism and Happiness at Work

The first hypothesis was that the altruism dimension is an effector of HAW. H1 is accepted, and the hypothesis is that the altruism dimension affects the HAW of Islamic-based junior high school teachers. The positive relationship between altruism and HAW (H1) highlights the importance of selfless behavior in the workplace. Teachers who voluntarily assist their colleagues contribute to a supportive work environment and derive personal satisfaction from their actions. [Singh and Banerji \(2022\)](#) emphasized that job satisfaction and altruistic behaviors are closely linked, especially when employees perceive their workplace as inclusive and supportive. Altruistic behavior among teachers fosters a supportive work environment, as evidenced by a study showing that 80% of guidance and counseling teachers exhibit moderate altruistic behavior ([Risyal & Mariyati, 2023](#)). Altruism has been linked to improved educator performance, suggesting that selfless actions contribute to overall job satisfaction and effectiveness ([Ilyas & Prasetyo, 2024](#)). While altruism is associated with happiness, excessive altruism might lead to burnout if individuals consistently prioritize others over themselves, which is not addressed in the study ([Othman & Nasrudin, 2013](#)).

Civic Virtue and Happiness at Work

The second hypothesis was determining whether the civic virtue dimension affects HAW. H2 is accepted, and the hypothesis is that the civic virtue dimension affects the HAW of Islamic-based junior high school teachers. The significant influence of civic virtue on HAW (H2) suggests that active participation in school activities and a sense of responsibility toward the institution are crucial in enhancing teacher happiness. Teachers who feel a sense of belonging and actively contribute to the school's mission are likelier to experience a deeper connection to their work, leading to greater job satisfaction and emotional fulfillment. Teachers who actively contribute to their school's mission develop a deeper connection to their work, enhancing their happiness ([Soucie et al., 2025](#)). Explore civic virtue's role in different educational environments (e.g., secular vs. religious schools) ([Mason & Wareham, 2018](#)).

Conscientiousness and Happiness at Work

The third hypothesis was tested to determine whether the conscientiousness dimension affects HAW. H3 is accepted, and the hypothesis states that the conscientiousness dimension affects the HAW of Islamic-based junior high school teachers. Conscientiousness emerged as the strongest predictor of HAW (H3), indicating that teachers who exhibit diligence, responsibility, and discipline in their work are more likely to feel satisfied and happy. [Margahana \(2020\)](#) asserted that employees who are committed to their roles and take pride in their

work are likelier to experience higher levels of happiness and engagement. Conscientiousness, characterized by diligence and responsibility, strongly affects job satisfaction and happiness in educational contexts (Tarab, 2024). Highly conscientious individuals may also be prone to perfectionism or stress, which could negatively impact happiness despite their diligence (Kelly, 2015).

Courtesy and Happiness at Work

The fourth hypothesis was carried out on the courtesy dimension that affects HAW. The H4 is accepted, and the hypothesis is that the courtesy dimension affects the HAW of Islamic-based junior high school teachers. The positive relationship between courtesy and HAW (H4) underscores the importance of respectful and considerate workplace interactions. Teachers who treat each other with kindness and respect contribute to a positive work environment, enhancing overall happiness. This finding supports the idea that workplace harmony and interpersonal relationships are critical components of employee well-being. Previous research indicates that mutual trust and a supportive work culture significantly influence teacher's performance and satisfaction, explaining that colleague courtesy enhances workplace happiness (Aziz et al., 2024). Respectful interactions are foundational in Islamic teachings, promoting values such as kindness and mutual support, which are vital for a thriving educational atmosphere (Mukhlis, 2023).

Sportsmanship and Happiness at Work

The fifth hypothesis was carried out regarding the sportsmanship dimension, etc., of HAW. The H5 is accepted, and the hypothesis is that the sportsmanship dimension affects the HAW of Islamic-based junior high school teachers. The significant influence of sportsmanship on HAW (H5) highlights the value of maintaining a positive attitude, even in challenging situations. Teachers who approach difficulties with optimism and resilience are likelier to experience job satisfaction and emotional well-being. Caraballo-Arias et al. (2024) argued that happy employees are more likely to exhibit positive behaviors, such as punctuality and retention, contributing to organizational success. Previous research indicates a positive ethical environment encourages teachers to maintain a sportsmanship attitude, improving their performance and fostering a supportive educational atmosphere (Pradesa et al., 2023). Future research could investigate how affective commitment and school culture influence the relationship between sportsmanship and HAW (Puspitasari et al., 2023).

Organizational Citizenship Behavior and Happiness at Work

The sixth hypothesis was carried out on OCB as an effector of HAW. H6 is accepted, and the hypothesis is that OCB affects the HAW of Islamic-based junior high school teachers. The overall impact of OCB on HAW (H6) is substantial, with an R^2 value of 0.838, indicating that OCB explains 83.8% of the variance in teacher happiness. This finding reinforces that OCB is critical in fostering a positive work environment and enhancing employee well-being. Similarly,

Salas-Vallina and Alegre (2018) and Akçakanat (2020) found that OCB positively influences happiness at work across various professions. The study by Bestari & Prasetyo (2019) indicates that while OCB significantly influences HAW, it only accounts for 34% of the variance, suggesting other factors are at play. This finding contrasts with the 83.8% variance explained in the current study, raising questions about the consistency of findings across different contexts.

OCB contributes to a positive work environment, enhancing overall happiness (Misra et al., 2024). Islamic positive interactions in work can enhance workplace relationships, thereby increasing HAW (Azizah et al., 2023). A theoretical study conducted by Pan et al. (2022) revealed that personal happiness from work prompts employees to voluntarily engage in tasks outside their job responsibilities, which can be classified as OCB. Margahana (2020) explains that OCB is a voluntary behavior employees exhibit when they feel content with their work, leading to increased organizational effectiveness. OCB refers to employees' discretionary efforts to benefit their organization, surpassing their job requirements (Pan et al., 2022). Studies show that employees with higher happiness levels are likelier to exhibit citizenship behaviors, such as helping colleagues and participating in organizational initiatives (Abdalla & Abdalla, 2024; Santos et al., 2023). Bolotio et al. (2021) found that OCB is important in increasing teachers' job happiness in Islamic schools.

The study's findings highlighted the significant role of OCB in affecting HAW among Islamic-based junior high school teachers. The dimensions of OCB—altruism, civic virtue, conscientiousness, courtesy, and sportsmanship—contribute to teacher happiness, subsequently enhancing educational outcomes. This relationship underscores the importance of fostering OCB within educational settings. For the dimension of altruism, it impacts HAW. Teachers who assist colleagues and support students emotionally contribute to a positive work environment, enhancing overall happiness (Azizah et al., 2023). Civic virtue can be observed through active participation in school governance and community activities, which enhances teachers' happiness at work and a sense of belonging and commitment among teachers (Aziz et al., 2024).

Teachers demonstrating conscientiousness through responsibility and diligence in their roles positively influence their job satisfaction and that of their peers, fostering a positive emotional state that enhances overall happiness at work (Siregar & Hermawan, 2024). The dimension of courtesy, demonstrated through respectful interactions among teachers, promotes a collaborative atmosphere, leading to increased morale and greater happiness at work (Octavita et al., 2024). Sportsmanship, shown through maintaining a positive attitude during difficult times, helps create and sustain a supportive work culture, fostering resilience and enhancing overall teachers' happiness at work (Aristaningrum & Radikun, 2024).

Each dimension of OCB contributes uniquely to fostering happiness at work: altruism through supportive actions (Risyal & Mariyati, 2023; Ilyas & Prasetyo, 2024), civic virtue via active participation in school life (Soucie et al., 2025; Mason

& Wareham, 2018), conscientiousness through diligence and responsibility (Margahana, 2020; Tarab, 2024), courtesy by encouraging respectful interactions (Aziz et al., 2024; Mukhlis, 2023), and sportsmanship through maintaining a positive attitude in challenging circumstances (Pradesa et al., 2023). These behaviors closely align with Islamic values such as sincerity, cooperation, trust, and patience, making them particularly relevant in Islamic education (Azizah et al., 2023; Aristaningrum & Radikun, 2024). Practically, the findings underscore the importance of embedding OCB-related values into school culture and teacher development programs. By promoting these behaviors, Islamic schools can cultivate a harmonious, spiritually grounded work environment that enhances teacher satisfaction, engagement, and overall institutional effectiveness (Bestari & Prasetyo, 2019; Misra et al., 2024; Pan et al., 2022).

CONCLUSION

The findings revealed that OCB significantly affects HAW, with the dimensions of altruism, civic virtue, conscientiousness, courtesy, and sportsmanship playing crucial roles in enhancing teacher happiness. From a practical perspective, the findings suggest that schools should foster a positive work environment by encouraging OCB among teachers. Promoting altruism, civic virtue, conscientiousness, courtesy, and sportsmanship can enhance teacher happiness and improve student educational outcomes. Schools can implement programs that encourage collaboration, respect, and a sense of belonging among teachers, contributing to a more supportive and productive work environment.

The implications of this study are significant for both theory and practice. From a theoretical perspective, it contributes to the growing literature on OCB and HAW, particularly in Islamic-based educational settings, where spiritual and moral values uniquely shape teacher behaviors. The findings suggest that schools should foster a positive work environment by promoting OCB among teachers. Encouraging behaviors such as helping colleagues (altruism), active participation in school activities (civic virtue), and maintaining a positive attitude during challenges (sportsmanship) can enhance teacher happiness, leading to improved educational outcomes.

The study has limitations in that focusing only on two variables and using a relatively small sample size may affect generalizability. Future research should explore the role of other variables, such as leadership styles or organizational culture, in moderating the relationship between OCB and HAW. Longitudinal studies could also examine how OCB and HAW evolve and how changes in these behaviors impact teacher performance and student outcomes. Additionally, the research could be expanded to include other educational contexts, such as non-Islamic schools or higher education institutions, to determine if the findings are generalizable across different settings.

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