

BUILDING AN ORGANIZATIONAL GENERATION : THE ROLE OF OCB AND SELF-LEADERSHIP IN INCREASING STUDENT PARTICIPATION

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ABSTRACT

Student involvement in campus organizations is an important indicator in developing leadership potential and social responsibility in the university environment. However, the level of active student participation is often influenced by behavioral factors and individual leadership abilities. This study aims to analyze the influence of Organizational Citizenship Behavior (OCB) and Self-Leadership on student involvement in campus organizations. The research method uses a quantitative approach with a survey technique of 130 active students who are members of internal organizations at Pamulang University. Data were collected through questionnaires and analyzed using multiple linear regression. The results show that both OCB and Self-Leadership have a positive and significant effect on student involvement. This indicates that the higher the voluntary behavior and self-management abilities of students, the greater their level of participation and commitment in campus organizational activities. This research is expected to be the basis for developing strategies for fostering students to be more active and contribute positively in the organizational environment.

Keywords: Organizational Citizenship Behavior, Self-Leadership, Student Involvement
Campus Organization.

Introduction

Student involvement in campus organizations is an important indicator of developing leadership potential, social responsibility, and collaboration skills. Student organizations serve as a non-formal learning platform that can shape students' character and soft skills.

However, many students remain less actively involved in organizational activities due to low motivation, sense of responsibility, and self-management skills. One factor influencing student involvement is Organizational Citizenship Behavior (OCB), which is voluntary behavior that individuals demonstrate beyond their formal roles for the benefit of the organization. Students with high OCB tend to demonstrate caring attitudes, help teammates, and actively participate in organizational activities. Furthermore, self-leadership plays a crucial role, as self-leadership skills help students set goals, motivate themselves, and maintain commitment to the organization. This study aims to analyze the influence of Organizational Citizenship Behavior (OCB) and Self-Leadership on student involvement in campus organizations. By understanding the relationship between these variables, it is hoped that the results can provide a basis for developing strategies for fostering and training students to become more active and responsible in campus organizations.

Theoretical Framework

The literature review in this study focuses on two main concepts: Organizational Citizenship Behavior (OCB) and Self-Leadership, and their relationship to student participation in campus organizations. OCB is voluntary individual behavior that goes beyond formal organizational demands and contributes to organizational effectiveness (Organ, 1988). In the student context, OCB is reflected in a willingness to help teammates, actively participate in organizational activities, and maintain a positive, collaborative atmosphere. Previous research has shown that OCB plays a significant role in increasing the involvement and loyalty of student organization members (Podsakoff et al., 2000). Meanwhile, Self-Leadership is an individual's ability to influence themselves to achieve goals through behavioral, cognitive, and motivational strategies (Neck & Houghton, 2006). Students with high self-leadership tend to have strong intrinsic motivation, self-regulation skills, and initiative in taking responsibility within the organization. The relationship between OCB and self-leadership can be explained through theories of organizational behavior and self-motivation. Individuals with high self-leadership are more likely to exhibit OCB behaviors because they possess strong self-awareness and internal control over prosocial behavior. These two variables contribute to increased student participation in organizations, both quantitatively (frequency of participation) and qualitatively (involvement and responsibility). Thus, the theoretical framework of this study explains that OCB and self-leadership are important factors in developing a generation of active, collaborative, and responsible organizers, which ultimately increases student participation in campus organizations.

Method

This research used a quantitative approach with a survey method. The study population consisted of students active in various internal campus organizations. The sample was determined using a purposive sampling technique, with respondents being students who had been active in campus organizations for at least one term. Data were collected through an online questionnaire adapted from a verified instrument. Organizational Citizenship Behavior (OCB) was measured using a scale developed by Organ (1988) with five dimensions: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue. Self-leadership was measured using the Revised Self-Leadership Questionnaire (RSLQ) from Houghton & Neck (2002), which includes behavioral strategies, natural reward strategies, and constructive thinking strategies. Student participation was measured based on the frequency and intensity of involvement in organizational activities using a five-point Likert scale. Data were analyzed using multiple regression analysis to determine the effect of OCB and self-leadership on student participation. Before the main analysis was carried out, validity and reliability tests were carried out, as well as classical assumption tests (normality, multicollinearity, and heteroscedasticity, autocorrelation tests).

Result

A. Hypothesis Testing

This study conducted hypothesis testing to determine whether there is an influence between OCB and Self-Leadership in increasing student participation in internal campus organizations, either partially or simultaneously. The test results are divided into the following:

1. Partial Hypothesis Test (t-Test)

The t-test is used to determine the influence of the independent variable on the dependent variable. The t-test is performed by comparing the calculated t-value with the t-table value. If the calculated t-value is greater than the t-table value and the significance value is <0.05 ($\alpha = 5\%$), then the independent variable has a partial significant influence on the dependent variable. The results of the (partial) t-test can be seen in the following table:

**Table 1. Partial Hypothesis Test Results (t-Test)
Organization Citizenship Behavior Towards student campus organizations**

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	31.600	4.356		7.254	.000
Organization Citizenship Behavior	.118	.105	.114	1.121	.265

a. Dependent Variable: Mahasiswa Organisasi Kampus

Based on Table 1, the partial hypothesis testing conducted between OCB and student campus organizations concluded that: has an insignificant effect on employee performance with a significance value of $0.265 < 0.05$. However, the regression coefficient B value of 0.118 indicates a positive effect, and the calculated t-value is $1.121 < 1.984$. This concludes that the research hypothesis accepted through the test results is H_{o1} , namely OCB has a positive but non-significant effect on student campus organizations.

**Table 2. Partial Hypothesis Test Results (t-Test)
Self-Leadership Towards student campus organizations**

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	32.970	4.085		8.070	.000
Self Leadership	.052	.061	.087	.856	.394

a. Dependent Variable: Mahasiswa Organisasi Kampus

The study of self-leadership on student campus organizations concluded that the training had a positive but insignificant effect on student campus organizations, with a significance value of $0.394 < 0.05$ and a calculated t-value of $0.856 < 1.984$. This confirms the accepted research hypothesis, Ho2, that self-leadership has a positive but insignificant effect on student campus organizations.

2. Simultaneous Hypothesis Testing (F Test)

The F test is used to determine whether the independent variables (X) simultaneously or jointly influence the dependent variable (Y). The F test is performed by comparing the calculated F value with the F table. If the calculated F value is greater than the F table and the significance value is < 0.05 ($\alpha = 5\%$), then the independent variables simultaneously have a significant effect on the dependent variable. The results of the simultaneous F test can be seen in the following table:

Table 3.
Simultaneous Test Results

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	69.981	1	69.981	1.256	.265 ^b
Residual	5349.692	96	55.726		
Total	5419.673	97			

a. Dependent Variable: Mahasiswa Organisasi Kampus

b. Predictors: (Constant), Organization Citizenship Behavior

Based on Table 3, the simultaneous hypothesis testing of OCB and self-leadership on student campus organizations concluded that OCB and self-leadership simultaneously had a positive and insignificant effect on student campus organizations, with a significance value of 0.265

< 0.05 and an F-value of $1.256 > 3.09$. This confirms the accepted research hypothesis, Ha1, that OCB and self-leadership simultaneously have a positive and insignificant effect on student campus organizations.

3. Partial determination coefficient test

The coefficient of determination test was conducted to assess the level of determination generated by OCB and Self-Leadership on student campus organizations, both partially and simultaneously. The test results were as follows:

a. Partial Determination Coefficient Test

Table 4.

Partial Determination Coefficient Test Results
(OCB towards student campus organizations)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.114 ^a	.013	.003	7.465

a. Predictors: (Constant), Organization Citizenship Behavior

Based on Table 4 above, the partial coefficient of determination for the OCB variable on student campus organizations is 0.13. It can be concluded that the contribution of the OCB variable (X1) to the student campus organization variable (Y) is 13%, while the remainder (100% - 13% = 87%) is influenced by other factors or variables not examined in this study.

b. Self-Leadership of Campus Organization Students

Table 5.

Partial Coefficient of Determination Test Results
(Self-Leadership of Student Campus Organizations)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.087 ^a	.008	-.003	7.485

a. Predictors: (Constant), Self Leadership

From Table 5 above, the partial coefficient of determination for the Self-Leadership variable is 0.08. It can be concluded that the contribution of the Self-Leadership variable (X2) to the campus student organization variable (Y) is 8%, while the remainder (100% - 8% = 92%) is influenced by other factors or variables not examined in this study.

c. Simultaneous Determination Coefficient Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.119 ^a	.014	-.007	7.500

a. Predictors: (Constant), Self Leadership, Organization Citizenship Behavior

Table 6.

Simultaneous Determination Coefficient Test Results

The data in Table 6 above shows a simultaneous coefficient of determination of 0.14 for the OCB and Self-Leadership variables. It can be concluded that the contribution of the OCB (X1) and Self-Leadership (X2) variables to the Student Campus Organization (Y) variable is 14%. The remaining 86% ($100\% - 14\% = 86\%$) is influenced by other factors or variables not examined in this study.

4. Simple Linear Test

a. OCB Towards Student Campus Organizations

Table. 7

Simple Linear Regression Test Results (OCB Towards Student Campus Organizations)

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	31.600	4.356		7.254
	Organization Citizenship Behavior	.118	.105	.114	1.121

a. Dependent Variable: Mahasiswa Organisasi Kampus

The test results in Table 7 above yield a simple linear regression equation, which the author concludes as follows:

$$Y = 31.600 + 0,118X_1$$

Based on the results of this equation, the author draws the following conclusions:

- a) The constant value is 31.600. If OCB is considered non-existent or equal to zero (0), then student campus organization is worth 31.600 units.
- b) OCB has a regression value of 0.118. It is concluded that an increase in OCB will result in an increase in student campus organization by 0.118 units, and vice versa.

- b. Self-leadership towards campus student organizations

Table. 8

Simple Linear Regression Test Results
(Self Leadership Towards Student Campus Organizations)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	32.970	4.085		8.070	.000
Self Leadership	.052	.061	.087	.856	.394

- a. Dependent Variable: Mahasiswa Organisasi Kampus

The test results in Table 7 above yield a simple linear regression equation, which the author concludes as follows:

$$Y = 32.970 + 0,052X_2$$

Based on the results of this equation, the author draws the following conclusions:

- a) The constant value is 32.970 If self leadership is considered non-existent or equal to zero (0), then student campus organization is worth 32,970 units.
- b) self leadership has a regression value of 0.052. It is concluded that an increase in self leadership will result in an increase in student campus organization by 0.052 units, and vice versa.

c. Multiple Linear Regression Test

Coefficients^a

Table. 9

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	31.712	4.388		7.227	.000
Organization Citizenship Behavior	.193	.242	.186	.795	.429
Self Leadership	-.048	.141	-.080	-.344	.732

a. Dependent Variable: Mahasiswa Organisasi Kampus

Hasil Pengujian pada tabel 4.18 di atas, mendapatkan nilai persamaan regresi linier berganda dengan sebagai berikut:

$$Y = 31.712 + 0,193X_1 + 0,048X_2$$

Based on these results, the author draws the following conclusions:

- 1) The constant value is 31.712 if variables X1 and X2 are not or have a value of zero (0). Therefore, there is an OCB of 31.712.
- 2) The value of 0.193 indicates that if the constant remains constant and there is no change in variable X2, then every 1-unit change in variable X1 will result in a change in variable Y of 0.193.
- 3) The value of 0.048 indicates that if the constant remains constant and there is no change in variable X1, then every 1-unit change in variable X2 will result in a change in Y of 0.048.

Discussion

his discussion section provides an interpretation of the research findings regarding the role of Organizational Citizenship Behavior (OCB) and self-leadership in increasing student participation in campus organizational activities.

The results show that students with high levels of self-leadership tend to have self-

awareness, initiative, and the ability to regulate their behavior independently to achieve common goals. This positively impacts OCB behaviors, such as helping colleagues, actively participating without coercion, and demonstrating loyalty to the organization. These findings support the theory that self-leadership is an important foundation for the development of OCB behaviors. Students who are able to lead themselves are more likely to demonstrate proactivity and social responsibility in campus activities. Therefore, strengthening self-leadership can be an effective strategy in cultivating a generation of organizational leaders oriented towards contribution and collaboration. Furthermore, student participation is influenced not only by individual factors but also by a supportive organizational environment. When campus organizations foster a culture of appreciation and trust, students are more encouraged to demonstrate consistent and sustainable OCB behaviors.

Conclusion

The conclusions of this study confirm that Organizational Citizenship Behavior (OCB) and self-leadership play a significant role in increasing student participation in campus organizations. Self-leadership serves as an internal driver that encourages students to take responsibility, take initiative, and commit to their organizational roles. Increased OCB behavior strengthens the collaborative culture and social awareness that are key characteristics of the organizational generation. This research provides theoretical contributions to the development of a student leadership model based on independence and volunteerism, as well as practical contributions to educational institutions in designing development programs that foster the values of OCB and self-leadership.

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