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Strengthening National Resilience through the Implementation of Organizational Citizenship Behavior (OCB) in Higher Education

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ABSTRACT

Globalization will present opportunities and challenges to watch out for, especially for Indonesia as a country rich in natural resources, human resources, and culture. There are various challenges in the era of globalization, including national defense and security, as well as a weak sense of national identity that makes them vulnerable to division. Currently, the Indonesian people face various challenges in implementing and implementing Pancasila values. At the same time, Pancasila is the fundamental value and ideology in the life of the nation and state for the people of Indonesia. Awareness of national security is a willingness to serve the country and sacrifice to defend the country. National security is closely related to ensuring the existence of the Unitary State of the Republic of Indonesia and realizing the nation's ideals. This study aims to strengthen national resilience by applying Organizational Citizenship Behavior (OCB) in Higher Education. This research is a literature review research using books and articles that focus on national resilience and Organizational Citizenship Behavior (OCB). The results of the study show that education and strengthening of national resilience are carried out both mandatory and voluntary. Volunteering in understanding the OCB concept encourages everyone to produce the best performance without coercion. Improving knowledge and skills voluntarily in teaching and educating students will significantly increase learning motivation. Learning motivation tends to be more easily formed voluntarily if the teachers also have the same attitude. Volunteering included in the teaching and learning process or education in higher education will strengthen the process of disseminating the ideology of national resilience, which will also result in voluntary national resilience behavior.

Keywords: Learning motivation, national resilience, organizational citizenship behavior

Introduction

The era of globalization has been marked by the development of technology, telecommunications, and transportation, since the early 20th century. Globalization makes it easier for people to interact and slowly removes the differences that limit them. Globalization refers to the increasing interdependence between governments, business firms, non-profit organizations, and individual citizens (Fauzan et al., 2017). Globalization will present opportunities and challenges to watch out for, especially for Indonesia as a country rich in natural resources, human resources, and culture. Various challenges in the globalization era include liberalization, westernization, internationalization, and universalization. Another challenge is for national defense and security, a weak sense of national identity, making it easy for extremists to influence and infiltrate Indonesian youth so

that it is easy to penetrate the mindset and interests of parties who are irresponsible and vulnerable to division. To overcome and prevent the adverse effects of globalization, it is necessary to strengthen traditional and local values that become identity and glue (Alamiyah & Kusuma, 2016). If a society can persist in adhering to these values, the community will not be displaced by the impact of globalization. But on the other hand, the Indonesian nation is currently facing various challenges in implementing Pancasila values. At the same time, Pancasila is the fundamental value and ideology in the life of the nation and state for the people of Indonesia.

These challenges include (1) the practice of Pancasila values which is still not implemented optimally by the community in everyday life. The implementation of Pancasila values is only symbolic. (2) the lives of Indonesian people, especially young people, are strongly influenced by external culture and values. Ultimately, this results in changes in attitudes and behavior that are not in line with local cultural values. (3) in addition to changes in attitudes and culture related to shifts in local values, the values of nationalism also experienced a decline, especially among the younger generation. (4) the development of religious understanding that views universalism as more important than the national state of Indonesia. These ideas also reject the notion of democracy and usually develop among students. (5) the role of non-formal education institutions has not been maximized to internalize the values of Pancasila, including the values of nationalism towards the Indonesian nation (Suryadi, 2021).

Globalization has both positive and negative impacts. Positive impacts of globalization: 1. Changes in values and attitudes; improve a high work ethic, like to work hard, be disciplined, have a spirit of independence, rational, sportsmanship, and so on. 2. Globalization allows every country to learn from other countries, so the global transfer of knowledge and technology occurs quickly. 3. Globalization helps expand market reach so domestic production can compete internationally. This process will encourage increased economic activity, as well as community welfare, along with increased development. The negative impact of globalization: 1. The disappearance of the original cultural values of Indonesia; The spirit of cooperation, solidarity, caring, and social solidarity is increasingly fading. 2. Changes like many members of society who are increasingly individualistic (self-centered), pragmatic (attitudes to do things for profit only), worldly (attitudes to measure everything with material things), hedonism (attitudes to live a luxurious, extravagant, and fun lifestyle happy), consumptive (consumption actions that have exceeded the limit), and secular (attitudes that are more concerned with worldly life than religion). 3. Exploiting natural resources has resulted in environmental damage and industrial waste pollution by investment flows. Industrialization can severely affect natural sustainability, such as environmental damage due to factory waste, logging, haphazard mining, and so on (William, 2021).

Globalization is a process that cannot be stopped. However, the positive and negative impacts can still be inhibited by the government of a country, for example, through policies regulating communication and information technology and censorship of information that is not good and correct. One of the efforts to reduce the negative impact of globalization is to increase understanding, inspiration, and application of the spirit of national resilience.

National resilience is an orderly, comprehensive, integrated, and continuous determination, attitude, and action of citizens based on love for the homeland, awareness of the Indonesian nation and state and belief in the power of Pancasila as the state ideology, and willingness to sacrifice to eliminate every threat both from abroad and from within the country that endangers the independence and sovereignty of the state, national unity, and integrity, territorial integrity, and jurisdiction, as well as the values of Pancasila and the 1945 Constitution (Armawi & Wahidin, 2018). Another opinion, as explained by Azki (2020), defines national resilience as an attitude and behavior of citizens who are imbued with their love for the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution in establishing the survival of the nation and state as a whole.

National security is closely related to ensuring the existence of the Unitary State of the Republic of Indonesia and the realization of the nation's ideals as contained in the Preamble to the

1945 Constitution of the Republic of Indonesia, namely: protecting the entire Indonesian country and all of Indonesia's bloodshed, promoting public welfare, educating the nation's life, and participating in implementing world order based on freedom, lasting peace and social justice.

Awareness of national security is a willingness to serve the country and sacrifice to defend the country. Every citizen has the right and obligation to participate in efforts to support and defend the country, and the conditions for defense are regulated by law. The following are some of the benefits obtained from realizing national resilience: Forming a disciplined attitude toward time, activities, and other activity arrangements; To form a spirit of togetherness and solidarity among comrades in arms; Forming a tough mental and physical; Instill a sense of love for the nation and patriotism according to one's abilities; Train the spirit of leadership in leading themselves and groups; Forming faith and piety in the religion adhered to by the individual; Devoted to parents, nation, and religion; Train individual speed, dexterity, and accuracy in carrying out activities; Eliminate negative attitudes such as lazy, apathetic, wasteful, selfish, and undisciplined; Forming honest, firm, fair, precise, and caring behavior among others (Boby, 2021).

Material and Methods

The method used in this research is a literature review using books and articles focusing on national resilience and Organizational Citizenship Behavior (OCB).

Results and Discussion
National resilience: Mandatory and voluntary

National resilience is a typical Indonesian term that emerged in the 1960s. The term national resilience in English can be referred to as national resilience. In Western terminology, terminology that means national security is known as a national power.

Scientists have widely developed the theory of national power in various countries. In his book Politics Among Nations, Hans J Morgenthau describes what he calls "The elements of National Powers," which means a government must fulfill several elements to have national power. Conceptually, the application of the theory in each country is different because it is related to the dynamics of the strategic environment, socio-cultural conditions, and other aspects. Hence, the approach used by each country is also different. Similarly, the concept of Indonesian National Resilience, whose elements include Asta Gatra and its approach, uses the Asta Gatra Approach. From this, it is clear that the concept of National Resilience can be distinguished from the idea of National Power. Etymologically, the term resilience comes from the primary word "resistant," which means to endure suffering, be steadfast, intense, self-controlled, and not know to give up. Resilience means being able, resistant, and vital to face all forms of challenges and threats to ensure survival.

The concept of resilience is not only National Resilience but is also a multi-layered concept or Layered Resilience. That is, as well as individual resilience, family resilience, regional resilience, regional resilience, and national resilience (Agus, 2015). In addition, "resilience" also covers various aspects of life or fields in development, such as food security, energy security, and others.

Based on the explanation above, national resilience character education in educational institutions is carried out on a mandatory basis. The obligation to study national resilience aims to build volunteerism involved in national security. The character of volunteering to be disciplined in obeying the rules or engaging in cooperation is a form of national resilience without coercion. The obligation to study and believe in the ideology of national resilience will create volunteerism to investigate further and apply national resilience in daily life.

This can be realized if there is support from the organizational environment and good human resources. If the organizational support is good, it is expected to improve teacher performance or lecturers, increasing students' motivation to study and implementing national resilience voluntarily.

Organizational support is one of the most critical factors in improving teacher performance. Organizational support is needed to help individuals feel comfortable about giving and receiving helpful knowledge on tasks as requested (Ashar et al., 2018). A good teacher will try to show behavior, not because of the demands of his primary job but instead based on his volunteerism. This situation can occur because of Organizational Citizenship Behavior (OCB).

OCB's Role in Consolidating National Resilience

OCB is often interpreted as behavior that exceeds formal obligations (different roles) unrelated to direct compensation. This means that someone with a high OCB will not be paid in the form of money or specific bonuses. OCB is more about the social behavior of each individual to work beyond what is expected, such as helping colleagues during breaks voluntarily is one example. The success of OCB is characterized by an organizational climate that can improve performance and provide job satisfaction. In contrast, the failure of OCB implementation is caused by transformational leadership that cannot change behavior and motivates lecturers to voluntarily help friends do their assignments (Dermawan & Handayani, 2019).

In the context of higher education, lecturers who perform tasks outside their primary responsibilities voluntarily are a manifestation of organizational citizenship behavior (OCB). OCB is the behavior of independent individuals, not directly or explicitly recognized in the reward system and in promoting the effective functioning of the organization. According to Muhdar (2015), OCB is employee behavior that exceeds the required role, which is not directly or explicitly recognized by the formal reward system. Free in the sense that the behavior is not a requirement that must be carried out in a particular role, job description, or conduct that is a personal choice.

OCB is influenced by organizational climate. Kamuli (2012), states that the quality of an organizational environment is a work atmosphere created by the relationship between individuals in the organization and is something that people in an organization feel. The atmosphere is experienced by employees in the organization and can be in the form of values, characteristics, or the nature of the organization. The organizational climate will determine whether a person can carry out the duties and responsibilities according to procedures or not.

OCB is also formed through work motivation (Gautama & Edalmen, 2020). Employees with high work motivation will be able to carry out work better than those who do not have motivation. Motivation is within a person. Rizky (2022) states that motivation is the provision of input or opinions that encourage someone to act according to their goals by looking at things that have value. To be able to carry out tasks and work well requires motivation.

Another factor that affects OCB is job satisfaction. According to Fathorrahman (2018), job satisfaction is an emotional state that is pleasant or unpleasant, how employees view their work. One of the determinants of employee satisfaction is the work itself. Job satisfaction is a form of one's feelings towards work, work situation, and relationships with co-workers. Job satisfaction is essential for an employee to have where they can interact with their work environment so that work can be carried out correctly and following organizational goals.

Robbins and Judge (2017) argue that OCB is a preferred behavior that is not part of an employee's formal work obligations but supports the effective functioning of the organization. According to Hendrawan et al. (2017), Organizational Citizenship Behavior (OCB) is individual discretionary behavior, not directly or explicitly recognized by the formal reward system, and that, in the aggregate, promotes the effective functioning of the organization. Three critical aspects are central to this construct. First, OCB is considered a discretionary behavior, which is not part of the job description and is performed by employees due to personal choice. Second, OCB goes beyond what constitutes an enforceable job description requirement. Finally, OCB goes beyond what constitutes an enforceable job description requirement. OCB contributes positively to the effectiveness of the organization as a whole.

Another effect of creating OCB in organizations and strengthening national resilience is forming voluntary behavior that strongly supports national resilience in daily life. This can be made

because OCB has some critical dimensions for creating voluntary attitudes. Meilani et al. (2020) show that Altruism, Conscientiousness, Courtesy, Sportsmanship, and Civic Virtue are all dimensions that will significantly shape Organizational Citizenship Behavior (OCB). Altruism is a behavior that helps others in dealing with problems in their work; Conscientiousness refers to a person's timely behavior, a high attendance rate, and is above the expected standard requirements; Civic virtue shows the contribution to political issues in an organization on a responsibility; Courtesy shows an attitude of courtesy and respect shown in every behavior; Sportsmanships denotes someone who does not like to protest or raise dissatisfaction over minor issues.

OCB can also affect students' motivation to learn national resilience. The learning process will take place well if it is supported by teachers with high competence and performance, who always increase their abilities by volunteering. Teachers with excellent performance will be able to foster better student enthusiasm and motivation, improving the quality of learning.

Motivation is an effort based on mobilizing and maintaining a person's behavior so that he is encouraged to act to do something to achieve specific results or goals. Learning motivation is an encouragement to change the energy in a person (personal), which is characterized by the emergence of feelings and reactions to achieve goals (Awaludin, 2021). But according to Arianti (2018), learning motivation is the tendency of students to carry out learning activities driven by a desire to achieve the best possible learning outcomes. Motivation plays an essential role in the learning process. If teachers and parents can provide good motivation to students or children, then in students or children there will be encouragement and a desire to learn better. By providing excellent and appropriate motivation, children can realize the benefits of learning and the goals to be achieved by learning. Learning motivation is also expected to inspire the spirit of learning, especially for students who are lazy to study due to opposing influences from outside students. According to experts, learning motivation is the drive or desire to carry out learning activities to achieve goals.

Student learning motivation has a strong enough influence on the success of the process and student learning outcomes. One indicator of the quality of learning is the enthusiasm and motivation to learn from students. According to Birgen (2017), motivation energizes, directs, and sustains behavior that will make students move, lead them in a particular direction, and keep them going. Motivation affects student learning and can direct behavior toward specific goals.
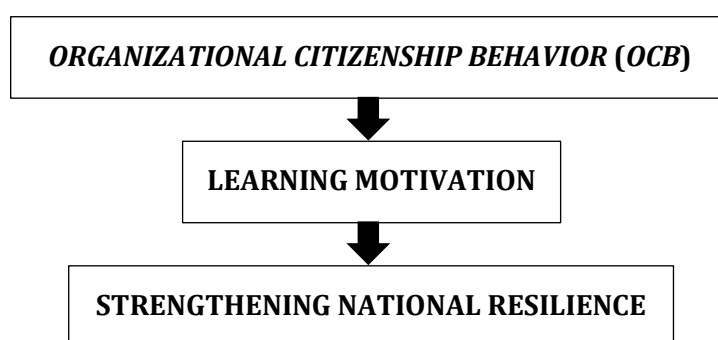

Figure 1. OCB, Learning Motivation, and National Resilience

Student learning motivation can be divided into two, namely, internal motivation and external motivation. Internal motivation arises because of internal factors, namely needs, while external motivation arises because of external factors, especially from the environment. In learning activities, the external factor that can influence students' learning motivation is the teacher's performance.

Teacher performance in the classroom is the dominant factor in determining student motivation and learning quality. Teachers who have good performance in class will be able to explain the lesson well, be able to grow students' learning motivation well, be able to use learning media well,

be able to guide and direct students in learning so that students will have enthusiasm and motivation in learning, happy with learning activities followed, and find it easy to understand the material presented by the teacher. The success of state defense education starts from the high motivation of students to learn the knowledge in question. The motivation to learn and apply state defense is the effect of a good teacher's performance, where organizational and individual factors influence the performance at the same time.

Conclusion

Education and strengthening of national resilience are carried out on a mandatory or voluntary basis. The two are interrelated. Obligations can encourage the creation of volunteerism.

Volunteering is an integral part of the organization. Volunteering in understanding the OCB concept encourages everyone to produce the best performance without coercion. Improving knowledge and skills voluntarily in teaching and educating students will significantly increase learning motivation. Learning motivation tends to be more easily formed voluntarily if the teachers also have the same attitude.

Volunteering in teaching and learning or education in higher education will strengthen the dissemination of the ideology of national resilience, which will also result in voluntary national resilience behavior.

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