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THE IMPACT OF SELF-EFFICACY AND INTRINSIC MOTIVATION ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR: DO JOB CHARACTERISTICS PLAY A MODERATING ROLE?[8]

Having Organizational Citizenship Behavior (OCB) for pre-service teachers in the era of the COVID-19 pandemic is very important because it shows a willingness to take on extra roles, such as helping students and other teachers, outside of normal working hours. OCB is carried out as an extra effort in dealing with online learning. This study aimed to examine the moderating role of job characteristics in the relationship between Self-efficacy and Intrinsic Motivation on Organizational Citizenship Behavior. The data was collected from pre-service teachers who had or were currently doing an internship program. From 387 pre-service teachers, researchers used the Slovin formula to determine the number of samples, so that 197 samples were obtained. Data were collected from 197 pre-service teachers as respondents, but 147 questionnaires were filled out and declared valid, so the response rate was 75%. With the SEM PLS method, the researcher applied the Smart PLS program to test the research hypothesis. The results showed that intrinsic motivation and self-efficacy affect OCB. The results also showed that job characteristics played a moderating role in the relationship between Self-Efficacy and Intrinsic Motivation on Organizational Citizenship Behavior.
Keywords: Self-Efficacy; Intrinsic Motivation; Organizational Citizenship Behavior; Job Characteristics; Pre-Service Teacher
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1. Introduction

Teaching is a complex activity that requires professional judgment; but there is no adequate description of the teacher's job (Dipaola, Hoy, 2005). This means that in addition to transferring knowledge and technology, teachers also guide students so that students understand the material presented, interact intensely to obtain feedback on learning outcomes, and ensure that students understand the material. In addition, the teacher must collaborate with his colleagues, to find effective methods in the learning process, as well as be able to motivate students to learn. Things like this are not written in a teacher's job description, but teachers often do, given the dedication and hope for students to have success in the future, and this is known as Organizational Citizenship Behavior (OCB).

OCB as an extra role is a behavior that is carried out, which is outside the formal job description and is not formally measured. A person with a high OCB does not receive a salary, or special bonuses (Jufrizen et al., 2024) person with a high OCB does not receive a salary or special bonuses. Employees with high OCB are very important to the organization, more than employees who have competence. OCB is a voluntary behaviour of workers that has an impact on improving the organization and belief in OCB can only be strengthened by loyalty and self-sacrifice (Kidwell et al., 1997; Ehtiyar et al., 2010). By showing OCB, employees send a signal that they are not only capable of carrying out their role in the task/job but that they are also able to contribute in a way that goes beyond the role requirements specified (Bolino et al., 2013). Several studies have found several effects of OCB, namely the effectiveness of (Yen, Niehoff, 2004; Walz, Niehoff, 2000), competitive advantage (Ranjhan, Mallick, 2018), employee performance (MacKenzie, Podsakoff, Fetter, 1993), consumer satisfaction (Podsakoff et al., 2009; Bhutto et al., 2021), organizational performance (Kim, 2005; Kizilos et al., 2013; Alhashedi et al., 2021), teachers' contextual performance (Widodo, Yusuf, 2021), while Moghadam & Makvandi (2019) revealed that there is an effect of performance on employee OCB. On the other side, Rita et al. (2018) position OCB as a moderator variable for transformational leadership, organizational commitment, and work motivation on employee performance, but the results show that OCB moderation has no significant effect.

Engaging in OCB is one way for individuals in an organizational environment to be able to express their interests and concerns to others in a way that is consistent with their self-concept (Mayfield, Taber, 2010). Klotz et al. (2018) assume that employees who perform OCB are driven by their choice to engage in various types and levels of citizenship, in addition, are also influenced by the extent to which employees define OCB as part of the job. Employees with high commitment will make OCB a part of their formal job, willing to do it without worrying about the organization's assessment of it.

Pre-service teachers do internships before graduating and become teachers, and have a role to assist teachers in doing their jobs. In its activities, the pre-service teacher will assist the teacher's task in teaching in the classroom, assisting students in learning, and practising the knowledge they have learned. This role is as important as the role of the teacher, especially in this era of the COVID-19 pandemic, which causes distance learning (online) to be carried out, using various electronic and communication media, to transfer knowledge and technology. The technical constraints that occur are due to the lack of facilities and

infrastructure that support the online learning process, while the constraints originating from human resources are caused by the passiveness of the Pre-service teacher in the online learning process, Dipaola & Hoy (2005) in their research on teachers, stated that teachers should spontaneously reach out to students and colleagues, put in extra effort, and be more willing to try innovative approaches to curriculum and instruction, even teachers will try different teaching strategies when their regular teaching tactics are not effective. However, not all are willing to do OCB, considering that it requires considerable effort, but they do not receive formal rewards and rewards in practice, even though OCB has a positive impact on organizations and individuals. OCB is only seen as a high level of commitment to the organization. For students themselves, the impact of OCB is the perceived higher quality of school life, because they feel that there is significant assistance, especially in dealing with online learning.

Among the many factors for predicting OCB, this study focuses on pre-service teacher intrinsic motivation and self-efficacy, moderated by job characteristics. Intrinsic motivation reflects the pleasure and positive experience of participating in a teaching role in schools, which is a positive mechanism in all respects, both for teacher education and pre-service teachers (Christophersen et al., 2015). In addition, pre-service teachers need to have intrinsic motivation because they are able to lead to creativity (Vu, Nguyen, Nguyen, 2021). Intrinsic motivation predicts OCB while moderating the relationship between prosocial motivation and OCB (Lazauskaite-Zabielske, Urbanaviciute, Bagdziuniene, 2015). intrinsic motivation is an internal factor for pre-service teachers in doing OCB, although not a few get the influence of extrinsic motivation. (Bismala, Syaifuddin, Sembiring, 2024) found that teacher engagement mediates the effect of self-efficacy and intrinsic motivation on OCB. When intrinsically motivated, the teacher's efforts are based on the enjoyment of the teaching task, which provides joy and pleasure to the teaching process.

Meanwhile, teachers with higher perceived teaching self-efficacy are hypothesized to adopt higher OCB and teachers' teaching efficacy is related to the evaluation of the teacher's ability to bring about positive change in students (Dussault, 2006). As explained by Dussault (2006) teachers who believe in their teaching abilities are described as willing to assist. Kao (2017) found that collective efficacy at the group level had a significant positive effect on service-oriented OCB, and social work characteristics had a moderating effect on self-efficacy and service-oriented OCB. Teacher self-efficacy which consists of personal teaching efficacy and general teaching efficacy affects OCB and also acts as a mediation between trust and OCB (Choong et al., 2020). General self-efficacy has a significant positive effect on all sub-dimensions of teacher OCB and is also moderated by family-supportive organizational perceptions (Paramasivam, 2015). These studies show self-efficacy in different positions, either directly, with mediation or moderation from other factors, as well as the influence of self-efficacy on OCB as mediation or moderator. This certainly needs to be tested further, whether the effect of self-efficacy on OCB will be strengthened by the job characteristic as a moderator variable.

There are not many studies that reveal OCB in service organizations or teacher OCB, where the position of a pre-service teacher can be analogous to a service employee, who provides services to students. OCB research on pre-service teachers is still very little considering that

pre-service teachers themselves do not have a written job description. However, pre-service teachers do OCB which shows that they have concern for students, senior teachers, and also the school where they do their internships, so they do OCB to help them.

No research examines the moderating effect of job characteristics on the relationship between intrinsic motivation and self-efficacy on OCB. Kao (2017) shows work design amplifies the effect of task-oriented work characteristics on service-oriented OCB and encourages employees to demonstrate more service-oriented OCB. Hackman and Oldham put forward the job characteristic model and continued by Study by Chen & Chiu (2009), that showed that 3 job characteristics (ie, task identity, task significance, and autonomy) positively affected employees' OCB by mediating job involvement, whereas skill variation harmed OCB. Dimensions of job characteristics, namely task significance and feedback have a positive effect on OCB (Eom and Yang, 2014). This is reinforced by research Sawalha et al. (2019) who found that there were effects of job characteristics (feedback, task identity, skill variety, autonomy, and task significance) on the dimensions of organizational citizenship behaviour, namely altruism, and courtesy, using job satisfaction as a moderator variable. There is a difference between Chen & Chiu (2009) and research Sawalha et al. (2019) in using the job characteristic dimensions, where Sawalha et al. (2019) add feedback as a dimension of its job characteristic, which of course in the educational environment, the existence of this feedback is very important so that you can find out how far the tasks have been carried out, as well as their achievements.

The researcher argues that intrinsic motivation and self-efficacy are very important for pre-service teachers, especially during the COVID-19 pandemic. Job characteristics show the significance of tasks and the importance of tasks and the extent of autonomy possessed by pre-service teachers. This is very important, especially during this pandemic, considering that teachers are greatly helped by the presence of a pre-service teacher, so it is very important to give confidence regarding job characteristics so that pre-service teachers can improvise in carrying out their extra roles. The novelty of this study is to use of job characteristics as a moderator in the relationship between intrinsic motivation and self-efficacy of pre-service teachers.

The aims of this research were:

1. Empirically tested the role of job characteristics in moderating the relationship between intrinsic motivation and Organizational Citizenship Behavior.
2. Empirically tested the role of job characteristics in moderating the relationship between self-efficacy and Organizational Citizenship Behavior.

2. Literature Review

2.1. Organizational Citizenship Behavior

Organizations need members who can work beyond formally defined roles, given the unexpected and unique situations that can arise in organizations that require spontaneity, creativity, and new behaviours to deal with them (Dipaola, Hoy, 2005). In research Somech & Drach-Zahavy (2000), extra-role behavior is defined as behavior that goes beyond the

requirements of a particular role and is directed at individuals, groups, or organizations as a whole, to promote organizational goals. OCB is discretionary; i.e. OCB is a matter of personal choice and not an enforceable role requirement (DiPaola, Neves, 2009). OCB is a common form of behaviour, which provides support to co-workers, helps newly recruited employees to adjust to the organization, shows a level of flexibility by tolerating requests that are considered excessive or unreasonable and has a positive impact on the work environment (Paille, 2012). This definition emphasizes three main features of extra-role behaviour. First, the behaviour must be voluntary, i.e., not determined to what extent the role or part of the job duties is formal, so it is not formally rewarded, and failure in OCB cannot be subject to formal sanctions. Second, this definition highlights the multidimensional nature of extra-role behavior, meaning that OCB is viewed from 3 organizational levels: the individual level (e.g., contributing behavior), the team level (e.g., sharing and cooperative behavior), and the organizational level (e.g., volunteering) for unpaid tasks). Third, the focus of OCB is on behaviors that benefit the organization from an organizational perspective (Somech, Drach-Zahavy, 2000).

OCB in schools connotes a serious educational context in which teachers are rarely absent, make efficient use of time while at school, work productively with their peers, give high priority to professional activities over their interests while at school and use talents and efforts teachers to help students and schools to achieve goals (Dipaola, Hoy, 2005). Meanwhile, teacher OCB is defined as a teacher volunteering to help students, colleagues, and others when they are involved in teaching and learning work (Dipaola, Hoy, 2005). OCB has high relevance in the context of educational institutions because it is very difficult to define the role of a teacher within the boundaries of job descriptions. After all, the teacher is always considered a discretionary responsibility (Paramasivam, 2015). Liao (2015) highlighted the importance of OCB that service employees have, more specifically, frontline service employees, who represent the organization to its customers and play an important role in providing services. If they serve customers using a high OCB-CV, it will increase customer perceptions of service quality. Most importantly, the findings of Liao (2015) emphasized that performing OCB-CV is also positively related to the level of the perceived value of users, especially in electronic services.

During this pandemic, having a high OCB is very necessary. Considering that online learning requires the ability to use telecommunications and internet media, not all senior teachers can do it. Pre-service teachers can do extra work, to help students and senior teachers in operating telecommunications and internet media in the learning process, spending more time to help students with difficulties in understanding the material and doing assignments. As a service industry, of course, schools are consumer-oriented industries, in this case, students. So the pre-service teacher is directed to do student-oriented OCB to increase satisfaction, organizational effectiveness, and performance. If students as consumers are satisfied with the student-oriented pre-service teacher, Dipaola & Hoy (2005) found that there is a strong correlation between pressure on the achievement of organizational goals and OCB. Teachers who voluntarily seek to help students, colleagues, and others when they are engaged in teaching and learning work, voluntarily provide innovative advice, sponsor extra-curricular activities, assist students on their own time, stay after school to help when necessary, and use

time effectively (DiPaola and Neves, 2009). Teachers use their talents and efforts to benefit all school members (DiPaola and Neves, 2009).

2.2. Relationship Between Intrinsic Motivation and Organizational Citizenship Behavior

In this study, the researcher uses the theory of Self Determination Theory (SDT), in which SDT focuses on the motivation of individuals to grow, both in terms of developing their potential, and in terms of improving their relationships with other people and society, often appearing somewhat contradictory, but useful. in understanding various behaviours at work (Sheldon et al., 2003). This SDT can be used to explain how job characteristics can strengthen the relationship between pre-service teachers' intrinsic motivation to show OCB. The organismal perspective assumes that humans are inherently motivated to develop their interests and skills, to connect and contribute to others, and to move towards their full potential; in other words, energy and impulses to grow and develop our innate (Sheldon et al., 2003).

SDT research has revealed how individual differences in general motivation and satisfaction and frustration of the three basic psychological needs (i.e. competence, autonomy, and relatedness) can influence behavioural patterns (Sheldon et al., 2003: Niemiec, Ryan, 2009; Mills et al., 2021). SDT proposes that why individuals do things is critical to understanding how they do things. Central to this proposition are individual differences in general motivation, which reflect how individuals typically engage in their environment. Individuals are distinguished from correlated motivations, namely need satisfaction occurs when individuals feel able to complete tasks (competency satisfaction), feel control over their actions (autonomous satisfaction), and feel connected to the people around them (related satisfaction) (Mills, Li Anthony, Nower, 2021). Human needs, which when satisfied can lead a person to develop, consisting of autonomy (to regulate oneself, to be the maker or at least the owner of one's choices); competence (becoming effective at what is done, mastering new skills in the process); and relatedness (feeling connected and sympathetic to at least some other people) (Sheldon et al., 2003). SDT is the basis for the emergence of intrinsic motivation that a person has.

Individuals who have high intrinsic motivation will participate in activities that they enjoy and also create a pleasant work environment, and it is seen that workers seek pleasant working conditions to help others and create a helpful work climate (Jr, Story, 2012; Wilkesmann, Schmid, 2014). An intrinsically motivated individual engages in an activity because it is inherently interesting or satisfying (Gagne, Deci, 2005; Jr, Story, 2012; Bloom, Colbert, 2011). More specifically, intrinsic motivation leads to an internal motive for performing OCB, whereas extrinsic orientation manifests itself as a desire for external rewards (Finkelstein, 2011).

Self-concept internal motivation has a positive relationship with OCB. Individuals who are more motivated to meet their standards (compared to external standards) are more likely to engage in OCB (Barbuto, Story, 2012; Wilkesmann, Schmid, 2014). Internal motivation can be the main driver for certain behaviours.

2.3. Relationship Between Self-Efficacy and Organizational Citizenship Behavior

Self-efficacy affects how people think, feel, motivate themselves, and act (Zulkosky, 2009)**.** In terms of thinking, strong efficacy facilitates cognitive processing and performance in a variety of settings, including decision-making quality and academic achievement (Zulkosky, 2009). In terms of behaviour, self-efficacy can influence people's choice of activities, where the level of self-efficacy can increase or inhibit motivation (Zulkosky, 2009). People with a high self-efficacy approach will perceive difficult tasks as challenges and do not avoid them. Workplace self-efficacy refers to employees' perceived competencies about their ability to complete tasks and consists of job self-efficacy, self-oriented emotions; self-efficacy emotional oriented and social (Loeb, Stempel, Isaksson, 2016). Self-efficacy is not related to the specific skills a person has but to what a person can do with those special skills (Zulkosky, 2009). Self-efficacy as a form of self-confidence can be instilled by providing opportunities to take on higher responsibilities (Paramasivam, 2015). Teacher self-efficacy is teachers' belief that, with appropriate efforts, they can deliver results in enhancing student learning, as well as uncovering and enhancing student potential (Cansoy, Parlar, 2018). Self-efficacy can improve performance because individuals who feel they have high self-efficacy will spend more effort and last longer on their tasks (Çetin, Aşkun, 2018). Teacher efficacy is also related to their behaviour in the classroom, influencing their efforts to invest in teaching, the goals they set, and their level of aspirations and influencing the persistence of teachers when things go wrong and their resilience in the face of setbacks (Tschannen-Moran, Hoy, 2001). This implies that often the condition of the classroom is not fully as expected by the teacher, and teacher efficacy plays a role in dealing with classroom conditions that are not following the teacher's expectations. Educators who have a high level of instructional efficacy, have confidence that difficult students can be taught through extra effort and proper technique.

In jobs where social interaction occurs intensively, it is necessary to have a high level of social and emotional self-efficacy, in addition, social self-efficacy is important to build a teamwork climate and self-oriented emotional self-efficacy is important to reduce emotional irritation and burnout (Loeb, Stempel and Isaksson, 2016). In general, self-efficacy has a positive impact on the 3 sub-dimensions of OCB, namely teacher OCB to students, teacher OCB to colleagues, teacher OCB to institutions, and teacher OCB to colleagues is the highest (Paramasivam, 2015). Besides that Paramasivam (2015) used family-supportive organizational perceptions as a moderator, and found that family-supportive organizational perceptions moderated the relationship between self-efficacy and teacher OCB, while teacher-to-student OCB and teacher-co-worker OCB had no moderating role.

2.4. Relationship Between Job Characteristics and Organizational Citizenship Behavior

Education systems differ in many ways from business systems. Teachers work in a flat organizational structure, their work is primarily with students, they are physically isolated from the constant interactions with other adults that most characterize business work and are faced with qualitatively based subjective assessments of effectiveness (Barnabé, Burns, 1994). They may be motivated in very different ways than business workers. Before the existence of a job redesign intervention based on job characteristics (salary based on

achievement, career path, quality circle, participatory decision-making), it was considered important to diagnose the factors that influence motivation in education. Job characteristics are stable aspects of the work environment that can affect the effective work experience at work (Saavedra, Kwun, 2000). Job characteristics influence employees' perceptions of the importance of their work, and when employees perceive their work as meaningful, they are less likely to leave and feel more committed (Bettini et al., 2015).

Research results of Chiu & Chen (2005) showed that job variation and significance had a significant positive relationship with OCB, while job identity, job autonomy, job feedback, and job interdependence were not significantly associated with OCB. In addition, job satisfaction, especially intrinsic satisfaction, mediates the relationship between job variation, job significance, and OCB. On the other hand, extrinsic satisfaction did not mediate the relationship between job characteristics and OCB. The finding of Chiu & Chen (2005) suggests that managers should enrich these characteristics and place greater emphasis on increasing employee intrinsic satisfaction to promote employee OCB.

Saavedra & Kwun (2000) summarized five core job characteristics that determine the motivational potential of a job, namely skill variety, task identity, task significance, task autonomy, and task feedback. Skill diversity is the opportunity to use many and varied skills to do a job. Task identity is the degree to which the job determines the completion of the entire task (Saavedra, Kwun, 2000). Task significance is the extent to which work affects the lives of others (Saavedra, Kwun, 2000). Task autonomy is the extent to which work provides individual freedom concerning work processes. Task feedback is a well-defined opportunity to find out how effectively someone is doing a job.

Self-efficacy has a positive impact on the 3 sub-dimensions of OCB, namely teacher OCB to students, teacher OCB to colleagues, teacher OCB to institutions, and teacher OCB to colleagues is the highest (Paramasivam, 2015). Individuals who are more motivated to meet their standards (compared to external standards) are more likely to engage in OCB (Barbuto, Story, 2012; Wilkesmann, Schmid, 2014). The research result of Chiu & Chen (2005) showed that job variation and significance had a significant positive relationship with OCB

Therefore, this study examines the effect of self-efficacy and intrinsic motivation on pre-service teacher OCB moderated by job characteristics. The investigation is based on the following hypotheses:

H1: Intrinsic motivation is significantly and positively related to OCB among pre-service teachers.

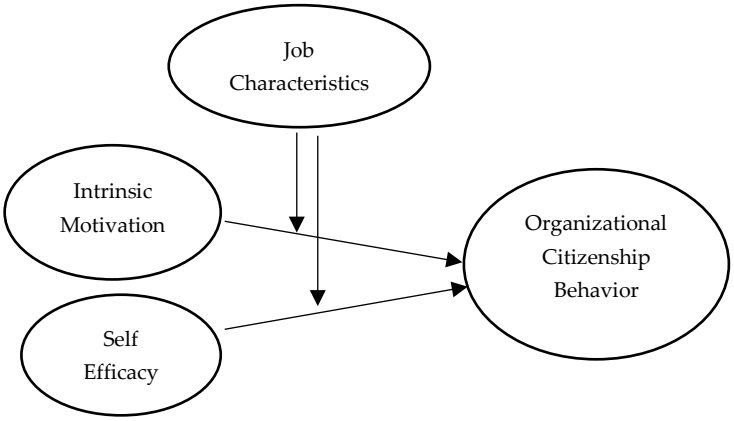
H2: Self-efficacy is significantly and positively related to OCB among pre-service teachers.

H3: Positive and significant influence between intrinsic motivation and OCB among pre-service teachers would be strengthened by job characteristics.

H4: Positive and significant influence between self-efficacy and OCB among pre-service teachers would be strengthened by job characteristics.

Where the structural model was described as follows:

Figure 1. Proposed Research Model



3. Methodology

This research is explanatory research, which is intended to examine the relationship between research variables (Singh, 2019). With a descriptive approach, to describe the research variables. The use of questionnaires was carried out to collect primary data from research respondents.

To test the proposed hypothesis, the researcher conducted a survey, with respondents who were pre-service teachers at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara who is doing an internship, a total of 387 students. Using the Slovin formula, $n = N / (1 + (N \times e^2))$, with a set margin of error of 5%, so the total sample size was 197 respondents. Researchers used Google Forms which were distributed as a data collection tool. The questionnaires that were filled out and declared valid were 147 questionnaires. So, the rate of return on the questionnaire was 75%. The characteristics of the research respondents were: 73% were female and 27% were male. The ages of the respondents were 19 years (5%), 20 years (27%), 21 years (46%), 22 years (14%), 23 years (6%), and 24 years (1%). The respondents' study programs were English education (54%), accounting education (37%), and mathematics education (10%). Respondents did internships at elementary school equivalent (24%), junior high school equivalent (37%), and high school equivalent (37%). The status of the place of the internship was private schools (71%) and public schools (29%).

OCB is measured by dimensions of helping behaviour, self-development, civic virtue, individual initiative, and sportsmanship (PM Podsakoff et al., 2000). Intrinsic motivation is measured by the dimensions of competence, autonomy, making a difference in life, and relatedness (Bloom, Colbert, 2011). Self-efficacy is measured by the dimensions of general self-efficacy and personal teaching efficacy (Choong et al., 2020). Job characteristics are measured by the dimensions of skill variety, task identity, task significance, autonomy and feedback (Hackman, Oldham, 1976).

In this investigation, PLS-SEM (partial least square structural equation modeling). Conceptually and practically, PLS-SEM is similar to analysis multiple regression, in which its main objective is to maximize the variance described in the dependent construct but also to evaluate the quality of the data based on the characteristics of the measurement model (Hair, Ringle, Sarstedt, 2011). The ability of PLS-SEM to work efficiently over a much wider range of sample sizes increasing model complexity, and less restrictive assumptions about the data, can address a wider range of problems than covariance-based SEM (Hair, Ringle, Sarstedt, 2011).

The moderating effect in the context of PLS path modelling describes the relationship in the structural model, which means that one construct moderates the direct relationship between the other two constructs. (Fassott et al., 2016). So far, job characteristics only act as a mediating variable for OCB, and in this study, researchers tried to provide a moderating role for job characteristics.

4. Results

The first step is to check the reliability and validity, with a good reliability indicator value is greater than 0.7 (Hair, Ringle, Sarstedt, 2011). Mark loading factors, composite reliability, Cronbach's alpha and average variance extracted (AVE) can be seen in the following table:

The result of the measurement model is shown in Table 1.

Table 1. Convergent Validity and Reliability Values

Dimensions	Loading factor	CR	AVE	Cronbach's alpha
Intrinsic Motivation		0.977	0.765	0.974
Being a teacher shows the ability to master science	0.897			
Being a teacher demonstrates the ability to communicate with students from various backgrounds	0.903			
Being a teacher seems to have a broad knowledge to be able to answer students' questions	0.896			
Being a teacher has patience in teaching and educating students with various backgrounds	0.848			
Becoming a teacher has the freedom to apply learning methods	0.807			
Being a teacher has the freedom to motivate students to do better	0.893			
The school gives freedom to teachers to use various learning methods	0.888			
The school gives freedom to teachers in giving assignments to students	0.890			
Being a teacher will benefit me in my social life	0.897			
Becoming a teacher will give me more meaning in life	0.904			
Seeing students who have achievements under my guidance is a satisfaction in itself	0.794			
By becoming a teacher, having intensive interaction with students	0.883			
By being a teacher, having interactions with other teachers	0.859			
Self-Efficacy		0.973	0.785	0.970
I believe that I can do my job well	0.894			
I have all the skills needed to do a good job	0.893			
I have a future in the job I chose, namely as a teacher	0.892			
I am proud of my skills in teaching	0.934			

Dimensions	Loading factor	CR	AVE	Cronbach's alpha
I am proud of my ability to teach	0.867			
I am an expert in my field of work which is teaching and educating students	0.865			
I can direct students to be disciplined in class	0.863			
I can direct students to always study diligently	0.870			
I can motivate students to improve their achievements	0.889			
Job Characteristics		0.947	0.667	0.937
I use persuasive skills to convince students to study hard	0.815			
I use cognitive skills to teach	0.868			
I help the teacher to check students' homework	0.830			
I help the teacher to make exam questions	0.786			
My task of teaching students is part of teaching and learning activities in the classroom	0.791			
The teacher is helped by the work I do	0.868			
The teacher gives me the freedom to use learning strategies that I think are effective	0.811			
The teacher gives me the freedom to interact with students	0.818			
The teacher gives me feedback regarding the learning strategies that I use	0.755			
Organizational Citizenship Behavior		0.966	0.703	0.961
I help other interns teach without being asked	0.873			
I help teachers in providing additional hours of study during this pandemic without being asked	0.835			
I help the teacher in making practice questions without being asked	0.871			
I attend pieces of training to increase my knowledge of the material I teach	0.828			
I attended training related to the use of innovative learning media	0.894			
I also give suggestions to improve the quality of the learning process	0.817			
I also advise students	0.792			
I help teachers in motivating students to study hard	0.833			
I replace teacher hours to teach outside my schedule	0.810			
I take the initiative to guide students if they have difficulty in learning outside school hours without compensation	0.861			
I help the teacher check students' homework outside of working hours	0.840			
I help teachers complete student assessments outside of working hours	0.802			

Based on the table above, it is known that all research instruments have an outer loading value > 0.7, so all instruments are declared valid. While value composite reliability > 0.9, Cronbach's alpha value > 0.9, and the average variance extracted (AVE) > 0.6, so that all variables are declared reliable and can be tested for hypotheses.

The results of the moderation test of the research variables are shown in Table 2.

Table 2. Hypothesis Test Results

Hypothesis	T Statistics	P Values	Decision
H1: there was a positive and significant effect between intrinsic motivation and OCB	4.484	0.000	Supported
H2: there was a positive and significant effect between self-efficacy and OCB	1.999	0.046	Supported
H3: there was a positive and significant effect between job characteristics and OCB	2.231	0.026	Supported
H4: positive and significant influence between intrinsic motivation and OCB would be strengthened by job characteristics	2,480	0.013	Supported
H5: positive and significant influence between self-efficacy and OCB would be strengthened by job characteristics	2,366	0.018	Supported

The results showed that all hypotheses were accepted.

5. Discussion

There is a positive and significant influence between intrinsic motivation and OCB. An intrinsically motivated individual engages in an activity because it is inherently interesting or satisfying (Gagne, Deci, 2005; Jr, Story, 2012; Bloom, Colbert, 2011), leading to internal motives for doing OCB (Finkelstein, 2011). The reasons for becoming a teacher are based on: the quest for personal fulfilment; a desire to work with young people to make a difference in their lives; and the opportunity to continue meaningful engagement with the subject of their choice (Manuel, Hughes, 2006). Pre-service teachers who have high intrinsic motivation will show OCB in their internship activities. Autonomy in implementing teaching methods gives preservice teachers confidence so that they will voluntarily be willing to take on extra roles, especially during this pandemic. A strong motivation to help others is also the basis for pre-service teachers in conducting OCB, because they consider e-learning during a pandemic to be very burdensome, not only for students but for parents, so pre-service teachers are willing to take the time to show greater OCB. The pre-service teacher's social relationship in showing OCB indicates that they want to have a social role among senior teachers at school. Meanwhile, from the competency dimension, pre-service teachers want to show that they have competence large enough to show OCB, both to students and to teachers. Pre-service teachers must be able to demonstrate competence, not only in transferring knowledge but in guiding students in developing their abilities. Pre-service teachers want to show that they have competence large enough to demonstrate OCB, both to students and teachers.

There is a positive and significant effect between self-efficacy and OCB. Dussault (2006) describes that teachers who believe in their teaching abilities will be willing to assist. The assistance here is of course aimed at students and colleagues. People with a high self-efficacy approach will perceive difficult tasks as challenges and do not avoid them (Zulkosky, 2009). Teacher efficacy is also related to their behaviour in the classroom, influencing their efforts to invest in teaching, the goals they set, and their level of aspirations and influencing the persistence of teachers when things go wrong and their resilience in the face of setbacks (Tschannen-Moran, Hoy, 2001). E-learning, which is carried out forcibly, is certainly a challenge for pre-service teachers. In a limited time, pre-service teachers must be able to use

technological devices to be able to run e-learning and must be able to innovate in learning media and learning strategies, so that students can achieve learning goals.

The results showed that job characteristics act as a moderator in the influence between intrinsic motivation and OCB. This shows that if the pre-service teacher has a strong intrinsic motivation, it will have a significant positive effect on OCB, and will be strengthened by job characteristics. In addition, the positive and significant influence between self-efficacy and OCB will be strengthened by job characteristics. Sawalha et al. (2019) added feedback as a job characteristic dimension, which of course in the educational environment, the existence of this feedback is very important so that it can know how far the tasks have been carried out, as well as the achievement of targets. Diversity of skills is shown when the pre-service teacher demonstrates his cognitive ability, persuasive ability, administrative ability, and other abilities. With a variety of skills possessed, the tendency to show OCB is getting bigger. In doing work, the identity of the task will show how important the work done by the pre-service teacher is. Doing OCB will show that their performance is very important and helps in the achievement of students' learning goals.

Pre-service teachers also realize that the significance of tasks in e-learning during this pandemic has a huge impact on the development of student learning. Autonomy in carrying out the work gives pre-service teachers the perspective that they are valued by the leadership, to implement the learning outcomes they have done. The school certainly wants to know to what extent this autonomy can make pre-service teachers show OCB in their work. Meanwhile, feedback from students, colleagues, and leaders on the work done by the pre-service teacher is very important, so that the pre-service teacher evaluates the work he does. Autonomy in carrying out the work gives pre-service teachers the perspective that they are valued by the leadership, to implement the learning outcomes they have done. Autonomy in carrying out the work gives pre-service teachers the perspective that they are valued by the leadership, to implement the learning outcomes they have done. The school certainly wants to know to what extent this autonomy can make pre-service teachers show OCB in their work. Meanwhile, feedback from students, colleagues, and leaders on the work done by the pre-service teacher is very important, so that the pre-service teacher evaluates the work he does.

6. Conclusion

The school must be able to create pre-service teachers who are willing to show OCB. By motivating job characteristics for pre-service teachers, it is certainly interesting and challenging to provide autonomy in carrying out e-learning. In the post-pandemic period, learning may not be the same as before, which used full face-to-face, but it is likely to use blended, which of course requires increasingly complex pre-service teacher competencies in using information and communication technology. Blended learning will require higher OCB, so it requires empowerment, internet self-efficacy, involvement, and engagement, both from the side of students, pre-service teachers, and teachers.

For this reason, the researcher suggests that future research can include variables of empowerment, internet self-efficacy, involvement, and engagement, as well as blended learning readiness. Because without blended learning readiness, the level of achievement of

blended learning will not be achieved. Future research needs to be carried out on teachers who are in the orientation period so that they can be assessed on their role in demonstrating OCB.

The limitation of this research is that the number of samples only came from one university, in addition, the research subjects were pre-service teachers, whose OCB value is still relatively high, so it needs to be compared with the OCB of new teachers.

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