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## Mediated Role of Integrity Between Big-5 Personality with Students' Interpersonal Citizenship Behavior (ICB)

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### Abstract

The era of the current date is called the digital era, the human being needs to be aware of his/her behavior, especially dealing with how she or they would be able to adapt to a new normal life. That is why all modern schools all over the world, focus their attention on developing and maintaining students' character such as their personality and integrity as well. How those two factors could affect students' interpersonal citizenship behavior (ICB) was the topic of this research. To solve it, therefore, a causal survey was used involving around 134 senior high school students in Jakarta who were selected randomly. There were three instruments developed to measure ICB (reliability coefficient was 0.711), personality (0.812), and integrity (0.797). Data analysis by causal analysis. The research findings revealed that students' ICB affected by both personality and integrity significantly. Moreover, ICB was also affected by personality indirectly and significantly through integrity as a mediator. It could be stated that integrity was good position as mediator which this results fitted with the theoretical model developed by Colquitt, et.al (2019). Based on this findings, it could be concluded that students' ICB variation might be affected by students' variation on their character that represented, on this occasion, by personality and students' integrity. Policy implications should be taken into consideration by every school that wants to maintain a positive direction for their students to be greater, especially in facing the digital era.

**Keywords:** Interpersonal Citizenship Behavior (ICB), Reliability Coefficients, Path Analysis, Causal The survey, and Randomly.

### Introduction

Education is an effort to foster and develop human personality both physically and spiritually. Education is a process which any individual empowered through teaching and learning process formally or informally with the aimed at improving individual knowledge, attitudes, and even behavior (Jacobson, 2019). Therefore, the role of any schools would be very important in

developing human resources. The school is one of the educational organizations that can create excellent students in academic and non-academic. Through school, students can gain knowledge and the benefits will be seen when someone can connect things in everyday life with scientific concepts.

Biology is one of the more complex subjects because it contains moving organisms (humans, animals, and plants). Some

students consider Biology subject to be quite difficult because it has many complicated concepts and foreign terms. This condition is inseparable from the nature of science where studying science can be complex because it emphasizes integrating, organizing, synthesizing, as well as analyzing information or concepts (Ziegler, 2014). Students are considered successful in achieving the goals of learning Biology if they can master the concepts and terms acquired during the Biology learning process in class.

The focus of students in achieving mastery of concepts and terms in Biology subjects makes students put aside good behavior, such as cheating during exams, disturbing friends during learning, prioritizing personal interests, and not wanting to help group mates. Even though these behaviors are more impulsive to achieve the goals of learning biology. This behavior plays an important role in the continuity of effective learning activities because it relates to the way students support and helps one another, such as mutual respect for opinions, and mutual respect so that they will show better academic performance to achieve biology learning goals. To realize this, students must have interpersonal citizenship behavior (interpersonal wise behavior).

Interpersonal citizenship behavior is one dimension of citizenship behavior, with another dimension being organizational. Menruty Prihatsanti (2017) interpersonal citizenship behavior is student behavior that contributes to the school. This behavior can be in the form of starting a conversation, maintaining relationships with other people

to create healthy relationships, and also developing relationships with other people. Interpersonal citizenship behavior can be influenced by several factors including personality and integrity. Personality dynamics and stable psychological traits within a person create the typical pattern of thinking, feeling, and behavior of that person.

There are five traits (traits) according to Allport in Rapika and Sari, 2017) which are related to personality, commonly known as the big-five personality, namely; agreeableness, conscientiousness, neuroticism, extraversion, and openness. Every student certainly has different personality traits. If students have a good personality, good interpersonal citizenship behavior will be formed when dealing with friends, teachers, and other school members. A relationship usually will bring up a high sense of integrity between one another.

Integrity is the act of understanding, accepting, and choosing to live according to long-held principles, which include honesty, fairness, and decency. Students with integrity will consistently show the good character that is free from vice and hypocrisy. Integrity can be formed from relationships between individuals who build each other and trust one another. This will bring up the desire of students to be able to establish good relationships with interpersonal citizenship behavior following the personality of each individual. That was why this research will be directed to find information regarding the role of personality and integrity in effecting students' interpersonal citizenship behavior (ICB),

## Research Methodology

Since this research was aimed at finding the information on whether integrity would be good as the mediator between big-5 personalities and students' ICB, therefore, a causal survey has been applied. Around 134 senior high schools, students have been selected randomly. There were three instruments developed to measure students' ICB with a reliability coefficient was 0.711, a personality reliability coefficient was 0.812, and finally, integrity with reliability was 0.797. Based on these calculations, all instruments could be applied scientifically. Data were analyzed by path analysis based on its regression models and linearity as well.

## Results and Discussion

This research was conducted with the aim to determine whether there is influence between variables with path analysis, namely the direct effect of personality on integrity, the direct effect of integrity on interpersonal citizenship behavior, the direct effect of personality on interpersonal citizenship behavior and the indirect effect of personality on interpersonal citizenship behavior through integrity. The data used in this research is data from the results of filling out instruments that have been filled out by 134 senior high school students.

The results showed that (1) integrity has been proven affected directly by personality significantly with its coefficient of 0.718 and  $t\text{-cal} = 14.485$ ; (2) integrity has a significant direct effect on interpersonal citizenship behavior with a path coefficient

of 0.674 and  $t\text{-cal.} = 10.495$ ; (3) personality has a significant direct effect on interpersonal citizenship behavior with a path coefficient of 0.783 and  $t\text{-cal.} = 11.850$ ; and (4) personality has a significant indirect effect on interpersonal citizenship behavior through integrity with a path coefficient of 0.528 and  $t\text{-cal.} = 7.118$ . A summary of the results of hypothesis testing is presented in below table.

Those findings was is in accordance with the integrative model of organizational behavior put forward by Colquitt which states that there is a relationship between personality and interpersonal citizenship behavior (Putrawan, 2020). Weiberg (1999) revealed that personality is a unique characteristic possessed by each student so it becomes a differentiator from other students (also found in Putrawan, Henry, and Irwan, 2022).

It includes all the thought patterns and emotions that cause people to do and say certain things. When studying in class, personality can take the form of an open mindset, especially in biology lessons which are considered quite complex for some students. Students with positive personalities like socializing, teamwork, responsibility, and reliability, so a good relationship between students and student-teachers are created and fosters mutual trust. Through this relationship of mutual trust, integrity will emerge which is a commitment to building relationships and trust (Gea, 2016).

Integrity is the formation of trust between individuals. A person with integrity shows good behavior and acts according to the principles he adheres to. Students with

integrity will act according to what they say so that they will create a sense of being trusted and relied on by their friends (Kannan and Lawrence, 2012). This is following research by Calista (2019) entitled

"The Effect of Personality and Integrity to Affective Organizational Commitment" which shows that there is a significant direct effect between personality and integrity see figure and below table).

Table: Hypotheses Testing Results Summary

Direct or Indirect	n	Path Coefficient	t-cal.	t-tab. (0.05)
X1-X2	134	0.718	14.485	1,978
X2-X3	134	0.674	10.495	1,978
X1-X3	134	0.783	11.850	1.978
X1on X3 through X2	134	0.528	7.118	1.978

Laginess (2016) found, on the other hand, that integrity has been associated with two factors of big-5 personality i.e. conscientiousness and agreeableness which his report stated that those two personality traits were found to be the cause of students' integrity. Students who have this trait will be conscientious in being achievementoriented, comply with rules, and be consistent with their work in learning in class.

Another finding concerned with the role of mediated factor, in this case is integrity which directly affected students' ICB significantly. According to the research findings of Banuara Nadeak (2017), someone who has high integrity in his work will have good interpersonal skills. The integrity of students can be seen from how they establish interpersonal relationships in class, such as keeping promises, keeping commitments, and being honest, all of which

are examples of behaviors that characterize integrity because integrity is harmony between one's words and actions. Students with high integrity will be trusted by their peers during the learning process and will increase the desire to form positive relationships in the classroom.

This statement is supported by research by Dongkyu Kim and Seokhwa Yun (2014) entitled "Behavioral Integrity, Mentoring Behavior, and Interpersonal Citizenship Behavior" which states that integrity is one of the factors that can affect interpersonal citizenship behavior. Student integrity can be formed from direct interaction with friends when studying.

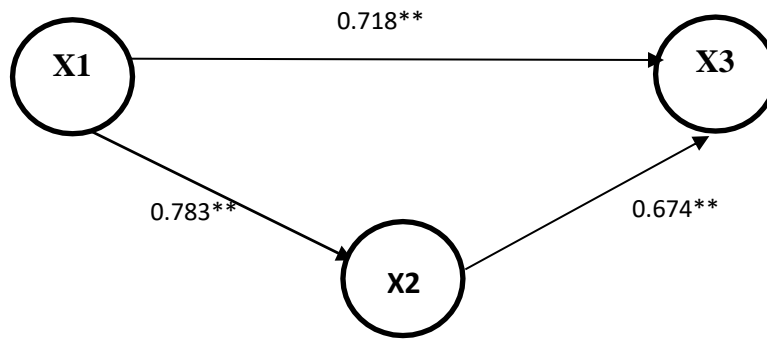


Figure: Empirical Structural Model  
\*\* P < 0.01

Based on the results of testing the third hypothesis, the results show that there is a significant influence between personality and interpersonal citizenship behavior. Interpersonal citizen behavior Students in schools can be generated from their own choices. One of them is the personality that will influence a person's behavioral decisions. Personality can be defined as the characteristic and planned characteristics of a person; determined by the environment and genetic traits that control a person's cognition, motivation, and behavior in various situations (Ryckman, 2014). Different student personalities will be able to influence student behavior decisions. Allport in Robert, (2018) said that the most widely used personality theory and the results of his research can represent a person's personality are the big five personalities including openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism.

This personality will affect how students react to situations that arise during the

learning process. Because they want to get along with other people, students will build harmonious interpersonal relationships with their friends in class. This is supported by Nadya's research (2014) which states that a person's approach to dealing with interpersonal behavior problems varies depending on the character or personality of each.

Students who have extroverted personalities like to socialize with other students and are always enthusiastic and more active in interpersonal behavior (Colquitt and Zipay, 2015). Students with introverted personalities, on the other hand, will be more shy and difficult to get along at school, and they will avoid being the center of attention. The relationship between personality and interpersonal citizenship behavior is that individual personality differences are reflected not only in how people behave but also in how they communicate. Examining the relationship between personality and interpersonal citizenship behavior shows that individual

personality differences are not only reflected in the way people behave as well as in communicating, but also in the types of communication situations that people want to choose from in everyday life (Frederickx and Hofsmann, 2014).

Furthermore, in the fourth hypothesis, the results show that there is an indirect effect of personality on interpersonal citizenship behavior through integrity. This is following the integrative model of organizational behavior put forward by Colquitt where personality and integrity are factors that influence students in interpersonal citizenship behavior. Interpersonal citizenship behavior in students will develop by itself as a result of the individual's good personality. High integrity will be created if a student has a good personality, such as having an honest personality, adhering to the ethics that apply in their environment, and can be trusted because what is said and done is appropriate (Quigley, 2007).

During the learning process, the personality and integrity of students will assist in the development of interpersonal citizenship behavior. When students have a high level of mutual trust, they are more likely to engage in wise behavior (interpersonal citizenship behavior), such as helping friends who are struggling with biology subject matter, respecting the rights and privacy of friends, avoiding disputes with other students, behaving politely and politely, and enthusiastic when studying biology in class. This is supported by Putrawan (2019), who states that citizenship behavior can be viewed from personality

which is influenced by five factors that will be mediated properly by integrity.

## Conclusion

Based on the results of the research that has been done, students who have interpersonal citizenship behavior need to improve integrity which is influenced by personality. Interpersonal citizenship behavior can increase directly through personality and integrity which act as mediators between personality and interpersonal citizenship behavior.

Considering the research results, there are several suggestions as follows: (1) For teachers to be able to improve the interpersonal citizenship behavior of students through a learning process that involves group work involving interaction between students with the hope that students can establish good relationships with friends who have different personality types and levels of integrity. different; (2) For students to take part in every activity at school or outside of school; (3) For researchers to follow up on this research through similar studies by developing independent variables that can affect interpersonal citizenship behavior and expand the coverage area and add research samples.

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