

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara kecerdasan emosional dengan *Organizational Citizenship Behavior* (OCB) pada guru Sekolah Menengah Atas (SMA) di Kota Lhokseumawe. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional. Partisipan berjumlah seratus sembilan puluh lima guru yang mengajar di berbagai SMA, baik negeri maupun swasta, di wilayah Kota Lhokseumawe. Teknik pengambilan sampel menggunakan *non-probability sampling* dengan metode *quota sampling*. Pengumpulan data dilakukan menggunakan skala kecerdasan emosional dan skala OCB yang telah teruji validitas dan realibilitasnya. Analisis data menggunakan uji korelasi *Spearman's rho* dikarenakan sebaran data tidak berdistribusi normal. Hasil penelitian menunjukkan adanya hubungan yang sangat kuat, positif dan signifikan antara kecerdasan emosional dengan *Organizational Citizenship Behavior* (OCB). Hal ini mengindikasikan bahwa semakin tinggi tingkat kecerdasan emosional guru, semakin tinggi pula inisiatif dalam menampilkan perilaku *extra-role* atau sukarela. Temuan ini menegaskan bahwa kematangan emosi memiliki peran penting terhadap munculnya kepedulian dan kontribusi sukarela demi kemajuan sekolah tanpa mengharapkan imbalan formal.

Kata Kunci : Guru, Kecerdasan Emosional, *Organizational Citizenship Behavior*

ABSTRACT

This study aims to determine the relationship between emotional intelligence and Organizational Citizenship Behavior (OCB) among High School (SMA) teachers in Lhokseumawe City. This study employed a quantitative method with a correlational design. The participants consisted of one hundred ninety-five teachers teaching in various public and private high schools within Lhokseumawe City. The sampling technique utilized non-probability sampling with a quota sampling method. Data collection was conducted using emotional intelligence and OCB scales that have tested validity and reliability. Data analysis was performed using the Spearman's rho correlation test due to the non-normal distribution of the data. The results indicated a very strong, positive, and significant relationship between emotional intelligence and Organizational Citizenship Behavior (OCB). This implies that the higher the level of teacher's emotional intelligence, the higher the initiative to display extra-role or voluntary behavior. These findings confirm that emotional maturity plays an important role in the emergence of care and voluntary contributions to school progress without expecting formal rewards.

Keywords : *Emotional Intelligence, Organizational Citizenship Behavior, Teachers*