Correlates of Online Transport Drivers' Service Literacy: Service Resilience, Organizational Citizenship Behavior, and Sensation-Seeking

Madeline Jessica and Juneman Abraham
Department of Psychology, Faculty of Humanities
Universitas Bina Nusantara

Besides being of benefit, online transport services in Indonesia also receive complaints from customers. It is not surprising that online transport service businesses have striven to improve their services by introducing electronic features, which are hoped to be able to improve feelings of being safe and comfortable, amongst users. This research assumes that the increases in electronic features are necessary, but insufficient. These features need to be supplemented by the service literacy of the driver/riders. The goal of this research is to attempt to test correlational hypotheses concerning the relationships between the three psychological variables, service resilience, organizational citizenship behavior and sensation-seeking; and service literacy. The research, conducted with 272 driver/riders (255 males, 17 females; M_{age} = 32.8 years old, SD_{age} = 8.028 years) of online motorcycle taxis (*ojek*), indicated that those hypotheses were supported by empirical data.

Keywords: resilience, organizational citizenship behavior, sensation-seeking, service literacy, online driver/rider

Di samping membawa manfaat, transportasi daring (dalam jaringan) di Indonesia juga mendapat keluhan dari pelanggan. Tidak heran, perusahaan terkait berusaha memperbaiki layanannya dengan menghadirkan fitur-fitur elektronik yang diharapkan mampu meningkatkan rasa aman dan rasa nyaman pengguna. Penelitian ini berasumsi bahwa peningkatan fitur elektronik adalah perlu tetapi tidak cukup. Fitur tersebut perlu dilengkapi dengan literasi layanan dari pengemudi. Penelitian ini menguji sejumlah hipotesis korelasional mengenai hubungan antara tiga variabel psikologis (yakni resiliensi layanan, perilaku kewargaan organisasi, dan pencarian sensasi) dan literasi layanan. Penelitian terhadap 272 pengemudi ojek daring (255 laki-laki, 17 perempuan; M_{usia} = 32.8 tahun, SD_{usia} = 8.028 tahun) menunjukkan bahwa hipotesis tersebut didukung oleh data empiris.

Kata kunci: resiliensi, perilaku kewargaan organisasi, pencari sensasi, literasi layanan, pengemudi daring

Online *ojek* driver/riders are the driver/riders and owners of motorcycles, who utilize applications (hereinafter in this article this term is used to refer to *mobile Internet applications*) from online application service providers, to obtain bookings from consumers. The mechanism for utilizing the application is as follows: after the driver obtains all of the data of the user of the service from the application, which is visible on the driver's smartphone, the driver will make their way to the place where the person placing the booking, or the consumer of this transport service, is located (Wijaya, 2016). This online-based transport service is also called a *ridesharing* application, the appearance of which in Indonesia began to develop rapidly in 2014. Early on, this appearance was commenced by *Uber* applications. Later on, this was followed by the emergence of the *Gojek*, *Grab*, and other similar online-based applications.

Based upon a survey conducted by the Indonesian Consumers' Association Institute (YLPK Jatim, 2017), some clients were disappointed with online transport services, for a number of reasons. These reasons began with fictional bookings made by drivers, one-sided cancellations, and impolite driver/rider behavior. To

elaborate, the forms of disappointment or complaint over online transport services were divided into two types, those related to technological applications, and those to human resources (the driver/riders). The problems experienced by customers were, inter alia, driver/riders requesting the customer booking be canceled, 22.3%, customers finding difficulties in obtaining a driver, 21.19%, drivers who unilaterally cancelled a booking, 16.22%, the application being inaccessible, owing to coverage difficulties, 13.11%, drivers failing to arrive to pick up consumers, 6.34%, poor condition of vehicles, 6.04%, and driver/riders driving vehicles improperly, 4.73%. This indicates a lack of minimal standards from providers of online transport services.

From the results of this survey, the authors concluded that the cause of the less than optimal service was the low level of service literacy of online service driver/riders. This service literacy is frequently considered to be insignificant, which can cause problems in customer satisfaction with online transport services. Besides this, drivers/riders of online *ojek* services are the front lines of the business, so that evaluation by customers, concerning the good or bad quality of the service company, are dependent upon the people who deliver the service.

Literacy, in the online dictionary of the APA Dictionary of Psychology (2018a), is defined as the quality of having a clear knowledge and understanding of a matter, either traditional or contemporary. Literacy is a practical usage in a social, historical and cultural situation, in creating and interpreting meaning, via the text. In a literacy situation, what is required is a framework of cognitive ability, knowledge of both written and spoken language, knowledge regarding genre, and cultural knowledge (Kern, 2000). In line with those definitions, service literacy is defined as the basic knowledge an individual possesses, concerning effective methods, in the process of managing customer needs.

Applying the dimension of literacy, according to Catts and Lau (2008), concerning living life in the 21st century, the authors have expanded the meaning of the dimension of service literacy of an online *ojek* driver, as follows:

(1) Basic Literacy, another term used being Functional Literacy, is a basic ability in the conventional learning system, such as reading, writing, and performing numerical calculations. In the literacy ability discussed in this research, what is covered is the ability to open applications, and how well a driver/rider can understand the features to be found in an application.

(2) Data literacy, also known as Computer Literacy, is a set of skillfulness, attitude, and knowledge required to understand and operate basic Information and Communication Technology (ICT) functions, including electronic device software, such as in cell phones, covering literacy in the use of hardware and software. The literacy ability of online service driver/riders covers the ability to operate digital maps and the ability to evaluate data from these maps, to use in route selection.

The two dimensions aside, there are still other dimensions of literacy ability, such as those developed by Meyers, Erickson, and Small (2013), as follow:

(3) Communication and Collaboration Literacy, that is the literacy ability of the driver/rider to communicate with customers, and to collaborate with fellow driver/riders. This may be seen from the interaction conducted by driver/riders through messaging service (SMS, *WhatsApp*, etc.), chatting, concerning customers, and how well the driver/riders can maintain etiquette when communicating. This is referred to as "network etiquette", or *netiquette*. The principle goal from this development of literacy is that driver/riders become aware of managing their identities as online service driver/riders, and the importance of the evaluations (ratings) given by customers.

(4) Safety Literacy, that is the literacy ability of driver/riders, to enable them to ensure the security of the equipment in their environments, and to be able to give a feeling of safety to customers. With this literacy ability, driver/riders are able to ensure the safety of their cell phones. This can be seen from the way they place them, or use them, or the use of protectors, so that in poor weather conditions they may still be able to access their smart phones. Additionally, driver/riders need to protect the safety of the passengers they carry or pick up, by obeying traffic regulations and using safety procedures and standards, whilst driving/riding. Driver/riders must also protect the privacy of their customers, to ensure telephone number data is not misused.

(5) Problem Solving Literacy, that is the literacy ability of driver/riders in resolving problems. In this literacy ability, driver/riders are expected to be able to anticipate and provide alternative solutions during the driving/riding process. Besides this, the driver/riders must be able to overcome technical problems, if there is an application error, or other technical problems.

The reason for the minimal literacy ability is thought to be that most driver/riders have a low level of education. From the results of short interviews, in June 2018, with five driver/riders from different cities, the

results showed two of the five driver/riders had graduated from Junior High School (*Sekolah Menengah Pertama – SMP*), and one from Primary/Grade School (*Sekolah Dasar – SD*). This may be evidenced further in the methods of recruitment of aspirant motorcycle riders, wherein no particular standard of education is required. It is posted on one of the web sites of providers of online transport, that aspirants driver/riders need only to register online, own a smartphone, possess a current Class C (motorcycle) driver's license (*Surat Izin Mengemudi – SIM*), and own a motorcycle with a current registration certificate (*Surat Tanda Nomor Kendaraan – STNK*). Also, the authors believe that the basic knowledge of driver/riders is still minimal because the procedural standards for service (training) provided by the providers of online transport services are very rare, and the number of driver/riders trained at any one time too many (Nursatyo, 2017), so the material is not delivered to maximum effect.

In the same series of interviews as those enquiring into educational standards, the authors asked questions concerning the benefits obtained by becoming online driver/riders, apart from the income. Two driver/riders answered that with this work they now had a wider community of fellow driver/riders, and they also increased their communications skills with customers. Two other driver/riders answered that, by becoming online service driver/riders, they have increased their knowledge of new locations, and how to access shortcuts, and one driver/rider responded that his knowledge of technology and applications had increased.

From the disappointments experienced by customers, the authors concluded that unilaterally canceled bookings, and impolite behavior towards customers, was also a result of low levels of literacy and resilience. This was seen in their service literacy in matters of their communications skills being categorized as being at a low level, because they were unable to maintain etiquette and, besides that, their service resilience, in regard to the regulation of their emotions, was also low, as they were unable to deal patiently with customers.

Resilience, according to the APA Dictionary of Psychology (2018b), is defined as the process of, and the results from, the successful efforts of an individual in adapting to difficult or challenging life experiences, particularly through mental, emotional and behavioral flexibility and their adaptation to external and internal demands. Resilience has been related to the skills pertinent to more positive adaptation, or psychological endurance, for instance, the skill of coping with stress. Holling (as cited in Weller & Anderson, 2013) defined resilience as the measurement of a system of the persistence and ability of an individual to absorb change, between holding on to a familiar situation, or facing such a change. In such developments, resilience has a multiform meaning, covering recovery from a traumatic period, overcoming failure in life, and resisting stress, in being able to function well when carrying out daily tasks. Additionally, what is most important, resilience is construed as meaning a pattern of positive adaptation, or one indicating development, in a difficult situation (Masten & Gewirtz, 2006). Service, in the Great Dictionary of the Indonesian Language/ Bahasa Indonesia (*Kamus Besar Bahasa Indonesia - KBBI*), is defined as an effort to assist, by preparing or organizing something required by others (KBBI, 2018), whilst according to Barata (2004) a service will be performed by the service provider, through the process of providing a particular treatment to someone being served. The authors combined these concepts to define service resilience as a behavior performed by an individual, to be able to resist, adapt to and accept change, in providing whatever is required by the customer, despite having had a poor previous experience in giving service.

The relationships between the variables of literacy and resilience have been examined by Sanacore (2000) and Cheung (2017), who stated that literacy success is influenced by the resilience of people in facing difficulties in their environment, by not surrendering and by rebounding from failure. For example, there was a case indicating that there is a positive relationship between these two things, which occurred when a driver/rider called upon a customer to avoid bag-snatching (Rizki, 2018). From this case it can be seen that bag-snatching was an unfortunate experience previously faced by the driver/rider, however, despite this experience, the driver/rider did not give up, and strove to increase his knowledge about how to guard the safety of his passenger. From the way, this driver/rider became aware of, and educated, his passenger on how to safeguard his or her goods, this caused his literacy to grow.

Another case, which gave rise to customer disappointment, concerned fictitious bookings, and customers not being picked up by online service driver/riders (Damar, 2018; Kartika, 2015). This is also caused by low levels of driver/rider literacy, concerning the comprehension of service. This case is related to the variables of organizational citizenship behavior and the variable of sensation-seeking, which also are low.

Organizational citizenship behavior (OCB) is defined as the chosen behavior of a citizen of an organi-

zation, not in the form of a formal work obligation, which supports effective organizational functioning (Robbins, 2006).

The measurement of OCB, through the dimension developed by Organ (1988) and Podsakoff, MacKenzie, Paine, and Bachrach (2000), is as follows:

(1) Performing duties in excess of the required standard (conscientiousness). This means performing tasks and responsibilities given by an organization in excess of the minimum standard expected. The behavior indicated includes timeliness, number of attendances, efficiency at work, and obeyance of organizational regulations. In this present study, this occurred when the driver/rider adhered to safety standards, and indeed gave additional benefits, such as handing out sweets or vitamins.

(2) Sportsmanship and tolerance. This means a behavior which illustrates sportsmanship and tolerance in an organization, that is aimed at looking at the positive aspects of an organization, as opposed to the negative aspects, together with making efforts to avoid matters which might have a negative effect upon it. In such matters, driver/riders were able to look at the positive aspects of the online transport service provider, without asking for more fare increases, and show sportsmanship-like behavior towards other driver/riders, thus attracting customers.

(3) Participation in, and providing support for, the projection of good images of the organization (civic virtue). This means a behavior which demonstrates support for the administrative functions of the organization, taking the form of voluntary participation in forming the image of the organization, such as attendance at organizational meetings, and being able to arrange the unity of fellow members of the organization. In this research, driver/riders took active parts in briefings held by the providers of online transport services, and besides that, were capable of building solidarity with fellow driver/riders.

(4) Behavior which reduces work problems (courtesy). This is behavior which reduces problems related to work, beginning with conflict with work colleagues, and with the company. This behavior can prevent the occurrence or the development of problems, in a work context. In these matters, online driver/riders should be able to prevent conflict with fellow driver/riders, and able to settle problems they face, related to driving/riding and to customers.

(5) Behavior to assist fellow workers (altruism). This is behavior aimed at assisting workmates in completing their work, in unusual situations, without being forced to do so by anyone else. In this research, driver/riders were able to assist other driver/riders to overcome difficulties and technical constraints. In a number of areas prone to accidents and crime, driver/riders looked after fellow driver/riders, when on the road and when transporting passengers.

Meanwhile, sensation-seeking is defined as a trait marked by the need for a variety of sensations and new, unusual, and complex experiences, together with the readiness to take physical and social risks to obtain these experiences (Chaplin, 2009).

The dimensions of sensation-seeking have been defined by Zuckerman (2007), as follows:

(1) Seeking thrills and adventures. This dimension is related to the needs of individuals to engage in risky activities, performing risky deeds involving strong desires to take part in activities which are challenging and "extraordinary" from the viewpoint of what other people generally do. In this present study, this occurred when driver/riders took unusual routes, for instance by taking narrow shortcuts and used/damaged roads. This was also in the dimension developed by Surányi, Hitchcock, Hittner, Vargha, and Urbán (2013) about discovering new places, that is driver/riders sensation-seeking by going via new areas, or feeling a challenge of in taking their passengers by a long route.

(2) Seeking adventure. The dimension of experience seeking is related to the exploration of new experiences through unconventional sensations and lifestyles. In this, driver/riders seek sensation through the modification of their vehicles, or modification of their uniforms, so as to be seen as different to other driver/riders. This can be seen also in the ways a number of driver/riders try to be viewed as different, by giving something to their passengers.

(3) Inability regarding self-control (disinhibition). This dimension is related to impulsive behavior, involving strong desires to engage in conduct involving social risks. In this it can be seen that when driver/riders feel challenged, this is the time they must transport their passengers along dark narrow tracks, such as through cemeteries, to reach destinations.

(4) Susceptibility to feelings of boredom (boredom susceptibility). This dimension relates to individuals having an antipathy to repetitive experiences and routine work. In this present study, this occurred when driver/riders looked for activities other than their routine ones, for instances by forming communities of fellow driver/riders, getting together at social events, or touring. Susceptibility to feelings of boredom also occurred when driver/riders became unwilling to use digital maps, and reverted to the conventional means, that is by asking people in the vicinity about details

of unknown places. This is similar to the dimension developed by Surányi et al. (2013), concerning unpredictable friends, wherein, to overcome their feelings of boredom, driver/riders attempted to discover new acquaintances, through communities, and by communicating with passengers, as well as with other people newly met along the way, merely to increase their relationships.

Explanation of the cases above, that is when driver/riders made up fictitious bookings, so that they did not make their pickups nor transport them, mean that they were not seeking experiences nor exploring new things. From this, it can be concluded that the driver/riders did not engage in sensation-seeking, so their service literacy regarding comprehension of data and knowledge of new routes was also low. Meanwhile, their relationship with OCB was poor, because they behaved in an unsportsmanlike way and dishonestly towards other driver/riders, by placing false bookings, so their literacy concerning their knowledge of collaboration was also low. When news of these occurrences was published, the image of the transport service providers also suffered.

The relationships between the variables of sensation-seeking and literacy was examined by Jensen, Imboden, and Ivic (2011), who stated that when an individual seeks new sensations by engaging in activities which are outside the norm, this may increase his knowledge, however the relationships between the variables of organizational citizenship behavior and literacy have never previously been investigated. Nonetheless, there was similar research performed which described both, conducted by Williams and Shiaw in 1999, which stated that people want to raise the level of the image of their companies, so they will find out the things they need to do to create a good image. It is this knowledge-seeking process which increases their knowledge and literacy.

Another example of a case, indicating a positive relationship between the variables, can be seen with an online *ojek* community performing community service, by conducting tree-planting (Tohir, 2018). This shows that their service literacy with the public is already sound, as the driver/riders were able to build a good image for the company, with their positive activities. The sensation-seeking was observed when the driver/riders formed a community, and carried out the tree-planting, meaning they did something new, something outside their daily routines.

Based on the propositions above, the hypotheses of this present study were as follows:

Hypothesis 1: There is a relationship between service resilience and service literacy.

Hypothesis 2: There is a relationship between OCB and service literacy.

Hypothesis 3: There is a relationship between sensation-seeking and service literacy.

Table 1
Aspects of Service Literacy

Aspect	Indicator
Basic literacy	• Knowledge of the use of smartphones and applications. • Knowledge of the features of applications. • Knowledge of customer service. • Business knowledge.
Data literacy	• The ability to conduct browsing or searching of digital maps. • The knowledge of data evaluation, for route selection.
Communication and collaboration literacy	• The knowledge of how to interact via messaging service (chatting) with customers, in accordance with internet etiquette (netiquette). • The ability to communicate verbally and non-verbally with customers or fellow driver/riders.
Safety Literacy	• The ability of a driver/rider to protect his cell phone and his/her vehicle. • The ability of the driver/rider to protect the privacy or secrecy of the data of a customer. • The ability of a driver to protect his passenger.
Problem-solving Literacy	• The creativity of a driver/rider in problem handling. • The ability to seek a solution to technical difficulties whilst on the road.

Method

The characteristics of the participants in this research were: they were online *ojek* driver/riders, including *GoRide-Gojek* and *GrabBike*, living in Jakarta, Bogor, Depok, Tangerang, and Bekasi, all in West Java, Indonesia. The number of participants was 272. A description of the participants is as follows: 255 males, 17 females, with an average age of 32.8 years, and a standard deviation of 8.028 years. Their educational achievement levels were: Senior High School (*Sekolah Menengah Atas – SMA*) 50%, 3-year Diploma 19.9%, Junior High School (*Sekolah Menengah Pertama – SMP*), 17.6%, Undergraduate degree, 11.4%, and Primary/Grade School (*Sekolah Dasar – SD*) 1.1%. The participants were resident in: Jakarta, 27.9%, Bogor, 21.7%, Bekasi, 21.3%, Tangerang, 21.0%, and Depok, 8.1%.

The measurement instrument used to measure Service Literacy was constructed by the authors, on the basis of dimensions developed by Catts and Lau (2008), and by Meyers et al. (2013), as can be seen in Table 1. The examples of items are: (1) I understand that *Gojek* driver is not permitted to be involved in political activities; (2) I know the info about *Gojek* drivers by accessing the Internet (e.g., *Youtube*); (3) I know the amount of profit obtained by *Gojek*; (4) I don't know how to calculate bonuses and points given by *Gojek* (unfavorable item; reversely scored); (5) I do not understand how to use digital maps, like *Google Maps* or the *Waze* application (unfavorable item); (6) I do not understand the importance of rating from the customer (unfavorable item); (7) I understand how to keep my motorbike safe and protected from injury; (8) I understand that a driver is required to maintain the privacy of customers by not spreading their telephone numbers; and (9) I understand how to deal with conflicts with fellow drivers and remain sportive in competition. The response options were "Strongly Disagree" (scored 1), "Disagree" (scored 2), "Agree" (scored 3), and "Strongly Agree" (scored 4).

The measurement instrument of Service Resilience was adapted from one that already in existence, that is the Resilience Factor Inventory (RFI), developed by Reivich and Shatté in 2002, as seen in Table 2. The examples of items are: (1) I am nervous when the application is experiencing an error (unfavorable item, reversely scored); (2) I withdraw when I encounter a conflict with another driver (unfavorable item); (3) I am able to express anger at the right time; (4) I am able to recognize the root of the problems I faced; (5) I am able to think positively when facing problems; and (6) If there is a technical problem, I tend to blame the company (unfavorable item). The response options are "Strongly Disagree" (scored 1), "Disagree" (scored 2), "Agree" (scored 3), and "Strongly Agree" (scored 4).

The measurement instrument used to measure Or-

Table 2

Aspects of Service Resilience

Aspect	Indicator
Regulation of emotions	• Calm in confronting problems. • Focussed on extant problems.
Control of impulses	• The ability to control negative emotions. • The ability to manage negative emotions.
Optimism	• Having the conviction that all will be well. • Being convinced of the ability to confront all situations.
Empathy	• Able to comprehend the verbal behavior of others. • Able to comprehend the non-verbal behavior of others.
Analysis of the causes of problems (Causal-analysis)	• Able to identify problems well. • Able to contrive a solution to the problems faced. • Not blaming others for problems occurring. • Awareness that failures are the results of the inadequacy of effort.
Self-efficacy	• Having the confidence to solve the problems faced. • Having the confidence to be successful.
Achievement (Reaching-out)	• Not embarrassed when experiencing failure. • Out of one's own comfort zone. • Dare to optimize abilities.

ganizational Citizenship Behavior (OCB) was the existing indicator, that is the OCB Self-Rating Scale, constructed by Organ (1988) and then developed by Podsakoff et al. (2000). However, the items were developed by the authors, as shown in Table 3.

The examples of items and their response items are:

(1) In my daily life I do work as an online driver, I will ... [a. take the number of orders above the average; b. work without targets; c. work only according to mood] (unfavorable item);

(2) At present the number of passengers (demand) is not proportional to the number of drivers (supply). I will do ... [a. looking for a more crowded place to get more passengers; b. keep competing with other drivers; c. cheat by making fake orders] (unfavorable

item);

(3) In communicating with fellow drivers, I will ... [a. join the community; b. chatting around; c. choose to shut down and not communicate] (unfavorable item);

(4) When an application or mobile phone from another driver has an error, I will ... [a. help fix it; b. not care; c. not manage it for fear of damage] (unfavorable item);

(5) If there are other drivers who have problems with the vehicle (breaking down or leaking tires), I will ... [a. stop and help; b. if that fellow *Gojek* driver, I will help; c. ask for help from other drivers] (unfavorable item);

(6) In carrying out every incoming order from a customer, I will ... [a. choose the closest travel route; b.

Table 3

Aspects of Organizational Citizenship Behavior

Aspect	Indicator
Perform duties to a standard in excess of the norm (*Conscientiousness*)	• The ability to meet responsibilities to a standard in excess of the given target. • The ability to conform to established regulations.
Sportsmanship and tolerance	• Ability to compete in a sportsman-like manner with fellow driver/riders. • Ability to look at positive aspects of the company, and to avoid matters having a negative influence.
Participation in and support for the projection of positive images of the company (*Civic virtue*)	• Always attending all meetings and training conducted by the company. • Having the ability to build positive images of the company with passengers. • Ability to organize solidarity with fellow driver/riders.
Behavior reducing work problems (*Courtesy*)	• The ability to reduce the severity of work problems faced. • The ability to reduce the severity of work problems with fellow driver/riders.
Helpful behavior towards work-mates (*Altruism*)	• The ability to help, free of compulsion, fellow driver/riders who are confronting problems. • The ability to assist other driver/riders who are unable, in certain circumstances to complete bookings.

Table 4

Aspects of Sensation-Seeking

Aspect	Indicator
Thrill and adventure seeking	• The need to engage in challenging activities. • Driver/rider likes activities outside the daily norm and unusual experiences.
Experience seeking	• The tendency to be motivated to explore stimuli which involve new experiences. • The tendency of driver/rider to employ a non-conformist style of motoring.
Inability to contain oneself (*disinhibition*)	• Driver/rider liking activities involving self-risk. • Driver/rider liking activities involving risks to passengers and other driver/riders.
Susceptibility to feeling bored	• Driver/rider not liking repetitive experiences. • Driver/rider not caring for predictable things, and behaving differently to the majority of people.

choose the route compatible to my way; c. not be picky in picking routes].

The response options are: a (scored 1) b (scored 2), and c (scored 3).

The measurement of sensation-seeking was adapted from an existent one, that is the Sensation-seeking Scale, Form V (SSSV), constructed by Zuckerman (2007), as can be seen in Table 4. The examples of items are: (1) I always choose a new route and far dis-tance to increase knowledge about the area; (2) I prefer to pass narrow shortcut access even though sometimes the road is damaged in order to reach customers whose homes are remote/isolated; (3) I feel challenged when I have to take customers in quiet and dark areas like graves; and (4) I feel I need to help in an accident even though I am at risk of legal and time-consuming. The response options are "Strongly Disagree" (scored 1), "Disagree" (scored 2), "Agree" (scored 3), and "Strongly Agree" (scored 4).

Regarding item validities (in the form of corrected item-total correlations), these, together with the reliability indexes, are shown in Table 5.

The authors distributed the measurement instruments via questionnaires, to be filled in online, using *Google Forms*, distributing them through *WhatsApp* applica-tions and on social media, to online driver/riders whom the authors had met, and through colleagues of fellow researchers. Besides this, the authors also distributed the questionnaires offline by handing them directly to driver/riders gathered in their communities. Data collection took place between June 19, 2018 and July 9, 2018.

The design of this study was correlational, with a-nalysis of data techniques using Pearson correlation. However, after it had been tested, it was discovered that the data distribution was not normal, so that the authors continued the data testing using Spearman cor-relational techniques.

Results

Test of normality showed that the service literacy data were not normally distributed (Kolmogorof-Smir-nov's $p = .000$, $p < .05$, with $df = 272$). Based upon Spearman correlation using SPSS 20 for Windows, results obtained were that the three psychological va-riables, i.e., service resilience ($M = 64.63$, $SD = 6.813$), organizational citizenship behavior ($M = 21.79$, $SD = 3.713$), and sensation-seeking ($M = 33.39$, $SD = 4.099$)

Table 5

Item Validity and Reliability Indexes for Measurement Instruments

Variable	Corrected Item-Total Correlation Minimum	Corrected Item-Total Correlation Maximum	Reliability-Cronbach's Alpha	Number of Items after Validation Phase
Service Literacy	.321	.884	.887	14 (initial items: 33)
Service Resilience	.334	.925	.911	20 (initial items: 34)
Organizational citizenship behavior	.302	.951	.883	9 (initial items: 15)
Sensation-seeking	.416	.880	.910	11 (initial items: 12)

Table 6

Spearman's rho correlations results (N = 272)

Variable	1	2	3	4
1. Service literacy	1			
2. Service resilience	.795[**]	1		
3. Organizational citizenship behavior	.357[**]	.708[**]	1	
4. Sensation-seeking	.712[**]	.955[**]	.666[**]	1

Note. [**] $p = .000$ ($p < .01$)

had a positive relationship with service literacy ($M = 46.97$, $SD = 5.033$).

The service resilience, organizational citizen-ship behavior, and sensation-seeking variable have positive correlations with service literacy. Therefore, Hypothesis 1, 2, and 3 were supported by empirical data. The complete correlation results can be found in Table 6.

Discussion

There are three main findings need discussing, as follows:

Firstly, looking at the positive relationship between the service resilience and service literacy of online driver/riders ($\rho = .795$), it can be seen from the compatibility between the dimensions of the theories of Reivich and Shatté (2002) and those of Meyers et al. (2013), that in the aspect of empathy in service resilience, and the aspect of communications in service literacy, both stress the ability to comprehend verbal and non-verbal communications from customers. Besides this, in service resilience, there is the aspect of the ability to analyze problems, which is compatible with the aspect of problem-solving in service literacy, which stresses the ability of driver/riders to overcome technical problems, and the ability to seek creative solutions in handling those problems, without having to blame others. Sanacore (2000) stated that literacy success in learning is influenced by the resilience of people in overcoming difficulties in their environments. In the research conducted by Cheung (2017), it was stated that a child who has resilient behavior, and who does not give in when confronting mathematical problems, will achieve a high rate of literacy.

Secondly, in looking at the positive relationships between OCB and the service literacy of online driver/riders ($\rho = .357$), this may be seen in the compatibility between dimensions in theories of Podsakoff et al. (2000) and dimensions of the theories of Meyers et al. (2013), that is performing duties in excess of the required standards (conscientiousness) and communications. This also occurs when the driver/riders communicate with passengers on the basis of netiquette, in support of the image of the online transport service provider company, being a friendly and polite entity, whilst this etiquette is not made obligatory by the company where they work. Besides this, there is a compatibility between the aspect of behavior reducing work problems (courtesy) of OCB and the aspect of problem-solving of service literacy; both points to the driver/rider behavior when preventing problems occurring and when seeking solutions to problems faced, as well as when considering impacts and personal actions. This occurs from the initiative and literacy ability of the driver/rider, in overcoming such problems, without having to be taught by the company. Then it can also be seen, in the compatibility between the aspect of behavior helping work-mates (altruism) of OCB and the aspect of collaboration in service literacy; both aspects stress cooperation with fellow online driver/riders in confronting difficulties when on the road. Although there is competition with fellow online driver/riders to obtain passengers, they still help each other when there are problems and when they confront technical difficulties, so they may still be able to complete their bookings with passengers, and their duties.

The study of Williams and Shiaw (1999) showed that, when these workers loved their company, and demonstrated OCB, they did not want their company to suffer from a bad image, so that they made contributions to ensure their company improved, by seeking information (curiosity) to improve service. When these people made enquiries in support of their work, then it was this as well which caused their service literacy to increase.

Thirdly, in looking at the positive relationships between sensation-seeking and service literacy ($\rho = .712$), it could be seen from the compatible dimensions between the theories of Zuckerman (2007), i.e., adventure-seeking, and of Catts and Lau (2008), i.e., data literacy. In this context, when the driver/riders wished to explore new places, they would surely decide on that through data evaluation, concerning which route was to be chosen. The greater distance from their then location would give rise to that sense of adventure. In addition, the aspect of boredom susceptibility in sensation-seeking and the aspect of communication in service literacy are compatible, that is, when the driver/rider feels bored with routineness, he/she will try something new, by increasing relationships with fellow online driver/riders, by forming communities, through to developing relationships with his passengers and others in the vicinity, to reduce these feelings of boredom. The research investigating sensation-seeking and literacy was published by Jensen et al. (2011), which stated that sensation-seeking by reading outside of the classroom and transport can raise the level of literacy.

There are three additional findings need discussing, as follows:

Firstly, there is a positive relationship between OCB and service resilience ($\rho = 0.708$). The previous study by Youssef and Luthans (2007) showed that a positive psychological resource capacity for the organization was influenced by the resilience of the worker, in confronting problems within the organization. There is a compatibility between the dimensions of the theories from Reivich and Shatté (2002) and the dimensions of the theories from Organ (1988), and Podsakoff et al. (2000), that is the dimension of causal-analysis in the variable of service resilience, and courtesy in the variable of OCB, which in the same way are aimed at analyzing the causes of, and reducing, problems

related to work and customers. Moreover, it can be seen in the convergence of the dimension of optimism in the variable of service resilience and civic virtue in the variable of OCB: the driver/rider is able to see the positive side of his/her company and construct a good image of that company.

Secondly, there is a positive relationship between service resilience and sensation-seeking ($\rho = .955$). This is in accordance with the research proving the relationship between the two, which was conducted by McKay, Skues, and Williams (2018), which stated that sensation-seeking raises resilience, by reducing stress response and increasing the resources of the individual to manage difficulties. Although sensation-seeking is often implied to be a negative matter, in this research it proved to be quite the opposite. Sensation-seeking can be made one of the considerations in developing the psychological resilience of a person, in confronting a problem. This can also be seen, based upon the compatibility between the theoretical dimensions from Reivich and Shatté (2002), and the theoretical dimensions of Zuckerman (2007), in the dimension of reaching-out in the service resilience variable, and the dimension of experience seeking in the sensation-seeking variable. These two dimensions are related in the sense when a driver/rider optimizes their ability by seeking new experiences, whilst on the road doing his/her job as an online *ojek* driver/rider.

Thirdly, there is a positive relationship between organizational citizenship behavior and sensation-seeking ($\rho = .666$). Although there is as yet no research directly relates organizational citizenship behavior with sensation-seeking, none the less, Chiaburu, Oh, and Marinova (2017) showed that OCB is related to the characteristics of extraversion personality traits, that is thrill-seeking and reckless sensation-seeking. This means that workers who have an extraverted type of personality have high motivation to gather in groups, and are enthusiastic over integration, so that they build a good organizational climate. This can also be seen based upon the theoretical dimensions from Podsakoff et al. (2000), and Zuckerman (2007), that is the dimension of conscientiousness of the OCB and the dimension of thrill and adventure-seeking. These dimensions are related when driver/riders explore new areas, so they must take over-target bookings, so that their pick-up range is greater. Thus, these driver/riders carry out their duties in excess of the standard required by the company, and at the same time seek adventurous sensations, by discovering new locations.

Limitation and Suggestion

The response options of OCB scale that were still restricted in their variations, together with the sampling technique, which utilized convenience sampling, are thought to have caused unusual data distribution. Besides improving the quality of the questionnaire, subsequent research could cooperate directly with service provider companies, to be able to gain wider and more varied data, so that companies could use the results of the study to determine the development of service literacy of their workers.

If the online motorcycle driver/rider and passengers are seen as a "virtual" team, the results of this study can be integrated with Abraham and Trimutiasari's study (2015). The variables in this present study are psychological variables on the driver/rider side, while the variables in their research, perceived usefulness, playfulness and ease of use of online tools, and the degree of xenophobia, are variables from the user side. These variables need to "collaborate" and converge in order to produce an experience that is equally beneficial and enjoyable both on the company side, the driver, and the user. A larger theoretical model can be proposed in subsequent studies.

Conclusion

It was found that there are three correlates of service literacy of online transport driver's service literacy, i.e., service resilience, organizational citizenship behavior, and sensation-seeking. All of the variables relate to the psychological components of Hawkins and Mothersbaugh (2010), that is the cognitive component (knowledge and perspective), the affective component (characteristics related to emotional reactions), and the conative component (tendencies in actions and behavior). On these bases, it may be concluded that the variable of service literacy falls within the cognitive component, the sensation-seeking variable falls within the affective component, whilst the variable of service resilience and organizational citizenship behavior are included within the conative component.

References

Abraham, J., & Trimutiasari, M. (2015). Sociopsycho-technological predictors of individual's social loafing in virtual team. *International Journal of Electrical and Computer Engineering (IJECE), 5*(6), 1500-1510.

APA Dictionary of Psychology. (2018a). *Resilience*. Retrieved from https://dictionary.apa.org/resilience

APA Dictionary of Psychology. (2018b). *Literacy*. Retrieved from https://dictionary.apa.org/literacy

Barata, A. A. (2004). *Dasar-dasar pelayanan prima*. Jakarta, Indonesia: Elex Media Komputindo.

Catts, R., & Lau, J. (2008). *Towards information literacy indicators*; Information for All Programme (IFAP): Conceptual framework paper. Paris, France: UNESCO. Retrieved from http://unesdoc.unesco.org/images/0015/001587/158723e.pdf

Chaplin, J. P. (2009). *Kamus lengkap psikologi* [Dictionary of psychology] (K. Kartono, Trans.). Jakarta, Indonesia: Raja Grafindo Persada.

Cheung, K. (2016). The effects of resilience in learning variables on mathematical literacy performance: A study of learning characteristics of the academic resilient and advantaged low achievers in Shanghai, Singapore, Hong Kong, Taiwan and Korea. *Educational Psychology, 37*(8), 965-982. https://doi.org/10.1080/01443410.2016.1194372

Chiaburu, D. S., Oh, I.-S., & Marinova, S. V. (2017). Five-factor model of personality traits and organizational citizenship behavior: Current research and future directions. In P. M. Podsakoff, S. B. MacKenzie, & N. P. Podsakoff (Eds.), *The Oxford handbook of organizational citizenship behavior* (online). https://doi.org/10.1093/oxfordhb/9780190219000.013.13

Damar, A. M. (2018, June 6). *Polemik order fiktif di transportasi online, untung atau buntung?* Liputan6. Retrieved from https://www.liputan6.com/tekno/read/3551318/polemik-order-fiktif-di-transportasi-online-untung-atau-buntung

Hawkins, D. I., & Mothersbaugh, D. L. (2010). *Consumer behavior: Building marketing strategy*. Boston, MA: McGraw-Hill Irwin.

Jensen, J., Imboden, K., & Ivic, R. (2011). Sensation-seeking and narrative transportation: High sensation-seeking children's interest in reading outside of school. *Scientific Studies of Reading, 15*(6), 541-558. https://doi.org/10.1080/10888438.2010.528819

Kartika, U. (2015, September 1). *Dikeluhkan Pelanggan karena tak selesaikan order, ini alasan pengemudi Go-Jek*. Kompas.com. Retrieved from https://megapolitan.kompas.com/read/2015/09/01/14434621/Dikeluhkan.Pelanggan.karena.Tak.Selesaikan.Order.Ini.Alasan.Pengemudi.Go-Jek

KBBI. (2018). *Layan*. Retrieved from https://kbbi.web.id/layan

Kern, R. (2000). *Literacy and language teaching*. Oxford, UK: Oxford University Press.

Masten, A. S., & Gewirtz, A. H. (2006). Resilience in development: The importance of early childhood. In R. E. Tremblay, R. G. Barr, & R. DeV. Peters (Eds.), *Encyclopedia on early childhood development* (online) (pp. 1-6). Montreal, Quebec: Centre of Excellence for Early Childhood Development. Retrieved from the University of Minnesota Digital Conservancy, http://hdl.handle.net/11299/53904

McKay, S., Skues, J. L., & Williams, B. J. (2018). With risk may come reward: Sensation-seeking supports resilience through effective coping. *Personality and Individual Differences, 121,* 100-105. https://doi.org/10.1016/j.paid.2017.09.030

Meyers, E. M., Erickson, I., & Small, R. V. (2013). Digital literacy and informal learning environments: An introduction. *Learning, Media and Technology, 38*(4), 355-367. https://doi.org/10.1080/17439884.2013.783597

Nursatyo, H. (2017, August 22). *Antusiasme driver ojek online latihan berkendara yang baik & aman*. DetikNews. Retrieved from https://news.detik.com/berita/d-3609105/antusiasme-driver-ojek-online-latihan-berkendara-yang-baik--aman

Organ, D. W. (1988). Issues in organization and management series. *Organizational citizenship behavior: The good soldier syndrome*. Lexington, MA, England: Lexington Books/D. C. Heath and Com.

Podsakoff, P. M., MacKenzie, S. B., Paine, J. B., & Bachrach, D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management, 26*(3), 513-563. https://doi.org/10.1177/014920630002600307

Reivich, K., & Shatté, A. (2002). *The resilience factor: 7 essential skills for overcoming life's inevitable obstacles*. New York, NY, US: Broadway Books.

Rizki, D. (2018, July 3). *Penumpang tewas dijambret, kini driver ojek online terapkan aturan tegas ini kepada pelanggan*. WartakotaLive. Retrieved from https://wartakota.tribunnews.com/2018/07/03/penumpang-tewas-dijambret-kini-driver-ojek-online-terapkan-aturan-tegas-ini-kepada-pelanggan

Robbins, S. P. (2006). *Perilaku organisasi* [Organizational behavior] (10th ed., Tim Indeks, Trans.). Jakarta, Indonesia: Indeks.

Sanacore, J. (2000). *Building resilience in literacy learners*. ERIC. Retrieved from https://eric.ed.gov/?id=ED444141

Surányi, Z., Hitchcock, D. B., Hittner, J. B., Vargha, A., & Urbán, R. (2013). Different types of sensation-seeking. *International Journal of Behavioral Deve-*

lopment, 37(3), 274-285. https://doi.org/10.1177/0165025413483221

Tohir, J. R. (2018, June 4). *Baksos penghijauan, komunitas Gojek Tangsel tanam pohon kurma di halaman Puspemkot*. TribunJakarta. Retrieved from https://jakarta.tribunnews.com/2018/06/04/baksos-penghijauan-komunitas-gojek-tangsel-tanam-pohon-kurma-di-halaman-puspemkot

Weller, M., & Anderson, T. (2013). Digital resilience in higher education. *European Journal of Open, Distance and e-Learning, 16*(1), 53-66. Retrieved from http://www.eurodl.org/?p=archives&year=2013&halfyear=1&article=559

Wijaya, A. (2016). *Aspek hukum bisnis transportasi jalan online*. Jakarta, Indonesia: Sinar Grafika.

Williams, S., & Shiaw, W. T. (1999). Mood and organizational citizenship behavior: The effects of positive affect on employee organizational citizenship behavior intentions. *The Journal of Psychology, 133*(6), 656-668. https://doi.org/10.1080/00223989909599771

YLPK Jatim. (2017, July 26). *Warta konsumen: Transportasi online; kawan atau lawan?* -media-3. Retrieved from http://ylpkjatim.or.id/warta-konsumen-transportasi-online-kawan-atau-lawan-media-3/

Youssef, C. M., & Luthans, F. (2007). Positive organizational behavior in the workplace. *Journal of Management, 33*(5), 774-800. https://doi.org/10.1177/0149206307305562

Zuckerman, M. (2007). *Sensation-seeking and risky behavior*. Washington, DC, US: American Psychological Association. Retrieved from https://doi.org/10.1037/11555-000