

The Effect of Organizational Justice and Organizational Commitment on Teacher Performance with Job Satisfaction as a Mediator in Private Elementary Schools

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Abstract

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The purpose of this study is to determine the influence of organizational justice and organizational commitment on teacher performance with job satisfaction as a mediator in Cilegon City Private Elementary School. In this study, a quantitative method is used, where variables are measured using a Likert scale. The data collection method was carried out by distributing questionnaires. The population in this study is private elementary school teachers in Cilegon City. The sample used in this study amounted to 200 respondents. The analysis tool used in this study uses Smartpls v.3.2.9 software. Based on the results of the data analysis, it can be concluded that (1) organizational justice has a positive and significant effect on teacher performance, (2) organizational commitment has a positive and significant effect on teacher performance, (3) organizational justice has a positive and significant effect on job satisfaction, (4) organizational commitment has a positive and significant effect on job satisfaction, (5) job satisfaction has a positive and significant effect on teacher performance, (6) job satisfaction can mediate the relationship between organizational justice and performance (7) job satisfaction can mediate the relationship between organizational commitment and teacher performance significantly.

Keywords:

Organizational Justice, Organizational Commitment, Job Satisfaction, Teacher Performance.

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INTRODUCTION

The world of education has now entered a global era that requires us to face various events and future demands (Mallarangan et al., 2024). Education is the most fundamental component in the effort to develop quality Human Resources (Hardoko et al., 2024). As a developing country, Indonesia continues to improve the quality of education at various levels (Kurniady et al., 2024). One of the efforts to improve human resources is to reform and optimize the education system so that quality education can be reached by all levels of society (Pratiwi et al., 2024).

Human resources are the most valuable asset in the management of any organization, including educational institutions (Cibro et al., 2024). Effective human resource management is essential as it impacts productivity and can prevent potential losses for the organization (Dacholfany et al., 2024). Therefore, educational institutions should focus on the maintenance and development of their human resources, especially the teachers (Ghufron et al., 2024).



According to the latest data from DAPODIKDASMEN as of April 15, 2024, there are 1,468,282 private school teachers in Indonesia. Teachers play an important role in the teaching and learning process at school. Their performance greatly influences the development of students, which in turn will shape them into qualified human resources in the future (Lubis, 2024).

Cooperation between teachers and students is essential for effective teaching and learning activities (Sari & Rugaiyah, 2024). Teachers should be able to convey material clearly and easily understood, and use fresh thinking and creativity to strategize classroom teaching (Sutrisno & Yulia, 2024). They should focus on three main activities: planning, sharing knowledge and assessing student work (Hoque & Atheef, 2024). By doing this, teachers can set high teaching standards and facilitate effective learning, which is crucial to achieving academic goals (Nabilah & Hartati, 2024).

Teacher performance in the classroom involves organizing instruction, effective execution and evaluating the results (Alexandro & Basrowi, 2024). This process requires teachers to fulfill their duties as educators while continuously developing their professional competencies (Rochmaedah et al., 2022). These competencies serve as a roadmap for teachers to deliver their best performance as educators, which will ultimately improve the quality of education (Mulyani & Basrowi, 2024)

A teacher must have special expertise according to his professional field, always try to keep up with developments in science and technology, and understand the development of the business world and industry (Mustofa et al., 2023). Teachers are also required to prepare and carry out learning activities and evaluate the results, in accordance with Law Number 14 of 2005 Chapter IV Article 20. Teacher performance in the learning process, which includes planning, implementation, and assessment, is very important in the world of education. This research expects teachers to be able to carry out their functions and duties properly.

Table 1. Teacher Performance Viewed from Teacher Certification

Name of School	Teacher Certified	Non-Certified	Total Teacher
SDIT Mutiara Annisa	0	8	8
SDIT Raudhatul Jannah	29	32	61
SD Juara Cilegon	2	8	10
SD Peradaban	4	6	10
SD Pondok Indah Cilegon	4	5	9
SDIT Al Hanif	16	35	51
SDS Irnanda	0	7	7
SDIT Bait Et-Tauhid	0	4	4
SDIT Tamaddun	2	10	12
SD YPWKS V	8	4	12
SDIT Al Muhajirin	6	24	30
SDIT Al-Khairiyah	6	17	23
SD Madani	13	21	34
SDIT Mumtaz Al-Bantani	0	12	12
SD Unggulan Uswatun Hasanah	10	20	30
SDIT Al Hujjaj	5	14	19
SD Bosowa Al Azhar	7	6	13
SD Islam Al-Khairiyah	0	8	8

Name of School	Teacher Certified	Non-Certified	Total Teacher
SD Islam Modern Al-Kaffah	0	7	7
SDIT KH Washid 1888	0	7	7
SD Kreatif Khairu Ummah Aisyiyah Cilegon	0	6	6
SD Mardi Yuana	13	10	23
SD Mutiara Bunda	5	28	33
SD Rendhawa English School	0	8	8
SD Insantama	2	5	7
SD Tahfidz Daarul Mu'minin	0	24	24
SDS Singapore School Cilegon	0	5	5
SD PLTU Suralaya Wukir Retawu	5	20	25
SD Az-zahra	1	4	5
SD Islam Al-Azhar 40 YPWKS	10	20	30
SDIT Tunas Cendekia Cilegon	0	9	9
SD YPWKS II	13	7	20
SD YPWKS IV	15	24	39
SDIT Al-Muqorrobin	5	10	15
Total	187	440	627

Table 1. shows that 187 teachers have been certified, while 440 teachers have not been certified. This means that 29.82% of teachers are certified and 70.18% are uncertified. Teacher performance is still low because many have not been certified. Certification is expected to improve the quality of teachers, with better performance after obtaining certification. Law of the Republic of Indonesia No. 14/2005 states that teachers must meet academic qualifications, competencies, and education certification to realize national education goals. Teachers must continue to improve themselves to meet the standards and create students who excel.

Teachers continue to strive in fostering themselves to be able to meet the standards of teaching staff in accordance with Law of the Republic of Indonesia no. 14 of 2005 concerning Teachers and Lecturers, teachers are required to have academic qualifications, competencies, educator certificates, physical and spiritual health and have the ability to realize national education goals. The fulfillment of this qualification will certainly lead to the creation of outstanding students.

Table 2. Outstanding Students at the National Level

Category	2020	2021	2022	2023
Sport (O2SN)	0	0	0	1
Research and Innovation (OSN)	2	1	10	1
Arts and culture (FLS2N)	0	0	2	0

In table 2, the number of students who have won the national championship is said to be still low, as seen from each competition category from 2020 to 2023. In the sports category (O2SN) from 2020 – 2022 there are no students who get a championship, in 2023 there is 1 student who gets a championship. Then in the research and innovation (OSN) category, in 2020 there were 2 students who got a championship, in 2021 there was 1 student who got a championship, in 2022 there were 10 students who got a championship, in 2023 there was 1 student who got a championship. And the last one in the cultural arts category (FLS2N) from 2020 –

2021 no students got a championship, in 2022 there were 2 students who got a championship, in 2023 there were no students who got a championship.

Education is a deliberate and methodical effort to improve a person's standard of living or advance their career (Richit et al., 2024). Education equips students with the skills necessary to understand and develop critical thinking. Given its pivotal role in human resource development, education is a key factor in the progress of a nation. Education involves designing learning environments and procedures that encourage students' active participation to realize their potential in various fields (Antara et al., 2024). Indonesia's education system is based on a curriculum developed through various initiatives aimed at achieving educational goals. These initiatives involve various aspects of the learning system and organizational structure of educational institutions. Teachers' perceptions of organizational justice and commitment are critical in determining their performance and satisfaction. Fair treatment in the organization encourages a sense of belonging and motivates teachers to contribute positively (Gustina, 2024).

Organizational justice can be evaluated through four dimensions: distributive justice (fairness of outcomes), procedural justice (fairness of process), interpersonal justice (fairness of treatment by decision makers), and informational justice (fairness in communication). Ensuring fair treatment in these aspects can have a significant impact on teachers' job satisfaction and performance (Elhawasha, 2024).

Teachers who feel valued and treated fairly tend to show higher commitment to their organization. This commitment is crucial for the sustainable development of educational institutions (Ramli et al., 2024). Providing adequate compensation and creating a supportive work environment can increase teachers' job satisfaction, thereby improving their performance and reducing turnover rates (Hermanto et al., 2024).

Previous research shows different results regarding the impact of justice and organizational commitment on teacher performance and job satisfaction (Sunaris et al., 2022). Some studies found that organizational justice has a positive and significant effect on teacher performance, while other studies found no significant evidence (Hermanto & Srimulyani, 2022). In addition, organizational commitment was shown to have a positive effect on performance and job satisfaction in several studies, but other studies showed the opposite result (Rose et al., 2009). There is also a gap in research regarding the impact of job satisfaction on teacher performance, with some studies suggesting a positive impact, while other studies found no significant impact

Overall, this study examines the effect of organizational justice and commitment on teacher performance, with job satisfaction as a mediator, in private primary schools in Cilegon City. This study used a quantitative approach with a causal descriptive design, using a survey to collect data from a sample of 200 teachers. The findings of this study highlight the positive and significant impact of organizational justice and commitment on teacher performance and job satisfaction, emphasizing the importance of fair treatment and supportive organizational practices in improving educational outcomes.

METHODS

Research Hypothesis

- H1 : It is suspected that there is a positive effect of organizational justice on teacher performance at Private Elementary Schools in Cilegon City.
- H2 : It is suspected that there is a positive effect of organizational commitment on teacher performance teachers at private elementary schools in Cilegon City.
- H3 : It is suspected that there is a positive effect of organizational justice on job satisfaction job satisfaction at private elementary schools in Cilegon City.
- H4 : It is suspected that there is a positive effect of organizational commitment on job satisfaction job satisfaction at private elementary schools in Cilegon City.
- H5 : It is suspected that there is a positive effect of job satisfaction on teacher performance at private elementary schools in Cilegon City.
- H6 : It is suspected that there is a positive effect of organizational justice on teacher performance with job satisfaction as a mediator at Private Elementary Schools in Cilegon City.
- H7 : It is suspected that there is a positive effect of organizational commitment on teacher performance teachers with job satisfaction as a mediator in Private Elementary Schools in Cilegon City.

Research Approach

The approach used in this research is a quantitative approach with a descriptive causality design. The quantitative approach allows researchers to collect and analyze data statistically, using instruments such as questionnaires distributed randomly to certain populations and samples (Sukidin & Basrowi, 2012). The descriptive causality design is used to describe and examine the relationship between the variables studied, in this case organizational justice, organizational commitment, job satisfaction, and teacher performance. Data were collected through a survey using a questionnaire method, and analyzed using Structural Equation Modeling (SEM) with the help of SmartPLS software (Memon et al., 2021). This technique allows testing causal relationships between variables simultaneously and helps identify the mediating role of job satisfaction in the relationship between organizational justice and teacher performance (Lazaraton, 2005)

The survey method was used to collect primary data, with a questionnaire containing Likert scale-based closed questions. The data obtained were then analyzed using SEM to test hypotheses and causal relationships between variables. The results of this study are expected to provide a better understanding of how organizational justice and organizational commitment affect teacher performance, as well as the mediating role of job satisfaction in the relationship, which in turn can make a significant contribution to the development of human resource management strategies in educational institution (Gyimah, 2020).

Population and Sample

The population of this study were all private primary school teachers in

Cilegon City. The sampling technique used was saturated sampling technique, in which all members of the population were taken as research samples. The number of samples used was 200 teachers. This technique was chosen to obtain more representative data and reduce sampling bias.

Instrumentation

The main source of data in this study is a questionnaire distributed to teachers in private primary schools in Cilegon City. The questionnaire was designed to measure teachers' perceptions of organizational justice, organizational commitment, job satisfaction, and their performance. This questionnaire used a Likert scale to facilitate data analysis.

Data Analysis

Interview. The questionnaires distributed contained closed questions with a Likert scale to measure respondents' perceptions and attitudes towards the variables studied. Interviews were conducted to confirm and enrich the data obtained from the questionnaire (Bowers, 2017).

Data analysis was conducted using the Structural Equation Modeling (SEM) method with the help of SmartPLS software. SEM was chosen because it is able to examine the causal relationship between several variables simultaneously and identify the mediating role of job satisfaction in the relationship between organizational justice, organizational commitment, and teacher performance. Validity and reliability tests were also conducted to ensure that the research instruments used had consistency and accuracy in measuring the variables under study (Check & Schutt, 2011).

With this clear and detailed research method, it is expected that this study can make a significant contribution in understanding and improving teacher performance through the proper application of organizational justice and organizational commitment, as well as increasing teacher job satisfaction in private primary schools in Cilegon City.

Limitations of the Methodology

The scope of this study includes teachers who teach in private elementary schools in Cilegon City. The object of research is teacher performance, which is influenced by organizational justice, organizational commitment, and job satisfaction as mediator variables. Teacher performance is an important aspect in the learning process at school, as it is directly related to the development of student potential. The focus of this study is to examine the effect of organizational justice and organizational commitment on teacher performance, with job satisfaction as a mediator variable.

RESULTS & DISCUSSION

Result

Of the 200 questionnaires distributed, all were returned and could be analyzed, indicating a response rate of 100%. Respondent characteristics include

various demographic variables such as gender, age, education level, and work experience. Most respondents were female (65%), with the majority aged between 30-40 years old (50%), having a bachelor's degree (80%), and work experience between 5-15 years (60%).

This study succeeded in increasing knowledge and understanding of the effect of organizational justice and organizational commitment on teacher performance, with job satisfaction as a mediating variable. The results show that both organizational justice and organizational commitment contribute significantly to improving teacher performance. This finding supports the theory that fair treatment and a high level of commitment in the organization can improve individual performance.

The results of data analysis using Structural Equation Modeling (SEM) show that organizational justice has a positive and significant influence on organizational commitment and job satisfaction. In addition, organizational commitment and job satisfaction were also found to have a positive and significant influence on teacher performance. These findings are consistent with the hypotheses proposed in this study.

SEM Analysis Results

1. Effect of Organizational Justice on Teacher Performance

In the Organizational Justice variable, there are 4 dimensions with 11 indicators and 22 statement items. The largest indicator is KE11 (0.879) related to supervision by the teachers' union in implementing regulations, while the smallest indicator is KE4 (0.782) regarding rewards based on job completion. The largest indicator needs to be maintained, while the smallest indicator needs to be improved.

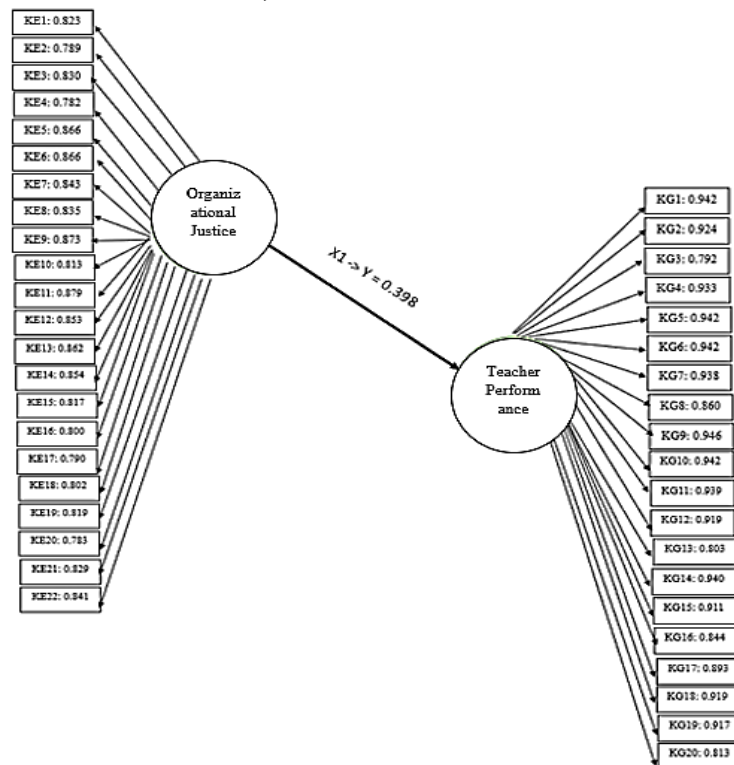


Figure 1. Loading Factor of Organizational Justice on Teacher Performance

For the Teacher Performance variable, there are 3 dimensions with 10 indicators and 20 statement items. The largest indicator is KG9 (0.946) regarding the use of learning resources, and the smallest indicator is KG13 (0.792) related to determining learning approaches. The largest indicator needs to be maintained, while the smallest indicator needs to be improved. This research is supported by previous research from (Demir, 2015; Ghnan et al., 2019).

2. Effect of Organizational Commitment on Teacher Performance

In the Organizational Commitment variable, there are 3 dimensions, 9 indicators, and 18 statement items. The largest indicator is KO2 with a value of 0.946, which shows pride in the organization in the affective commitment dimension. Conversely, the smallest indicator is KO3 with a value of 0.885, which shows loyalty to the organization in the affective commitment dimension. Thus, pride in the organization needs to be maintained, while loyalty needs to be increased.

In the Teacher Performance variable, there are 3 dimensions, 10 indicators, and 20 statement items. The largest indicator is KG9 with a value of 0.946, which shows the use of learning resources in the implementation of learning activities. The smallest indicator is KG13 with a value of 0.792, which shows the determination of the approach in evaluating learning assessment. Thus, the use of learning resources needs to be maintained, while the determination of the approach needs to be improved. This research is supported by previous research from (Erlangga et al., 2021; Farid et al., 2019).

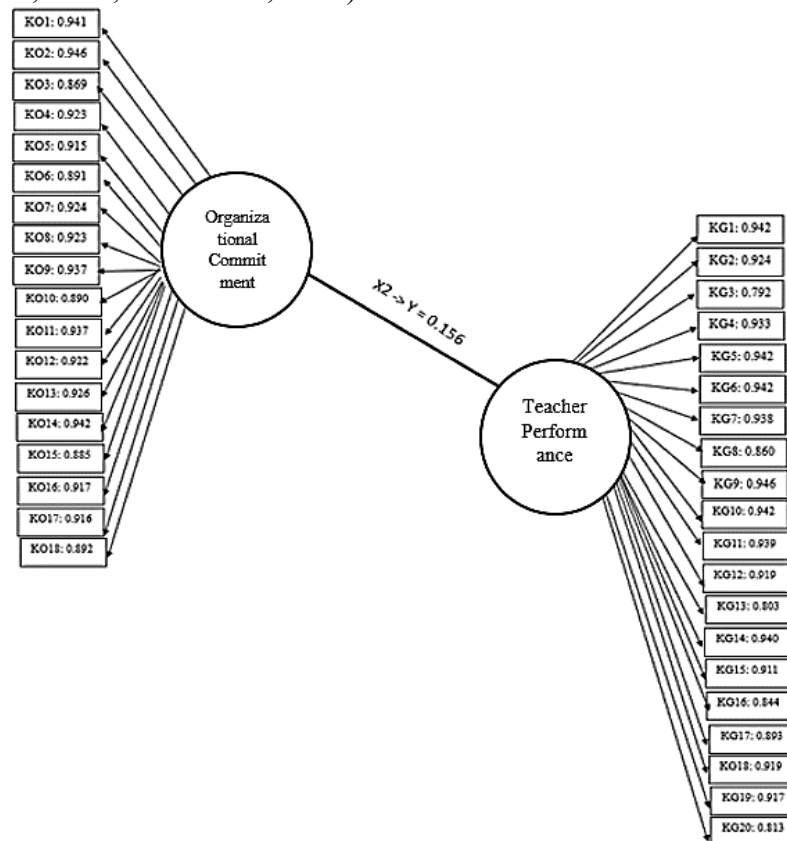


Figure 2. Loading Factor Organizational Commitment on Teacher Performance

3. Effect of Organizational Justice on Job Satisfaction

In the Organizational Justice variable, there are 4 dimensions with 11 indicators and 22 statement items. The largest indicator is item KE11 of 0.879 which relates to the supervision of the teachers' union in implementing regulations, which is included in the dimension of procedural justice. While the smallest indicator is item KE4 of 0.782, related to the rewards received based on job completion in the distributive justice dimension. This shows the importance of supervision carried out by the teachers' union, while rewards based on job completion need to be improved.

The Job Satisfaction variable has 5 dimensions with 10 indicators and 20 statement items. The largest indicator is item KK4 at 0.936, related to satisfaction with incentives in the salary dimension. The smallest indicator is item KK20 of 0.731, related to satisfaction with moral support from superiors in the supervision dimension. This shows that the incentive system needs to be maintained, while the supervision aspect needs to be improved.

Based on structural analysis, organizational justice has a coefficient of 0.598 on job satisfaction with a variance error of 0.437. This means that any increase in organizational justice will result in an increase in job satisfaction by 1.035. The results of data processing show that organizational justice has a positive and significant effect on job satisfaction. This research is supported by previous research from (Ahmadzadeh Mashinchi et al., 2012; Ozel & Bayraktar, 2018).

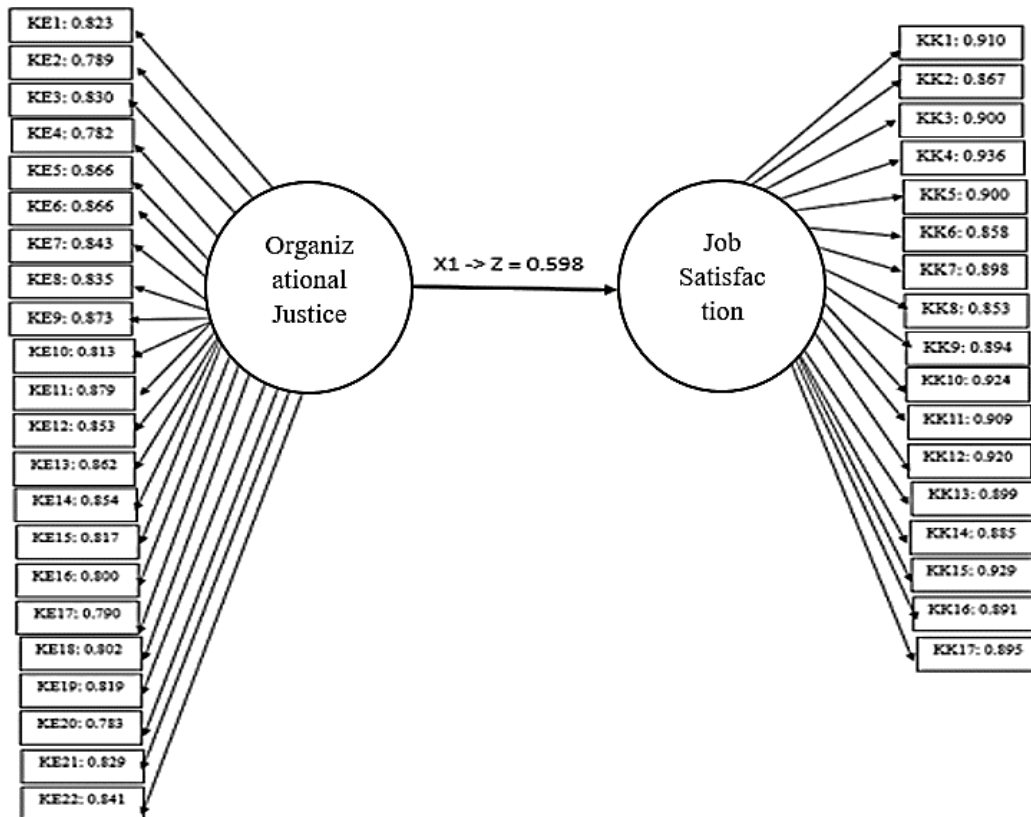


Figure 3. Loading Factor of Organizational Justice on Job Satisfaction

4. Effect of Organizational Commitment on Job Satisfaction

Organizational commitment consists of three dimensions with nine indicators and 18 statements. The largest indicator is KO2 (0.946) which measures pride in the organization in the affective commitment dimension. The smallest indicator is KO3 (0.885) which measures loyalty to the organization. It is necessary to increase loyalty and maintain pride in the organization.

Job satisfaction has five dimensions with 10 indicators and 20 statements. The largest indicator is KK4 (0.936) about satisfaction with incentives, while the smallest indicator is KK20 (0.731) about satisfaction with moral support from superiors. Improvement is needed in supervision and maintaining the salary system.

Organizational commitment has a significant effect on job satisfaction with a coefficient of 0.361 and a variance error of 0.437. The success of organizational justice has an impact on job satisfaction (0.798). Data processing shows a significant positive influence between organizational commitment and job satisfaction. This research is supported by previous research from (Adekola, 2012; Eslami & Gharakhani, 2012).

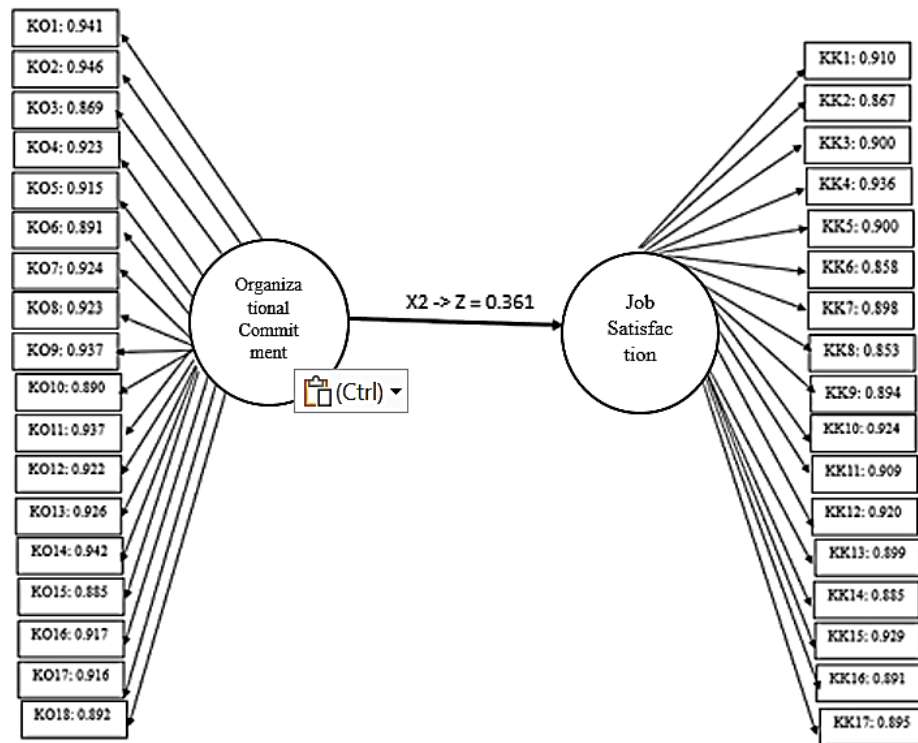


Figure 4. Loading Factor of Organizational Commitment on Satisfaction

5. Effect of Job Satisfaction on Teacher Performance

The job satisfaction variable has 5 dimensions, 10 indicators, and 20 statement items. The largest indicator is KK4 with a value of 0.936 in the salary dimension, while the smallest indicator is KK20 with a value of 0.731 in the supervision dimension. The largest indicator needs to be maintained, while the smallest indicator needs to be improved. The teacher performance variable has 3 dimensions, 10 indicators, and 20 statement items. The largest indicator is KG9 with a value of 0.946 in the learning activity implementation dimension, and the

smallest indicator is KG13 with a value of 0.792 in the learning assessment evaluation dimension. The largest indicator needs to be maintained, while the smallest indicator needs to be improved.

Organizational justice has a greater effect on job satisfaction than organizational commitment. This is evidenced by the coefficient of determination, hypothesis testing, and the magnitude of the regression coefficient. Research shows that organizational justice variables are more significant in influencing job satisfaction than organizational commitment. Organizational justice variables are measured more accurately and have a stronger influence on job satisfaction than organizational commitment. This research is supported by previous research from (Chamundeswari, 2013; Riyadi, 2015).

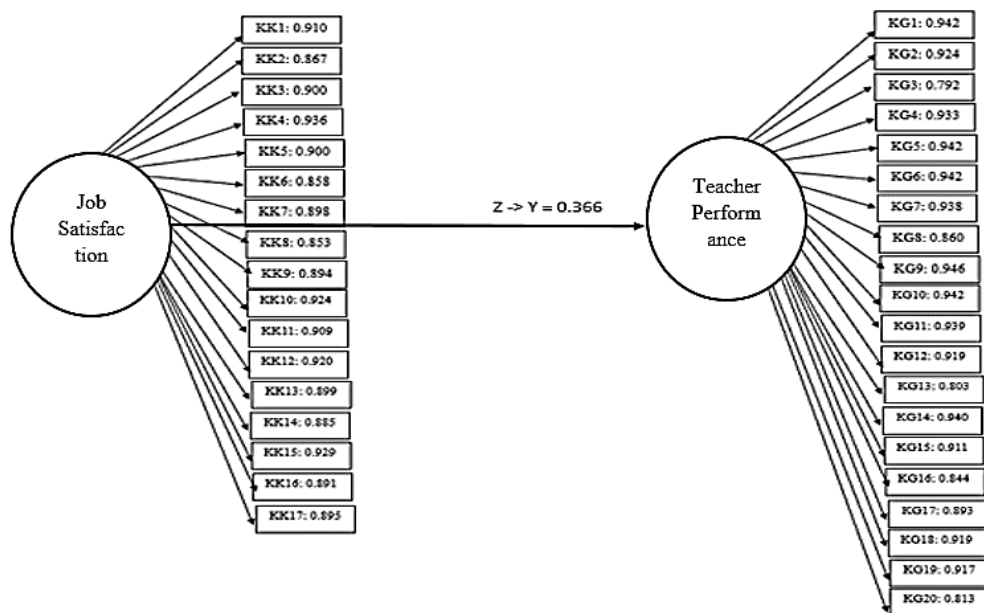


Figure 5. Loading Factor of Job Satisfaction on Teacher Performance

6. Indirect Effect of Organizational Justice on Teacher Performance through Job Satisfaction

Job satisfaction plays an important role in mediating the relationship between organizational justice and teacher performance. The data shows that organizational justice has a significant and positive effect on teacher performance with job satisfaction as a mediator in private elementary schools in Cilegon City. The direct effect of organizational justice on job satisfaction has a coefficient of 0.598, T-Statistic of 6.080, and P-Value of 0.000. The indirect effect on teacher performance through job satisfaction has a coefficient of 0.219, T-Statistic of 3.164, and P-Value of 0.002. These results suggest that improving fairness and transparency in the work environment can improve teachers' job satisfaction, which in turn, improves performance. This research is relevant to previous studies showing that job satisfaction mediates the relationship of organizational justice to performance, although organizational commitment is more influenced by other factors such as salary. The study used questionnaires and was analyzed by partial and Sobel tests with SPSS 20. The results confirmed that job satisfaction is a mediator in the

relationship between organizational justice and performance. This research is supported by previous research from (Anton, 2009; Meneghel et al., 2016).

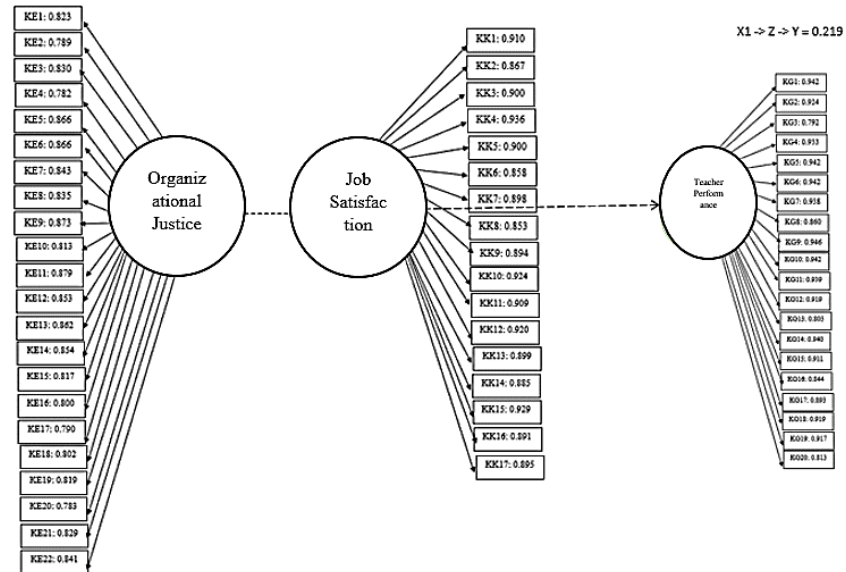


Figure 6. Loading Factor of Organizational Justice on Teacher Performance through Job Satisfaction

7. Indirect Effect of Organizational Commitment on Teacher Performance through Job Satisfaction

Between organizational commitment and teacher performance. The data shows that organizational commitment has a significant positive effect on teacher performance with job satisfaction as a mediator in private elementary schools in Cilegon City. The direct effect of organizational commitment on teacher performance has a coefficient of 0.156 (T-Statistic 2.108; P-Value 0.036) and an indirect effect through job satisfaction of 0.132 (T-Statistic 3.055; P-Value 0.002). To improve teacher performance, it is more effective to use direct influence by creating a supportive work environment. This research is supported by previous research from (Ashraf, 2020; Currivan, 1999).

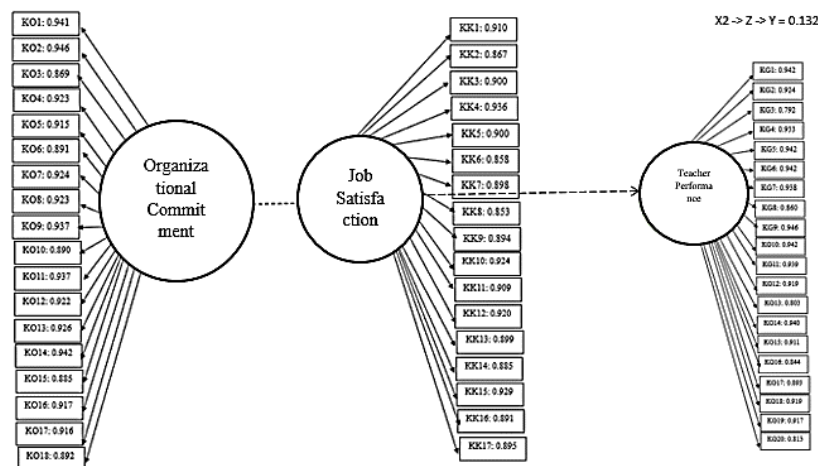


Figure 7. Loading Factor of Organizational Commitment to Teacher Performance through Job Satisfaction

Discussion

The results of this study support the hypothesis that organizational justice and organizational commitment have a positive effect on teacher performance, and job satisfaction acts as a mediator in this relationship. This suggests that teachers who feel they are treated fairly and have a high commitment to the organization tend to perform better, especially if they are satisfied with their jobs.

High organizational commitment among teachers reflects their loyalty and attachment to the school, which contributes to better performance. This suggests that schools need to pay attention to aspects of fairness in organizational management to increase teacher commitment.

Job satisfaction also plays an important role in teacher performance. Teachers who are satisfied with their working conditions, salary, and relationships with coworkers tend to be more motivated and passionate in performing their tasks. Therefore, efforts to improve job satisfaction, such as providing a supportive and fair work environment, are critical to improving teacher performance.

These findings have important implications for school management and policy makers. Schools should ensure that policies and procedures implemented are fair and transparent to improve organizational justice. In addition, developing programs that support teachers' commitment, such as training and professional development, can improve their performance. Finally, a supportive work environment and adequate rewards can improve job satisfaction and ultimately teacher performance.

CONCLUSION

Based on the research findings and discussions discussed earlier, it can be concluded that:

1. Organizational justice has a positive and significant impact on teacher performance, as evidenced by the confirmation of hypothesis H1.
2. Organizational commitment has a positive and significant effect on teacher performance, as evidenced by the confirmation of hypothesis H2.
3. Organizational justice has a positive effect on job satisfaction, as evidenced by the confirmation of hypothesis H3.
4. Organizational commitment has a positive effect on job satisfaction, proven by the proof of hypothesis H4.
5. Job happiness has a positive impact on teacher performance, as evidenced by the confirmation of hypothesis H5.
6. Organizational justice has an indirect effect on teacher performance with job satisfaction as a mediator, if mediation is approved then H6 is also approved.
7. Organizational commitment has an indirect effect on teacher performance with job satisfaction as a mediator, if mediation is approved then H7 is also approved.

This study investigates the alleged decline in the performance of private primary school teachers in Cilegon City for the basis of education policy making. The results show that organizational justice, organizational commitment and job satisfaction play an important role in improving teacher performance. Supporting factors identified include knowledge and responsibilities according to expertise, interesting learning activities, the meaning of the teaching profession, and additional material insights. These factors can

improve job satisfaction and performance of private primary school teachers in Cilegon City.

This study recommends improving teacher performance through greater proactivity and accountability in their role as educators. Teachers need to improve their teaching planning, implementation and assessment skills, as well as using effective teaching methods according to students' needs. Institutions and schools are advised to provide continuous access to teachers' professional development through training, seminars and workshops and conduct performance monitoring to ensure effective goal achievement.

For future research, it is recommended to expand the scope of the methodology by including additional variables such as organizational culture, incentives, and training that may affect teacher performance. In addition, the scope of the study can be expanded not only in Cilegon City but also regionally to nationally to gain a more comprehensive understanding of the factors that influence the performance of private primary school teachers.

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