The Effect of Organizational Justice and Trust on Organizational Commitment of Junior High School Teachers in Wenang District Manado

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ABSTRACT

The objective of this research is to study the influence of organizational justice and trust on teacher organizational commitment. The study was conducted in Junior High School Teacher in Wenang District Manado. This research using survey method that 133 samples selected through simple randomly. Data collecting using questionnaire and analyzed with path analysis technique. The result of the research showed: Firstly, there is a positive direct effect organizational justice on teacher organizational commitment. Second, there is a positive direct effect trust on on teacher organizational commitment. Third, there is a positive direct effect organizational justice on teacher trust.

INTRODUCTION

Quality of teachers in Indonesia today is still far from ideal. This is reflected in the results of the competency mapping of 1.6 million teachers through a competency test conducted by the Ministry of Education and Culture. The result is that more than 1.3 million teachers have test scores below 60 ranging from 0 to 100. A real breakthrough is needed to remedy this dire situation. The teacher competency test covers teachers in kindergarten, elementary, junior high school, high school and vocational high school. Of this exam, only 192 teachers, mostly junior high school teachers, scored 90-100. Meanwhile, nearly 130,000 teachers scored between 0 and 30. The teacher competency test measures four competencies, namely: academic, pedagogical, social, and personality competence (http://print.kompas.com, January 2016).

With the large number of teachers with substandard competencies, this will have a negative impact on the quality of Indonesia's human resources in the future. The teacher is the main pillar in the teaching and learning process in schools, so that it will affect the quality of education output. The teacher is also an important input as well as the main actor in the implementation of education which determines the level of education quality. One aspect that needs to receive extra attention is the commitment of the teacher as a driving force for the delivery of education to schools. The commitment of teachers to school is very important, because in general, individuals who have a high organizational commitment will continue to strive for the progress of the organization. Organizational commitment is very important and vital to organizational life, especially educational organizations. However, in practice there are still many teachers who do not have adequate organizational commitment. For example, among the teachers of SMP Negeri 1 Manado who were the object of this study, there were still many teachers who lacked organizational commitment according to their teaching and educational needs. The results of preliminary research by conducting interviews with a number of school principals showed that the teacher's commitment was still low or insufficient to support quality education. The indications are that there

are still teachers who teach in other schools, use working hours for personal gain, are reluctant to check students' homework, do not care about the progress of the school as a learning organization, and are unable to make new breakthroughs that promise school progress and improvement. quality of education. This shows that the commitment or seriousness of the teacher is still not optimal to support the realization of the school's vision and mission.

The existence of organizational commitment can be influenced by a number of factors or variables, including organizational justice and trust. The first factor is organizational justice. Organizational justice is an important object of perception in the school environment. Teachers who feel treated fairly will show positive attitudes towards school. Organizational commitment requires a good emotional and psychological condition because it is related to internal motivation. Teachers who feel that they are treated fairly will show a willingness to show hard work and enthusiasm for work as a form of commitment to school. Trust is also important in influencing organizational commitment. The trust of teachers in school principals is needed to create a conducive working climate, which in turn can affect the willingness of teachers to increase their commitment. Therefore, the principal must be able to build confidence in the teacher, so that it can generate teacher commitment to the school.

Teacher organizational commitment is very important in supporting the success of educational organizations. A strong organizational commitment will encourage efforts and hard work to support school success. According to Mathis and Jackson (2011), *"organizational commitment refers to the degree to which employees believe in and accept organizational goals and desire to remain with the organization."* Organizational commitment has a level of confidence and acceptance of organizational goals and the will to remain in the organization. Jex and Britt explained (2008), *"organizational commitment can be defined as the extent to which employees are dedicated to their employing organizations and are willing to work on their behalf, and the likelihood that they will maintain membership."* Organizational commitment is the level of

employee dedication to the organization in which they work and willingness to work on behalf of the organization and the possibility of maintaining its membership in the organization.

Another concept about organizational commitment expressed by Porter *et al.* In Armstrong (2006), namely: "*organizational commitment refer to attachment and loyalty. It is the relative strength of the individual's identification with, and involvement in, a particular organization. It consists of three factors: (1) A strong desire to remain a member of the organization, (2) A strong belief in, and acceptance of, the values and goals of the organization, and (3) A readiness to exert considerable effort on behalf of the organization.* Organizational commitment is attachment and loyalty which is the relative strength of individual identification and involvement in a particular organization. Organizational commitment consists of three factors, namely: (1) a strong desire to survive as a member of the organization, (2) strong belief and acceptance of the organization's values and goals, and (3) readiness to do business on behalf of the organization.

Organizational commitment is a multi-component construct. This is as explained by Markovits *et al* (2008), namely "*organizational commitment is a multi-component construct which describes individuals' feelings of attachment to their organization.*" This explanation shows that organizational commitment is a multi-construct which is explained as an individual's feelings of attachment to his organization. While Mowday *et al.* as quoted by Cichy, Cha, and Kim (2009), revealed that "*organizational commitment can be viewed as an individual's attitude towards an organization and is reflected in the relative strength of an individual's relationship and identification with the organization.*" This means that organizational commitment is an individual attitude toward the organization and is indicated by the relative strength of individual relationships and identification of the organization.

Allen and Meyer, quoted by Luthans (2011), stated that there are three components in organizational commitment. *First,* is affective commitment. It is said that "*affective commitment involves the employee's emotional attachment to, identifications with, and involvement in the organization.*" This statement shows that affective commitment involves an employee's emotional attachment to identify and engage in the organization. *Second,* namely continuation commitment. It was explained that "*continuance commitment involves commitment based in the cost that the employee associates with leaving the organization*." Continuation commitment involves a commitment that is based on costs if the employee leaves the organization. *Third*, namely normative commitment. It was stated that "*normative commitment involves employees' feeling of obligation to stay with the organization because they should; it is the right thing to do.*" This statement suggests that normative commitment involves employees feeling an obligation to stay with the organization as they should; it is a good thing to do.

Based on the conceptual description of organizational commitment, it can be concluded that organizational commitment is a psychological bond that shows dedication, a sense of identification and acceptance of the values and goals of the organization as measured by indicators: the desire to survive as a member of the organization, acceptance of the values and goals of

the organization, readiness to strive for the progress of the organization, and involvement in the organization.

According to Greenberg and Baron (2011), "*organizational justice refer to the people's perception of fairness in organizations, consisting of perceptions of how decisions are made regarding the distribution of outcome and the perceived fairness of those outcomes themselves.*" Organizational justice is a person's perception of fairness in the organization, which includes the perception of how decisions are made in relation to the distribution of results and the perception of fairness for the outcomes themselves.

Muchinsky (2006), describes the concept of organizational justice, namely, "*organizational justice is the overarching theoretical concept pertaining to the fair treatment of people in organizations.*" This means that organizational justice is the fair treatment of a person in the organization. Schultz and Schultz (2006) describe the concept of organizational justice, namely, "*organizational justice is how fairly employees perceive themselves to be treated by their company.* "Organizational fairness is how fairly individuals feel that they are treated by the company. It is further argued that if individuals believe themselves to be treated unfairly, then performance, job satisfaction, and organizational commitment may decrease. George and Jones (2012), provide an explanation of organizational justice, "*organizational justice refer to an employee's perception of overall fairness in his or her organization.*" Organizational justice means individual perceptions of justice within the organization.

Aamodt (2010), stated that organizational justice has three forms, namely: "*distributive justice is a perceived fairness of the actual decision made in an organization. Procedural justice is a perceived fairness of the method used to arrive at the decision. Interactional justice is a perceived fairness of the interpersonal treatment receive. First, distributive justice*, namely justice that is felt over actual decisions made by the organization. *Second, procedural justice*, namely the perceived justice of the methods used to arrive at a decision. *Third, interactional justice*, which is perceived justice for the interpersonal treatment received.

Regarding distributive justice, Muchinsky (2006), said that distributive justice refers to justice related to the allocation of results that are distributed among members of the organization "*distributive justice refers to the fairness with which the outcomes or results are distributed among members of an organization*". Meanwhile, McShane and Von Glinow (2008), stated, "*distributive justice is the perceived fairness in outcomes we receive relative to our contributions and the outcomes and contributions of others.*" Distributive justice shows fairness in the relative results that individuals receive for their contributions compared to the results and contributions of other individuals in the organization.

The second form of organizational justice is procedural justice. George and Jones (2012), limit *procedural justice* as: "*a process theory about work motivation that focuses on workers' perceptions of the procedures used to make decisions about the distribution of outcomes.*" Procedural justice is a process concerning work motivation that focuses on workers' perceptions of the procedures used to make decisions related to the distribution of work results. Meanwhile, according to Schermerhorn, Hunt, and Osborn (2002), "*procedural justice is the degree to which policies and procedures are properly followed.*" This concept shows that procedural

justice emphasizes organizational compliance in implementing policies and procedures that apply within the organization.

The final dimension of organizational justice is interactional justice. According to Robbins and Judge, the concept of interactional justice is defined as, "*interactional justice refers to the perceived degree to which one is treated with dignity and respect.*"This means that interactional justice is the degree to which a person is treated with dignity and respect. Then Uhl-Bien, Schermerhorn, and Orborn (2014), explain "*interactional justice is the degree to which people are treated with dignity and respect in decision affected them.*" This means that interactional justice is the extent to which people are treated with dignity and respect in decisions that affect them.

Based on the description above, it can be synthesized that organizational justice is fair treatment by organizations with indicators: giving rewards according to contributions, meeting needs, receiving aspirations, making decisions, enforcing regulations, relationships with leaders, and relationships with colleagues.

Colquitt, LePine and Wesson (2013), explained about trust, namely, "*trust is defined as the willingness to be vulnerable to an authority based on positive expectations about the authority's actions and intentions.*"Trust is a desire to depend on an authority based on positive expectations of the authority's actions and concerns.

Rousseau *et al.* in Saunders *et al (2010)*, "*Trust is a psychological state comprising the intention to accept vulnerability based on positive expectations of the intentions or behavior of another".* Trust according to this definition is a psychological condition that contains the intention to accept vulnerability based on positive expectations of the intentions or behavior of others.

McShane, Olekalns and Travaglione (2013), "*trust refers to the positive expectations that one person has toward another person or group in situations involving risk*". Trust according to this definition is someone's positive expectation of another person or group in situations that involve risk. Referring to this understanding, that in trust there is a condition that there is a risk faced by someone who trusts, but that person still believes because they have positive expectations.

Meanwhile Mishra (2013), explained the concept of trust, namely, "*trust as one party's willingness to be vulnerable to another party based on the belief that the latter party is Reliable, Open, Competent, and Compassionate*". Trust means the willingness of one party to be vulnerable to another is based on the belief that the trusted party is reliable, open, competent and loving. It was further explained that it is said to be reliable if it can be relied on when it can do what it says, keep promises, and show consistency between words and actions. Open at least means that someone will not lie and also means complete disclosure, or nothing is covered. Competence means at least that someone is able to perform and fulfill the task or job as expected. While compassion shows at least someone does not take advantage of others.

To measure the level of trust that exists in organizational members, certain indicators are needed. According to Robbins and Judge (2013), the concept of trust is based on five key dimensions, "*integrity studies to honesty and truthfulness. Of the five dimensions, this one seems to be most critical when someone assesses another's trustworthiness. Compliance encompasses an individual's technical and interpersonal knowledge and skills.*

Consistency relates to an individual's reliability, predicability, and good judgment in handling situations. Loyalty is the willingness to protect and save face for another person. The final dimension of trust is openness. " Based on the explanation above, it is known that integrity refers to honesty and truth. This dimension appears most important when one judges the trustworthiness of another. Competence includes technical and interpersonal knowledge and skills. Consistency is related to one's reliability, predictability, and good judgment in handling situations. Loyalty is the desire to protect and save face for others. Meanwhile, the last dimension of trust is openness, which is providing the real truth.

Based on the description above, it can be synthesized that trust is a person's willingness to be in a vulnerable situation because of positive expectations of people's actions with indicators: integrity, competence, consistency, and openness.

RESEARCH METHOD

This research uses a quantitative approach through a survey method. The research respondents were teachers of Junior High School Teacher in Wenang District Manado Manado who were randomly selected. This research was conducted in January-May 2019. Data collection used a 1-5 scale questionnaire. The results of the validity calculation show that for the organizational commitment variable it is known that from the 35 statement items there are three invalid items and an Alpha coefficient of 0.938 is obtained; organizational justice variable is known from 35 statement items, there are three invalid statement items with an Alpha coefficient of 0.936; and the trust variable is known from the 35 statement items there are two invalid items with an Alpha coefficient of 0.954. Data analysis was performed using path analysis calculated with the SPSS version 22 program.

RESULTS AND DISCUSSION

Direct Effect of Organizational Justice on Organizational Commitment

The results of testing the hypothesis of the direct effect of organizational justice on organizational commitment obtained path coefficient (p_{31}) = 0.419 with t_{hit} = 3.999> t_{table} = 2.326 at α = 0.01, so that Ho is rejected. and Hi accepted. This means that there is a positive direct effect of organizational justice on organizational commitment.

Organizational fairness shows the perception of organizational members about fair or unfair treatment by the organization where they work, which can be seen from giving rewards according to contributions, meeting needs, receiving aspirations, making decisions, enforcing regulations, relationships with leaders, and relationships with colleagues. If teachers perceive fair practices in schools, it will encourage teachers to show more commitment to school. Organizational commitment refers to a psychological bond that shows dedication, a sense of identification and acceptance of the values   and goals of the organization which can be seen from the aspects of the desire to stay as a member of the organization, acceptance of organizational values   and goals, readiness to strive for organizational progress, and involvement in the organization. .

Organizational justice can take the form of distributive justice, procedural justice, and interactional justice. Distributive justice is closely related to the allocation of reward systems, procedural justice with regard to justice in terms of decision making and application of

regulations, and interactional justice is closely related to relationship or communication problems within the organization. Especially in an educational environment, if the three forms of justice are properly practiced in the school environment, it will encourage teachers to show seriousness and commitment in carrying out their work. Conversely, if justice is not felt by the teacher, it will weaken the teacher's commitment to carry out his duties. Theoretically, the relationship between organizational justice and organizational commitment is explained by Lutans (2002), "*a recent study moved to the level of overall justice climate (procedural, informational, and interpersonal) and found it related to various work outcomes (commitment, satisfaction, and citizenship behavior)."*Organizational justice which consists of distributive justice, procedural justice, and interactional justice is related to several organizational outcomes, one of which is commitment. Levy also argued, "*organizational justice has been identified as an important predictor of both affective and normative commitment.*"Organizational justice is an important predictor or factor that influences normative commitment. Thus, it is quite clear the theoretical relationship between organizational justice and organizational commitment.

Previous research also provides evidence that organizational justice affects organizational commitment as did Sutrisna and Rahyuda, the results show that distributive justice, procedural justice and interactional justice together have an influence on organizational commitment. With these results, this study further strengthens the theories and results of previous studies that prove organizational justice has a positive effect on organizational commitment.

Direct Effect of Trust on Organizational Commitment

For the direct effect of trust on organizational commitment, the path coefficient (p_{32}) is 0.335 with t_{count} = 3.198> t_{table} = 2.326 at α = 0.01, so that Ho is rejected and Hi is accepted. This means that there is a positive direct effect of trust on organizational commitment.

Trust refers to a person's willingness to be in a vulnerable situation because of positive expectations for the actions of others which can be seen from the aspects of integrity, competence, consistency and openness. While organizational commitment is related to psychological bonds that show dedication, a sense of identification and acceptance of the values   and goals of the organization which can be seen from the aspects of the desire to stay as a member of the organization, acceptance of the values   and goals of the organization, readiness to strive for the progress of the organization, and involvement. in the organization. In the context at school, if the teacher has a strong belief in the leader or principal, it will encourage a belief so that it is easier to bring out his commitment to the school organization. Conversely, if the teacher feels distrustful of the principal, it will cause reluctance to show his hard work and sincerity for school success.

Theoretically, the effect of trust on organizational commitment is stated by Colquitt (2013), LePine and Wesson, "*trust has a strong positive effect on commitment. Employees who are willing to be vulnerable to the authorities tend to have higher levels of affective commitment and higher levels of normative commitment.* " This explanation confirms that trust is considered to have a strong positive effect on commitment. Employees who are willing to be vulnerable to authorities tend to have

higher levels of affective and normative commitment. Previous research conducted by Chao and Park (2011), also proved that there was a significant influence between trust and organizational commitment. Thus, the research results further strengthen the theories and results of previous research that explain the importance of trust in increasing organizational commitment.

Direct Effect of Organizational Justice on Trust

Meanwhile, for the direct effect of organizational justice on trust, the path coefficient (p_{21}) = 0.814 with t_{hit} = 16.015> t_{table} = 2.326 at α = 0.01, then Ho is rejected and Hi is accepted. This means that organizational justice has a positive direct influence on trust.

Every teacher certainly expects to be treated fairly in school. Such fair treatment includes the provision of compensation according to contributions, meeting needs, receiving aspirations, making decisions, enforcing regulations, relationships with leaders, and relationships with colleagues. If such treatments are felt to be fair by the teacher, then there will be a sense of trust, namely the willingness of the teacher to be in a vulnerable situation because of positive expectations for the actions of the leader as seen from aspects such as integrity, competence, consistency, and openness. Individuals who are treated fairly in the organization will show a sense of trust in their superiors or organization. Individuals will perceive that the leader or organization has acted responsibly and not discriminatively in treating their subordinates, so that trust grows.

Theoretically Tastan and Davoudi (2014), explain the effect of organizational justice on trust, "*organizational justice has been demonstrated as having impact on different attitudes of the employees like job satisfaction, intention to quit, organizational commitment, job performance, empowerment, proactive behaviors, counter proactive behavior,*" organizational trust, etc. " This description shows that organizational justice shows an influence on different attitudes, including on organizational trust, in addition to affecting job satisfaction, desire to leave, organizational commitment, performance, empowerment, proactive behavior, and counterproductive behavior. Previous research conducted by Sjahruddin *et al* (2013), also provides evidence that organizational justice has a significant effect on trust. Thus, the results of this study further strengthen previous theories and research which explain the importance of organizational justice in increasing trust.

CONCLUSION

Conclusions of this study are: (1) there is a positive direct effect of organizational justice on organizational commitment, (2) there is a positive direct effect of trust on organizational commitment, and (3) there is a positive direct effect of organizational justice on trust. Suggestions given in relation to the results of this study are: (1) principals need to improve organizational justice by creating a fair compensation system internally and externally, involving teachers in the policy-making process and decisions at school, and school principals must act in an appropriate manner. fairness in fostering relationships with teachers in order to have equal opportunities in establishing communication, both with the principal and with other parties, and (2) teacher trust needs to be increased by strengthening the integrity and competence of the principal in carrying out the leadership functions of the head school. Integrity can be

built by showing an honest, firm and transparent attitude and keeping every promise that has been made to the teacher.

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