

The Effect of Distributive Justice, Procedural Justice and Interactional Justice on Teacher Engagement and Teachers Performance

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Abstract: The purpose of this study was to analyze the Effect of Distributive Justice, Procedural Justice and Interactional Justice on Teacher Engagement and Teachers Performance. The method used in this research is quantitative methods, data collection methods by distributing online questionnaires to teachers in Tangerang. Tools for processing data is by using PLS and using SmartPLS version 3.0 software. The questionnaires were distributed electronically with simple random sampling technique and the questionnaires returned were 180 respondents. Based on the results of the research data analysis, it can be concluded that distributive justice has no significant effect on teacher engagement. procedural justice has a significant effect on teacher engagement, interactional justice has no significant effect on teacher engagement, distributive justice has no significant effect on teachers performance. procedural justice has no significant effect on teachers performance. Interactional justice has a significant effect on teachers performance. teacher engagement has no significant effect on teachers performance. The expected contribution from this research is expected to be able to expand knowledge and become literature as a guide in improving employee engagement and teacher performance, can provide contributions and thoughts for leaders and management at schools to make policies in spurring teacher engagement and performance.

Keywords: Distributive Justice, Procedural Justice, Interactional Justice, Teacher Engagement, Teachers Performance

Introduction

Basically, every school has a certain vision and mission that must be achieved. To achieve each of the company's goals, encourage schools to maximize the performance of their teachers in achieving school goals. In this case, performance is to carry out an activity of justice which is becoming an increasingly important thing today. The issue of injustice causes dissatisfaction which, if not resolved immediately, can lead to deviant behavior at school. Various deviant behaviors such as arriving late, ignoring orders from superiors or using company goods outside of their authority are forms of deviance that are consciously carried out to disturb the company (Aquino, 1999). On the other hand, employees can produce good employee engagement and performance as well as the number of jobs that are in accordance with the standards set by the company, therefore this organization must also improve its organizational justice, especially those related to distributive justice, interactional justice and procedural justice.

Teacher performance is the level of ability and level of success in carrying out their duties and responsibilities. Mangkuprawira and Vitalaya (2007) suggest that performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. Teacher performance is a function of the interaction between ability and motivation, namely work performance (Robbins and Coulter, 2008). Teacher performance or performance is the level of employee work results in achieving the requirements of a given job. In other words, work performance is the result of employees' work both in terms of quality and quantity based on predetermined work standards.

Employee engagement is a feeling of emotional attachment to work and school, motivated and able to provide the best ability of teachers to help succeed from a series of tangible benefits for organizations and individuals (McLeod, 2009). David Guest, believes it is helpful to see employee engagement as a way of working designed to ensure that teachers are committed to the goals and values of teachers, motivated to contribute to organizational success, and at the same time be able to increase their sense of well-being.

According to Robbins and Judge (2015) organizational justice is defined as the overall perception of what is fair in the workplace, consisting of distributive justice, procedural justice, informational justice and interpersonal justice. Teachers view their organization only when they believe the results they receive, the way in which the results are received are fair. The main key element of organizational justice is the individual's perception of fairness. Perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment. According to Kreitner and Kinicki (2013) in their book entitled Organizational Behavior, organizational justice reflects the extent to which employees see how they are treated fairly in the workplace. Can identify three different components of organizational justice, including distributive justice, procedural justice and interactional justice.

The purpose of this study was to analyze the effect of distributive justice on teacher engagement, procedural justice on teacher engagement, interactional justice on teacher engagement, distributive justice on Teachers Performance, Procedural Justice on Teachers Performance, Interactional Justice on Teachers Performance, Teacher Engagement on Teachers Performance.

Method

Operational Definition of Variables and Indicators

To prove the research objectives and research hypotheses, the research used is explanatory research, which is research that explains sequential evidence of the causal relationship between variables through hypothesis testing (Sugiyono, 2018), as well as with a survey sample, where samples are taken from a population and using a questionnaire as a primary data collection tool and generally a unit of analysis Descriptive analysis is intended to identify and explain each or the characteristics and identities of the respondent, the variables studied are procedural justice, distributive justice, interactional justice, employee engagement, and performance. Inferential Analysis research instruments are the process of taking conclusions based on smaller sample data to more general conclusions for a population. Inferential statistics require the fulfillment of assumptions. The initial assumption that must be met is that the sample is taken randomly from the population. Other assumptions that need to be fulfilled follow the analytical tools used. The statistical analysis method used in inferential statistics in this study is Structural Equation Modeling (SEM).

Population and Sample

The population in this study were teachers in Tangerang whose number had not been identified with certainty. The questionnaire was distributed electronically using simple random sampling technique. The results of the questionnaire returned were 180 respondents.

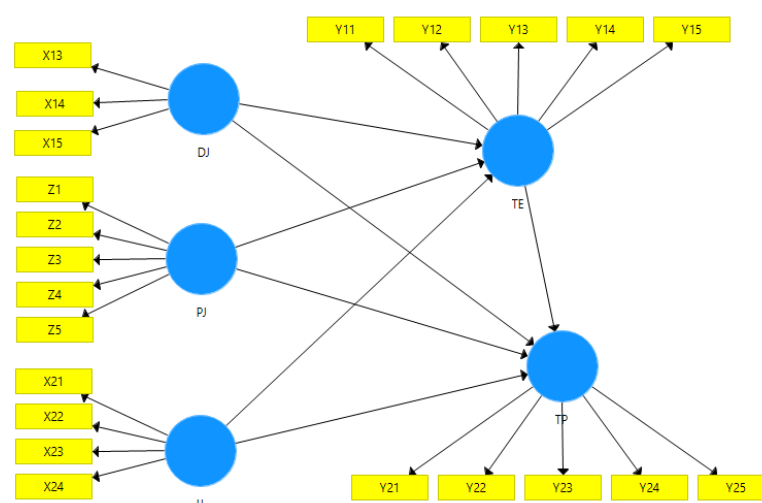


Fig 1. Research Model

DJ=Distributive Justice, PJ=Procedural Justice , IJ=Interactional Justice, TE=Teacher Engagement, TP= Teachers Performance

Based on the theoretical review and previous research above, the research model as in Figure 1 is compiled by the following research hypothesis:

- H1: Distributive Justice has a significant effect on Teacher Engagement*
- H2: Procedural Justice has a significant effect on Teacher Engagement*
- H3: Interactional Justice has a significant effect on Teacher Engagement*
- H4: Distributive Justice has a significant effect on Teachers Performance*
- H5: Procedural Justice has a significant effect on Teachers Performance*
- H6: Interactional Justice has a significant effect on Teachers Performance*
- H7: Teacher engagement has a significant effect on Teachers Performance*

Result and Discussion

Sample Description

The results of processing respondent data through questionnaires obtained respondent data as follows:

Table 1. Respondents Profile

Attribute		Total
Age	< 30 Years	64
	30 - 40 Years	56
	> 40 Years	60
Gender	Male	82
	Female	98
Work Periode	< 5 Years	62
	5-10 Years	60
	> 10 Years	58

Test Results of the Validity and Reliability of Research Indicators

The first testing phase of the measurement model includes testing for convergent validity, discriminant validity and composite reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing.

Convergent Validity Testing

Convergent validity test is done by measuring the loading factor value of each indicator against the construct. In most references, a factor weight of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Hair et al, 2010; Ghozali, 2014). In this study, the minimum limit for the accepted loading factor is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014).

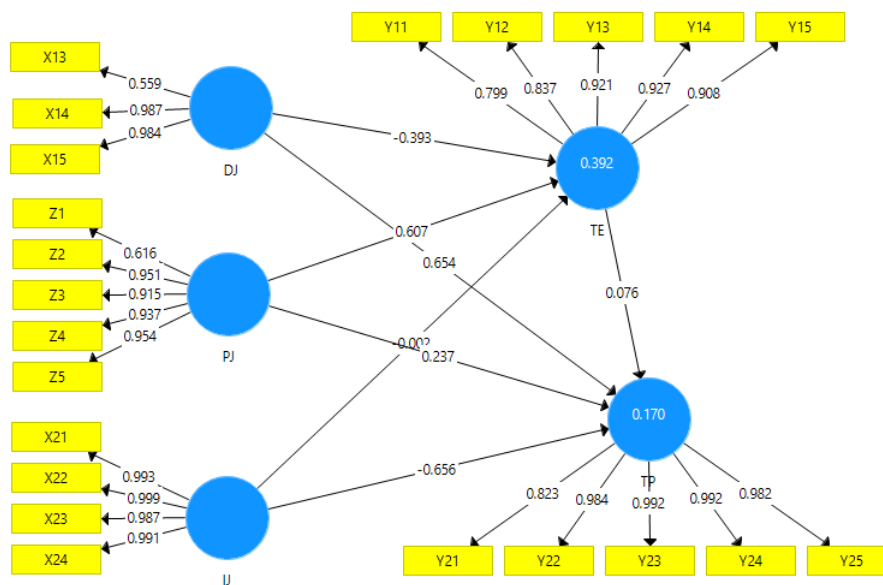


Fig 2. Model valid

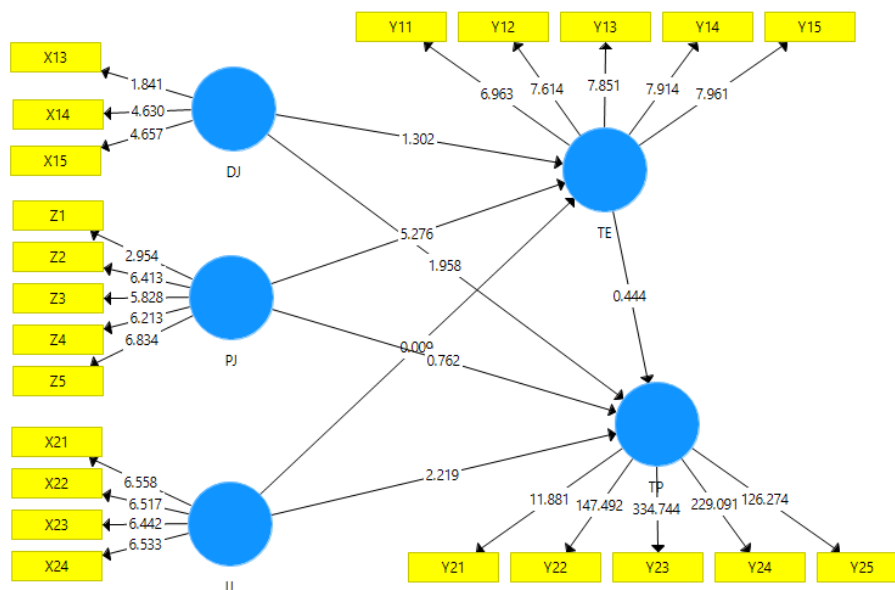


Fig 3. Model valid

Based on the estimation results of the PLS model in the image above, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. Apart from looking at the loading factor value of each indicator, convergent validity was also assessed from the AVE value of each construct. The AVE value for each construct of this study is more than 0.5. So the convergent validity of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in table 2 below:

Tabel 2. Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
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DJ	0.887	0.833	0.896	0.752
IJ	0.995	1.017	0.996	0.985
PJ	0.924	0.922	0.946	0.782
TE	0.926	0.926	0.945	0.774
TP	0.976	0.999	0.982	0.915

Construction Reliability Testing

Construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and cronbach's alpha value is more than 0.7. (Ghozali, 2014). The results of the reliability test in Table 2 above show that all constructs have composite reliability and Cronbach's alpha values are greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

Desriminant Validity Testing

Discriminant validity is done to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value are obtained as follows:

Table 3. Discriminant Validity

	DJ	IJ	PJ	TE	TP
DJ	0.867				
IJ	0.858	0.993			
PJ	0.275	0.344	0.884		
TE	-0.228	-0.131	0.498	0.880	
TP	0.139	-0.023	0.229	0.130	0.957

The results of the discriminant validity test in Table 3 above show that all constructs have a square root value of AVE above the correlation value with other latent constructs (through the Fornell-Larcker criteria) so that it can be concluded that the model has met discriminant validity.

Hypothesis testing

Hypothesis testing in PLS is also known as the inner model test. This test includes a significance test for direct and indirect effects as well as a measurement of the magnitude of the influence of exogenous variables on endogenous variables. To determine the effect of Distributive Justice, Procedural Justice and Interactional Justice on Teacher Engagement and Teachers Performance, a direct and indirect effect test is needed. The effect test was performed using the t-statistic test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the boothstrapping technique, the R Square value and the significance test value are obtained as shown in the table below:

Table 5. R Square

	<i>R Square</i>	<i>R Square Adjusted</i>
<i>TE</i>	0.392	0.371
<i>TP</i>	0.170	0.132

Based on Table 5 above, the R Square value for job satisfaction is 0.392, which means that the teacher engagement variable can be explained by the Distributive Justice, Procedural Justice, Interactional Justice variables, amounting to 39.2%, while the remaining 60.8% is explained by other variables not discussed in this research. The R Square value for teachers performance is 0.170, which means that the teachers performance

variable can be explained by the Organizational Commitment and Work Environment variable by 17.0%, while the remaining 8183% is explained by other variables not discussed in this study.

Table 6. Hypotheses Testing

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
DJ -> TE	-0.393	-0.422	0.302	1.302	0.194
DJ -> TP	0.654	0.497	0.334	1.958	0.051
IJ -> TE	-0.002	0.022	0.263	0.009	0.993
IJ -> TP	-0.656	-0.496	0.296	2.219	0.027
PJ -> TE	0.607	0.668	0.115	5.276	0.000
PJ -> TP	0.237	0.217	0.311	0.762	0.446
TE -> TP	0.076	0.080	0.170	0.444	0.657

Meanwhile, Table 6 shows the T Statistics and P-Values which show the influence between the research variables that have been mentioned.

Distributive justice relationship affects teacher engagement

Based on the results of the analysis in table 6, it is obtained T Statistics of 1.302 <1.96 and P-Values 0.194> 0.050 so it can be concluded that H1 is rejected, distributive justice has no significant effect on teacher engagement. An increase in distributive justice variables will not be followed by an increase in teacher engagement and a decrease in distributive variables. justice will not be followed by a decline in teacher engagement. The results of this study are in line with the results of research from Asbari (2020); Basri (2020); Bahdin (2020) which states that distributive justice has no effect on teacher engagement.

The relationship between procedural justice and teacher engagement

Based on the results of the analysis in table 6, it is obtained that T Statistics is 5,276 > 1.96 and P-Values 0.000 <0.050 so that it can be concluded that H2 is accepted, procedural justice has a significant effect on teacher engagement. An increase in procedural justice variables will be followed by an increase in teacher engagement and a decrease in variable procedural justice. followed by a decrease in teacher engagement. This research is in line with research results from Bernarto (2020); Hyun (2020); Kadiyono (2020); Roojil (2020); Sartika (2020); SLamet (2020); Supriadi (2020); Purwanto (2020); Robby (2019) which states that procedural justice affects teacher engagement

The relationship of interactional justice with teacher engagement

Based on the results of the analysis in table 6, it is obtained T Statistics of 0.009 <1.96 and P-Values 0.993> 0.050 so it can be concluded that H3 is rejected, interactional justice has no significant effect on teacher engagement. An increase in interactional justice variables will not be followed by an increase in teacher engagement and a decrease in interactional variables justice will not be followed by a decline in teacher engagement. This study is in line with the results of research from Roojil (2020); Sartika (2020); SLamet (2020) which states that interactional justice does not have a significant effect on teacher engagement

The relationship between distributive justice and teachers performance

Based on the results of the analysis in Table 6, it is obtained T Statistics of 1.958 <1.96 and P-Values of 0.051> 0.050 so it can be concluded that H4 is rejected, distributive justice has no significant effect on teachers performance. An increase in the distributive justice variable will not be followed by an increase in teachers performance and a decrease in distributive variables justice will not be followed by a decrease in teachers performance. This research is in line with the results of research from Sartika (2020); SLamet (2020); Supriadi (2020) who stated that distributive justice did not have a significant effect on teachers performance

The relationship between procedural justice and teachers performance

Based on the results of the analysis in Table 6, it is obtained that T Statistics is 0.762 <1.96 and P-Values 0.446 > 0.050 so that it can be concluded that H5 is rejected, procedural justice has no significant effect on teachers performance. An increase in procedural justice variables will not be followed by an increase in teachers performance and a decrease in procedural variables. justice will not be followed by a decrease in teachers performance. This research is in line with the research results of Supriadi (2020); Purwanto (2020); Robby (2019) which states that procedural justice does not have a significant effect on teachers performance.

The relationship between interactional justice and teachers performance

Based on the results of the analysis in table 6, it is obtained T Statistics of $2,219 > 1.96$ and P-Values of $0.027 < 0.050$ so it can be concluded that H6 is accepted, interactional justice has a significant effect on teachers performance. An increase in the interactional justice variable will be followed by an increase in teachers performance and a decrease in variable interactional justice will be followed by a decrease in teachers performance. This study is in line with the results of research from Basri (2020); Hyun (2020); Kadiyono (2020) who stated that interactional justice has a significant effect on teachers performance.

The relationship between teacher engagement and teachers performance

Based on the results of the analysis in Table 6, it is obtained T Statistics of $0.444 < 1.96$ and P-Values of $0.657 > 0.050$ so that it can be concluded that H7 is rejected, teacher engagement does not have a significant effect on teachers performance. An increase in the teacher engagement variable will not be followed by an increase in teachers performance and a decrease in variable teacher engagement will not be followed by a decrease in teachers performance. This study is in line with the results of research from Roojil (2020); Sartika (2020); Slamet (2020), which states that teacher engagement does not have a significant effect on teachers

Conclusion

Based on the results of the research data analysis, it can be concluded that distributive justice has no significant effect on teacher engagement. procedural justice has a significant effect on teacher engagement, interactional justice has no significant effect on teacher engagement, distributive justice has no significant effect on teachers performance. procedural justice had no significant effect on teachers performance. Interactional justice has a significant effect on teachers performance. teacher engagement has no significant effect on teachers performance. The expected contribution from this research is expected to expand knowledge and become a repertoire of literature as a guide in improving employee engagement and teacher performance, can contribute and think for leaders and management at schools to take policies to spur teacher engagement and performance.

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