

The Effect of Teacher Leadership on Biological Teachers' Organizational Commitment Mediated by Procedural Justice

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ABSTRACT

The objective of this research was aimed at finding out whether teachers organizational commitment directly affected by teachers' leadership and indirectly by procedural justice. Therefore, a causal survey method used and around 88 senior high school biological teachers selected randomly as sample. All three variables measured by instruments which respectively characterized by its reliability 0.90 for organizational commitment, 0.89 for leadership, and 0.93 for procedural justice. Data analyzed by path analysis. Research results revealed that procedural justice was not a good mediator between leadership and teachers commitment. Moreover, teachers leadership was found directly and significantly affected of teachers' organizational commitment, especially concern with affective commitment. These findings, fortunately, confirmed to its theoretical model proposed by Colquitt, et.al. (2019)¹ indicated by the role of justice which was found directly and significantly affected teachers' commitment. Based on these findings, it could be concluded that teachers desire to move or withdraw from its originally school as an organization due to would depend on the ability of teachers' themselves in self motivation and inspiration as indicated by some dimensions of transformational styles which will determine teachers, in this case biological teachers, to take a decision dealing with affective organizational commitment by considering the role of procedural justice in school system.

Keywords

Teacher Leadership, Procedural Justice, Affective Organizational Commitment, and Path Analysis.

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Introduction

Education as an important factor in the progress of a nation, the success of the education system in Indonesia relies heavily on government institutions in the field of education (Kemendikbud) that are responsible for policy makers and schools as implementers of these policies. School as an institution (organization) implementing education, has a big responsibility in determining the progress of the education system in Indonesia. School education is not only related to knowledge, but includes various things related to emotional aspects, physical aspects and financial aspects Handoyo, Putrawan & Japar (2019)². According to Hasta, Rusdinal, & Afriansyah, (2019)³ that the quality of human resources can increase if it is encouraged by quality education. Putrawan & Yuan (2020)⁴ stated that this is confirmed in other studies which state that Professional teachers will produce quality human resources, both in terms of attitude, knowledge, character and skills. Wilti, Nadiroh & Putrawan (2020)⁵ explained that the teacher as a component of the school organization has a very influential role on the success of education, including biology teachers, in achieving the goals

of an organization, the presence of a leader is needed because according to Cooper (2003)⁶ the role of the teachers in the classroom is not only as an educator, but also as a leader for their students, because every time a group of people gather to carry out an activity (task), a leader usually emerges.

Robbins and Judge (2017)⁷ defined that leadership is a process of influencing and supporting others to work enthusiastically towards achieving goals. Teacher leadership in the world of education has a very close influence on the success of education, therefore a teacher must be equipped with mature science and knowledge as well as leadership knowledge in an organization or agency. Demir (2015)⁸ explained that in realizing teacher leadership, there is a significant influence on organizational trust. In realizing school development carried out by teachers, school administrators must be able to create an interactive environment for teachers which aims to create good relationships and foster a sense of trust among teachers. The same thing was also explained by Colquitt, Lepine & Wesson (2015)⁹ that leadership as the use of power and influence to direct the activities of followers toward goal

achievement. In other studies Gea & Putrawan (2019)¹⁰ stated that leadership affects many things in organizational management such as stress, trust, fairness, job satisfaction, and performance. Fitria, Mukhtar & Akbar (2017)¹¹ explained that teacher leadership in schools is also inseparable from the leadership of the principal who is the highest position in the school institution. Setiawan et al (2016)¹² to maximize the performance of members (teacher) in an organization, a leader must foster more trust in the members of his organization, another study was stated by Harris and Muijs (2005)¹³ that teacher leadership is also conceptualized as a series of behaviors and practices carried out collectively, especially with regard to relationships and connections between individuals within the school. Supriyatin, Putrawan & Suryadi (2019)¹⁴ explained that the leadership style in an organization in any institution will greatly influence the behavior and culture of the organization. Putrawan (2020)³ defined that There are two leadership styles that can be applied in schools, namely transactional leadership and transformational leadership, the two leadership styles cannot be separated in their application, because they are mutually sustainable, transformational leadership tends to be active rather than transactional leadership which tends to be more passive. Instructional leadership and seriousness have a direct effect on teacher task performance. Wahyuni et al., (2019)¹⁵ concluded that instructional leadership and seriousness factors can be considered to improve teacher task performance. In other study stated by Putrawan (2017)¹⁶ emphasized that there is an influence of the interaction between leadership and self-efficacy on motivation, which means that if employees have high self-efficacy, strong motivation for employees can be achieved when they interpret transformational leadership. The same thing stated by Zharroh, Putrawan & Sigit, (2020)¹⁷ that although in practice it is difficult for some people including biology teachers to teach the truth of the concept of good leadership to students in the classroom but strong suspicion that, teacher leadership will run well if it is supported by good procedural justice in the workplace.

Procedural justice is the feeling of a teacher, on how the attitude of the boss (the principal) treats him fairly or equally, especially in matters related to decision-making procedures.

This is in line with McShane and Glinow (2010)¹⁸ defined that procedural justice as a perception of the fairness of the procedure used to decide the distribution of resources. The same thing defined by Colquitt, Lepine & Wesson (2019)¹ procedural justice reflects the perceived fairness of decision-making processes. Procedural justice is a feeling of fairness, equality and non-discrimination that is felt by individuals in the decision-making process. Other study explained by Schermerhorn, James & Richard (2002)¹⁹ that procedural justice is the degree to which policies and procedures are properly followed. Procedural justice is the extent to which policies and procedures are followed correctly. Hwei and Santosa (2012)²⁰ stated that procedural justice is a process in which a decision is carried out and gives the impression that a decision made is important and must be enforced in its application because according to Luthfi, Putrawan & Miarsyah (2020)²¹ that in school organizations, justice is often a conversation between working teachers, because teachers will excel, if they get fair treatment from their leaders. Another study by Nasution et al., (2019)²² explained that leadership and personality have a positive and significant correlation with procedural fairness. This means that if procedural fairness is to be improved, factors such as teacher leadership and personality can be taken into consideration so that good teacher leadership coupled with fair treatment from superiors or good procedural justice will have a positive impact in fostering teacher commitment in teaching.

Hasanah, Putrawan & Sigit (2020)²³ stated that school often face the problem of a low sense of teacher commitment within the school organization, this occurs due to the loss of teacher trust in the school organization. Colquitt, Lepine & Wesson (2019)¹ stated that there are 3 types that affect organizational commitment: 1) affective organizational commitment, 2) continuance organizational commitment, and 3) normative organizational commitment. Affective organizational commitment is the desire to remain a member of the organization because of emotional attachment and involvement with the organization, in short, "you survive because you want to", then emphasized by (Meyer, et al., (1993)²⁴ that every member who is affective commitment has strong reasons to remain survive in the organization, so that there is only a very small possibility for the individual to leave the

organization. The same thing stated by Astuti, Putrawan & Komala (2020)²⁵ explained that when people believe they are able to do something that is assigned to them, they will work harder and they feel that the place is working like their own home, and will increase their affective organizational commitment because employees who feel an affective commitment identifying themselves with the organization, accepting the goals and values of that organization are also more willing to make extra efforts on behalf of the organization. Colquitt, Lepine & Wesson (2019)¹ explained that by identifying themselves with the organization, they view the membership of the organization as important things to pay attention to in achieving organizational goals.

METHODS

The objectives of this research to obtain information on the direct effect of teacher leadership and procedural justice on affective organizational commitment. This research is a

type of quantitative research using a causal survey method by selecting 88 biology teachers as a sample representing the population of high school biology teachers in Bekasi. The instrument developed to measure three variables with details of teacher leadership (X₁) (reliability 0.896 (26 items)), procedural justice (X₂) (reliability 0.928 (30 items)) and affective organizational commitment (X₃) (reliability 0.901 (30 items)). Data analyzed by path analysis.

RESULTS AND DISCUSSION

Based on the results of calculations using SPSS, it was obtained that the significance and linearity result of the regression model $\hat{X}_3 = 46.410 + 0.466 X_1$; $\hat{X}_2 = 30.733 + 0.710 X_1$ was significant and linear. However, in the equation $\hat{X}_3 = 65.513 + 0.338 X_2$, although it was significant but it was not linear, so that it was not continued to path analysis test.

Table 1. Phi Coefficient Table

Model	Unstandardized Coefficients		Standardized Coefficients	T _{cal}	t _{tab}	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
Teacher Leadership	46.410	11.003		4.218				
	0.466	0.084	0.512	5.513**	1.98	0.512	0.512	0.512

* : p < 0.05

Based on table 1, teacher leadership has a direct effect on affective organizational commitment with $\phi_{31} = 0.512$ with the calculated value $t_{cal} = 5.513 > t_{tab} = 1.98$.

Table 2. Phi Coefficient Table

Model	Unstandardized Coefficients		Standardized Coefficients	T _{cal}	t _{tab}	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
Keadilan Prosedural	65.513	10.041		6.524				
	0.338	0.081	0.409	4.157**	1.98	0.409	0.409	0.409

* : p < 0.05

Based on table 2, procedural justice has a direct effect on the affective organizational commitment with $\phi_{31} = 0.644$ with the calculated value $t_{cal} = 4.157 > t_{tab} = 1.98$.

Table 3. Phi Coefficient Table

Model	Unstandardized Coefficients		Standardized Coefficients	T _{cal}	t _{tab}	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
Teacher Leadership	30.733	11.866		2.590				
	0.710	0.091	0.644	7.808**	1.98	0.644	0.644	0.644

* : p < 0.05

Based on table 3, teacher leadership has a direct effect on the procedural justice with phi₃₁ = 0.644 with the calculated value t_{cal} = 7.808 > t_{tab} = 1.98.

Based on table 1, table 2 and table 3, it can be seen the Final Result of Path Analysis of Empirical Model on figure 1.

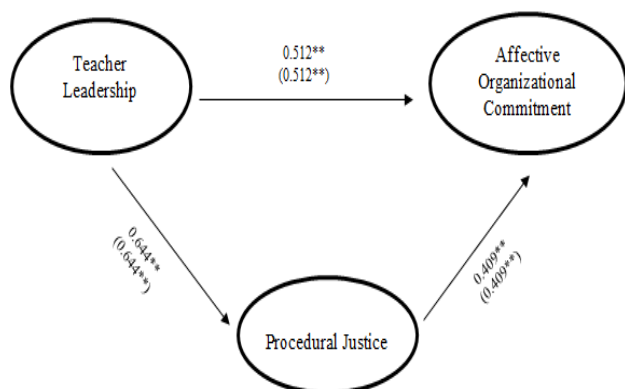


Fig 1. Empirical Model

** p < 0.01

Based on fig 1, the results of the first hypothesis test showed that teacher leadership had a direct effect towards the affective organizational commitment. This is based on the results of the calculation of the significance test, linearity and path analysis which showed that there was a direct influence between the variables X₁ and X₃. As stated by Kim and Kim (2015)²⁶ research, there was a positive relationship between transformational leadership and affective organizational commitment. It was the same as stated by Asiri et al., (2016)²⁷ that there was a significant positive correlation between transformational leadership and organizational commitment. There was another study by Hong et al., (2016)²⁸ Which stated that there was a positive relationship between leadership and employee affective organizational commitment in South Korea. The same study by Babalola (2016)²⁹

stated that there was a significant influence of Laissez-faire leadership style on organizational commitment. Another study stated by Rachmadiana and Putrawan (2019)³⁰ stated that there was a direct influence of leadership on job performance.

Colquitt, Lepine & Wesson (2019)¹ explained that an affective organizational commitment is a person's desire to remain a member of the organization because of emotional attachment and involvement with that organization. Commitment is affected if there is a good and satisfying experience as long as the individual participates in the organization referred to this research leadership. Transformational leadership which includes teacher leadership has a strong influence on an organizational commitment which also includes affective organizational commitment

There are differences between the previous research and this research. Although the results of previous researches state that leadership has a direct effect on organizational commitment, this research only examines the leadership towards organizational commitment in general, whereas this study examines teacher leadership. Not only does leadership affect affective organizational commitment but also procedural justice.

The second hypothesis of this research said that there was no direct effect of procedural justice towards affective organizational commitment so that the second hypothesis test was not carried out. It was because the linearity test of the regression equation was not linear in the X₃ over X₂ path. So that in this study, it was not proven that procedural justice could directly affect the affective organizational commitment. It was different from research conducted by Alromeedy (2017)³¹ stated that procedural justice, distributive justice, and interactional justice had a significant positive relationship towards affective organizational commitment. McShane and Glinow (2010)¹⁸ defined procedural justice as a perception

of the fairness of the procedures used to decide the distribution of resources. The same study stated by Suifan, Diab & Abdallah's (2017)³² that there is a direct effect of organizational justice towards the employee organizational commitment in a positive and significant manner. Likewise, the research conducted by Wang, *et al.*, (2010)³³ stated that there was a positive relationship between organizational justice and organizational commitment. The same study also stated by Rahman, *et al.*, (2016)³⁴ that there was a positive correlation between procedural justice and organizational commitment. Another study stated by Chalistya and Putrawan (2019)³⁵ that there was a direct effect of integrity on affective organizational commitment.

Based on several previous researches, there are differences between those researches and this research. Although the results of previous researches stated that procedural justice had a direct effect on organizational commitment, they only examined procedural justice for organizational commitment in an office environment whose scope focused on administration so that employee morale was based on wages or salaries to be received and the position to be occupied. So, procedural justice was very concerned about determining their commitment to the company, whereas this research examined procedural justice for organizational commitment in the school environment where the main orientation of the teacher was their students. Thus, no matter how good the procedural justice is applied in schools, it is not always proportional straight with the affective organizational commitment of the teacher in surviving in the school, because the school environment also plays a very important role in determining teacher commitment, for example the attitude of students, family members students, or other things in the school environment.

The third hypothesis test stated that teacher leadership had a direct effect on procedural justice. Based on the results of the third hypothesis test, teacher leadership had a direct effect on procedural justice as stated by Mahtufah, Putrawan, and Suryadi's (2018)³⁶ that instructional leadership had a positive direct effect on procedural. The same study by Novianjani, Putrawan, and Zulaikha (2019)³⁷ stated that school leadership had a significant direct effect on

procedural justice. Another study explained by Ngodo (2008)³⁸ that there was a positive relationship between transformational leadership and procedural justice. There are differences between the previous researches and this research. Although the results of previous researches stated that leadership had a direct effect on procedural justice, those researches only examined general leadership such as the leadership by school principals or office managers, whereas this research examined teacher leadership. It can be concluded that teacher leadership is influenced by procedural justice so that procedural justice is a mediator that can be considered. It is the same as the fourth hypothesis in this study.

The fourth hypothesis of this research was that there was an indirect effect of teacher leadership on affective organizational commitment through procedural justice. But the fourth hypothesis test was not done, it was because the path analysis test was not carried out on the X_3 path over X_2 in this research. Thus, in this research, it was not proven that the results of hypothesis test indicated that there was an indirect influence between teacher leadership on affective organizational commitment through teacher procedural justice. In contrast to the research conducted by Mahtufah, Putrawan, and Suryadi (2018)³⁶ that the instructional leadership had an indirect effect on citizenship behavior through procedural justice. Another study by Srivastava's (2017)³⁹ stated that there was a significant indirect effect of self-efficacy towards an organizational commitment through procedural justice. Another study stated by Trincado-Munoz, Fernández & Hebles (2020)⁴⁰ that there was a significant influence towards the relationship between customer orientation and job involvement through organizational justice. Based on those researches, it showed that procedural justice was proven to be a significant mediating variable in mediating teacher leadership with affective organizational commitment. However, in this research procedural justice was not proven as a mediator variable to mediate teacher leadership with affective organizational commitment.

CONCLUSION

Based on these findings, it could be concluded that teachers desire to move or withdraw from its originally school as an organization due to would depend on the ability of

teachers' themselves in self motivation and inspiration as indicated by some dimensions of transformational styles which will determine teachers, in this case biological teachers, to take a decision dealing with affective organizational commitment.

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