

Development of Personality and Organizational Justice Models in Improving Teacher Service Quality in the Educational 4.0

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Abstract

This research will describe the development of personality and organizational justice models which support the development of teacher service quality in a school organization. Several previous studies have concluded that teacher service quality can begin with leadership development in a school organization. Teachers' personalities are considered to contribute to improving the quality of teachers who will provide real work in the form of creativity in learning. Challenges in the millennial era require increase of teacher service quality to the maximum. The development of teacher personality and organizational justice models provides a major role in improving teacher service quality in the era of education 4.0. This study aims to (1) find appropriate personality and organizational justice models in the millennial era, and (2) identify the important role of personality and organizational justice enhance the teacher service quality. The study uses correlational statistical methods and analysis of Sitorem. Data are collected by distributing questionnaires. The population of the study was permanent civil servant teachers who were actively teaching at the junior high school level in the Bogor City area. The result shows that there are 9 good indicators which remain to be personality and procedural justice models, namely: (1) sincerity (2) enthusiasm (3) consensus (4) interpersonal justice (5) informational justice (6) distributive justice (7) physical appearance (8) guarantee (9) reliability. The development of personality and procedural justice models mentioned above have a very strong and significant relationship in improving the quality of teacher services in the educational 4.0

Keywords:

Personality and organizational justice models, teacher service quality

1. Introduction

One of the main factors determining the quality of education is the teacher. It is the teacher who is at the forefront of creating human resources. The teacher deals directly with students in the classroom through the learning process. In the hands of the teacher, quality students will be produced, both academically, skillfully, emotional maturity, and morally and spiritually. This will produce future generations who are ready to live with the challenges of their time. Therefore, a teacher who has high qualifications, competence, and dedication is needed in carrying out his professional duties.

The duties and functions of teachers are in line with those mandated in Law Number 14 of 2005 concerning Teachers and Lecturers, which states that a teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at formal education, basic education, and secondary education. In carrying out professional duties, it is necessary to understand the mastery of learning materials and the mapping of competency standards and basic competencies, development of learning materials, and the use of informatics and communication technology in teaching and learning activities. Mastery of the learning material in question is the teacher's activity to master the material to be taught in accordance with competency standards and basic competencies so that they can develop more interesting teaching materials and can take advantage of the use of ICT so that they can improve the quality of learning.

In the era of the Industrial Revolution 4.0, teachers need to improve their competence and quality. Especially with the current era of all-digital competition, not only preparing students but competently teachers must improve their quality. The progress of information technology at this time teachers are asked not only to transfer knowledge but must instill the basic values of character development of students in the wise use of advances in information technology. Professional teachers who can take advantage of the superfast advances in information technology are needed to improve the quality of the teaching and learning process in each education unit in order to prepare superior human resources in global competence. (Suharyati, Henny & Laihad, Griet Helena, 2019).

The teacher as a person who transfers knowledge, values and norms of students who can change behavior to become more meaningful and mature is an educational service activity. To be able to transfer services to students, a teacher must have the ability, skills, and experience so that the services provided can be satisfactory. A teacher is a professional who has special abilities and expertise in the field of teacher training so that he will be able to carry out his duties and functions as a teacher with maximum ability.

The process of establishing teacher relationships with students is influenced by the attitudes and behavior of teachers in providing services to their students. The quality of teacher service is related to trust, which essentially provides the best service to students, parents, and the surrounding community. Trust starts from services that are felt satisfied from the wishes fulfilled, therefore student satisfaction, in this case students, is a measure of the success of teacher activities in performing tasks properly so that student trust grows in educational institutions, and this also implies that teachers gain student trust from services which is given. (Suharyati, H., Hidayat, R., Sumardi, & Abidin, H. R., 2021)

Teacher personality is the whole way individuals react and interact with other individuals. The teacher's personality as an organization, both psychological and physical, is a structure and a process because it can regularly grow and experience changes (Gibson, Ivancevich, Donnelly, and Konopaske, Robert, 2012). Teacher personality is a pattern of relatively stable traits and unique characteristics that indicate the consistency and individuality of a person's behavior. These traits contribute to differences in individual behavior, consistency of behavior with time and stability of behavior in any situation. The characteristics of the five-factor model teacher personality are openness (teacher's personality with the openness of the teacher's personality), conscientiousness (the teacher's serious personality), Extraversion (the teacher's enthusiastic personality), Agreeableness (the teacher's personality is friendly and consensus) and Emotional stability (emotional stability).

School Organizational Justice is a level where an individual feels treated equally in the organization where he works (Jan Van Reef, Hermen2009). School Organizational Justice as an employee assessment of fairness or justice for decisions made by the authorities through four dimensions of School Organization Justice, namely distributive justice, procedural justice, procedural justice, interpersonal justice, and informational justice. Injustice in the organization will make someone less trust, confused and less motivated at work. Someone who feels that they have received justice in their organization will feel comfortable and can improve the quality of their services at school. (Akanbe, Paul. Ofoegbu Aoyama, Eugene Onyema. 2013)

Teacher personality is the whole way individuals react and interact with other individuals. The personality of the teacher as an organization, both psychological and physical, is a structure and a process because it can regularly grow and experience changes. Teacher personality is a pattern of relatively stable traits and unique characteristics that indicate the consistency and individuality of a person's behavior. These traits contribute to differences in individual behavior, consistency of behavior with time, and stability of behavior in any situation. The characteristics of the five-factor model teacher personality are openness (teacher's personality with the openness of the teacher's personality), conscientiousness (the teacher's serious personality), Extraversion (the teacher's enthusiastic personality), Agreeableness (the teacher's personality is friendly and consensus) and Emotional stability (emotional stability) (Crane, Mc and Costa, 2012). The personality of the teacher is still considered lacking, namely only 39% of the total number of state high school civil servant teachers who have broad interests and are willing to take risks. There is a frequency of negative perceptions on the assessment of trying various learning methods that have never been done before at 21% and proposing ideas and ideas to the principal by 19%. Therefore, a good teacher's personality to the teacher will be able to influence the quality of teacher services in schools. That the better the teacher's personality is, the better the service quality will be, and vice versa.

It can be synthesized that service quality is the comparison between expected service and actual performance to meet customer expectations, especially students. Service quality indicators are divided into five, namely (a) The physical appearance of the teacher which includes physical evidence, completeness of means and means of communication in the learning process (b) Teacher reliability, namely the ability to provide promised services immediately and satisfactorily (c) Teacher responsiveness, namely the wishes of employees to help customers and provide responsive services (d) Teacher guarantees, namely sincerity, self-confidence and skills in serving (e) Teacher empathy, namely deep attention to the needs and problems of students.

Personality can be synthesized, namely unique and relatively stable individual characters, behavior patterns, thoughts and emotions with indicators (a) Seriousness in carrying out teacher duties both inside and outside the classroom (b) Open to innovation or educational reforms that build and enhance professionalism as a teacher (c)

enthusiasm for interactions and activities carried out in schools (d) Agreement on school rules to produce togetherness (e) Emotional stability in facing challenges and problems at work as a teacher.

Based on the opinion of experts, it can be synthesized that organizational justice is a level where an individual feels treated the same or equal in the organization where he works with indicators (a) distributive justice, namely the reasonableness of the results felt and received by individuals from work as teachers in schools with indicators need, equality and balance (b) procedural justice, namely teachers who are involved in decision making with indicators of consistency, accuracy and correction (c) Informational justice, namely teachers are given an honest and complete explanation of each decision with indicators of assessment, truth and consideration (d) Interpersonal justice, namely teachers who are treated with dignity at school with indicators of appreciation, neutrality and trust.

2. Research Methodology

Based on the nature of the problem, this study is a correlational study, which aims to see the relationship between two or more symptoms. Thus, the appropriate research method used is a survey with a correlational approach. Measurement of research data, namely: (1) teacher personality, (2) organizational justice and (3) teacher service quality. Teacher personality and school organization justice are variables X_1 and X_2 , while the quality of teacher service is variable Y . The relationship between the three variables is described as follows:

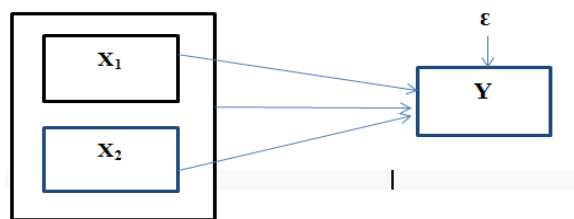


Fig. 1. Constellation of research problems

Information:

- Y: teacher service quality
- X_1 : teacher's personality
- X_2 : Organizational Justice
- ϵ : another variable

From the calculation of the Slovin formula, the total sample size is 103 respondents representing the population. The research sample was taken from each teacher of SMA Negeri in Bogor City, proportionally random sampling. The data needed in this study, namely data on teacher personality (X_1), School Organizational Justice (X_2), and teacher service quality (Y) were captured using an instrument in the form of a questionnaire or questionnaire.

3. Result and Discussion

The data description of each research variable is the result of descriptive analysis which includes the results of the calculation of the number of data / samples, the total number, the lowest score, the highest score, the calculation result of the average score, the middle score, the most frequent scores, the range between the lowest score and the score highest and the calculation of standard deviation.

1. Teacher Service Quality Variable (Y)

Based on the research data, the answers to the questionnaire on teacher service quality variables consisting of 32 statements from 103 respondents obtained the following results, the total score was 14222, the highest score was 160 and the lowest score was 116, thus the score range was 44, the average score was 138, 08, the mean value is 137, the most frequent score is 129 and the number of interval classes is 8 with a class distance of 5. Besides, the sample variant value is with a standard deviation of 9.63.

The explanation and descriptive statistical image above, it can be concluded that the theoretical score of the teacher service quality questionnaire moved from the lowest score of 32 to the highest score of 160, so that the theoretical median was obtained, while the research score (empirically) moved from the lowest score of 116 to the highest score. 160, so that the empirical median score is 137, which means that the empirical score of service quality spreads over the theoretical median score. This means that the quality of teacher services can be categorized as high enough.

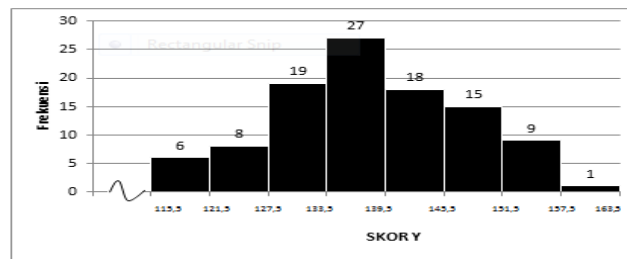


Fig. 2. Histogram of Teacher Service Quality Frequency (Y)

2. Teacher Personality Variables (X1)

The results of measuring the answers to the questionnaire on the personality variable of the teacher which consists of 34 statement items from 103 respondents, obtained total score is 15009, the highest score is 170 and the lowest score is 117, thus the score range is 53. The average score is 145, 72, the mean value is 144, the most frequent score is 141 and the number of interval classes is 8 with a class distance of 8, with a standard deviation of 12.85.

Based on the descriptive statistical descriptions and images above, it can be concluded that the theoretical lowest score of the teacher personality questionnaire moves from the lowest score of 34 to the highest score of 170, so that the theoretical median is 85. While the research score (empirically) moves from the actual lowest score of 117 to the score the highest is 170, so the empirical median is 144, which means that the teacher personality empirical score spreads over the theoretical median score. It means that the teacher's personality can be categorized as high enough.

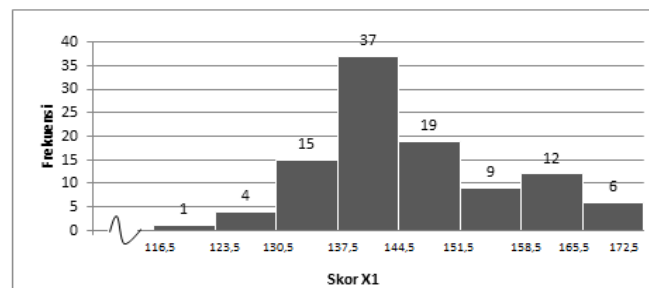


Fig. 3. Histogram of the Frequency Distribution of Teacher Personality Scores

3. Organizational Justice Variable (X2)

The calculation of the answers to the questionnaire on organizational justice variables which consisted of 34 statement items from 103 respondents, the following results were obtained, the total score was 15142, the highest score was 170 and the lowest score was 109 thus the score range was 61. The average score was 147.01, the mean value is 147, the most frequent score is 148, the number of interval classes is 8 with class distances of 7.62 rounded to 8, with a standard deviation of 12.85.

Based on the description and descriptive statistical image above, it can be concluded that the theoretical score of the organizational justice questionnaire moved from the lowest score of 34 to the highest score of 170 so that the theoretical median was obtained 85. While the research score (empirically) moved from the actual lowest score of 109 to the highest score of 170. So it is obtained that the empirical median is 147 which means that the empirical score of organizational justice is spread above the theoretical median score, which means that organizational justice can be categorized as high.

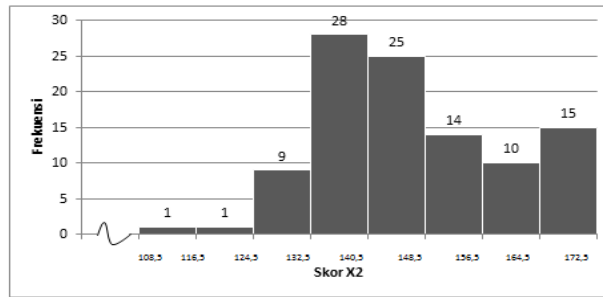


Fig. 4. Histogram of Frequency Distribution of Organizational Justice Scores

Hypothesis testing is done by employing correlation and regression analysis. The first and second hypothesis testing uses correlation analysis and simple regression, while the third hypothesis uses multiple correlation analysis.

The functional relationship between the teacher personality variable (X1) and the teacher service quality variable (Y) is presented in the form of a regression equation $\hat{Y}_1 = 83.467 + 0.374 X1$. The results of the calculation of significance and regression linearity are as follows:

TABLE 1. ANOVA Significance of the Regression Equation $\hat{Y}_1 = 83.467 + 0.374 X1$

Source Variation	Dk	JK	KT	F_{hitung}	F_{tabel} $\alpha = 0,05$	0.01	Note
Total	103	1973210	19157.37864				
Cofisien (a)	1	1963740.62	1963740.62				Significant
Regression (b/a)	1	1681.29	1681.29	21.80	3.94	6.892651	
Residual	101	7788.09	77.11				
Suitable error	32	-1596764.85	-49898.90	-2.21	1.61	1.952842	Linear
Galat	71	1604552.94	22599.34				

Based on the results of the correlation test in the table, it is known that the t count is 5.15 while the t table is 1.98. This shows that the teacher personality variable coefficient (X1) with the teacher service quality variable (Y) is significant. Based on the results of testing the first hypothesis it can be concluded that H0 is rejected and H1 is accepted, meaning that there is a positive relationship between the teacher personality variable (X1) and the teacher service quality variable (Y).

The functional relationship between the organizational justice variable (X2) and the teacher service quality variable (Y) is presented in the form of a regression equation $\hat{Y} = 105.25 + 0.223 X2$. The results of the calculation of significance and regression linearity are as follows:

TABLE 2. ANOVA Significance of the Regression Equation $\hat{Y}_1 = 105.249 + 0.223 X2$

Source Variation	Dk	JK	KT	F_{hitung}	F_{tabel} $\alpha = 0,05$	$\alpha = 0.01$	Note
Total	103	1973210	19157.379				
Cofisien (a)	1	1963740.62	1963740.62				Significant
Regression (b/a)	1	840.28	840.28	9.84	3.94	6.892651	
Residual	101	8629.10	85.44				
Suitable error	39	-1534455.90	-39345.02	-1.63	1.59	1.921528	Linear
Galat	64	1543085.00	24110.70				

Based on the results of the regression significance test, obtained Fcount of 9.84 while Ftable of 3.94. The results of the regression significance test show that the relationship between the organizational justice variable (X2) and the teacher service quality variable (Y) is significant.

The linearity test which produces a regression equation $\hat{Y} = 105.25 + 0.223 X2$ is carried out by applying the F test. The regression equation requirements are said to be linear if the value of Fcount < F table. Based on the results of the linearity test, it was obtained that Fcount was -1.63 while F table was 1.59. The results of the linearity test show that the regression equation $\hat{Y} = 105.25 + 0.223 X2$ is linear.

Hypothesis testing that proves there is a positive relationship between teacher personality variables (X1) and organizational justice (X2) together with the teacher service quality variable (Y) requires a significance test for the correlation coefficient using the F test. f table. The results of the correlation significance test of the teacher personality variable (X1) and organizational justice (X2) together with the teacher service quality variable (Y) are as follows:

TABLE 3. ANOVA Significance of Regression $\hat{Y} = 83.176 + 0.3761 X1 + 0.0016 X2$

Multiple correlation coefficient (R _{Y.12})	t _{hitung}	t _{tabel}		Conclusion
		α = 0,05	α = 0,01	
0,423	7,30	3,08	4,82	Significant

Based on the results of the regression test in the table, it can be seen that F counted at 7.30 while the Ftable was 3.08. This shows that the correlation coefficient of teacher personality (X1) and organizational justice (X2) together with the variable teacher service quality (Y) is significant. Based on the results of testing the third hypothesis, it can be concluded that Ho is rejected and H1 is accepted, meaning that there is a positive relationship between teacher personality variables (X1) and organizational justice (X2) together with the variable teacher service quality (Y).

1. The Relationship between Teacher Personality and Quality of Teacher Service

The results of the study indicate that there is a positive relationship between teacher personality and teacher service quality, which means the teacher's personality. Personality as an attitude and actions that are done consciously will affect the quality of teacher service. The strength of the teacher's personality relationship can be seen in the results of the correlation test with a correlation coefficient of 0.421, which means that the relationship is quite strong. The diversity that exists in the quality of teacher services is related to the personality of the teacher as seen from the coefficient of determination of 0.177 so that the diversity that exists in the quality of teacher services can be explained by the personality of the teacher with a contribution of 18% while 82% is influenced by other factors outside the teacher's personality.

These results are in line with research conducted by Hossein Vazifehdust et al, entitled Personality Traits of Services Providers And its Effects On Perceived Quality Of Service By Customers. The effect of the personality characteristics of service teachers on the quality of services provided to customers in the International SAMANM Journal Of Marketing and Management, Vol 2, No.2, 2014 with the result that there is a significant positive relationship between personality and service quality, where the strength of the relationship between the two is indicated by the coefficient The correlation of the relationship between teacher personality factors and service quality with a correlation coefficient between 0.736 to 0.838 ($\rho < 0.05$). Mohammad Ahmad Alhawari (2015) in the International Journal of Bank Marketing, Vol. 33 Iss 1 pp shows that the contribution of personality to service quality is 53%.

Another study conducted by Amy Nicole Salvaggio and Benjamin Scheneider (2007) entitled "Manager Personality, Manager of Service Quality Orientation and Service Climate: Test of a Model" concludes that there is a significant relationship ($\pi = 0.49, \rho < 0.05$) between personality variables and service quality. Likewise, a research conducted by Puspita Anggraini (2015) in the Economic Journal of STIE Mandala ac.id companies, entitled the effect of personality type on service quality, a positive pathway test result of 0.583 with a probability of 0.025, which means that personality has a significant effect on service quality.

Based on these results, the teacher's personality provides support for the achievement of teacher service quality. It can be concluded that there is a positive relationship between teacher personality and teacher service quality, so that teacher personality is an important factor in improving the quality of teacher service.

2. The Relationship between Organizational Justice and Teacher Service Quality

The results show that there is a positive relationship between organizational justice and service quality, which means that teachers' perceptions of the fair work environment and conditions will have an impact on the quality of teacher services in schools. The strength of the relationship between organizational justice and the quality of teacher services can be seen in the results of the correlation test with a correlation coefficient of 0.297. The diversity that exists in the quality of teacher services has a relationship with organizational justice as seen from the coefficient of determination of 0.088 so that the diversity in the quality of teacher services can be explained by organizational justice with a contribution of 9% while 91% is influenced by factors outside organizational justice.

These results are in line with research between service quality variables and School Organization Justice conducted by Trio Saputra and Meyzi Herianto (in the Journal of Development Administration 2 (2) pp 127-134, 2014. The variable School Organization Justice is significant with service quality with $t \text{ count} = 19,897 > t \text{ table} = 1.661$) with a determination coefficient of 89.8%, it means that the higher the fairness of the organization the higher the service quality.

Research conducted by Firdaus (2016) entitled "The Effect of Organizational Justice on Service Quality" shows that the contribution of organizational justice has a contribution of 30.6% to service quality. William Nance and Darin White (2009) in their journal entitled "Service performance and Procedural Justice: the mediating roles of family life cycle and culture" state that perceptions of justice in a person's work environment are correlated with the quality of service.

The results of Ni Luh Putu and Ni Luh Sili's research entitled Service quality in terms of organizational justice in the journal STIMI Vol 15 of 2017 show that the contribution of organizational justice to service quality is 77.5% with a coefficient of 0.88. This proves that the relationship between organizational justice and service quality is strong and significant. Based on these results, organizational justice can provide support for the achievement of teacher service quality.

3. Relationship between Teacher Personality and Organizational Justice Together with Teacher Service Quality

The results showed that there was a positive relationship between teacher personality and organizational justice together with the quality of teacher service, which meant that if the teacher's personality and organizational justice were good, the quality of teacher service would be good. The strength of the relationship between teacher personality and organizational justice can be seen in the results of the correlation test with a correlation coefficient of 0.423, which means that the relationship is quite strong. The diversity that exists in teacher service quality is related to teacher personality and teacher service quality seen from the coefficient of determination of 0.179 so that the existing diversity in teacher service quality can be explained by teacher personality and organizational justice together with a contribution of 18%.

4. Conclusion

Based on the data analysis of the research results, it can be concluded that efforts have been found to improve the quality of teacher services through identification and strengthening of the relationship between research variables, namely as follows:

There is a positive and significant relationship between teacher personality (X1) and teacher service quality (Y), as evidenced by a simple linear regression equation $\hat{Y}_1 = 83.467 + 0.374 X_1$ and the correlation coefficient $r_{y1} = 0.421$. The coefficient of determination $r^2_{y1} = 0.177$. This shows that the contribution of the teacher personality variable (X1) to the teacher service quality variable (Y) is 18%.

There is a positive and significant relationship between organizational justice (X2) and the quality of teacher services (Y) as evidenced by a simple linear regression equation $\hat{Y} = 105.25 + 0.223 X_2$ and a correlation coefficient of 0.291. The coefficient of determination $r^2_{y2} = 0.088$. This shows that the contribution of the organizational justice variable (X2) to the teacher service quality variable (Y) is 9%.

There is a positive and significant relationship between teacher personality (X1) and organizational justice together with teacher service quality (Y) as evidenced by a simple regression equation $\hat{Y} = 83.176 + 0.3761 X_1 + 0.0016 X_2$ and the correlation coefficient $r_{y12} = 0.423$. The coefficient of determination $r^2_{y12} = 0.179$. This shows that the contribution of the teacher personality variable (X1) and organizational justice (X2) together with the teacher service quality variable (Y) is 18%.

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