

## **The Effect of Principal's Leadership and Organizational Justice on Elementary School Teacher's Performance**

**Rahma Wistiany<sup>1</sup>, Yasir Arafat<sup>2</sup>, Andi Rahman<sup>2</sup>**

<sup>1</sup>SD Negeri 15 Koba, Bangka Tengah, Kepulauan Bangka Belitung, Indonesia,

<sup>2</sup>Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: [rwistiany@gmail.com](mailto:rwistiany@gmail.com)

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**Abstract:** Because of a phenomenon he noticed in earlier researchers' work and the empirical finding that principal leadership and organizational justice affect teacher performance, the author was inspired to conduct this study. To better understand how these two factors affect the performance of State Elementary School (SD) teachers in Cluster 1 Koba District, Central Bangka Regency, Bangka Belitung Islands Province, the author conducted this study. application of quantitative research techniques. 84 instructors from 8 public elementary schools located in Cluster 1 made up the sample, which was determined using random sampling. Koba District. By distributing questionnaires with a Likert scale of 1 to 4, the data were collected. The SPSS-26 program was used to statistically process the data. The outcomes of the data analysis support the finding that organizational justice and the principal's leadership have a favorable and significant impact on teacher performance, either separately or collectively. According to the coefficient of determination test, organizational fairness and the principal's leadership had a combined 52.2% effect on teacher performance.

**Keywords:** Organizational Justice, Principal's Leadership, Teacher's Performance

### **A. Introduction**

The secret to civilization is education. The next generation is prepared through education to ensure the survival and advancement of civilization. Many Indonesian youngsters have accomplished feats on a global scale, and this should make Indonesia proud. Achieved first place in website and video hull design skills and third place in video sensor optimization skills in the 2021 RoboBoat Competition (Harususilo, 2021). Six medals won at the 2021 Asia Pacific Informatics Olympiad, among other accomplishments (Rahmawati, 2021). This is a phenomenon that demonstrates Indonesian children's remarkable potential for global competition, not just in those specific events but also in the expectation that they would be able to compete in dealing with global dynamics in the future as a sweet fruit of education.

However, Indonesian education still needs to be improved in terms of access to other nations in the world. According to the 2016 United Nations Development Programme, Indonesia is ranked 113 out of 188 nations in terms of human development (Anggraneji, 2020). The Indonesian Education Index is placed 7th out of 10 ASEAN nations, according to the Human Development Reports (Anggraneji, 2020). According to the Programme for International Student Assessment (PISA) 2018, Indonesia is ranked 74th out of 79 nations in terms of its proficiency in reading, science, and math (Anjani, 2022a). Arifa (2022) According to Lynn and Becker's research paper, *The Intelligence of Nations 2022*, Indonesia is ranked 132 out of 132 countries in terms of its literacy, science, and math IQ scores. What's causing those delays?

The major contributor to low-quality education is still teacher performance. The leadership of the head of the school has a favorable and considerable influence on the performance of SMAN instructors in the Muara Enim region, according to an intriguing phenomenon discovered by earlier researchers (Imansyah et al., 2020). The leadership of the head of the school has a positive and significant influence on the performance of government employees teachers in SMPN Prabumulih (Jaliah et al., 2020). Herlinawati et al. (2022) Organizational fairness has a 38% impact on the performance of private university educational staff in Mataram (Sudirman et al., 2021). Organizational justice has a positive impact on the employment satisfaction of high school students and high school teachers in South Jakarta (Sudibjo & Anata, 2021). Procedural justice has a direct positive influence on the performance of the Madrasah Ibtidaiyah Natar Lampung South teacher (Santika & Khoiriyah, 2021).

How are the instructors doing, particularly the State SD teachers in Gugus 1 of the Koba district and Bangka Central district? The performance of State SD teachers in the first group of Koba districts needs to be rebuilt and enhanced, according to data from supervisors and the school's director. There are still concerns about teacher competence, head of school leadership, and organizational justice among the many factors influencing teacher performance. Regarding the competence of teachers, it was discovered that several teachers, particularly in the pedagogical and professional areas, did not possess the knowledge and skills required by the Act. When it comes to leadership, there is a problem with school leaders who are less effective at doing their jobs, particularly in the areas of management, entrepreneurship, innovators, and motivators, making the built work environment feel less welcoming to students. As the head of the school's leadership, there are also problems with organizational fairness, such as how extra duties are distributed, how punishments and rewards are administered, how decisions are made, and how decisions are communicated.

The phenomenon supports the hypothesis that if organizational leadership and justice don't function well, loyalty may suffer. Dismal loyalty may result in teachers

having strong competence and receiving incentives, or even in dismal performance. The author then proceeded to research to determine how the performance of State SD instructors in Gugus 1 of the Koba district, Bangka Central district, was influenced by the leadership and justice of the head of the school.

## **B. Methods**

This study intends to comprehend and provide a summary of the impact of the principal's leadership on the productivity of SD teachers in Gugus 1 Bangka Tengah. Within the framework of Group 1 of Koba Prefectures, Bangka Central District, and the Province of Bangka Islands, the author conducted research on eight state SDs. The authors conducted research that included planning, getting ready, putting it into practice, analyzing the data, and reporting at the halfway point between September 2022 and April 2023. The author employs quantitative research techniques. According to Sugiyono, positivist principles are used to use quantitative research to study populations or samples that meet specific requirements. Data are collected using instruments, and then statistical analysis is done to allow for the testing of hypotheses (Sugiyono, 2018).

The tools being utilized need to meet standards for impartiality, validity, and dependability. Sugiyono (2018) reported accurate data collection against a representative sample. In the 94-person population of Group 1 of the Koba district, all SD teachers from the eight SD states were included in the study that the author conducted. The author collected samples from 84 SD teachers using a random sampling technique. Utilizing a questionnaire with a Likert scale of 1 to 4, the author collected primary data.

## **C. Results and Discussion**

**Table 1. Normality Test Results Data Test of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
The head of the school.	.152	84	.078*	.905	84	.055
Organizational Justice	.140	84	.086*	.927	84	.058
Teacher Performance	.144	84	.056*	.923	84	.052

a. Lilliefors Significance Correction

According to the data in Table 1, the significance of the variable X<sub>1</sub> was 0.078, the significance of the variable X<sub>2</sub> was 0.086, and the significance of the variable Y was 0.056. All of the variables have a significance level of less than 0.05. We can infer a typical distribution of the data.

**Table 2. Homogeneity Test Data**

		Levene			
		Statistic	df1	df2	Sig.
Chief's Skills,	Based on Mean	1.047	2	249	.352
Organizational	Based on Median	1.120	2	249	.328
Justice,	Based on the Median	1.120	2	231.725	.328
Teacher	and with adjusted df				
Performance	Based on trimmed mean	1.025	2	249	.360

The data in Table 2 show that the significance value is 0.352. The value is  $\geq 0.05$ . It can be concluded that the data is stated to be homogeneous.

**Table 3. Linearity Test Result Data School Chief Leadership Variable**

			ANOVA Table				
			Sum of		Mean		
			Squares	df	Square	F	Sig.
Teacher	Between	(Combine	7807.660	28	278.845	4.691	.780
Performance	Groups	d)					
* Head of		Linearity	4556.821	1	4556.821	76.664	.456
School		Deviation	3250.839	27	120.401	2.026	.813
Leadership		from					
		Linearity					
	Within Groups		3269.149	55	59.439		
	Total		11076.81	83			
			0				

Data in Table 3 show that the significance value of linearity of the variable  $X_2$  versus  $Y$  is  $0.456 \geq \alpha$  ( $\alpha = 0.05$ ), so the relationship of variable  $X_1$  to  $Y$  is expressed as linear.

**Table 4. Linearity Test Result Data Organizational Justice Variable ( $X_2$ )**

			ANOVA Table				
			Sum of		Mean		
			Squares	Df	Square	F	Sig.
Teacher	Between	(Combined)	8122.909	28	290.104	5.402	.687
performa	Groups	Linearity	5776.934	1	5776.934	107.563	.547
nance *		Deviation	2345.975	27	86.888	1.618	.766
Kailin		from					
Organizat		Linearity					
ion	Within Groups		2953.900	55	53.707		
	Total		11076.81	83			
			0				

Data in Table 4 show that the significance value of linearity of the variable  $X_2$  versus  $Y$  is  $0.547 \geq \alpha$  ( $\alpha = 0.05$ ), so the relationship of variables  $X_2$  versus  $y$  is expressed as linear.

**Table 5. Multicollinearity Test Results Data**

Coefficients		Collinearity Statistics	
		Tolerance	VIF
Model			
1	Head of School Leadership	.213	4.700
	Organizational Justice	.213	4.700
a. Dependent Variable: Teacher performance			

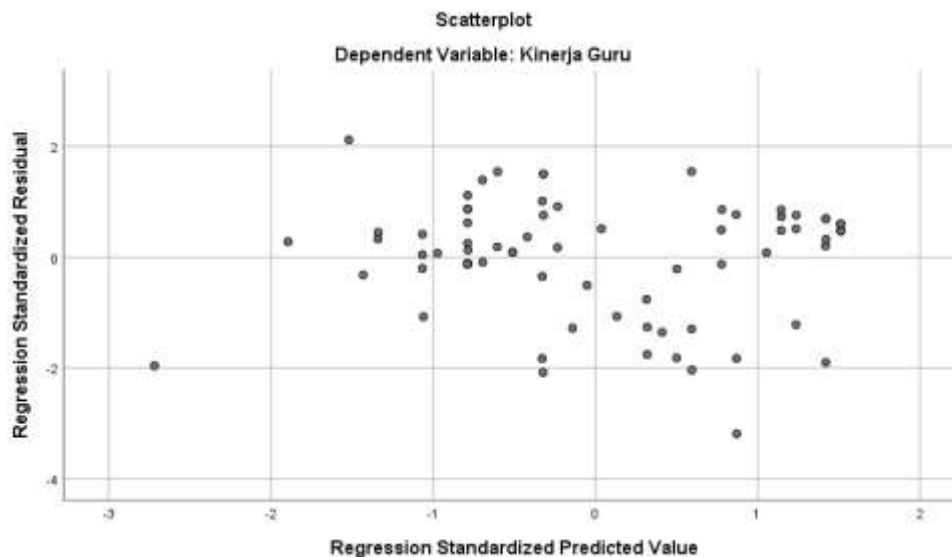
Data in Table 5 show that the tolerance values of variables  $X_1$  and  $X_2$  are 0.213. VIF values  $X_1$ , and  $X_2$ , are 4.700. These values indicate tolerance  $> 0.10$  and VIF  $< 10.00$  data stated no multicollinearity.

**Table 6. Autocorrelation Test Results Data**

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.722 <sup>a</sup>	.522	.510	8.089	1.354
a. Predictors: (Constant), Organizational Justice, Head of School Leadership					

Data in Table 6 indicates that the DW value of 1,354 ranges from -2 to +2 data stated does not occur auto-correlation.

**Scatterplot Chart Test Heteroshedisity**



The data in Figure 2 shows that there is no clear pattern, as well as spots spreading above and below the number 0 on the Y axis, so the data stated no occurrence of heterocadasthesis.

**Table 7. Data Results Regression Equation Test**

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.388	6.922		2.657	.010
	Leadership of the Chief of the School of Organizational Justice	.003	.163	.003	.018	.040
		.765	.177	.719	4.318	.000

a. Dependent Variable: Kinerja Guru

From the data in Table 7, the regression equation can be formulated:

$$Y = 18,388 + 0,003X_1 + 0,765X_2$$

This equation shows positive values. It can be stated that the performance of teachers has been improved positively with the improvement of the quality of leadership of the head of the school and organizational justice. In other words, leadership and organizational fairness, either partially or jointly, have a positive impact on teacher performance.

**Table 8. Data Results Regression Equation Test**

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	Leadership of the Chief of the School of Organizational Justice	18.388	6.922		2.657	.010
		.003	.163	.003	.018	.040
		.765	.177	.719	4.318	.000

a. Dependent Variable: Teacher performance

The data in Table 8 shows that the probability value of the variable  $X_1$  is 0.040. The probability of the  $X_2$  variable is 0,000. If the value  $< 0.05$  then  $H_0$  is rejected. It can be concluded that the variables  $X_1$  and  $X_2$  partially have a significant influence on the variable  $Y$ .

**Table 9. Data of Simultaneous Test Results**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5776.956	2	2888.478	44.146	.000 <sup>b</sup>
	Residual	5299.854	81	65.430		
	Total	11076.810	83			

a. Dependent Variable: Teacher performance  
 b. Predictors: (Constant), Organizational Justice, Head of School Leadership

Data in Table 9 shows that the probability (significance) is 0,000. If the value < 0.05 then Ho is rejected. It can be concluded that the variables X<sub>1</sub> and X<sub>2</sub> together have a significant influence on the variable Y.

**Table 10. Data Results Test Determination Coefficient**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722 <sup>a</sup>	.522	.510	8.089

a. Predictors: (Constant), Organizational Justice, Head of School Leadership

Data in Table 10 shows that the R Square value is 0.522. This means that the determination coefficient is 52.2%. It can be concluded that the influence of the head of school leadership and organizational justice on the performance of teachers combined is 52.2%, and the remaining 47.8% is influenced by other factors.

### **The Influence of the Head of School Leadership on the Performance of Teachers**

The author's analysis of the research's findings led to the conclusion that the leadership of the school's head of school has a favorable and significant impact on teachers' performance. The performance of the teacher can be greatly enhanced by improving the leader's leadership. As a Muslim, the author adheres to the Prophet SAW's admonition that the presence of a leader is crucial (Al-jazairi, 2015). Every human being, including the head of the school appointed as the leader of an educational institution, has the capacity for leadership on a personal and social level. According to Mulyasa, leadership is the art of encouraging subordinates to carry out their responsibilities with complete assurance and determination (Herry et al., 2020), backed up by the Christian belief that a school's leadership is its key component (Susanti et al., 2021). Additionally, many rules in the Act, Permendikbud, and government rules support the urgency of the school's head of school.

### **Impact of Organizational Justice on Teacher's Performance**

Organizational justice has a favorable and considerable impact on teacher effectiveness, according to the author's research. It follows that a manager of the organization who properly incorporates a sense of justice can greatly enhance teacher effectiveness. These findings concur with those of Yuyun Elizabeth. The findings of this study support the organizational justice theory, which states, among other things, that organizational fairness has a significant impact on the inventive awareness that makes up the performance chain (Jnaneswar & Gayathri, 2020). According to Greenberg & Colquitt, employees who feel that the organization treats its members fairly perform better. Organizational justice has a positive influence on

the performance of members. Greenberg argued that organizational justice that is less enforced leads to lower performance among the members (Spagnoli et al., 2107). Jahanzeb & Mohanty (2020) everyone concludes that organizational justice is an important and fundamental component that affects organizational access (Sharma & Kumra, 2020).

Colquhott, Lepine, and Wesson stated that the indicator (a) distributive justice refers to justice related to income-related decisions such as salary, evaluation, reward, performance assessment, and promotion; (b) procedural justice refers to the decision-making process of income distribution; (c) interpersonal justice refers to the justice of the organization's treatment of members; and (d) information justice refers to the fairness of organizational communication policies (Patras et al., 2019). To show how the components of organizational justice relate to the performance of members and officers as the ultimate goal of attaining organizational goals, indicators of each dimension of the organization's justice are adequate. Indicator points are a problem that keeps coming up in different businesses. Organizational justice refers to a network of leadership trusts connected to teacher performance in the context of the management of the educational or school unit.

### **Impact of Head of School Leadership and Organizational Justice on Teacher's Performance**

The analysis of the research's findings led the author to the conclusion that the leadership of the school's head of school and the organization's justice collectively have a good and significant influence on teachers' performance. It follows that a school leader who can effectively manage the educational unit while accommodating a sense of justice will considerably enhance the performance of the teachers. A determination coefficient test that revealed both free variables could have an impact on teachers' performance by up to 52.2% supported this.

### **D. Conclusion**

The findings of the data analysis in this study support the following assertions: 1) In Cluster 1, Koba District, Central Bangka Regency, principal leadership has a favorable and considerable impact on the effectiveness of elementary school teachers; 2) In Cluster 1, Koba District, Central Bangka Regency, organizational justice has a favorable and considerable impact on the performance of primary school teachers; 3) In Cluster 1, Koba District, Central Bangka Regency, principal leadership and organizational justice significantly improved elementary school teachers' performance.

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