

## **The Influence of Leadership Effectiveness and Organizational Justice on Teacher's Performance**

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Article History: Received on 26 July 2024, Revised on 28 August 2024  
Published on 27 September 2024

**Abstract:** This study aims to determine and analyze the effect of organizational justice leadership effectiveness on teacher's performance. This refers to the findings of previous researchers on how principal leadership and organizational justice have an impact on teacher's performance. The novelty in this study is the improvement of teacher's performance through the level of leadership effectiveness and organizational justice of school principals. This research was conducted at Palembang high schools 1, 2, and 4, with a total of 60 respondents from 150 populations using random sampling techniques. This study uses quantitative research methods. Data were obtained by distributing questionnaires to research subjects with a Likert scale rating scale. The results of the data analysis obtained the conclusion that leadership effectiveness and organizational justice together have a significant influence on teacher's performance with a percentage value of 34%. This shows the contribution of the level of leadership quality and organizational justice of a leader, namely the principal, to the performance of teachers at school.

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

### **A. Introduction**

This study began with the researcher's observation that in the educational process at every level of education, the role of teachers is very important. The role of the teacher in question is how through teacher's performance in schools it influences student learning outcomes. Teacher's performance is an obligation that must be carried out to educate and teach in schools (Darling-Hammond, 2020). Teacher's performance is influenced by the fulfillment of four teacher competencies, namely (1) pedagogical competence; (2) personality competence; (3) social competence; and (4) professional competence (Rusilowati & Wahyudi, 2020). If teachers are able to master these four competencies, of course the hope is that teachers will be able to inform students of the material well and achieve learning objectives. The success of students in receiving the learning provided will improve the quality of human

resources in the future as an achievement so that the performance of these achievements is used as one of the benchmarks for teacher's performance (Kawuryan et al., 2021). The existence of these facts convinced researchers to examine the things that affect teacher's performance in schools. From the preliminary data review of the results of interviews with the principals of SMA PGRI Palembang City, such as SMA 1, SMA 2, and SMA 4, it was found that there were several problems, such as the need for improved teacher's performance in improving competencies that are in line with the expectations of the law, where teachers have a mandate to have: (1) pedagogical competence; (2) personalijhhty competence; (3) social competence; and (4) professional competence (Law of the Republic of Indonesia Number 14 of 2005 Concerning Teachers and Lecturers, 2005). Fulfillment of these competencies shows the results of teacher's performance, but what is seen in the field is that there are still many teachers who lack commitment and loyalty to their main job as teachers. Teachers also feel that there are other responsibilities besides being teachers at school, so that they are less focused on carrying out their work.

The interview results concluded that the aspect of leadership effectiveness related to the obligations as a leader still requires skills and fulfillment in managing and carrying out the main duties and functions, such as managerial skills, innovation, entrepreneurship, motivation, and organizational justice. This results in school residents feeling less conducive or motivated in carrying out their work. Several studies found explain the importance of the quality of a principal's leadership in influencing teacher's performance. Among them, it states that the principal's leadership is said to be effective if in his leadership he can increase member's motivation and work commitment (Arif et al., 2019).

The results of other studies explain that the principal's leadership has a positive and significant effect on the performance of teachers at SMA PGRI 2 Palembang (Herlinawati et al., 2022). Principal leadership, work motivation, and school culture have a positive and significant effect on teacher's performance (Putri et al., 2023). The leadership of a principal has a positive effect on teacher's performance, where the higher the teacher's competence and the more effective the principal's leadership, the better the teacher's performance will be (Epa, 2020).

The results of other studies reveal that leaders act as motivators in an organization; the success or failure of an organization is largely determined by the quality and style of leadership or the personal efforts of the leader, which determine the improvement of human resource performance (Angelia & Astiti, 2020). A leader must be able to direct his members in carrying out their duties to achieve the expected goals (Holid et al., 2014). Other problems found in the aspect of principal leadership are also related to aspects of organizational justice. This can be seen from problems related to the provision of sanctions and rewards, distribution of

additional workloads, decision-making patterns, and communication. In addition to the effectiveness of the principal's leadership, the principal's organizational justice also contributes to the quality of teacher's performance.

Organizational justice is perceived as fair if members or employees feel they are treated fairly and do not foster negative feelings that will later result in lowering member performance and commitment (Bergami & Morandin, 2019; Sarti, 2019). If members in an organization have a high commitment, affectively, normatively, or continuously, it will form a positive bond between members towards the organization or workplace (Mohd Rasdi & Tangaraja, 2022). With these conditions, it will encourage members' love for the organization, which then voluntarily carries out behavior outside their job responsibilities or maximizes their performance at work. In a study, it explains that leadership style and organizational justice, if implemented properly, will provide a good assessment of the effectiveness of the leadership style itself (Nasution et al., 2022). Based on the background of the existing problem, research on the effect of leadership effectiveness and organizational justice on teacher's performance is important to do because the existing phenomenon assumes that if leadership is ineffective and organizational justice does not run well, it can have an impact on teacher loyalty or performance. Low levels of loyalty have the potential to result in low performance as well. So the researcher is motivated to conduct research as a step in knowing the extent of the influence of the effectiveness of principal leadership and organizational justice on teacher's performance at SMA PGRI Palembang. With the hope that the results of the study can contribute to the development of science and knowledge, especially in the field of educational management in Sumatra.

## **B. Methods**

The research was conducted at SMA PGRI Palembang City, especially at SMA 1, SMA 2, and SMA 4. I conducted the research starting from planning, preparation, implementation, data analysis, and reporting the thesis from March 2024 to May 2024. This research uses a quantitative research method. Quantitative research can use experimental or survey methods (Sugiyono, 2019). The use of data based on survey results can be used to assess or measure opinions, behaviors, and characteristics and test hypotheses about the influence of psychological-sociological factors (Copur & Gutter, 2019). The formulation of the research problem describes the cause and effect, namely whether there is an influence of the effectiveness of principal leadership and organizational justice on teacher's performance at SMA PGRI Palembang City, especially at SMA 1, SMA 2, and SMA 4. Based on the existing problem formulation, the study uses quantitative survey research. The population in this study includes all class teachers at SMA PGRI Palembang City at SMA 1, SMA 2, and SMA 4, as many as 150 subjects. Sampling using random sampling technique. To determine the minimum sample that can be used, the

researcher refers to the theory that if the subject is large or more than 100 people, then 10-15%, 20-25%, or more can be taken (Lakens, 2022). Because the population in this study was 150 subjects, the sample in this study was 60 subjects.

The following is the distribution of respondents in each educational unit:

**Table 1. Distribution of the Number of Research Respondents**

No	School	Respondents
1	SMA 1 PGRI Palembang	25
2	SMA 2 PGRI Palembang	20
3	SMA 4 PGRI Palembang	15
Total		<b>60</b>

The instrument is a questionnaire for the research subjects. The form of the questionnaire is a closed questionnaire. A closed questionnaire is a questionnaire with answers that have been provided so that respondents only need to choose the existing answers (Connor Desai & Reimers, 2019). Then the data that has been obtained is analyzed for each test subject with a Likert scale. The Likert scale is used to assess the attitudes, opinions, and perceptions of a person or a particular group of people on social phenomena (Tanujaya et al., 2022). With a Likert scale, the variables to be studied are described into variable indicators (Kreitchmann et al., 2019). Furthermore, the indicators are used as a starting point in compiling instrument items, which can be in the form of statements or questions. The answers to each instrument item with a Likert scale have a gradation from very positive to very negative. The variables in the study consisted of independent variables, namely the effectiveness of the principal's leadership ( $X_1$ ) and organizational justice ( $X_2$ ). While the dependent variable is teacher's performance ( $Y$ ). In this study, the statistical hypothesis used was the type of multiple linear regression; this is because there is more than one independent variable.

### **C. Results and Discussion**

The term of office of the principal at SMA 1 PGRI Palembang is for 2 periods, or 8 years, and the total number of students is 669. The term of office of the principal of SMA 2 PGRI Palembang is for 2 periods, or 8 years, and the total number of students is 922. While at SMA 4 PGRI Palembang, the term of office of the principal is 1 year 10 months, and the total number of students is 320. Regarding the distribution data of workplace units, as many as 25 respondents, or 41.67%, work at SMA 1 PGRI Palembang, and as many as 20 responses, or 33.33%, work at SMA 2 PGRI Palembang. While as many as 15 respondents, or 25%, work at SMA 4 PGRI Palembang.

## **The Influence of Principal Leadership Effectiveness on Teacher's performance**

After obtaining the research results, the steps taken by the author were to conduct research analysis. Based on the research results, it was concluded that the principal's leadership had a significant effect on teacher's performance at SMA PGRI Palembang City. This conclusion is in line with the results of research by Juniarti et al. (2020), which stated that there was a significant and positive influence of principal leadership and teacher discipline on teacher's performance (Juniarti et al., 2020). Leadership is very important in contributing to teacher's performance because leadership is a process of someone influencing, organizing, directing, and moving individuals or groups of people by providing examples to carry out a goal to be achieved (Chijri et al., 2018). The goal to be achieved is, of course, to improve the performance of both teachers and students. For this reason, in producing the best human resources, a teacher needs his role in carrying out his duties effectively.

In general, many constituents influence the level of performance, one of which is the leadership of the principal (Indajang et al., 2021). This is also in line with the theory expressed by Senjaya, which states that a good principal is a thinker in the school who creates a school climate and ensures the continuity of the education process continuously so that it can increase the productivity of teachers and students (Senjaya, 2020). In order to create a climate that supports teacher productivity, some of the requirements that a leader must have are: (1) Have physical energy and body firmness; (2) Attention to goals and guidance; (3) Strong spirit; (4) Friendly and loving; (5) Honesty; (6) Technical skills; (7) Firmness; (8) Intelligence; (9) Teaching skills; (10) Strong faith (Rostini et al., 2022).

Another opinion also states that a leader must have four main behaviors in improving teacher's performance in carrying out their duties, including: (1) building relationships; (2) trust; (3) collaboration; and (4) empowerment (Andriani et al., 2018; Rohani et al., 2020). With the conditions and behaviors that must be present in a leader, of course the goal of improving performance will be achieved. Saleem explained that the principal must be able to provide assistance, direction, and guidance to clarify work goals for teachers and eliminate obstacles that prevent teachers from achieving these goals so that they can work as expected (Saleem et al., 2020). Because of the importance of leadership, an assessment of the effectiveness of the principal's leadership needs to be carried out. An effective leader is a leader who is able to maintain the quality of teamwork, has the ability to work as a team, has self-confidence in leading, is able to coordinate and organize without forcing people to pay attention to themselves as managers, and has the enthusiasm to inspire the team towards greater work productivity (Cansoy, 2018). Regarding the assessment of the principal's performance, it is regulated by the Principal Performance Assessment (PKKPS). Based on the findings of the research conducted and the

theories that lead to one conclusion, leadership effectiveness is a determining factor in improving performance.

### **The Influence of Organizational Justice on Teacher's performance**

Research results related to organizational justice that have a significant effect on teacher's performance. It means that if a leader has a sense of justice competence in managing the organization he leads, it can improve teacher's performance. This conclusion is in line with research conducted by Sudirman, Asrin, and Joni Rokhmat in 2021 entitled *The Influence of Organizational Justice on the Performance of Education Personnel*. In addition, the results of other studies also show that organizational justice has an effect on the performance of education personnel in a private university in Mataram (Sudirman et al., 2021). Thus, the research that has been carried out obtains the truth from the theory related to organizational justice, including stating that organizational justice is a support in developing the professional performance of teachers and has a positive effect on their performance (Özgenel et al., 2022). Performance satisfaction is also greatly influenced by organizational justice, as explained by the fact by the fact that organizational justice is used to determine the positive effects of job satisfaction, organizational commitment, job transfer, conflict, and so on (Sari, 2019). Organizational justice is perceived as fair if members or employees feel they are being treated fairly and do not foster negative feelings, which will eventually result in lowering member performance and commitment (Ardi & Sudarma, 2015).

In achieving optimal teacher work professionalism, Wirawan explained that support from leaders is needed that fulfills 4 types of organizational justice, including: 1. distributive justice; 2. procedural justice; 3. interactional justice; and 4. interpersonal justice (Wirawan, 2015). Distributive justice is based on the fact that individuals want to be treated fairly and equitably and is considered a potential factor with important applications in the organizational context. Procedural justice focuses on the observed fairness of the methods used for the amount of rewards or punishments and also refers to the observed fairness of decision-making procedures. Interactive justice refers to the fairness and fairness of interpersonal behavior and interactions (Fortin et al., 2020). Another theory also explains that in assessing the performance of leaders, one of the evaluation materials is through the perceptions of its members about justice. Organizational justice involves evaluating how well an organization's leaders treat their employees, including distributive justice (fairness in the distribution of rewards), procedural justice (fairness in the decision-making process), and interactional justice (fairness in interpersonal treatment) (Khan et al., 2023). Organizational justice refers to the rules and social norms in managing an organization, including how to set outputs in the organization, decision-making procedures, and interpersonal behavior in the organization (Said et al., 2023).

The fulfillment of organizational justice elements will be felt as fair by members, such as the theory that explains that organizational justice is a person's perception of fairness towards decisions taken by the superiors where he works (Ozel & Bayraktar, 2018). Each indicator in the type of organizational justice provides a detailed explanation related to how organizational justice affects teacher's performance. So based on the results of research and supporting theories, the principal, as the highest leader in the school organization, must be able to apply organizational justice in carrying out his duties.

### **The Influence of Principal Leadership Effectiveness and Organizational Justice on Teacher's performance**

Based on the results of the study, it was concluded that leadership and organizational justice together had a significant effect on teacher's performance. The results of this study are in line with theories including Albuni, who explained that factors that can affect teacher's performance are principal leadership, motivation, work discipline, teacher education level, teaching supervision, training programs, conducive climate, facilities and infrastructure, physical and mental conditions of teachers, guarantees of welfare, managerial abilities of the principal, and so on (Albuni, 2022). In carrying out his duties, according to Rusilowati & Wahyudi, a teacher in carrying out performance is influenced by the fulfillment of four professional teacher competencies, namely pedagogical competence, personality competence, social competence, and professional competence (Rusilowati & Wahyudi, 2020), which are in accordance with Law No. 14 of 2005.

The professional abilities and behavior of professional teachers in educational activities will contribute to providing influence and color to behavior, personality, intellectual development, and student development (Aykora, 2019). This was also conveyed by Admiraal et al. (2021), who explained that if teachers involved in activities have good performance, they will be able to improve the quality of learning in schools (Admiraal et al., 2021). If the highest leader in a school is the principal, then the leader of a class is the teacher. Because the teacher's ability is to lead the learning process, adapt to environmental changes, actively participate and develop the profession, collaborate and work together with the school community, and become a consultant who provides educational solutions (Harju & Niemi, 2018; Hidayat & Patras, 2023). This is in line with Rizkie's explanation that teacher's performance is related to the duties and functions of teachers as decision makers related to the fields of teaching and education implementation, such as planning, implementing, and evaluating learning (Rizkie, 2022).

Based on the results of research and existing supporting theories related to how leadership and organizational justice factors contribute to teacher's performance in schools, which are important elements in student success. This is reinforced by the

results of the determination coefficient test that the two variables of leadership and organizational justice have an effect of 34% on teacher's performance.

#### **D. Conclusion**

Referring to the results and research data in chapter IV, the following conclusions can be obtained at SMA PGRI Palembang City:

1. Principal leadership has a significant influence on the performance of teachers;
2. Organizational justice has a significant influence on the performance of teachers; and
3. Principal's leadership and organizational justice have a significant influence on the performance of teachers.

#### **E. Acknowledgement**

We would like to express our acknowledgment to our respondents at SMA PGRI Palembang City, colleagues who helped us in this article.

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