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TRUST AND WORK SATISFACTION AFFECTING TEACHERS' CITIZENSHIP BEHAVIOR

Syafa'at Ariful Huda*

Student, Postgraduate Program, Universitas Negeri Jakarta, Indonesia

Totok Amin Soefijanto, Yetti Supriyati

Universitas Negeri Jakarta, Indonesia

**Email: syafaat.ariful.huda@mahasiswa.unj.ac.id*

ABSTRACT

This study analyzes the influence of organizational justice, trust, and job satisfaction channeled to an organization thoroughly on OCB, and examine and elaborate on the influence of organizational justice and trust on OCB mediated by job satisfaction. The instrument used questionnaires. The samples were determined by the proportional stratified random sampling. From 273 samples of teachers from 305 Private Middle schools in Tangerang Regency, the data analysis used Structural Equation Modeling (SEM). The findings indicated that organizational justice, trust, and job satisfaction significantly influence OCB and organizational justice significantly influenced trust and job satisfaction. The findings prove that job satisfaction and trust of teachers can act as a complete mediation between organizational justice and OCB. The practical implication of this study is to provide knowledge and information for teachers and school management to improve OCB by implementing the concept of organizational justice, trust, and job satisfaction of the teachers.

KEYWORDS

Organizational justice, trust, job satisfaction, organizational citizenship behavior

INTRODUCTION

The primary duties of a teacher, as stated in Article 1 Section 1, are to educate, guide, direct, train, assess, and evaluate learners in formal childhood education programs of elementary education, and secondary education (UUD 1945, 2005). A teacher's behavior to be absent without clear reasons is not consistent with OCB. Teachers who do this have not yet been able to implement their formal duties, thus, they are not yet implementing OCB (a.g. Kosrudin, 2017). Related to that, most principals in Tangerang Regency revealed that there are behaviors which hamper school development, such as teachers being unwilling to help fellow teachers in need, unwilling to prioritize the interests of the school, and becoming involved in unhealthy competition with other teachers (b.g. Darmawan, 2017).

Based on the explanation above, it can be concluded that clearly, teachers who have OCB bring more benefits than those who only perform their main duties. Unfortunately, not all teachers have OCB. In educational institutions, teachers often only perform their duties as a teacher, without any additional OCB, it can be acknowledged from the fact that many teachers do not want to stay in school for a long time (b.g. Darmawan, 2017), thus, go straight home after



finishing their duties. Simply put, after performing their duties, they go home directly. If teachers cannot meet their main duties and functions, they are unlikely to have OCB.

Organizational justice must always be consistently applied in learning activities in schools by all stakeholders because it influences the OCB (Sjahrudin & Sudiro, 2013). The next factor is trust. However, in the reality, there are still many teachers, who in conducting their duties, do not fulfill their positive expectation, which means the trust to private schools is still low (a.h. Hafizh, 2017). In order to improve the needs of the organization's members, trust is required. Therefore, the influence of trust can improve the good job satisfaction (Access, Usikalu, Ogunleye, & Effiong, 2015) and develop working behaviors outside normal duties and beyond their obliged limit (OCB), then, job satisfaction is a very important aspect that needs special attention from each teacher. Job satisfaction can influence the emergence of OCB (Rama & Barusman, 2014), teachers who work hard based on a feeling of satisfaction with their job are prepared to take work seriously, perform their duties, and even gladly work beyond their obligations (OCB), they can help other teachers who need their help and defend the school's interests in achieving its national education purpose.

Considering the previous discussion on the importance of OCB, this study is aimed to investigate how far variables influence the development of OCB in teachers. The units of analysis in this research were teachers at Private Middle Schools in Tangerang Regency, Banten. The results of this study are expected to assist school stakeholders in developing OCB in teachers, then continued to the emergence of the OCB, thereby leading to the success of the school.

LITERATURE REVIEW

Organizational Citizenship Behavior

Organ, Podsakoff, and Mackenzie (2006) defines OCB as positive behaviors that arise in individuals without expecting rewards or praise—and the behaviors can directly improve the organization effectively. The OCB variable is growing as many studies focus on this concept, including the development of the original concept by Organ et al.

Experts commonly mention four basic characteristics of OCB, namely: (1) discretionary, optional, or voluntary (Hashim, 2016); (2) not a measure in the formal reward system (Becton, Schraeder, and Giles, 2008); (3) beyond the call of duty (Jain, Giga, Cooper, and Cooper, 2013; Smith, Organ, and Near, 1983); and (4) increasing organizational effectiveness (Walz and Niehoff, 2000; Yen, 2004).

Luthans (2011) says the following about OCB, "That is discretionary, not directly recognized by the formal reward system, and that in aggregate promotes the effective functioning of the organization". The opinion is in line with the statement proposed by Miner (2005) that organizational citizenship behaviors are individual behaviors that are discretionary and thus not explicitly recognized by any formal reward system yet they promote the effective functioning of an organization; they are not part of the employment contract and failure to perform them is not considered to be punishable.



OCB is behavior beyond the call of duty—not the main behavior from members of the organization but is still needed for organizational survival and effectiveness. In line with that, Ardadi says that OCB is the behavior of employees that exceeds the required role, not directly or explicitly recognized by the formal reward system but affects the performance and effectiveness of the organization (Widyananda, Emilisa, Pratana, Ekonomi, and Trisakti, 2014).

There are indicators to prove the existence of work to improve organizational effectiveness, including the willingness to work hard as stated by Schermerhorn, Hunt, Osborn, Richard, and Bien (2010) that Organizational Citizenship Behaviors are the extras people do in their work". OCB is the term used to identify the employee behavior (Darsana, 2013). Thus, OCB refers to additional work people do in their job outside of their job description—it represents much hard work they do.

Experts argue that OCB can take various forms, as Wagner III and Hollenbeck (2010) state, "They include behaviors such as volunteering for assignments, going out of one's way to welcome new employees, helping others who need assistance, staying late to finish a task, or voicing one's opinion on critical organizational issues."

Jex, Steve, and Britt (2008) explain in details the behavior representing the concept of OCB as described by Organ et al. as follows:

1. Altruism represents what we typically think of as "helping behaviors" in the workplace. This form of OCB is some-times referred to as prosocial behavior. An example of altruism would be an employee's voluntarily assisting a coworker who is having difficulty operating his/her computer.
2. Courtesy represents behaviors that reflect basic consideration for others. An example of behavior within this category would be periodically "touching base" with one's coworkers to find out how things are going or letting others know where one can be reached.
3. Sportsmanship is different from other forms of OCB because it is typically exhibited by not engaging in certain forms of behaviors, such as complaining about problems or minor inconveniences.
4. Conscientiousness involves being a good citizen in the workplace and doing things such as arriving on time for meetings.
5. Civic virtue is somewhat different from the others because the target is the organization or, in some cases, the work group rather than another individual. An example of this form of OCB would be attending a charitable function sponsored by the organization.

From the afore-mentioned explanation, OCB is a person's actions carried out based on volunteerism and outside of the main role, and it is done for the good of the organization with indicators (1) altruism, (2) courtesy, (3) sportsmanship, (4) conscientiousness, and (5) civic virtue.

Organizational Justice

Justice is a never-ending issue in the context of organizational life. One form of justice is receiving serious attention is organizational justice. Organizational justice is an important concept that has been recently introduced into organizational studies (Griffin, Ricky, &



Moorhead, 2014). In addition, organizational justice has a positive (Ismail, 2014; Moorman, 1991) and a significant influence on OCB (Lee, Kim, & Kim, 2013).

Experts have been paying much attention to this form of justice. Organizational justice is how employees feel about the treatment they get from the organization (Iqbal, Aziz, & Tasawar, 2012). If employees believe they are treated unfairly, then trust, job satisfaction, and OCB decrease (Wech, 2002). In unfair circumstances, employees also experience inconvenience in work and then they may try to find other jobs. Generally, researchers focus on three aspects of organizational justice: results, processes, and interpersonal interactions (Sjahrudin, 2013). Organizational justice is one's perception of justice in the organization (Colquitt, Conlon, Wesson, & Porter, 2001), which includes perceptions of how decisions are made related to the distribution of results and perceptions of justice over the output itself. There are three aspects of organizational justice, namely (1) distributive justice (the results they get from the organization), procedural justice (policies or processes in achieving something that has been regulated by the organization) (Greenberg & Folger, 1983), and interactional justice (how to maintain and implement decision making in organizations) (Cropanzano, Bowen, & Gilliland, 2007; Sjahrudin, 2013). According to Moorman (1993, in Deconinck, 2010) and Elovainio, Bos, Linna, and Kivima (2005), organizational justice is the extent to which employees are treated fairly in the workplace Muchinsky (2000) defines organizational justice as a fair treatment of someone in the organization,. Ivancevich and Konopaske (2005) define organizational justice as the extent to which individuals feel to be treated fairly in the workplace. Beugr (2011) and Gordon (1993) define organizational justice as the treatment of organizations or leaders toward employees, both in the form of regulations for procedural justice or in the realization of the distribution of remuneration according to employee perceptions. That is, organizational justice reflects the attitude of the leaders according to the perceptions of subordinates, i.e. to be fair and objective in making decisions, especially regarding employee selection and promotion, assignments and division of tasks, performance appraisals, and salary increases, positions, and reward services. In summary, organizational justice is a person's judgment about the extent to which he/she is treated fairly by the organization.

Fair in that sense, according to Weller as quoted by Ivancevic, Konopaske and Matteson, means feeling good, appropriate, true, and honest. If someone sees the difference between the rewards received for their efforts compared to others, it will motivate them to work more (or less) (Weller, 1995). With such conditions, organizational justice is the glue that encourages someone to cooperate effectively (Brief, Motowidlo, & Motowidlo, 2016; Cropanzano et al., 2007). Other experts see organizational justice as a procedure used in obtaining results or the level of employee perceptions related to justice given by the organization in terms of results (Lambert, Eric, & Hogan, 2008; Sweeney, 1992). This means that organizational justice has a vital role in the dynamics of organizational life. Dittret (1990, in Gordon, 1993), identifies seven dimensions of organizational justice, namely pay rules, pay administration, work place, pay level, rule administration, distribution of jobs, and latitude.

However, Skarlicki and Folger (1997) mention three forms of organizational justice. The first is procedural justice, related to "the perceived fairness of the procedures that are used in a decision-making process" or justice by actual decision made by organization. The second is distributive justice or justice felt on the methods used to arrive at decisions (Å, 2007; Deutsch,



1975). The third is interactional justice, related to the broader concept of procedural justice. This means that interactional justice is justice felt on the accepted interpersonal treatment (Hussain, Ahmad, Ahmed, & Saleem, 2012; Kwong, 2002; Hussain *et al.*, 2012). The three dimensions of organizational justice can be explained in more detail as follows.

Muchinsky (2000) confirms that distributive justice refers to justice on the allocation of results, which can be in the form of salary allocations, workloads, promotions, and penalties. Furthermore, Muchinsky explains three perspectives in assessing distributive justice. The first is equity or the balance between contributions and results obtained by individuals, as for example bonuses are given in accordance with contributions given by the individual, in which the higher the productivity of the individual work, the higher the bonus is obtained. The second is equality or equal opportunities for everyone to get results or decisions, such as at the end of the year all employees receive the same bonus amount. The last is need, which refers to proper planning between individual needs and results, such as bonus distribution is based on individual financial needs. It can be concluded that distributive justice is planning on outcomes (salary or reward).

The next is procedural justice, a process involving work motivation that focuses on perceptions of procedures used to make decisions related to the distribution of work (George & Jones, 2012; Hubbell & Chory-assad, 2007). Procedural justice is also related to understanding and feeling of being treated fairly in the process of distributing rewards (Wagner III and Hollenbeck, 2010). Therefore, procedural justice tests the fairness of the process itself carried out through decisions made with clear standards, processes used consistent with work requirements, and rights of workers to complain about decisions made. Procedural justice focuses on the process used to make decisions; the decision-making process can be in the form of making regulations and punishment (DeConinck & Stilwell, 2004). Two types of perspectives exist in procedural justice, voice and no-voice. When employees have a voice in making decisions, it is said to be procedurally fair. However, if employees are not given a voice in making decisions, it is categorized as unfair (DeConinck & Stilwell, 2004). According to Lynd and Tyler (1988, in Dunnet & Flint, 2006), four values shape procedural justice. They are (1) voice, referring the opportunity for employees to express their aspirations, (2) trust, referring employee trust in decision makers, (3) neutrality, referring to perception of employees on honesty and unbiased position of decision makers, and (4) standing, referring to treatment obtained by employees from authorities who make decisions.

The third is interactional justice. According to Dunnet and Flint (2006), the core of interactional justice is fair treatment obtained by individuals from other people and the main theme is the treatment obtained from superiors. Fair treatment refers to courtesy, honesty, dignity, and respect. Injustice is felt when employees are treated disrespectfully, for example a boss calls employees as stupid when they are making mistakes.

From the description above, it can be summarized that organizational justice is a person's perception toward an organization or leader who treat the person and others fairly based on indicators (1) equality, (2) needs, (3) right to speak, (4) transparency, (5) neutrality, and (6) position.

Trust



Trust becomes one of the variables in this study because some studies have indicated a direct effect of organizational trust on OCB (Podsakoff & McAllister, 2014). Trust has a significant influence on OCB (Sjahrudin, 2013; Wat & Shaffer, 2004; Zeinabadi & Salehi, 2011).

As a concept, Mayer et al. (1995, in Mollerring, 2006), trust is a desire of a party to accept pleasant actions from another party based on an expectation that the other party would take certain actions very important for the trustee, regardless of the ability to supervise or control the other party. Meanwhile, trust is a historical-dependency process based on relevant but limited experience samples (Luthans et al., 2007). It takes time to shape trust—it is formed time by time and then accumulates (Robbins, 2001). Robbins and Judge (2013) define trust as a positive expectation that other parties will not say words, do actions, or make decisions to disappoint other parties (Robbins and Judge, 2013). McShane and Von Glinow (2008) define trust as a person's positive expectations of others in a situation involving risk. Trust also means giving up fate to someone or another group (Currall, 2002; McShane & Von Glinow, 2008). Colquitt, LePine, and Wesson (2015) define trust as a desire to depend on an authority based on positive expectations of actions and attention by authorities. Although using diverse narratives or words, in essence, trust reflects positive desires or expectations one has toward other parties.

Trust is interpreted somewhat differently in the perspective of human resources (HR). Stone (2005) said that trust is a measure of how much employees want to share information, cooperate with each other, and not take advantage of each other. In more detail, trust is confidence and support from the leaders to achieve organizational goals and the belief that the organization will treat employees well (Ismail, 2014). This definition provides a relatively different nuance by emphasizing the element of sharing information in collaboration and taking non-profit attitudes. However, this definition also has content in line with previous definitions, i.e. the attitude of not taking advantage of each other. Thus, it remains the same, positive desires for others.

Robbins and Judge (2013) mention five key dimensions in the concept of trust, which can be used as indicators to measure trust. They are (1) integrity, referring to honesty and truth; (2) competence, related to the knowledge and technical and interpersonal skills of individuals; (3) consistency, related to the ability to predict and assess individuals accurately in handling situations; (4) loyalty, representing the desire to protect and save others; and (5) openness.

Openness, according to DeVito (2013), refers to three aspects in interpersonal communication, which include: (1) willingness to self-disclosure as long as the disclosure is adequate; (2) willingness to act honestly to other people; and (3) being able to think and feel clearly. This means that trust can be measured and be built through integrity, competence, consistency, loyalty, and openness.

From the description, it can be synthesized that trust is someone's desire for the organization and for other parties based on positive expectations for action and attention, with indicators of (1) integrity, (2) competence, (3) consistency, (4) loyalty, and (5) openness.

Job Satisfaction



Job satisfaction is individual matter and is a factor believed to be able to encourage and influence individuals in general towards their work (Day, Kington, & Stobart, 2006). A person's success in work will directly affect his/her work performance in the future (Peterson, 2011). Every individual has different levels of job satisfaction (Locke, 1970). Individuals with very high levels of job satisfaction have a positive attitude towards their work, but dissatisfied individuals have a negative attitude towards their work.

“Job satisfaction is a general attitude a person has to his/her job” (Fard & Karimi, 2015). “Job satisfaction is an individual's general attitude toward his/her job” (Langton & Robbins, 2013). Similar to that, but more specifically, Robbins and Jugde (2013) state that, “Job satisfaction is a positive feeling about one's job resulting from an evaluation of its characteristics.” The positive feeling is the feeling of pride, pleasure, relief, and other feelings that reveal the existence of a similarity between expectations and reality in relation to the work that has been done—it is known after an evaluation on the work is done. Mcshane and Von Glinow (2008) also explain that, “Job satisfaction is a person's evaluation of his/her job and work context.” They further explain that job satisfaction is an assessment of perceived work characteristics, environmental factors, and emotional experience while working. Then, it can be said that satisfied employees in working will give an assessment on what they have done and felt based on their observations and experiences. Thus, it can be stated that job satisfaction is a sense of pleasure or satisfaction each individual feels from environmental factors and all that has been undertaken in doing the work.

Mullins (2005) argues that “job satisfaction is a complex and multifaceted concept, which can mean different things to different people.” This means job satisfaction is different from one person to another; the understanding on the concept of job satisfaction will also be different because everyone values the job differently, in both performance and results of work in the form of rewards received. This is supported by a statement that, “Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative” (Mullins, 2005). Therefore, it is clear that everyone's feelings towards the concept of job satisfaction will be different--all of which can be associated in one's feelings towards the achievements he/she makes. In addition, Mullins also believes that, “The level of job satisfaction is affected by a wide range of variables for individuals, social, cultural, organizational and environmental.” The above explains that job satisfaction will be influenced by several variables, including individuals who do the work, the social situation and culture, organizations, and the environment around where the individual do a job. It is clear that certain environmental and motivational factors are predictors of job satisfaction (Tella, 2007).

Job satisfaction is an attitude one has towards his/her job. Further, job satisfaction is the result of perceptions on work based on environmental factors, such as supervisor styles, policies and procedures, work group affiliation, work conditions, and additional benefits (Hussain et al., 2012; Lepine, 1998).

Thus, one's job satisfaction is influenced by leadership styles, organizational policies, work procedures, affiliations in the work groups, environment, and the existence of additional benefits in addition to the salary. If a worker has a superior with a direct leadership style, it will certainly



affect the organization's workplace policies that will later be carried out by workers. Environmental factors and affiliations in the working group may create a good or bad working atmosphere depending on the conditions in the environment. Reward systems also affect how a person does the work, as rewards represent how the organization appreciate what individuals have done.

Gibson (2012) believes that "the path goal approach introduces both situational factors and individual differences when examining leader behavior and outcomes such satisfaction and performance. The path Goal theory proposes that leader behavior is motivational to the extent it helps subordinates cope with environmental uncertainties."

Slocum and Hellriegel (2011) write that "Many factor including challenging work, interesting coworkers, salary, the opportunity to learn and good working conditions influence person's satisfaction with the job."

According to Robbins and Judge (2013), job satisfaction is a positive feeling about someone's work that arises from the assessment of its characteristics. In this definition, the direction is clear, i.e. positive feelings—so, job satisfaction is related to positive feelings (not negative ones). Nelson, Debra, and Quick (2006) have the same to share—that job satisfaction is a positive or pleasant emotional condition that arises from work assessment or work experience.

Job satisfaction has five specific dimensions, including wages, work itself, opportunities for promotion, supervision, and work partners (Nelson, Debra, & Quick, 2006). Luthans (2011) confirms the five aspects of job satisfaction. First is work itself or the extent to which work gives individuals an interesting task, opportunities to learn, and opportunities to accept responsibility. Second is salary or the amount of financial compensation received and to what extent it is considered comparable to the salary of others in the organization. Third is an opportunity for promotion and for progress in the organization. Fourth is supervision or the ability of supervisors to provide technical assistance and behavioral support. The last is work partners, referring to the extent to which fellow workers are technically adequate and mutually helpful.

Meanwhile, Hodgetts (2000, in McKenna, 2012), has identified six factors as the determinant of job satisfaction, namely (1) wages and benefits, (2) promotion, (3) employment, (4) leadership, (5) work groups, and (6) working conditions.

On the other hand, Spector and Cohen (2001) mentions nine elements of job satisfaction as indicators on the Job Satisfaction Survey. They are (1) wages or satisfaction with wages and wage increases; (2) promotion or satisfaction with promotion opportunities; (3) supervision or satisfaction with strict supervision; (4) other benefits or satisfaction with additional benefits; (5) unit benefits or satisfaction with rewards (not always money) given for good work; (6) working conditions or satisfaction with rules and procedures; (7) work partners or satisfaction with work partners; (8) the work itself or satisfaction with the type of work performed; and (9) communication or satisfaction with communication within the organization.

Based on the above elaboration, job satisfaction is the pleasure or positive feelings someone has as his/her expectations can be fulfilled in the workplace while carrying out their duties and



functions, with indicators of (1) enjoying work, (2) proud of success, (3) accepting assignments, (4) respecting colleagues, and (5) supporting activities.

Organizational Justice and OCB

Organizational justice is a glue that encourages individuals to work together effectively (Cropanzano et al., 2007). If individuals can acknowledge the difference between the appreciation received upon their work compared to others', then it will motivate them to work more (or less).

“It seems that procedural justice affects employees by influencing their perceived organizational support, which in turn prompts them to reciprocate with OCBs, going beyond the formal job requirements” (Ismail, 2014; Luthans, 2011). The factor of organizational justice is a determiner that influences the OCB. Therefore, the OCB is influenced by the factor of organizational justice.

OCB is influenced by factors namely distributive justice, procedures, and interaction or behavior of helping and being responsible to the organization. Essentially, it is everything that supports the implementation of the work. The difference in the organizational justice implemented by the executives and organization will lead to low work quality and even stress in working.

A proper organizational justice for teachers creates convenience, happiness, and satisfaction in their work. If this condition can be fulfilled, then it can be considered that the teachers have implemented the OCB within the organization. It encourages teachers to have a positive attitude towards their jobs.

Proper opportunities, adequately supported by executives and the organization, create a conducive working atmosphere. It allows teachers to perform well. In other words, the teachers have implemented OCB well.

Based on the discussion above, it can be assumed that there is a direct influence of organizational justice toward the teachers' OCB. The more conducive organizational justice is, the higher the teachers' OCB will be.

Trust and OCB

Trust is a positive expectation that other parties will not, through verbal, action, or decision, take a chance to harm others (Robbins and Judge, 2013).

According to Ismail (2014), “Some studies indicated a direct effect of organizational trust on OCB.” Trust influences OCB, informing that the trust relations improve workers on the OCB.

Sjahrudin (2013) showed that there was no direct effect of trust on OCB. The findings show that there is a positive influence of trust on OCB. This indicates the interconnected positive influence between trust and OCB.

Trust is an encouragement arising from within a person. If a teacher has trust in executives or an organization, they will work more diligently and more enthusiastically. In this case, enthusiasm is a spirit to solve problems, complete duties, and address other matters related to



the work of a teacher. A teacher with trust will show their persistence voluntarily in the workplace, meaning that they have OCB and enjoy their job, taking personal responsibility, with high expectations of the job, and a desire to complete their duties on time.

Moreover, the factor of needs fulfillment is also a factor contained in trust and has a dominant role in a teacher's OCB. The factors of physiological needs fulfillment, security, and recognition in the respective work environment play a role in OCB. The influence provides a hint on the improvement of OCB indicators, including being helpful, prioritizing common interest, supportive attitude, and good characteristics. Therefore, it is safe to assume that the teacher's trust has a direct influence on a teacher's OCB.

From the discussion above, it can be seen that trust has a direct influence on OCB. The higher the trust is, the higher the potential OCB will be.

Job Satisfaction and OCB

An individual's job satisfaction differs from the others'. Similarly, the OCB in an organization differs from the others.

Lee et al. (2013) supported that job satisfaction has a positive effect on OCB. Job satisfaction also influences OCB. The teachers' job satisfaction will also influence an individual's trust and OCB. Job satisfaction is influential to trust and OCB. Job satisfaction makes teachers feel well suited to their job and increases their desire to work. Such condition will also increase the teachers' trust to the executives or organization thus there will be an effect of OCB in their work.

The job satisfaction is a supporting factor to the teaching implementers. It can be seen through the provision of physical tools, work, and work environment. The physical tools include complete working instruments and information technology. The work environment includes the convenience in work and communication between the organization's members, including the communication among teachers, between teachers and students, teachers and other school employees, and teachers and school stakeholders, such as the principal, department executives, and others.

Job satisfaction is developed to support the performance of teacher's duties which will allow teachers to work optimally. In other words, good job satisfaction will increase a teacher's trust. Trust encourages teachers to have confidence in co-workers and to deal positively with working conditions triggered by external or internal stimuli through a psychological process and the individuals' thoughts.

In summary, it can be concluded that job satisfaction has a direct influence on OCB. The higher the job satisfaction, the higher the OCB will be.

Organizational Justice and Job Satisfaction

Organizational justice refers to how fairly employees feel treated by companies (Iqbal, Aziz, & Tasawar, 2012). If someone sees that their work is appreciated differently from that of others, they will be motivated to work more (or less).

According to Robert et al. (2009), “Justice was found to significantly influence employees and job satisfaction.” The factor of Organizational Justice is a determiner of job satisfaction, therefore it influences job satisfaction. Similarly, distributive and procedural justice specifically influence the employees’ job satisfaction (Pareke & Susetyo, 2011).

Additionally, Griffin et al. (2014) also argued, “Perceptions of distributive justice effect job satisfaction with various work-related outcomes such as pay, work assignments, recognition, and opportunities for advancement.” The level of job satisfaction is influenced by a set of variables related to distributive justice, pay, work assessment, and opportunities.

The job satisfaction is influenced by aspects namely the distributive justice, pay, work assignments, and opportunities for advancement. Essentially, it is everything that supports the implementation of the work. The organizational justice that supports the implementation of the work will positively impact job satisfaction. The organizational justice that disturbs the implementation of the work will hamper the optimization of the work, which will lead to low work quality and even stress in working.

If organizational justice is fulfilled, then it can be interpreted that the teachers already have job satisfaction. It surely encourages teachers to have a positive attitude towards their jobs. The proper chances and opportunities, adequately supported by executives and the organization, create a conducive working atmosphere. This enables the teachers to perform optimally. In other words, teachers have obtained job satisfaction.

In summary, it can be considered that organizational justice has a direct influence on a teacher’s job satisfaction. The more conducive the organizational justice, the higher the teachers’ job satisfaction will be.

Research Hypothesis

The theory and concept of organizational citizenship behavior (OCB) have been researched for over 30 years. Yet, most studies focused on how to improve OCB in employees. There are fundamental differences between teachers and other employees, including the educational and learning processes where intensive interactions occur and will psychologically influence life. Teachers do not only transfer knowledge but also teach learners to improve their behavior from bad to good, from less appropriate to appropriate, and from good to better. Teaching is a complex job compared to many other employees who will not think about anything once the work day is over. Based on the previous studies, this study proposes the following hypotheses:

1. There is an influence of organizational justice toward organizational citizenship behavior
2. There is a direct influence of trust toward organizational citizenship behavior
3. There is a direct influence of job satisfaction toward organizational citizenship behavior
4. There is a direct influence of organizational justice toward job satisfaction

RESEARCH METHOD

Data and Research Sample Collection

The data used in this research was collected through questionnaires based on a study concept of each variable. Each questionnaire comprises of four variables with variables of OCB



comprises of 30 questions, organizational justice comprises of 35 questions, trust comprises of 35 questions, and job satisfaction comprises of 30 questions. After testing the questionnaires with validity and reliability results 0.05 r_{table} significant level in which the question's criteria is valid when $r_{calculation} >$ from r_{table} and is reliable when $r_{calculation}$ approaches 1. $r_{calculation}$ is the result of testing acquired from the spss using the Pearson product moment formula. r_{tabel} is the table of relation coefficient (r) of product moment. This test is conducted by comparing the value of r in the table and the value of r as the result of statistical calculation, which resulted to the data in which the valid questions for each variable were 27 questions for OCB, 30 questions for organizational justice, 30 questions for trust, and 28 questions for job satisfaction. The valid and reliable questionnaires were used to collect data and they were distributed to 273 respondents. The sample size of 273 respondents, from a population of 864, was obtained using the Slovin formula (Ainissyifa, 2012; Morris et al., 2005).

To collect the samples of 273 respondents, the writer used the proportional random sampling technique (Creswell, 2014) or random, a method for non-systematic, random collection by paying attention to the proportion of population quantity in each school. The steps in collecting the samples were: determining the study population, namely all 864 teachers in Tangerang Regency, creating the number and sampling frameworks for the 864 teachers by adding number 1 to 864 and by randomly selecting 273 out of 864 teachers as research samples.

Instrument

There were three parts to the instrument for each variable: conceptual definition, operational definition, and instrument clues. In the conceptual definition, each variable was synthesized from several concepts developed by experts. In the operational definition, each variable was synthesized from the concepts of experts, along with a subject and indicator (Creswell, 2014) to measure to what extent each variable influenced the other variables. In the instrument clues, questions were based on indicators of each variable. Furthermore, the data were taken from an instrument whose validity and reliability had been tested because this was the requirement to validate the data collected using this instrument. All variables were measured using a Likert scale.

Organizational citizenship behavior (OCB) was measured as an optional individual behavior, which was indirect in nature, not clearly recognized by formal appraisal systems, and thoroughly increased the effective function of an organization. The result of the reliability measurement ($r = 0.95$). Organizational justice is an assessment of to what extent an employee was treated fairly by their organizations. The result of the reliability measurement ($r = 0.91$). Trust was measured as a positive expectation that other parties will not, through words, actions, or opportunities to make a decision, harm another party. The result of the reliability measurement ($r = 0.86$). Job satisfaction is a pleasant emotional condition from the appreciation of work or work experiences. The result of the reliability measurement ($r = 0.95$).

RESEARCH RESULT AND DISCUSSION

Measurement Model

Validity is a true character based on evidence or logic. It becomes important as it is information derived from facts to measure the pre-existing concepts in research procedures for

measurement. In the process of social studies research, a measurement can be based on the characteristics implemented indirectly. Researchers use CFA to analyze the research findings. The Confirmatory Factor Analysis is applied to test the model wherein the measurement model was formed based on the theoretical framework (Jöreskog, Olsson, & Wallentin, 2017). It has two focuses: whether the conceptualized indicators are consistent and correct and which indicators are most important in forming the research construct. Therefore, the evaluation of the validity of the five constructs was conducted by consideration of the results of the fit-model index from the Structural Equation Modeling (SEM); (Root Mean Square Error of Approximation (RMSEA) = 0.0587, $X^2/df = 2.014$, Goodness of fit statistic (GFI) = 0.911, Comparative Fit Index (CFI) = 0.991, Normed Fit Index (NFI) = 0.983, Non-Normed Fit Index (NNFI) = 0.988). as seen in Table 1, all models were suitable with the acceptable index values. The CR and VE values on the variable of organizational justice CR = 0.990 VE = 0.774, trust CR = 0.985 VE = 0.700, job satisfaction CR = 0.987 VE = 0.774 and OCB VE = 0.980 VE = 0.658, All variables met the requirements that the value of CR (Construct Reliability) must be over 0.7 and the value of VE (Variance Extracted) must be over 0.5.

Table 1: Confirmatory Factor Analysis

Latent Construct	Construct Reliability (CR)	Variance Extracted (VE)
Procedural Justice	0.99	0.75
Trust	0.98	0.70
OCB	0.98	0.66

$X^2/df = 2.014$, RMSEA = 0.0587, GFI = 0.911, NFI = 0.983, CFI = 0.991 and RFI = 0.976.

Structural Modeling Assessment

The analysis of the structural model used the Lisrel 8.72 for validation of the calculation by comparing an existing index in the Lisrel with results of the calculation. Statistical calculations were not conducted due to the large size of the sample. This study refers to the Normed Chi-Square (X^2/df ; $2 < X^2/df < 5$), the root mean square error of approximation (RMSEA; < 0.10), Goodness of Fit (GFI; > 0.90), Normed Index Fit (NFI; > 0.9), Comparative Fit Index (CFI; > 0.9) and Relative Fit Index (RFI; > 0.9) (Hooper, Coughlan, & Mullen, 2008). The results showed that all the structural models were accepted: $X^2/df = 2.014$, RMSEA = 0.0587, GFI = 0.911, NFI = 0.983, CFI = 0.991 and RFI = 0.976.

The analysis results from the Lisrel calculation revealed the conformity of the model and the significance of causality of each variable. The relationship between the variable and theoretical variable measurements was often the same or supported the results of previous studies. The structural model analysis, in support of hypothesis 1, found that organizational justice brought a positive influence to a teacher's OCB guru ($\gamma_{14} = .29$, $t = 4.88$). Apparently, trust seemed to have a weak relationship but significantly influenced a teacher's OCB ($\gamma_{24} = .21$, $t = 4.23$) and supported hypothesis 2. Job satisfaction significantly influenced a teacher's OCB ($\gamma_{34} = .32$, $t = 5.33$) and this finding supported hypothesis 3, previous studies also supported this empirical analytical finding that explains job satisfaction influences OCB (Bateman and Organ, 2013). Hypothesis 4 expects organizational justice to give positive direct influence toward teachers' job satisfaction ($\gamma_{13} = .544$, $t = 9.54$), the results clearly show support to hypothesis 4, besides, previous studies also found that organizational justice is a determiner of job satisfaction (Griffin, Ricky, & Moorhead, 2014; Kreitner & Kinicki, 2009).

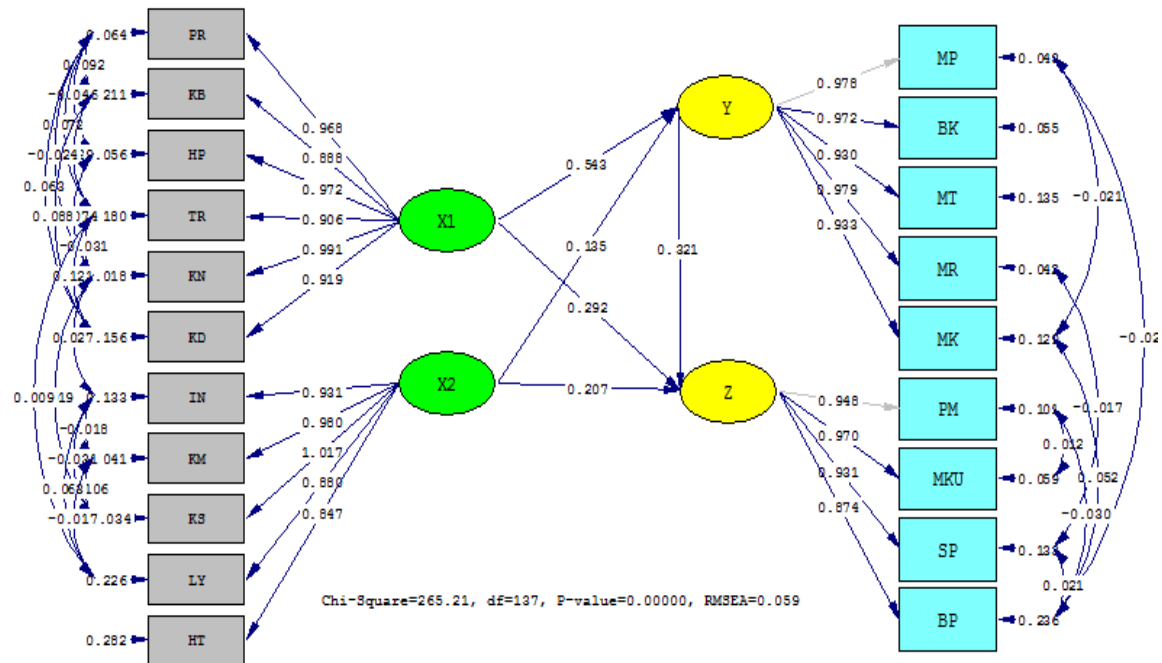


Figure 1. Structural Model of Standardized SEM

CONCLUSION

In the discussion, it can be clearly seen that the conclusion of this study is to verify the structural relationship between the variables of organizational justice, trust, job satisfaction, and organizational citizenship behavior. Besides, The purpose of this research was to investigate to what extent the independent variables (organizational justice, trust, and job satisfaction) influenced the dependent variable (organizational citizenship behavior).



Firstly, the writer reviewed and synthesized a theory and concept of all variables, created an indicator, and formed a research model. In order to verify the research model and answer the hypotheses, this study used two methods; literature review and empirical analysis. The results of this research showed that organizational justice had a significant influence on organizational citizenship behavior (hypothesis 1). Therefore, it is acknowledged that in the process of improving OCB, organizational justice is a variable that plays an important role in implementing policies in schools and this result was consistent with the previous studies (Ismail, 2014; Jafari & Bidarian, 2012; Luthans, 2011). Trust was also proved to improve OCB (hypothesis 2), which was also consistent with previous research findings (Colquitt et al., 2015; Lee et al., 2013). Job satisfaction had an influence on OCB (hypothesis 3). Organizational justice had a significant influence on job satisfaction (hypothesis 4), this means that organizational justice is a factor in developing job satisfaction for teachers. The better implementation of organizational justice through distributive justice, procedural justice, and interactional justice, the more it will boost job satisfaction. This finding is supported by the findings of previous studies (Griffin, Ricky, & Moorhead, 2014; Kreitner & Kinicki, 2009). Trust influenced job satisfaction (hypothesis 5), this is consistent with the previous studies (Access et al., 2015; Locke, 2009; Meral, Yaşlıoğlu, & Semerciöz, 2016) which means, the higher the level of trust, the higher the teachers' job satisfaction will be. Lastly, organizational justice significantly influenced trust (hypothesis 6), this finding is supported by previous studies (Porkiyani, Kaveh, & Samadi, 2014; Zeinabadi & Salehi, 2011)

In brief, the findings of this study showed that citizenship behavior can be influenced by several variables, including organizational justice, trust, and job satisfaction. This research aimed to verify the suggested model based on theoretical study and concepts from scientific journals and handbooks on organizational behavior, human resources management, and research management and design. The writer noted some implications suggested by the previously conducted studies, including: improving the quality of procedural justice and the method and approach applied in implementing the decision. The decisions made by schools need to consider teachers' expectations and needs; improve consistency, loyalty, and transparency in educational management including facility, finance, educators, or educational workers in the school, and the regency education department, provincial education department, and central education department.

Additionally, it can also be elaborated simply from the findings that proper organizational justice for teachers generates feelings of happiness and even job satisfaction. If it is fulfilled, then it can be interpreted that the teachers already have job satisfaction. This certainly encourages teachers to have a positive attitude towards their jobs. Trust is an encouragement arising from within a person. If a teacher trusts executives or organizations, they are more likely to work more diligently and more enthusiastically. The enthusiasm here refers to the spirit to solve problems, complete duties, and address other matters related to the duties of a teacher. A teacher with trust will show their persistence in obtaining job satisfaction and enjoying their jobs, have personal responsibility, the high expectation to works, and a desire to complete their duties in a timely manner. A teacher with trust will show their persistence in obtaining job satisfaction and enjoying their jobs, have personal responsibility, high expectation to works, and a desire to complete their duties in a timely manner. Job satisfaction increases the performance of a teacher and allows them to work optimally. In other words, proper job satisfaction increases a



teacher's trust. Trust is basically an encouragement for a teacher to have confidence in their co-workers and to deal positively with working conditions triggered by external or internal through a psychological process and the individuals' thoughts. OCB is influenced by distributive, procedural, and interactional justices or behaviors to help and to be responsible of the organization. Basically, those are all things which support the performance of work. The synergy of organizational justice, trust, and job satisfaction implemented in a school by teachers and organizations should have a positive impact on OCB, which eventually lead to the more effective and efficient teaching and school management, therefore, a higher quality of the education will develop in the school.

This research contributes to the education field, especially in the development of educators and teachers, so that the management process of educational institutions can be more effective and efficient. If the human resources at a school have good citizenship behavior, they can optimize the learning activities at school. This study certainly had limitations. First, even though the collected sample represented the population, the object of research was only the private teacher. Future studies are suggested to explore these findings with greater scope and in more depth.

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