

THE EFFECT OF TEAM CHARACTERISTICS, ORGANIZATIONAL JUSTICE, AND WORK ETHIC ON TEACHER JOB PERFORMANCE OF STATE PRIMARY SCHOOL AT EAST JAKARTA

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Abstract

The objective of this research is to study the effect of team characteristics, organizational justice, and work ethic on teacher job performance of state primary school at East Jakarta. The research method is quantitative with survey. The samples of this research were 209 teachers selected randomly. The data were analyzed by using descriptive statistics and path analysis. The results of the research can be concluded that: team characteristics, organizational justice, and work ethic had a direct effect on teacher job performance; team characteristics had a direct effect on teacher work ethic; and team characteristics had a direct effect on organizational justice. The conclusion is team characteristics, organizational justice, and work ethic have a direct effect on teacher job performance of state primary school at East Jakarta. There are suggestions that team characteristics, organizational fairness, and work ethics need to be improved in an effort to improve teacher performance..

Keywords: *work ethic, team characteristics, organizational justice, and, job performance*

The role of performance is necessary to achieve organizational goals, including school organizations. In the school environment, teacher performance becomes one indicator of achievement of educational goals. Optimal teacher performance is needed to improve the quality of national education is still low. The quality of education in Indonesia is currently still relatively low, which is one of the reasons is the performance of teachers who have not as expected. Educators or teachers have a central role in realizing the success of the school, so it is required to have a superior performance in order to positively affect the quality of education.

The various educational quality issues facing schools today vary as the results of PIRLS's international study survey (Progress in International Reading

Literacy Study) are based in Amsterdam Netherlands. This study is coordinated by the IEA (The International Association for the Evaluation of Education Achievement) aimed at measuring the achievement of fourth grade students' literacy in participating countries conducted once in a five-year cycle. Survey results show that literacy ratings for elementary students in Indonesia are ranked 41 out of 45 participating countries. The average literacy achievement score for grade IV of Indonesian primary school is significantly below the international average. The results of the TIMSS (Trends in International Mathematics and Science Study) study on the achievements of mathematics and science of junior high school students held every four years, coordinated by the IEA (The International Association for the Evaluation of Education Achievement), also resulted in mathematics achievement scores and science of Indonesian class VIII students are below the international average (<http://litbang.kemdikbud.go.id/index.php/survei-internasional-pirls>).

In the concept of Colquitt, LePine and Wesson (2009: 37) describes the performance of "job performance is formally defined as the value set of employee behaviors that contribute, either positively or negatively to organizational goal accomplishment". Performance is a set of employee behaviors that contribute positively or negatively to the achievement of organizational goals. The concept of performance that is not much different is proposed by Cook and Hunsaker (2001: 244), "behavior that has been evaluated or measured as its contribution to organizational goals. Meanwhile, according to Jex and Britt (2008: 134), "job performance can be defined simply as 'all of the behaviors employees engage in while at work', ie all employee behavior that is used when at work.

According to Sinha et al. (2016: x), the assessment of teacher work performance has three domains, namely knowledge, teaching practice and the accuracy of the task. Tucker et al. (2002: 30) describes four domains that serve as teacher performance standards, namely: teaching skills, assessment skills, creation skills, and professional environments. Stronge (2010: 4) notes that identifies aspects of teacher performance: professional knowledge, data-driven planning, teaching delivery, assessment of learning, learning environment, communication and provision of assistance, professionalism, and student progress.

Many factors can affect less optimal performance of teachers, including team characteristics, organizational justice, and work ethics. The characteristics of a solid or cohesive team are needed in order to produce optimal performance. There is a great teamwork between teachers and other members of the school to smoothen and facilitate work. According to Ancona et al. (2009), the team includes all the characteristics of group work but is interdependent and simultaneously responsible for achieving performance goals. According to Doss (3007: 174), the characteristics of successful teams are six: clear goals, high team member commitment, clarity of roles, mutual respect, communication openness and consistent training or supervision. Previous research results such as Danish et al.

(2015) also found that team characteristics that include cohesion, role clarity, goal motivation, and openness to change have a significant effect on performance.

In improving performance also needs to be sustained by practices within a fair organization. In other words, the justice of school organization is needed in order to encourage the realization of optimal teacher performance. According to Robbins and Judge (2013: 223), organizational justice is "organizational justice is an overall perception of what is fair in the workplace, composed of distributive, procedural, and interactional justice." Organizational justice means the whole perception of what is fair in the workplace that includes distributive justice, procedural justice, and interactional justice. A much different explanation put forward by Schultz and Schultz (2016: 193), defines the justice of organizational justice refers to today's employees' employees perceived themselves to be treated by their company ", ie how fair employees feel themselves treated by the company. Previous research like Wang et al. (2010) provide evidence that the three forms of organizational justice namely distributive, interactional and procedural justice have an influence on performance.

Work ethics is also required in optimizing teacher performance. A positive work ethic will lead to a good job execution process, so that the results obtained will also be good. According to McShane and Von Glinow (2008: 48) that ethics refers to the moral principle or value of whether an action is right or wrong. In Lawton's (2013: 2) view, "ethics is defined as the set of principles," a set of principles that provides a framework for the correct action of a individual actions in accordance with a set of principles. Individuals who have high or positive work ethics according to Porter (2004) are characterized by such characteristics as: timely, proud of what is done, independent, responsible, taking the initiative, and completing the task thoroughly. While Miller, Woehr and Hudspeth in Meriac, Poling, and Woehr (2009) high work ethos are characterized by: work concentration, self-confidence, hard work, no waste of time, morality, suspending gratification, and wasting no time. as did Wahyudi et al. (2013) found that work ethics had a significant effect on performance.

Based on the above description, this study aims to find out and analyze: (1) direct influence between team characteristics on performance, (2) direct influence between organizational fairness on performance, (3) direct influence between work ethic on performance, (4) direct influence between team characteristics on work ethics, and (5) direct influence between team characteristics on organizational fairness.

METHODOLOGY

This research uses quantitative approach with survey method. The population is 8,987 teachers and the sample is 209 teachers taken at random simple. The result of calculation of reliability of teacher performance variable shows coefficient of Alpha = 0,931, coefficient characteristic obtained by Alpha =

0,963, organizational equity obtained coefficient Alpha = 0,963, and work ethic obtained coefficient Alpha = 0,937. Data analysis using path analysis.

RESEARCH RESULT

The research data obtained beforehand done normality test and regression linieritas test which result show have fulfilled requirement of normality and linearity. Therefore, further data can be done inferential statistical calculations with path analysis (path analysis) to test the research hypothesis. Before performing the path coefficient calculation, then the calculation of correlation coefficient between variables and descriptive statistics. The results show that all correlation coefficients between variables are positive, indicating that there is a positive relationship between the variables contained in the structural model. In table 1 shows the results of correlation coefficient, mean, and standard deviation for each research variable.

Table 2. Correlation, Average and Standard Deviation of Research Variables

Variable	1	2	3	4
1. Teacher Performance	1,000			
2. Team Characteristics	0,761	1,000		
3. Organizational Justice	0,711	0,765	1,000	
4. Work Ethics	0,743	0,795	0,770	1,000
Average	113,211	121,478	119,651	112,651
Standard Deviation	12,174	11,747	12,188	11,370

Furthermore, statistical tests were conducted with path analysis to examine the effect of team characteristics, organizational fairness, and work ethics on performance. Table 2 and Figure 1 show the calculation of path coefficient, t-count and significance of influence of each research variable.

Table 2. Result of Line Coefficient Calculation and t-count

No	Path Coefficient			t-Count	t-table ($\alpha=0,05$)
1.	P_{Y1}	=	0,392	5,062	1,645
2.	P_{Y2}	=	0,198	2,793	1,645
3.	P_{Y3}	=	0,311	3,848	1,645
4.	P_{21}	=	0,769	18,838	1,645
5.	P_{31}	=	0,794	17,102	1,645

Table 2 above can be further clarified through figure 1 as follows.

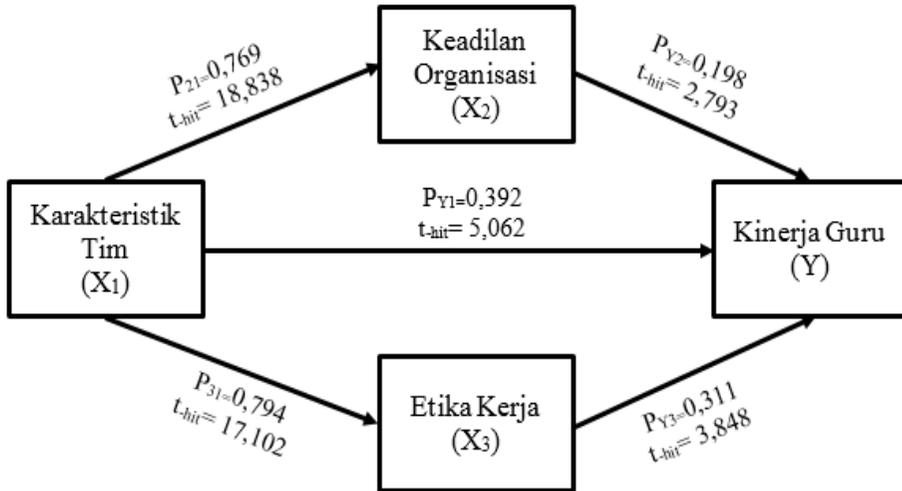


Figure 1. Path Coefficient and t-count

The result of path analysis shows that for direct influence of team characteristic to kinerjaguru obtained path coefficient (P_{Y1}) = 0,392 with t-count 5,062 > t-table 1,645, so H_0 is rejected which means there is positive direct influence of team characteristic to teacher performance. The coefficient of the path of influence of organizational justice against the kinerjaguru (P_{Y2}) = 0.198 with t-count 2,793 > t-table 1,645, so H_0 is rejected which means organizational justice has a direct positive effect on teacher performance. Path coefficient of work ethic influence to kinerjaguru (P_{Y3}) = 0,311 with t-count 3,848 > t-table 1,645, so H_0 rejected which mean work ethics have positive direct effect to teacher performance. The coefficient of pathway influence the characteristics of the work ethics (P_{31}) = 0,795 with t-count 18,838 > t-table 1,645, so H_0 is rejected which means the characteristics of the team have a direct positive effect on teacher work ethic. Path coefficient of influence of team characteristic to organizational justice (P_{21}) = 0,765 with t-count 17,102 > t-table 1,645, so H_0 is rejected which mean team characteristic have positive direct effect to organizational justice.

DISCUSSION

The results of this study first found that the characteristics of the team had a positive direct effect on teacher performance. This finding has the meaning that a team working with effective characteristics will have an impact on teacher performance improvement. Positive team characteristics also refer to Doss's (2007: 174) opinion which includes: task clarity, high commitment, clarity of roles,

mutual respect for each other, communication openness, and consistent training. Team characteristics that become patterns of behavior and habits of members the team will be able to influence team performance. This means that if a team's character can help improve the quality and productivity of the team even become a guardian of the continuity of team activities and the survival of a team, then of course the characteristics of this team will affect the performance of team members. The important role of the team's characteristics in influencing performance as stated by Colquitt, LePine, and Wesson (2015: 374) that the characteristic of teams such as interdependence among team members will have a fairly positive relationship with team performance.

Previous research results such as Danish et al. (2015) found that team characteristics that include cohesion, role clarity, goal motivation, and openness to change have a significant effect on performance. Research conducted by Huber et al (2007) also found that the characteristics of the team shown by social cohesion and task cohesion have a significant effect on performance. Similarly, Manzoor et al. (2011) also found that teamwork has a positive effect on performance.

The second finding in this study shows that organizational justice has a positive direct effect on teacher performance. This means that fair organizational practices will have an impact on teacher performance improvements. According to Colquitt, LePine and Wesson (2015: 205), the perception of justice has been shown to have an effect on community motivation, welfare, performance, attitudes, behaviors and other outcomes relevant to organizations and organizational members. According to Robbins and Judge (2013: 223) organizational justice includes distributive justice, procedural justice, and interactional justice. Previous research conducted by Kalay (2016) also proved the influence of organizational justice on performance. Among the three aspects of organizational justice, distributive justice has a positive influence and significant impact on performance. Research Wang et al. (2010); Shan, Ishaq, and Shaheen (2015) also proved an important role of organizational fairness in influencing performance.

The third research findings in this study prove that work ethics has a direct positive influence on teacher performance. This finding means that a positive work ethic will have an impact on teacher performance improvement. Work ethics is needed in order to produce optimal performance. It is considering the performance itself is closely related behavior that reflects the ethics in the process of carrying out its duties. It is as stated Campbell in Colquitt, LePine and Wesson (2009: 37) which explains that the performance of a set of employee behavior that contribute positively or negatively to the achievement of organizational goals.

Work ethics is important to lead to superior performance because it can be a pointer to positive behaviors that are required in performing the task. It is as Lawton (2013) argues that ethics is a set of principles that provides a framework for the right action of an individual action in accordance with a set of principles. In behaving positively an employee does need a set of principles that can be a clue to

follow. In this case ethics is a framework that can be used as guidance for employees to be able to carry out the work properly and correctly.

In relation to the influence of work ethic on the performance of Sabir et al. (2015) provides an explanation that the assessment of the value of work ethics in the organization can affect the level of employee performance, and on leadership ethics and also impact on overall employee performance. The statement shows the importance of work ethics in influencing the performance of employees in an organization. Previous research by Wahyudi et al. (2013) found that work ethics had a significant effect on performance. The Imam, Abbasi, and Muneer (2013) study also found that a principled work ethic on Islamic values has a significant effect on performance.

The characteristic of the team is known to have a direct positive effect on the work ethic. This result means that a team working with effective characteristics will have an impact on the increased work ethic of teachers. Work ethics is an individual's attitude and behavior as a team member and an organization member that is larger than the number of team members. Such work ethic conditions are heavily influenced by the interactions that occur within the team, so that if there is positive interaction between teams and the team has positive characteristics, it will encourage good work ethics. Effective teams need to have positive characteristics such as respect for each other, tolerance, selflessness, and mutual help. A positive work ethic is also closely related to such traits, so that if the team has positive characteristics, it will automatically have an impact on the building of a positive work ethic as well. Particularly in school life, positive team characteristics can be seen from actions that show showing mutual need for each team, seeing differences as a thing to complement each other, respect each other, motivate each other to improve morale, support each other and participate actively in decision making. Past research results such as Petty, Lim, and Fontan (2008) also provide evidence that teamwork structures show an influence on work ethics..

Furthermore, the results of this study also found that the characteristics of the team have a direct positive influence on organizational justice. This finding means that a team working with effective characteristics will lead to increased organizational justice. Such results indicate that the characteristics of the team are an important factor in the effort to improve organizational justice. The team has special characteristics that differentiate it from other teams, so that between team and team according to Barbera (2016: 140) the characteristics of the team affect the organization's justice, especially on procedural justice as explained, "that certain team features will impact the extent to which procedural justice rules." Some team features such as team characteristics affect the existence of procedural fairness rules. One element of the dimension of organizational justice that has four dimensional elements namely, procedural, distributive, interpersonal, and

information justice, as mentioned in the sense of organizational justice by Greenberg and Colquitt (2013: 303), "we define justice terms of four constructs, distributive, interpersonal, informational justice, "that justice from the four sides of construction is distributive, procedural, interpersonal, and information justice.

Procedural justice is one of the elements in the organizational fairness dimension and several studies have shown that team characteristics influence organizational justice as stated by Colquitt cited by Barbera and Schender (2014), "a few studies have explored explicit team processes and characteristic that might affect justice climate ". Several studies have fully revealed that team processes and team characteristics may affect the existing climate of justice within the organization or educational institution

CONCLUSION

This study concludes that team characteristics, organizational fairness, and work ethics have a direct positive effect on teacher performance; team characteristics directly affect work ethics; and the characteristics of the team have a direct effect on organizational fairness. This result shows that team characteristics, organizational fairness, and work ethics are needed in the effort to improve teachers' performance in the State Elementary School in East Jakarta. Condition of team characteristic factor, organizational justice, and work ethic that support, it will impact improve teacher performance. Conversely, the condition of team characteristic factors, organizational fairness, and work ethics that do not support will have an impact on teacher performance.

As an implication of the results of this study are team characteristics, organizational justice and work ethics will be an important concern in school organizational environment, especially State Elementary School in East Jakarta, in an effort to improve teacher performance. With regard to the characteristics of the team, both the Head of School and teachers in private must have awareness and commitment to build effective team characteristics in order to provide greater benefits for performance improvement. In relation to organizational justice, the headmaster should strive to develop a planned and systematic strategy to bring about justice to the teacher, in order to be a motivation for performing their duties optimally. While related to work ethics, the teacher should take a bigger role in efforts to improve work ethics, because work ethics is closely related to the internal factors of the individual so that his condition is much influenced by the teachers themselves. Therefore, it requires a strong awareness and commitment in the teacher to change his attitude and behavior to fit the positive work ethic.

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