INCREASING COMMITMENT TO ORGANIZATION THROUGH ORGANIZATIONAL JUSTICE AND GROUP COHESIVENESS
(Study Using Correlation Approach and SITOREM Analysis on Private Junior High School Teachers in Tanah Sareal District, Bogor City)

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Abstract. Commitment to organization is determined by the extent to which organizational justice and group cohesiveness emerges and manifests within the organization. In the context of school, this is a challenge that must be used as a principle in the development and performance change for each element in school. The purpose of this study is to seek efforts to increase commitment to the organization through an assessment of the strength of the relationship between commitment to organization owned by teachers and organizational justice and group cohesiveness. This study was conducted with a quantitative approach using correlation analysis and SITOREM analysis. The research was conducted in 16 private junior high schools in Tanah Sareal district, Bogor City. The research population was 171 teachers, the research sample was 120 permanent teachers' foundation the so-called Gru Tetap Yayasan (GTY). The results of this study are: 1) there is a very significant positive relationship between organizational justice and commitment to organization; 2) there is a very significant positive relationship between group cohesiveness and commitment to organization; 3) there is a very significant positive relationship between organizational justice and group cohesiveness together with commitment to organization. Efforts that need to be improved to increase commitment to the organization are: 1) honesty, 2) feasibility in obtaining resources, 3) propriety, 4) justification, 5) explanation, 6) process control, 7) intensity of members to be together and 9) loyalty towards school..

Keywords: organizational commitment; organizational justice; group cohesiveness

I. INTRODUCTION

Commitment to organization is determined by the extent to which organizational justice and group cohesiveness emerges and manifests within the organization. In the context of school, the commitment becomes a challenging variable that must be used as a principle in the development and change in performance, not only for school but also for each element in the school in facing the technological, sociocultural and environmental disruption era. Commitment to organization is interpreted as a sense of engagement and loyalty expressed by organizational members of an organization [1]. Commitment to organization is a factor that influences performance because it positively influences the performance of organizational members [2]. In the context of school, commitment to organization influences the performance of teachers and schools that continue to be in the spotlight because the quality of Indonesian human resources which are currently ranked 65th in GTCI (Global Talent Competitiveness Index) out of of 132 countries in the world in 2020 [3]. Today, the condition of teacher organization commitment is at a weak level. Weak commitment to teacher organization can be identified by the symptom of low teacher work discipline [4]. According to the Analytical and Capacity Development Partnership Indonesia [5], it is found the fact at national level that the number of teacher absenteeism at school reached 10% on the first visit which meant 1 out of 10 teachers was not present at school. Among them, 14% found in school but not in the class during the scheduled teaching time. Their activities while not teaching, although there is a teaching schedule at school shows that 24% do academic work, 32% do administrative work and the rest (44%) do other things. When there is no teaching schedule, 7% do academic work, 40% do administrative work and the remaining 53% do anything else.

Other information relates to weak of teacher work discipline also occurred in the Islamic religious education teacher at lower secondary level the so-called "Madrasah Tsanawiyah (MTs) in City and Bogor Regency, where teachers have yet to obey school regulation properly concerned their duties. Most of these teachers do their activities not seriously, they seem to be busy when teacher performance accreditation and assessment is conducted [6]. At the time of no teaching hours, they generally gather and chat with colleagues at the office and do not read as many books as possible and try to expand knowledge . It is assumed that this behaviour is ineffective and not support the their success in carrying out teaching and learning activities, as well lead to low quality of discipline and teacher responsibilities [7].

The weak commitment of teachers to organization was also reflected in the preliminary study for private junior high school teachers in Tanah Sareal District. A simple deployment of surveys on commitment to organization shows that 24% of respondents have a problem with affective commitment, 37% have problems with sustainability commitment, and 33% of the respondents have problems with normative commitment. Affective commitment refers to emotions attached to the teacher with regard to identification and involvement in the organization. Sustainability commitment shows teacher awareness of the continuation of work. Normative commitment refers to reflection of feelings of obligations to become employees in an organization.

There is an indication that commitment to organization can be influenced by several things, one of which is organizational justice [8]. Organizational justice relates to the distribution of resources that teachers can obtain in an organization compared to their contribution to organization. Organizational justice is very important in the life of the organization, because if the justice does not exist, it can cause the decline in commitment, the occurrence of crimes in the work environment, and the desire to protest [9].

Commitment to organization is also indicated by the cohesiveness of group in the organization [10]. Group cohesiveness is the strength of the wishes of members in groups, and their commitment in the group [11]. Johnson dan Johnson dalam Widiantoro (2019) define group cohesivity as the power of interest between group members that drive members of the group to continue to stay in the group, and also the attraction between individual and his/her group or organization [12]. A number of studies have been carried out on the theme of commitment to organization. Commitment to organization becomes an important bound variable that has been associated with various independent variables such as work motivation [13]–[15], leadership [16]–[18], trust [19]–[21], organizational justice [22]–[24], cohesivity [12], [25], culture quality [26], teacher participation [27]. Hower, research with this theme will continue to be interesting to be examined and updated because of the continued disruption regarding technology, environment and socio-cultural [28]. Changes in technology, communication and economic power demand organization more open and experienced cross-culture which results in changes and diverse human behaviour in the context of the organization [29]. The importance of the role of commitment to organization and the facts that teachers have low commitment to organization has led the researchers to conduct research on commitment to organization. The problem formulation in this study is as follows: (1) Is there a relationship between organizational justice with commitment to the organization?, (2) Is there a relationship between group cohesiveness and commitment to commitment to the organization? Is the organizational justice and cohesivity of groups together have a relationship to commitment to the organization?

Colquitt [30], interprets commitment to organization "... the desire on the part of n employee to remain a member

of the organization ..." which has a free translation as a sincere desire to remain as a member of the organization. Another statement views commitment to organization is employee's effort to identify himself within the organization and continue to actively participate within it [31]–[33]. In the context of school, the concept of commitment of organizations for a teacher is the emotional attachment of teacher with a school where s/he works so s/he is willing to survive, identify her/himself and be involved in achieving school goals [34]. Other reports say that the dimensions of commitment to organization are divided into three namely affective commitment, normative commitment and sustainable commitment [29], [32], [33], [35], [36].

Greenberg defines organizational justice as "... the study of people's perceptions of fairness in organization", which is freely translated as a person perception of balance in an organization [35]. George & Jones suggest organizational justice as "... an employee's perception of overall fairness in his or her organization ..." or in free translation is assumed as a thorough perception of employees about the balance in the organization [33], [37], [38]. A similar opinion was also argued by Patras, in that organizational justice is as the perception of how organizational members were treated fairly at work place organization [39]. The field of research focuses on perceptions and employee' assessment regarding the justice of organizational procedures and decisions [11]. McShane dan Von Glinow share organizational justice into two dimensions, namely distributive justice and procedural justice. Distributive justice is the acceptance of justice in terms of comparison between efforts made with results obtained in other places. Procedural justice is the acceptance of justice on the use of procedures in deciding on the distribution of resources [40], [41]. Justice climate has three components: organizational decisions (distributive justice); procedure for decision making (procedural justice); and the quality of interpersonal treatment as part of this procedure (interpersonal justice) [42]–[44].

Robbins dan Judge [44] suggest that organizational justice is divided into three, namely distributive, procedural and interactional justice. The same opinion was also presented by Schermerhorn [33] who divided this justice into three, namely procedural, distributive and interactional justice. Distributive justice is interpreted as the justice felt by the member after having contributed to the organization. Procedural justice is defined as the justice felt by the member after the process used to determine the results in the organization. Interactional justice is the extent to which a person is treated with dignity, wise and respect [33], [45]. Other literature says that organizational justice is divided into four dimensions, namely distributive justice, procedural justice, interactional justice and informational justice [11], [29], [35], [37], [46]. Additional dimension is informational justice and this is the justice felt as the results of the communication given to employees from the authority [29]. Based on the above explanation, it can be inferred that organizational justice is a perception and feelings of a person for the balance of the treatment s/he received to the

organization where s/he shelves with the indicator of the equality of organizational resource receipts, feasibility in obtaining organizational resources, the process of control, good explanation, justification, honesty, wisdom and respect [47].

The cohesiveness of the group is the power of the connection between individual with and in a group [48]. Cohesiveness shows the extent to which group members like and trust each other, commit to achieving team goals, and sharing a group of pride [32], [49]. The cohesive group will be in unity and have a high spirit. Members love to interact to each other, and they remain in a group for a long time that give a "WE feeling" [44]. The connection motivates group members to continue to live, connect and join in the group [33], [50]. Cartwright & Hare in Riggio [50] state that cohesive group are more satisfied and more productive than non-cohesive group because their members tended to interact more, participate more fully in group activities, and accept and work towards group goals [51]. There are two types of group cohesion namely task and social cohesion [44]. The task cohesion refers to how well the team work together to achieve mutual goals, whereas social cohesion reflects how well the team members associate and enjoy together with each other. These dimensions explain two basic reasons that members like and enjoy together with each other and they need to achieve mutual goals [44]. Carron, Widmeyer, and Brawley in Yulianie [51] divide group cohesiveness into four dimensions, namely: 1) group integration task (GI-T); perceptions of organizational members to the equity and closeness in completing the task; 2) group integration social (GI-S) is a perception of closeness member in the organization in conducting social activities; 3) individual attraction to group task (ATGT) is a feeling of interest for member to engage in conducting group assignments; and 4) individual attraction to group social (ATGS), is a member's feeling of interest involve in group social interactions [52].

II. RESEARCH METHODS

This research is a quantitative research using survey method. The research was conducted in 16 private junior high schools in Tanah Sareal District, Bogor City for six months (February - July 2021). There are two independent variables namely organizational justice (X1) and group cohesiveness (X2), and one dependent variable, namely commitment to the organization (Y). The research sampling process used the proportional random sampling technique with many samples, 120 permanent teachers of foundations from the 171 teacher population.

The data was obtained through a questionnaire in the form of print and digital format (G-FORM), and the statement using a Likert scale based on indicators in each research variable. Before the analysis was carried out, the instrument was tested for its validity by using the Product Moment Pearson technique and tested its reliability through the Cronbach Alpha formula. In addition, the analysis prerequisite test was carried out through the normality test

and homogeneity test. Hypothesis testing is done through correlation analysis and regression while SITOREM analysis is used in compiling the priority sequence of indicators that need to be repaired and maintained.

III. RESULTS AND DISCUSSION

Based on the results of testing hypotheses, it was found that organizational justice with commitment to organization variables have a very significant positive relationships with high relationship strength. This can be seen from the correlation coefficient (r_{y1}) with value of 0.602 where $t_{count} > t_{tabel} = 13,22 > 1,979$ at the significance level $\alpha = 0,05$ and the coefficient of determination (R_{y1}^2) with value of 0,362. Variable relationship is expressed with the linear line equation $\hat{Y} = 50,919 + 0,506 X_1$ which means that every increase in organizational justice unit will cause an increase in commitment to organization of those permanent teacher from the private junior high school or the so-called Guru Tetap Yayasn (GTY) in the sub-district of Sareal land of 51.425 units.

Another result is that group cohesiveness variable with commitment to organization variable has a very significant positive relationship with the strength of moderate relationships. This can be seen from the correlation coefficient (r_{y2}) with the value of 0.510 where $t_{count} > t_{tabel} = 7,919 > 1,979$ at the significance level $\alpha = 0,05$ and the coefficient of determination (R_{y1}^2) with the value of 0,260. Variable relationship is expressed by the linear line equation $\hat{Y} = 51,943 + 0,537 X_2$ which means that every increase in organizational justice unit will cause an increase in commitment to organization by permanent teachers the so-called "Guru Tetap Yayasan" (GTY) from the private junior high school in Tanah Sareal sub-district of 52.471 units. Based on the results of the subsequent hypothesis testing, it was found that group cohesiveness variable with commitment to organization variable has a very significant positive relationship with high relationship strength. It can be seen from the correlation coefficient value of $r_{y.12} = 0,62$ whereby $F_{count} > F_{tabel} = 37,38 > 3,07$ at the significance level $\alpha = 0.05$ and the coefficient of determination (R_{y12}^2) with the values of 0,397. Variable relationship is stated with the linear line equation $\hat{Y} = 36,79 + 0.391X_1 + 0.225X_2$ which means that every increase in organizational justice unit will lead to an increase in commitment to organization by permanent teachers or GTY from the private junior high school in Tanah Sareal District of 37.41 Unit.
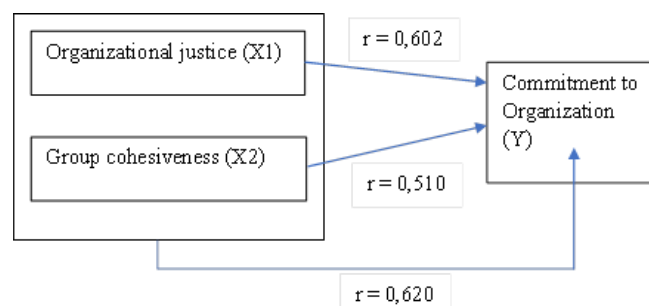
Figure 1. Correlation Analysis Results

Based on SITOREM analysis, the following indicators need to be improved, namely: 1) honesty, 2) feasibility of gaining resources, 3) dignified treatment, 4) good justification, 5) good explanation, 6) process control, 7) intensity to be together, and 8) loyalty. While indicators that can be maintained and developed are: 1) respectful behaviour, 2) equalization of resources, 3) task responsibility, 4) group unity, 5) emotional relations, 6) sense of ownership, and 7) obligations to the norm.

The relationship between Organizational Justice (X1) and Commitment to Organization (Y)

This research found that organizational justice with commitment to organizations has a very significant positive relationship. This is in line with the discovery of research conducted by De Dieu (2020) with the title "Organizational Justice and Organizational Commitment of Public Secondary Teachers in Cameroon" published in the Journal of Education and Practice. His research found that there was a positive and significant relationship between organizational justice and commitment to organization [53].

This research also strengthens the findings of Jameel (2020) at Cihan University-Erbil Journal of Humanities and Social Science entitled Organizational Justice and Organizational Commitment Among Secondary School Teachers that stated that there was a close positive relationship between organizational justice and commitment to organization belong to teachers. The existence of balanced treatment of the school leadership will have a positive impact not only to teacher loyalty but also to job satisfaction, morals and the school environment. Teacher will perceive that school leader applies balanced which ultimately gives them trust to continue to join[54]. Justice climate in organization of both distributive justice, procedural justice and interactional justice has a direct impact on work outcomes such as commitment to organization [55].

In the school context, teacher self-assessment concerned with the perception of the balanced treatment s/he received at school s/he worked was built on the balance of teacher input to the school and the results s/he got from the school. The main input regarding teacher competence will include professional, pedagogy, social and personality competencies. This input is used by schools in their efforts to achieve school goals. Teacher expectation from the school among others include adequate salaries, benefits, good supervision, and a safe and comfortable work environment. This has been the "in-return service" given by the school for the input given earlier. The perception of justice felt by the teacher is also influenced by the acceptance of procedures and rules imposed in school. This procedure and rule relate to the distribution of resources and roles in the school. Justice will be more felt it things relate to regulations for payroll, staffing, reward and punishment, the distribution of teaching schedules and distribution of teaching hours are available. Therefore, the role of school leader is very decisive in the aspect of procedural justice.

Another vital role of the school principal towards the formation organizational justice is how school provides treatment to teacher. The quality of interpersonal treatment received by teacher during school procedure implementation also forming the balanced-perceptions in the school. The treatment of school principal who pays attention to respect (hospitality), obedience, justification and clarify in the procedure, and honesty in communicating to teacher will make easy to the form of justice in school. School leaders who use procedural and interactional justice will enable teacher to be more motivated to appear at the highest level when they consider the procedure and implementation is fair. This motivation will assure teachers that the school do the right thing to them and adversely it is time for them to show their loyalty to school. In addition to loyalty, teachers will have a strong sense of connection to their school. As a result, they will be willing to comply with the rules and norms as their commitment. The perception of justice from teachers who work in private education institutions is very important factor that is effective in the formation of a commitment to organization [56]. Organizational justice will increase the motivation of members who lead to the increase of commitment to organization. Person who experiences a higher level of equity tends to feel to have a level of affective commitment (sense of owning organization) and the level of normative commitment (implementing organizational norms) higher while sustainable commitment is weaker which means they will continue to survive in the organization because of the big balance costs [29]. This study has proven that there is a positive relationship between organizational justice and commitment to organization. The better the organizational justice owned by the teacher, the better commitment to school where they work. Conversely, the reduced organizational justice, the more reduced commitment to organization.

The relationship between group cohesiveness (X2) and commitment to organization (Y)

This study found that group cohesiveness and commitment to organization have a very significant positive relationship. This study also is in compliance with the findings of Junaidi (2021) with the title "Relationship between Between Group Cohesiveness and Interpersonal Communication on Organizational Commitment School Teachers in the Dahlia Cluster" at the Ilomata International Journal of Social Science (IJSS). His findings show the coefficient of correlation between group cohesiveness and interpersonal communication of commitment to organization is positive and significant. The correlation value obtained in the study was r=0,639 (p <0,01) [57]. Cohesivity is a person's responsibility and interest in participating in a group [58]. Cohesiveness exists because of the interest of group members to join the group, interpersonal interest, moral groups, group effectivity, problem solving methods, and leaders' responsibilities. Group members tend to be solid, they like and enjoy togetherness with each other and need mutually to achieve goals [44]. This will encourage them to commit to continue to stay in the same organization. In the

school context, teachers normally are divided into formal groups. This group is based on functions and special tasks developed in school. This group has its own structure which enables a stable interaction pattern between group members through the division of roles and merging norms in the group. Roles and norms are the basic structure to build the interactions in groups.

The success of teachers in carrying out their roles in the group depending on their compliance and seriousness to the group and the school. In a formal group, roles and responsibilities has been designed at the school meeting conducted in early of the academic year. If the group is able to carry out its duties and functions, it shows that the group is effective since members are able to work together and build work-bond to achieve the meeting consensus. In this case, group cohesiveness reflected the extent to which members comply with the decision made and the sense of owning the school. If the role distinguishes the rights and obligations of a member with others in the group, the norm is a rule or a hope that determines the behavior that is in accordance within the group, the standards used by members of the group to regulate their actions [59]. Group norms can be developed by groups, in corridors of regulations apply at school. Each group can develop special norms as long as not contrary to the main norm of the school. The suitability of the group's norms with school regulations indicates a strong connection between interactions formed in groups with teacher compliance to school regulations. Strong connection between fellow teachers to their working groups and separately from school as a unity, will give strength to teacher to continuously survive. This connection gives them the belief that school is the best place for them to work as a teacher. Thus, this study has proven that there is a significant positive relationship between group cohesiveness and commitment to organization. The better the cohesiveness of the group owned by the teacher, the better commitment to the school where they work. Conversely, the reduced cohesiveness is reduced by the commitment.

The relationship between organizational justice (X1) and group cohesiveness (X2) with commitment to organization (Y)

This study found that group cohesiveness and commitment to organization have a very significant positive relationship. This can be seen from the correlation coefficient value of $r_{y.12}= 0,62$. The existence of balanced treatment in terms of rules and norms in the organization has a positive impact on behavioral reactions and levels of a feeling of organizational member [11]. In the school context, the balanced treatment of a school leader or foundation will provide large intrinsic motivation to teachers and satisfaction with results. This balanced treatment can also build confidence to leaders [60]. Emotionally, individuals expect recognition of their existence and the value is not only as personal or resources but as humans. Every individual wants to be treated with respect, appreciation, worthy and this must be considered by leaders where they work in the process of [29]. As a results, they will try to focus in accomplishing

their duties so that the performance of the team and school will continue to increase. As an implication, their school names will have good reputation in the eyes of the community. The linkages and connections among teachers in the working group and as a school unity will strengthen their efforts to continue together and understand each other. This effort encourages empathy, mutual respect and appreciation for having the sense of importance to treat fairly and wisely. If the group is attracted to its members, people really appreciate their membership and are committed to remain as a team member [37]. In the end, the feeling of justice felt by the teacher and understanding to continue to be bound to each other encourage them to build a commitment to the school they work.

In this case, they will try to build their bounding to their fellow at social and task basis. They will be convinced and believe that by uniting themselves into a group they will get conducive working environment, so the goals that have been made by the school can be achieved through teamwork. This sense of justice forms the belief of each teacher that whatever they do either as an individual and part of the team must be rewarded appropriately.The linkages and bounding between teachers in the working group and in school as a unity, strengthen their efforts to continuously together and understand each other. This encourages empathy, mutual respect and appreciation to treat people fairly and wisely. In the end, the feeling of justice felt by the teacher and understanding to be in unity will support them to build a commitment to the school where they work. Based on the above results discussion, this study has proven that there is a significant positive relationship with strong relationships between organizational justice variable (X1) and group cohesiveness (X2) together with the commitment to organization (Y). The higher the organizational justice (X1) and group cohesiveness (X2) mutually, the higher the commitment to organization (Y) shown by teacher.

IV. CONCLUSION

Based on the analysis dan interpretation as discussed earlier, it is concluded that there was a significant positive relationship between organizational justice, group cohesiveness, organizational justice with commitment to organization owned by the teacher. This means to increase commitment to organizations need improvement in indicators of organizational justice and group cohesiveness. This increase is expected to be able to increase commitment and lead to increasing teacher performance in creating excellence human resources

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