

# The Effect of Team Characteristics, Organizational Justice, and Work Ethic on Teacher Job Performance

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**Abstract:** The objective of the study was to examine the effect of team characteristics, organizational fairness, and work ethic on the performance of teachers of elementary school in East Jakarta. The research method is quantitative with the survey. The sample of the study was 209 teachers drawn with simple random technics. Data analysis uses descriptive statistics and path analysis. The results conclude: there is a positive direct effect of team characteristics, organizational fairness, and work ethic on teacher performance; there is a positive direct effect of team characteristics and organizational fairness on teacher work ethics; And there is a direct influence of team characteristics directly positive effect on organizational justice. In conclusion, team characteristics, organizational justice, and work ethics have a direct and positive impact on the performance of teachers of Elementary School in 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 fairness; Performance

## Introduction

The role of performance is necessary to achieve organizational goals, including school organization. In the school environment, teacher performance becomes one indicator of the achievement of educational objectives. Optional teacher performance is needed to improve the quality of national education is still low. The quality of education in Indonesia is 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.

Various problems faced by the education quality in schools today are as diverse as the results of a survey of international studies PIRLS (*Progress in International Reading Literacy Study*) based in Amsterdam the Netherlands. The study was coordinated by the IEA (*The International Association for the Evaluation of Education Achievement*), which aims to measure literacy

achievement at the fourthgrade students participating countries conducted once in five-year cycles. 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 students of Indonesian primary school is significantly below the international average. The study results from the TIMSS (*Trends in International Mathematics and Science Study*) on achievement matematika and science student junior high school which is held every four years, coordinated by the IEA (*The International Association for the Evaluation of Education Achievement*), also produced a score of mathematics achievement And the science of Indonesian VIII students is below the International average (<http://litbang.kemdikbud.go.id/index.php/survei-international-pirls>).

Conceptually Colquitt, Lepine and Wesson (2009) describe the performance of "job performance is formally defined as the value set of employee behaviors that Contribute, either positively or negatively to organizational goal

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*accomplishment*". Performance is a set of employee behaviors that contribute positively or negatively to the achievement of organizational goals. The concept of performance is not much different from Cook raised and Hunsaker (2001), "*performance is a behavior that has been evaluated or measured as to its contribution to organizational goals*", ie Behaviors that have been evaluated or measured as their contribution to organizational goals. Meanwhile, according to Jex and Britt (2008), "*job performance can be defined simply as 'all of the behaviors employees engage in while at work'*", that is all that is used when the employee behavior in the workplace.

According to Sinha *et al.* (2016), the assessment of teacher work performance has three domains, namely knowledge, teaching practice and accuracy of the task. Tucker *et al.* (2002) describes 4 domains that serve as teacher performance standards, namely: teaching skills, assessment skills, creation skills, and professional environments. Stronge (2010) 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 fairness, and work ethics. The characteristics of a solid or cohesive team are needed in order to produce optimal performance. The existence of good teamwork between teachers and also other school members is needed to facilitate and facilitate the work. According to Ancona *et al.* (2009), the team covers all the characteristics of group work but is interdependent and simultaneously responsible for achieving performance goals. According to Doss (3007), the characteristics of successful teams are six: having clear goals, high team members' commitment, clarity of roles, mutual respect, communication openness and consistent training or supervision. Results of previous studies such as do 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), 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. Explanations are not much different from stated Schultz and Schultz (2016), defines justice

organization "*organizational justice fairly Refers to how employees perceive Themselves to be treated by Reviews their company*", ie how fair the employees to feel that he was treated by the company. A previous study such as do Wang *et al.* (2010) provides 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) that ethics refers to the moral principle or value of whether an action is right or wrong. In view of Lawton (2013), "*ethics is defined as a set of principles that provide a framework for the right action, an individual acts in accordance with that set of principles*", ie a set of principles that provide a framework for the correct action against 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, confidence, hard work, no waste of time, morality, suspending gratification, and wasting no time. Previous studies such as do 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

## Method

This research uses quantitative approach with survey method. Its population is 8,987 teachers and their samples of 209 teachers are taken at random simple. Data collected using questionnaire scale scale 1 to 5. The result of calculation of reliability of teacher performance variable showed coefficient Alpha = 0,931, team characteristic obtained coefficient Alpha = 0,963, organizational equity obtained coefficient Alpha = 0,963, and work ethic obtained coefficient Alpha = 0,937. Data analysis using path analysis.

## Result and Discussion

Research data obtained first tested the normality and regression linieritas test that the results showed have met the requirements of normality and linearity. Therefore, further data can be performed inferential statistical calculations with path analysis (*path analysis*) to test the research hypothesis. Before doing the calculation of path coefficients, then the calculation of correlation coefficient between variables and descriptive statistics. The results show that all correlation coefficients between variables marked positive, thus indicating that there is a positive relationship between 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.** Correlations, Mean and Standard Deviation Research Variables

Variable	1	2	3	4
Teacher Performance	1,000			
Team Characteristics	0.761	1,000		
Organizational Justice	0.711	0.765	1,000	
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

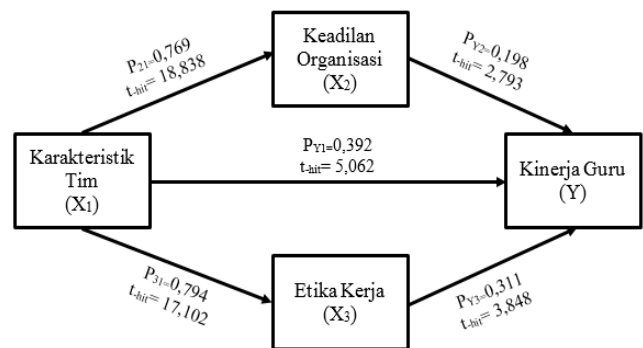
Furthermore, statistical tests were conducted with path analysis to examine the effect of team characteristics, organizational fairness, and work ethics on performance. Table 2 and Figure 1 show the results of the path coefficient calculation, t-count and significance of the influence of each research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

**Table 2.** Coefficient Calculation Strip and t-count

Path Coefficient	T-count	T-table (A = 0.05)
$P_{Y1} = 0.392$	5,062	1.645
$P_{Y2} = 0.198$	2,793	1.645
$P_{Y3} = 0.311$	3,848	1.645
$P_{21} = 0.769$	18,838	1.645
$P_{31} = 0.794$	17,102	1.645

Table 2 above can be further clarified through Figure 1. The calculation result shows path analysis to directly influence the characteristics of a team on teacher performance coefficient lines ( $P_{Y1} = 0,392$  with 5,062 t count> t-table 1.645, so Ho rejected, which means there is a positive direct influence on the performance characteristics of a team of teachers. The path coefficients influence of organizational justice on teacher performance ( $P_{Y2} = 0.198$  to 2.793 t count> t-table 1.645, so Ho rejected, which means justice organization a positive direct effect on the performance of teachers. The path coefficients influence on the performance of

teachers' work ethic ( $P_{Y3} = 0,311$  to 3,848 t count> t-table 1.645, so Ho rejected, which means the work ethic a positive direct impact on teacher performance. The path coefficients characteristic influence on the team work ethic ( $P_{31} = 0,795$  with 18.838 t count> t-table 1.645, so Ho rejected, which means the characteristics of teams direct impact positively on teachers' work ethic. The path coefficients team characteristics influence on organizational justice ( $P_{21} = 0.765$  to 17.102 t count> t-table 1.645, so Ho rejected, which means the characteristics of the team positive direct effect on organizational justice.



**Figure 1.** Line coefficient and t-test

The results of this study first found that team characteristics 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 team members will affect 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 team 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.

Results of previous studies such as do 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 Huber *et al.* (2007) also found that team characteristics shown by social cohesion and task cohesion have a significant effect on

performance. Similarly, the research 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, behavior and other outcomes relevant to organizations and members of the organization. According to Robbins and Judge (2013: 223) organizational justice includes distributive justice, procedural justice, and interactional justice. Previous research conducted by Kalay (2016) also proves 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 proves an important role of organizational fairness in influencing performance.

The third research finding in this study proves that work ethics has a direct positive effect 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 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 employees 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 a guide for employees to be able to carry out the work properly and correctly.

In terms of work ethic influence on the performance of Sabir *et al.* (2015) provides an explanation that the assessment of the value of work ethics within the organization can affect employee performance levels, 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 studies conducted Wahyudi *et al.* (2013) found that work

ethics had a significant effect on performance. The Imam, Abbasi, and Muneer (2013) studies also found that a principled work ethic on Islamic values had a significant effect on performance.

Team characteristics are known to have a direct positive effect on work ethics. 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 in the team, so that if there is a 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 a positive characteristic, 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. Previous researches conducted by Petty, Lim, and Fontan (2008) also provide evidence that the team's work structure shows 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 become an important factor in efforts to improve organizational justice. The team has special characteristics that distinguish it from the other team, so the team one by the other team by Barbera (2016: 140) characteristics of the team affect the fairness organization mainly on procedural justice as explained, "*that Certain team features (team characteristic) would impact the extent to the which procedural justice rules.*" Each team such as team characteristics affect the existence of the rule level of procedural fairness. One element of the dimension of the justice organization that has four elements dimensions, procedural, distributive, interpersonal, and justice information, 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 that is, distributive, procedural, interpersonal, and information justice.

Procedural fairness be one element in the dimension of organizational justice and some studies

suggest that karakteristi team influence of organizational justice as stated by Colquitt cited by Barbera and Schender (2014), "a few studies have explicitly explored team processes and characteristic that Might Affect justice Climate ". Several studies have fully revealed that team processes and team characteristics can influence 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 justice. These results indicate that team characteristics, organizational fairness, and work ethics are needed in an effort to improve the performance of teachers in the State Elementary School in East Jakarta. The condition of the team characteristic factor, organizational fairness, and work ethics that support, it will have an impact improve teacher performance. Conversely, the condition of the team's characteristic factors, organizational fairness, and unemplyed work ethics will have a detrimental effect on teacher performance.

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