



The Optimal Solution for Strengthening the Quality of Teacher Services Through Personality Development and Organizational Justice

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<http://dx.doi.org/10.47814/ijssrr.v6i12.1749>

Abstract

The quality of teacher services is an important element related to achieving national education goals and developing Indonesian people as a whole. The initial survey of teacher service quality at the Bogor Regency PGRI Vocational School has not achieved maximum results. Therefore, the quality of teacher services is interesting to research. This research aims to find ways to improve the quality of teacher services by examining the relationship between teacher service quality teacher personality variables and organizational justice. The research used correlational statistical methods and carried out Sitorem method analysis. The unit of research analysis is the PGRI Vocational School teachers in Bogor Regency with a population of 279 and a sample of 103 teachers. The research results show that there is a positive relationship between teacher personality and teacher service quality with the strength of the relationship $ry_1 = 0.421$ and there is a positive relationship between organizational justice and teacher service quality with the strength of the relationship $ry_2 = 0.297$ so that the quality of teacher service can be improved through teacher personality and organizational justice. The results of this correlation are then integrated with the SITOREM method to obtain a way to improve the quality of teacher services based on personality development and organizational justice through strengthening indicators. The results of SITOREM show that efforts to improve the quality of teacher services can be done by improving the following indicators in order of priority for improvement: (1) stable emotions, (2) openness to experience (3) procedural justice (4) responsiveness (5) attention. The next effort is to maintain 9 indicators that are in good condition, namely: (1) sincerity (2) enthusiasm (3) consensus (4) interpersonal justice (5) informational justice (6) distributive justice (7) physical appearance (8) guarantee (9) reliability.

Keywords: *Teacher Service Quality; Teacher Personality; And Organizational Justice*

Introduction

Education is a major factor in nation-building and is an aspect of life whose existence cannot be separated from rapid change. Global advances in information and communication technology also increase challenges and competition, requiring adjustments to be made quickly. Challenges and competition are also hopes for how education will face the present and the future. Education as part of the main pillar of development and development of human resources (HR) is not left behind or only able to survive but must be strived to be superior and able to compete with educational progress in other countries. The excellence referred to in this case means that it can be a reference for other nations in developing human resources in the field of education.

High expectations for the perfection of educational output require the awareness and seriousness of educational stakeholders to empower educational institutions so that they can run effectively, which has an impact on the quality of superior educational output with all competencies. Professional governance is needed by every educational institution starting from PAUD, SD, SMP, SMP, and SMA. This is done to ensure the continuity of increasing students' knowledge and life competencies as basic capital for nation development in facing the changes and challenges of the times.

The quality of human resources cannot be separated from the quality of education, where one of the main components is teachers. Quality schools are closely related to providing quality educational services. Therefore, teachers are needed who have high qualifications, competence, and dedication in carrying out their professional duties. Foundation Permanent Teachers (GTJ) are the foundation's chosen personnel who are tasked with providing services to the community in a professional, honest, fair, and equitable manner in the provision of educational services.

Service quality is a form of consumer assessment of the level of service received and the level of service expected. The trust of the public who use educational services is closely related to the quality of the school organization's services. The level of trust is built through the service relationship of teaching staff, in this case, teachers, with their students. The quality of teacher service is related to trust, which essentially provides the best service to students, parents, and the surrounding community.

Literature Review

Teacher Service Quality

According to Kotler, (2000), service quality is a comparison between the quality received after receiving the service and the expected quality. Meanwhile, according to Baines et al (2011), service quality is the customer's perception of the difference between the service received compared to the expected service. According to Kabir Hussain (2010), service quality is a model for identifying the difference between consumer expectations for services and their assessment of the services received. According to Hermen Jan Van Ree (2009), Service quality is an assessment of how well the level of service provided meets customer expectations.

According to Nagabushanam (2013), service quality is a term used in business administration that describes achievements in service on the objective side and subjective side of service, namely customer expectations for the services received and the service delivery capabilities of the service provider. According to Yosliogu et al (2013), service quality is a comparison between expected services and actual performance. According to Gable et al (2012) stated that service quality was developed to assess the gap between customer expectations and the level of service quality provided. According to Peter and Donnelly

(2011), service quality is a comparison made by customers between the service they receive and the service they expect.

Based on the theory above, it can be synthesized that teacher service quality is a comparison between expected service and actual performance to meet customer expectations, especially students. Service quality indicators are divided into five, namely (a) teacher physical appearance (b) teacher reliability (c) responsiveness (d) teacher assurance (e) teacher attention.

Personality

According to Gibson et al & R. Konospake (2006), personality is a set of characteristics, tendencies, and temperament (relatively stable individuals) that have been significantly shaped by inheritance and by social, cultural, and environmental factors. According to Dowd and Schneider (2006), personality is a group of stable characters, tendencies, and temperaments that are formed both from heredity and socio-cultural environmental factors. According to Kreitner and Kenicki (2007), personality is defined as a combination of a person's physical and mental characteristics that is stable as their identity. According to Greenberg and Baron (2008) personality is an individual's unique and relatively stable patterns of behavior, thoughts, and emotions.

According to Colquitt and Wesson (2011), teacher personality refers to the structures and tendencies within people that explain their distinctive patterns of thinking, emotions, and behavior. According to Helriegel and Solum (2011), personality is an overall profile or combination of stable psychological attributes that are unique characteristics of a person. According to Crae and Costa (2012) personality is a dimension of individual differences in the tendency to show consistent patterns of thoughts, feelings, and actions.

Based on the opinions of several experts, it can be synthesized that personality is the character, behavior patterns, thoughts, and emotions of an individual who are unique and relatively stable with the indicators (a) seriousness (b) openness to experience (c) enthusiasm (d) consensus (e) stable emotions.

Organizational Justice

Demirel (2013) defines organizational justice as the perception of people comparing their results and input with those of others and then assessing the equality of these relationships in the form of ratios. Akanbi, Paul Ofoegbu, and Eugene (2013) that organizational justice refers to employees who feel they are treated fairly by the organization in every aspect. Baron (2008) defines organizational justice as the perception of organizational members regarding the justice that occurs within the organization. According to Robbins and Judge (2015), most employees evaluate how fairly employees are treated by the organization. Baldwin (2006) defines organizational justice as the extent to which employees feel that work procedures, workplace interactions, and work results can be handled fairly.

According to Colquitt (2015), organizational justice is an employee's assessment of the fairness or fairness of decision-making that has been carried out by the authorities. According to Donnelly and Konospake (2012), organizational justice is the degree or intensity of a person's feelings regarding the fair treatment they receive in the workplace. According to Kreitner and Kinicki (2007), School Organizational Justice reflects the extent to which people in the organization feel that they have been treated fairly where they work. Based on the opinions of experts, it can be synthesized that organizational justice is the level at which an individual feels treated equally or equally in the organization where he works with indicators of (a) distributive justice (b) procedural justice (c) informational justice (d) interpersonal justice.

Research Methods

This research uses quantitative methods with a correlation survey model. The independent variables in this research are personality (X1) and organizational justice (X2), while the dependent variable (Y) is the quality of teacher services. The population in this study were PGRI Vocational School teachers, Bogor Regency. The sample in the study was calculated using the Slovin formula as many as 103 people. The sampling technique uses Multistage Sampling. The first stage was a cluster, the second stage was purposive and the third stage was sampling at each school carried out using a proportional random sampling technique.

Quantitative research data was analyzed using descriptive statistics and inferential statistics. Inferential statistics using regression-correlation analysis. Data analysis was carried out using the normality error test and variance homogeneity test. Determining the regression equation, testing the significance of the regression equation, linearity of regression, and testing hypotheses with correlation tests. The qualitative data analysis process was carried out in two stages, namely analysis during the data collection process in the field and analysis after data collection by comparing the data values for each item using the SITOREM method.

Results and Discussion

Testing Requirements Analysis

1. Normality Test

The results of the normality test calculation of the estimated error ($Y-\hat{Y}_1$) of the teacher service quality variable on the teacher personality variable obtained a L_{count} value of 0.060 while L_{table} was 0.080. The normal requirement is $L_{count} < L_{table}$, so the estimated standard error ($Y-\hat{Y}_1$) of the teacher service quality variable for the teacher personality variable is normally distributed.

The results of the normality test calculation of the estimated error ($Y-\hat{Y}_2$) of the teacher service quality variable on the organizational justice variable obtained a L_{count} value of 0.070 while L_{table} was 0.080. The normal requirement is $L_{count} < L_{table}$, so the estimated standard error ($Y-\hat{Y}_2$) of the teacher service quality variable on the organizational justice variable is normally distributed.

Table 1 Normality Test Estimated Standard Error ($Y-\hat{Y}$)

No.	Estimate Error	L_{Count}	L_{table} (0,05;103)	Conclusion
1	($Y-\hat{Y}_1$)	0,060	0.080	Normal
2	($Y-\hat{Y}_2$)	0,070	0.080	Normal

2. Homogeneity Test

The results of the homogeneity of variance of the teacher service quality variable on teacher personality obtained a value of χ^2_{count} of 27.82, while χ^2_{table} at $\alpha = 0.05$ was 47.39. Thus, the data variance of the teacher service quality variable on the teacher personality variable is declared homogeneous.

The results of the homogeneity of variance of the teacher service quality variable on organizational justice obtained a value of χ^2_{count} of 46.28, while χ^2_{table} at $\alpha = 0.05$ was 55.75. Thus, the data variance for the teacher service quality variable regarding the organizational justice variable is declared homogeneous.

Table 2. Test of Homogeneity of Variance Data for Variable Y Based on Data X₁ and X₂

Y variance Based on X	DK	χ^2_{Count}	$\chi^2_{\text{table}} (\alpha = 0,05)$	Conclusion
Y to X ₁	33	27,82	47,39	Homogeneous
Y to X ₂	40	46,28	55,75	Homogeneous

Hypothesis Test

1. Relationship between Teacher Personality and Teacher Service Quality

The correlation between the teacher personality variable (X₁) and the service quality variable (Y) is determined by the coefficient of determination (r^2_{y1}). Based on the estimation results, an r^2_{y1} value of 0.177 was obtained. These results indicate that 18% of the teacher service quality variable (Y) can be influenced by the teacher personality variable (X₁). The resistance of the relationship between the teacher personality variable (X₁) and the teacher service quality variable (Y) is determined by the correlation coefficient r_{y1} of 0.421. Based on the results of the correlation test, it can be seen that the t-count is 5.15 while the t-table is 1.98. This shows that the correlation coefficient of the teacher personality variable (X₁) with the teacher service quality variable (Y) is significant. Based on the test results, it can be concluded that there is a positive relationship between the teacher personality variable (X₁) and the teacher service quality variable (Y).

Table 3. ANOVA Significance of X₁-Y Correlation

DK (N-K)	T _{count}	table		Conclusion
		$\alpha = 0,05$	$\alpha = 0,01$	
101	5,15**	1,98	2,62	Significant

2. Relationship between Organizational Justice and Teacher Service Quality

The correlation between the organizational justice variable (X₂) and the teacher service quality variable (Y) is determined by the coefficient of determination (r^2_{y2}). Based on the estimation results, an r^2_{y2} value of 0.089 was obtained. These results indicate that 9% of the teacher service quality variable (Y) can be influenced by the organizational justice variable (X₂). The resistance of the relationship between the organizational justice variable (X₂) and the teacher service quality variable (Y) is determined by the correlation coefficient r_{y2} of 0.297.

Based on the results of the correlation test, it can be seen that the t-count is 3.28 while the t-table is 1.98. This shows that the correlation coefficient of the organizational justice variable (X₂) with the teacher service quality variable (Y) is significant. Based on the test results, it can be concluded that there is a positive relationship between the organizational justice variable (X₂) and the teacher service quality variable (Y).

Table 4. ANOVA Significance of X₂-Y Correlation

DK (N-K)	t _{count}	t _{table}		Conclusion
		$\alpha = 0,05$	$\alpha = 0,01$	
101	3,28	1,98	2,62	Significant

3. Relationship between Teacher Personality and Organizational Justice together with Teacher Service Quality

The correlation between teacher personality variables (X1) and organizational justice (X2) together with teacher service quality (Y) is determined by the coefficient of determination (r^2_{y12}). Based on the estimation results, an r^2_{y12} value of 0.179 was obtained. These results indicate that 18% of the teacher service quality variable (Y) can be influenced by teacher personality variables (X1) and organizational justice (X2). The resistance of the relationship between the teacher personality variables (X1) and organizational justice (X2) together with the teacher service quality variable (Y) is determined by the correlation coefficient r_{y12} of 0.423. Based on the results of the regression test, it can be seen that F_{count} is 7.30 while F_{table} is 3.08. This shows that the correlation coefficient of teacher personality (X1) and organizational justice (X2) together with the teacher service quality variable (Y) is significant. There is a positive relationship between teacher personality variables (X1) and organizational justice (X2) together with the teacher service quality variable (Y). Based on the test results, it can be concluded that there is a positive relationship between the teacher personality variables (X1) and organizational justice (X2) together with the teacher service quality variable (Y).

Table 5. ANAVA

Multiple Correlation Coefficient ($R_{y.12}$)	t_{Count}	t_{table}		Conclusion
		$\alpha = 0,05$	$\alpha = 0,01$	
0,423	7,30	3,08	4,82	Significant

1. Partial Correlation Test

Based on the results of the first partial correlation test calculation, the partial correlation value of teacher personality (X1) with teacher service quality (Y) with control for organizational justice (X2) (r_{y12}) = 0.215. Based on the results of the significance test, this value is significant ($t_h = 2.27 > t_t = 1.98$ ($\alpha=0.05$)). Thus it can be concluded that the relationship between teacher personality and teacher service quality is not influenced by organizational justice variables.

Table 6. Partial Correlation Test Results for the X1 -Y Relationship with X2 control

Controlling Variables	r Partial	t_{count}	t table $\alpha = 0,05$	Conclusion
X ₂	0,215	2,27	1,98	Significant

Based on the results of the second partial correlation test calculation, the partial correlation value was obtained between organizational justice (X2) and teacher service quality (Y) with control for teacher personality (X1) (r_{y12}) = 0.084. Based on the results of the significance test, this value is very significant ($t_h = 0.86 < t_t = 1.98$ ($\alpha = 0.05$)). Thus it can be concluded that the relationship between organizational justice and teacher service quality is influenced by teacher personality variables.

Table 7. Results of the Partial Correlation Test for the X2 -Y Relationship with X1 control

Controlling Variables	r Partial	t_{count}	t table $\alpha = 0,05$	Conclusion
X ₁	0,084	0,86	1,98	No Significant

2. Indicator Weight Assessment

The indicator weight assessment is carried out by expert judgment with the following data:

Table 8. Weight Assessment of Teacher Service Quality Variable Indicators (Y)

No	INDICATOR	ASSESSMENT ASPECTS				VALUE	WEIGHT (%)
		C	B	U	I		
1	<i>Tangibles</i>	3	4	3	4	3,5	18%
2	<i>Reliability</i>	4	4	4	4	4	21%
3	<i>Responsiveness</i>	4	5	4	5	4,5	23
4	<i>Empathy</i>	4	4	4	5	4,3	22
5	<i>Assurance</i>	3	3	3	3	3	16
Total						19,3	100%

Table 9. Weight Assessment of Teacher Personality Variable Indicators (X1)

No	INDICATOR	ASSESSMENT ASPECTS				ALUE	WEIGHT (%)
		C	B	U	I		
1	<i>Conscientiousness</i>	3	4	3	4	3,5	19
2	<i>Openness to experience</i>	3	4	4	5	4,0	22
3	<i>Extraversion</i>	4	4	3	4	3,8	20
4	<i>Agreeableness</i>	2	3	2	3	2,5	14
5	<i>Emotional Stability</i>	4	5	4	5	4,5	25
Total						18,3	100%

Table 10. Weight Assessment of Organizational Justice Variable Indicators (X2)

No	INDICATOR	ASSESSMENT ASPECTS				VALUE	WEIGHT (%)
		C	B	U	I		
1	<i>Distributive justice</i>	3	3	3	4	3,3	21
2	<i>Procedural justice</i>	3	4	4	5	4	26
3	<i>Interpersonal justice</i>	4	5	4	5	4,5	30
4	<i>Informational justice</i>	3	4	3	4	3,5	23
Total						15,3	100%

Table 11 Average expert assessment of the service quality variable (Y)

Indikator	Ahli I	Ahli II	Average
<i>Tangibles</i>	18%	25%	22%
<i>Reliability</i>	21%	16%	19%
<i>Responsiveness</i>	23%	19%	21%
<i>Empathy</i>	22%	16%	19%
<i>Assurance</i>	16%	23%	20%
Total	100%	100%	100%

Table 12. Average expert assessment of the Teacher Personality variable (X1)

Indicator	Expert I	Expert II	Average
<i>Conscientiousness</i>	19%	26%	23%
<i>Openness to experience</i>	22%	21%	22%
<i>Extraversion</i>	20%	18%	19%
<i>Agreeableness</i>	14%	12%	12%
<i>Emotional Stability</i>	25%	24%	25%
Total	100%	100%	100%

Table 13. Average expert assessment of the Organizational Justice Variable (X2)

Indicator	Expert I	Expert II	Average
<i>Distributive justice</i>	21%	22%	22%
<i>Procedural justice</i>	26%	15%	21%
<i>Interpersonal justice</i>	30%	30%	30%
<i>Informational justice</i>	23%	33%	28%
Total	100%	100%	100%

Determination of Indicator Classification

The determination of indicator classification is as follows:

Table 14. Determination of Indicator Classification

No	Score Weight	Indicator Classification
1.	4.00 - 5.00	Maintained or Developed
2.	0.00 - 3.99	Priority for immediate repair

Discussion

1. Relationship between Teacher Personality and Teacher Service Quality

The strength of the relationship between teacher personality and teacher service quality can be seen in the results of the correlation test with a correlation coefficient value of 0.421. The diversity that exists in the quality of teacher services is related to teacher personality as seen from the coefficient of determination value of 0.177 so the diversity that exists in the quality of teacher services can be explained by teacher personality with a contribution of 18%. Meanwhile, 82% are influenced by other factors outside the teacher's personality. Personality is an individual's unique and relatively stable character, behavior patterns, thoughts, and emotions. A good teacher personality will improve the quality of teacher services. It can be concluded that there is a positive relationship between teacher personality and the quality of teacher services, so that teacher personality is an important factor in efforts to improve the quality of teacher services.

2. The relationship between Organizational Justice and Teacher Service Quality

The strength of the relationship between organizational justice and teacher service quality can be seen in the results of the correlation test with a correlation coefficient value of 0.297. The diversity that exists in the quality of teacher services is related to organizational justice as seen from the coefficient of determination value of 0.089 so the diversity that exists in the quality of teacher services can be explained by organizational justice with a contribution of 9%. Meanwhile, 91% is influenced by other factors

outside organizational justice. This follows Kreitner and Kenicki's (2007) statement that organizational justice in schools reflects the extent to which people in the organization feel that they have been treated fairly where they work.

Based on these results, organizational justice can influence the quality of teacher services. When someone feels they are being treated fairly and feels comfortable in the work environment, the quality of service will increase. It can be concluded that there is a positive relationship between organizational justice and the quality of teacher services so organizational justice is an important factor in efforts to improve the quality of teacher services.

3. The Relationship between Teacher Personality and Organizational Justice Together with Teacher Service Quality

The strength of the relationship between teacher personality and organizational justice together with the quality of teacher services can be seen in the results of the correlation test with a correlation coefficient value of 0.179. The diversity that exists in teacher service quality is related to teacher personality and organizational justice as seen from the coefficient of determination value of 0.423 that the diversity that exists in teacher service quality can be explained by teacher personality and organizational justice with a contribution of 18% to the teacher service quality factor being determined jointly. -equally by teacher personality and organizational justice.

Apart from that, to see how strong the relationship between the independent variable and the dependent variable is to get the optimal solution from this research and to optimize each indicator for each research variable, this is done by giving weight to each indicator, based on the Theory of Scientific Introduction to Research. Operations in the field of Education Management known as SITOREM (Hardhienata, S: 2017) are as follows:

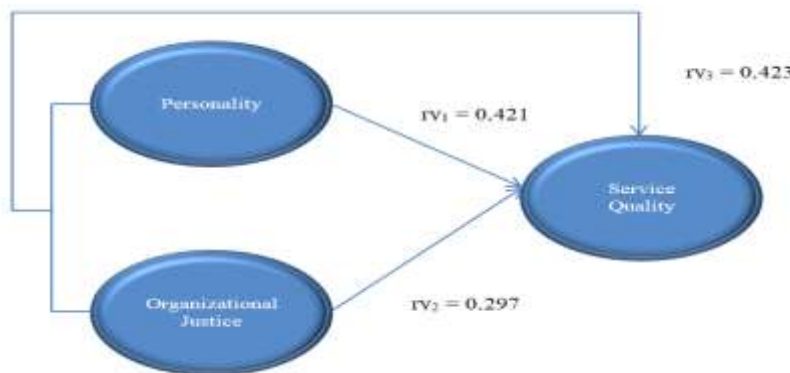


Figure 1. Correlation Analysis

Table 15. Determination of Indicator Classification Teacher Service Quality Variable (Y)

No	Indicator	Assessment Weight (Expert)	Average Score Rating result	Ranking of Indicators within Variables
1.	Tangibles	22%	4,55	(22%)(4,55): Maintained or developed
2.	Reliability	19%	4,63	(19%)(4,63): Maintained or developed
3.	Responsiveness	21%	3,92	(21%) (3,92): To be fixed
4.	Empathy	19%	3,97	(19%)(3,67): To be fixed
5.	Assurance	20%	4,67	(20%)(4,67): Maintained or developed
Total		100%	4,35	

Table 16. Determination of Indicator Classification Teacher Personality Variable (X1)

No	Indicator	Assessment Weight	Average Score Rating result	Ranking of Indicators within Variables
1.	<i>Conscientiousness</i>	23%	4,47	(23%)(4,47): Maintained or developed
2.	<i>Openness to experience</i>	22%	3,79	(22%)(3,79): To be fixed
3.	<i>Extraversion</i>	19%	4,41	(19%)(4,41): Maintained or developed
4.	<i>Agreeableness</i>	12%	4,57	(12%)(4,57): Maintained or developed
5.	<i>Emotional Stability</i>	25%	3,93	(25%) (3,93): To be fixed
Total		100%	4,18	

Table 17. Determining Classification of Organizational Justice Variable Indicators (X2)

No	Indicator	Assessment Weight	Average Score Rating result	Ranking of Indicators within Variables
1.	<i>Distributive justice</i>	22%	4,40	(22%)(4,40): Maintained or developed
2.	<i>Procedural justice</i>	21%	3,98	(21%)(3,98): To be fixed
3.	<i>Interpersonal justice</i>	30%	4,39	(30%)(4,39): Maintained or developed
4.	<i>Informational justice</i>	28%	4,43	(28%)(4,43): Maintained or developed
Total		100%	4,30	

From the research results it will be shown that there is a positive influence of the dependent variable with the correlation coefficients ρ_{y1} , ρ_{y2} , and ρ_{y12} for each variable as follows:

Table 18. Correlation Coefficient Calculation Results

Correlation coefficient	Correlation Coefficient Value	Relationship strength level
Γ_{y1}	0,421	Strong enough
Γ_{y2}	0,297	Not Strong enough
Γ_{y12}	0,423	Strong enough

Based on the identification of the strength of the relationship between research variables, the weight of expert assessments, and the average score of research results from each indicator of the independent variable which has a major contribution to the dependent variable, a priority order of indicators that need to be maintained and those that need to be immediately improved can be arranged. Analysis of research results for each research variable indicator is calculated from the average score for each research variable indicator. After obtaining the average score of the research results for each indicator and the weight (%) of each indicator, an analysis is then carried out to determine the classification of research variable indicators, namely as follows: a) Groups of indicators that need to be maintained or developed (high weight and score tall). b) Group of indicators that need immediate improvement (high weight and low score). In summary, the final results of the SITOREM analysis are described as follows:

Table 19. SITOREM Analysis

Personality ($r_{y1} = 0,421$) (rank. I)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Agreeableness	1 st	Conscientiousness	4,47
2	Conscientiousness	2 nd	Openness to experience	3,79
3	Emotional Stability	3 rd	Extraversion	4,41
4	Extraversion	4 th	Agreeableness	4,57
5	Openness to experience	5 th	Emotional Stability	3,93

Organizational Justice ($r_{y1} = 0,297$) (rank. II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Distributive Justice	1 st	Distributive Justice	4,40
2	Informational Justice	2 nd	Procedural Justice	3,98
3	Interpersonal Justice	3 rd	Interpersonal Justice	4,39
4	Procedural Justice	4 th	Informational Justice	4,43

Service Quality				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Assurance	1 st	Tangibles	4,55
2	Empathy	2 nd	Reliability	4,63
3	Reliability	3 rd	Responsiveness	3,92
4	Responsiveness	4 th	Empathy	3,97
5	Tangibles	5 th	Assurance	4,67

SITOREM ANALYSIS RESULT		
Priority order of indicator to be Strengthened		Indicators remain to be maintained
1 st	Openness to experience	1. Conscientiousness
2 nd	Emotional Stability	2. Extraversion
3 rd	Procedural Justice	3. Agreeableness
4 th	Responsiveness	4. Distributive Justice
5 th	Empathy	5. Interpersonal Justice
		6. Informational Justice
		7. Tangibles
		8. Reliability
		9. Assurance

Conclusion

The results of the research show that there is a positive relationship between teacher personality and teacher service quality with a relationship strength of $r_{y1} = 0.421$ and there is a positive relationship between organizational justice and teacher service quality with a relationship strength of $r_{y2} = 0.297$. This reflects that improving the quality of teacher services can be done by improving teacher personality and organizational justice. Good indicators are maintained or developed and indicators that are not good are

improved. The results of the Sitorem analysis show that the components of teacher personality, organizational justice, and teacher service quality were found to be 9 indicators whose condition was already good so they needed to be maintained, namely: (1) sincerity (2) enthusiasm (3) consensus (4) interpersonal justice (5) fairness informational (6) distributive justice (7) physical appearance (8) guarantee (9) reliability. Meanwhile, 5 components still need to be improved, in order of priority for improvement, namely: (1) stable emotions (2) openness to experience (3) procedural justice (4) responsiveness (5) attention. Indicators that still need to be improved need attention so that the quality of teacher services continues to improve.

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