

# Biological Teachers' Personality and Task Performance Mediated by Procedural Justice

Ilena Amalia Luthfi<sup>1</sup>, I. Made Putrawan<sup>2</sup>, Mieke Miarsyah<sup>3</sup>

<sup>1</sup>Magister Student, <sup>2</sup>Professor, <sup>3</sup>Biological Education Lecturer, State University of Jakarta, Indonesia

## Abstract

In any organization, especially in school system, justice is among other things discussed by teachers and school principal. Question about how teachers will well performed, theoretically influenced by how their personality and how they treated with full of justice, procedurally. The objective of this research, therefore, tried to find out whether biological teachers' task performance affected by personality and procedural justice as well. A causal survey used by involving 90 senior high school biological teachers. There were three instruments developed for measuring big-five factors-personality (P), procedural justice (PJ) and task-performance (TP). Data analyzed by using path analysis after analyzed by regression and correlation. Research findings revealed that personality and procedural justice directly and significantly affect teachers' task performance. Moreover, procedural justice was a good mediated factor connecting between personality and task performance. It could be concluded that if teachers' task performance would like to be improved positively, teachers personality and procedural justice could not be neglected due to teachers' task performance variation affected by those two factors, in order to build a high biological teachers quality.

**Keywords:** *Big-five Personality, Procedural Justice, Task Performance, Path Analysis.*

## Introduction

Schools are formal educational institutions whose role was to achieve educational goals. The purpose of national education includes making students have knowledge, skills, and character. Quality of human resources is a benchmark of the progress of a country. Teachers are one of the determinants of the high and low quality of education. The role of the teacher was very important in the education. In achieving good quality education is strongly influenced by the performance of teachers in carrying out their duties so that teacher performance becomes an important demand for achieving educational success.

Teacher competence was the main requirement for achieving quality education because teachers interact

directly with students through learning in class. In learning, teacher interaction with students will largely be determined by the personality characteristics of the teacher concerned. Teachers who master personality competencies will greatly help efforts to develop student character and create an interesting and innovative learning processes.

At school, teachers have large moral duties and responsibilities towards student success. Teacher performance is a collection of various tasks to achieve educational goals. In an organization, one of the factors supporting the increase in performance was procedural justice. Procedural justice is a person's assessment of decision making in accordance with the procedures performed by the leadership of members of the organization.

Hoy & Miskel<sup>1</sup> explained the reasons why one high school was so productive and the teacher was eager to work.<sup>1</sup> Hoy explained that, principals were open and friendly and treated teachers fairly and treated them as colleagues, while at the same time asking them to implement high performance standards. Therefore, the

---

### Corresponding Author:

**Prof. Dr. I. Made Putrawan**

State University of Jakarta

e-mail: putrawan.imade@yahoo.com

procedural justice factor that supports the teacher to work as well as possible was very important.

Personality can affect the assessment of the organization, personality was needed such as conscientiousness, agreeableness, and emotional stability in assessing procedural fairness received by the teacher. Therefore in this research, research problems were whether biological teachers' task performance was affected by personality and procedural justice as well.

Before solving those problems, it should be made clear what actually meant by task performance was part of job performance, personality and procedural justice. Colquitt, LePine and Wesson<sup>2</sup> described job performance was formally defined as the value of the set of employee behaviors that contribute, either positively or negatively, to organizational goal accomplishment.<sup>2</sup> Behaviors that make a positive contribution consist of two behaviors, namely task performance and citizenship behavior. Whereas behavior that contributes negatively to the achievement of organizational goals is counterproductive behavior. Performance is behavior related to the expected completion of work, specific or formal by each member of the organization.

McShane explained that task performance refers to behaviors directed at goals under individual control that support organizational goals.<sup>4</sup> This means that the performance of the task aims to achieve organizational goals through the tasks given by a leader that leads to the achievement of organizational goals.

Task performance is divided into three, namely routine task performance, adaptive task performance, and creative task performance. Routine task performance involves employee responses to demands that occur normally, routinely, or in other predictable ways. Whereas adaptive task performance involves employee responses to task demands that were unusual, or, at the very least, unpredictable.

All types of performance relate to core tasks and job responsibilities and often relate directly to functions listed in formal job descriptions. These statements reveal that the performance of the task can be measured by the quality and amount of production or the results of the work done by someone, besides that the assessment of the performance of the task can be done through monitoring the extent to which the level of effectiveness and efficiency of someone in doing

the task, then the performance is inseparable from core tasks, responsibilities, related to job descriptions.

An individual's personality can be seen from everyday behavior that radiates from within someone. Each individual can interact with other people because they have the uniqueness of each individual. The uniqueness is seen from emotions, thoughts and behavior patterns. Bruce Dyck and Mitchell J. Neubert defined personality as a unique and relatively stable pattern of behavior, thoughts and emotions exhibited by individuals.<sup>5</sup> George & Jones described personality is a person's permanent pattern in thinking, feeling and behaving.<sup>6</sup>

From the opinions of some experts, it can be concluded that personality is a relatively fixed behavior that reflects individual behavior in seeing, thinking, feeling and acting on the problems they face. Personality contains several elements, indicators, dimensions, or characteristics. The best known personality dimension model is Big Five Personality which consists of five basic dimensions, namely extraversion, agreeableness, conscientiousness, neuroticism and openness experience.

Robert Kreitner and Angelo Kinicki defined procedural justice as procedural justice is defined as the perceived fairness of the process and procedures used to make allocation decisions.<sup>7</sup> Procedural justice is a view of justice from every process used to produce an award.<sup>8</sup> Fair treatment has been proven to reduce stress levels and can improve performance and job satisfaction, commitment to the institution.

There were several dimensions in procedural justice according to Colquitt, namely the treatment of impartial leadership, justification in solving problems, consistent in the application of rules, neutral and unbiased information.

**Research Methodology:** This research is quantitative approach, a causal type with survey method. The objective of this research was to get information about whether biological teachers' task performance affected by personality and procedural justice. The populations in this research involved 96 biological teachers in State Senior High School Teachers (SMA) in East Jakarta. Based on the Simple Random Sampling (SRS) technique and McClave formulae, 90 biological teachers selected as sample in this research.

The instruments in this research measured by opinionnaire containing several statements. Validity of instruments has been measured using Pearson Product Moment and reliability using Cronbach Alpha. Data were analyzed by path analysis. The list of statements distributed must be fulfilled by the respondent to get information about the effect of personality (X1) and procedural justice (X2) as exogenous variable on task performance (X3) as endogenous variable.

### Results and Discussion

Considering statistical computation results by applying SPSS, found that personality was directly and significantly affect procedural justice with phi-coefficient was 0.625. Procedural justice also directly and significantly affect biological teachers task performance with phi-coefficient 0,499. Then, personality was directly and significantly affect biological teachers task performance with phi-coefficient 0,706.

Personality which consists of five main dimensions, agreeableness, extraversion, conscientiousness, openness, and emotional stability proved to have high contribution in affecting procedural justice. Personality reflects the attitude of awareness that is owned by each person in accepting decisions fairly, and is able to carry out work with full responsibility, through, tenacious and persistent.

This result also supported by Nasution, Putrawan & Vivanti S which found when procedural justice would be improved, factors such as school leadership and personality could be taken into account.<sup>9</sup> When teachers are treated unfairly, personality and performance often decrease, even disserve to the organization. In term of teachers' personality which measured by big-five personality, found affected directly on employees' performance.<sup>10</sup> Robbins and Judge described the relationship of 5 personality traits and task performance, that of the 5 personality traits, there were 3 traits that have an effected on task performance, namely extraversion, adaptability, and seriousness.<sup>11</sup> The personality traits of the three were the ability to interact with other individuals, much preferred because they were easy to adapt, and have a large and diligent effort so as to produce high task performance.

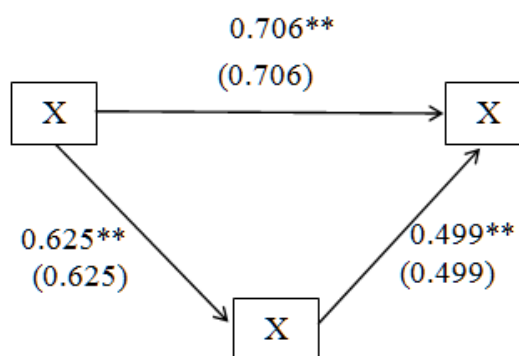


Fig. 1 Empirical Model X1 = Personality; X2 = Procedural Justice; X3 = Task Performance

### Conclusions

Based on the analysis of data and findings that have been described previously, it can be concluded that: 1) Personality has a direct significant effect on procedural justice; 2) Procedural justice has a direct significant effect on task performance; 3) Personality has a significant direct effect on task performance; 4) Personality has a significant indirect effect on task performance through procedural justice. Therefore, to improve teachers task performance, personality and principals procedural justice need to be considered. In this study, procedural justice is proven to be a good mediator variable for personality and task performance.

**Acknowledgment:** I would like to say thank you for the support given by State University of Jakarta for administrative permits, and also thanks you to Prof. Dr. I Made Putrawan for the guidance and support.

**Conflict of Interest:** Author does not have a conflict of interest.

**Source of Funding:** Self

**Ethical Clearance:** Done by Research Committee.

### References

1. Hoy WK. Cecil GM. Educational Administration, Theory, Research and Practice.9th ed. New York: McGraw-Hill 2013.
2. Colquitt AJ. Jeffery AL. Michael JW. Organizational Behavior Improving Performance and Commitment in the Workplace. New York: McGraw Hill 2011

3. Lindsay WM, Petrick JA. Total Quality an Organization Development. Florida: Santa Luce Press 1997.
4. McShane SL. Glinow MV. Organizational Behavior: Emerging knowledge and practice for the real world. New York: McGraw-Hill Higher Education 2009.
5. Bruce D. Mitchell JN. Principles of Management. New Zealand: South-Western 2009.
6. Jones GR. George JM. Understanding and Managing Organizational Behavior. New Jersey: Pearson 2005.
7. Kreitner R, Kinicki A. Organizational Behavior. New York: Mc Graw Hill Companies Inc 2008.
8. Gibson JL. Ivancevich. Donnelly JH. Organizational Behavior, Structure, Processes. New York: McGraw-Hill 2012.
9. Nasution S.D.K. Putrawan IM. Sigit DV. Biology Teacher Procedural Justice Based On School Leadership and Personality. International Journal of Engineering Technologies and Management Research, 2019,6 (7), 123-128.
10. Putrawan IM. Employees' Performance Based on Leadership Styles and Big-Five Personality Mediated by Integrity. International Journal of Innovative Technology and Exploring Engineering (IJITEE), 2019,9 (1), 3052-3055.
11. Robbins SP. Timothy AJ. Organizational Behavior. 15th ed. New Jersey: Prentice Hall 2017.