

The Effect of Leadership Behavior, Justice, and Organizational Climate on Dignity Behavior

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Abstract

This present study aims at investigating the influence of principal leadership behavior, organizational climate justice and against good moral behavior of a high school level including Madrasah Aliyah and Vocational High School both Public and Private schools in Pontianak Municipality. The method of the present study is a survey with quantitative approach. The data were collected from 119 economics teachers which are drawn at random. The analysis employed is path analysis. The results of the study showed: (1) the principal's leadership behavior, organizational climate justice have positive direct effect on behavior of good moral teacher economics, (2) principal leadership behaviors has positive direct effect on fairness and organizational climate, and (3) behavior school leadership has positive direct effect on justice.

Keywords: leadership behavior, justice, organizational climate, and dignity *behavior*

1. Introduction

Human resource contribution to education plays as quality measurement both cognitive and affective aspects. Cognitive aspect indicator could be seen from the effort of the government which continually increase pedagogical skill quality and teachers' professionalism, while in the affective aspect the government sustainably recommend the teachers to develop and implement social skill and good personality both in or out the school.

The fact that the result of initial study of teachers at *Madrasah Aliyah*, Senior high school and vocational school both public and private schools in Pontianak, indicate several obstacles in performing teaching profession. It dominates with cognitive rather than affective aspect and the teachers should meet the 24-hour-teaching within a week.

Teachers who are considered as frontend leader in education are incapable to combine the four pillars competences in everyday school. Especially, economics teachers in Pontianak tend to prioritize pedagogical competence than the other 3 competences, professional competence, social competence, and personality competence. This emerges to be a critical point. There are several teachers who use their cellphone while learning process, the teachers give activity to the students with no supervision, several teachers cannot be objective in grading students' paper. These conditions needs to be addressed wisely since it impacts to the school organizational climate.

Teachers play as leadership figure should perform social and personality competences representing good moral by providing a good model of good moral which leads to the creation of function and objection of national education.

Daradjat (1993) states that a good moral is known as "akhlakul karimah". It considered as righteous deeds manifested from the power of right belief (*aqidah*), and performing Islam perfectly or performing the syariah well. It is due to the fact that religion affects to the every deed and behavior performed by its believers. Furthermore, Jalaludin (1999) states that human soul is abstract and cannot be seen therefore it is only able to be perceived through the behavior performed. Shihab (1998) says Islam morality is equal to the scope of Islam theory itself covering any aspects, morality to Allah, human and environment.

Leadership behavior of school principal plays pivotal role in increasing teachers' good moral. Zhu (2008) illustrates that a good leadership behavior, should provide a good model to the member of organization and guide those who are have possibility to deviates the public values. Leadership behavior show ethical behavior if: 1) they perform a good, fair and right morality, and 2) they increase the moral awareness and moral actualization. Meanwhile, according to Akker et al (2009) the employers are more attracted to ethical leadership which consistently behave based on their saying and behavior.

Knippenberg & Cremer (2008) states that leadership behavior is the manifestation of attitude to notice and treat the member of organization fairly. A leader is the main decision maker and the one who is able to urge the feeling of justness within the members. However, in current study of leadership behavior and organizational justice explores integrity as an insight of the study of leadership and justice to comprehend leadership effectiveness. Justice is already proven to provide a big impact to the member or non-member of organization. Mohan & Ashok (2011) who conducted a study of organization climate in Tamilnadu school and the effect of organization climate on teachers' attitude on teaching profession. Organization climate concept proposed indicates the importance of interpersonal correlation in affecting behavior of individual development in the organization climate since it refers to the individual relationship to each situation as the manifestation of penetrating intrapersonal affective correlation. The result of the study shows that organization climate has

positive effect on teachers' behavior in developing professionalism.

A good organization climate is determined by several factors; organization awareness of achievement standard oriented on employers' progress, creating harmonious relationship among members, developing a good situation, emphasizing on friendship, togetherness and empathy, employers' performance proposes quality and ethic leads to good moral.

According to the problems and theoretical study above, the present study aims at determining: (1) The direct effect of leadership behavior on dignity behavior of economics teachers. (2) The direct effect of justice on dignity behavior of economics teachers. (3) The direct effect of organization climate on dignity behavior of economics teachers. (4) The direct effect of leadership behavior on organization climate. (5) The direct effect of justice on organization climate. (6) The direct effect of leadership behavior on justice.

2. Research Method

The present study was conducted in Senior High School, *Madrasah Aliyah*, and Vocational High School both public and private schools in Pontianak, West Kalimantan, Indonesia. The method employed is survey with quantitative approach. The data analysis employed is path analysis. The data were collected through 119 economics teachers taken from 6 districts proportionally by employing random sampling technique. The data collection employs instrument which already performed validity test by using Pearson Product Moment correlation formula and reliability calculation by using Alpha Cronbach technique.

The data obtained of the result of the study were analyzed by descriptive analysis and inferential. Descriptive analysis is employed to obtain the characteristic of research variables. Meanwhile, the inferential analysis is employed to test the hypothesis. Before performing analysis, it should perform normality and linearity tests. Then, the exogenous and endogenous variables can be found. That effect will be reflected from the number of path coefficient.

3. Result of the Study

Path coefficients analyzed correspond to the hypothesis are: p_{41} , p_{42} , p_{43} , p_{31} , p_{32} , p_{21} . The calculation of substructure I path coefficient is to determine: The effect of leadership behavior (X_1), justice (X_2), and organization climate (X_3) on dignity behavior (X_4). Substructure II: The effect of leadership behavior (X_1) and justice (X_2), on organization climate (X_3). Substructure III: The effect of leadership behavior (X_1) on justice (X_2).

The calculation based on the above SPSS output obtains path coefficient value $p_{41} = 0,383$; $p_{42} = 0,497$; and $p_{43} = 0,182$, while residual coefficient (e_1) obtains $= \sqrt{1 - R_{4.123}} = \sqrt{1 - 0,853} = 0,383$. Therefore, the equation of Substructure path I is $X_4 = 0,383X_1 + 0,497X_2 + 0,182X_3 + 0,383$.

Path coefficient value of $p_{31} = 0,301$; and $p_{32} = 0,447$, while residual coefficient (e_2) obtains $= \sqrt{1 - R_{3.12}} = \sqrt{1 - 0,454} = 0,739$. Therefore, the equation of Substructure path II is $X_3 = 0,301X_1 + 0,447X_2 + 0,739$.

Path coefficient value of $p_{21} = 0,609$, while residual coefficient (e_3) obtains $= \sqrt{1 - R_{2.1}} = \sqrt{1 - 0,371} = 0,793$. Therefore, the equation of Substructure path III is $X_2 = 0,609X_1 + 0,793$.

The final model of path diagram of four variables in Figure 1 (attached). At the same time, the calculation result of path coefficient of Substructure I can be viewed in Table 1, Substructure II in Table II, and Substructure III in Table 3 (attached).

The result of output coefficients (Table 1, 2 and 3) indicate that all of the path coefficient studied has sig. value less than $\alpha=0,05$ with positive coefficient.

The result of the study indicates that: (1) Principal's leadership behavior has direct positive effect on dignity behavior of economics teachers. (2) Justice has direct positive effect on dignity behavior of economics teachers. (3) Organization climate has direct positive effect on dignity behavior of economics teachers. (4) Leadership behavior has direct positive effect on organization climate. (5) Justice has direct positive effect on organization climate. (6) Leadership behavior has direct positive effect on justice.

4. Discussion

According to the result of the study, it indicates several things. First, leadership behavior has direct positive effect on dignity behavior. This empirical result is strengthened by Treviño and Brown (2004) stated "To understand why leaders are important for understanding ethical and unethical behavior in organizations, we first turn to moral psychology and particularly to cognitive moral development theory. Kohlberg's theory, widely cited as the leading theory in the field of moral development, focuses on how individuals reason through ethical dilemmas and how they decide what is right. Employees can also learn to be ethical by observing leaders who stand up for doing what is right, especially if the leaders are successful in doing so."

According to Treviño and Brown's idea, it emphasizes that the leaders must understand ethical and

unethical behavior. In an organization, the leader needs to turn to moral psychology and especially cognitive moral development theory. It is widely cited as the leading theory in the field of moral development, focuses on how individuals reason through ethical dilemmas and how they decide.

Leadership behavior requires the leader with high quality personality or dignity behavior. It is supported by House and Hill (2007). Leadership behavior in school on dignity behavior was supported by Earley and Weindling (2004) stated that “..... Indeed, teachers and schools have four kinds of accountability relationship: (1) to pupils (moral accountability); (2) to colleagues (professional accountability); (3) to employees or political masters (contractual accountability); (4) to the market – where clients have a choice of institution they might attend (market accountability)”.

The previous idea is trying to say that leadership behavior in school on dignity behavior is reflected by moral accountability, professionalism accountability, contractual accountability and market accountability (public).

Economics teachers of Senior High School, *Madrasah Aliyah*, and Vocational High School in Pontianak are required to be an honest leader in performing moral and professionalism accountability, indicated by a good behavior based on Islam.

Second, justice has direct positive effect on dignity behavior. It is supported by the research of Oliver (2006) which stated that “vision statements articulated by 7 national leaders before and after a catastrophe were examined to identify post-catastrophe changes in moral reasoning orientation, a worldview that frames thinking about moral conflicts and what factors deserve priority when resolving them. Moral reasoning orientation was found in 95.2% of those vision statements and both caring and justice orientation always were present”.

The empirical finding above says that vision statements articulated by 7 national leaders emphasizes on the importance of justice manifested into vision. Conflicts happened are caused by moral reasoning orientation which is against the justice. Moral reasoning orientation was found in 95,2% of those vision statement which care and present the justice.

The result of the study is also supported by justice concept in Islam, which does not perform discrimination both to the believers themselves and other people. In *An-Nisa*’ (4): 58, affirms that “and when you judge between man and man, that you judge with justice”.

It is also mentioned in *al-An’am* (6): 152,: “when you speak, be just, even though it concern a near of kin”.

According to the above idea, a study on justice related to moral behavior gain more attention from the experts; many of them state that justice has effect on dignity behavior. Therefore, economics teachers of Senior High School, *Madrasah Aliyah*, and Vocational High School in Pontianak should be treated in justice by school organization, which is expected to emerge the urge of performing dignity behavior.

Third, Organization climate has direct positive effect on dignity behavior. It is strengthen by the study of Raza and Arid (2010) who conducted 3-month-research involving 420 respondents consisting of 70 school principals (35 female principals and 35 male principals), and 350 teachers (175 female teachers and 175 male teachers) in Punjab. The result indicates that organization climate is able to create harmonious atmosphere of positive behavior of principals and teachers. Organization climate affects to the majority of positive behavior, it has high correlation on the performance of principals and teachers.

Remembering the result of the above study, economics teachers of Senior High School, *Maadrasah Aliyah*, and vocational High School in Pontianak have been working in a good organization climate, so that the economics teachers are able to be more creative and adjust to the new environment in an organization as well as have high motivation as part of dignity behavior, which eventually it will lead to the improvement of education and learning quality of Senior High School, *Madrasah Aliyah*, and Vocational High School both public and private school in Pontianak.

Fourth, leadership behavior has direct positive effect on organization climate. It is supported by Isaken & Akkermans (2011) which assert that leadership behavior is able to build organization environment by performing trust to each other, respect to each other, and sharing creativity are proven giving positive effect on organization climate.

Furthermore, Marshall (2004) reveals eight categories of organization climate is determined by: (1) the influence of higher management, (2) the influence of middle management, and (3) the influence of supervisors which relates to individual behavior and organization process related to administration and organization level, (4) communication and information; (5) teamwork and common interest, (6) organization structure related to organization process and working expectation; (7) working design related to capacity, skill, and employers balance to do their job, and (8) public service related to organization system and effort to serve the public. Remembering those ideas that leadership behavior has direct positive effect on organization climate.

Fifth, justice has direct positive effect on organization climate. It is supported by Seyedi, et al (2012) which conducted a study on the correlation of organization justice and organization climate. The indicators of organization justice includes: Distribution justice, Events justice, and Cooperative justice. The result shows that

Distribution justice positively correlates 69,10% to organization climate, Events justice positively correlates 88,80% to organization climate, and Cooperative justice positively correlates 92,10% to organization climate.

The research is also supported by Kohen and Keren (2010) who conducted a study on organization members' behavior of the justice perception (distributive justice, interactional justice, and formal procedures) on organization climate at school. The respondents of the study are 287 teachers from 12 schools in North Israel by employing multiple linear regression analysis. The result of the study shows that there is an effect of justice perception (distributive justice, interactional justice, and formal procedures) on organization climate at school.

Justice refers to teachers' perception on justice in school, which reflects interaction perception of interpersonal among teachers on the atmosphere or organization climate. Refers to the supporting result of the study, justice in Senior High School, *Madrasah Aliyah*, and Vocational High School in Pontianak has provide positive contribution to the teachers in the form of organization climate image in school. The better justice provide to the teachers, the better effect on organization climate. Therefore, justice has direct positive effect on organization climate.

Sixth, leadership behavior has direct positive effect on justice. It is strengthened by the result of the study of Yilmaz and Altinkurt (2012) which study on the correlation of teachers' leadership behavior, school administrator and organization justice. The sample of the study is 271 Senior High School teachers in Kutahya, Turki. The data were analyzed through descriptive statistic and regression analysis. The result of the study shows that there is correlation of teachers' leadership, administrator and organization justice.

The study is also strengthened by Kiersch (2012) which conducted a study by employing multi-level structural equation modeling (MSEM) analysis which indicates that a good leadership behavior affects to the organization justice.

A good leadership behavior will affect to the organization justice which then lead the school organization to achieve the objection.

5. Conclusion

According to the result and discussion of the study, it can be concluded: (1) Leadership behavior has direct positive effect on dignity behavior of economics teachers in Pontianak. The direct effect indicates that the better leadership behavior the better dignity behavior of economics teachers in Pontianak; (2) Justice has direct positive effect on dignity behavior of economics teachers in Pontianak. It means that the increasing of justice will lead to the betterment of dignity behavior of economics teachers in Pontianak; (3) Organization climate has direct positive effect on dignity behavior of economics teachers in Pontianak. It indicates that the better organization climate the better dignity behavior of economics teachers in Pontianak; (4) Leadership behavior has direct positive effect on organization climate. It means the better leadership behavior the better organization climate; (5) Justice has direct positive effect on organization climate which means the increasing of justice will lead to the betterment of organization climate; and (6) Leadership behavior has direct positive effect on justice. It means that the better leadership behavior the better justice.

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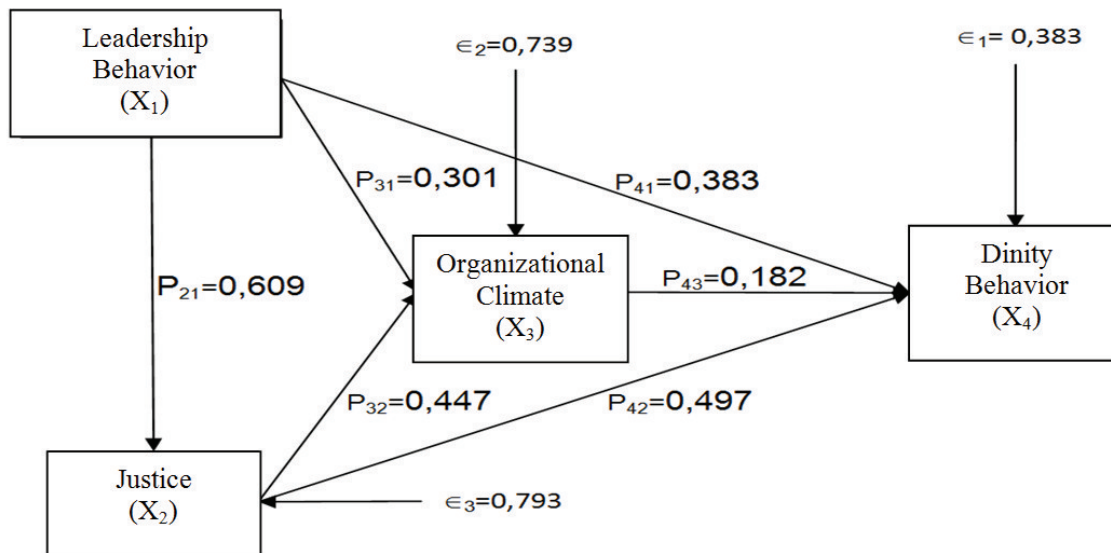
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Figure 1. Final Model Diagram



Tabel 1. Coefficient $X_1, X_2 \& X_3 \rightarrow X_4$

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1,939	5,022		,386	,700
1 Leadership Behavior	,371	,046	,383	8,085	,000
Justice	,438	,044	,497	9,948	,000
Organizational Climate	,169	,045	,182	3,750	,000

a. Dependent Variable: Dignity Behavior

Tabel 2. Coefficient X_1 & $X_2 \rightarrow X_3$

Model		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	31,384	9,904		3,169	,002
	Leadership Behavior	,313	,090	,301	3,483	,001
	Justice	,422	,082	,447	5,168	,000

a. Dependent Variable: Organizational Climate

Tabel 3. Coefficient $X_1 \rightarrow X_2$

Model		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	22,267	11,019		2,021	,046
	Leadership Behavior	,669	,081	,609	8,301	,000

a. Dependent Variable: Justice