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The Effect of Procedural Justice, Trust and Organization Comitment on Organization Behavier Citizenship of Private Senior High School Teacher in Bekasi District

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ABSTRACT

The objective of this research was to study the effect of prosedural justice, trust, and organization commitment to organization citizenship behavior of teacher in Bekasi. The research was conducted by using survey method with path analysis applied on testing the hypothesis. The target population size of this research is 703 of teachers. The research sample was 255 teachers using proportional random sampling technique. Based on this research of data obtained the following conclusions: (1) prosedural justice has positive direct effect to organization behavior citizenship of teacher's, (2) trust has positive direct effect to organization citizenship behavior of teacher's, (3) organization commitment has positive direct effect to organization citizenship behavior of teacher's, (4) the prosedural justice has positive direct effect to organization commitment, (5) trust have positive direct effect to organization commitment. The conclusion is that the teacher's organization citizenship behavior is effected by the prosedural justice, trust, and teacher's organization commitment.

1. Introduction

National education must be able to ensure equitable distribution of educational opportunities, quality improvement, and the relevance and efficiency of education management. Increasing the relevance of education is intended to produce graduates who are in accordance with the demands of the needs. Increasing the efficiency of education management is carried out by reforming education management in a planned, directed and sustainable manner.

Improving the quality of education in schools requires professional and systematic education in achieving its goals. The effectiveness of educational activities in a school is influenced by many variables such as the professional competence of school principals, school principal decision making, work climate and work environment, teacher performance and so on. These variables need continuous attention in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System and its Implementation Guidelines listed in Government Regulation Number 19 of 2005 concerning National Education Standards and then followed by the enactment of the teacher and lecturer law. Then the profession of the principal as a professional position becomes increasingly clear. Efforts to improve the quality of human resources are an important thing in achieving national development goals. This should be realized because human resources have the role of planning and implementing development. Thus, development goals will only be realized if supported by qualified human resources. The definition of organizational citizenship behavior is expressed Lutans as follows, organizational citizenship behavior is an individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization (Lutans, 2008). From this definition, it can be interpreted that organizational citizenship behavior is the behavior of individuals in organizations outside of their work. In addition, this behavior is not behavior that is detrimental to the organization, on the contrary, it encourages the effectiveness of organizational functions.

When schools do not have teachers who demonstrate organizational citizenship behavior, school progress will be slower. You can imagine if the teacher only wants to teach the content of the material without wanting to do more so that students can deepen this knowledge. Teachers will also complain more often than work for the educational success for which they are responsible. Of course, schools expect teachers to be motivated to work beyond the minimum expectations of their assignments. The success or failure of the school depends on the teachers in the school environment who are committed to the values and goals of the school and are willing to do everything, contribute to the school. The problem of organizational citizenship behavior is very unique, because this behavior actually "deviates" from the employee's job description, but if it is done it can help organizational effectiveness. The increase in organizational citizenship behavior is presumed to be the influence of employees' views on organizational justice, trust, and organizational commitment. Based on the above background, it is deemed necessary to conduct research with the aim of knowing the effect of procedural justice, trust, and organizational commitment on the performance of private high school teachers in Bekasi District.

2. Literature Review

a. Organizational Citizenship Behavior

Organization citizenship behavior are the extra things people do beyond their job. OCBs are the extras people do to go the extra mile in their work. A person

who is a good organizational citizen does things that although not required of them help others (Schermerhorn, 2010). Organizational citizenship behaviors that extend beyond the employee's normal duties, they help others without selfish intent, are actively involved in organizational activities, avoid unnecessary conflicts, perform tasks beyond normal role requirements, and gracefully (McShane, Glinow 2008). In general, organization citizenship behavior refers to behaviors that are not actually written as job descriptions or are not jobs that he does in order to receive wages. For example, helping colleagues who are absent, behave politely with others, or behaviors where employees are not formally rewarded. OCB refers to behaviors that are not part of employees' formal job descriptions (e.g., helping a coworker who has been absent; being courteous to others), or behaviors which employees are not formally rewarded "(Steve Jex, 2008). Organization citizenship behavior carried out by employees in an organization takes different forms. OCBs consist of employee behaviors that are beyond the call of duty. Examples include "such gestures as constructive statements about the department, expression of personal interest in the work of others, suggestions for improvement, training new people, respect for the spirit as well as the letter of housekeeping rules, care for organization property and punctuality and attendance well beyond standard or enforceable levels (Kreitner, Kinicki, 2010). Organizational citizenship behavior is discretionary behavior (e.g., helping others) that benefits the organization and its goals and wants to stay with the organization (Phillips, 2012). Organizational citizenship behavior exceeds formal job duties but is often necessary for the organization's survival, including the its image and acceptance. Examples of organizational citizenship behavior include helping coworkers solve problems, making constructive suggestions, volunteering to perform community service work (Slocum, 2007). OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization. The personality foundation for these OCBs reflects the employee's predispositional traits to be cooperative, helpful, caring, and conscientious (Luthans, 2011).

Organizational Citizenship Behavior is discretionary behavior that is not part of an employee's formal job requirements, but that nevertheless promotes the effective functioning of the organization (Robbins & Judge, 2009). Organizational citizenship is often marked by its spontaneity, its voluntary nature, its constructive impact on result, its unexpected helpfulness to others, and the fact that it is optional (Newstrom, 2007). These behaviors benefit the larger organization by supporting and defending the company, working to improve its operations, and being especially loyal to it (Colquitt, Lepine, Wesson, 2011). From the various descriptions above, it can be synthesized that organization citizenship behavior is an action taken by employees outside of their formal duties voluntarily with indicators: (1) helping colleagues; (2) polite in work; (3) be patient; (4) cares about the interests of the organization; (5) cooperate for the betterment of the organization.

b. Prosedural Justice

Procedural justice is the degree to which the rules and procedures specified by policies are properly followed in all cases to which they are applied (Schermerhorn, 2012). Procedural justice is already at the stage of implementing the agreed rules. Procedural justice used to generate the outcome (e.g., what rules were followed, whether people had the opportunity to express opinions and influence the outcome, etc). For example, let's continue the example of your applying for a job at the same time as your friend but your friend getting the position (Phillips, 2012). Procedural justice is the reasonableness of a procedure used to produce the goals of an organization in running its organization. For example, the opinion rule, do people have the opportunity to express opinions and influence the results. Procedural justice refers to the ways in which managerial decisions are made and reward policies are implemented. The aspect of implementing procedural justice is emphasized in this understanding. The perceived fairness of rules and how decisions are made is referred to as procedural justice. Procedural justice holds that employees are going to be more motivated to perform at a high level when they perceive as fair the procedures used to make decisions about the distribution of outcomes (Slocum, 2007). The perceived fairness of rules and how decisions are made is referred to as procedural justice. Procedural justice states that an employee will be more motivated to work better when they think there is justice that is used to make decisions about the division of tasks. Procedural justice is a concerned with the fairness of the procedure used to make a decision. For example, a pay raise may be based on a sales representative selling more units of (Luthans, 2011). For example, a raise might be based on selling more. This will motivate an employee to work better than before, but on the other hand, if an injustice occurs, the employee will feel disadvantaged by an unfair decision.

Procedural justice which is the perceived fairness of the process used to determine the distribution of rewards. Two key elements of procedural justice are process control and explanations. Process control is the opportunity to present one's point of view about desired outcomes to decision makers. Explanations are clear reasons for the outcome that management gives to a person (Robbins, 2009). Procedural justice refers to the perceived equity or fairness of the organization's processes and procedures used to make resource and allocation decisions. That is employees are concerned with the fairness of decision making in all areas of work, including decisions related to compensation, performance appraisal, training, and work group assignments (Ivancevich, 2008). When people see procedural fairness, they are more likely to support decisions and decision makers. Based on the conceptual description above, it can be synthesized that procedural justice is the reasonableness of the treatment of a rule or procedure used in carrying out work to produce organizational goals with indicators: (1) rule enforcement; (2) freedom of opinion; (3) accurate information; (4) care about decisions; (5) reasonableness of decision making; (6) equal distribution of tasks.

c. Trust

Trust can be interpreted as one party's optimistic expectation of the other's behavior, when that party has to make decisions on how to act. Trust is defined as one party's optimistic expectation of the behavior of another, when the other must make a decision about how to act (Andre, 2008). Trust is formed if there is reciprocity, including between the organization and its employees. Conversely, employees will only trust their place of work when the goals of the organization are in line with them. Trust refreshes to positive expectations one person has toward another person in situations involving risk. A high level of trust occurs when others affect you in situations where you are at risk but you believe they will not harm you (McShane & Glinow, 2010). Trust refers to the positive expectations one person has for another in situations that involve risk. A high level of trust occurs when another person influences someone in a situation where that person is at risk but believes they will not harm the employee. By trust, we are referring to a person's degree of confidence in the words and actions of another (Greenberg, 2012). trust is defined as the willingness to be vulnerable to an authority based on positive expectations about the authority's actions and intentions (Colquitt et al, 2011).

Trust is a positive expectation that another will not through words, actions, or decisions- act opportunistically (Robbins & Judge, 2009). This positive expectation will form and develop over time. Of course, it can be hard to trust someone you just met. However, the longer you know someone and your relationship develops, you will have more confidence in one's ability to form positive expectations. Meanwhile, opportunistic cannot be separated from the risk and vulnerability in the relationship with trust. Trust naturally provides room for disappointment or use. This means by giving trust to other people or organizations, there is a risk of being disappointed or taken advantage of. Trust is multifaceted concept that captures one's faith or belief in the integrity or reliability of another person or thing. Simply put, trust means confidence. When you trust people, you have confidence in them-in their integrity and in their abilities (De Janasz et al, 2009). When trusting others, means trusting that person, especially in terms of integrity and abilities. Trust is the expectation that another person will not act take advantage of us regardless of our ability to monitor or control them. Trust has been called "the social glue that holds things together" and is critical to long-term relationships (Phillips, 2012). Trust is important in maintaining relationships with everyone. A leader expects all employees to be trusted as part of the organization. On the other hand, employees also expect the leadership to be trusted in carrying out their duties as a manager or as a leader. Mutual trust will facilitate the achievement of organizational goals. This can be interpreted that trust is a psychological condition consisting of the intention to accept vulnerability based on positive expectations of the intentions or actions of others. Based on the description above, it can be synthesized that trust is a person's belief in the intentions and actions of an authority with the following indicators: (1) belief in others; (2) think positively of others; (3) give hope to others.

d. Organization Commitment

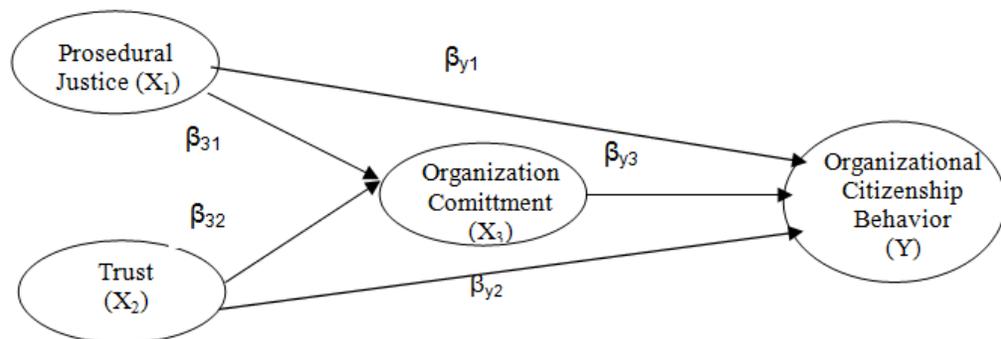
Organizational commitment is defined as the desire on the part of an employee to remain a member of the organization (Colquitt, 2011). Organizational commitment affects whether an employee stays or leaves to pursue another job. Organizational commitment will influence an employee to stay or not in an organization. Organizational commitment reflects the extent to which an individual identifies with an organization and is committed to its goals (Kreitner & Kinicki, 2010). This illustrates that the high level of commitment of employees has a strong desire and willingness to achieve organizational goals while remaining committed to the organization. Organizational commitment is a condition in which employees are very interested in the goals, values and goals of their organization. Based on this definition, organizational commitment includes elements of loyalty to the organization, involvement in work, and identification of the values and goals of the organization. Organizational commitment or employee loyalty, is the degree to which an employee identifies with the organization and wants to continue actively participating in it. Like a strong magnetic force attracting one metallic object to another, it is a measure of the employee's willingness to remain with a firm in the future (Newstrom, 2007). Organizational commitment is very important for an employee for the progress of an organization. Organizational commitment is a bond between individuals and organizations that focuses on the relative strength of the identification of individuals with involvement in a particular organization. Organizational commitment reflects the degree to which an employees identifies with the organization and its goals and wants to stay with the organization (Phillips, 2012). The identification of problems carried out by an employee will determine how strong the employee will last or stay in an organization.

Organizational commitment is the desire to work hard for the organization, and the desire to stay in the organization. As an attitude, organizational commitment is most often defined as (1) a strong desire to remain a member of a particular organization; (2) a willingness to exert high levels of effort on behavior of the organization, and (3) a definite belief in, and acceptance of, the values and goals of the organization (Luthans, 2011). Organizational commitment a state in which an employee identifies with a particular organization and its goals and wishes to maintain membership in the organization. There are three separate dimensions to organizational commitment: (1) affective commitment. An affective commitment he has an emotional attachment to the organization and belief in its values; (2) continuance commitment. A continuance commitment is the perceived economic value of remaining with an organization compared to leaving it; (3) Normative commitment. A normative commitment is an obligation to remain with the organization for moral or ethical reasons (Robbins, 2009). Commitment to an organization involves three attitudes: (1) a sense identification with the organization's goals; (2) a feeling of involvement in organizational duties, and (3) a feeling of loyalty to the organization

(Ivancevich et al, 2008). In addition, organizational commitment means something more than just passive loyalty to the organization, in other words, organizational commitment implies an active relationship between employees and the company or organization. Because employees who show high commitment have a desire to give more energy and responsibility to support the welfare and success of the organization where they work. Based on the definition of the concept above, it can be synthesized that organizational commitment is the strong desire of an employee for an organization in relation to loyalty and willingness to remain a member of the organization and strive to achieve organizational goals with indicators: (1) affective commitment; (2) sustainability commitment; (3) normative commitment.

3. Method

This quantitative research uses a survey method through a path analysis approach. The instrument used for all variables was a questionnaire. Before being used in the study, the instrument was tested to test the validation and reliability of each item of the instrument so that it could be used in the study. The study was conducted on 255 private high school teachers in Bekasi District. The number of teachers as many as 255 teachers was taken as a sample using the Slovin formula. A sample of 255 teachers was obtained using a simple randomized method from the population and scattered in Bekasi Regency. The data in this study were concluded using a questionnaire-shaped instrument which included a questionnaire of procedural justice, trust, and organizational commitment, which had gone through the empirical validation stage through instrument testing. The relationship between each variable in this study is presented in the form of a constellation as follows:



4. Result And Discussion

Before the path analysis was carried out, the researcher determined the regression equation between variables: (1) $\hat{Y} = 49.678 + 0.649 X_1$, (2) $\hat{Y} = 44.350 + 0.683 X_2$, (3) $\hat{Y} = 61.448 + 0.541 X_3$, (4) $\hat{X}_3 = 63.699 + 0.497 X_1$, (5) $\hat{X}_3 = 32.976 + 0.739 X_2$. In order for regression analysis to be carried out, then requirement testing is imperative. Data analysis to test the research hypothesis was carried out by statistical analysis or path analysis. Before testing the hypothesis, a prerequisite analysis test is carried out which includes the

following: (1) normality test for estimation errors, and (2) significance test and regression linearity. The normality test of estimated errors uses the Liliiefors test. The test criteria is if $L_{count} < L_{table}$ at $\alpha = 0.05$ then the regression equation is normally distributed. Based on the results of the calculation of the normality test for the estimate of Y on X₁, Y for X₂, Y on X₃, X₃ on X₁, and X₃ on X₂, all of them show that $L_{count} < L_{table}$ so that all regression equations are normally distributed.

Table 1: Normality Test Results

Estimated Error	L _{count}	L _{table}	Normality Test
Y on X ₁	0,051	0,055	Normal Distribution
Y on X ₂	0,042	0,055	Normal Distribution
Y on X ₃	0,031	0,055	Normal Distribution
X ₃ on X ₁	0,048	0,055	Normal Distribution
X ₃ on X ₂	0,053	0,055	Normal Distribution

The significance test was carried out by calculating ANOVA with the testing criteria if $F_{count} > F_{table}$ at $\alpha = 0.05$ then the regression coefficient between variables was significant. Based on the results of the calculation of the significance test, everything shows that $F_{count} > F_{table}$, so the regression coefficient between all variables is very significant. To test the linearity of the simple regression equation with the criteria that if $F_{count} < F_{table}$, the relationship between variables is linear. Based on the results of the linearity test calculations, everything shows that $F_{count} < F_{table}$, so all relationships between variables are linear.

Table 2.: Simple Regression Significance Test Results and Regression Linearity Tests

Reg	Equality	Significance Test		Linearity Test		Conclusion
		F _{count}	F _{table} $\alpha = 0,05$	F _{count}	F _{table} $\alpha = 0,05$	
Y on X ₁	$\hat{Y} = 49,678 + 0,649 X_1$	107,698	3,878 ^{ns}	1,723	1,733 ^{**}	Very significant/ Linear regression
Y on X ₂	$\hat{Y} = 44,350 + 0,683 X_2$	141,763	3,878 ^{ns}	0,612	1,733 ^{**}	Very significant/ Linear regression
Y on X ₃	$\hat{Y} = 61,448 + 0,541 X_1$	92,944	3,878 ^{ns}	1,063	1,686 ^{**}	Very significant/ Linear regression
X ₃ on X ₁	$\hat{X}_3 = 63,699 + 0,497 X_1$	59,559	3,878 ^{ns}	0,998	1,733 ^{**}	Very significant/ Linear regression
X ₃ on X ₂	$\hat{X}_3 = 32,976 + 0,739 X_1$	213,548	3,878 ^{ns}	1,141	1,733 ^{**}	Very significant/ Linear regression

After testing test estimation error normality test, significance test and linearity regression, a path analysis is performed to test the research hypothesis. The following table explains the results of the calculation and testing of the path coefficient with $t_{table} = 1.651$ for $\alpha = 0.05$ with the criteria if $t_{count} > t_{table}$ then the path coefficient test results show that the path is very well shaped and can explain the influence between variables.

Table 3. Calculation Results and Path Coefficient Testing

Path	Correlation Coefficient	Path Coefficient	T _{count}
X ₁ to Y	r _{1y} = 0,546	p _{y1} = 0,341	6,592
X ₂ to Y	r _{2y} = 0,599	p _{y2} = 0,386	6,116
X ₃ to Y	r _{3y} = 0,518	p _{y3} = 0,108	1,694
X ₁ to X ₃	r ₃₁ = 0,437	p ₃₁ = 0,191	3,866
X ₂ to X ₃	r ₃₂ = 0,677	p ₃₂ = 0,598	12,102

Thus it can be concluded that the path between the procedural justice on organizational citizenship behavior, trust in organizational citizenship behavior, and organizational commitment to organizational citizenship behavior, procedural justice to organizational commitment, and trust in organizational commitment, the path coefficient is significant because the value of $t_{count} >$ of t_{table} . The path coefficient test result in this study indicate that the path is in very well shaped and can explain the effect of procedural justice, trust, and organizational commitment to the organizational citizenship behavior of private high school teachers in Bekasi District. So that it can explain the influence of exogenous variables with the endogenous variables analyzed.

a. Procedural Justice and Organizational Citizenship Behavior

Hypothesis testing shows the effect of procedural justice on organizational citizenship behavior with a correlation coefficient of 0.546 and a path coefficient of 0.341. The results of the significance test obtained $t_{count} = 6,592 >$ $t_{table} = 1.651$. These results indicate a significant path coefficient. In this study, the results of testing the first hypothesis indicate that H_0 is rejected. This means that procedural justice has a significant influence on organizational citizenship behavior. The positive value of the path coefficient indicates that procedural justice has a positive effect on organizational citizenship behavior. And the results of further testing with the t-test confirm that the positive direct effect of work design on organizational citizenship behavior is very significant. Procedural justice will affect the increase of organizational citizenship behavior in teachers.

The results of this study are in accordance with Jex's opinion, namely "if employees perceive that the organization is treating them fairly or justly, then they are likely to reciprocate the organization by engaging in OCB" (Jex, 2008). As previously stated, organizational justice consists of three forms, namely distributive justice, procedural justice and interactional justice. These three forms of justice are related to organizational citizenship behavior.

Procedural justice is a very important factor in improving the Organization Citizenship Behavior of teachers. Thus, it is hoped that teachers will have enforcement of the rules that apply in schools. A teacher who is willing to obey his duties, obeying the rules that apply in school will increase his Organization Citizenship Behavior. Thus good procedural justice results in an increase in the Organization Citizenship Behavior for private high school teachers in Bekasi Regency.

b. Trust and Organizational Citizenship Behavior

Hypothesis testing shows the effect of trust on organizational citizenship behavior with a correlation coefficient of 0.599 and a path coefficient of 0.386. The results of the significance test obtained $t_{\text{count}} = 6,116 > t_{\text{table}} = 1.651$. These results indicate a significant path coefficient. In this study, the results of testing the second hypothesis indicate that H_0 is rejected. The results showed that trust has an effect on organizational citizenship behavior, it can be interpreted that high trust will lead to an increase in organizational citizenship behavior for private high school teachers in Bekasi District. Based on this empirical evidence, it is said that this finding shows that trust is one of the variables that has a direct effect on the organizational citizenship behavior variable.

Trust will affect the increase of organizational citizenship behavior in teachers. Specifically, trust between an employee and a manager and a management style that encourages development of leadership skills among employees have been found to encourage the expression of OCB (Ivancevich, (2008). The teacher who has confidence in management and the principal will create communication that effective in doing their job. An attitude of mutual trust will be formed. Thus, the principal or school does not need to spend too much time monitoring teachers. Furthermore, teachers who have high confidence will voluntarily show organizational behavior which can certainly help success school in achieving its goals.

c. Organization Commitment and Organization Citizenship Behavior

Hypothesis testing shows the effect of organization commitment on organizational citizenship behavior with a correlation coefficient of 0.518 and a path coefficient of 0.108. The results of the significance test obtained $t_{\text{count}} = 1,694 > t_{\text{table}} = 1.651$. These results indicate a significant path coefficient. In this study, the results of testing the third hypothesis indicate that H_0 is rejected. Thus it is concluded that there is a positive direct effect of organizational commitment to organizational citizenship behavior. The results showed that organizational commitment has an effect on organizational citizenship behavior, it can be interpreted that an increase in organizational commitment felt by teachers will lead to an increase in organizational citizenship behavior for private high school teachers in Bekasi District. Based on this empirical evidence, it is said that these findings indicate that organizational commitment is one of the variables that has a direct effect on the organizational citizenship behavior variable.

Organizational commitment will affect the increase of Organizational Citizenship Behavior in teachers. The results of this test show that organizational commitment has a positive direct effect on Organization Citizenship Behavior. The results of this study are in line with McShane's opinion, Organizational commitment also improves customer satisfaction because long-tenure employees have better knowledge of work practices, and clients like to do business with the same employees. Employees with high affective commitment also have higher work motivation and organization citizenship, as well as somewhat higher job performance (McShane, 2010). Thus organizational commitment resulted in an increase in the level of Organization Citizenship Behavior for private high school teachers in Bekasi District.

d. Procedural Justice and Organization Commitment

Hypothesis testing shows the effect of procedural justice on organizational commitment with a correlation coefficient of 0.437 and a path coefficient of 0.191. The results of the significance test obtained $t_{\text{count}} = 3,866 > t_{\text{table}} = 1.651$. These results indicate a significant path coefficient. In this study, the results of testing the fourth hypothesis indicate that H_0 is rejected. Thus it is concluded that there is a positive direct effect of procedural justice on organizational commitment. Procedural justice will influence on the organizational commitment of the teacher. The results showed that procedural justice had an effect on organizational commitment, it could be interpreted that the procedural justice that teachers had, would lead to an increase in the level of organizational commitment of private high school teachers in Bekasi District.

Based on this empirical evidence, it findings indicate procedural justice is one of the variables that has a direct effect on the organizational commitment. The results of this study are supported by McShane's opinion as, "procedural justice is as important as distributive justice, and it influences organizational commitment, trust and various withdrawal and aggressive behaviors (McShane, 2010).

e. Trust and Organization Commitment

Hypothesis testing shows the effect of trust on organizational commitment with a correlation coefficient of 0.677 and a path coefficient of 0.598. The results of the significance test obtained $t_{\text{count}} = 3,866 > t_{\text{table}} = 1.651$. These results indicate a significant path coefficient. In this study, the results of testing the fifth hypothesis indicate that H_0 is rejected. Thus it is concluded that there is a positive direct effect of trust on organizational commitment. The results showed that trust has an effect on organizational commitment, which means that good trust will lead to an increase in the level of organizational commitment of private high school teachers in Bekasi District. Based on this empirical evidence, it is said that this finding shows that trust is one of the variables that has a direct effect on the organizational commitment. Trust will have an effect on increasing organizational commitment to teachers.

This result is in accordance with the opinion of Eran Vigoda-Gadot and Amos, “along with organizational politics, organizational support and organizational trust have each been shown, either directly or indirectly, to influence commitment (Eran Vigoda-Gadot & Amos Drory, 2006). Thus good trust results in an increase in the level of commitment of the private high school teacher organizations in Bekasi District.

5. Conclusion

Based on the results of calculations and hypothesis testing and discussion of research results that have been stated in the previous chapter, through research conducted on private high school teachers in Bekasi Regency, the research conclusions are as follows: (1) procedural justice has a positive direct effect on the Organizational Citizenship Behavior of teachers; (2) trust has a positive direct effect on teachers' Organizational Citizenship Behavior; (3) organizational commitment has a positive direct effect on the Organizational Citizenship Behavior of teachers; (4) procedural justice has a positive direct effect on teacher organizational commitment; (5) trust has a positive direct effect on teacher organizational commitment.

Teachers' organizational citizenship behavior problem is a problem that should get serious attention. The more procedural justice in schools and the strength of good trust, and the higher the level of organizational commitment, the more organizational citizenship behavior of private high school teachers in Bekasi District will increase. Therefore it is necessary to make efforts to increase procedural justice, increase trust, and increase organizational commitment by paying attention to the indicators that give the most significant influence and other indicators.

6. Ethical Clearance

Ethical clearance for this study was gained from Educational Management Postgraduate Program of Universitas Negeri Jakarta, Indonesia.

7. Sources Of Fundings

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8. Conflict Of Interest

Nil.

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