

Mediating Role of Distributive Justice Between Personality and Teachers Affective Organizational Commitment

Hikmah Fujiatul Jannah *, I Made Putrawan **, Matin **

State University of Jakarta

Abstract- This research is aimed at finding out the mediating role of distributive justice between personality and teachers affective organizational commitment (AOC). Were teachers AOC affected directly or indirectly by personality and distributive justice was the problem of this research. A causal survey method has been applied by involving 135 junior school teachers. There were three valid and reliable instruments have been developed for measuring those three variables. Correlation and path analysis have been used to analyze data. Research results showed that (1) There was a direct positive effect of personality on affective organizational commitment; (2) There was a direct positive effect of distributive justice on affective organizational commitment; (3) There was a direct positive effect of personality on distributive justice; (4) There was an indirect effect personality on affective organizational commitment through distributive justice. Therefore the role of distributive justice as a mediator could not be neglected.

Index Terms- Affective Organizational Commitment, Personality, and Distributive Justice

I. INTRODUCTION

Human resource is one of factor which determines success of Indonesia's development. Provision of quality of education is a prerequisite for the creation of human resources improvement. Education occupies a strategic and central position in development because it is oriented on improving quality of human resources. Therefore, teacher's performance becomes very important as the spearhead in educating the nation's children in the future.

Implementation of the national education system must constantly pay attention and adjust to the demands of education in the current era of globalization. The educators as the main actors in the effort to achieve national education goals that have been designed by the government. Thus the educator must be able to perform roles, duties and responsibilities better for improving the quality of education.

The affective organizational commitment is an attitude that reflects the teacher's loyalty to the school organization, it is marked by a strong conviction of the acceptance of goals, the willingness to work hard for the achievement of a particular goal and the strong will to keep it in school. This attitude should be owned by all teachers.

It is related to the relationship between organizational commitment and the five factors of the personality model. In

achieving goals of established school organization, each teacher is required to have a high commitment; this is a manifestation of responsibility for his work. According to Neha and Nishat (2013: 24) , "an affective commitment is an employee's emotional attachment to, identification with and involvement in an organization. It influences personal characteristics, structural characteristics, and work experiences."

Affective commitment is an employee's emotional attachment to identification and involvement in an organization. This affects structural characteristics, and work experience. The role of affective commitment must be in the teacher's life satisfaction. Life satisfaction is a manifestation of global judgment about the life of a person taken as a whole a person who has a high responsibility and devotion to his work can be indicated to have a commitment. Erdheim and Zickar (2006: 959) stated that, "the model is consists of five fairly independent dimensions, which are extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience."

Distributive justice in the wage or salary can also affect the worker's commitment in it, in this case the teacher. According to Akanbi, Paul, Ofoegbu, and Onyema (2013:207), "Organizational Justice Is a key factor associated with the success of every organization. In order to keep employees satisfied, committed, and loyal to the organization, the organization needs to be fair in its system regarding distributive justice, procedural justice, and interactional justice."

Organizational justice is a key factor associated with the success of any organization. In order employees to remain satisfied, committed, and loyal to the organization, the organization must be fair in its system of distributive justice, procedural justice, and interactional justice. Justice in an institution that can develop self-potential teachers so that they will be satisfied in work and with a strong commitment allows them to improve teacher work performance that ultimately is expected to improve student achievement. Treating teachers fairly influences teacher commitment.

Kitchard dan Strawser (2001: 221), explained that "satisfied employees develop high affective commitment for their firm."

The existence of teachers as professions, as well as other professions that refer to jobs or positions that require one's expertise, responsibility and loyalty. Professions can not be done by people who are not trained or prepared for it. The profession generally develops from the work that is then supported by three things such as competence, skill, and commitment that in turn, those form an equilateral triangle amidst professionalism.

Based on some of the things described above, researchers realize that it is important to examine more deeply the influence of personality and distributive justice on the affective organizational commitment of teachers. In order to manage and develop human resources in achieving school goals.

II. LITERATURE REVIEW

Organizational commitment is an important behavioral dimension that can be used to assess employees' propensity to survive as members of an organization. Organizational commitment is the identification and involvement of someone who is relatively strong against the organization. Organizational commitment is the desire of members of the organization and willing to strive for the achievement of organizational goals. The dimension of organizational commitment consists of three. According to Hartmann and Bambacas (2005: 89), "Organizational commitment is conceptualized in three ways: affective commitment, normative commitment, and continuance commitment." Then Tan and Akhtar (2005: 310) stated that, "Affective commitment is a sense of attachment and a feeling of belonging to the organization."

According to Colquitt, Lepine and Wesson (2011: 65), "affective commitment defined as a desire to remain a member of an organization due to an emotional attachment to, and involvement with, that organization." and "affective commitment reflects an emotional bond to the organization, it's only natural that the emotional bond among coworkers influence it." Visagie and Steyn (2011: 98) says, "Affective commitment is the strength of employee's emotional attachment to, identification with and the degree of his/her involvement in the organization"

The affective organizational commitment can be a significant competitive advantage. Loyal employees tend to stop working and do not attend work. They also have a higher work motivation and organizational citizenship, and a rather high work performance.

Quick & Nelson (2013: 116) stated that, "Affective commitment is an employee's intention to remain in an organization because of a strong desire to do so. It consists of three factors: (1) a belief in the goals and values of the organization; (2) a willingness to put forth effort on behalf of the organization; (3) a desire to remain a member of the organization."

Colquitt, Lepine and Wesson (2011: 66) "affective commitment one way to understand the differences among the three types of commitment is to ask yourself what you would feel if you left the organization."

The affective organizational commitment is the one way to understand the difference between three types of commitment that is to ask yourself what you feel if you leave the organization. When a manager sees an employee and says "he is committed" or "he is faithful," the manager usually refers to the expression of the affective organizational commitment behavior.

Personality is a relatively fixed individual behavior that reflects how the individual's behavior in seeing, thinking, feeling and acting against the pressures or problems it faces. Also each individual is certainly very different in his actions, Stephen P. Robbins and Timothy A (2007: 155) explained, "an early debate

in personality research centered on whether an individual's personality is the result of heredity or environment." According to Richard (2013: 4), "A person's personality tends to be stable throughout life, and it often grows more pronounced over time. In fact, research suggests that as much as half of a person's personality is driven by their genetic makeup; it is biological."

In general, the personality refers to a dynamic concept that describes the growth and development of the entire psychological system of a person. Robbins and Judge (2007: 154) defined, personality is "the sum total of ways in which an individual reacts to and interacts with others." In other words, the individual personality guides and gives direction to the whole behavior of the individual concerned.

According to Schermerhorn (2013: 383), "personality is the profile of characteristics making a person unique from others." Personality is a relatively fixed pattern of how people think, and behave as Stephen and Judge (2007: 154), "personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment." Davis dan Damary (2012: 184) stated that, "personality trait is the most predictive of job performance at followed by openness to experience, agreeableness, extraversion and emotional stability."

Lepine & Wesson (2011: 294), said that, "personality refers to the structures and propensities inside people that explain their characteristic patterns of thought, emotion, and behavior." Personality also refers to a relatively stable pattern of internal behavior and consistency that explains the tendency of one's behavior. There are various initial researchs on the structure of personality. Robbins and Judge identify the five dimensions of personality.

According to U.W.M.R. Sampath Kappagoda (2012: 82), Personality trait is openness to experience which refers to personality attributes as effect of personality on performance: the relationship of creative, sensitive, curious, cultivated and independent personality and performance is full of controversies".

The dimensions of MBTI according to Robbin and Judge (2007: 154) are: "(1) Extraverted (E) versus Introverted (I). Extraverted individuals are out going, sociable, and assertive. Introverts are quiet and shy. (2) Sensing (S) versus Intuitive (N). Sensing types are practical and prefer routine and order. They focus on details. Intuitives rely on unconscious processes and look at the "big picture". (3) Thinking (T) versus Feeling (F). Thinking types use reason and logic to handle problems. Feeling types rely on their personal values and emotions. (4) Judging (J) versus Perceiving (P). Judging types want control and prefer order and structure. Perceiving types are flexible and spontaneous." Robbins and Judge (2007: 154) also identified five dimensions of personality there are:

"Extraversion : the extraversion dimension captures our comfort level with relationships. Extraverts tend to be gregarious, assertive, and sociable. Introverts tend to be reserved, timid and quiet."

"Agreeableness : the agreeableness dimension refers to an individual's propensity to defer to others. Highly agreeable people are cooperative, warm, and trusting. People who score low an agreeableness are cold, disagreeable, and antagonistic."

“Conscientiousness : the dimension is a measure of reliability. A highly conscientious person is responsible, organized, dependable, and persistent. Those who score low on this dimension are easily distracted, disorganized, and unreliable.”

“Emotional stability : the emotional stability dimension often labeled by is converse, neuroticism – taps a person’s ability to withstand stress. People who positive emotional stability tend to be calm, self-confident, and secure. Those with high negative scores tend to be nervous, anxious, depressed, and insecure.”

“Openness to experience : the openness to experience dimension addresses range of interests and fascination with novelty. Extremely open people are creative, curious, and artistically sensitive. Those at the other end of the category are conventional and find comfort in the familiar.”

Some experts’ opinions about organizational justice. Nyaribo (2012: 67) says, “organization justice in two major dimensions. There are distributive justice and procedural justice. Distributed justice is the perceived fairness in distributing rewards in the organization while procedural justice is fairness in the procedure used in making decisions in the distribution of rewards.

Gilani and Abdessoboli (2011: 43) stated that, “distributive justice could be defined as receipts perceived of fairness of a person in social exchanges.” and according to Moshref and Dalvi (2006: 15) “Distributive justice is also fair observed in the interest and proficiency that a person received from organization.”

Colquitt, Lepine and Wesson (2011: 208) stated that, “distributive justice reflects the perceived fairness of decision making outcomes.” Distributive justice reflects fairness of perceived decision results. The argument explains that distributive justice refers to the perception of the results we derive based on our contribution by comparing with the results obtained by others based on their contribution.

Stephen & Judge (2007: 234) stated that, “distributive Justice is concerned with the fairness of the outcomes, such as pay and recognition, that employees receive.” According to Shafinah (2003: 2), “distributive justice as the fair allocation of resources, ranging from rights, privileges, liabilities, rewards and punishments based on the principles agreed by the society as a whole and approved by the State.”

According to Colquitt, Lepine Wesson (2011: 208), “Employees gauge distributive justice by asking whether decision outcomes, such as pay, rewards, evaluations, promotions, and work assignments, are allocated using proper norm. In most business situations, the proper norm is equity, with more outcomes allocated to those who contribute more inputs.”

Cropanzano and Chen (2007: 324) stated that, “three allocation rules that can lead to distributive justice if they are applied appropriately: equality (to each the same), equity (to each in accordance with contributions), and need (to each in accordance with the most urgency). Distributive justice is concerned with the reality that not all workers are treated alike; the allocation of outcome is differentiated in workplace.”

III. METHODOLOGY

This research uses survey method with quantitative-causal approach by using path analysis. This approach is chosen to analyze the relationship patterns between variables with the aim to know the direct or indirect effect of a set of exogenous variables (independent variables) and endogenous variables (dependent variable). In this study, the variables that will be researched are personality, distributive justice and affective organizational commitment. Endogenous variables in this study are affective organizational commitment and exogenous variables that is personality and endogenous variable that is distributive justice.

Sample amount of 130 of elementary school teachers has been selected randomly. A causal survey method has been applied. There were three valid and reliable instruments have been developed for measuring those three variables. Path analysis has also been implemented.

IV. RESEARCH FINDINGS

Based on calculation, correlation coefficient between personality with the Affective Organization Commitment (AOC) has been found in the regression equation model which generates the direction of regression coefficients and constants $b = .699 = 44.65$. To determine the degree of significance (level of significance). The F was subsequently tested, as shown at the following table 1.

Table 1. ANOVA table for Regression $\hat{X} = 44.65 + .699X_1$

Source of Variances	degrees of freedom (df)	Sum of Square (SS)	Means Square (MS)	F _{cal.}	F _{table}	
					.05	.01
Total (T)	130	1920053				
Coefficient (a)	1	1897768.07				
Regression (b/a)	1	8479.84	8479.84	78.62**	3.92	6.84

Residual	128	13805.09	107.85			
Deviation from linearity	49	5824.68	118.87	1.18 ^{ns}	1.51	1.80
Error	79	7980.42	101.02			

**P < .01 ^{ns} = Non Significant

According to the table above, it shows that, the resulting regression equation was significant with a regression model $X = 44.65 + .699X_1$. Therefore there was a positive relationship between personality with the Affective

Organization Commitment (AOC) which was very significant. Next a large correlation coefficient between personality with the Affective Organization Commitment (AOC) was found, as shown at the following table 2.

Table 2. Test of Correlation

Sample (n)	Correlation Coefficient	t _{cal}	t _{table}	
			α=.05	α=.01
Between X ₁ , X ₃	.439	6.188**	3.86	2.62

* * * * * p < .01

There was positive and significant correlation coefficient between personality with the Affective Organization Commitment (AOC). The variation of Affective Organization Commitment (AOC) is determined by 19% of the personality through the regression model $X = 44.65 + .699X_1$.

The correlation between distributive justice with the Affective Organization Commitment

(AOC) could be seen in the regression equation which generates the direction of regression coefficients and constants $b = .851 = 62.97$. To determine the degree of significance (level of significance). The F was subsequently tested, as shown at the following table 3.

Table 3. ANOVA for Regression Model of $\hat{X} = 62.97 + .851X_2$

Source of Variances	degrees of freedom (df)	Sum of Square (SS)	Means Square (MS)	F _{cal.}	F _{table}	
					.05	.01
Total (T)	130	1920053				
Coefficient (a)	1	1897768.07				
Regression (b/a)	1	7719.30	7719.30	67.84**	3.92	6.837
Residual	128	14565.63	113.79			

Deviation from linearity	49	6860.58	140.01	1.44 ^{ns}	1.51	1.80
Error	79	7705.05	97.53			

**P < .01 ^{ns} = Non Significant

According to the table above, it shows that, the resulting regression equation was significant with a regression model $X = 62.97 + .851X_2$. Therefore there was a positive relationship between distributive justice with the Affective Organization Commitment

(AOC) which was very significant. Next a large correlation coefficient between distributive justice with the Affective Organization Commitment (AOC) was found, as shown at the following table 4.

Table 4. Test of Correlation

Sample (n)	Correlation Coeficient	t _{cal}	t _{table}	
			α=.05	α=.01
Between X ₂ , X ₃	.386	5.466**	1.98	2.62

** p < .01

There was highly significant correlation coefficient between distributive justices with the Affective Organization Commitment (AOC). The variation of Affective Organization Commitment (AOC) is determined by 14% of the personality. Correlation between personality with the distributive justice was based on regression

linear model which generates the direction of regression coefficients and constants $b = .529 = 41.80$. To determines the degree of significance (level of significance). The F was subsequently tested, as shown at the following table 5.

Table 5. ANOVA for Regression Model of $\hat{X}_2 = 41.80 + .529X_1$

Source of Variances	degrees of freedom (df)	Sum of Square (SS)	Means Square (MS)	Fcal.	Ftable	
					.05	.01
Total (T)	130	1310273				
Coefficcient (a)	1	1287430.53				
Regression (b/a)	1	4868.19	4868.19	34.67**	3.92	6.837
Residual	128	17974.28	140.42			

Deviation from linearity	49	7348.41	149.97	1.11 ^{ns}	1.51	1.797
Error	79	10625.87	134.50			

**P < .01 ^{ns} = Non Significant

According to the table above, it shows that, the resulting regression equation was significant with a regression model $X = 41.80 + .529X_1$. Therefore there was a positive relationship between personality with the

distributive justice which was very significant. Next a large correlation coefficient between personality with the distributive justice was found, as shown at the following table 6.

Table 6. Test of Correlation

Sample (n)	Correlation Coefficient	t_{cal}	t_{table}	
			$\alpha = .05$	$\alpha = .01$
Between X_1, X_2	.462	5.783**	1.98	2,62

** p < .01

There was highly significant correlation coefficient between personality with the distributive justice. The variation of Affective Organization Commitment (AOC) is determined by 21% of the personality through the regression model $X = 41.80 + .529X_1$. Results of testing the first hypothesis, suggested that personality was positively related to the Affective Organization Commitment (AOC). The shape of the positive relationship indicated by the regression equation $X = 44.65 + .699X_1$ with $t_{cal} > t_{table}$ and the strength of the relationship $r_{x1y} = .439$ with a coefficient of determination of 6.188. Results of testing the second hypothesis, suggested that distributive justice was

positively related to the Affective Organization Commitment (AOC). The shape of the positive relationship indicated by the regression equation $X = 62.97 + .851X_2$ with $t_{cal} > t_{table}$ and the strength of the relationship $r_{x1y} = .386$ with a coefficient of determination of 5.466.

Results of testing the third hypothesis, suggested that personality was positively related to the distributive justice. The shape of the positive relationship indicated by the regression equation $X = 41.80 + .529X_1$ with $t_{cal} > t_{table}$ and the strength of the relationship $r_{x1y} = .462$ with a coefficient of determination of 5.783.

V. DISCUSSION

From the calculation of path analysis, the value of ρ_{x3x1} path coefficient of .463 and t_{count} of 6.18 t_{table} value for $\alpha = .01$ of 2.62. value ρ_{x3x1} path coefficient of .386 and t_{count} value of 5.44.

The t_{table} value for $\alpha = .01$ is 2.62. and the value of ρ_{x3x1} path coefficient of .462 and the t_{count} of 5.78 t_{table} value for $\alpha = .01$ of 2.62.

Since the value of t_{count} is greater than t_{table} then H_0 is rejected and H_1 is accepted.

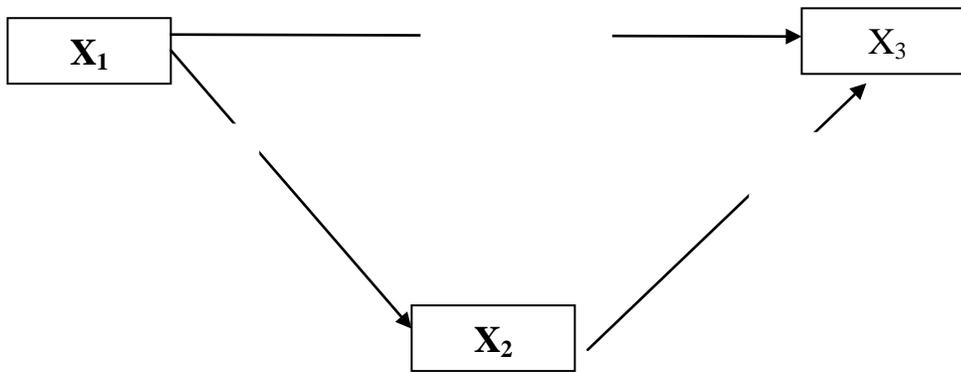


Fig 1. Path Empirical Model

Based on test of first hypothesis could be interpreted that there was a direct personality to affective organization commitment with the value of correlation coefficient of .617 and the path coefficient of .439. It gives the personality has a direct positive effect on Affective Organizational Commitment.

Related to this result was relevant to Schermerhorn statement (2013: 383) that “personality is the profile of characteristics build a unique person from the others.” Everyone has a different reaction to the action from outside himself. Living within the organization, the organization's effectiveness emphasizes as a result of individual outcomes in the form of work behavior, performance, job satisfaction, organizational citizenship behavior and organizational commitment.

According to Beer dan Brooks (2011: 175), “Personality has been considered as an important factor in the personality related studies specifically for predicting the job performance. It is a behaviour which differentiates one person from another.” In other words, the personality in an organization will affect the teacher's commitment in doing his job. If the teacher has a good personality, they will be better in their performance too.

From the results of the second hypothesis test can be concluded that there is a direct positive distributive justice influence on affective organizational commitment with the value of correlation coefficient of .869 and the path coefficient of .386. It implies that distributive justice has a positive direct effect on the affective organizational commitment. Treating teachers fairly influences teacher commitment.

According to McShane and Von Glinow (2008: 159), “procedural justice is as important as distributive justice, and it influences organizational commitment, trust, and various withdrawal and aggression behavior”. And Kitchard and Strawser (2001: 221) explained, “satisfied employees develop high affective commitment for their firm.”

If there is no procedural fairness perceived by members of the organization, then organizational commitment will be low, it can be seen in the resignation from both physically and psychologically to other aggressive actions that harm the institution. According to Herman (2013:97) et.al., “Distributive justice is concerned with the reality that not all people are treated alike; the allocation of outcome is almost differentiated in workplace.”

From the results of the third hypothesis test can be concluded that there is a direct positive influence of personality to the distributive justice with the value of correlation coefficient of .462 and the path coefficient of .462. It implies that personality has a direct positive effect on distributive justice.

Based on this consideration, teachers can rationalize their desire to stop by finding 'evidence' that illustrates how rewards are unfairly distributed. Distributive justice seems to play an important role for people in evaluating organizational commitment, teachers will be more attached to school if they can benefit equally with others. It is generally agreed that teacher commitment develops when a teacher is treated fairly.

Related to this result was relevant to Hellriegel and Slocum statement (2011: 46) that, “Individuals who have high moral intelligence are likely to find it natural to implement the interactional justice criteria when striving to implement both procedural justice and distributive justice in their leadership roles. According to Jansen (2010: 787) et.al., “Distributive justice may be perceived differently by employees working in the similar organizational settings for the reason that they assess their own inputs and output in a different way, or match the ratio of their own inputs and outcomes with that of other employees in a dissimilar environment.” Based on the above explanation, the personality of a teacher affects the distributive justice through the act of justice.

From the results of the fourth hypothesis test can be concluded that there is a positive indirect effect of personality on the affective organization's commitment through distributive justice with the value of correlation coefficient of .272 and the path coefficient of .183. This implies that personality has a direct positive effect on distributive justice.

The results of this study are consistent with the opinions of some experts such as those disclosed by Tyler (2003: 283), “distributive fairness is linked to cooperation between the individuals of a society.” In society, justice is very important because it affects a person's disposition to collaborate with others, Fair treatment allows people to link legitimacy with the authorities and to build obligations to fit the norm.

Justice is when a teacher performs his duty then he is entitled to earn sufficient income, a clear career path and promotions that are tailored to the achievement. Fair treatment

reduces the feeling of anger that makes it possible to break the law.

Personality affects the affective organizational commitment and also through distributive justice that associated with the allocation of resources if it is not distributed equally.

In addition to justice or distributive justice there are also individual characteristics as a factor of personality that also will form a person's psychological condition that can affect his attitude toward life in the future development of the organization that creates commitment in a person.

A person with a good, capable, skilled, and reliable personality in many situations will be a good human resource potential that in turn will achieve a positive impact on organizational performance and commitment.

According to McElroy (2007:809), "people who score high on agreeableness are sympathetic, good natured, cooperative and forgiving. They help others and expect help in return." Justice in an organization will create a good teacher personality.

VI. CONCLUSION

The conclusion of the research can be formulated as follows:

First, there was a direct effect of personality on affective organizational commitment; The results of this study indicate that the commitment of affective organizations will increase if supported by the personality. Some attempts to improve the personality include the superiority of the boss or principal to the subordinates or subordinates, the assessment of the employee's contribution, and the organization's commitment to the employee.

Second, there was a direct effect of distributive justice on affective organizational commitment; The commitment of affective organizations refers to the actions of trust reflected in consistent behavior on work commitment, honesty, expected ability, building cooperation and openness.

Third, there was a direct effect of personality on distributive justice. Variation of distributive justice could be explained by personality. This refers to a positive assessment of the organization in the effort to increase business in work, the respect (honor), carrying (caring), and tangible benefits such as salaries and health benefits, feelings appreciated by the organization to help meet employees' needs for approval (approval), esteem (rewards) and affiliation (membership).

Finally, there was an indirect effect personality on affective organizational commitment through distributive justice; The results of this study indicated that the commitment of affective organizations will increase if supported by personality and distributive justice. Some efforts to increase the commitment of affective organizations such as principals to pay attention to the well-being of teachers, create a sense of care and mutual respect among others so that the creation of a good person and foster a sense of attachment to the school.

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AUTHORS

First Author – Hikmah Fujiatul Jannah
hikmahfujiatul@gmail.com

Second Author – I Made Putrawan
putrawan.imade@unj.ac.id
Third Author – Matin
matin.unj@gmail.com.