

Dimensions of Organizational Justice as Predictor Organizational Citizenship Behavior: A Study of Junior High School Teachers in West Kotawaringin District

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Abstract. *This study investigates whether three dimensions of organizational justice (procedural justice, distributive justice, and interactional justice) have a significant effect on organizational citizenship behavior (OCB) among junior high school teachers in Kotawaringin Barat Regency, Central Kalimantan. OCB refers to voluntary work behaviors that exceed formal job requirements, such as helping unprompted colleagues, safeguarding the school's reputation, or showing initiative beyond what is mandated. The three justice dimensions encompass: (1) fairness in school decision-making processes; (2) fairness in the distribution of outcomes such as salary, benefits, and promotion opportunities; and (3) fairness in how principals treat teachers on a day-to-day basis. Data were collected from 147 teachers across six sub-districts using a five-point Likert-scale questionnaire and analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM). The results indicate that procedural justice and distributive justice had no significant effect on OCB. Interactional justice, however reflected in principals' respectful communication, willingness to listen, and transparency in decision-making emerged as the dominant predictor. Collectively, the three justice dimensions accounted for approximately 26% of the variance in teachers' OCB. These findings suggest that in semi-urban schools outside Java, the interpersonal quality of the principal-teacher relationship is a stronger driver of voluntary work behavior than formal procedures or material rewards. Practically, school principals should prioritize open communication, recognized treatment of teachers, and honest reasoning in decision-making as the most effective strategy for fostering sustained OCB.*

Keywords: *Junior High Schools; School Principals; Voluntary Teacher Behavior; Workplace Fairness; West Kotawaringin.*

1. Introduction

What makes a teacher willing to arrive early, help a struggling colleague without being asked, or participate in school activities beyond their formal obligations? Is it the additional

salary and incentives? The transparency of school regulations and policies? Or how the school leadership communicates and interacts with them? More than simply conveying curriculum material, teachers act as agents of change who shape character, inspire potential, and maintain the continuity of social values, both inside and far beyond the classroom. However, the effectiveness of a teacher's role cannot be measured solely by the pedagogical competencies outlined in formal job descriptions. Recent studies in the field of organizational behavior consistently show that teachers' most valuable contributions often come in the form of voluntary behavior that goes beyond formal obligations, a construct known in management literature as Organizational Citizenship Behavior (OCB).

Organ (1988) defines OCB as discretionary individual behavior, not directly or explicitly recognized by a formal reward system, but cumulatively driving the effectiveness of organizational functioning. In the school environment, concrete manifestations of teacher OCB can vary: some teachers are willing to spend time outside of class hours to tutor students who are falling behind, some are proactive in helping colleagues overcome learning challenges, and still others actively participate in school activities without waiting for instructions. These types of behaviors do not arise from contractual obligations, but from genuine awareness and internal motivation.

So, what factors actually encourage or hinder the emergence of OCB in teachers? This question is not new. Academic literature has identified various antecedents of OCB, ranging from job satisfaction, organizational commitment, transformational leadership, and organizational culture. However, one construct that has received increasing attention in the past two decades is organizational justice, namely an individual's perception of fairness within their organization.

Greenberg (1987) asserted that organizational justice is a psychological variable that directly influences employee behavior. Within the framework of Social Exchange Theory (Blau, 1964), perceptions of justice trigger the norm of reciprocity: employees who feel fairly treated tend to reciprocate with contributions that go beyond formal obligations, including OCB.

In this study, organizational justice is understood through three main dimensions: procedural justice, distributive justice, and interactional justice. Interactional justice is treated as an integrated construct encompassing two aspects: interpersonal justice and informational justice because the focus of the study is directed at the quality of interpersonal treatment and the quality of communication between the principal and teachers as a whole.

The relevance of these three dimensions in the context of Indonesian education is stark. In many schools, issues of procedural justice arise when job assignments, teaching hours, or teacher placements are conducted without transparent and understandable procedures. Distributive justice is questioned when benefits, workloads, development opportunities, and work facilities are not distributed proportionally. Meanwhile, interactional justice is

disturbed when teachers feel unappreciated, uninvolved, or inadequately explained for decisions concerning their assignments, status, or careers. When one or a combination of these three dimensions falter, teachers' intrinsic motivation can be eroded and their OCB weakened.

Empirical evidence for this relationship has been extensively documented. Podsakoff et al. (2000) found, in their comprehensive meta-analysis, that perceived fairness is one of the most consistent predictors of OCB. Moorman (1991) specifically showed that procedural justice has a stronger influence on OCB than job satisfaction. In Indonesia, several studies have also confirmed a similar pattern: Huda (2019) found a positive effect of organizational justice on OCB among private junior high school teachers in Tangerang Regency; Mulyana, Matin, and Rochana (2020) demonstrated the same effect among public high school teachers in East Jakarta; Chandrawaty and Widodo (2021) confirmed a direct effect of organizational justice on OCB and an indirect effect on teacher performance in Jakarta; and Hidayat and Patras (2022) asserted that OCB among junior high school teachers in Bogor would be more effectively enhanced through strengthening organizational justice.

West Kotawaringin Regency, Central Kalimantan, presents an interesting and academically relevant context. According to the Statistics Indonesia (BPS) West Kotawaringin Regency in Figures 2025, in the 2024/2025 academic year there were 69 junior high schools with 852 teachers spread across six sub-districts: South Arut, Kumai, Pangkalan Banteng, Pangkalan Lada, North Arut, and Kotawaringin Lama. This regency recorded a Human Development Index (HDI) of 74.44 (the second highest in Central Kalimantan) with a junior high school net enrollment rate of 85.13 percent. Although this figure is relatively high, approximately 15 percent of junior high school-aged children still do not have access to formal education services, a fact that confirms that strengthening school effectiveness remains an urgent agenda.

Field conditions in this region reveal several significant equity issues: uneven distribution of the teaching load, a less-than-transparent allowance determination process, and disparities in treatment between civil servant and contract teachers. The disparity in teacher numbers across regions is also striking: South Arut District has 260 public junior high school teachers, while North Arut has only 27. This disparity has the potential to create a disproportionate workload, which could ultimately erode perceptions of equity and weaken teacher OCB.

When linked to OCB, these issues of well-being and fairness have important psychological implications. Teachers who perceive an unbalanced workload, uncertain benefits, unclear status, or unequal work facilities may experience a decreased sense of appreciation from the organization. Within a social exchange framework, weakened perceptions of fairness can reduce teachers' incentives to voluntarily contribute extra resources. Conversely, when teachers perceive clear procedures, a proportional distribution of workloads and rewards, and leadership communication that respects their dignity, the likelihood of OCB emerging is greater.

A review of the existing literature reveals at least three relevant knowledge gaps that motivate this research. First, available Indonesian studies are still concentrated on Java and urban areas such as Jakarta, Tangerang, and Bogor. Non-Javanese semi-urban areas such as West Kotawaringin are barely represented. Second, most Indonesian research still treats organizational justice as an aggregate construct, even though the literature confirms that each of its dimensions—procedural, distributive, and interactional justice—operates in different psychological domains and potentially exerts varying influence on OCB. Third, inconsistencies in findings across studies indicate that the dominant influence of each dimension cannot be assumed to be universal; context-specific testing remains necessary.

This inconsistency becomes more apparent when organizational justice is separated into specific dimensions. Okfrima and Tentama (2023) found that procedural justice had a highly significant effect on OCB of private vocational high school teachers in Padang City. However, Srimulyani, Kurniawati, and Rustiyaningsih (2017) showed a more partial pattern: procedural justice had no significant effect on OCB-I, although it did have a significant effect on OCB-O; conversely, distributive justice and interactional justice had significant positive effects on both OCB-I and OCB-O. Saragi Sitio (2023) also showed that not all justice dimensions have a uniform direct effect on OCB, as only distributive justice showed an effect on OCB in the model tested. Therefore, testing the dimensions of procedural justice, distributive justice, and interactional justice separately is important to avoid assuming that all justice dimensions operate with equal strength in every organizational context.

Based on these gaps, this study aims to examine the influence of procedural justice, distributive justice, and interactional justice on the OCB of junior high school teachers in West Kotawaringin Regency, both partially within a single structural model and comparatively to identify the most dominant dimensions. To this end, this study uses PLS-SEM analysis, which allows for an integrated evaluation of the measurement and structural models.

Overall, this research contributes in three ways. Contextually, it broadens the scope of organizational justice and OCB studies to underrepresented non-Javanese regions. Analytically, the comparative examination of the three justice dimensions yields a sharper and more contextualized influence profile. Finally, methodologically, the use of PLS-SEM allows for the evaluation of contextually adapted instruments and the simultaneous testing of structural models.

2. Research Methods

This study uses a quantitative approach with an explanatory research type, namely research that aims to explain the relationship between variables through systematic hypothesis testing. This approach was chosen because this study is oriented to testing the influence of three independent variables: procedural justice (X1), distributive justice (X2), and interactional justice (X3) on the dependent variable: organizational citizenship behavior (Y). In addition to testing these hypotheses, this study also answers the fourth research problem

(RM4) through a comparative analysis that compares the path coefficient (β) and effect size (f^2) values of the three paths.

3. Results and Discussion

3.1. Procedural Justice and OCB

The results showed that procedural justice did not significantly influence the OCB of junior high school teachers in West Kotawaringin Regency ($\beta = 0.157$; $p = 0.189$). However, the direction of the effect was positive, indicating that when teachers perceived fairer procedures, their OCB tendency also increased. However, this relationship was not strong enough to exceed the threshold of statistical significance.

This finding differs from initial expectations based on the predominant literature supporting procedural justice as a predictor of OCB. This finding differs from Okfrima and Tentama's (2023) study, which found a significant effect of procedural justice on OCB among private vocational school teachers in Padang City. However, this finding is more consistent with Srimulyani et al.'s (2017) findings, which documented a partial effect: procedural justice had no effect on OCB-I although it did on OCB-O. This difference may reflect the specific context of schools in West Kotawaringin, where mechanisms for teacher participation in decision-making have not been fully institutionalized, thus perceptions of procedural justice have not been able to directly drive OCB.

A relevant alternative explanation is that in a semi-urban context with a large proportion of non-civil servant teachers (37.4% of GTT/GTY), teachers' sensitivity to procedural aspects may differ. Non-civil servant teachers whose employment positions are not formally guaranteed may have a different threshold of expectations for procedural justice, so that moderate procedural perceptions do not necessarily trigger strong OCB responses. Another possibility is that the effect of procedural justice on OCB is indirect, mediated by variables such as job satisfaction or trust in the organization, which are not included in this research model.

3.2. Distributive Justice and OCB

The lack of a significant effect of distributive justice on OCB ($\beta = -0.018$; $p = 0.847$) is an interesting finding and deserves attention. The coefficient value close to zero and the very high p-value indicate that, in this model, perceptions of distributive justice play almost no role at all in determining teacher citizenship behavior.

The most surprising finding is the distributive justice coefficient, which is close to absolute zero ($\beta = -0.018$). It's not merely insignificant, but barely budges from zero. This finding can be understood from the perspective of intrinsic motivation. The teaching profession in Indonesia, especially at the junior high school level, is generally imbued with strong values of dedication and professional calling. In such an environment, extra-role behavior (OCB) does not depend entirely on rational calculations of rewards received versus contributions

made. Teachers who are strongly committed to their profession tend to exhibit OCB regardless of whether they perceive the rewards they receive to be entirely fair.

This finding can also be attributed to the structural conditions of the Indonesian education system, where compensation disparities between civil servant and non-civil servant teachers have become an accepted reality. In such a context, distributive justice may have become a "hygiene factor" in Herzberg's terminology, meaning that distributive injustice can lead to dissatisfaction, but distributive justice itself does not automatically encourage OCB. Saragi Sitio (2023) also documented a similar pattern where distributive justice is not always a strong direct predictor of OCB, in this case in a corporate context (PT Cedefindo).

3.3. Interactional Justice and OCB

The most important finding in this study is the positive and significant influence of interactional justice on OCB ($\beta = 0.398$; $p = 0.001$). This indicates that among all dimensions of justice studied, the quality of interpersonal treatment and communication from the principal is the strongest and most consistent factor in encouraging teachers' extra-role behavior.

These findings have a strong theoretical basis. Social Exchange Theory (Blau, 1964) asserts that individuals tend to reciprocate the good treatment they receive with behavior that benefits others, in this case the school. When principals treat teachers with respect, honesty, and transparency, teachers feel valued as human beings and professionals, not simply as factors of production. This reciprocal response, within the framework of Social Exchange Theory, manifests itself in the form of OCB: well-treated teachers are more willing to help colleagues, participate in school activities, and make contributions beyond their formal obligations.

This finding is also consistent with the literature that specifically highlights the interpersonal dimension of justice. Moorman (1991) was one of the first researchers to empirically demonstrate that the interactional dimension of justice has a direct effect on OCB, independent of job satisfaction. Subsequent studies in various contexts, including Srimulyani et al. (2017), which found a significant effect of interactional justice on both OCB-I and OCB-O, support this finding. In the Indonesian context, particularly in non-urban schools, the quality of interpersonal relationships with superiors (principals) appears to be a crucial factor.

Empirically, the IJ indicator in this study achieved the highest mean value among all justice dimensions (average 4.086), confirming that the principal's interactional quality is the strongest source of teachers' perceived justice. This also means that teachers' positive responses in the form of OCB are largely driven by their appreciation for the interpersonal treatment they receive, rather than by formal procedural aspects or the distribution of material rewards.

3.4. The Most Dominant Dimension of Justice

The fourth research question was about which justice dimension most dominantly influences OCB. Based on all available indicators, interactional justice consistently showed the highest value: the largest path coefficient ($\beta = 0.398$), the highest t-statistic (3.245), a meaningful effect size ($f^2 = 0.092$), and was the only statistically significant dimension. This finding has important implications for school management: investing in developing principals' capacity to communicate openly and treat teachers with respect appears to be more effective in promoting OCB than procedure-based interventions or material incentives.

4. Conclusion

This study aims to examine the influence of three dimensions of organizational justice, namely procedural justice, distributive justice, and interactional justice, on the organizational citizenship behavior (OCB) of junior high school teachers in West Kotawaringin Regency, and to identify the most dominant dimension. Based on the PLS-SEM analysis of 147 respondents using SmartPLS 4, several conclusions can be drawn as follows. First, procedural justice did not significantly influence the OCB of junior high school teachers in West Kotawaringin Regency ($\beta = 0.157$; $t = 1.313$; $p = 0.189$). Although the direction of the relationship was positive, the strength of the influence did not reach the threshold of statistical significance, so the first hypothesis was rejected. This finding indicates that perceptions of procedural justice in the sample schools have not been a factor that directly and consistently drives teachers' extra-role behavior. Second, distributive justice did not significantly influence teachers' OCB ($\beta = -0.018$; $t = 0.194$; $p = 0.847$), so the second hypothesis was also rejected. The very small coefficient, approaching zero, indicates that perceptions of fairness in reward distribution play almost no role in determining teachers' citizenship behavior in the context of this study. Third, interactional justice has a positive and significant effect on teachers' OCB ($\beta = 0.398$; $t = 3.245$; $p = 0.001$). The third hypothesis is accepted. This is the main finding of the study: the quality of interpersonal treatment and the openness of the principal's communication are the justice dimensions that most strongly encourage teachers' extra-role behavior. Teachers who perceive respectful treatment, honest communication, and adequate explanations from the principal are more likely to reciprocate with voluntary contributions that go beyond their formal obligations. Fourth, among the three dimensions of justice studied, interactional justice is the only dimension that has a significant effect on OCB in the research model ($\beta = 0.398$; $t = 3.245$; $p = 0.001$; $f^2 = 0.092$). The effect size of $f^2 = 0.092$ is in the small category according to Cohen (1988), so interactional justice can be said to be the most dominant relative to the other two insignificant dimensions. The overall model explains 26.2% of the variance in OCB ($R^2 = 0.262$), including the weak-to-moderate category, which indicates the existence of other factors outside the model that also influence teacher OCB. The R^2 value of 0.262 indicates that approximately 74% of the variance in teacher OCB remains unexplained by this model. This is not a fatal weakness, but rather an important signal that teacher OCB is a

multidimensional construct influenced by various other factors not included in the model. Based on the literature, strong candidates to complement this model include: job satisfaction (Somech & Drach-Zahavy, 2000), trust in leaders (Masterson et al., 2000), and organizational commitment (Podsakoff et al., 2000). The absence of these mediator variables likely explains a significant portion of the variance not captured by the current model, and also provides empirical justification for the further research agenda outlined in Section 5.4. Furthermore, the R^2 value of 0.262 in the context of the teaching profession, which is rich in intrinsic values and a sense of calling, is quite significant, as voluntary behavior such as OCB is rarely fully predicted by extrinsic factors alone.

5. References

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