Abstract. The quality of teacher services is an important element related to achieving national education goals and developing Indonesian people as a whole. The initial survey of teacher service quality in the Civil Servants in the High School in the city of Bogor has not yet reached maximum results. Therefore, the quality of teacher services is interesting to study. This study aims to find efforts to improve teacher service quality by examining the relationship between teacher service quality with teacher personality variables and organizational justice. The data needed in this study were captured using an instrument in the form of a questionnaire. Before the questionnaire is used as a data collection tool, it must be first analyzed its validity and reliability. This analysis was carried out by testing the instrument to respondents, who had been determined. This trial is intended to determine the feasibility of this instrument as a research instrument. The study also uses correlational statistical methods and analysis of the SITOREM method. The unit of research analysis was a high school civil servant teacher with a population of 279 and a sample of 103 teachers. The results of the study show there is a positive relationship between the teacher's personality and the quality of teacher services with the strength of the relationship \( r_{Y1} = 0.421 \) and there is a positive relationship between organizational justice and the quality of the teacher's service with the strength of the \( r_{Y2} = 0.297 \) so that the quality of teacher service can be improved through the personality of the teacher and organizational justice. The results of this study indicate that there is a relationship between the teacher's personality and the service quality approach as well as the organizational justice variable with the quality of teacher service both individually and collectively. SITOREM analysis results showed that there should be priority improvements to indicators that are not optimal such as (1) stable emotions (2) open to experience (3) procedural fairness (4) responsiveness (5) attention.

Keywords: Teacher Service Quality; Teacher Personality; Organizational Justice

I. INTRODUCTION

In the era of the Industrial Revolution 4.0, teachers need to improve their competence and quality. Especially with the current era of all-digital competition, not only preparing students but competently teachers must improve their quality. With the progress of information technology at this time teachers are asked not only to transfer knowledge but must instill the basic values of character development of students in the wise use of advances in information technology. Professional teachers who can take advantage of the superfast advances in information technology are needed to improve the quality of the teaching and learning process in each education unit to prepare superior human resources in global competence.

The quality of human resources cannot be separated from the quality of education, where one of the main components is the teacher. Quality schools are closely related to the provision of quality education services. Therefore, a teacher with high qualifications, competence, and dedication is needed in carrying out their professional duties. Teachers of Civil Servants (PNS) are state officials in charge of providing services to the community in a professional, honest, fair, and equitable manner in carrying out state, government, and development tasks.

Service quality is a form of consumer assessment of the level of service received (perceived service) with the level of service expected (expected service). Public trust of education service users is closely related to the quality of service in the school organization. The level of trust is built through the service relationship of the teaching staff, in this case, the teacher, to their students. The quality of teacher service is related to trust, which essentially provides the best service to students, parents, and the surrounding community.

The importance of a good teacher personality can influence the quality of teacher services in schools. The
existence of dissatisfaction with organizational justice in
schools also greatly determines the level of service or
responsibility of a person in carrying out their duties.
Therefore, the urgency of this study is to describe the
development of a model of two factors, namely personality,
and proper organizational justice so that the two variables can
create an increase in service quality.

According to Kotler (2000), service quality is the ratio
between the quality received (perceived quality) after
receiving the expected quality (expected quality). Meanwhile,
Baines, Fill, and Page (2011) said that service quality is the
customer's perception of the difference between the service
received compared to the expected service. Hussain (2010),
service quality is a model to identify differences between
consumer expectations for service and their assessment of the
service received. Van Ree (2009) said that service quality is
an assessment of how well the level of service provided is
following customer expectations. Nagabushanam (2013),
service quality is a term used in business administration
which describes the achievement in service on the objective
side and the subjective side of the service, namely customer
expectations for services received with the ability to provide
services by service providers. According to Yosliogu,
Caliskan, and Omer (2013), service quality is a comparison
between expected service and actual performance. Rabbai
and Gable (2012) stated that service quality was developed to
assess the gap between customer expectations and the level of
service quality provided. Peter and Donnelly (2011) described
that service quality is a comparison made by customers
between the service received and the service expected.

It can be synthesized that the quality of teacher service is
the comparison between expected service and actual
performance to meet customer expectations, especially
students. Service quality indicators are divided into five,
namely (a) teacher's physical appearance (b) teacher
reliability (c) responsiveness (d) teacher assurance (e) teacher
attention.

Gibson et al. (2012) said that personality is a set of
characteristics, tendencies, and temperaments (relatively
stable individuals) that have been significantly shaped by
inheritance and by social, cultural, and environmental factors.
Suzane, Dowd, and Scheneider (2006) stated that a personality
is a group of stable characters, tendencies, and temperaments
that are formed either from heredity or socio-cultural
environmental factors. Kreitner and Kenicki (2007),
personality is defined as a combination of physical and mental
characteristics of a person who is stable as his identity.
Greenberg and Baron (2008), personality is a pattern of
behavior, thoughts, and emotions of individuals that are
unique and relatively stable.

According to Colquitt, Lepine, and Wesson (2011), teacher
personality refers to structures and tendencies in people
that explain their distinctive patterns of thought, emotion, and
behavior. According to Helriegel and Scolum (2011),
personality is an overall profile or combination of stable
psychological attributes which is a unique trait of a person.
Crae and Costa (2012) said that personality is a dimension of
individual differences in the tendency to show consistent
patterns of thoughts, feelings, and actions.

Based on the opinions of several experts, personality can be
synthesized, which are unique and relatively stable individual
characters, behavior patterns, thoughts, and emotions with
indicators (a) sincerity (b) open to experience (c) enthusiasm
(d) consensus (e) stable emotions.

Demirel and Yucel (2013) defined organizational fairness
as a perception of people who compare their results and input
with others and then assess the equality of this relationship in
the form of a ratio. Akambi, Ofoegbu, and Eugene (2013) said
that organizational justice refers to employees who feel treated
fairly by the organization in every aspect. Green and Baron
(2008) defined organizational justice as the perception of
organizational members towards justice that occurs within the
organization.

Robbins and Judge (2009), most employees evaluate how
fairly employees are treated by the organization. Baldwin
(2006) defined organizational justice as the extent to which
employees feel that work procedures, workplace interactions,
and work results can be addressed fairly. Colquilt, Lepine,
and Wesson (2015), organizational justice is an employee
assessment of the fairness or fairness of decisions that have
been made by the authorities. Gibson et al. (2012),
organizational justice is the high and low degree or intensity
of a person's feelings for the fair treatment they receive in the
workplace. Kreitner and Kenicki (2007) stated that school,
organizational justice reflects the extent to which people in the
organization feel that they have been treated fairly in their
place of work. Based on the opinion of experts, it can be
synthesized that organizational justice is a level where an
individual feels treated the same or equal in the organization
where he works with indicators (a) distributive justice (b)
procedural justice (c) informational justice (d) Interpersonal
justice.

II. METHODOLOGY

This study uses a quantitative method with a correlation
survey model. The independent variable in this study is
personality \(X_1\) and organizational justice \(X_2\), while the
dependent variable \(Y\) is the quality of teacher services. The
population in this study were 279 state high school civil
servant teachers in the city of Bogor. The sample in the study
was calculated using the Slovin formula as many as 103
people. The sampling technique uses Multistage Sampling.
The first stage is a cluster, the second stage is purposive and
the third stage is taking samples at each school which is
conducted using a proportional random sampling technique.

Quantitative research data were analyzed using descriptive
statistics and inferential statistics. Inferential statistics using
regression-correlation analysis. The data analysis was
performed by using the normality test step of the estimation
error, the homogeneity test of variance. Determination of the
regression equation, the regression equation significance test,
regression linearity, and hypothesis testing using the
correlation test. The qualitative data analysis process was
conducted in two stages, namely the analysis during the data
collection process in the field and the analysis after data
collection by comparing the data value of each item using the SITOREM method.

III. RESULTS AND DISCUSSION

A. Results

1) Normality Test

The results of the calculation of the normality test of the estimation error (Y-Ŷ1) for the variable of teacher service quality on the teacher personality variable obtained the L_count value of 0.060 while the L_table was 0.080. The normal requirement is L_count < L_table, thus the standard error of estimation (Y-Ŷ1) for the variable of teacher service quality on teacher personality variables is normally distributed.

The results of the calculation of the normality test of the estimation error (Y-Ŷ2) for the variable of teacher service quality on the variable of organizational justice obtained the L_count value of 0.070 while the L_table was 0.080. The normal requirement is L_count < L_table, thus the standard error of estimation (Y-Ŷ2) for the variable of teacher personality on organizational justice variables is normally distributed.

2) Homogeneity Test

The homogeneity of the variance of the variable of teacher service quality on the teacher's personality obtained the value of ^2count 27.82, while ^2table at α = 0.05 was 47.39. Thus the data variance of the variable teacher service quality on the teacher personality variable was declared homogeneous.

The homogeneity of the variance of the variable of teacher service quality on organizational justice obtained the value of count 46.28, while table at α = 0.05 was 55.75. Thus the variance of the data on the variable of teacher service quality on the variable of organizational justice is stated to be homogeneous.

3) Hypothesis Test

The correlation between the teacher personality variable (X1) and the service quality variable (Y) is determined by the coefficient of determination (r2y1). Based on the estimation results, the r2y1 value is 0.177. These results indicate that 18% of the teacher service quality variable (Y) can be influenced by the teacher personality variable (X1). The relationship resistance of the teacher personality variable (X1) with the teacher service quality variable (Y) is determined by the correlation coefficient rY1 of 0.421.

Based on the results of the correlation test, it can be seen that the L_count is 5.15 while the L_table is 1.98. This shows that the correlation coefficient of the teacher personality variable (X1) with the teacher service quality variable (Y) is significant. Based on the test results it can be concluded that there is a positive relationship between the teacher personality variable (X1) and the teacher service quality variable (Y).

The correlation of the organizational justice variable (X2) with the teacher service quality variable (Y) is determined by the coefficient of determination (r2y2). Based on the estimation results, the r2y2 value is 0.089. These results indicate that 9% of the teacher service quality variable (Y) can be influenced by the organizational justice variable (X2). The resistance to the relationship between the organizational justice variable (X2) and the teacher service quality variable (Y) is determined by the correlation coefficient r2 of 0.297.

Based on the results of the correlation test, it can be seen that the L_count is 3.28 while the L_table is 1.98. This shows that the correlation coefficient of the organizational justice variable (X2) with the teacher service quality variable (Y) is significant. Based on the test results, it can be concluded that there is a positive relationship between the organizational justice variable (X2) and the teacher service quality variable (Y).

The correlation of teacher personality variables (X1) and organizational justice (X2) together with teacher service quality (Y) is determined by the value of the coefficient of determination (r2y12). Based on the estimation results, the r2y12 value is 0.179. These results indicate that 18% of the teacher service quality variable (Y) can be influenced by the teacher personality variable (X1) and organizational justice (X2). The resistance of the relationship between the teacher personality variable (X1) and organizational justice (X2) together with the teacher service quality variable (Y) is determined by the correlation coefficient rY12 of 0.423.

Based on the results of the regression test, it can be seen that F_count is 7.30 while F_table is 3.08. This shows that the coefficient of determination of teacher personality (X1) and organizational justice (X2) together with the variable teacher service quality (Y) is significant. There is a positive relationship between teacher personality variables (X1) and organizational justice (X2) together with the variable teacher service quality (Y). Based on the test results, it can be concluded that there is a positive relationship between teacher personality variables (X1) and organizational justice (X2) together with the variable teacher service quality (Y).

4) Partial Correlation Test

The results of the calculation of the first partial correlation test, the partial correlation value of teacher personality (X1) with the quality of teacher service (Y) with control on organizational justice (X2) (rY12) = 0.215 is obtained. Based on the results of the significance test, this value is significant (th = 2.27 > t1.98 (α = 0.05)). So the relationship between teacher personality and teacher service quality is not influenced by organizational justice variables.

The calculation of the second partial correlation test, the partial correlation value between organizational justice (X2) and the quality of teacher service (Y) is obtained with the control on teacher personality (X1) (rY12) = 0.084. This value is very significant (th = 0.86 < t1.98 (α = 0.05)). Thus, it can be concluded that the relationship between organizational justice and the quality of teacher service is influenced by the teacher personality variable.

B. Discussion

1) The Relationship between Teacher Personality and Quality of Teacher Service

The strength of the relationship between teacher personality and teacher service quality can be seen in the results of the correlation test with a correlation coefficient of 0.421. The
diversity that exists in the quality of teacher services is related to the personality of the teacher as seen from the coefficient of determination of 0.177 so that the diversity in the quality of teacher services can be explained by the personality of the teacher with a contribution of 18%. Meanwhile, 82% are influenced by other factors outside the teacher's personality. Personality is the character, behavior pattern, thoughts, and emotions of an individual that is unique and relatively stable. A good teacher personality will improve the quality of teacher services. It can be concluded that there is a positive relationship between teacher personality and teacher service quality, so that teacher personality is an important factor in improving the quality of teacher service.

2) The Relationship between Organizational Justice and Teacher Service Quality

The strength of the relationship between organizational justice and the quality of teacher services can be seen in the results of the correlation test with a correlation coefficient of 0.297. The diversity that exists in the quality of teacher services is related to organizational justice seen from the coefficient of determination of 0.089 so that the diversity that exists in the quality of teacher services can be explained by organizational justice with a contribution of 9%. Meanwhile, 91% is influenced by other factors outside of organizational justice. This is consistent with the statement by Kreitner and Kenicki (2007) that organizational justice in schools reflects the extent to which people in the organization feel that they have been treated fairly in their place of work.

Based on these results, organizational justice can affect the quality of teacher services. When someone feels that they are treated fairly and feel comfortable in a work environment, the quality of service will increase. It can be concluded that there is a positive relationship between organizational justice and teacher service quality so that organizational justice is an important factor in improving the quality of teacher services.

3) The Relationship between Teacher Personality and Organizational Justice together with the Quality of Teacher Services

The strength of the relationship between teacher personality and organizational justice together with the quality of teacher service can be seen in the results of the correlation test with a correlation coefficient of 0.179. The diversity that exists in teacher service quality has a relationship with teacher personality and organizational justice seen from the value of the coefficient of determination of 0.423 so that the diversity in teacher service quality can be explained by teacher personality and organizational justice with a contribution of 18%, collectively by teacher personality and organizational justice.

From the research results, it will be shown that there is a positive influence on the dependent variable with the correlation coefficient py1, py2, and py12 for each variable. Besides, to see how much the strength of the relationship between the independent variable and the dependent variable and to get the optimal solution from this study and to optimize each indicator for each research variable was carried out by giving weight to each indicator, based on Scientific Introduction to Research Operations in the field of Education Management or known as SITOREM (Hardhienata, 2017) as shown in Table I.

Table I: Correlation Coefficient Calculation Results

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>Correlation Coefficient Value</th>
<th>Relationship Strength Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>ry1</td>
<td>0.421</td>
<td>Strong enough</td>
</tr>
<tr>
<td>ry2</td>
<td>0.297</td>
<td>Less strong</td>
</tr>
<tr>
<td>ry12</td>
<td>0.423</td>
<td>Strong enough</td>
</tr>
</tbody>
</table>

IV. CONCLUSIONS

The results showed that there was a positive relationship between teacher personality and teacher service quality with the strength of the relationship ry1 = 0.421 and there was a positive relationship between organizational justice and teacher service quality with the strength of the relationship ry2 = 0.297. This reflects that improving the quality of teacher services can be done by improving teacher personality and organizational justice. Indicators that have been well maintained or developed and indicators that have not been properly improved.

The results of SITOREM's analysis show that the components of teacher personality, organizational justice, and quality of teacher services are found in 9 indicators that are in good condition so that it remains to be maintained, namely: (1) sincerity (2) enthusiasm (3) consensus (4) interpersonal justice (5) justice informational (6) distributive justice (7) physical appearance (8) guarantee (9) reliability. While 5 components still need to be improved, there are 5 components in order of priority for improvement, namely: (1) stable emotions (2) open to experience (3) justice procedural (4) responsiveness (5) attention. Indicators that still need to be improved need attention so that the quality of teacher services will increase.

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