

The Influence of Organizational Justice on Teachers' Work Dedication at Public Senior High Schools in Payakumbuh City

Zuhdatul Qanita Witri^{1*}, Sulastri², Anisah³, Lusi Susanti⁴

¹²³⁴ Department Educational Administration, Padang State University, Padang, Indonesia

ARTICLE INFO

Article history:

Received March 5, 2026

Revised March 7, 2026

Accepted March 10, 2026

Available online March 31, 2026

Keywords:

Organizational justice, Teacher work dedication, High school



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ABSTRACT

This research is motivated by problems related to teacher work dedication and organizational justice as a factor that influences it. The purpose of the study is to analyze the effect of organizational justice on teacher work dedication in Payakumbuh City Public Senior High Schools. The method used is quantitative. The study population was 159 Payakumbuh City Public Senior High School teachers and the sample is determined using the Stratified Proportional Random Sampling technique by calculating the sample size using the Chocran formula, namely 121 people. Data collection uses a questionnaire with a Likert scale model. Data analysis is done descriptively by calculating the mean, median, mode, and standard deviation. The results of the normality test show $0.200 > 0.05$, the linearity test is $0.177 > 0.05$. The simple linear regression test shows a constant value of 92.721 and a regression coefficient of 0.452 which is positive, so there is a positive influence between organizational justice on teacher work dedication. The t-test result is $5.355 > 1.657$, and the R² test result shows that organizational justice contributes 19.4% to teacher work dedication. The results of the study show that 1) Teacher work dedication at Payakumbuh City State Senior High School is in the good category with a percentage of 84.8%, 2) Organizational justice at Payakumbuh City State Senior High School is in the good category with a percentage of 85%, 3) There is an influence between organizational justice and teacher work dedication at Payakumbuh City State Senior High School of 19.4%.

Corresponding Author:

Zuhdatul Qanita Witri

Email: zuhdatulqanita22@gmail.com

1. INTRODUCTION

Teacher dedication is a crucial factor influencing the quality of education and student learning outcomes. In the world of education, teacher dedication is a crucial factor determining the success of the learning process. Teachers are not only tasked with delivering subject matter, but also with shaping the character, attitudes, and skills of students (Putri, DE, & Meliala, 2025). This makes teachers important figures to be emulated and emulated, as they play a professional role in teaching and guiding students, leading to changes in both mindset and behavior (Ulfah, U., & Arifudin, 2022). In carrying out their role, a teacher must possess strong dedication and sincerity in teaching, so that they can play a full role in ensuring students truly understand the material presented (Hamid, 2017).

Teacher work dedication is a teacher's commitment and sacrifice in educating, guiding, and shaping the character and abilities of students wholeheartedly (Ertürk, 2023). Teacher work dedication is also reflected in the implementation of daily tasks, such as concern for students, colleagues, and direct superiors, as well as the willingness to give time and thoughts for the benefit of students (Dr. Akmaluddin, S.pd.I., 2023). Teachers who have high dedication demonstrate responsibility, patience, perseverance, and

enthusiasm to continuously improve the quality of teaching. Thus, dedication is not only limited to transferring knowledge, but also includes fostering attitudes and discipline of students (Abidin, 2020). The high level of teacher work dedication directly influences the success of learning, the formation of student character, and the creation of a positive school environment. However, the reality in the field shows that the work dedication of teachers at Payakumbuh City State Senior High Schools still needs to be improved, especially in terms of responsibility, concern, loyalty in work, discipline, and work enthusiasm. Therefore, various efforts are needed to solve this phenomenon, namely by schools providing guidance, monitoring, mutual respect and teachers needing to understand students' needs.

Various factors can influence teacher work dedication, one of which is organizational justice. Organizational justice is a concept that describes a person's impression of how fairly an organization or company treats them (Jufrizen, J., & Kanditha, 2021). Organizational justice is a principle that is used by individuals when they are treated equally in the organization where they work (NK Sari, 2019). Organizational justice plays a crucial role in creating a conducive, harmonious, and professional work environment. A sense of justice can increase motivation, job satisfaction, and organizational commitment, thus making teachers more dedicated to carrying out their duties. Conversely, injustice can lead to anger and negative thoughts in teachers (Akar, Huseyin, & Ustuner, 2019). However, the reality on the ground shows that organizational justice in Payakumbuh City Public High Schools still needs to be improved, particularly in the aspects of distributive justice, interactional justice, procedural justice, interpersonal justice, and informational justice. To improve organizational justice in schools, this can be achieved through fair distributive distribution, clear rules and procedures, and the provision of clear information within the school.

Several previous studies have demonstrated the importance of organizational justice in improving teacher performance and work dedication. For example, research conducted by Arwati (2024) at Sumpiuh 1 State Senior High School shows that organizational justice in schools significantly influences teacher performance, meaning that better organizational justice leads to improved teacher performance. Furthermore, research by Sajiwo (2021) at Karangsambung 1 State Senior High School shows that organizational justice positively influences teacher performance at school. These findings suggest that organizational justice in schools plays a significant role in shaping teacher work dedication in high schools.

Although existing research has examined the influence of organizational justice on teacher performance in high schools, gaps remain in the local context, particularly in Payakumbuh City's public high schools. Most previous studies have focused on teacher performance, with few examining the level of teacher dedication to their work. Furthermore, many previous studies have focused on high schools in Java, and few have examined organizational justice in high schools in West Sumatra. Therefore, this study offers novelty in terms of variables and geographic context, and is expected to make a significant contribution to educational science in Indonesia.

This research is important to understand how organizational justice affects teacher work dedication in Payakumbuh City Public Senior High Schools. The purpose of this study is to analyze the influence of organizational justice on teacher work dedication in Payakumbuh City Public Senior High Schools. The research question asked is: "Is there a significant influence of organizational justice on teacher work dedication in Payakumbuh City Public Senior High Schools?". The benefits of this research include theoretical contributions in the development of educational management science, as well as practical benefits for school principals, teachers, and stakeholders in improving teacher work dedication through organizational justice in schools.

2. METHOD, DATA, ANALYSIS

This type of research uses a quantitative method by examining the influence of organizational justice on teacher work dedication at Public Senior High Schools in Payakumbuh City. The study population was 159 teachers, while the sample size was 121 teachers. This sampling technique used Stratified Proportional Random Sampling. To determine the sample size, the Cochran formula was used. The data collection instrument for this research was in the form of a questionnaire, the research questionnaire was compiled based on the Likert Scale. Sugiyono (2022) stated that the Likert Scale is used in measuring attitudes, views, and perceptions of individuals and groups towards a social phenomenon. There will be five answers used: always, often, sometimes, rarely, and never.

The research phase began with the development of a questionnaire framework, which required guidance from the supervising lecturer in developing statements for each indicator. A pilot questionnaire was conducted with 30 teachers outside the research sample. The pilot questionnaire results were then

analyzed using SPSS (Statistical Package for the Social Sciences) version 26 to determine its validity and reliability. After testing and analysis, the questionnaires were distributed to respondents, and the collected data were analyzed by calculating the average of respondents' answers using the mean formula. The research results were then processed to determine the level of achievement using the classification and scale of research categories. After that, classical assumption tests were conducted with normality and linearity tests, then simple linear regression tests, and finally hypothesis tests with t and R^2 .

3. RESULT AND DISCUSSION

Result

The results of the study on the influence of organizational justice on teacher work dedication at Payakumbuh City State Senior High Schools have two variables, namely the organizational justice variable (X) and the teacher work dedication variable (Y).

Organizational Justice Research Data Description

Data collection on organizational justice variables was obtained from the distribution of 121 questionnaires to teachers of Public Senior High Schools in Payakumbuh City. The distributed organizational justice questionnaire consisted of 40 items with the highest score being 5 and the lowest score being 1. Based on general data processing, the organizational justice obtained data in general, the organizational justice obtained an mean 170.18, median 170.00, mode 163.00, standard deviation 7.63, maximum score 200.00, minimum score 153.00, and range 47.00. Organizational justice in this study is seen from 4 aspects, namely 1) distributive justice, 2) interactional justice, 3) procedural justice, 4) interpersonal justice, 5) informational justice. The following are the results of research that has been conducted to determine the effect of organizational justice on teacher work dedication at Public Senior High Schools in Payakumbuh City, explained as follows:

Table 1. Research Results on Organizational Justice Variables

No	Indicator	Average	%TCR	Classification
1	Distributive Justice	4.26	85%	Good
2	Interactional Justice	6.06	85%	Good
3	Procedural Justice	3.77	85%	Good
4	Interpersonal Justice	4.25	85%	Good
5	Informational Justice	3.20	85%	Good
Average Score		4.30	85%	Good

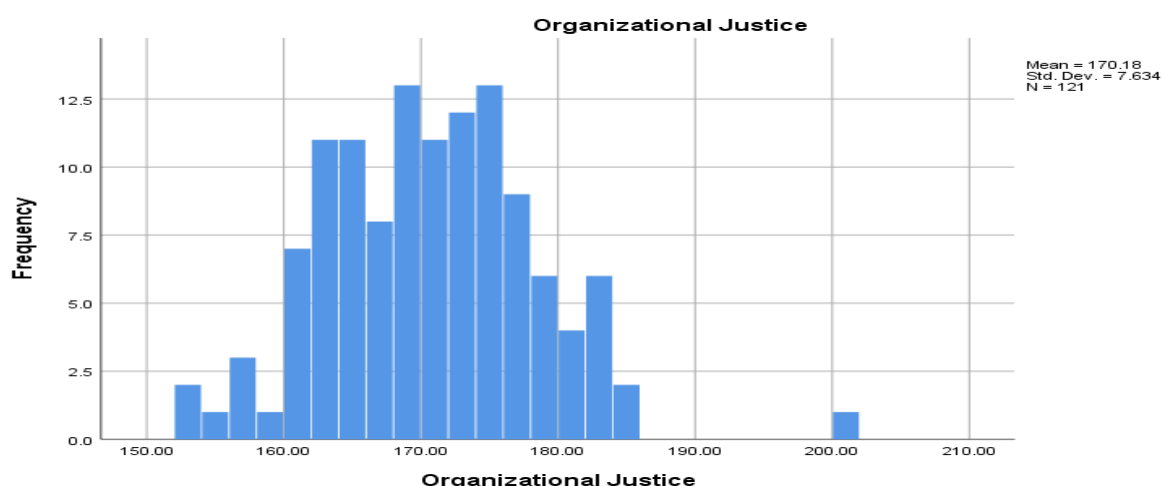


Figure 1 Histogram of Organizational Justice

Table 1 shows that the highest average score 6.06, with a percentage of 85%, is found in the interactional justice indicator. Meanwhile, the lowest average score 3.20, with a percentage of 85%, is informational justice. Overall, the achievement of the organizational justice indicator at Payakumbuh City State Senior High School is 4.30 with a percentage of 85%, which means that organizational justice at Payakumbuh City State Senior High School is already in the good category.

Teacher Work Dedication Data Description

Data collection on the variable of teacher work dedication was obtained from the distribution of 121 questionnaires to teachers of Public Senior High Schools in Payakumbuh City. The distributed teacher work

dedication questionnaire consisted of 40 items with the highest point of 5 and the lowest point of 1. Based on general data processing, the teacher work dedication obtained an mean of 169.63, a median of 170.00, a mode value of 169.00, a standard deviation of 7.83, score maximum of 200, score minimum of 151. Teacher work dedication in this study was seen from five aspects, namely 1) responsibility, 2) concern, 3) loyalty in work, 4) discipline, 5) work spirit. The following are the results of research that has been conducted to find the effect of organizational justice on teacher work dedication in Public Senior High Schools in Payakumbuh City, explained as follows:

Table 2. Research Results on Teacher Work Dedication Variables

No	Indicator	Average	%TCR	Classification
1	Responsibility	4.21	84%	Good
2	Caring	4.25	85%	Good
3	Loyalty at Work	4.26	85%	Good
4	Discipline	4.25	85%	Good
5	Spirit at work	4.24	85%	Good
Average Score		4.24	84.8%	Good

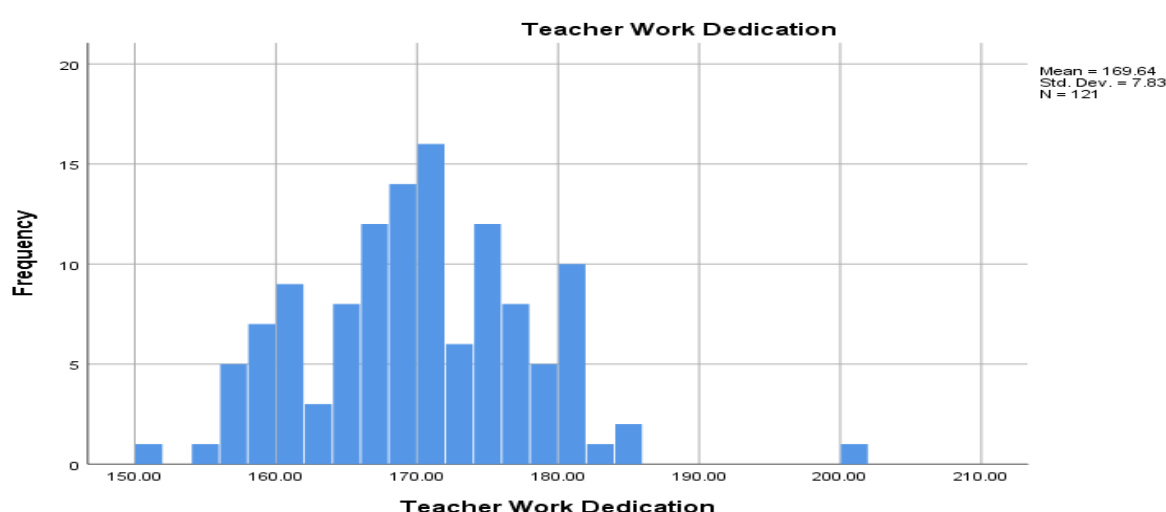


Figure 2. Teacher Work Dedication

Table 2 shows that the highest average score is found in the loyalty indicator at work with an average score of 4.26 with a percentage of 85%. Meanwhile, the lowest average is found in the responsibility indicator with an average score of 4.21 with a percentage of 84%. In general, the average score of teacher work dedication in public high schools in Payakumbuh City is 4.24 with a percentage of 84.8%. This means that teacher work dedication in public high schools in Payakumbuh City is already in the good category.

Organizational Justice Towards Teachers' Work Dedication

The prerequisite tests and hypothesis tests in this study are as follows:

a. Prerequisite Test

1) Normality Test Results

The normality test aims to determine whether the data in the study is normally distributed. If the distribution is normal, then alternative non-parametric tests can be used. The normality test in this study was processed using SPSS version 26. To obtain an overview of the normality test for teacher work dedication and organizational justice, see the following table:

Table 3. Normality Test Results

Organizational Justice and Teacher Work Dedication	
Asymp. Sig. (2- tailed) ^c	Sig
0.200	0.05

If the significance number is > 0.05 , the data is normally distributed; if the significance number is < 0.05 , the data is not normally distributed. Normality testing using SPSS version 26 found that the data for the work dedication and organizational justice variables were 0.200, which is greater than 0.05, so the data is normally distributed.

2) Linearity Test Results

The linearity test aims to determine whether the data from the organizational justice variable tends to form a linear relationship with the teacher work dedication variable. If the significance

value is greater than 0.05, this indicates a linear regression line. However, if the significance value is less than 0.05, this indicates a non-linear regression. To determine whether the regression equation is linear or not, see the following table:

Table 4. Linearity Test Results

Organizational Justice and Teacher Work Dedication	
Sig Deviation from Linearity	Sig
0.177	0.05

Based on the results of the linearity test, it shows a significant value. At a deviation from linearity of 0.177, it can be concluded that there is a linear influence between variable X (organizational justice) and variable Y (teacher work dedication) because the deviation from linearity (0.177) > significance level (0.05) so there is a linear influence.

b. Hypothesis Testing

1) Simple Linear Regression Test Results

A simple linear regression test is used to test or predict the effect of a single independent variable (organizational justice) on a dependent variable (teacher work dedication). The results of the simple linear regression test can be seen in the following table:

Table 5. Results of Linear Regression Analysis of Organizational Justice and Teacher Work Dedication Variables

Coefficient						
Model		Unstandardized Coefficients		Standardized Coefficient		
		B	Standard Error	Beta	T	Significance
1	(Constant)	92,721	14,379		6,449	.000
	Organizational Justice	.452	.084	.441	5,355	.000
Dependent Variable: Teacher Work Dedication						

Based on the simple linear regression analysis in the constant value column of table 3 is 92.721, while the value of the regression direction coefficient is 0.452. Thus, the equation $Y = 92.721 + 0.452X$ is obtained. The coefficient b, which is called the regression direction coefficient, shows the average change in variable Y (teacher work dedication) for every one unit change in variable X (organizational justice). If b is positive, it has a positive effect, namely an increase in X will increase Y. Based on this equation, it can be interpreted that the constant of 92.721 suggests that if the value of organizational justice (X) is zero, then the teacher work dedication (Y) has a value of 92.721.

2) T-Test Results

To see the significance of the influence of the independent variable (organizational justice) partially or individually on the dependent variable (teacher work dedication), a significance test (t) is conducted. The decision making in this t test is if the sig value < 0.05 or t count > t table then there is an influence of variable X on Y. In addition, if the sig value > 0.05 or t count < t table then there is no influence of variable X on variable Y. The t table value with a confidence level of 0.05 (N = 121) in the distribution of t table values is 1.657. To see the t value again, it can be seen in the following table:

Table 6. T-Test Results

Organizational Justice and Teacher Work Dedication	
t count	t table
5,355	1,657

Based on the table above, the significance value is $0.000 < 0.05$ and the calculated t value is $5.355 > t \text{ table } 1.657$. It can be concluded that organizational justice (X) has a positive and significant influence on teacher work dedication (Y) at Payakumbuh City State Senior High School. Thus, the hypothesis that states that there is an influence of organizational justice on teacher work dedication is proven true.

3) Coefficient of Determination Test (R^2)

The coefficient of determination (R^2) test used to determine the extent to which the independent variable (organizational justice) explains the dependent variable (teacher work dedication). If the coefficient of determination is around zero, the relationship between the two

variables is considered weak. Similarly, if the coefficient approaches one, the relationship between the two is considered strong. The results of the coefficient of determination test can be seen in the following table:

Table 7. R2 Test Results

Organizational Justice and Teacher Work Dedication		
R	R Squared	Adjusted R Squared
0.441	0.194	0.187

Based on the table above, the percentage of influence of the independent variable (organizational justice) on the dependent variable (teacher work dedication), or what is known as the coefficient of determination (R Square), is 0.194 or 19.4%. This means that organizational justice is able to influence teacher work dedication by 19.4%, and the remaining 80.6% is influenced by other variables outside of the study.

Discussion

Organizational Justice

The results of the study describe that organizational justice in Payakumbuh City State Senior High Schools is categorized as good with an average score of 85%. This indicates that the school in this study has been able to optimally implement the principles of organizational justice in schools. The main characteristics of organizational justice identified in this study are: distributive justice, interactional justice, procedural justice, interpersonal justice, and informational justice. The school has been able to foster organizational commitment, job satisfaction, and increase teacher trust in the leadership and systems that apply in the school. These conditions also have an impact on the creation of a harmonious work climate, increased dedication in carrying out tasks, and the emergence of teacher loyalty to the school (YR Sari, 2018). This study is also in line with the view that organizational justice carried out in schools greatly influences effectiveness in the school, where teachers feel that decisions made can affect teacher behavior in work, sometimes even some teachers want to choose to move where they teach as a shortcut to escape the injustice they feel (Srimulyani, VA, Kurniawati, D., & Rustiyaningsih, 2017). Therefore, with a good perception of justice, teachers will feel valued, treated equally, and involved in every decision-making process, thus encouraging the achievement of more effective and sustainable education.

The indicator with the highest average score for the organizational justice variable is interactional justice. This is because the school has established a good communication pattern between the principal and teachers, and demonstrated mutual respect in every work interaction. This is in line with Mardhatillah's (2021) research, which states that interactional justice is key to building work motivation and commitment to the school. Interactional justice is a combination of a subordinate's trust in their superior and the fairness evident in the daily work environment (Evando Yulianto, 2023). Interactional justice in schools assumes that teachers, as members of a group within the school, pay close attention to signs and symbols that reflect their position within the school (Siswanti, Y., 2020).

Efforts to maintain the highest achievement in the interactional justice indicator include the principal continuing to maintain open, honest, and respectful communication with all teachers (Juliadrianti, M., & Wildanah, 2025). Principals should consistently demonstrate empathy, actively listen to teachers' aspirations, and provide constructive feedback at every opportunity (Munawwaroh, 2024). Furthermore, it is important for leaders to remain objective and non-discriminatory in interactions and decision-making, so that every teacher feels treated fairly and with dignity. These efforts can also be strengthened through regular deliberations and a culture of mutual respect instilled in the school environment. Thus, a harmonious work climate can be maintained and support the continuous improvement of teacher performance and dedication.

Teacher's Work Dedication

The results of the study above describe that the work dedication of teachers at Payakumbuh City State Senior High Schools is categorized as good with an average score of 84.8%. This high score indicates that teacher work dedication to their work is very important, therefore it is important to know what makes teachers passionate (Siregar, 2023). If teachers are highly committed to their work, it will be seen in the lessons they provide, inspire students, and improve education as a whole. Strategic investment in human resource development and national success can be made by identifying and managing factors that influence teacher work commitment and dedication, given the complexity of today's educational difficulties (Murcahyanto, H., & Mohzana, 2023). Teachers not only carry out sincerity, loyalty, and willingness to make efforts for the progress of students and schools. The main characteristics of work dedication in this study are seen as: responsibility, caring, loyalty in work, discipline, and work enthusiasm.

The indicator with the highest average score for the teacher work dedication variable is work loyalty. This is because the school has been able to foster a sense of belonging and emotional attachment in teachers to the institution where they serve. Teachers will show pride in being part of the school, uphold the school's reputation both in the workplace and in the community, and commit to maintaining work quality in every task. Teacher loyalty can be defined as a teacher's loyalty to their workplace. When someone has high loyalty, a teacher's work dedication will increase, because teachers who are loyal to their school will tend to do their best at school in any form (Anifah, A., & FoEh, 2022).

To increase teacher loyalty, schools need to provide salary increases, as salary will influence teacher loyalty. This is evidenced by Mura, L., Gontkovicova, B., & Hajduova (2019) & Rahimi (2020), who stated that financial compensation has been proven to influence increased loyalty at work. However, increasing loyalty is not only determined by financial factors; schools must also pay attention to non-financial aspects such as awards, professional development opportunities, and fair job promotions. Thus, high loyalty is not only temporary but also sustainable and will have a positive impact on improving the quality of education.

Organizational Justice Towards Teachers' Work Dedication

Research on the influence of organizational justice on work dedication in Payakumbuh City Public Senior High Schools shows that the results of the study indicate a positive and significant influence on teacher work dedication with a t-test of 5.355; $p = 0.000 < 0.05$. Then the coefficient of determination (R^2) of 0.194 means that there is a significant influence between organizational justice on teacher work dedication of 19.4%. This shows that organizational justice and teacher work dedication have a significant positive influence. Organizational justice includes dimensions of distributive justice, interactional justice, procedural justice, interpersonal justice, and informational justice. while teacher work dedication includes dimensions of responsibility, caring, loyalty in work, discipline, and work enthusiasm. This is in line with research by Jufrisen, J., & Hamdani (2023) which states that organizational justice encourages better performance through distributive justice, procedural justice, interpersonal justice, informational justice, and interactional justice. This is reinforced by research by Hardianto, Hadiyat & Setyanto (2023) which states that organizational justice in schools is seen to influence teacher performance dedication, service quality, work relationship quality, job satisfaction, school climate, respect, motivation, and commitment. Therefore, efforts to realize organizational justice in schools include implementing strong leadership, creating a positive organizational culture, implementing effective communication, developing a positive personality, and building a good school image. In the educational context, teachers who experience transparency in decision-making, clear policy information, and interpersonal treatment that respects their professional dignity will demonstrate high work dedication, responsibility, loyalty, and sincerity in carrying out their duties.

4. CONCLUSION

From the results of the research and discussion that have been described previously, it can be concluded that the work dedication of teachers in Payakumbuh City State Senior High School is in the good category, namely 4.24 with an achievement percentage of 84.8%. The highest average score is in the loyalty indicator at work, namely 4.26 with a percentage of 85%, while the lowest average score is in the responsibility indicator, namely 4.21 with a percentage of 80%. Then, organizational justice in Payakumbuh City State Senior High School is in the good category, namely 4.30 with a percentage of 85%. The highest score is in the interactional justice indicator, namely 6.06 with a percentage of 85%, while the lowest average score is 3.20 with a percentage of 85%. So, there is an influence between organizational justice and teacher work dedication in Payakumbuh City State Senior High School by 19.4% and 80.6% is influenced by other factors. The magnitude of the correlation significance test is 5.355. From the results of the correlation significance test calculation, the calculated t is greater than the t table at a significance level of 0.05, namely $5.355 > 1.657$. The criteria in calculating the correlation significance test state that if the t test is greater than the r table, then H_0 is rejected and H_a states that there is an influence between organizational justice and teacher work dedication at Payakumbuh City State Senior High Schools is accepted.

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