

Distributive - Procedural Justice to Altruism: Person-organization fit as a moderating variable

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Abstract: This study is to know the relationship between distributive justice and procedural justice with altruism and add person-organization Fit (PO Fit) as a moderating relationship. The data were collected from 355 teachers from 6 vocational schools in Indonesia by sending a questionnaire containing questions with a Likert scale intervals of 4. It uses Structural Equation Modeling (SEM) approach based on Partial Least Square (PLS) with the help of SmartPLS software version 3.0 for windows. This study will look at the relationship that is more in between justice interpersonal and informational justice against OCB particular dimensions of altruism that exists within the employee. When organizational justice perceived by employees is good, it will make their altruism better and can also occur otherwise. Organizations with employees who receive fair service from their organizations and are added with a high level of compatibility with their organizations, can be defined as a fit between the personality of an individual and his characteristics in an organization as indicated by employee outcomes, these outcomes reflect the reaction and attitude of an employee towards the existence a policy taken by the organization

Keywords: organizational justice, distributive justice, procedural justice, altruism, PO Fit JEL Classification: D2, L2, L5

1. INTRODUCTION

The organization consists of human resources, namely employees with a variety of different behaviors. One of the forms of behavior is organizational citizenship behavior (OCB). This behavior is discretionary which is indirectly recognized formally in the organizational system but has the aim to advance the function of the organization itself (Organ, 1988 in LePine, 2002). The contribution of OCB in the social and psychological environment is to help promote the goals of the organization (Smith et al. 1983; Organ and Paine, 1999), which are substantially important because they lubricate the social machinery in an organization (Smith et al. 1983). Williams and Anderson (1991) distinguish the OCB dimension based on the objectives of OCBI (individual sphere) and OCBO (organizational sphere). While other researchers namely Konovsky and Organ (1996) and Podsakoff, et al., (2000) divided the OCB dimension into five namely altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. Organizational citizenship behavior has an altruistic character and is an important performance criterion, namely altruism (Valentine, et al., 2011). A conducive organization can be achieved if there is a situation that is triggered by altruism (Podsakoff, et al., 2000; Smith, et al., 1983), and has fair procedures. Organizations will have fair procedures if they can influence the way employees to carry out tasks and can work together between employees (Podsakoff, et al., 2000 and Smith, et al., 1983). Initial research on the effects of fairness was carried out by Folger et al. (1979). They observed that fair procedures would improve employee negative reactions resulting from work decisions. Fairness is based on procedures that are felt fair by employees, the emphasis is on how policymakers make a rule or procedure in an organization (Tjahjono, 2007; Tjahjono, et al.,

2015). Previous studies of justice using social exchange theory (Blau 1964), and Colquitt (2012) state that the dynamics of social exchange emphasizes the concept of obligation. With much research on the justice literature, social exchange theory can be used to explain findings of the existence of a positive relationship between perceptions of justice and OCB (Masterson et al. 2000; Organ, 1990). If organizational justice is implemented well, the soul of altruism will be better and vice versa. There is a correlation between the perception of employee organizational justice that is significantly related to altruism (Wan, 2011). This study uses PO Fit which acts as a form and attitude of an employee to explain the phenomenon of justice in the organization and acts as a variable to assess the subjectivity of individuals (Tjahjono, 2011). The results of this study are expected to connect distributive justice and procedural justice that is socially constructed (Erkutlu, 2010), and make the soul of altruism increase (Valentine, 2011). By being moderated by PO Fit (Kimura, 2011), which is one of the positive outcomes (Tjahjono, 2011), it is expected that a match will occur between the employee and his organization (Wei, 2013). This study differs from previous studies and researchers have not found research that uses PO Fit as a moderator to explain in more detail the relationship between organizational justice and altruism. This research aims as follows:

1. Explore the relationship between distributive justice and procedural justice towards altruism.
2. Test whether PO Fit moderates the relationship between distributive justice and procedural justice against altruism.

1.1. Literature Review

1.1.1. Organizational Citizenship Behavior (OCB)

Employees are expected to have positive behavior in an organization, which is called Organ (1988) as organizational citizenship behavior (OCB). This OCB was first introduced by Organ, et al., In 1983 (Smith, et al., 1983), and stated that there are two dimensions of OCB, namely altruism and general compliance. The altruism dimension is aimed at certain individuals, that is if an employee has a problem and needs help then other employees will help him with an altruistic spirit. While the general dimension of obedience is

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more to the sense of self-awareness that arises by doing the right thing but only for its own sake. Konovsky and Organ (1996) and Podsakoff, et al., (2000) organized OCB into five dimensions, namely altruism, courtesy, conscientiousness, sportsmanship, and civic virtue. There is a strong relationship between OCB dimensions (Organ, 1988; LePine, et al., 2002). Wang, et al. (2010) in their research in China and America that have cultural differences also apply altruism in the management of their organizations, and many studies have also shown that cultural factors have a significant influence on OCB. Also, Valentine, et al. (2011) stated that organizations can create a work environment that benefits the organization and employees, including altruism (Cropanzano et al. 2001).

1.1.2. Altruism

Altruism is the behavior of someone who voluntarily helps others to prevent problems in the organization and is the most important form of OCB (Borman and Motowidlo, 1993, 1997; George and Brief, 1992; George and Jones, 1997; Graham, 1989; Organ, 1988, 1990a, 1990b; Smith, et al., 1983; Van Scotter and Motowidlo, 1996; Williams and Anderson, 1991 in Podsakoff, et al., 2000). Altruism is a person's behavior, so it is strongly influenced by a positive "mood", and deserves to be studied specifically (Smith, et al., 1983). Collaboration between employees will show that the individual most consistent and related to altruism is helping behavior itself (Carlo, et al., 1991), and employees will provide altruistic reasons for engaging in altruism by behaving to help others (Farmer and Fedor, 2001). Valentine, et al., (2011) state that altruism is an important performance criterion, and altruism (Podsakoff, et al., 2000; Smith, et al., 1983) is an extraordinary resource for an organization. Turnipseed and Rassuli (2005) stated that employees who have the soul of altruism will have the best quality of performance and will make a strong relationship between performance and functional participation. The existence of altruism also makes a sense of cohesiveness and cooperative norms arise in a team (Ng and Van Dyne, 2001). This shows that the context of altruism is very important and will encourage teamwork to work together so that employees will always be able to improve their knowledge (Yen and Neihoff, 2004). An employee who is satisfied with his work certainly will grow his altruistic spirit (Valentine, et al., 2011), and tend to offer extra behavior and commitment to their organization (Bolino et al., 2002). Bukhari (2008) states that employees who apply altruistic behavior will show OCB and will generate mutual trust between them, whether there is a relationship between superiors and subordinates at the vertical level or colleagues at the horizontal level.

1.1.3. Effect of organizational justice

An organization has established a system for all employees that is adjusted to their level of consistency. This level of conformity will affect how employees expect and view their organization (Yan et al., 2013), and will influence employees to maximize their performance. Naturally, employees will always compare workloads and the results they get and evaluate work situations by cognitively comparing the roles and results they receive from the organization in return (salary). This view is theoretically rooted in equity theory (Adams, 1965), which also has a

function as a measure of the sense of fairness felt by an employee (Colquitt, 2001). Organizational justice is the perception of employee justice in an organization (Greenberg and Cropanzano, 2001). Cropanzano, et al., (2007) and Palupi and Tjahjono (2016) also stated that employees who feel fair treatment are more likely to position their organization positively and can convey well to employees who give rejection because they feel they are not treated fairly by the organization. Turek and Wojtczuk-Ture (2015) support this finding. Procedures that are felt to be fair by employees will affect their performance in carrying out their duties and will be willing to help each other help employees in working together (Podsakoff, et al., 2000; Smith, etc., 1983 in Valentine, et al., 2011). Employees will have a sense of attachment to their organization with different levels of variation, and they have different ways of attitude and behavior (O'Reilly and Chatman, 1986). So there will be a psychological attachment to the goals and values of the organization, which will be shown by the emergence of mutual trust (Tsai et al., 2012). Starting from a study conducted by Homans in 1961, Adams (1965) used a framework of social exchange theory to evaluate justice. The research shows that individuals will react to the results of the work done by comparing the number of work results to some other relevant work, and if the amount is appropriate then the individual will feel a sense of justice. Fair behavior also functions as an advantage for an employee that will bring up attitudes and behaviors that support the organization. At the beginning of research on justice, Colquitt (2012) said that justice scientists only focus on fairness to the outcome of decisions or said to be distributive justice. Distributive justice is a fairness in the distribution of work results (Adams, 1965; Deutsch, 1975; Homans, 1961; Leventhal, 1976 in Colquitt, 2001). Greenberg (1990) also describes distributive justice which is an employee's assessment of fairness in giving appreciation and encouragement received in return for its contribution to the organization. Distributive justice also directly predicts attitudes related to the results that have been made (Folger and Konovsky, 1989 in Moorman, 1991). Distributive justice will predict attitudes that are directly related to the results that have been done (Folger and Konovsky, 1989 in Moorman, 1991), in addition to distributive justice outcomes also have a positive impact (Tjahjono, 2011). The perception of distributive justice begins with the question of whether employees feel they have been rewarded for being given training, years of service, responsibilities or workloads that are positively related to OCB / altruism (Moorman, 1991), or fairness in the distribution of work results (Adams, 1965; Deutsch, 1975; Homans, 1961; Leventhal, 1976 in Colquitt, 2001). Procedural justice was introduced by Thibaut and Walker (1975) by researching the reasonableness of the decision-making process (Niehoff and Moorman, 1993). A procedure will be considered fair if the problematic party can convey what is their concern which seeks to influence the outcome of a final decision (Colquitt, 2001). Justice is based on the existence of a procedure in the organization that is felt fairly by employees, the emphasis is on how policymakers make a rule or procedure in an organization (Tjahjono, 2007; Tjahjono, et al., 2015). Policymakers in an organization function as intermediaries in employee relations with the organization, which has an important role in explaining how

employees' perceptions and behaviors do their work (Aselage and Eisenberger, 2003). Leventhal (1980) states that six criteria must be met if a procedure is to be called fair. i.e. (a) always applies consistently to all people and time; (b) free from bias; (c) the information collected is accurate for use in decision making; (d) there is a mechanism for use in decision making; (e) complies with applicable ethical standards; and (f) have confirmed all opinions from various groups. The results of the study were also supported by Colquitt (2001) and Tjahjono (2007). Employees will feel that organizational decisions taken have been made fairly, that is by receiving additional input from employees needed in decision making (procedural fairness). This perception is positively related to OCB / altruism (Moorman, 1991). These results are contrary to Ekawati, et al. (2019) which states that procedural justice does not influence OCB. Procedural justice is also related to the evaluation of organizational systems, institutions, and authorities (Lind and Tyler, 1988 in Moorman (1991). Employees' perceptions of organizational evaluation will make them contribute more to the organization (Tjahjono, 2008). The emergence of positive effects caused by procedural fairness towards altruism (Taghinezhad, et al., 2015), and on outcomes (Tjahjono, 2011), will support good perceptions of organizational management by employees. Previous research has shown that procedural justice is more related to altruism (Farh, et al., 1990).

1.1.4. Person Organizational (PO) Fit as moderating variable

Organizational Person (PO) has been defined in various ways as a match between the existence of values, goals, situations in the work environment, and the compatibility between the personality of each individual and their characteristics in an organization (Chatman, 1991), and the concept of PO Fit itself is the suitability of employee's values with the values that exist in the organization based on the perception of the employees themselves (Farooqui and Asha, 2014). Livingstone, et al., (1997) in Turek and Wojtczuk-Ture (2015) said that the existence of fit will refer to a level of similarity or compatibility between individual characteristics and existing situational circumstances. PO Fit refers to the Attraction Selection Attrition (ASA) framework proposed by Schneider (1987), which explains that an individual is not suddenly given a task based on a situation, but they will look for conditions that are interesting for them to work for. Supported by a theory of work adjustment that shows how successful an individual's relationship is in adjusting himself to the organization where he works and interacts (Dawis and Lofquist, 1984), the PO Fit, in general, is a value with a match that exists between the values of employees with values that exist in the organization (Kristof, 1996; Kristof, et al., 2005; Efenbein and O'Reilly, 2007). The role of PO Fit in this research is as a moderator between organizational justice and altruism, and this idea originates from social exchange theory. This theory was proposed by Organ (1990) which states that an individual who has received results from someone else is more likely to give something in turn in return. This situation will make an employee feel he has benefited from a job he does for the organization. Grobler (2016) states that PO Fit will occur if there is at least one entity that provides other needs or the employees have the same basic

characteristics, and if both are met then it will occur, and PO Fit is positively related to altruism (Khaola and Sebotsa, 2015). This research examines the relationship between employees and the organization or the reciprocal relationship between employees and their organizations, so this relationship must always be maintained between them (Organ, 1990). One of these reciprocal relationships is a sense of fairness that is received by employees in his organization. This phenomenon of justice cannot be separated from the compatibility with the organization. As long as an employee feels that there is a match with the values in themselves and the values of an organization, they will tend to be satisfied with their work (Alnia çik., Et al., 2013). Tjahjono (2011) which states that justice in an organization will provide a positive value (outcome), one of which is PO Fit. Feelings of justice can be directly felt by employees if they have got their needs from the organization as a reward for the work they have done. Kristof (1996) states that the existence of values in employees and the organization can be seen as a mechanism based on the desires of employees and is a reward that is a condition in a job relationship, and the organization rewards employees in certain jobs (Schein, 1992). Rangriz (2012) has shown that there is a positive relationship between distributive justice and altruism, as a form of a positive outcome and is the impact of distributive justice (Tjahjono, 2011). In addition, research from Turek and Wojtczuk-Ture (2015) has said that it is very important to take actions aimed at increasing fit because some previous studies have shown that there is a mediating and moderating impact of this PO Fit on results, attitudes and behavior employees, and PO Fit as moderating structural empowerment towards psychological empowerment of employees (Kimura, 2011). Based on this, the authors conducted a study of teachers by moderating or interacting with distributive justice to PO Fit, which is expected to increase altruism in themselves. The higher the distributive justice perceived by teachers, the higher the altruism spirit in them, especially if they interact with PO Fit. To be able to continue to predict compliance with judicial regulations it is necessary to conduct a lot of research on organizational, managerial, and employee variables (Colquitt, 2012). Compliance can be seen as one of them from procedural justice that exists in an organization. This sense of justice will be felt by employees if they can contribute their suggestions and thoughts in making and implementing a procedural system implemented by an organization. Policymakers as intermediaries for the relationship between employees and organizations have the possibility of being relevant in understanding the development of PO Fit that exists among employees (Kristof, et al., 2005), and understanding employee behavior (Turek and Wojtczuk-Ture, 2015). This state of mutual understanding will make procedural fairness felt by employees increase and make the soul of altruism higher, moreover added by the suitability and sense of belonging to the organization. Employees who have a high PO Fit will have a reason to advance their organization and tend to have good relationships with colleagues and an understanding of the importance of the behavior desired by the organization to increase the level of work needs (Boon and Michal Biron, 2016). Employees psychologically moderated by PO Fit will make them further improve their performance (Kimura,

2011), which in turn will make them do their work to the fullest. The higher the procedural justice felt by teachers, the higher the altruistic spirit in themselves, especially if they interact with PO Fit.

2. RESEARCH METHODS

2.1. Samples and procedures

This research makes teachers as a research subject. Teachers is an employee who carries out activities of educating, teaching, and training educators, conducting evaluations and developing training in a government organization. The lecturers worked at 6 school institutions spread throughout Indonesia.

Data were collected from 355 teachers by distributing questionnaires. The incoming data will be analyzed quantitatively with descriptive analysis and inferential analysis. The results of the descriptive analysis of the respondents' criteria and inferential analysis were carried out using the Partial Least Square (PLS) Structural Equation Modeling (SEM) approach with SmartPLS software version 3.0 for windows.

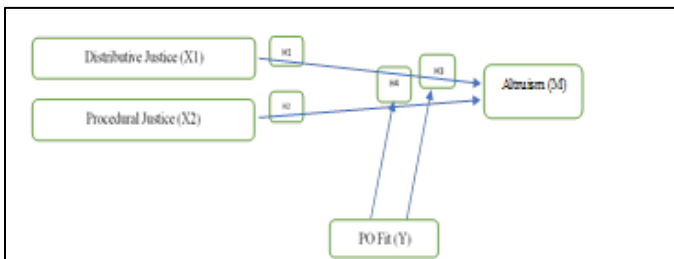


Fig 1: Research Model

2.2. Measurement

All variables are measured by a questionnaire in which each question item will be assessed with a Likert interval scale of 4 (a four-point Likert scale), with a value of 1 to 4.

- Organizational justice. Two types of organizational justice are assessed. First, distributive justice is measured by an instrument developed by Colquitt and Rodell (2015) which contains a four-item scale. Each item will ask to what extent the respondent believes the results received from the organization where he works such as rewards, awards, evaluations, promotions, and assignments. The questions will refer to 1). Does the result of a job reflect the work that an employee has done; 2). Is the result of a job appropriate for the work completed by the employee; 3). Does the outcome of a job reflect the contribution an employee has made to his job; and 4). Whether the results of a job have been justified based on the results of an employee's performance.
- Procedural justice. Procedural justice is measured by an instrument developed by Colquitt and Rodell (2015) which contains a seven-item scale. Each item will ask to what extent the respondent assessed the procedures used by the organization in making decisions about payments, awards, evaluations, promotions, assignments, and so on. The questions will refer to 1). Does an employee

can express themselves in working within the scope of the established procedures; 2). Can an employee influence the decisions taken by the adoption of established procedures; 3)? Whether the procedure has been applied consistently; 4). Is the established procedure free from bias; 5)? Is the established procedure based on the existence of accurate information; 6). Can an employee appeal the decision accepted by the procedure; and 7). Whether the established procedures have upheld ethical and moral standards.

- Person-organization fit. PO Fit will be measured by 4 conceptualizations from Kristof (1996), namely: 1). value congruence; 2). goal congruence; 3). an employee needs fulfillment, and 4). culture personality congruence.
- Altruism. Altruism will be measured by an instrument developed by Morrison (1995) which measures altruism as follows: 1). Covering for coworkers who are absent or on break; 2). Helping others who have heavy workloads; 3). Helping orient new people even when not asked; 4). Helping others with work when they have been absent; 5). Giving time to help others with work-related problems; 6). Volunteering to do things without being asked; 7). Helping people outside the department when they have problems, and 8). Helping customers and visitors if they need assistance.
- Control variable. This study uses demographic variables such as age, gender, position level and length of work.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Analysis of the measurement model (Outer Model).

Table 1: Convergent Validity and Composite Reliability

No	Convergent Validity				Composite Reliability
	Notation	Indicator	Value of Loading Factor	Information	
1	X1.1	Distributive Justice	0.708	Valid	0.882
2	X1.2		0.914	Valid	
3	X1.3		0.895	Valid	
4	X1.4		0.694	Valid	
5	X2.1	Procedural Justice	0.726	Valid	0.867
6	X2.2		0.577	Invalid	
7	X2.3		0.664	Valid	
8	X2.4		0.586	Invalid	
9	X2.5		0.642	Valid	
10	Y1	Altruism	0.854	Valid	0.937
11	Y2		0.823	Valid	
12	Y3		0.747	Valid	
13	Y4		0.868	Valid	
14	Y5		0.758	Valid	
15	Y6		0.826	Valid	
16	Y7		0.885	Valid	
17	Y8		0.803	Valid	
18	M1	PO Fit	0.803	Valid	
19	M2		0.790	Valid	0.931

20	M3		0.934	Valid
21	M4		0.917	Valid

Moderating Effect 1 -> Y	0.464	0.643		
Moderating Effect 2 -> Y	1.457	0.146		

The results of the outer model analysis seen from the validity and reliability tests are as follows:

3.1.1.1. Test Validity with Convergent Validity

Loading factor for each indicator > 0.6 in the intended variable. After analyzing it is found that for the value of M1 has a relationship of 0.934 to M, M2 has a relationship of 0.917 to M, M3 has a relationship of 0.724 to M, and M4 has a relationship of 0.925 to M. For the value of X1.1 has a relationship of 0.708 with X1, X1.2 has a relationship of 0.914 with X1, X1.3 has a relationship of 0.895 with X1, and X1.4 has a relationship of 0.695 with X1. For the value of X2.1 has a relationship of 0.726 with X2, X2.2 has a relationship of 0.577 with X2, X2.3 has a relationship of 0.664 with X2, X2.4 has a relationship of 0.586 with X2, X2.5 has a relationship of 0.642 with X2, X2.6 has a relationship of 0.854 with X2, and X2.7 has a relationship of 0.823 with X2. Because some indicators do not meet the requirements because the value < 0.6, the indicators issued are X2.2 and X2.4. While the value of Y1 has a relationship of 0.747 to Y, Y2 has a relationship of 0.868 to Y, Y3 has a relationship of 0.757 to Y, Y4 has a relationship of 0.825 to Y, Y5 has a relationship of 0.859 to Y, Y6 has a relationship of 0.803 to Y, Y7 has a relationship of 0.804 to Y, and Y8 has a 0.790 relationship to Y.

3.1.1.2. Test Reliability with Composite Reliability

From the results of the reliability test analysis it is known that the values of $M = 0.931$, $X1 = 0.882$, $X2 = 0.867$, and $Y = 0.937$. These results indicate that all latent variables have a composite reliability value > 0.8, which means that all independent latent variables are appropriate and feasible to be variables tested to determine their effect on the dependent latent variable.

3.1.2. Structural Model Analysis (Inner Model)

Analysis for the structural model in this study was evaluated using Adjusted R-square, the closer it is to number 1, the better. The results show that the influence of the distributive justice variable (X1), procedural fairness (X2), and PO Fit (M) gave a value of 0.693. Or it can be interpreted that the dependent latent variable can be explained by the independent latent variable of 69.3%, while 30.7% is explained by other variables outside the study.

3.1.3. Path Analysis. To test the path analysis in this study is done by looking at the existing path coefficients by comparing the probability value of 0.05 with the probability value of Sig. and hypothesis testing performed by the bootstrapping resampling method.

Table 1. Path Coefficients and R-square Adjusted

	T Stat	P Values		R Square	R Square Adjusted
X 1 -> Y	0.734	0.464	Y	0.668	0.662
X 2 -> Y	5.195	0.000			
M -> Y	4.515	0.000	Y	0.723	0.712

3.1.4. Hypothesis test.

Testing is done in two stages, namely conducting data analysis without the moderation effect and with the moderation effect. The results are obtained by calculating directly the effect of the independent latent variable on the dependent latent variable, and the effect of the independent latent variable on the dependent latent variable with PO Fit moderating. Hypothesis testing in this study was obtained from the output bootstrapping pls. First hypothesis which examines the relationship between distributive justice and altruism shows that the statistical T value is $0.734 \leq 1.96$ and the significance value is $0.464 \geq 0.05$. From these results, it can be explained that the first hypothesis in this study was rejected. The second hypothesis that examines the relationship between procedural justice and altruism shows that the statistical T value is 5.195 and the significance value is $0.000 \leq 0.05$. From these results, it can be explained that the second hypothesis in this study was accepted. The third hypothesis which examines the relationship between distributive justice to altruism with PO Fit moderating shows that the statistical T value is $0.464 \leq 1.96$ and its significance value is $0.643 \geq 0.05$. From these results, it can be explained that the third hypothesis in this study was rejected. Hypothesis 4 examines the relationship between procedural fairness to altruism with PO Fit moderating, showing that the statistical T value is $1.457 \leq 1.96$, and its significance value is $0.146 \geq 0.05$. From these results, it can be explained that the fourth hypothesis in this study was rejected.

3.2. Discussion

After analyzing the data, each hypothesis can be discussed as follows: The first hypothesis in this study was rejected and contrary to the findings of Greenberg (1990) which states that distributive justice is an employee's assessment of fairness in giving rewards and encouragement that they receive as compensation or rewards for their contribution in the organization where they work. Distributive justice that has been implemented has not been able to accommodate the needs of teachers. Teachers who is an employee is a Civil Servant who works for the government and receives compensation in the form of salaries paid every month. Apart from the salary paid, they also get other income in the form of honorarium if they carry out their duties in carrying out teaching activities in a training activity for educators from other organizations. Chances are that the teachers is not satisfied with the results of their work, which has an impact on the income they receive. This is consistent with Palupi's research (2013) which states that in the context of Civil Servants the welfare factor is still suspected to be an important motive in carrying out their duties and work. This result can also explain that distributive justice does not have a maximum impact on teachers in doing their work, there are research results that show that the prediction of distributive justice is toward individual satisfaction (Tang and Baldwin, 1996). Indicates that teachers are not satisfied with the state of their organization, such as in distributing work that is not following their needs. Colquitt (2001) who developed a measure of distributive justice and validated it

also found that the results of distributive justice differed in each setting in the field. Same as stated by Blader (2007) and Olkkonen and Lipponen (2006) which states that distributive justice has weak or insignificant influence, and there is no relationship between distributive justice and OCB (Moorman, 1991; Niehoff and Moorman, 1993). Three rules are of particular concern to distributive justice, namely, equality, need, and equity (Kabanoff, 1991; Skitka and Tetlock, 1992). Distributive justice if using equality rules then every member of the organization in a particular social group will receive the same results. If you use the rules of necessity, the members of the organization who need it most will receive the most compensation, and if you use the equity rules, fair compensation will be based on individual contributions or input to the organization. Based on the existing distributive rules the most concern is distributive justice with equity rules (Greenberg, 1982). These rules are considered the fairest, and can be determined fairly (Deutsch, 1985 in Colquitt, 2001). Similar to teachers who do their work in teaching, they will get results following the workload they do, even though teachers will get different workloads from one another. The distribution of workload is still a problem in the organization of each teachers, and the teachers has not felt that it has been done properly and fairly following the competencies of each teachers. This is because each teachers has different competencies and skills, so assignments are made based on the abilities of each of the teachers. Such conditions such as the distribution of teaching hours cannot be overcome by teachers coordinators and policymakers. The division of workload taken by policymakers that have not been adjusted to applicable regulations, and supports surveys that are often carried out have shown that the policy context hurts employees (Hartman, Yrle and Galle, 1999). As a result, there are still teachers who feel disadvantaged because they do not get the same workload as other teachers. The above contradicts findings from researchers (Adams, 1965; Deutsch, 1975; Homans, 1961; Leventhal, 1976 in Colquitt, 2001) which state that the results or allocation of work within an organization is fairly distributed. This result also rejects the statement from Colquitt (2001) which says that distributive justice will dominate from other forms of justice. And does not support the findings of Tjahjono (2011) which states that distributive justice has a positive effect on altruism. In a variety of situations circumstances that make what is considered distributive fair tend to change as well (Elliott and Meeker, 1986; Sinclair and Mark, 1991). The results of this study also support what Greenberg and Cropanzo (2001) have demonstrated, which has demonstrated the relationship between procedural justice and distributive justice that can influence each other. Where the existence of policy can cause distributive injustice at one time and procedural fairness at another time, which they call the point-of-view effect. It can be noted that in the context of performance evaluation, a policymaker will be able to give special consideration to lecturers who need work (Longnecker, et al., 1987). So that teachers who have different competencies in performing basic tasks and functions will get the same workload. And to be able to do the same work and compensation with his colleagues, sometimes they do more work that is not following their competencies and must complete a difficult task (Smith and Spears, 1996). In general, it can be concluded that

distributive justice is still a problem for Vocational school lecturers in Indonesia. The second hypothesis in this study was accepted and procedural justice succeeded in proving its relationship with altruism. The results of this study support research by Thibaut and Walker (1975) which states that a procedure will be considered fair if the party in question has process control. Procedurally, teachers have been able to express their opinions on organizational policies that are being implemented. Opinions are conveyed through the teacher coordinator which is conveyed to policymakers through management meetings, and often the opinions of teachers are accommodated in a policy that is acceptable to all teachers. The procedures that have been applied in every organization for teachers also meet all the standards of justice proposed by Leventhal (1980). It cannot be denied if there will be many questions about the outcome of a decision taken by policymakers. During the decision-making process involving all elements of the organization including teachers, there will be no dissatisfaction between them. The situation will trigger a positive influence and the employee will further support his values and organizational values. To always be able to improve the skills and competencies of the teachers, every year there is always a self-evaluation and evaluation from the organization of the teachers, the results can reflect what the teachers has done during the one year running. The results of the evaluation will reflect how the values of the teachers are viewed from the academic and non-academic aspects. This self-evaluation and evaluation system of organizations towards teachers is also supported by the findings of Lind and Tyler (1988) in Moorman (1991). These results will be used as a reference for improvement in subsequent years. All matters related to procedural justice that have been applied also prove research findings from Tjahjono (2011) which state that procedural justice has a positive impact on an organization, according to Tanghinezhad, et al. (2015). The association with altruism (Farh et al., 1990) makes procedural justice an important factor in an organization. This strong relationship between procedural justice and altruism (Moorman, 1991), has supported the findings of Blader (2007) which states that procedural justice is a stronger predictor when compared to distributive justice at the level of employee consequences. This finding is not following Ekawati, et al. (2019) which says that procedural justice has no influence on OCB within an organization. Procedural justice that has been applied following the reference standard of justice assessment, then each individual will be able to measure the fairness of procedures following their social standards (A. Van den Bos, 1996). These standards serve as benchmarks for teachers in observing various decision-making processes that exist in their organizations. If this happens then the fairness of this procedure will produce the results expected by them. So that a fair procedure will treat everyone equally and consistently, following Leventhal (1976; 1980). In the Vocational school, it has been indicated that procedural justice which is formal justice already exists and has been operating as it should. Many researchers have the opinion that the existence of procedural justice is very relevant to employees as a system that continues to roll (Lind and Tyler, 1988). So it can be concluded that the application of procedural justice in organizations is not a problem for Vocational school lecturers in Indonesia. The third

hypothesis in this study was rejected. The results of this study explain that PO Fit is unable to strengthen the effect of distributive justice on altruism. The results of this study can be explained that the interaction between distributive justice and PO Fit has not been able to increase the spirit of altruism in teachers, although directly the existence of PO Fit is significant towards altruism. This situation is not in accordance with research conducted by Rangriz (2012), Tjahjono (2011), and Turek and Wojtczuk-Ture (2015). The presence or absence of PO Fit does not make employees feel distributive justice, and the compatibility they feel with the organization where they work will not merely make them receive distributive justice as they should. The possibility is that teachers indeed feel fit to become a teaching staff, but the distribution of workload provided is often not in accordance with their competencies and skills, which results in them not being satisfied with the results of their work. Not all teachers can do the work of their colleagues, because the skills and competencies of teachers in SCHOOL Vocational are different from one another, so the workload is not the same. Teachers will only help their colleagues who have similarities or similarities in the type of work. In accordance with Edwards and Shipp (2012) in Turek and Wojtczuk-Ture (2015). As stated by Schein (1992), that the organization will reward employees in certain jobs. Workload will only be given to teachers with certain skills and competencies, this situation indirectly creates a gap between them. Although the necessities of life through salary and performance allowance have been provided by the organization (Cable and DeRue, 2002; Munchinky and Monahan, 1987), other opportunities to get more rewards through teaching activities are still expected by the lecturers. The weak influence in moderating this is probably due to the fact that the PO Fit in its implementation is different from PJ Fit which specifically discusses work, and are two separate concepts (Kristof, 1996). Teachers, who is a Civil Servant (PNS) will force himself to feel comfortable with his organization and will only do his part of the job and make their relationship with the organization not optimal. This can also be caused by dissatisfaction with the organization even though they are very suitable for the type of work they do (Dahling and Ursula, 2015). This dissatisfaction will make a difference between PO Fit and PJ Fit which have an impact on employee attitudes and behavior (Kristof-Brown, 2005). The attitude and behavior to be able to accept distributive justice that exists in the organization, apart from other types of justice. Employees' perceptions about all types of fairness will be able to give more leverage to the variables of each dimension of justice specifically (Ambrose and Schminke, 2009), and this effect has not been seen directly. Other research on the influence of PO Fit as a moderating effect on distributive justice is still very much needed because there has not been much research on the impact of PO Fit (Hoffman and Woehr, 2006). Although there have been studies on the assessment of direct and indirect actions that assess the existence of PO Fit in the organization (Khaola, 2015), and can function as a moderator in employee work engagement (Kimura, 2011). This assessment of employee actions includes a subjective assessment of compatibility that is immediately felt by teachers. This assessment will make them judge how well their characteristics are appropriate to the size of the organization and objectively

indirectly the lecturers will compare the characteristics of individuals and organizations that they will value separately (Kristof, 1996). Employees involved in a job basically have enthusiasm and dedication in completing their work (Schaufeli et al., 2002), and many empirical studies have found that PO Fit is related to work attitude (Kimura, 2011). PO Fit will be considered in an organization if it is deemed to exist, and the conformity felt by teachers is closely related to the attitudes and behavior of the employees themselves, agree with Kristof, et al., (2005). Many things related to PO Fit have not been able to prove the interaction of distributive justice in organizations. So it can be concluded that PO Fit which moderates distributive justice is still a problem for Vocational SCHOOL lecturers in Indonesia. The fourth hypothesis in this study was rejected. The results of this study can explain that PO Fit is unable to strengthen the influence of procedural justice on altruism. Colquitt (2012) states that procedural fairness is one of employee compliance in an organization. When interacting with PO Fit, it cannot increase the sense of procedural fairness of teachers. The possibility is that teachers only feel comfortable with their organization but does not have any influence on their sense of procedural justice. Although there is a sense of compatibility with the organization has not made teachers feel that they can understand the results of decisions made by policymakers. There are differences that occur, namely the sense of compatibility with their work because teachers feel that their personal values tend to be similar to the organization (Chatman, 1991), have not been able to prove that they can strengthen procedural fairness in the organization. Fair treatment in providing input or advice in decision making does not depend on their sense of compatibility with the organization. They will be able to provide input or suggestions regardless of whether they are compatible with the organization. Ideally, if they feel they are compatible with the organization then they will provide feedback in relation to the organization (Giap, et al., 2005). The absence of a reciprocal relationship can also be possible because of an event in the organization that is considered unfair, it will result in employees becoming less loyal and not willing to make efforts to maintain the name of the organization. Chances are they will choose not to be affiliated and may even be involved in actions that harm the organization (Greenberg and Scott, 1996). Procedural justice that should be an organizational function (Adams and Barling, 1998) when moderated by PO Fit does not have a positive impact, and this result is different from Kimura (2011). The reason may also be due to a fit that forms an evaluation that is expressed through affective and cognitive responses, and related to the work performed is beneficial or not (Turek, 2015). It can be explained that teachers will only teach if there are training activities, the rest is that they should do their own development, such as conducting research or writing a journal. The PO Fit perceived by teachers in this study is more likely to work culture of civil servants who bind them with procedures that must be obeyed. If the procedure is violated, they will receive the impact, such as not being given teaching hours or developing themselves by following further training. Therefore many of the teachers chose to follow existing regulations according to procedures that forced them to match their organization. Improvements must always be done by teachers to get the expected results, namely

increasing their personal competence. One effective way to develop employee creativity, especially teachers, is to involve it in organizational participation (Vroom and Jago, 1988). For this reason, teachers should help organizations by integrating their self-concept with the organization, and regard organizational success as their success (Ashforth and Mael, 1989). So it can be concluded that PO Fit has not been able to moderate procedural justice towards altruism, and is still a problem for Vocational school lecturers in Indonesia.

4. CONCLUSION

4.1. Theoretical implications

The results of this study provide theoretical implications, namely the first hypothesis in this study is contrary to the findings of Greenberg, (1990), researchers (Adams, 1965; Deutsch, 1975; Homans, 1961; Leventhal, 1976 in Colquitt, 2001), and Tjahjono (2011). However, the results of this study support what was stated by Blader (2007) and Olkkonen and Lipponen (2006). The second hypothesis in this study was accepted and procedural justice succeeded in proving its relationship with altruism. The results of this study support research by Thibaut and Walker (1975), Lind and Tyler (1988) in Moorman (1991), Tjahjono (2011), and Farh, et al. (1990). The third hypothesis in this study was rejected and PO Fit cannot moderate distributive justice towards altruism, and the fifth hypothesis in this study is not supported by empirical data. The results of this study differ from the findings from Schaufeli et al. (2002), Rangriz (2012), Tjahjono (2011), Turek and Wojtczuk-Ture (2015), Mostafa and Gould-Williams (2014), Kimura (2011), Kristof (1996), Kristof-Brown (2005), and Dahling and Ursula, 2015). And the fourth hypothesis in this study was rejected and PO Fit cannot moderate procedural justice towards altruism, and the sixth hypothesis in this study is not supported by empirical data. The results of this study differ from the findings of Chatman (1991), Adams and Barling (1998), Vroom and Jago (1988), Ashforth and Mael (1989), Giap, et al. (2005), Kimura (2011), Colquitt (2012) and Turek (2015).

4.2. Practical implications

Procedural justice has been felt by teachers while distributive justice needs special attention. PO Fit is not a moderator in Vocational schools, because there is no significant effect. Possible PO Fit felt by teachers who is a profession as a Civil Servants and is the only culture and they should do it. Their task as teachers which is a functional job that is carrying out activities of educating, teaching, and training civil servants, evaluating and developing training in a government-owned organization, does not require a high PO Fit.

4.3. Limitations and future research

Further research needs to be done with different populations and locations to be able to prove the role of PO Fit in an organization, and also because most research is carried out in developed countries and only a small amount of research is carried out in developing countries (Liu, 2004). This study have proven that research on justice is the study of a complex social phenomenon and has many ways to view it (Greenberg and Cropanzo, 2001).

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