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Improving performance and professional commitment through teamwork, personality, and organizational justice

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Abstract

This study was conducted to find the influence of teamwork, personality, and organizational justice in an effort to improve performance and professional commitment to the Junior High School teachers in the South Tangerang area. Path analysis and SITOREM analysis were used in this study on 207 samples. The results showed that there was a direct influence of teamwork ($\beta = 0.068$), personality ($\beta = 0.057$), organizational justice ($\beta = 0.05$) on performance and there was a direct influence of teamwork ($\beta = 0.008$), personality ($\beta = 0.01$), and organizational justice ($\beta = 0.067$) on professional commitment. In addition, there was an indirect influence of teamwork ($\beta = 0.0012$) and personality ($\beta = 0.00045$) through organizational justice on performance and there was an indirect influence of teamwork ($\beta = 0.0016$) and personality ($\beta = 0.0006$) through organizational justice on professional commitment. The results of the SITOREM analysis show that teamwork, personality, organizational justice are sequentially in the first, second, and third priority to be improved.

Keywords: Performance, professional commitment, teamwork, organizational justice

1. Introduction

Education has become the main key to the development of a country. Through quality education, a citizen can contribute his knowledge to make his country more advanced. With his intelligence, he has the ability to manage the economic conditions of his country better and make the country grow to be more advanced and prosperous. In addition, with the good education he receives, he will also grow into a figure who has a good personality so that the country becomes a comfortable and safe place to live for all its citizens.

All of the things mentioned above cannot be separated from the role of a teacher. Teachers are figures who play a very important role in the success of quality education. Many factors can support the work of teachers to be more qualified, but teachers who have good performance and high commitment to their profession are needed so that teachers can continue to improve their quality for their students.

The results of the preliminary survey based on the questionnaire answers obtained from five schools from 30 Permanent Teachers of the Foundation are as follows:

1. There are 0% of teachers who have problems with the quality of their work results.
2. There are 36% of teachers who have problems with the quantity of their work results, which can be seen from the number of teachers who have problems in updating the RPP every year.
3. There are 20% of teachers who have problems with efficiency, which can be seen from the number of teachers who have problems in making reports faster than the specified time.
4. There are 55% of teachers who have problems with work effectiveness, which can be seen from the number of teachers who have problems in producing outstanding students and providing learning innovations.
5. There are 0% of teachers who have problems with accountability.

Research by Leo Handoko, B., Norman Thomas, G., & Rosita, A. (2021) concluded that the variable of Professional Commitment had a positive and significant effect on employee performance, namely t count 3.891 is greater than t table 1.960 and sig 0.000 is less than

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0.050. Professional Commitment is needed to improve performance so that if Professional Commitment increases, performance will also increase.

Personality has an important and significant influence on performance according to Tajudin, T., Setyaningsih, S., & Sunaryo, W. (2021) namely ($r_{y3} = 0.993$, $\rho < 0.05$) then a good teacher personality can improve their performance at school. Organizational justice has a positive relationship with performance according to Faeq, D. K., & Ismael, Z. N. (2022) where the F value of 101.772 is greater than 0.001. Good organizational justice can improve a person's performance in their workplace.

Suifan, T. S., Sweis, R. J., Alsayed, N. M., Kilani, B. A., & Juaid, M. M. (2021) reported that organizational justice has a positive and significant effect on performance. The F value is 137.478 with a β value reaching 0.545, and is significant ($\alpha \leq 0.05$). Good organizational justice also has a better effect on performance.

Meanwhile, teamwork has a strong and significant relationship with performance according to Razzaghi, M., Ghalavandi, H., & Mousavinia, S. M. (2022) who reported that teamwork has an influential role in teacher performance with a β value of 0.21.

In addition to performance issues, the problem of teacher Professional Commitment is also a concern in this study. Commitment grows from within oneself which is then manifested in the form of attitudes and behavior. A teacher's high Professional Commitment can be seen from his efforts that have a strong will to continue to find better ideas when he is going to or is teaching, participating in various activities that can support his development towards his profession, and continuing to teach at the school sincerely and wholeheartedly and done for the sake of seeing his students succeed. That is why a teacher has the title of *unsung hero* because they have truly served and dedicated themselves to the success of their students.

Because of the importance of teacher Professional Commitment, several supporting factors are needed. Among them are teacher personality, cooperation between teachers and other factors that indirectly affect teacher Professional Commitment, namely organizational justice to make their students succeed. Teachers who have good personalities and can work together with other teachers to do their best for children show a higher commitment to their profession. Knowing whether or not there is a teacher's commitment or is high is very important to know because if a teacher has committed or has a high Professional Commitment, it has given a sign that the teacher is serious about his profession and is willing to do anything related to his profession. So that this seriousness can mean that the teacher intends to sincerely do the best for his students thoroughly with a quality that tends to increase.

The results of this initial study show the following data:

1. There are 27% of teachers who have problems with affective Professional Commitment, which can be seen from the many teachers who have problems with career motivation and in a person's emotional attachment to their work.
2. There are 65% of teachers who have problems with continuous Professional Commitment, which can be seen from the many teachers who have problems calculating the cost of changing jobs/professions, in knowing how to get investment in the profession that

will be lost when leaving, and in enjoying concentrating on the profession.

3. There are 25% of teachers who have problems with normative Professional Commitment, which can be seen from the many teachers who have problems knowing their obligations to the job, in the perception of the obligation to stay in the profession and to give something to the profession, in having responsibilities, getting pressure from colleagues or family about the importance of staying in the profession, and in terms of staying in the profession because they know their choice is right, and internalizing the profession.

Teachers' Professional Commitment is a form of teacher dedication to their profession. The challenges for teachers in the current situation regarding their commitment are increasing. Even so, teachers who are committed to their profession will continue to try to stick to their profession even though sometimes what they get is not comparable to what they have spent. Committed teachers will focus more on the progress of their students and try to always improve their competence and commit to their profession as a whole. Based on the results of a preliminary survey that has been conducted through a questionnaire, the low commitment of teachers to the profession in calculating the cost of changing jobs/professions, in knowing how to get investment in the profession that will be lost when leaving, and in enjoying concentrating on the profession can be due to the fulfillment of life needs for teachers who are considered lacking so that they think about changing jobs that they think can meet their life needs.

Indeed, the increasing cost of living in today's era seems rather difficult to find teachers who are truly committed, especially if not supported by several other supporting factors that can make it easy for teachers to let go of their commitment to their profession. The need to know several factors that can support and provide a fairly good influence on increasing teacher Professional Commitment in this case is very necessary.

According to several previous studies, several factors that influence teacher Professional Commitment are the emotional attachment of a person to their job, a sense of obligation to remain in the job and involve individual assessment of the costs associated with leaving their job.

In addition to the three things mentioned above, several other external factors based on previous studies and indirectly influencing teacher Professional Commitment are organizational justice, teamwork and personality. A sense of fairness when at school, the presence or absence of cooperation between teachers and the personality of the teacher themselves are several factors that play a role in teacher Professional Commitment.

Based on the description and study above, there are several reasons that encourage research on teacher performance and Professional Commitment. First, the very rapid development of science and technology requires teacher performance and Professional Commitment to make students think brilliantly, innovatively and progressively so that they are not left behind by other nations. Second, the needs of life continue to increase day by day which makes the next generation have to be able to survive with their scientific intelligence, really needing a teacher who is committed to the profession. Third, the growth of teacher Professional Commitment can be realized with some support from outside themselves, for

example from school leaders or from fellow co-workers or from members of their household. Fourth, the personality factor of teachers that can be formed through the addition of insight that can foster teacher awareness that their Professional Commitment is very necessary for the next generation for the progress of the nation. Based on the sequence of these problems, it is necessary to conduct research related to teacher performance and Professional Commitment.

Literature review

Goswami, S., Mathew, M., & Chadha, N. K. (2007) define commitment to a profession as a psychological relationship between an individual and his/her job that is based on an affective reaction to the job and thus a person with a higher job commitment strongly identifies and has positive feelings towards his/her job. The dimensions of commitment to a profession are (a) Affective Commitment (a person's emotional attachment to his/her job), (b) Normative Commitment (a person's sense of obligation to remain in the job), and (c) Continuance Commitment (involving an individual's assessment of the costs associated with leaving the job).

Widodo (2005) defines performance as a description of the level of achievement of the implementation of an activity/program/policy in realizing the targets, goals, vision and mission of the organization with the following dimensions: (1) quantity is the amount of work completed in a certain time period, (2) quality is the results achieved in the implementation of work in accordance with the desired expectations, (3) Efficiency is a measure of success assessed based on resources or costs, (4) Effectiveness is maximizing the use of resources to maximize results, (5) Accountability is work results that can be accounted for, (6) Timeliness is maximizing the time available, and (7) Contribution is a contribution or role or participation.

Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Konopaske, R. (1991) define personality as a set of relatively stable characteristics, tendencies, and temperaments (of an individual) that have been significantly shaped by inheritance and by social, cultural, and environmental factors with five major dimensions of personality, namely (1) Conscientiousness (Hardworking, diligent, organized, and persistent), (2) Extroversion (the extent to which a person can socialize, likes to make friends, and is assertive), (3) Agreeableness (the degree to which a person works well with others by sharing trust, warmth, and cooperation), (4) Emotional Stability (the ability shown by a person in handling stress by remaining calm, focused, and confident), and (5) Openness to Experience (the range of a person's interest in new things).

Colquitt, J.A. Lepine, M.J. Wesson (2011) defines personality as the structure and tendencies within people that explain their distinctive patterns of thought, emotion and behavior with the five major personality factors being (1) Conscientiousness (with the characteristics: dependable, organized, reliable, ambitious, hard-working and persistent), (2) Agreeableness (kind, cooperative, sympathetic, helpful, polite and warm), (3) Neuroticism (nervous, moody, emotionally jealous and unstable), (4) Openness to Experience (curious, imaginative, creative, complex, refined and sophisticated), and (5) Extraversion (talkative, sociable, passionate, assertive, courageous, dominant).

Demirel, Y., & Yücel, I. (2013) call organizational justice is

people compare their results and inputs with others and then assess the equality of this relationship in the form of a ratio. The factors are (1) Distributive justice related to the pleasure expressed by employees considering the distribution of results and resources, (2) Procedural justice refers to the fairness of the procedures used to determine the results of decisions, (3) Interactional justice, refers to the interpersonal side of decision making, especially the fairness of the behavior of decision makers in the decision making process.

Neuhaus, C., Lutnæs, D. E., and Bergström, J. (2020) define teamwork as a set of two or more individuals who interact adaptively, interdependently and dynamically towards a common and valued goal. The factors are (1) Adaptability, (2) Shared situational awareness, (3) Performance monitoring and feedback. (4) Team leadership/management. (5) Interpersonal relationships, (6) Coordination, (7) Communication, and (8) Decision making.

Research by Sanyal, S., & Hisam, M. W. (2018) reported that the correlation coefficient (r) between teamwork and performance was 0.819. This means that there is a positive and significant relationship between teamwork and performance. Razzaghi, M., Ghalavandi, H., & Mousavinia, S. M. (2022) in their research said that teamwork has an influential role in teacher performance. The positive and significant relationship between teamwork and performance is indicated by $r = 0.82$.

Tajudin, T., Setyaningsih, S., & Sunaryo, W. (2021) reported a positive and significant relationship between personality and teacher performance with ($r = 0.993$, $p < 0.05$).

Mohammadtaheri, N. (2011) research entitled "The study of effective factors on teachers' work commitment in high schools" concluded that there was a significant positive relationship ($r = 0.429$ $p < 0.01$) between personality and professional commitment. It is suspected that the better the teacher's personality given to students, the better their professional commitment. Alkautsar, M. (2014) research entitled "Locus of control, professional commitment and dysfunctional audit behavior" concluded that there was a significant positive relationship ($r = 0.845$ $p < 0.01$) between personality and professional commitment with a contribution of 64.9%. Where individual characteristics have a fairly high influence on professional commitment.

Research by Suifan, T. S., Sweis, R. J., Alsayed, N. M., Kilani, B. A., & Juaid, M. M. (2021) provides results of a positive and significant relationship between Organizational Justice and Performance with $r = 0.147$. Research by Akbari, O., Vagharseyyedin, S. A., & Farajzadeh, Z. (2015) entitled "Relationship of organizational justice with nurses' professional commitment" concludes that there is a significant positive relationship ($r = 0.54$ $p < 0.001$) between organizational justice and professional commitment. The better the organizational justice provided by managers to nurses, the higher the professional commitment of nurses is predicted. Shawabkeh, Y. T., Al-Lozi, M., & Masa'deh, R. E. (2019) research entitled "The influence of organizational justice on job commitment in the Jordanian ministries" concluded that there is a significant positive relationship ($r = 0.54$ $p < 0.001$) between organizational justice and professional commitment. The higher the level of organizational justice given by the minister to the ministry employees, the higher the professional commitment of the ministry employees is predicted.

Farndale, E., Hailey, V. H., Kelliher, C., & Veldhoven, M. V. (2011) entitled "A study of the link between Performance Management and Employee Engagement in Western multinational corporations operating across India and China" concluded that there is a significant positive relationship ($r = 0.39$ $p < 0.001$) between organizational justice, management performance and increased employee work commitment. Effective manager performance on employee behavior and also positively correlated with organizational justice and employee work commitment. Procedural and interpersonal justice are positively and significantly related to the Teamwork process, namely ($\beta = .40$, $p < .05$) and ($\beta = .30$, $p < .05$) based on research from Dayan, M., & Di Benedetto, A. (2008).

Firmansyah, W. (2019) research shows the influence of Personality on Organizational Justice which has a path coefficient value of 0.347 and it can be concluded that organizational justice is directly positively influenced by personality. This means that increasing personality will result in increasing organizational justice.

Materials and Methods

The design and constellation of this research use quantitative research flow analyzed using Path Analysis and SITOREM Analysis technique.

Hardhienata (2017) said that for the purpose of educational management research, it is necessary to add scientific identification theory with statistical models and steps to

obtain optimal solutions.

Sample is part of the number and characteristics owned by a representative or representative population. The sampling technique used in this study is the multistage random sampling technique (a gradual/stratified sampling method) which is a sampling method that uses a combination of two or more different sampling methods where the sampling of the population is random without considering the strata in the population and each member of the population has an equal opportunity to be sampled. The number of private junior high school teachers in the South Tangerang city area uses the number of accessible population, which is 428 people. So the number of samples obtained is 207 samples.

The analysis begins by conducting an analysis using descriptive statistics, namely by describing the data of each variable individually. The data descriptions used are the highest value, the lowest value, the number of classes, class intervals, averages, medians, modes, measures of spread or variability using standard deviations and score ranges. In addition, frequency tables and histogram graphs are also used.

Results and Discussion

The normality test aims to determine the distribution of the population through the results of research data processing using the Kolmogorov-Smirnov test formula with SPSS. Data is normally distributed if the t count value $<$ t table and the significance value (Sig.) $>$ 0.05.

Table 1: SPSS Output Normality Test

One-Sample Kolmogorov-Smirnov Test						
		Teamwork	Personality	Organization Justice	Performance	Professional Commitment
N		207	207	207	207	207
Normal Parameters ^{a,b}	Mean	105.44	103.54	102.96	114.52	102.86
	Std. Deviation	12.110	10.117	9.634	11.378	10.107
Most Extreme Differences	Absolute	.060	.051	.056	.051	.057
	Positive	.060	.051	.056	.044	.057
	Negative	-.058	-.047	-.053	-.051	-.052
Test Statistic		.060	.051	.056	.051	.057
Asymp. Sig. (2-tailed)		.064 ^c	.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}	.094 ^c

a. Test distribution is Normal., b. Calculated from data., c. Lilliefors Significance Correction., d. This is a lower bound of the true significance.

From Table 1 above, it can be concluded that the variables Performance (Y1), Commitment to Profession (Y2),

Teamwork (X1), Personality (X2), and Organizational Justice (X3) are normally distributed.

The path analysis model of this study is as follows:

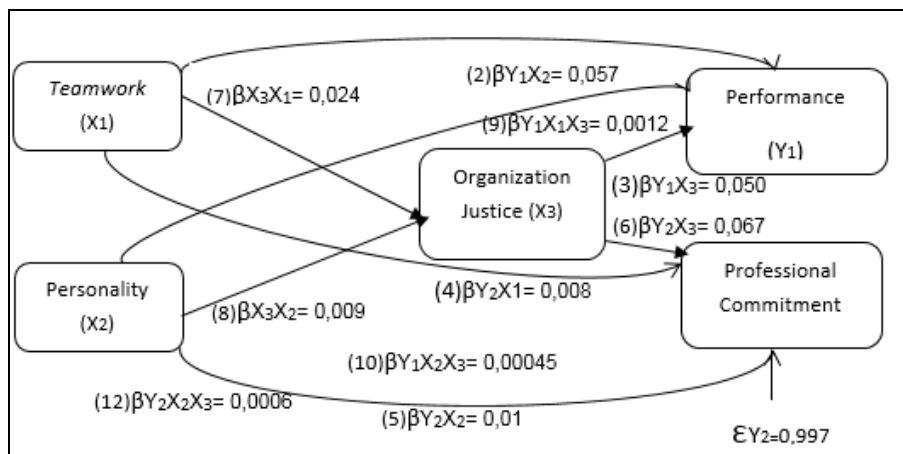


Fig 1: Path Analysis Model

The summary of the hypothesis test results is shown in the table below.

Table 2: Summary of hypothesis test results

No.	Hypothesis	Path Coefficient	Test Statistics	Decision	Conclusion
1	Teamwork (X1) on Performance (Y1)	0,068	H0: $\beta_{Y1X1} \leq 0$ H1: $\beta_{Y1X1} > 0$	H0 is rejected H1 is accepted	Directly positive impact
2	Personality (X2) on Performance (Y1)	0,057	H0: $\beta_{Y1X2} \leq 0$ H2: $\beta_{Y1X2} > 0$	H0 is rejected H2 is accepted	Directly positive impact
3	Organizational Justice (X3) on Performance (Y1)	0,050	H0: $\beta_{Y1X3} \leq 0$ H3: $\beta_{Y1X3} > 0$	H0 is rejected H3 is accepted	Directly positive impact
4	Teamwork (X1) towards Commitment to Profession (Y2)	0,008	H0: $\beta_{Y2X1} \leq 0$ H4: $\beta_{Y2X1} > 0$	H0 is rejected H4 is accepted	Directly positive impact
5	Personality (X2) towards Commitment to Profession (Y2)	0,01	H0: $\beta_{Y2X2} \leq 0$ H5: $\beta_{Y2X2} > 0$	H0 is rejected H5 is accepted	Directly positive impact
6	Organizational Justice (X3) towards Commitment to Profession (Y2)	0,067	H0: $\beta_{Y2X3} \leq 0$ H6: $\beta_{Y2X3} > 0$	H0 is rejected H6 is accepted	Directly positive impact
7	Teamwork (X1) towards Organizational Justice (X3)	0,024	H0: $\beta_{X3X1} \leq 0$ H7: $\beta_{X3X1} > 0$	H0 is rejected H7 is accepted	Directly positive impact
8	Personality (X2) towards Organizational Justice (X3)	0,009	H0: $\beta_{X3X2} \leq 0$ H8: $\beta_{X3X2} > 0$	H0 is rejected H8 is accepted	Directly positive impact
9	Teamwork (X1) on Performance (Y1) through Organizational Justice (X3)	0,0012	H0: $\beta_{Y1X1X3} \leq 0$ H9: $\beta_{Y1X1X3} > 0$	H0 is rejected H9 is accepted	Indirectly positive impact
10	Personality (X2) on Performance (Y1) through Organizational Justice (X3)	0,00045	H0: $\beta_{Y1X2X3} \leq 0$ H10: $\beta_{Y1X2X3} > 0$	H0 is rejected H10 is accepted	Indirectly positive impact
11	Teamwork (X1) towards Commitment to Profession (Y2) through Organizational Justice (X3)	0,0016	H0: $\beta_{Y2X1X3} \leq 0$ H10: $\beta_{Y2X1X3} > 0$	H0 is rejected H10 is accepted	Indirectly positive impact
12	Personality (X2) towards Commitment to Profession (Y2) through Organizational Justice (X3)	0,0006	H0: $\beta_{Y2X2X3} \leq 0$ H10: $\beta_{Y2X2X3} > 0$	H0 is rejected H10 is accepted	Indirectly positive impact

The diagram of the indirect influence of Teamwork (X1) on Performance (Y1) through Organizational Justice (X3) can be described as follows:

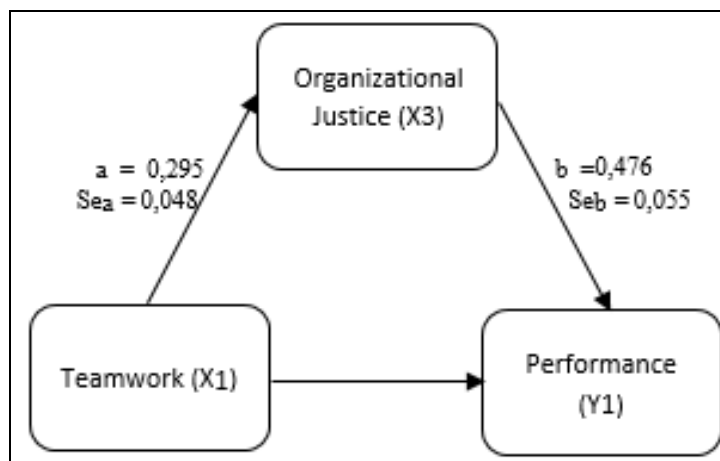


Fig 2: Diagram of the indirect influence of teamwork (X1) on performance (Y1) through organizational justice (X3)

The results of the indirect influence obtained $a = 0.460$ and $b = 0.659$, with $Sea = 0.057$ and $Seb = 0.067$. The diagram of the indirect influence of Personality (X2) on Performance

(Y1) through Organizational Justice (X3) can be described as follows:

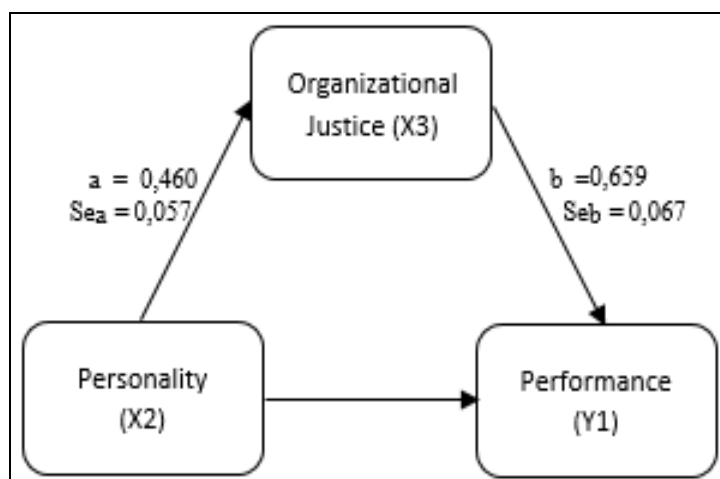


Fig 3: Diagram of the Indirect Influence of Personality (X2) on Performance (Y1) through Organizational Justice (X3)

The diagram of the indirect influence of Teamwork (X1) on Professional Commitment (Y2) through Organizational

Justice (X3) can be described as follows:

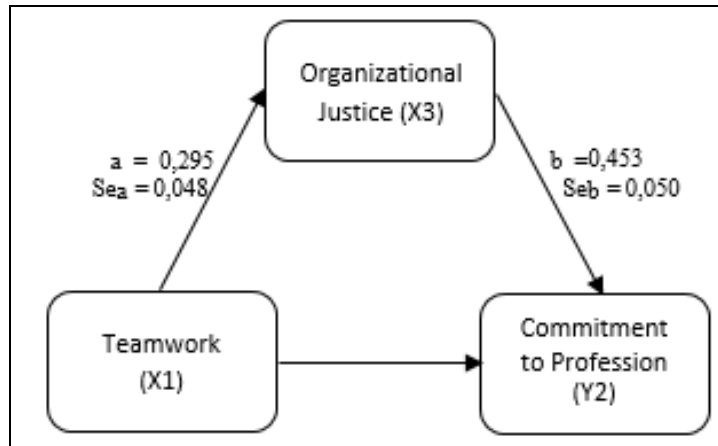


Fig 4: Indirect Influence Diagram of Teamwork (X1) on Commitment to Profession (Y2) through Organizational Justice (X3)

The diagram of the indirect influence of Personality (X2) on Commitment to Profession (Y2) through Organizational Justice (X3) can be described as follows:

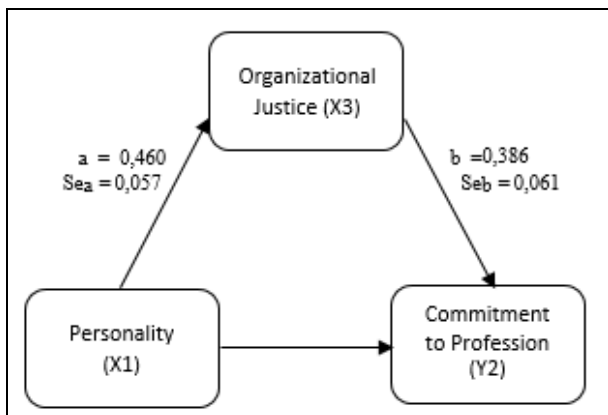


Fig 5: Indirect Influence Diagram of Personality (X2) on Commitment to Profession (Y2) through Organizational Justice (X3)

a. Direct and Indirect Impacts to Performance (Y1)

Based on the research results, it was found that Teamwork (X1) had a direct effect on Performance (Y1) of 6.8% and an indirect effect on Performance (Y1) through Organizational Justice (X3) of 0.12% with a total effect of 6.92%. While Personality (X2) had a direct effect on Performance (Y1) of 5.7% and an indirect effect on Performance (Y1) through Organizational Justice (X3) of 0.045% with a total effect of 5.7%. Then Teamwork (X1) had a direct effect on Professional Commitment (Y2) of 0.8% and an indirect effect on Professional Commitment (Y2) through Organizational Justice (X3) of 0.16% with a total effect of 0.96%. Meanwhile, Personality (X2) has a direct effect on Professional Commitment (Y2) of 0.01% and an indirect effect on Professional Commitment (Y2) through Organizational Justice (X3) of 0.06% with a total effect of 1.06%. Furthermore, Organizational Justice (X3) has a direct effect on Performance (Y1) of 5%.

Based on the comparison of the values of direct and indirect influences on Performance (Y1), the following conclusions can be drawn:

1. The value of the direct influence of Teamwork (X1) on

Performance (Y1) is greater than the value of the indirect influence of Teamwork (X1) on Performance (Y1) through Organizational Justice (X3), so it can be concluded that Organizational Justice (X3) does not function effectively as an intervening variable between Teamwork (X1) and Performance (Y1).

2. The value of the direct influence of Personality (X2) on Performance (Y1) is greater than the value of the indirect influence of Personality (X2) on Performance (Y1) through Organizational Justice (X3), so it can be concluded that Organizational Justice (X3) does not function effectively as an intervening variable between Personality (X2) and Performance (Y1).
3. The value of the direct influence of Teamwork (X1) on Professional Commitment (Y2) is greater than the value of the indirect influence of Teamwork (X1) on Professional Commitment (Y2) through Organizational Justice (X3), so it can be concluded that Organizational Justice (X3) does not function effectively as an intervening variable between Teamwork (X1) and Professional Commitment (Y2).
4. The value of the direct influence of Personality (X2) on Professional Commitment (Y2) is greater than the value of the indirect influence of Personality (X2) on Professional Commitment (Y2) through Organizational Justice (X3), so it can be concluded that Organizational Justice (X3) does not function effectively as an intervening variable between Personality (X2) and Professional Commitment (Y2).

b. Direct and Indirect Impact to Organizational Justice (X3):

Based on the research results, it is known that Teamwork (X1) has a direct effect on Organizational Justice (X3) of 2.4%. While Personality (X2) has a direct effect on Organizational Justice (X3) of 0.9%.

Sitorem analysis

In this study, the data were analyzed using Path Analysis and SITOREM Analysis. Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM), is a scientific method used to identify variables (theories) to carry out "Operation Research" in the field of Education Management (Hardhienata, 2017). SITOREM analysis is carried out by identifying and

analyzing 3 (three) things, namely: a) identification of the strength of influence between independent variables and dependent variables, b) analysis of the value of research results for each indicator of research variables, and c) analysis of the weight of each indicator of the research variable based on the criteria of "cost, benefit, urgency and importance". Based on the identification of the strength of

influence between research variables, and based on the weight of each indicator of the independent variable that has the largest contribution, a priority order of indicators can be arranged that need to be immediately improved or maintained.

The figure below is the result of SITOREM analysis.

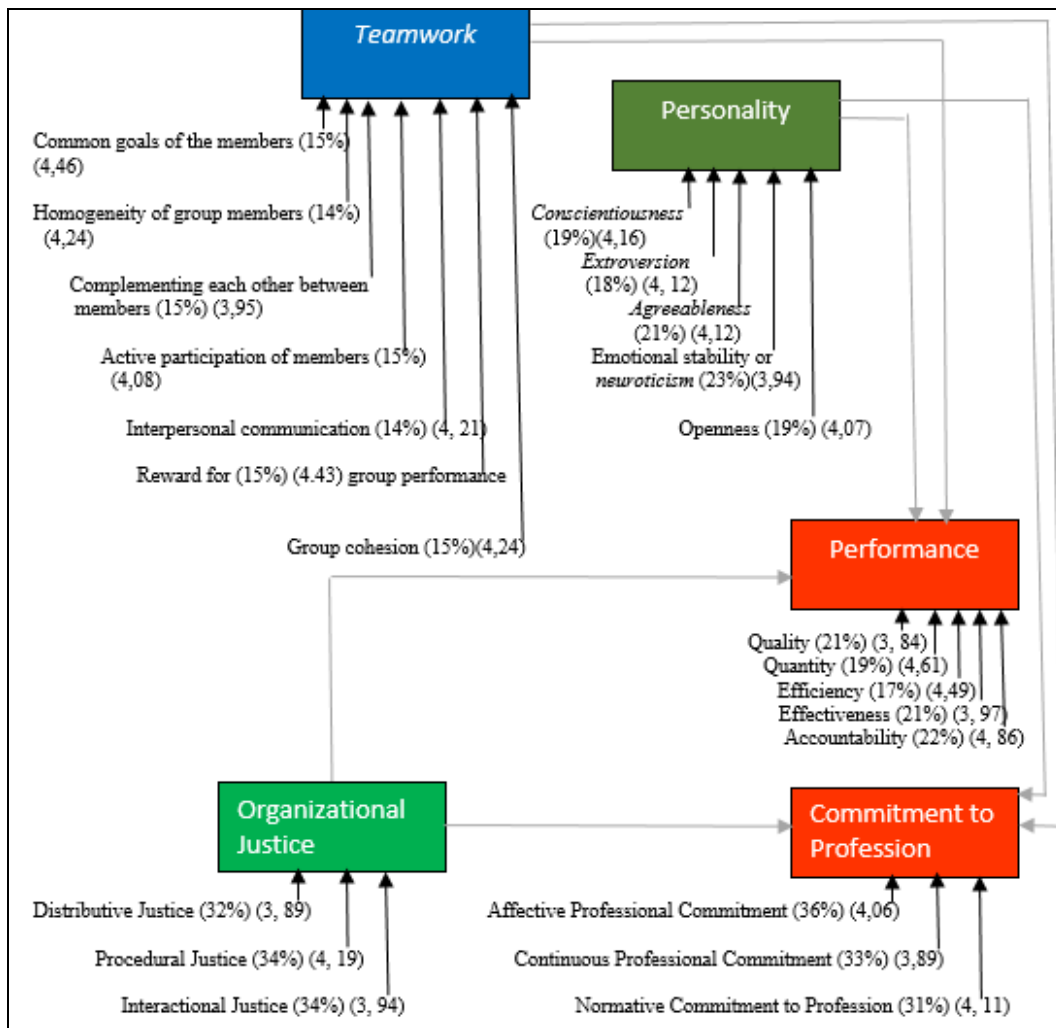


Fig 6: Constellation of research variables and indicators

Determining the results of indicator analysis is the determination of groups of indicators that need to be immediately repaired or improved and groups of indicators that need to be maintained or developed in the future.

Conclusion

This study has found strategies and ways to improve the performance and Professional Commitment of private junior high school teachers in the South Tangerang city area through identification of the strength of influence between research variables. This study also found several findings related to indicators in the research variables that need to be improved and maintained. Based on the results of the analysis, discussion of the research results and the proposed hypotheses, the following conclusions can be drawn:

1. There is a significant positive direct effect of Teamwork (X1) on Performance (Y1) with $\beta_{Y1X1} = 0.068$, so that strengthening Teamwork (X1) can improve Performance (Y1)
2. There is a significant positive direct effect of

- Personality (X2) on Performance (Y1) with $\beta_{Y1X2} = 0.057$, so that strengthening Personality (X2) can improve Performance (Y1).
3. There is a significant positive direct effect of Organizational Justice (X3) on Performance (Y1) with $\beta_{Y1X3} = 0.050$, so that strengthening Organizational Justice (X3) can improve Performance (Y1).
4. There is a significant positive direct effect of Teamwork (X1) on Professional Commitment (Y2) with $\beta_{Y2X1} = 0.008$, so that strengthening Teamwork (X1) can increase Professional Commitment (Y2).
5. There is a significant positive direct effect of Personality (X2) on Professional Commitment (Y2) with $\beta_{Y2X2} = 0.01$, so that strengthening Personality (X2) can increase Professional Commitment (Y2).
6. There is a significant positive direct effect of Organizational Justice (X3) on Professional Commitment (Y2) with $\beta_{Y2X3} = 0.067$, so that strengthening Organizational Justice (X3) can increase Professional Commitment (Y2).
7. There is a

significant positive indirect effect of Teamwork (X1) on Performance (Y1) through Organizational Justice (X3) with $\beta_{Y1X1X3} = 0.0012$, so that strengthening Teamwork (X1) can improve Performance (Y1) through Organizational Justice (X3). Organizational Justice (X3) cannot function effectively as an intervening variable between Teamwork (X1) and Performance (Y1) because the direct effect is greater than the indirect effect.

7. There is a significant positive indirect effect of Teamwork (X1) on Performance (Y1) through Organizational Justice (X3) with $\beta_{Y1X1X3} = 0.0012$, so that strengthening Teamwork (X1) can improve Performance (Y1) through Organizational Justice (X3). Organizational Justice (X3) cannot function effectively as an intervening variable between Teamwork (X1) and Performance (Y1) because the direct effect is greater than the indirect effect.
8. There is a significant positive indirect effect of Personality (X2) on Performance (Y1) through Organizational Justice (X3) with $\beta_{Y1X2X3} = 0.00045$, so that strengthening Personality (X2) can improve Performance (Y1) through Organizational Justice (X3). However, Organizational Justice (X3) cannot function effectively as an intervening variable between Personality (X2) and Performance (Y1) because the direct effect is greater than the indirect effect.
9. There is a significant positive indirect effect of Teamwork (X1) on Commitment to Profession (Y2) through Organizational Justice (X3) with $\beta_{Y2X1X3} = 0.0016$, so that strengthening Organizational Justice (X3) can increase Commitment to Profession (Y2) through Organizational Justice (X3). However, Organizational Justice (X3) cannot function effectively as an intervening variable between Teamwork (X1) and Commitment to Profession (Y2) because the direct effect is greater than the indirect effect.
10. There is a significant positive indirect effect of Personality (X2) on Commitment to Profession (Y2) through Organizational Justice (X3) with $\beta_{Y2X2X3} = 0.0006$, so that strengthening Personality (X2) can increase Commitment to Profession (Y2) through Organizational Justice (X3). However, Organizational Justice (X3) cannot function effectively as an intervening variable between Personality (X2) and Professional Commitment (Y2) because the direct influence is greater than the indirect influence.
10. There is a significant positive indirect effect of Personality (X2) on Commitment to Profession (Y2) through Organizational Justice (X3) with $\beta_{Y2X2X3} = 0.0006$, so that strengthening Personality (X2) can increase Commitment to Profession (Y2) through Organizational Justice (X3). However, Organizational Justice (X3) cannot function effectively as an intervening variable between Personality (X2) and Commitment to Profession (Y2) because the direct effect is greater than the indirect effect.

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