

Original Article

Strategy to Improve the Quality of Teacher Services through Strengthening Personality and Organizational Justice

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Received Date: 20 October 2024 Revised Date: 25 October 2024 Accepted Date: 30 October 2024 Published Date: 15 November 2024

Abstract: A key component of accomplishing national education objectives and the overall development of Indonesians is the caliber of teacher services. The Bogor Regency PGRI Vocational School's initial teacher service quality survey did not yield the best results. Researching the quality of teacher services is therefore intriguing. By investigating the connection between organizational justice, teacher personality traits, and the quality of teacher services, this study seeks to identify strategies for raising the standard of teacher services. The study performed cytorem method analysis and used correlational statistical approaches. With a population of 279 and a sample of 103 teachers, the PGRI Vocational School teachers in Bogor Regency serve as the research analysis unit. According to the study's findings, there is a positive correlation between teacher personality and the quality of their services ($r_{y1} = 0.421$), and there is a positive correlation between organizational justice and the quality of their services ($r_{y2} = 0.297$). These findings suggest that both organizational justice and teacher personality can enhance the quality of teacher services. In order to increase the quality of teacher services based on organizational justice and personality development, the SITOREM approach is then combined with the correlation's findings to reinforce indicators. The findings of SITOREM indicate that, in order of priority for improvement, the following indicators can be improved in an effort to raise the caliber of teaching services: (1) stable emotions, (2) openness to experience, (3) procedural justice (4) responsiveness (5) attention. The next effort is to maintain 9 indicators that are in good condition, namely: (1) sincerity, (2) enthusiasm, (3) consensus, (4) interpersonal justice, (5) informational justice, (6) distributive justice, (7) physical appearance (8) guarantee (9) reliability.

Keywords: Teacher Service Quality, Teacher Personality and Organizational Justice.

I. INTRODUCTION

Education has a significant role in the development of a country and is an element of life that is inextricably linked to swift change. Rapid modifications are necessary due to the increased challenges and competition brought about by global advancements in information and communication technologies. Competition and challenges also promise the future and present of education. Education is a key component of human resources (HR) development and advancement, and as such, it must strive to be better and competitive with educational advancements in other nations. Because of the greatness in question, this instance can serve as a model for other countries looking to strengthen their educational human resources.

High standards for educational output perfection necessitate that educational stakeholders be cognizant of and take seriously the need to empower educational institutions to function efficiently, which affects the caliber of excellent educational output across all skills. Every educational institution needs professional governance, starting with PAUD, SD, SMP, SMP, and SMA. This is done to ensure that students' knowledge and life skills continue to grow, which is essential for the country's development as it faces the difficulties and changes of the modern world.

The quality of education, of which teachers are a major component, is inextricably linked to the quality of human resources. Providing high-quality educational services is directly tied to having high-quality schools. Consequently, there is a demand for educators who are highly qualified, competent, and committed to their work. Foundation Permanent Teachers (GTY) are employees chosen by the foundation responsible for delivering educational services to the community in a professional, honest, fair, and equal way.

A consumer's evaluation of the quality of the services they receive (perceived service) and expect (expected service) is known as service quality. The quality of the services provided by the school organization directly impacts the public's faith in those who use its educational services. The service relationship between teaching staff—in this case, teachers—and their students is what establishes the degree of trust. Teacher service quality is tied to trust, which essentially gives the finest service to kids, parents and the surrounding community.



The objective of this study is to ascertain the relationship between organizational justice and teacher personality development to improve the quality of teacher services and identify success factors for this improvement. Teachers at BogorRegency's PGRI Vocational School are the focus of this study.

A) Teacher Service Quality

Kotler (2000) defines service quality as the difference between the quality that was expected (expected quality) and the quality that was received (perceived quality) after getting the service. In contrast, service quality is defined by Paul Baines, Chris Fill, and Kelly Page (2011) as the customer's assessment of the discrepancy between the service they received and what they had anticipated. According to Kabir Hussain (2010), service quality is a paradigm for determining the discrepancy between what customers expect from services and how they evaluate the ones they receive. According to Hermen Jan Van Ree (2009), service quality is an evaluation of how well the caliber of service rendered satisfies client expectations.

Manasa Nagabushanam (2013) states that the term "service quality" is used in business administration to refer to both the objective and subjective aspects of service accomplishments, specifically what customers want for the services they receive and the ability of the provider to deliver those services.

Murat Yosliogu, Burcu Ozge Ozaslan Caliskan, and Omer (2013) state that service quality is determined by comparing predicted and actual performance. Service quality was created to evaluate the discrepancy between the degree of service quality offered and the expectations of the consumer, according to Guy G. Gable (2012) and Ahmad A. Rabbai. J. Paul Peter and James H. Donnelly (2011) define service quality as the difference between the service customers expect and the service they receive.

According to the aforementioned approach, teacher service quality may be summarized as the difference between expected and actual performance in order to satisfy customers, particularly pupils. The five categories of service quality indicators are as follows: (1) Teacher physical appearance, (2) Teacher reliability, (3) Responsiveness, (4) Teacher guarantee (5) Teacher attention.

B) Personality

Personality, according to J.L. Gibson, J.M. Ivancevich, J.H. Donnelly, and R. Konospake (2006), is a collection of traits, inclinations, and temperament (relatively stable individuals) that have been greatly influenced by social, cultural, and environmental variables as well as by inheritance. Suzane, Dowd, and Scheneider (2006) define personality as a collection of consistent traits, inclinations, and temperaments shaped by a combination of sociocultural, environmental influences and genetics.

Personality, as described by Kreitner, Robert, and Angelo Kenicki (2007), is a stable amalgam of an individual's mental and physical attributes that constitute their identity. Personality is defined by Greenberg and Baron (2008) as a person's distinct and comparatively consistent cognition, behavior, and emotional patterns.

Teacher personality is defined by Colquitt, Lepine, and Wesson (2011) as the internal structures and inclinations that account for an individual's unique thoughts, emotions, and behavior patterns. Helriegel and Solum (2011) define personality as a person's overall profile or a set of consistent psychological traits that make them unique. Individual differences in the propensity to exhibit persistent patterns of emotion, thought, and conduct are a component of personality, according to Crae and Costa (2012).

Based on the opinions of several experts, it can be synthesized that personality is the character, behavior patterns, thoughts and emotions of an individual who is unique and relatively stable with the indicators (1) Seriousness, (2) Openness to experience, (3) Enthusiasm (4) Consensus (5) Stable emotions.

C) Organizational Justice

According to Yakuz Demirel (2013), organizational justice is the opinion of those who evaluate the equality of this relationship in the form of a ratio after comparing their input and results with those of others. According to Akanbi, Paul Ayobami Ofoegbu, and Onyema Eugene (2013), organizational justice is when workers believe they receive equitable treatment from the company in all respects. Organizational justice, according to Jerald Green and Robert A. Baron (2008), is how members of an organization see the justice that takes place within it. The majority of employees assess how properly they are treated by the company, as claimed by Robbins and Judge (2015). According to Susanna Baldwin (2006), organizational justice is the degree to which workers believe that workplace interactions, processes, and outputs can be handled fairly.

According to Colquitt, Lepine, and Wesson (2015), organizational justice is the fairness of the decisions made by the authorities as judged by the employees. Organizational justice, as defined by Gibson, Ivancevich, Donnelly, and Konospake (2012), is the extent to which an individual feels that they are treated fairly at work. Kreitner and Kenicki (2007) claim that

school organizational justice measures how much employees believe they have received fair treatment at work. According to expert assessments, organizational justice can be summarized as the degree to which a person is treated fairly at the company where he works using indicators (1) distributive justice (2) procedural justice (3) informational justice (4) interpersonal justice.

II. METHODS

This study employs a correlation survey model and quantitative methodologies. The quality of teacher services is the dependent variable (Y) in this study, whereas personality (X1) and organizational fairness (X2) are the independent factors. Teachers at BogorRegency's PGRI Vocational School made up the study's population. Using the Slovin formula, the study's sample size was determined to be 103 individuals. Multistage sampling is used in the sampling procedure. Using a proportional random sample technique, the first stage was a cluster, the second was purposive, and the third was sampling at each school.

Descriptive and inferential statistics were used to analyze quantitative research data. Regression-correlation research is used in inferential statistics. The variance homogeneity test and the normalcy error test were used to analyze the data. Identifying the regression equation, evaluating its significance, assessing the linearity of the regression, and using correlation tests to test hypotheses. The procedure of analyzing qualitative information was done in two steps: first, while the data was being collected in the field, and second, by using the SITOREM method to compare the values of the data for each item.

III. RESULT AND DISCUSSION

The normality test calculated the estimated error ($Y-\hat{Y}_1$) of the teacher service quality factor on the teacher personality variable, resulting in a Lcount value of 0.060 and a Ltable value of 0.080. Since the normal condition is Lcount < Ltable, the estimated standard error ($Y-\hat{Y}_1$) of the teacher service quality variable for the teacher personality variable has a normal distribution.

The normality test calculated the estimated error ($Y-\hat{Y}_2$) of the instructor's service quality variables for the organizational justice variable, resulting in a Lcount value of 0.070 and a Ltable value of 0.080. Since the normal condition is Lcount < Ltable, the estimated standard error ($Y-\hat{Y}_2$) of the teacher quality of service variable on the organizational justice parameter is evenly distributed.

Table 1 Normality Test Estimated standard error ($Y-\hat{Y}$)

No.	Galat	LCount	Ltable(0,05;103)	Conclusion
1	($Y-\hat{Y}_1$)	0,060	0.080	Normal
2	($Y-\hat{Y}_2$)	0,070	0.080	Normal

The teacher service quality variable's homogeneity of variance on teacher personality yielded a χ^2 count of 27.82, whereas the χ^2 table at $\alpha = 0.05$ was 47.39. As a result, the data variation between the instructor personality and service quality variables is deemed homogeneous.

The teacher quality of service variable's homogeneity of variance on organizational justice yielded a χ^2 count of 46.28 and a χ^2 table of 55.75 when $\alpha = 0.05$. As a result, the organizational justice variable's data variation for the teacher service quality variable is deemed homogeneous.

Table 2. Test for Homogeneity of Variance Data for Variable Y Based on Data X1 and X2

Varsians Y Based On X	Dk	χ^2 Count	χ^2 table ($\alpha = 0,05$)	Conclusion
Y based on X ₁	33	27,82	47,39	Homogeny
Y based on X ₂	40	46,28	55,75	Homogeny

A) Hypothesis

a. Relationship between teacher personality and teacher service quality

The coefficient of determination (r^2_{y1}) establishes the relationship between the service quality variable (Y) and the instructor personality variable (X1). The estimated results showed that the r^2_{y1} value was 0.177. These findings show that the teacher personality variable (X1) can affect 18% of the teacher service quality variable (Y). The correlation coefficient r_{y1} of 0.421 indicates the resistance of the association between the teacher personality variable (X1) and the teacher service quality variable (Y).

It is evident from the correlation test findings that the tcount is 5.15 and the ttable is 1.98. This indicates that there is a significant link between the teacher service quality variable (Y) and the teacher personality variable (X1). The teacher service quality variable (Y) and the teacher personality variable (X1) have a positive association, according to the test results.

Table 3. ANAVA Significance of X₁-Y Correlation

Dk (N-K)	t _{count}	t _{table}		Conclusion
		$\alpha = 0,05$	$\alpha = 0,01$	
101	5,15**	1,98	2,62	Signifikan

b. Relationship between Organizational Justice and Teacher Service Quality

The coefficient of determination (r^2_{y2}) indicates the relationship between the organizational justice variable (X₂) and the teacher service quality variable (Y). The estimation results yielded a r^2_{y2} value of 0.089. These findings show that the organizational justice variable (X₂) has an influence on 9% of the teacher service quality variable. The correlation coefficient r_{y2} of 0.297 indicates the resistance of the association between the organizational justice variable (X₂) and the teacher service quality variable (Y).

The outcomes of the correlation test show that the t_{count} is 3.28 and the t_{table} is 1.98. This indicates that the correlation coefficient between the organizational justice variable (X₂) and the teacher service quality variable (Y) is substantial. The test results indicate a favorable association between the organizational justice variable (X₂) and the teacher service quality measure (Y).

Table 4. ANAVA Significance of X₂-Y Correlation

Dk (N-K)	T _{Count}	t _{table}		Conclusion
		$\alpha = 0,05$	$\alpha = 0,01$	
101	3,28	1,98	2,62	Signifikan

c. The relationship between teacher personality and organizational justice, together with teacher service quality

The coefficient of determination (r^2_{y12}) determines the link between teacher personality traits (X₁) and organizational fairness (X₂), as well as teacher service quality (Y). Based on the estimation results, a r^2_{y12} value of 0.179 was determined. These findings show that 18% of the teacher service quality variable (Y) is influenced by teacher personality factors (X₁) and organizational justice. The correlation coefficient r_{y12} of 0.423 indicates the inability of the association between the teacher personality factors (X₁) and organizational justice (X₂), as well as the teacher service quality variable (Y).

The outcomes of the regression test show that the F_{count} is 7.30 and the F_{table} is 3.08. This demonstrates that the correlation coefficient between teacher personality (X₁), organizational justice (X₂), and the teacher service quality indicator (Y) is substantial. There is a positive association between teacher personality factors (X₁), organizational fairness (X₂), and the teacher service quality measure (Y). The test results show that there is a positive association between the teacher personality factors (X₁), organizational fairness (X₂), and teacher quality of service (Y).

Table 5. ANAVA

Multiple Correlation Coefficient ($R_{y.12}$)	t _{count}	t _{table}		Conclusion
		$\alpha = 0,05$	$\alpha = 0,01$	
0,423	7,30	3,08	4,82	Significant

B) Partial Correlation Test

According to the findings of the first partial correlation test calculation, the partial correlation value of teacher personality (X₁) with teacher service quality (Y), with control for organizational justice (X₂) (r_{y12}) = 0.215. The significance test indicates that this value is significant ($t_h = 2.27 > t_t = 1.98$, $\alpha = 0.05$). Thus, organizational justice characteristics do not alter the link between teacher personality and teacher service quality.

Table 6. Partial Correlation Test Results: Relationship between X₁ -Y and control X₂

Controlling Variabel	r parsial	t _{hitung}	T tabel $\alpha = 0,05$	Kesimpulan
X ₂	0,215	2,27	1,98	Significant

Based on the results of the second partial correlation test calculation, the partial correlation value was obtained between organizational justice (X₂) and teacher service quality (Y) with control for teacher personality (X₁) (r_{y12}) = 0.084. Based on the results of the significance test, this value is very significant ($t_h = 0.86 < t_t = 1.98$ ($\alpha = 0.05$)). Thus it can be concluded that the relationship between organizational justice and teacher service quality is influenced by teacher personality variables.

Table 7. Partial Correlation Test Results: Relationship between X2 -Y and control X1

Variabel Pengendali	r partial	t _{hitung}	T tabel $\alpha = 0,05$	Kesimpulan
X ₁	0,084	0,86	1,98	Not significant

C) Assessment of Indicator Weights

The indicator weight assessment is carried out by expert judgment with the following data:

Table 8. Weight Assessment of Teacher Service Quality Variable Indicators (Y)

No	Indicator	Assesment Aspect				Score	Percentage (%)
		C	B	U	I		
1	Tangibles	3	4	3	4	3,5	18%
2	Reliability	4	4	4	4	4	21%
3	Responsiveness	4	5	4	5	4,5	23
4	Empathy	4	4	4	5	4,3	22
5	Assurance	3	3	3	3	3	16
Sum						19,3	100%

Table 9. Assessment of the Weight of Teacher Personality Variable Indicators (X₁)

No	Indicator	Assesment Aspect				Score	Percentage (%)
		C	B	U	I		
1	Conscientiousness	3	4	3	4	3,5	19
2	openness to experience	3	4	4	5	4,0	22
3	Extraversion	4	4	3	4	3,8	20
4	Agreeableness	2	3	2	3	2,5	14
5	Emotional Stability	4	5	4	5	4,5	25
Sum						18,3	100%

Table 10. Weight Assessment of Organizational Justice Variable Indicators (X₂)

No	Indicator	Assesment Aspect				Score	Percentage (%)
		C	B	U	I		
1	Distributive Justice	3	3	3	4	3,3	21
2	Procedural Justice	3	4	4	5	4	26
3	Interpersonal Justice	4	5	4	5	4,5	30
4	Informational Justice	3	4	3	4	3,5	23
Sum						15,3	100%

Table 11. Average expert assessment of the service quality variable (Y)

Indicator	Expert I	Expert II	Average
Tangibles	18%	25%	22%
Reliability	21%	16%	19%
Responsiveness	23%	19%	21%
Empathy	22%	16%	19%
Assurance	16%	23%	20%
Total	100%	100%	100%

Table 12. Average expert assessment of the Teacher Personality variable (X₁)

Indicator	Expert I	Expert II	Average
Conscientiousness	19%	26%	23%
openness to experience	22%	21%	22%
Extraversion	20%	18%	19%
Agreeableness	14%	12%	12%
Emotional Stability	25%	24%	25%
Total	100%	100%	100%

Table 13. Average expert assessment of the Organizational Justice Variable (X₂)

Indicator	Expert I	Expert II	Average
Distributive Justice	21%	22%	22%
Procedural Justice	26%	15%	21%
Interpersonal Justice	30%	30%	30%
Informational Justice	23%	33%	28%
Total	100%	100%	100%

D) Determination of Indicator Classification

The determination of indicator classification is as follows:

Table 14. Determination of Indicator Classification

No	Score	Indicator Classification
1.	4.00 - 5.00	Maintained or Developed
2.	0.00 - 3.99	Priority for immediate repair

a. Relationship between teacher personality and teacher service quality

The correlation test findings show that there is a strong association between teacher personality and teacher service quality, with a correlation coefficient of 0.421. The variation in the quality of teacher services is related to teacher personality, as evidenced by the coefficient of determination value of 0.177, which means that teacher personality accounts for 18% of the diversity in the quality of teacher services. Meanwhile, 82% are influenced by things other than the teacher's personality. Personality refers to an individual's distinct and typically stable character, behavioral tendencies, ideas, and emotions. A positive teaching personality enhances the quality of teacher services. We can conclude that there is a favorable association between instructors. Personality refers to an individual's distinct and typically stable character, behavioral tendencies, ideas, and emotions. A positive teaching personality enhances the quality of teacher services. It is possible to conclude that there is a positive association between teacher personality and the standard of teacher services, implying that teacher character is a key component in efforts to improve teacher services.

b. The relationship between organizational justice and teacher service quality

The correlation test results show that the association between organizational justice and teacher service quality is strong, with a correlation coefficient of 0.297. The diversity in the quality of teacher services is related to organizational justice, as evidenced by the coefficient of determination value of 0.089, which means that organizational justice may explain 9% of the diversity in the quality of teacher services. Meanwhile, 91% is influenced by factors other than organizational justice. This is consistent with Kreitner and Kenicki's (2007) argument that equitable treatment in schools reflects the extent to which employees believe they have been treated fairly in their workplace.

According to these findings, organizational justice may impact the quality of teacher services. When employees believe they are being treated fairly and are comfortable in their work environment, the quality of service improves. It is possible to conclude that there's a positive association between organizational justice and the quality of educator offerings, implying that organizational justice is an important aspect of efforts to improve teacher performance.

c. The relationship between teacher personality and organizational justice, together with teacher service quality

The correlation test findings show that the relationship between teacher personality and organizational justice, as well as the quality of teacher services, is strong, with a correlation coefficient of 0.179. The diversity in teacher service quality is related to teacher personality and organizational justice, as evidenced by the coefficient of determination value of 0.423, implying that the diversity in teacher assistance quality can be attributed to teacher personality and organizational justice, resulting in an 18% contributions to the teacher service quality factor being together determined. -Equally affected by the personality of teachers and organizational justice.

Aside from that, to determine the strength of the relationship between the dependent and independent variables, as well as to obtain the best solution from this research, every indicator for each research variable is weighted according to the Theory of Scientific Introduction to Research. Operations in the field of Education Management, often known as SITOREM (Hardhienata, S: 2017), are as follows:

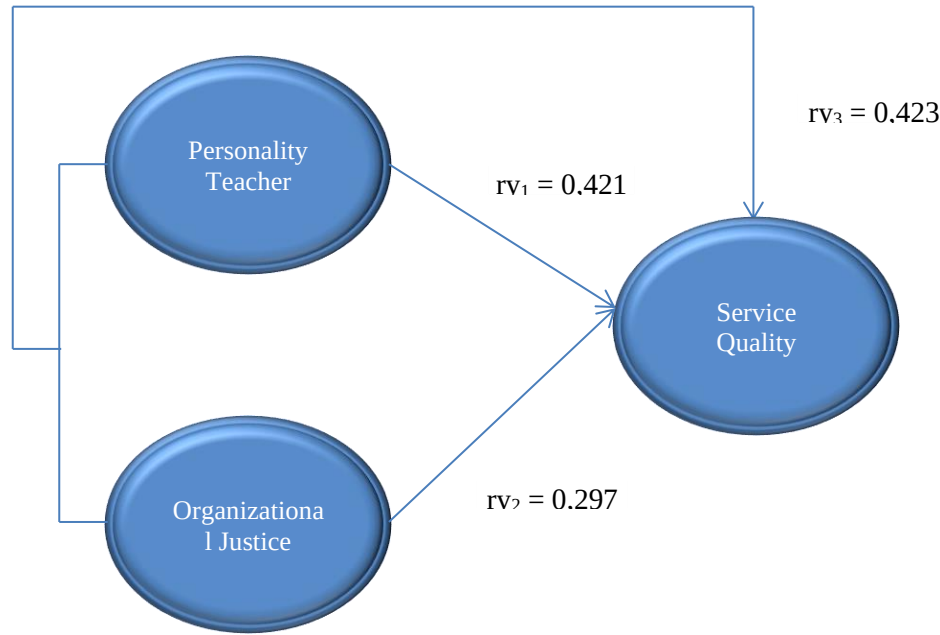


Figure 1. Correlation Analysis

Table 15. Determination of Indicator Classification Teacher Service Quality Variable (Y)

No	Indicator	Assessment Weight (Expert)	Average Score of Assessment Results	Determination of Ranking of Indicators in Variables
1.	Tangibles	22%	4,55	(22%)(4,55): Maintained or developed
2.	Reliability	19%	4,63	(19%)(4,63): Maintained or developed
3.	Responsiveness	21%	3,92	(21%)(3,92): To be fixed
4.	Empathy	19%	3,97	(19%)(3,67): To be fixed
5.	Assurance	20%	4,67	(20%)(4,67): Maintained or developed
Sum / Average		100%	4,35	

Table 16. Determination of Indicator Classification Teacher Personality Variable (X₁)

No	Indicator	Assessment Weight (Expert)	Average Score of Assessment Results	Determination of Ranking of Indicators in Variables
1.	Conscientiousness	23%	4,47	(23%)(4,47): Maintained or developed
2.	Openness to experience	22%	3,79	(22%)(3,79): To be fixed
3.	Extraversion	19%	4,41	(19%)(4,41): Maintained or developed
4.	Agreeableness	12%	4,57	(12%)(4,57): Maintained or developed
5.	Emotional Stability	25%	3,93	(25%)(3,93): To be fixed
Sum / Average		100%	4,18	

Table 17. Determining Classification of Organizational Justice Variable Indicators (X₂)

No	Indicator	Assessment Weight (Expert)	Average Score of Assessment Results	Determination of Ranking of Indicators in Variables
1.	Distributive justice	22%	4,40	(22%)(4,40): Maintained or developed
2.	Procedural justice	21%	3,98	(21%)(3,98): To be fixed
3.	Interpersonal justice	30%	4,39	(30%)(4,39): Maintained or developed
4.	Informational justice	28%	4,43	(28%)(4,43): Maintained or developed

No	Indicator	Assessment Weight (Expert)	Average Score of Assessment Results	Determination of Ranking of Indicators in Variables
	Sum / Average	100%	4,30	

From the research results, it will be shown that there is a positive influence of the dependent variable with the correlation coefficients ρ_{y1} , ρ_{y2} and ρ_{y12} for each variable as follows:

Table 18. Correlation Coefficient Calculation Results

Koefisien Korelasi	Nilai Koefisien Korelasi	Tingkat kekuatan Hubungan
ρ_{y1}	0,421	Strong enough
ρ_{y2}	0,297	Not Strong enough
ρ_{y12}	0,423	Strong enough

Based on the magnitude of the connection among research variables, the weight of expert assessments, and the average score of research results from each indicator of the independent variable that makes a significant contribution to the dependent variable, a priority order of indicators that must be maintained and those that must be improved immediately can be established. Each study variable indicator's average score is used to analyze the research results. After getting the average score of the study's findings for each indicator and the weight (%) of each indicator, an analysis is then carried out to identify the categorization of research variable indicators, which are as follows: a) Groups of indicators that need to be maintained or developed (high weight and score tall). b) Group of indicators that need immediate improvement (high weight and low score). In summary, the final results of the SITOREM analysis are in Table 19.

Table 19. SITOREM Analysis

Personality ($\rho_{y1} = 0,421$) (rangk.I)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Agreeableness	1 st	Conscientiousness	4,47
2	Conscientiousness	2 nd	Openness to experience	3,79
3	Emotional Stability	3 rd	Extraversion	4,41
4	Extraversion	4 th	Agreeableness	4,57
5	Openness to experience	5 th	Emotional Stability	3,93

Organizational Justice ($\rho_{y1} = 0,297$) (rangk.II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Distributive Justice	1 st	Distributive Justice	4,40
2	Informational Justice	2 nd	Procedural Justice	3,98
3	Interpersonal Justice	3 rd	Interpersonal Justice	4,39
4	Procedural Justice	4 th	Informational Justice	4,43

Kualitas Layanan				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Assurance	1 st	Tangibles	4,55
2	Empathy	2 nd	Reliability	4,63
3	Reliability	3 rd	Responsiveness	3,92
4	Responsiveness	4 th	Empathy	3,97
5	Tangibles	5 th	Assurance	4,67

SITOREM ANALYSIS RESULT		
Priority order of indicator to be Strengthened		Indicators remain to be maintained
1 st	Openness to experience	1. Conscientiousness
2 nd	Emotional Stability	2. Extraversion
3 rd	Procedural Justice	3. Agreeableness
4 th	Responsiveness	4. Distributive Justice
5 th	Empathy	5. Interpersonal Justice
		6. Informational Justice
		7. Tangibles
		8. Reliability
		9. Assurance

IV. CONCLUSION

The results of the research show that there is a positive relationship between teacher personality and teacher service quality with a relationship strength of $r_{y1} = 0.421$ and there is a positive relationship between organizational justice and teacher service quality with a relationship strength of $r_{y2} = 0.297$. This reflects that improving the quality of teacher services can be done by improving teacher personality and organizational justice. Indicators that are good are maintained or developed and indicators that are not good are improved. The results of the Sitorem analysis show that the components of teacher personality, organizational justice and teacher service quality were found to be 9 indicators whose condition is already good so it remains to be maintained, namely: (1) sincerity (2) enthusiasm (3) consensus (4) interpersonal justice (5) fairness informational (6) distributive justice (7) physical appearance (8) guarantee (9) reliability. Meanwhile, there are 5 components that still need to be improved, in order of priority for improvement, namely: (1) stable emotions (2) openness to experience (3) procedural justice (4) responsiveness (5) attention. Indicators that still need to be improved need attention so that the quality of teacher services continues to increase.

Acknowledgements

Thank you to those who have helped in this research. Hopefully this research is useful for the community.

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