



Research Paper

The Effect of Organizational Justice, Organizational Climate and Competence on the Job Satisfaction of SMPN Teachers in District V Koto Kampung Dalam Padang Pariaman Regency

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ABSTRACT: This study aims to determine how much influence organizational justice, organizational climate and competence, together and partially on work objectives. The research variables are organizational justice (X1), organizational climate (X2), competence (X3), and work goals (Y). Methods of collecting data through surveys and distributing questionnaires. The analytical method used is validity and reliability test, multiple regression analysis, for the hypotheses used are t test and F test. From the results of regression analysis obtained, then based on the partial test (t-test) obtained: (a) Organizational justice has a positive and significant effect on work goals. (b) Organizational climate has a positive and significant effect on work objectives. (c) Competence is positive and significant to job satisfaction. Then based on the joint hypothesis test (Test F) it can be seen that organizational justice, organizational climate, have a positive and significant effect on Work Competence. And based on the coefficient of determination test (R^2), which is 0.715 or 71.5%, this shows that the contribution of the variable organizational justice, organizational climate and teacher competence, on the work variable, shows its influence and influence on other variables. Finally, the author suggests that the school can pay attention and improve in terms of organizational justice, competence and competence, so that work can improve work.

KEYWORDS: organizational justice, organizational climate, competence, job satisfaction

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I. INTRODUCTION

The function of government institutions is to serve all levels of society from the bottom to the top. As a service center for the community, the existence of human resources as the spearhead is a basic element in the implementation of excellent service. Employees are assets who will be directly involved in the front line serving the needs of the community. The success of government agencies in realizing their goals is determined by the efforts of employees to maximize their abilities in carrying out their duties and responsibilities. Therefore, every government agency is required to maintain employee job satisfaction. Thus, employees are expected to work optimally and efficiently for the benefit of the government and society.

Job satisfaction is an expression of one's feelings or attitudes towards his work, promotion opportunities, relationships with co-workers, supervision and feelings of satisfaction with the work itself (Sari and Susilo 2018). Job satisfaction reflects more traits than behavior. Job satisfaction is a pleasant emotional state when employees carry out their respective jobs. Employee satisfaction will accelerate and affect competence. Furthermore (Dhermawan, et al, 2012) explains that job satisfaction is also influenced by competence. Competence refers to the characteristics that underlie behavior that describe the motives, personal characteristics, self-concept, values, knowledge or skills that are brought by someone who has excelled in the workplace (Falilah and Wahyono, 2018). Competence is an individual's capacity to perform various tasks in a

job. In addition, it is also stated that all abilities of an individual are essentially composed of two sets of factors, namely intellectual abilities and physical abilities (Pujanira & Taman, 2017). Competence shows skills and knowledge that are characterized by professionalism in a particular field as something that is most important or as superior in that field. Competence also shows the characteristics of knowledge and skills possessed or needed by each individual that enable them to perform their duties and responsibilities effectively and increase professional quality standards in their work (Purwanto; et al., 2019). The competencies possessed by employees will determine their job satisfaction in the organization.

In addition to a sense of satisfaction in work that makes employees comfortable, fairness in the organization also determines so that employees can maintain performance. According to Mahendra & Surya (2017) organizational justice is a combination of employee attitudes to their organization as a result of comparing the benefits that employees get in their contribution to their own organization with the benefits earned by employees of other organizations. Meanwhile, Tasnim & Yuliharsi (2020) defines that employees' perceptions of fair and equal treatment in the organization. Organizational justice is equality; employees feel that managers treat them equally and do not discriminate. Their psychological needs about justice will be met by the organization (Sari, 2019)

Furthermore, organizational climate gives a meaning that is limited to physical things such as temperature or pressure, but also has a psychological meaning that people in the organization describe the internal environment of the organization. Dessler (2015), characterizes organizational climate as the overall physical and social factors contained in an organization. Organizational climate is important to create because it is a person's perception of what the organization provides and is used as the basis for determining the behavior of future members. Climate is determined by how well members are directed, built and rewarded by the organization. Organizational climate is a condition of organizational culture which if a good work climate can increase employee morale, loyalty and productivity (Gaunya, 2016).

Another aspect that determines job satisfaction is the competence of employees. Competence is an ability based on skills and knowledge that is supported by a work attitude that refers to the work requirements set (Sutrisno, 2011:202). Mc. Lelland in Moeheriono (2012) competence is a basic characteristic of personnel which is a determining factor for a person's success or failure in doing a job or in certain situations. Meanwhile, according to Wibowo (2013: 323) that competence is said to be one of the factors that affect performance. Competence is needed to help organizations create a high work culture, the many competencies used by human resources will improve performance.

Problems faced by employees related to job satisfaction in the daily work environment must be a priority that must be prioritized to find solutions. This condition occurs in the teachers of SMPN District V Koto Kampung Dalam. Based on observations and interviews conducted with several schools in the district of V Koto Kampung Dalam, teachers have not felt job satisfaction in their organization. This condition is due to the lack of a sense of justice in the organization. The discriminatory treatment was felt for the working teachers. Besides that, the work environment is not comfortable, such as an office that is too crowded so that breaks are disturbed. Break time can be treated among employees who are used to prepare the next subject matter, but are disturbed by an uncomfortable work environment. This condition disturbs the teachers and affects their job satisfaction in the organization. The workload or task given is beyond the limits of ability, coupled with intense competition between employees, not strong cooperation. This condition hinders the achievement of organizational goals due to the dissatisfaction of teachers with the organization. Based on the above phenomena, to see how the actual conditions regarding employee job satisfaction were, a pre-survey was conducted by distributing temporary questionnaires to 15 employees. The results of the acquisition of the questionnaire can be seen in the table. 1 of the following:

Table 1
Job Satisfaction Pre-Survey Questionnaire Results

No	PERNYATAAN	Answer%	
		Satisfied	Not Satisfied
1	I am satisfied with the salary I get	50	50
2	I am satisfied with the compensation and bonuses provided	45	55
3	I am satisfied with the recognition and awards given by the school.	40	60
4	The workload given is in accordance with my abilities.	35	65
5	I am satisfied that my work has a significant effect on school	55	45
6	I am satisfied because the teaching material is in accordance with my scientific field.	55	45

7	I am satisfied with the rights given to me to express my opinion and take part in making decisions	50	50
8	I am satisfied with my work and provide feedback to the school	50	50
9	I am satisfied with my current job position.	40	60
10	I am satisfied that I can control my work	40	60
	Total	46	54

Source: Robbins in Prasetyo and Marlina (2019), Data ; Preliminary Survey

Based on table. 1 it can be seen that the overall condition of employee job satisfaction is not as expected. This can be seen from the number of employees who gave unsatisfied answers as much as 54%, greater than 46% satisfied employees. Based on the data above, the largest percentage is in statement number four, namely, the workload given is in accordance with my abilities, 65% of employees are dissatisfied with the workload given, from the results of the initial survey above it can be seen that the level of employee satisfaction with their work is very low, the loss of enthusiasm, enthusiasm and comfort among employees causes low employee job satisfaction, this is the basis for the author to examine job satisfaction at SMPN teachers in District V Koto Kampung Dalam. From the data from the initial survey, it is suspected that there are several variables that also affect teacher job satisfaction at work. Among others are ; Organizational Justice, Organizational Climate and Competence. Therefore, this research is important to do so that the problems that occur can be given an appropriate solution.

II. RESEARCH METHODS

The study was conducted at a State Junior High School in District V Koto Kampung Dalam, Padang Pariaman Regency. This type of research is descriptive quantitative with the variables studied are; Organizational Justice (X_1), Organizational Climate (X_2) Competence (X_3), Job Satisfaction (Y). The data used are primary data and secondary data. The population in this study were teachers of SMPN in District V Koto Kampung Dalam, amounting to 54 people. While the sample in this study used total sampling where the entire population was taken as a sample of 54 respondents. The research data was collected using library research techniques, field research, and distributing questionnaires. The research instrument uses a questionnaire with a linkert scale to measure the attitudes and opinions of respondents. With the weight of points as follows; 1 for the category Strongly Agree (SS), 2. Agree (S), 3. Neutral (N), 4. Disagree (TS), 5. Strongly Disagree (STS), Ghazali (2016). Data analysis was performed with Multiple Linear Regression.

III. RESULT AND DISCUSSION

3.1. Descriptive statistics

Based on the findings of the following research data, descriptive data of the respondents, consisting of gender, age, education, years of service and class, is shown. The description can be seen in the table. the following ;

3.1.1. Characteristics of Respondents by Gender

The following is the data of research respondents based on gender as listed in the table. 2 below:

Table. 2
Respondent data by gender

No	Gender	Frequency	Percentage (%)
1	Man	24	44,4
2	Woman	30	55,6
	Total	54	100

Source: primary data (processed)

Based on the sex of the respondents, the dominant female was 55.6%. While the male amounted to 44.4%. From these data it can be concluded that the teaching profession is more in demand by women.

3.1.2. Characteristics of Respondents by Age

The following is the data of research respondents based on gender as listed in the table. 3 below:

Table. 3

Respondent data by Age

No	Age	Frequency	Percentage (%)
1	17-30 tahun	3	5.6
2	30-40 tahun	26	48,1
3	40-50 tahun	12	22,2
4	>50 tahun	13	24,1
Total		54	100

Source: primary data (processed)

From Table. 3 it can be seen that the age of the respondents is mostly in the range of 30-40 years with a percentage of 48.1%. At this age the respondent is experienced enough and in terms of employment, the respondent is of a productive age. So that physical abilities in general are still strong and psychologically stable.

3.1.3. Characteristics of Respondents by level of education

The following is the data of research respondents based on education level as listed in the table. 4 below:

Table. 4
Respondent Data Based on Education Level

No	Pendidikan	Frequency	Percentage (%)
1	D3	14	25.9
2	S1	37	68.5
3	S2	3	5.6
Total		54	100

Source: primary data (processed)

Characteristics of respondents based on education level as listed in the table. 4 above, shows that ; most of the respondents already have an adequate background. Respondents are already highly educated at the undergraduate level. This indicates that the respondents already have broad insight, critical thinking, able to adapt and the ability to work. So that the respondent's ability to excel is not in doubt.

3.1.4. Characteristics of Respondents by Length of work

The following is the research respondent's data based on the length of work as listed in the table. 5 below:

Table. 5
Respondent Data Based on Length of Work

No	Length of work	Frequency	Percentage (%)
1	<1 tahun	3	5.6
2	1-5 tahun	14	25.9
3	>5 tahun	37	68.5
Total		54	100

Source: primary data (processed)

Based on Table 5 above, it can be concluded that the respondents already have sufficient experience in their job positions. This is indicated by the length of time the respondents have worked, most of the respondents have worked for more than 5 years.

3.1.5. Characteristics of Respondents by Group

The following is the data of research respondents based on groups as listed in the table. 6 below:

Table.6
Respondent Data by Group

No	Category	Frequency	Percentage (%)
1	III A	8	14.8
2	III B	8	14.8
3	III C	12	22.2
4	III D	22	40.7
5	IV D	3	5.6
6	IV E	1	1.9
Total		54	100

Source: primary data (processed)

From the data shown in the table. 6 it can be seen that, most of the respondents already have group III D, meaning that the respondents are classified as moderate. At this level, the respondent is able to work according to their expertise, so that it will not be difficult to achieve achievement in work.

3.2. Validity dan Reliability Test

3.2.1 Validity Test

In order to obtain valid and reliable data, the validity of the research instrument was tested through validity and reliability tests. The following are the results of the validity test for the organizational justice variable shown in the table. 7 following:

Table. 7
Organizational Justice Variable Validity Test Results (X₁)

Variable	Item	<i>r</i> count	<i>r</i> table = 5%	Status
		N = 54	N-2= 52	
Organizational Justice (X ₁)	1	0.519	0,268	Valid
	2	0.680	0,268	Valid
	3	0.723	0,268	Valid
	4	0.716	0,268	Valid
	5	0.590	0,268	Valid
	6	0.379	0,268	Valid
	7	0.373	0,268	Valid
	8	0.373	0,268	Valid

Source: primary data (processed)

From the table above, it can be explained that based on the SPSS 24.0 calculation, each item of each variable shows $r_{count} > r_{table}$ with a significant (P) 5% and $n - 2 = 52$ which shows the number 0.268 from the comparison, all of the items are from the Justice variable. Organizational declared valid. Furthermore, the results of the validity test for organizational climate variables are shown in the table. 8 of the following:

Tabel. 8
Organizational Climate Variable Validity Test Results (X₂)

Variable	Item	<i>r</i> count	<i>r</i> table = 5%	Status
		N = 54	N-2= 52	
Organizational Climate (X ₂)	1	0.918	0,268	Valid
	2	0.791	0,268	Valid
	3	0.824	0,268	Valid
	4	0.901	0,268	Valid
	5	0.384	0,268	Valid
	6	0.558	0,268	Valid
	7	0.826	0,268	Valid
	8	0.789	0,268	Valid

Source: primary data (processed)

From the table above, it can be explained that based on the SPSS 24.0 calculation, each item of each variable shows $r_{count} > r_{table}$ with a significant (P) 5% and $n - 2 = 52$ which shows the number 0.268 from the comparison, then all the items from Organizational climate variables are declared valid. Furthermore, the results of the validity test for the competency variable are shown in the table. 9 of the following:

Table. 9
Teacher Competency Variable Validity Test Results (X₃)

Variable	Item	<i>r</i> count	<i>r</i> table = 5%	Status
		N = 54	N-2= 52	
Teacher Competence (X ₃)	1	0.858	0,268	Valid
	2	0.953	0,268	Valid
	3	0.960	0,268	Valid
	4	0.974	0,268	Valid

Variable	Item	r_{count}	$r_{table = 5\%}$	Status
		N = 54	N-2= 52	
	5	0.689	0,268	Valid
	6	0.750	0,268	Valid
	7	0.942	0,268	Valid
	8	0.936	0,268	Valid
	9	0.654	0,268	Valid
	10	0.654	0,268	Valid

Source: primary data (processed)

From the table above, it can be explained that based on the SPSS 24.0 calculation, each item of each variable shows $r_{count} > t_{table}$ with a significant (P) 5% and $n - 2 = 52$ which shows the number 0.268 from the comparison, then all the items from Teacher Competency variable is declared valid. Furthermore, the results of the validity test for the job satisfaction variable are shown in the table. the following 10:

Table. 10
Job Satisfaction Variable Validity Test ResultsY)

Variable	Item	r_{count}	$r_{table = 5\%}$	Status
		N = 54	N-2= 52	
Job Satisfaction (Y)	1	0.580	0,268	Valid
	2	0.781	0,268	Valid
	3	0.580	0,268	Valid
	4	0.481	0,268	Valid
	5	0.781	0,268	Valid
	6	0.833	0,268	Valid
	7	0.833	0,268	Valid
	8	0.481	0,268	Valid
	9	0.833	0,268	Valid
	10	0.833	0,268	Valid

Source: primary data (processed)

From the table above, it can be explained that based on the SPSS 24.0 calculation, each item of each variable shows $r_{count} > t_{table}$ with a significant (P) 5% and $n - 2 = 52$ which shows the number 0.268, from the comparison, all the items of the Job Satisfaction variable is declared valid.

3.2.2. Reliability Result Test

Furthermore, the reliability test was carried out in order to obtain the results that the questionnaire used to obtain the data was tested for reliability. The following reliability test results can be seen in the table. 11 below;

Table. 11
Research Instruments Reliability Test Results

Variable	Number of question items	Cronbach alpha	Rule of Thumb	Decision
Organizational Justice (X1)	8	0,812	0,6	Reliabel
Organizational Climate(X2)	8	0,921	0,6	Reliabel
Teacher Competence(X3)	10	0,959	0,6	Reliabel
Job Satisfaction(Y)	10	0,919	0,6	Reliabel

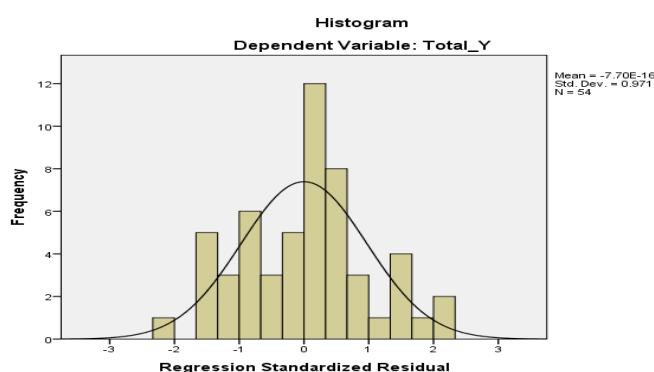
Source: primary data (processed)

From the table above, it can be seen that all instruments based on reliability analysis of research variables show that Cronbach's alpha value for all variables is above 0.6, for that all variables can be said to be reliable (reliable).

3.3. Classic Assumption Test Results

3.3.1. Normality test

The normality test aims to test whether in the regression model the confounding or residual variables have a normal distribution. Normality testing aims to determine the diversity of data that supports each research variable used. When the diversity of the data formed is relatively constant, it shows data that supports normally distributed variables (Ghozali and Latan, 2015).



Figure, 1. Normality Test Results

Based on the histogram graph, it can be seen that the observation data is normally distributed where the curve is normal. Therefore the normality test is met.

3.3.2. Multikolinearity Test

Multicollinearity test aims to test whether the application of the regression model in the study found a correlation between independent variables. The results of the multicollinearity test can be seen in the table. 7 following:

Table. 12
Multikolinierity Tes Result

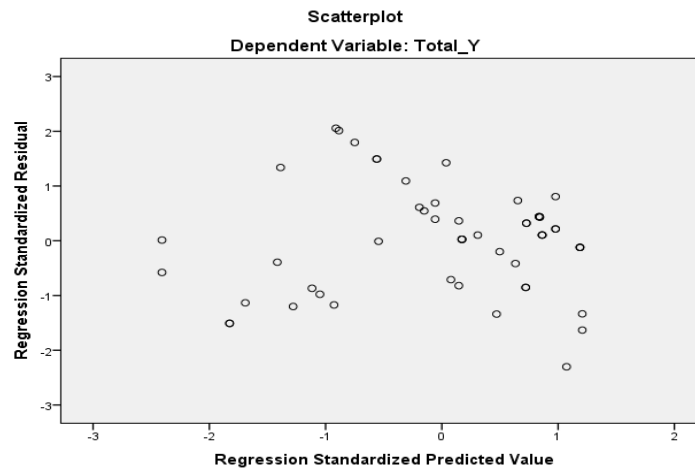
Model	Collinearity Statistics	
	Tolerance	VIF
Organizational Justice (X1)	0.779	1.284
Organizational Climate(X2)	0.874	1.144
Teacher Competence(X3)	0.698	1.432

Source: primary data (processed)

From the table above, it can be seen that all tolerance values > 0.10 and the calculation results of the VIF value < 10 means that there are no symptoms of multicollinearity between independent variables. Thus it can be concluded that the regression equation used as a prediction in this study is free from classical assumptions.

3.3.3. Heteroscedasticity Test

Heteroscedasticity testing is carried out to test whether in the regression model there is an inequality of variance from the residuals of one observation to another observation or the pattern of data diversity that supports each variable. When the pattern of data distribution is relatively constant, it shows that there are no symptoms of heteroscedasticity. Heteroscedasticity testing was carried out using a scutterplot. Based on the results of the processing that has been carried out, a summary of the results can be seen in Fig. 2 below:



Picture. 2. Heteroscedasticity Test Results

From the graph above, it can be seen that there is no heteroscedasticity in the regression model because there is no clear pattern and the points spread above and below the number 0 on the Y axis. So it can be said that the heteroscedasticity test is fulfilled.

3.4. Multiple Linear Regression Analysis

The following shows the results of the statistical calculation of multiple linear regression in Table 13 below;Berikut ini ditampilkan hasil perhitungan statistik regresi linier berganda pada Tabel.13 berikut ini ;

Table. 13
Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	7.198	3.299		2.182	0.034
Organizational Justice (X1)	0.623	0.090	0.574	6.903	0.000
Organizational Climate(X2)	0.146	0.069	0.165	2.108	0.040
Teacher Competence(X3)	0.249	0.058	0.374	4.256	0.000

Source: primary data (processed)

Based on the table above, the regression equation can be formed, namely:

$$Y = 7,198 + 0,623 X1 + 0,146 X2 + 0,249 X3 + e$$

From the regression equation above, it can be concluded that:

1. A constant of 7.198 means that if there is no Organizational Justice, Organizational Climate and Teacher Competence, then Job Satisfaction will remain at 7.198 units.
2. The coefficient of 0.623 means that if Organizational Justice is increased by one unit with the assumption that Organizational Climate and Teacher Competence are ignored, it will result in an increase in Job Satisfaction of 0.623 units.
3. The coefficient of 0.146 means that if the Organizational Climate is increased by one unit with the assumption that Organizational Justice and Teacher Competence are ignored, it will result in an increase in Job Satisfaction of 0.146 units.
4. The coefficient of 0.249 means that if the Teacher Competence is increased by one unit with the assumption that Organizational Justice and Organizational Climate are ignored, it will result in an increase in Job Satisfaction of 0.249 units.

3.5. Hypothesis testing

3.5.1. T Test (Partial)

This test is used to see whether the independent variable significantly affects the dependent variable individually or partially, which is taken from the tcount matrix and the significance value.

1. The Effect of Organizational Justice (X1) on Job Satisfaction (Y). From table 13 above, it can be seen that the significant level of organizational justice is 0.000 which is smaller than alpha ($0.000 < 0.05$). From the results of the comparison, it can be concluded that partially there is a positive and significant influence between Organizational Justice on Job Satisfaction. Thus Ho is rejected and H1 is accepted.
2. Influence of Organizational Climate (X2) with Job Satisfaction (Y). From table 13 above, it can be seen that the significant level of organizational justice is 0.000 which is smaller than alpha ($0.000 < 0.05$). From the results of the comparison, it can be concluded that partially there is a positive and significant influence between Organizational Justice on Job Satisfaction.
3. The Influence of Teacher Competence (X3) on Job Satisfaction (Y)
From table 13 above, it can be seen that the significant level of Teacher Competence is 0.000 which is smaller than alpha ($0.000 < 0.05$). From the comparison results, it can be concluded that partially there is a positive and significant influence between Teacher Competence on Job Satisfaction. Thus Ho is rejected and H3 is accepted.

Based on the results of hypothesis testing, there are similarities and differences from previous studies. Especially research conducted by Budi and Yasri (2019) found that the factors that can affect job satisfaction are organizational justice and organizational climate. Organizational justice is a feeling or condition of an individual when he feels that the company where he works gives equal treatment to all employees (Putra & Indrawati, 2018). In addition, organizational climate is also an influence on job satisfaction (Gaunya, 2016). Organizational climate is a very unique and complex organizational phenomenon (Wirawan, 2007).

Furthermore (Dhermawan, et al, 2012) explains that job satisfaction is also influenced by one of them by competence. Competence refers to the characteristics that underlie behavior that describe the motives, personal characteristics, self-concept, values, knowledge or skills that are brought by someone who has excelled in the workplace (Falilah and Wahyono, 2018). Competence is an individual's capacity to perform various tasks in a job. In addition, it is also stated that all abilities of an individual are essentially composed of two sets of factors, namely intellectual abilities and physical abilities (Pujanira & Taman, 2017). Competence shows skills and knowledge that are characterized by professionalism in a particular field as something that is most important or as superior in that field. Competence also shows the characteristics of knowledge and skills possessed or needed by each individual that enable them to perform their duties and responsibilities effectively and increase professional quality standards in their work (Purwanto; et al., 2019). The competencies possessed by employees will determine their job satisfaction in the organization. Reinforced by Apriyeni (2021) that competence is very influential on employee performance.

3.5.2. F Test

The F test was conducted to determine how far the independent variables together influence the dependent variable. Based on the results of the simultaneous statistical test or F test, the data obtained are as listed in the table. 14 of the following:

Table. 14
Hypothesis Testing Together (F Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1551.439	3	517.146	45.241	.000 ^b
Residual	571.542	50	11.431		
Total	2122.981	53			

Source: primary data (processed)

From the table above, it can be seen that this test was carried out by comparing the value of the significance level of 0.000 less than 5%. Then it is obtained that Ho is rejected and H4 is accepted, which means that this is done jointly between Organizational Justice, Organizational Climate and Teacher Competence, which affect Job Satisfaction.

3.5.3. Determinative Coefficient Test (R^2)

The coefficient of determination (R^2) essentially measures how far the model's ability to explain the variation of the dependent variable is. The value of the coefficient of determination is between zero and one. A small R^2 value means the ability of the independent variables to provide almost all the information needed to predict the variation of the dependent variable (Ghozali, 2013: 97). The results of the coefficient of determination (R^2) test in this study are presented in the table. 15 following:

Table. 15
Determinative Coefficient Test (R^2)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.855 ^a	0.731	0.715	3.381
a. Predictors: (Constant), Organizational Justice, Organizational Climate, Teacher Competence				
b. Dependent Variable: Job Satisfaction				

Source: primary data (processed)

Based on the results of data processing, the coefficient of determination value is 0.731, the coefficient value shows that the variables of Organizational Justice, Organizational Climate, Competence are able to influence changes in Job Satisfaction of SMPN V Koto Kampung Dalam teachers in Padang Pariaman Regency by 0.731 or 73.10% while the remaining 26.90% is influenced by other variables. which were not used in the current study.

IV. CONCLUSION

The conclusions that can be given in connection with the results of this study can be described as follows:

1. Organizational Justice has a positive and significant effect on employee job satisfaction.
2. Organizational climate has a positive and significant effect on the variable of Employee Job Satisfaction.
3. Teacher competence has a positive and significant effect on employee job satisfaction.
2. Organizational Justice, Organizational Climate and Teacher Competence together have a positive and significant effect on Employee Job Satisfaction. The most dominant variable that influences job satisfaction is organizational justice. Variables of Organizational Justice, Organizational Climate and Teacher Competence contributed to Job Satisfaction by 71.5% the rest was influenced by other variables not examined in this study.

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