

CHAPTER I

INTRODUCTION

A. Research Background

According to Hasibuan (2007), job satisfaction is an emotional attitude that is full of fun and loves work. The job satisfaction of employees must be improved as much as possible to improve their morale, dedication, love and discipline. Work attitude, discipline and work performance reflect this attitude. Job satisfaction can be enjoyed at work, outside work, and a combination of internal and external work. Job satisfaction at work is the job satisfaction enjoyed by the praise of work results, placement, treatment, equipment and a good working environment at work. Employees prefer job satisfaction at work. Even if reputation is important, they will prioritize work rather than compensation.

Job satisfaction is the positive feeling of work brought about by the evaluation of job characteristics (Robbins and Judge, 2009). In line with this. In addition, Kinicki and Kreitner (2005) defined job satisfaction as the attitude or emotional response to all aspects of the job. This definition gives the meaning that job satisfaction is not a single concept. Not only that, a person can be relatively satisfied with one aspect of his job, but not satisfied with one or more aspects.

Koesmono (2005) believes that job satisfaction is a person's or employee's assessment, feeling or attitude towards their work, and is related to the work environment. Therefore, it can be said that job satisfaction is a part of several needs that are met through work or work activities. Gibson, Ivanevich and Donnely said that job satisfaction is a person's expression of job happiness, that is, job satisfaction is a person's attitude towards work. This attitude comes from their perception of work. This perception is a cognitive process (giving meaning). Someone uses this cognitive process to explain and understand the individual's view of the same thing in different ways. Job satisfaction is also the result of employees recognizing their level of work and providing important results. Justice in the organization will create fair competition at work. The justice perceived by employees in an organization can be divided into three dimensions, namely, distributive justice, procedural justice and interactive justice.

In this research, distributive justice in the college environment is the justice that students highly expect in the distribution policy, especially in the evaluation process. Every student seeks distributive justice because they think it will benefit them. The distributive justice given by the lecturer to the students is aimed at fulfilling the promise. Obtain research results by allocating resources based on what students have done, such as presenting gifts, rewards and obligations to each student (Murtaza et al., 2011).

Therefore, distributive justice focuses on the results of inputs, while the process produces results in the form of procedural justice.

Procedural justice is how organization members define the justice they perceive from the organization's leaders in the decision-making process (Witt, Kacmar, and Andrews, 2001). In this research, procedural justice mean is the lecturers need to pay attention to the treatment and policies given to students in the evaluation process to see if they are treated fairly. Therefore, the application of procedural justice should be based on mutual agreement in the educational process where the lecturer invites students to decide classroom policy. Generally speaking, justice is good for students, lecturers and institutions. As people's awareness of justice increases, students tend to be satisfied with this treatment because it has positive effects, such as improving the quality of teaching and continuing attendance.

In this study, the third dimension related to organizational justice is interactional justice. Many previous studies have focused on the key process of forming a satisfaction. Basically, interactional justice involves how a person is responsible for "allocating resources and rewards and showing them to the recipient" (Chou, 2009). Interactive justice is seen as a way of communicating decisions accordingly. On the other hand, interactional justice mean in this study is the role of the lecturer as a lecturer can be seen in how he or she distributes information through good communication and receiving feedback from students.

Gender is an aspect of social relations and is related to human gender differentiation (Demartoto, 2007). The social relations between men and women in daily life have been formed and changed. Gender is a foreign term with a certain meaning, gender is a phenomenon of social culture, gender is a social consciousness, and gender is a social and cultural issue. Take gender as the concept of analysis, and take gender as the perspective of reality.

The epistemology of gender studies usually starts from the feminist paradigm, which follows two theories: structural functionalism and conflict. The flow of structural functionalism deviates from the assumption that a society is composed of various parts that influence each other. The theory looks for the basic elements that affect society. Functionalist theory and sociology in conservatism are related to the works of Auguste Comte (1798-1857), and many other scientists. In this research, gender as moderating variable mean is female and male students in terms of values and behaviors in the learning process.

In this study, the researchers intend to study the relationship between distributive justice, procedural justice, and interactive justice and job satisfaction with gender as job satisfaction, which is a medium variable for management students at Universitas Muhammadiyah Yogyakarta, whether there is a direct relationship between variables. The reason for choosing job satisfaction as the dependent variable in this study is to consider the need for lecturers to create deeper job satisfaction for students involved in emotional

attachment. By analyzing the sense of justice that students receive from lecturers during lectures and learning, we can see that our university broadens the literature by analyzing the job satisfaction of management students at the Universitas Muhammadiyah Yogyakarta.

B. Problem Formulation

From the research background above, the researcher decided to determine the problem formulation as follows:

1. Does distributive justice have a positive effect on job satisfaction in the class?
2. Does procedural justice have a positive effect on job satisfaction in the class?
3. Does interactional justice have a positive effect on job satisfaction in the class?
4. Does gender have moderating effect between distributive justice and job satisfaction?
5. Does gender have moderating effect between procedural justice and job satisfaction?
6. Does gender have moderating effect between interactional justice and job satisfaction?

C. Research Purpose

1. To investigate the effect of distributive justice on job satisfaction in management class Universitas Muhammadiyah Yogyakarta.
2. To explore the effect of procedural justice on job satisfaction in management class Universitas Muhammadiyah Yogyakarta.
3. To examine the effect of interactional justice on job satisfaction in management class Universitas Muhammadiyah Yogyakarta.
4. To determine the moderating effect of gender between distributive justice and job satisfaction in management class Universitas Muhammadiyah Yogyakarta.
5. To find out the moderating effect of gender between procedural justice and job satisfaction in management class Universitas Muhammadiyah Yogyakarta.
6. To examine the moderating effect of gender between interactional justice and job satisfaction in management class Universitas Muhammadiyah Yogyakarta.

D. Benefit Research

1. Theoretical

The results of this study are expected to provide benefits as reference for further research relating to organizational justice and job satisfaction.

2. Practice

The results of this study are expected to be used as input for educational institutions in managing human resources and lecturers in creating job satisfaction for students during the teaching and learning process.

