

CHAPTER I

INTRODUCTION

A. Research Background

Commitment is a word directing everyone's thought on obedience and task which have been set by leaders through policies, organizations, and agreements agreed by everyone involved. Organizational commitment becomes crucial especially for organizations that exist today due to the extent of a member alignment with the organization, and the extent to which the member intends to maintain its membership of the organization that can also measure on how well a member's commitment to the organization (Kartika, 2011). Commitment to an organization is also one of the topics that will always be a good review for management in an organization and for researchers who specifically focus on human behavior. According to Newstrom (2015), organizational commitment can also be considered as member loyalty, which is a degree of self-identification as a member of an organization and a willingness to actively participate in the organization.

According to Allen & Meyer (1990), there are three components of organizational commitment, namely continuance commitment, normative commitment, and affective commitment. Continuance commitment means someone's perception of the benefits of working continuance and the perception of working risk that is stopped by the organization. Normative

commitment is a person's perception of moral responsibility towards the organization. Affective commitment is a person's emotional connection with organizational values. In other words, affective commitment refers to the crucial determinant dedication and loyalty of an employee. Although all three dimensions of organizational commitments are important, this research focuses only on affective organizational commitment since it directly influences efforts as well as the other forms of commitment.

Affective commitment is related to the comfort, activeness, and consistency of students in the classroom during the teaching and learning process. On the other hand, an affective commitment is associated with a positive emotional level, identification, and active role in the organization. Affective commitment is also called the attitude of organizational commitment (Ricketta, 2002). Individuals who have high affective commitment tend to show a positive attitude to what they are comfortable with and have a high consistency to stay involved in every activity of the organization and to stay afloat inside (Eisenberger, Rhoades, & Armeli, 2001).

Affective commitment is needed by educational institutions in managing human resources because, affective commitment is an important dimension in organizational commitment that explains the behavior of individual commitments based on shared values and emotional attachment to the organization. Affective commitment is described as a person's

relationship between organization and organizational identification (Meyer & Allan, 1991).

Improving learning achievement in the classroom requires affective commitment to the class. Creating affective commitment of student in the class is needed in improving learning performance. The formation of affective commitment requires the role of a lecturer as a leader in the classroom. Related to learning in the classroom, affective commitment is understood as a form of student commitment in the classroom to be part of a large family in the class. Affective commitment required by educational institutions in managing human resources regarding emotional attachment between lecturers and students in the teaching and learning process. In fact, individuals who have a high commitment to educational institutions will greatly contribute to their place of study (Bakhshi, Kumar, & Rani, 2009). Individuals who have high affective commitment tend to show a positive attitude towards what makes them comfortable and have high consistency to stay involved in every activity of the organization and stay afloat in (Eisenberger et al., 2001). Students who have affective commitment will feel emotionally connected, feel comfortable and be actively involved in the teaching and learning process.

Lecturers sometimes cannot position themselves as leaders in the class, so the lecturer is not concerned with forming students' affective commitments in class. The role of lecturers is crucial in fostering the students' performance. Lecturer's role is not only conveying subject matter

but also creating a more comfortable classroom atmosphere to make the students eager to study even more. Students are human resources who have rights and obligations to get an education at the university. In the education process, lecturers and students are playing big role.

This study examines how the role of lecturers can provide assessment fairness so students feel fairly treated and build an affective commitment in the learning process. It is essential because an affective commitment will form a learning consistency that students must have when undertaking an education process. An affective commitment in the classroom is described as an individual's attitude towards educational institutions and it has a connection to the goals of educational institutions (Khan et al., 2017).

The formation of affective commitment is influenced by factors that can create emotional attachment and student comfort in the classroom. Organizational justice is seen as a factor influencing affective commitment, according to R. Loi, N. Hang-Yue, & S. Foley (2006), justice is used to explain someone's perceptions and feelings about their own attitudes toward groups or organizations. Previous studies have shown that educational institutions where students see fairness increase their commitment which affects the level of their involvement (Bakhshi, Kumar, & Rani, 2009). Fairness refers to the extent to which the individual's perception and consideration of implementation procedures is fair (Angeles & Dakof, 1989). This study shows that the educational

institution where students see justice increases their commitment that affects the level of the involvement as well (Bakhshi et al., 2009).

The forming of students' affective commitment is caused by the students' perceptions of justice regarding the treatment given by the lecturer. The perception of justice basically helps an individual to accept the planned changes and implications whereas the perception of injustice will cause problems within a group or organization. Fairness refers to the extent of the individual's perception and consideration of the procedure of implementation are fair (Angeles & Dakof, 1989). Studies on the individual performance show that fairness and affective commitment are included in the area of behavior in organizations. If an educational institution whose students show a high perception of justice, their commitment will also be high. Whereas individuals who are highly committed to the educational institution will greatly contribute to where they are studying (Bakhshi et al., 2009).

Organizational justice is a factor that describes the application of regulations done by the organization relating to the fairness towards members in the working environment and intrapersonal interactions that have formed the basis of organizational justice (Greenberg & Bies, 1992). The concept of organizational justice is the members' perception of fair treatment within the organization and the equality afforded by leaders in the organization. For example, students consider their lecturer as the leader in the class who can treat each of them fairly by giving equal assignments

and responsibilities, involving them in decision making, and dividing them into groups without discrimination (Murtaza, Shad, Shahzad, Shah, & Khan, 2011). Raza, Rana, Qadir, and Rana (2013) argue that there are three components of organizational justice, namely distributive justice, procedural justice, and interactional justice.

Distributive justice refers to justice related to the distribution of results to members of the organization (Jones, 1998). Distributive justice is an individual's sense of time and effort that has been exerted in his or her work which is appreciated by the organization. However, sometimes there are errors in distributing grades to students. The results received do not describe student learning performance, the discrepancy arises the perception of injustice in distributing grades. When the actual expected results are compatible, it shows fairness to the individual. Distributive justice is students' highly expected justice in distributing policies, especially in the assessment process. Each student seeks for distributive justice because they think it will benefit them. Distributive justice from a lecturer given to students aims at making out the commitment. The result of the study was obtained by distributing resources in accordance with what has been done by the students, such as giving gifts, awards, and obligations to each student (Murtaza et al., 2011). Thus, distributive justice focuses on the results of input, while the process resulting in an outcome in the form of procedural justice.

Procedural justice is how organizational members define justice perceived from the process carried out by organizational leaders in decision making (Witt, Kacmar, & Andrews, 2001). On the other hand, procedural justice has a crucial role in forming and increasing an individual's commitment to a particular group or organization (Folger & Konovsky, 1989). Procedural justice has a stronger predictive ability for organizational commitment (Tjahjono, 2011).

In international class programs, Lack of lecturer transparency towards students in the assessment process will cause students' perceptions that there are differences in grades obtained with the learning performance that has been done.. So that this will bring up the perception that there is an error in the decision making process of grades. In this research, lecturers need to pay attention to the treatment and policies given to students in the assessment process whether they get fair treatment. Fair treatment in groups or organizations has a major influence on individuals' attitudes towards the organization, including their commitment and job satisfaction (Colquitt, Wesson, Porter, Conlon, & Ng, 2001). Thus, the application of procedural justice in the education process where the lecturer engages students to decide the classroom policies should be based on mutual agreement. In general, justice has advantages for students, lecturers, and institutions. With the increasing perception of justice, students tend to feel satisfied with the treatment given that has positive impacts such as increasing the quality of teaching and learning process and consistent

attendance. As a result, these benefits allow greater trust and commitment from each individual towards the group or organization (Cropanzano, Bowen, & Gilliland, 2007).

In this study, the third dimension related to organizational justice is interactional justice. Many previous studies looked at the crucial process of forming commitments. Basically, interactional justice involves how a person is responsible for "allocating resources and rewards and behaving towards the recipient" (Chou, 2009). Interactional justice is seen as a way of communicating decisions accordingly that is evaluated based on interpersonal and informational aspects to measure how well it communicates to others (Greenberg, 1993). On the other hand, the lecturer's role as the leader in the class can be seen from how he or she distributes information by communicating well and receiving feedback from students. Thus, sometimes there are lecturers who show less concern for the quality of student learning and lack of communication in providing information in regards decisions. The quality of communication between lecturers and students will affect the quality of interpersonal relationships, so that it will affect the affective commitment of students in the classroom. Quality of Interactional justice has a positive effect on affective commitment (Tjahjono & Palupi, 2017)

In this study, the researcher intends to examine the relationship of distributive justice, procedural justice, and interactional justice to the affective commitments of the international class program students of

Universitas Muhammadiyah Yogyakarta. Whether there is a direct relationship among variables. Distributive justice and procedural justice have a positive influence on affective commitment (Palupi & Tjahjono, 2016; Tjahjono et al., 2015; Tjahjono et al., 2019).

The reason for choosing the affective commitment as the dependent variable in this study is due to the consideration that lecturers are required to create a deeper affective commitment to students involving emotional attachment. Lecturer lack of attention in forming students' affective commitments becomes a problem in binding teaching and learning quality in the classroom. Because, affective commitment will ignite the behavior of students to actively discuss when lectured.

Commitment affective of student is important because it can improve quality of teaching and learning process. Therefore, this research aims at exploring perceptions of fairness and how those perceptions shape the level of commitment in the teaching and learning process in the classroom. It can form strong evidence on the level of performance of lecturers as the leaders and supervisors inside the class. Therefore, it is hoped that the education process will provide a clearer relationship between the effectiveness of the education process and the quality of human resource development. Whereas individuals who are highly committed to the educational institution will greatly contribute to where they are studying (Bakhshi et al., 2009)

This study is expected to broaden the literature by analyzing the affective commitments of the international program students of Universitas Muhammadiyah Yogyakarta seen from the justice perception received by students from lecturers in the teaching and learning process. The highlighted the importance of justice in creating affective commitments for international class program students who give efforts to improve justice in the education process, to produce definite resolutions in knowledge delivery, and to improve the education quality of Universitas Muhammadiyah Yogyakarta. Lecturers are expected to improve the quality of education by providing comfort and feedback to students as well as to guide them in developing skills and to do regular observation to have effective classes (Arabaci, 2012; Tok, 2013 in Karakus, Ustuner, & Toprak, 2014). Referring to research conducted by Luchak & Gellatly (2007), it is found that the affective commitment has a negative correlation with turnover and absenteeism and a positive correlation with performance.

Based on the previous research by Khan et al., (2017), said that the organizational justice (distributive, procedural & interactional) has an important relationship with employee commitment. It is widely reported that a dedicated workforce continues to work with high determination, affective commitment to maintain their individual participation in the organization.

The absence of empirical evidence from previous researchers related commitment affective of student. And has never been done before with the same title “The influence of distributive justice, procedural justice and interactional justice on affective commitment international class program student at Univesitas Muhammadiyah Yogyakarta”

This research is a development from previous research conducted by Tjahjono et al., (2017) with the title “A model of 3 concepts of justice and its impact toward affective commitment of disable employees in Indonesia”.

B. Problem Formulation

1. Does distributive justice have a positive effect on affective commitment in the class?
2. Does procedural justice have a positive effect on affective commitment in the class?
3. Does interactional justice have a positive effect on affective commitment in the class?
4. Does the process of distributing values according to procedure and fairness?
5. Does international class program student have affective commitments in the classroom during teaching and learning?

C. Research Purpose

1. To find out the level of affective commitment of the international class program students of Universitas Muhammadiyah Yogyakarta.

2. To find out and analyze the role of lecturers in influencing affective commitment of the international class program students of Universitas Muhammadiyah Yogyakarta.
3. To find out and analyze the effect of distributive justice on the affective commitments of the international class program students of Universitas Muhammadiyah Yogyakarta.
4. To find out and analyze the level of procedural fairness towards the affective commitments of the international class program students of Universitas Muhammadiyah Yogyakarta.
5. To find out and analyze the effect of interactional justice on the affective commitments of the international class program students of 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 organizational commitment.

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 affective commitments for students during the teaching and learning process.

