

THE ROLE OF PERCEIVED ORGANIZATION SUPPORT MODERATION IN THE RELATIONSHIP BETWEEN DISTRIBUTIVE JUSTICE AND PROCEDURAL JUSTICE ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR



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Abstract

This study aims to analyze the influence of distributive justice and procedural justice on organizational citizenship behavior (OCB) with perceived organizational support (POS) as a moderator variable in private school teachers in Gunung Putri District, Bogor Regency. This study uses a quantitative approach with a survey method of 229 respondents, which was analyzed using Partial Least Squares–Structural Equation Modeling (PLS-SEM) through SmartPLS 4. The results of the study show that distributive justice, procedural justice, and POS have a significant positive effect on OCB. Among the variables of organizational justice, procedural justice has the most dominant influence. Furthermore, POS has been proven to moderate the relationship between procedural justice and OCB, but it is not significant in moderating the relationship between distributive justice and OCB. These findings confirm that organizational support plays an important role in strengthening teachers' perceptions of procedural fairness, thereby encouraging them to behave beyond their formal roles. The novelty of this study lies in the placement of POS as a moderator variable in the relationship between organizational justice and OCB, especially in the private education sector in Indonesia, which has received less attention in the literature. Theoretically, this study expands the understanding of the conditional factors that affect OCB. Practically, the results provide direction for private school managers to create a fair and supportive organizational climate to increase the positive contribution of teachers.

Keywords: Perceived Organization Support, Distributive Justice, Procedural Justice, Organizational Citizenship Behavior

INTRODUCTION

The development of human resource management science has influenced the direction of future research, especially in the field of behavior management which is still rarely studied, thus encouraging the author to research Organizational citizenship behavior (OCB) as a professional behavior that is able to improve organizational performance through the application of good corporate concepts, strengthen the effectiveness of achieving goals, and make an important contribution to optimal work implementation and the development of further research directions (Supriadi, et al 2019). According to Sumardjo & Supriadi, (2023) In this case, perceived organizational support (POS) plays a role in creating work comfort, encouraging employee quality improvement, and ensuring alignment with company values and goals that emphasize non-discrimination and development opportunities. Distributive Justice and Procedural Justice It is important for companies because it increases employee trust, motivation, and loyalty, while encouraging ethical behavior that positively impacts the organization's performance and reputation. In the science of MSDM, both are strategic foundations in designing compensation policies, performance evaluations, and fair, transparent, and sustainable decision-making processes (Ira Mardiyanti, 2017). According to Hasanah, et al, (2025) Distributive justice, procedural justice, and the perception of organizational support are important factors that can create a conducive work environment for the emergence of positive behaviors such as Organizational Citizenship Behavior (OCB).

The dynamics of modern education, the success of schools are determined not only by the achievement of formal targets, but also by the willingness of teachers to display work behaviors that go beyond the demands of official duties. This behavior is known as Organizational Citizenship Behavior (OCB), Namely voluntary actions such as helping colleagues, maintaining environmental harmony, and showing loyalty to the organization. OCB has proven to contribute greatly to the effectiveness and sustainability of educational organizations, especially private schools that face limited resources and rapid policy changes (Kao, et al 2023; López-Ibortet al, 2020). One of the factors that drives the emergence of OCB is Organizational Justice. The two main dimensions that are most influential distributive justice, which is related to a sense of fairness towards the results received such as salary and workload, and Procedural Justice, which relates to process fairness in decision-making and policy. Previous research revealed that the higher the perceived justice, the greater the tendency of teachers to display OCB as a form of positive response (Bahrami, et al, 2016; Yaghoubi, et al, 2012). However, the force of these influences is not always consistent, which indicates that there are other factors that act as limiting conditions (contingency) (Kurtessis et al., 2017).

Perceived Organizational Support (POS) is an important factor that can strengthen or even weaken the influence of organizational justice on OCB. POS reflects the extent to which teachers feel that the school or foundation values their contributions and cares about their well-being. Recent research shows that when employees feel high levels of support, they are more motivated to reciprocate the organization's fair treatment with positive behaviors such as OCB. Conversely, low POS makes organizational justice less meaningful and does not sufficiently encourage the emergence of extra behaviors (Kao, et al 2023; López-Ibortet al, 2020). This phenomenon is very relevant in Gunung Putri District, Bogor Regency, where the majority of educators are private teachers. Based on data BPS, (2024) The number of private teachers reached around 2,559 people or almost 70% of the total teachers, much higher than the number of public teachers which only numbered about 1,069 people. This condition shows the importance of the role of private teachers in the implementation of local education. However,

the reality is that inequalities in welfare, self-development opportunities, and decision-making mechanisms are often considered less transparent. This has the potential to affect the perception of organizational fairness as well as teachers' readiness to display OCB.

Previous research has confirmed that organizational fairness plays an important role in shaping organizational citizenship behavior (OCB). Most studies still place perceived organizational support (POS) as a mediation variable, not as a moderation. For example, Pahibs' (2019) research in universities in West Sumatra shows that POS mediates the relationship between distributive, procedural, and interactional justice with OCB. The same thing is also affirmed in the meta analysis Kurtessis et al., (2017) that organizational justice is Background important from POS, which then affects various employee behavior outcomes. Thus, the relationship between organizational justice and OCB has been understood in a linear manner. On the other hand, studies that test POS as a moderator are still relatively limited, and most are conducted outside of an educational context. Jain, Giga, and Cooper (2013), for example, found that POS moderates the relationship between organizational stressors and OCB, while Cahyani, (2020) proving the role of fair moderation in the POS relationship and performance in India. However, the findings have not been widely tested on the pathway OCB organizational justice. Further, the research Ji et al., (2025) in China emphasized the role of procedural justice in influencing OCB through burnout, but did not involve POS as a moderator. This condition confirms the existence of a research gap (Research gap), namely the need for a study that examines the role of POS as a moderation variable in the relationship distributive justice and Procedural Justice to OCB, especially in the context of private education in Indonesia. This is relevant considering that private teachers are the dominant group in the implementation of education, including in Gunung Putri District, Bogor Regency, where almost 70% of teachers come from private schools (BPS, 2024). Therefore, this research is expected to enrich theoretical understanding of the conditional factors in the relationship between organizational justice and OCB, as well as provide practical implications for private school managers in building a fairer and more supportive organizational climate so as to be able to encourage teachers to display positive behavior beyond their formal roles.

This research departs from the fundamental question of how organizational justice, especially distributive justice and procedural justice, can encourage the emergence of extra-role behavior or organizational citizenship behavior (OCB) in private teachers in Gunung Putri District, Bogor Regency. The phenomenon of welfare inequalities, access to training, and decision-making processes that are often perceived as less transparent raise further questions about the extent to which teachers' sense of justice is able to encourage them to display voluntary behaviors that support school success. In addition, there is still limited research that places perceived organizational support (POS) as a moderation variable in the relationship between organizational justice and OCB also creates a research gap that is important to fill. This study aims to empirically analyze the influence of distributive justice and procedural justice on OCB, as well as examine the role of POS moderation in strengthening or weakening these relationships.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Organizational Citizenship Behavior (OCB)

Organizational Citizenship Behavior (OCB) was first introduced by Organ, (2015) which defines it as the voluntary behavior of employees that is not formally rewarded by the reward system, but contributes to the effectiveness of the organization. Podsakoff, et al, (2006) identify the five dimensions of OCB namely altruism, conscientiousness, sportsmanship, courtesy, and

Civic Virtue. The definition of OCB emphasizes the voluntary nature of the OCB that supports the continuity of the organization. In this study, OCB is defined as voluntary behavior shown by employees, both to help colleagues and support the organization as a whole.

Distributive Justice

Concept distributive justice is one of the main dimensions in organizational justice. This theory is rooted in Equity Theory introduced by Adams, (1965). According to this theory, individuals will judge fairness based on a comparison between the inputs they provide (e.g., effort, skills, experience) and the outputs they receive (e.g., salary, promotions, or awards). When the comparison is considered balanced with others, then the individual will feel treated fairly. On the contrary, imbalance will give rise to a sense of injustice. Colquitt, et al, (2001) Define distributive justice as an individual's perception of the extent to which the results or compensation received is considered fair. This includes fairness in terms of salary, promotions, bonuses, and other forms of reward. Meanwhile, Greenberg, (1990) emphasizes that distributive justice refers to fairness in the distribution of resources and organizational results. In other words, distributive justice focuses on fairness of outcomes that employees receive. The three definitions have similarities in emphasizing the importance of fairness of outcomes, but differ in focal points. (Adams, 1965) highlighting the comparison of input outputs, Colquitt, et al, (2001) emphasizing subjective perceptions, underlining the equitable distribution of resources. Based on this description, this study defines distributive justice As employees' perceptions of fairness in the distribution of results and rewards (such as salaries, promotions, and bonuses) according to the contribution they have made to the organization.

A number of previous studies have confirmed that distributive justice has an important role in shaping extra behaviors or Organizational citizenship behavior (OCB). Moorman, (1991) Found that when employees judge the distribution of work outcomes such as salary, promotions, and awards to be done fairly, they are likely to be motivated to display voluntary behaviors that support the effectiveness of the organization. These findings are reinforced by the meta-analysis conducted Podsakoff, et al, (2006), which shows that there is a close relationship between organizational justice, in particular distributive justice, with extra-role behavior of employees. In addition, the research Al-Zu'bi, (2010) affirm that distributive justice has an effect on perceived organizational support which ultimately increases the tendency of employees to display positive behavior. This is in line with Equity Theory which states that employees who feel they are being treated fairly will seek to make additional contributions beyond their formal obligations. Indicators distributive justice according to Colquitt, et al, (2001) includes fairness in salary compensation, promotions, awards, and bonuses. Thus, distributive justice In this study, it is understood as the perception of employees regarding the extent of the results or awards received in accordance with the contributions that have been given. Based on the theoretical foundation and empirical findings, the hypothesis proposed is:

H1: Distributive justice has a positive effect on organizational citizenship behavior.

Procedural Justice

Concept Procedural Justice Introduced by Thibaut & Walker, (1975) which emphasizes that individuals will consider it fair if they feel involved in the decision-making process. (Leventhal, 1980) It then expands this concept with six criteria of procedural justice, namely consistency, free from bias, accuracy of information, representation, correctability, and ethics. Colquitt, et al, (2001) Stating that procedural justice is the extent to which organizational mechanisms, policies, and procedures are implemented fairly in determining outcomes. In other words, Procedural Justice It focuses more on the fairness of the process than the final result.

Procedural justice remains the same, namely justice in the mechanism used by the organization (Colquitt et al., 2001; Leventhal, 1980; Thibaut & Walker, 1975). In this study, Procedural Justice It is defined as an employee's perception of the extent to which organizational processes, policies, and mechanisms are implemented consistently, transparently, free from bias, and ethically. Thus, Procedural Justice It is understood as the employee's perception of the extent to which the organizational mechanism is carried out in a fair, transparent, and ethical manner. By Fairness Theory Folger & Cropanzano, (2001). As well as previous empirical findings, the hypotheses formulated are:

H2: Procedural justice has a positive effect on organizational citizenship behavior.

Perceived Organizational Support (POS)

Perceived organizational support (POS) is a concept that describes the extent to which employees believe that the organization values their contributions and cares about their well-being (Eisenberger, et al, 1986). POS includes perceptions of appreciation for contributions, attention to personal needs, and support for employee well-being. According to Kurtessis et al., (2017) through meta-analysis, it is proven that POS is associated with various positive outcomes such as increased job satisfaction, organizational commitment, performance, and Organizational citizenship behavior (OCB). This means that when employees feel supported, they will be more likely to provide positive feedback in the form of extra-role behavior. Based on this description, POS in this study is defined as employees' belief that the organization values their contributions, cares about their well-being, and supports the achievement of professional and personal needs.

Perceived Organizational Support (POS) explains the extent to which employees believe that the organization values their contributions and cares about their well-being. When employees feel valued and supported by the organization, they will build stronger psychological bonds with the workplace. According to Rhoades & Eisenberger, (2002) emphasized that POS is closely related to various positive attitudes and behaviors, including affective commitment, job satisfaction, and Organizational citizenship behavior. The meta-analysis conducted by Kurtessis also shows that POS has an important role not only in influencing positive work behavior directly, but also in strengthening the relationship between organizational fairness and employee outcomes. POS indicators according to Eisenberger et al., (1986) Includes appreciation for employee contributions, organizational attention to employee welfare, and organizational support in meeting personal and professional needs.

The Role of Perceived Organizational Support (POS) Moderation

In addition to playing a direct role, POS can also act as a moderation variable that strengthens the influence of organizational justice on OCB. According to Al-Zu'bi, (2010) found that distributive justice was closely related to perceptions of organizational support, while meta-analysis Kurtessis et al., (2017) affirms that POS strengthens the relationship between organizational fairness and positive employee behavior. This is in line with Social Exchange Theory, explaining that the mutual relationship between employees and the organization will be stronger when the organization shows real support for the employees. In context distributive justice, high organizational support reinforces employees' perception that the results they receive truly reflect appreciation for their contributions, further encouraging voluntary behavior. Meanwhile, in the context of procedural justice, High organizational support will increase employee confidence that the decision-making process is carried out fairly and in favor of the common interest, thereby increasing the possibility of the emergence of OCB. Based on the theoretical logic and empirical findings, the hypothesis formulated is:

H3: Perceived organizational support strengthens the influence of distributive justice on organizational citizenship behavior.

H4: Perceived organizational support strengthens the influence of procedural justice on organizational citizenship behavior.

Based on the description above, it can be concluded that distributive justice and procedural justice are important factors that encourage the emergence of OCB. Perceived Organizational Support not only acts as an independent variable that influences OCB, but also as a moderation factor that strengthens the relationship between organizational fairness and employee extra-role behavior. Therefore, this study seeks to fill the research gap by simultaneously examining the influence of distributive justice and procedural justice on OCB, as well as the role of POS moderation in these relationships. The research model can be seen as follows:

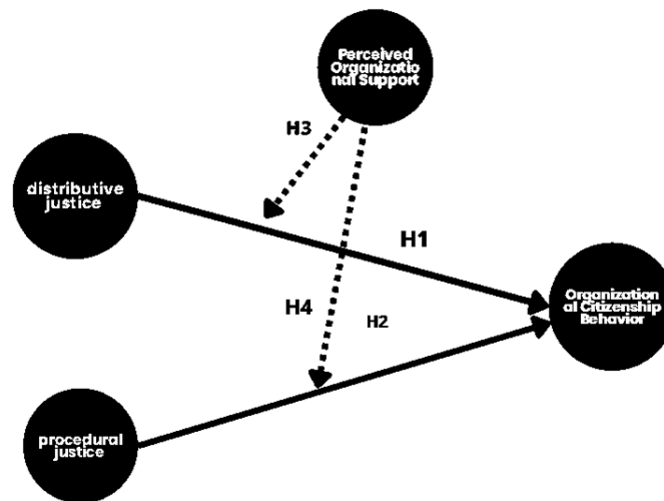


Figure 1.
Research Model

RESEARCH METHOD

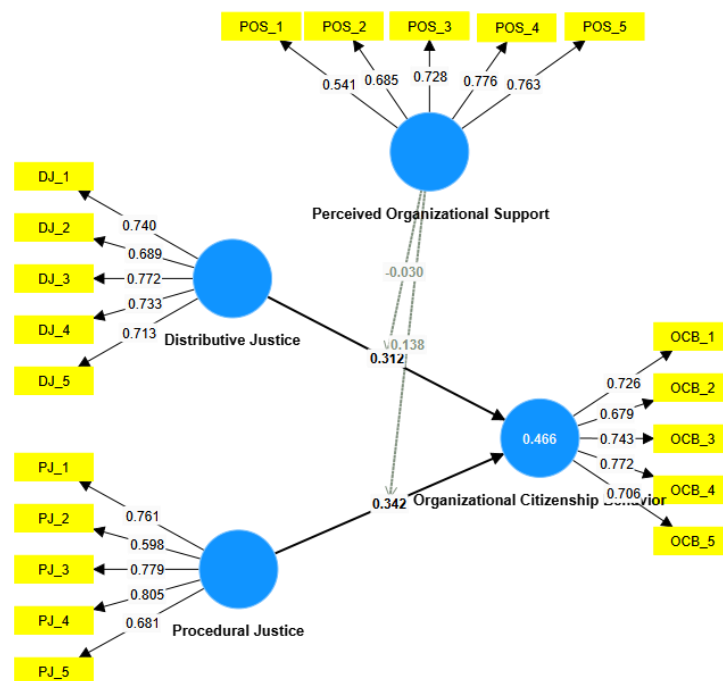
This study uses an explanatory quantitative approach with a design Cross-sectional to test the influence distributive justice and Procedural Justice towards organizational citizenship behavior (OCB) and the role of moderation perceived organizational support (POS). The research population was 1,179 private school teachers in Gunung Putri District, Bogor Regency. The number of samples is determined using the Slovin formula with an error rate of 5% (Scott, 2022), so that a sample size of 299 respondents was obtained. Sampling technique using proportionate stratified random sampling to ensure the representation of teachers from each private school. The research instrument was in the form of a questionnaire with a Likert scale of 1–5, adapted from the standard instruments: Organizational Justice, perceived organizational support and Organizational citizenship behavior.

The method was tested using Harman's single factor test (single factor < 50%) and full collinearity VIF (<3,3) (Kock, 2015). Data analysis is carried out by Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 4.0 (Ringle, Wende, & Becker, 2022). PLS-SEM was chosen because it is suitable for predictive, complex models, involves reflective latent constructs, and is able to test the effect of moderation with relatively moderate sample sizes (Hair, et al, 2019; Hair, et al, 2021; Henseler, et al, 2015; Ringle et al., 2022). The stages of analysis include: (1) Evaluation of the measurement model (outer model), including

indicator reliability test (outer loadings ≥ 0.70), internal reliability (Cronbach's alpha and Composite Reliability ≥ 0.70), convergent validity (Average Variance Extracted ≥ 0.50), and discriminant validity using Fornell–Larcker and HTMT criteria (< 0.85) (Henseler et al., 2015). (2) Evaluation of the structural model (inner model) through the values of R^2 , f^2 (effect size), Q^2 (predictive relevance), and SRMR as the fit model index. (3) Test hypotheses with the bootstrapping technique of 5,000 subsamples to assess the significance of path coefficients, t-values, p-values, and confidence intervals (Hair et al., 2021). (4) Moderation analysis was carried out by forming interaction variables ($DJ \times POS$ and $PJ \times POS$) to test whether POS strengthens the relationship between distributive justice and procedural justice against OCB. The effect of moderation was further analyzed by simple slope analysis and visualization of interaction lines. Finally, predictive evaluation of the model was carried out with PLSpredict to assess the model's ability to predict new data through RMSE/MAE comparison between the PLS model and the linear regression benchmark (Shmueli et al., 2019). With this procedure, conclusions regarding direct influence and moderation in the research model can be drawn validly and reliably according to the latest standards for the use of PLS-SEM.

RESULTS AND DISCUSSION

The results of the measurement model analysis show that most indicators have an outer loading value above 0.70, so they can be declared valid. However, there are several indicators that have loading values below the threshold, such as POS_1 (0.541), POS_2 (0.685), PJ_2 (0.598), and PJ_4 (0.681). However, these indicators can still be maintained if the overall reliability of the construct remains consistent. The OCB construct has better consistency, with all indicators in the range of 0.679–0.772 indicating adequate convergent validity. Thus, the instruments used in this study can generally be said to be valid in measuring latent variables (Hair et al., 2019).



Source: SmartPls 4.0 , 2025 Analysis Results

Figure 2.
PLS-SEM Structural Model

In the structural model, the R² OCB value of 0.466 indicates that approximately 46.6% of the variance in organizational civic behavior can be explained by Distributive Justice (DJ), Procedural Justice (PJ), and Perceived Organizational Support (POS). It falls into the moderate category. Meanwhile, the R² POS of 0.342 indicates that 34.2% of the POS variance is influenced by DJ and PJ. From the structural path, it is known that the influence of Procedural Justice on OCB ($\beta = 0.342$) is more dominant than Distributive Justice on OCB ($\beta = 0.312$). This means that teachers' perceptions of procedural justice, such as openness of rules, policy consistency, and participation in decision-making, have a greater role in encouraging the emergence of OCB than distribution justice. Interestingly, the influence of DJ on POS ($\beta = 0.030$) and PJ on POS ($\beta = 0.138$) was relatively small. This indicates that POS is not entirely formed only through organizational justice, but is also influenced by other factors, such as leadership support, organizational culture, and communication climate. Thus, while organizational fairness remains an important role, efforts to build strong organizational support need to involve other managerial aspects. Practically, these findings imply that private school managers in Gunung Putri District need to pay more attention to procedural fairness, such as information disclosure and policy consistency, as well as strengthen organizational support through appreciation and attention to teacher welfare. With this step, teachers not only feel treated fairly but also fully supported by the organization, so they are more encouraged to behave extra-role that is beneficial to the development of the school.

Table 1
Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Distributive Justice	0,780	0,783	0,851	0,533
Organizational Citizenship Behavior	0,776	0,781	0,848	0,527
Perceived Organizational Support	0,743	0,762	0,829	0,595
Procedural Justice	0,777	0,796	0,848	0,531

The results of the reliability and validity tests of the construct show that all latent variables meet the required criteria (Table 1). Cronbach's Alpha values for all constructs were in the range of 0.743–0.780, which means that the research instrument had good internal consistency (≥ 0.70). Furthermore, the Composite Reliability (rho_c) value of the entire construct was also high, which was between 0.829–0.851, exceeding the threshold of 0.70, thus confirming that the instrument has strong composite reliability. In addition, the Average Variance Extracted (AVE) value of the entire construct is also above 0.50 (0.527–0.595), indicating that more than 50% of the indicator's variance can be explained by the constructed being measured. Thus, it can be concluded that the convergent validity is met. The construct with the highest AVE is Perceived Organizational Support (AVE = 0.595), indicating that this variable is best represented by its indicators, while other constructs (DJ, PJ, and OCB) also remain in the adequate category. Overall, these findings confirm that all research instruments are reliable in measuring latent constructs, so that the results of structural model analysis can be interpreted further with a high level of confidence.

Table 2
Influence Between Variables

Relationships Between Variables	Original Sample (O)	Standard Deviation (STDEV)	T statistics ((O/STDEV))	P values	Information
Distributive Justice -> Organizational Citizenship Behavior	0,312	0,063	4,915	0,000	Significant
Perceived Organizational Support -> Organizational Citizenship Behavior	0,182	0,067	2,702	0,007	Significant
Procedural Justice -> Organizational Citizenship Behavior	0,342	0,072	4,727	0,000	Significant
Perceived Organizational Support x Distributive Justice -> Organizational Citizenship Behavior	-0,030	0,068	0,440	0,660	Not Significant
Perceived Organizational Support x Procedural Justice -> Organizational Citizenship Behavior	0,138	0,070	1,971	0,049	Significant

The results of the path coefficient test with the bootstrapping technique showed that all the main relationships between the variables were significant (Table 2). The Distributive Justice → OCB pathway has a coefficient value of 0.312 with a value of $t = 4.915$; $p = 0.000$, so it can be concluded to be significant. This shows that distributive justice plays an important role in improving the civic behavior of teacher organizations. Furthermore, Procedural Justice → OCB is also significant with a coefficient of 0.342, a value of $t = 4.727$; $p = 0.000$, which means that procedural justice is a more dominant predictor than distributive justice. Thus, transparency, consistency, and teacher participation in decision-making have proven to be stronger in encouraging the emergence of OCB. The Perceived Organizational Support (POS) variable → OCB was also significant ($\beta = 0.182$; $t = 2.702$; $p = 0.007$). This confirms that perceptions of organizational support—such as attention, appreciation, and concern from the school—contribute positively to the improvement of extra-role behavior of teachers. In terms of moderation, the results of the analysis show interesting differences. The interaction between POS × DJ → OCB was not significant ($\beta = -0.030$; $t = 0.440$; $p = 0.660$). This means that POS does not strengthen or weaken the influence of distributive justice on OCB. In contrast, the interaction between POS × PJ → OCB was significant ($\beta = 0.138$; $t = 1.971$; $p = 0.049$). This means that POS acts as a moderator who strengthens the relationship between procedural justice and OCB. In other words, when organizational support is felt high, the influence of procedural justice on OCB becomes stronger.

Discussion

The results showed that Distributive Justice (DJ) had a positive and significant effect on Organizational Citizenship Behavior (OCB) ($\beta = 0.312$; $p = 0.000$). This condition illustrates that teachers who feel fair in the division of workloads, tasks, and compensation tend to be more

motivated to behave extra-role, such as helping colleagues or supporting school activities outside of formal obligations. This finding is in accordance with Equity Theory (Adams, 1965) which emphasizes that fairness in distribution will elicit a positive response in the form of increased commitment and loyalty. Managerially, private schools need to ensure that the distribution of tasks and awards is carried out proportionately and transparently in order to increase teacher motivation and loyalty.

Furthermore, Procedural Justice (PJ) was also shown to have a significant effect on OCB ($\beta = 0.342$; $p = 0.000$), even becoming a more dominant factor than DJ. Empirically, teachers who feel involved in decision-making, are treated consistently, and have access to clear procedures are more likely to show voluntary behavior that benefits the organization. These results are consistent with the research of Colquitt et al. (2013) which states that procedural justice has a stronger and more consistent influence than distributive justice. Practically, the implication is that schools need to develop participatory and transparent procedures, so as to create a sense of justice that encourages more active teacher involvement. In addition, Perceived Organizational Support (POS) also had a positive effect on OCB ($\beta = 0.182$; $p = 0.007$). Teachers who feel that the school values contributions, cares about well-being, and provides tangible support are more motivated to go beyond their formal roles. This supports the Organizational Support Theory (Eisenberger et al., 2020) which asserts that the perception of organizational support reinforces the affective commitment and positive behavior of teachers. From a managerial perspective, schools can strengthen POS through career development policies, training provision, non-financial rewards, and ongoing welfare support.

Interesting findings from moderation showed that POS did not strengthen the relationship between DJ \rightarrow OCB ($\beta = -0.030$; $p = 0.660$), but it did moderate the relationship between PJ \rightarrow OCB ($\beta = 0.138$; $p = 0.049$). This condition suggests that organizational support is more relevant in strengthening the perception of procedural justice than distributive justice. Teachers who feel supported by the school are more likely to accept the applicable procedures and are encouraged to display extra-role behavior. These results are in line with Social Exchange Theory (Blau, 1964) that organizational support strengthens the positive reciprocal relationship between procedural fairness and work behavior. Practically, school management needs to emphasize the synergy between fair procedures and real organizational support, so that teachers are more encouraged to improve OCB. Overall, this research makes an important contribution, both theoretically and practically. Theoretically, the study confirms that POS is more appropriately positioned as a moderator in the PJ-OCB relationship than DJ-OCB, filling in the gap in previous research that mostly placed POS as a mediator. Practically, the results of this study provide direction for private school managers in Gunung Putri District to build a fair and supportive organizational climate, so as to improve the civic behavior of teachers that contribute to the quality of education.

CONCLUSION

This study confirms that distributive justice, procedural justice, and perceived organizational support (POS) have a positive effect on the organizational citizenship behavior (OCB) of private school teachers in Gunung Putri District. Among the two forms of organizational justice, procedural justice has the most dominant influence in encouraging the emergence of OCB. In addition, POS has been shown to moderate the relationship between procedural justice and OCB, but it is not significant in the relationship between distributive justice and OCB. The novelty of this research lies in the placement of POS as a moderator

variable in the context of the private education sector in Indonesia, which has been relatively rarely researched. Most previous studies have placed POS as a mediator and have focused more on the corporate sector or public institutions. Thus, these findings broaden the understanding of the role of conditional factors in strengthening the relationship of organizational justice to OCB, while also making a practical contribution to human resource management in private schools.

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