

The Influence of *Perception of Justice* on the Tendency of Students to Demonstrate

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ABSTRACT

This study aims to determine the role of perception of justice on the tendency of students in staging demonstration. Perception of justice is the perception of justice at Makassar State University which is reviewed based on three aspects, namely distributive, procedural, and interactional justice. The tendency of demonstrations is the tendency of Makassar State University students in carrying out mass protests. The method used in this research is survey method. The population in this study were Makassar State University students who joined students organizations. The results showed that the perception of justice did not significantly influence the tendency of students in staging demonstration behavior at the Makassar State University. Based on the descriptive analysis, there are 57% of respondents who do not take part in the demonstration considering their beliefs, the inability of themselves and the environment that could not be controlled by the individual.

Keywords: Perception of Justice; Tendency of Demonstration; Students; University

INTRODUCTION

Students as one of the educated entities have a duty to strengthen their role in scientific deepening and research. Students are often associated as agents of change which encourages students to contribute a better the system in the country. Students in their role as social controls occasionally stage demonstrations as a way to express opinions. Demonstrations on the one hand often have pros and cons, especially if there is damage to public facilities during the act of demonstrations. The dynamics of student movement from time to time through demonstrations have always been part of the long history of the struggle of the Indonesian people.

Demonstrations that occur are generally the result of students' critical thinking due to injustice issues, or oppression of certain groups defended by students. The issues that became the reasons of staging demonstrations derive from various factors, ranging from economic, educational, and political factors. In terms of education, students sometimes use their internal campus as a target for demonstrations with various issues. According to Susanti and Priyanto (2006), the characteristics of students who are often involved in demonstrations; 1) are active in student or youth organizations; 2) dare to express opinions; 3) have sufficient personality, knowledge, values, attitudes, and experience to express opinions; and 4) have sensitivity and

empathy for developing problems.

Demonstration activities by students are considered as a form of attitude statements, opinions and appreciations toward a certain purpose or goal. Demonstrations are a form of statement of attitudes, opinions, or demands made by a number of masses with certain techniques, in order to get the attention of the intended party without using conventional mechanisms (bureaucracy). Demonstrations are usually motivated by the absence of the accommodation for students to convey their aspirations, or the deadlock of the dialogue method. It is also considered as a form of voicing out opinions in democracy and the role of students as *agents of change*. In certain conditions, demonstrations are mandatory.

Demonstrations are usually influenced by various factors, such as government policies which are against the community, corruption cases that are increasingly detrimental, or simply expressing opinions. Students who are elements of the highest educational organization, namely the university, play an important role in carrying out the tri dharma of education, namely education and teaching; research and development; and community service.

Educational institutions that have an important role in the progress of a nation must have a good and fair system for all its members. Management in the organization is able to support the creation of maximum performance from all devices. One important aspect in the organization is the *perception of justice*. *Perception of justice* is an important issue in various types of organizations, such as the work environment, educational institutions, and organizational institutions (Saruh, 2014). In the work environment, for example, *perception of justice* plays a role in the relationship between employees and their workplace management, while in an organizational institution or a community is of between members of the organization and the management of the organization itself.

Perception of justice is the result of the concept of *social exchange theory* (Liu & Liu, 2019). *Social exchange theory* is a concept that states that all human behavior is influenced by the exchange process (*take and give*), such as giving *rewards* or *remuneration*. In reality, the application of *social exchange theory* can develop trust, loyalty, and commitment among individuals. *Perception of justice* is an individual's perception of the fairness of crucial processes in the organization, such as decision making and resource allocation. Justice in organizations is related to several important processes in organizations, such as commitment, job satisfaction, leadership style, decision-making processes, and member performance (İnce & Gül, 2011).

The role of *perception of justice* will have a positive impact on the effectiveness and sustainability of the organization. There are three forms of justice; *distributive*, *procedural*, and *interactional justice*.

- a. *Distributive Justice* is a form of justice based on the concept of *social exchange theory*. The organization provides compensation, *rewards* (bonuses, salaries, promotions), and responsibilities consistently and fairly to each member. In practice, the responsibility given to the member must have the same value as the *reward* that will be given to the member.
- b. *Procedural Justice* refers to the fairness of the organization in providing policies to all members. Member involvement in decision making or policy making is included in the form of fairness in the organization. In the wider context of society, *justice* can assist in establishing clearly between the rights and obligations of individuals and institutions. In this process, the procedures undertaken must be based on accurate and consistent information (Gouveia & Pereira, 2016).
- c. *Interactional Justice* is a form of justice received by individuals when a procedure or policy is implemented. *Interactional justice* consists of two types, namely *interpersonal justice* which refers to social interactions between individuals and other people in the organizational environment, and *informational justice*, namely clarity regarding the reasons for

implementing a procedure. *Interpersonal justice* can be regarded as interpersonal relationships between members of the organization.

The level of *perception of justice* towards the campus bureaucracy and the policies issued by the government are able to encourage students to voice out their opinions through demonstrations. This study aims to measure the effect of *perception of justice* on the tendency of students at Makassar State University in staging demonstrations.

METHOD

The type of research used in this research is quantitative research using survey methods. The survey method is a basic form of quantitative that produces statistical information (Groves, 2010). Survey research is conducted by asking the respondents matters such as behavior, attitudes, beliefs, characteristics, expectations, classifications, and knowledge. Survey research focuses on relational research which studies the relationship between variables (Singarimbun & Effendi, 1989). The survey research used in this study aims to explain causal relationships and test hypotheses.

The variables measured are *perception of justice* and the tendency of demonstration. *Perception of justice* was measured using a scale that was prepared by the researcher based on the concept of Niehoff and Norman (1993). The higher the score obtained by the participants, the higher the *perception of justice* they have. On the other hand, the lower the score shown, the lower the *perception of justice* they have. The tendency of demonstrations is the tendency of Makassar State University students in carrying out mass protest statements. The tendency of demonstration is measured by a scale that was prepared by the researcher based on the *theory of planned behavior* by Ajzen (2013). Based on this theory, individual behavior is guided by three aspects, namely *behavioral beliefs*, *normative beliefs*, and *control beliefs*. The higher the score obtained by the respondent, the higher the participant's behavioral intention in staging demonstration. On the other hand, the lower the score obtained by the participants, the lower the intention of the demonstration behavior.

The population in this study were Makassar State University students who participated in the student organization. The sampling method used in this study was the accidental sampling technique. This technique used the principle of chance in selecting participants. This meant that anyone who coincidentally met the researcher could be used as a sample in this study. The data collection technique in this study was conducted using an online survey on *Google Form*. The survey was given to Makassar State University students online through social media. The survey consists of biodata, *perception of justice* scale, and demonstration tendency scale.

RESULT AND DISCUSSION

The respondents of this research are Makassar State University students who are active in one of the existing student organizations. This research was conducted using the help of *Google Form*. This research was conducted online due to the COVID-19 pandemic. This research was conducted by involving 74 respondents with the following characteristics:

Table 1
Descriptive Participants Based on Characteristics

No.	Characteristics	Frequency	Percentage (%)
1.	Age		
	17 years	2	2.7
	19 years old	4	5.4
	20 years	14	18.9
	21 years	24	32.4
	22 years	21	28.4
	23 years	7	9.5
	24 years old	2	2.7
2.	Faculty		
	Language and Literature	5	6.8
	Economy	5	6.8
	Sports Science	1	1.3
	Educational Science	1	1.3
	Social Sciences	2	2.7
	Mathematics	9	12.1
	psychology	47	63.6
	Technique	4	5.4
3.	Organization		
	BEM	29	39.2
	Sport	10	13.5
	Islamic Studies Forum	5	6.8
	Journalism	4	5.4
	Mapperwa	4	5.4
	Mapala	3	4.0
	Other	19	25.7

The null hypothesis in this study is that there is no effect of *perception of justice* on demonstration behavior in Makassar State University students. The hypothesis in this study was tested using the technique of Simple Regression Analysis with the help of SPSS 25 for Windows. The following are the results of the research hypotheses that have been obtained :

Table 2
Simple linear regression test

Variable	R2 -	B	constant	p-value
Perception of Justice	0.03	-	37.69	0.12

Bound Variable: Demonstration

Based on table 2, the significance value obtained from the results of hypothesis testing shows $p > 0.05$, which indicates that the results are not significant. The rule used in this study is, if the significance value is greater than 0.05, then the null hypothesis is accepted, which means

that there is no effect of *perception of justice* on demonstration behavior in Makassar State University students.

Based on the results of this study, it is known that the effect of *perception of justice* on demonstration behavior in Makassar State University students is not significant. The high or low *perception of justice* owned by students does not affect the tendency of these students to take part in demonstrations. This finding is not in line with the classical theory which proposes that individuals will participate in a demonstration because they feel a relative disadvantage, feelings of frustration, and perceived injustice (Stekelenburg & Klandermans, 2013).

Previous research has shown that individuals who feel they are being treated unfairly will show aggressive behavior towards the source of the injustice they feel (Cohen & Greenberg, 1982). The individual tends to display emotional behavior such as showing anger. Perceptions of injustice can lead to riots and aggressive behavior when demonstrating.

This may be true, because one of the factors that cause individuals to take part in demonstrations is the prestige they get, as well as a sense of belonging (Killian, Turner, & Smelser, 2020). This factor is acquired by the individuals as members of the demonstration, which may be even more important than the values of the demonstration.

Stekelenburg and Klandermans (2013) suggest that efficacy refers to the individual's expectations of himself, in changing a condition or policy through demonstrations. There are two general responses expressed by students regarding their inability to demonstrate. *First*, there are aspects of family and other closest people who prohibit students from being involved in demonstrations. *Second*, students in this case consider penalties or sanctions that may be given by the campus or the government, such as revocation of the scholarship they received.

Another study (Stekelenburg & Klandermans, 2013) showed that high individual efficacy is highly correlated with participation in a demonstration. In this study it was also found that the more individuals believe in their ability to demonstrate, the more likely they are to participate in demonstrations. Some of the explanations above indicate that there are other factors that can contribute to the formation of student demonstration behavior. Although students are aware of the problem of justice on campus, this is not the reason why they stage demonstrations.

This study has also refuted the allegation that aggressive demonstration behavior is directly caused by the injustice felt by students. Although it is possible that injustice can trigger some deviant behavior (Holtz & Harold, 2013), this does not necessarily lead to demonstration behavior. Demonstrative behavior can be caused by various factors. One of the factors in the study of psychology is the existence of individual differences such as personality (Crant, Kim, & Wang, 2011). Based on the research of Crant and colleagues (2011), some personality types may be more open to voice opinions (such as *extraversion*, *conscientiousness*).

Based on the results of this study, the researcher encourages the following studies to investigate various organizational and psychological factors that contribute to the formation of demonstration behavior. In addition, further research needs to be designed to be able to jointly see the impact of various variables on the formation of demonstration behavior in students.

Although the *perception of justice* does not have a direct impact on demonstration behavior, the indirect impact of the *perception of justice* still needs to be investigated further. Several studies have shown the unfavorable impact of low *justice* in organizations (Ndjaboué, Brisson, & Vézina, 2012). Therefore, research is still needed to see the negative impact of the low *perception of justice* on the welfare and academic achievement of students.

CONCLUSION

This study examines the effect of *perception of justice* on the tendency of demonstration behavior in students at Makassar State University. The results of this study indicate that there is

no effect of *perception of justice* on the tendency of student demonstration behavior. There are other factors that influence individuals in deciding to participate in demonstrations, such as efficacy and bad perceptions of the demonstration itself. Further research is still needed to determine the factors that influence students' demonstration behavior.

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