

Mediation Role of Affective Commitments The Effect Of Organizational Justice on Innovative Behavior (Survey at SMK 01 Muhammadiyah Yogyakarta)

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ARTICLE INFO



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Keywords:

Distributive justice,
Procedural justice,
Interactional justice,
Affective Commitment,
Innovative behavior.

ABSTRACT

This study examines the effect of distributive justice, procedural justice, and interactional justice on affective commitment and innovative behavior. The sample of this study was 127 teachers of SMK 01 Muhammadiyah Yogyakarta. The research method uses the SEM method and uses the AMOS IBM SPSS analysis tool. The results showed that distributive justice, procedural justice and interactional justice had a positive effect on innovative behavior either directly or through the mediation of affective commitment variables. A high level of distributive justice, procedural justice, and interactional justice will increase the innovative behavior of teachers. However, the effect of distributive justice, procedural justice, and interactional justice on innovative behavior will be higher through affective commitment variables.

ABSTRAK

Penelitian ini menguji pengaruh keadilan distributif, keadilan prosedural, dan keadilan interaksional terhadap komitmen afektif dan perilaku inovatif. Sampel penelitian ini adalah 127 guru SMK 01 Muhammadiyah Yogyakarta. Metode penelitian menggunakan metode SEM dan menggunakan alat analisis AMOS IBM SPSS. Hasil penelitian menunjukkan bahwa keadilan distributif, keadilan prosedural dan keadilan interaksional berpengaruh positif terhadap perilaku inovatif baik secara langsung maupun melalui mediasi variabel komitmen afektif. Tingkat keadilan distributif, keadilan prosedural dan keadilan interaksional yang tinggi akan meningkatkan perilaku inovatif guru. Namun, pengaruh keadilan distributif, keadilan prosedural, dan keadilan interaksional terhadap perilaku inovatif akan lebih tinggi melalui variabel komitmen afektif.

INTRODUCTION

In Indonesia, the spread of the COVID-19 virus is currently rife, which has an impact on all levels of society. As reported by Kompas, the COVID-19 virus has a wide impact in various fields such as economics, social, tourism and education. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of COVID-19. In the Circular, it was explained that all learning process activities were carried out online or or through distance learning. With online or distance learning, the learning process is carried out at home by utilizing existing technology to provide a meaningful learning experience for students.

Online learning that is being implemented during the current COVID-19 pandemic is an educational innovation that answers the challenge of the availability of learning resources and varied learning media that are very useful for avoiding and controlling the transmission of the COVID-19 virus in the educational environment, but by implementing online learning patterns, it causes students to experience a decline in the quality of learning as a result of the COVID-19

pandemic. The portraits and problems of online learning as a result of Covid-19 are certainly not easy for teachers to deal with. Teacher creativity is important in dealing with the Covid-19 problem. Problems will arise in the implementation of online learning, if the creativity of the teacher is low. The creativity of teachers in interesting and fun online learning greatly determines the amount of students' attention to online learning activities. Both teachers and parents also need to establish good communication so that online learning goes well and students can receive maximum learning.

Teacher innovation is needed during the COVID-19 pandemic to develop students' understanding of certain topics. Even those who are difficult have to practice, for performance which is an aspect of learning assessment. Therefore, it is very important to adjust the subjects during the pandemic so that learning can still be optimized properly. The teacher must not only give homework, but also set an example for students. Therefore, teachers' innovation in packaging theory and practical learning must have high creativity and innovative ability. Teacher innovation during the COVID-19 pandemic is required to grow students' understanding of the subjects given. It is even more difficult when it comes to practice, and performance is an aspect of assessment in learning. So there must be an adjustment to the curriculum during the pandemic so that the optimization of learning can still be carried out properly. Teachers not only give assignments and lectures but also have to give examples to students. Therefore, teacher innovation in packaging learning in theory and practice must be made with high creativity and innovation. The use of innovative teaching methods means applying learning practices to promote productivity and implementing changes during learning so that students can achieve their abilities (Kalyani & Rajasekaran, 2018). Teachers who can implement work in creative ways, grow something new and can produce a positive impact on the work environment such as implementing innovative teaching methods prove that there is an implementation of innovative behavior to carry out their responsibilities (Baharuddin et al 2019).

Innovative behavior refers to realizing new things, then the introduction and implementation of responsibilities in the organization and then an increase in one's performance (Janssen, 2000). Innovative behavior links creativity in every process and the application of change is applied in order to realize the ease of the responsibility obtained (de Jong & den Hartog, 2010). Promoting the creation of change in the workplace is important in determining the effectiveness, improvement and sustainable growth of a company (Battistelli et al, 2019). The process of innovative behavior that is applied by a person to carry out the responsibilities he carries out such as creating new things (creating something new and useful), advertising new ideas (creating a support team that can create the skills needed for implementing ideas), then realizing ideas or creating ideas. It has been made so that it can be realized for the company's work system (Janssen, 2000).

Many reasons influence a person's innovative behavior to complete their tasks. From a person's point of view, the reasons a person can instigate innovative behavior are among the competition that a person has (thinking skills and interpersonal skills, collaboration skills, dexterity to communicate, and many others) Siregar et al (2019). In the model created by Siregar et al (2019), individual competence, self-efficacy, and motivation influence individual commitment to the organization and organizational commitment can influence innovative behavior. According to Allen and Meyer (in Battistelli et al, 2019) organizational commitment is

a state that is tied personally to the institution. Individuals with high organizational commitment can see themselves as part of their organization so that they will marginalize bad conditions in the organization and remain in the organization (Griffin et al 2017).

There are three components to the model of organizational commitment, which Meyer et al (2002) formulate as follows. The first component is affective commitment, which is about the emotional attachment that a person has to the organization or can also be called “involvement” in an organization, as well as identification with the organization. The second component, namely the continuation component, is the price that must be paid, both financially and emotionally, if someone chooses to leave the organization. The third component is the normative component, which is a component that reflects opinions about the obligation to remain in the organization. According to Meyer et al (2002), the components can be distinguished and can produce different correlations when associated with other variables. Affective commitment is most positively correlated with other variables and also correlates with individual or organizational performance. Previous research conducted by Nazir et al (2018), resulted in a positive relationship between affective commitment to innovative behavior in hospital employees in China. There is also another study by Siregar et al (2019) that also found a positive relationship between affective commitment and innovative behavior.

Organizational justice is one of the most important things in a company. This situation is also evidenced by the existence of an organizational justice theory, which recommends a frame of mind to understand employees' feelings in depth. Analyzing the organization and reactions of people involved in the workplace can use this theory as an important tool. Reinforced by (Saputra & Wibawa, 2019), (Leen, J & Wei, 2015) the study found that the factor that can affect organizational commitment in the workplace is the existence of organizational justice. Broadly speaking, workers or employees reassess organizational justice, namely interactional justice, procedural justice and distributive justice.

LITERATURE REVIEW

Distributive justice is a balance between the outcomes that a person receives and the inputs that person provides (Colquitt, 2001). According to Hadi et al (2020), distributive justice is fairness in allocating resources for the distribution process (results) and rewards to individuals in organizations such as: fairness in compensation, promotions, rewards, assignments, evaluations, and approvals, that have an advantage or positive outcome for the individual or organizational development.

Procedural Justice

Moorman (1991) Procedural justice is the perception of fairness regarding the policies and procedures used by organizations to make decisions. According to Tjahjono et al (2019) Procedural justice is justice assessed under the rules or policies and procedures in decision-making in the organization. If the procedures adopted in the organization are acceptable to all members of the organization, it will give better results for the organization. Colquitt et al (2001) proposed six rules of procedural justice. The six rules in question are described below. The first is speaking, which includes the extent to which individuals can express their opinions, views, feelings during the procedural process. Second, correctability, which can be corrected, provides

an opportunity for employees to appeal when procedurals are not working effectively. Third, consistent, fair procedures must be consistent from one person to another and from time to time. Fourth, prevention of bias, whether the procedure is influenced by bias or self-interest. Therefore, to minimize this bias, both individual and partial interests must be avoided. Fifth, representativeness, is the extent to which the procedure reflects all the people affected by it. Sixth, accuracy reflects the extent to which the procedure is based on valid and error-free information.

Interactional justice

Moorman (1991) Interactional justice is the perception of fairness in the interaction between an employee and his superiors, compared to superiors with other employees. According to Robbins et al (2008) interactional justice is defined as, the degree to which an individual is treated with dignity, concern and respect by the organization. Tyler (1994) mentions that their main things are concerned in organizational interactions which are then used as important aspects of interactional justice. The three aspects are respect, neutrality, and trust.

Affective Commitment

Affective commitment is part of organizational commitment. Organizational commitment is a psychological condition that binds employees to the organization. Three dimensions of organizational commitment are affective commitment, continuance commitment, and normative commitment (Allen and Meyer, 1990). Affective Commitment is an employee's emotional attitude or behavior towards the organization, identification with, and involvement in the organization. (Allen and Meyer, 1990). A teacher who has a high affective commitment can show a sense of belonging to the school, increased involvement in school activities, a desire to achieve school goals, a strong belief in the values and culture of the school, and a desire to use more effort on behalf of the school. school, have a good attendance record, have adherence to school policies and the desire to be able to stay in school which is a determinant of dedication and loyalty to the school. Building a teacher's affective commitment requires a long process and cannot be formed instantly. School management must provide the right treatment at the beginning of the teacher's joining, to create a positive perception of the school.

Innovative behavior

Innovation is closely related to innovative behavior. Innovative behavior and innovation are social change. The emphasis on the characteristics of the change is the difference. Innovative behavior emphasizes the existence of a creative attitude so that there is a process of changing attitudes from traditional to modern, or from undeveloped attitudes to advanced ones. Meanwhile, innovation emphasizes the characteristics of something that is observed as new for individuals or society. Slatten and Mehmetoglu (2011) Innovative behavior is the generation and implementation of new ideas by employees in their work to improve tasks, groups and company performance. According to Price (1997) Innovative behavior is basically a person's ability to change the way of working in the form of adopting new procedures, practices and work techniques in completing tasks and work. Gaynor (2002) describes innovative behavior as

someone's action to create and adopt new ideas or ways to be applied in the implementation and completion of work.

Hypothesis Development

There are ten hypotheses used in this study to answer the research questions. The hypotheses are:

The Effect of Distributive Justice on Affective Commitment

Distributive justice occurs when people receive what they think they deserve from their work. A person feels unfair when he perceives that the ratio of inputs (effort) to outputs (wages) is lower than that of others in the same job and organization. This discrepancy has an effect on psychological tension and organizational externalities. Distributive justice can be defined as fair treatment for employees in terms of salary or wages, working hours, promotions, and other rewards. If managers design pay and promotion policies according to the education, expertise, and skills, and performance of employees, they will be satisfied and committed to the organization. High distributive justice is expected to increase employees' affective commitment. The results of research conducted by Swalhi et al (2017), Pimentel et al (2020), Gomes et al (2017), Nazir et al (2018), Ohana & Meyer (2016) show that distributive justice has a positive and significant effect on employees' affective commitment. Thus, the hypothesis can be formulated as follows:

Hypotheses 1: Distributive Justice has a positive and significant effect on Affective Commitment.

The effect of procedural justice on affective commitment

Perceived fairness of the decision-making process regarding the distribution of wages affects employee attitudes. Employees who participate in the decision process to make them feel better informed about the pay system will have a higher level of commitment to the organization and have greater control over the pay system. Thus, employees' perceptions of fairness toward the wage distribution procedure are related to positive employee attitudes such as trust in management and the organization. If employees perceive fairness in the decision-making process in allocating wage levels, this will increase employee affective commitment. High procedural fairness is expected to increase employees' affective commitment. The results of research conducted by Hur & Ha (2019), Bizri & Hamieh (2020), Wong & Wong (2017), Nazir et al (2018), Yulianti & Puteri (2016) show that procedural justice has a positive and significant effect on employees' affective commitment. Thus, the hypothesis can be formulated as follows:

Hypotheses 2: Procedural justice has a positive effect on affective commitment

Effect of Interactional Justice on Affective Commitment

The fairness of treatment of direct superiors in distributing wage levels will affect employee attitudes. Interactional justice theory explains that if employees perceive fairness in the treatment of their superiors in allocating wage levels, this will increase work commitment and job performance. High levels of interactional justice are expected to increase employees'

affective commitment. The results of research conducted by Nazir et al (2019), Bansal (2020), Tjahjono & Palupi (2017), Nazir et al (2018), Gupta & Singh (2018) support the statement that interactional justice has a positive and significant effect on employees' affective commitment. Thus, the hypothesis can be formulated as follows:

Hypotheses 3: Interactional justice has a positive effect on affective commitment

Effect of Distributive Justice on innovative behavior

Innovative behavior can be seen as multi-dimensional, capturing all the behaviors in which employees can contribute to the innovation process. Individual innovative behavior in the workplace refers to the intentional creation, introduction and application of new ideas to gain a role, group, or organizational performance advantage (Nehles et al., 2017). Based on the perspective of social exchange theory (Blau, 2017), the feeling of being treated fairly by an organization can make employees more involved in their work because fair organizational distributive justice increases the level of trust and confidence they have in the organization, which in turn sees them reciprocate by displaying positive attitudes and behaviors in their work (Biswas et al., 2013). Empirical research has been carried out by Akram et al. (2016) on employees working in the telecommunications sector in China concluded that distributive justice has an effect on innovative work behavior. The results of research conducted by Nazir et al (2018), Akram et al (2020), Gozukara & Yildirim (2016) show that distributive justice has a positive and significant effect on employee innovative behavior. High distributive justice is expected to increase employee innovative behavior. Therefore, we suggest the following hypothesis:

Hypotheses 4 : Distributive Justice has a positive and significant effect on Innovative Behavior.

Effect of Procedural Justice on innovative behavior

Organizational justice is a motivating factor for employees to show or not show certain behaviors. If an employee feels that he is being treated unfairly, his obligation to do work effectively may decrease, performance may be affected and finally contribution in work may also decrease (Momeni et al., 2014). Procedural justice focuses on the sensitivity of decision making (Cropanzano et al., 2007). According to Kim and Park (2017) that the extent to which employees feel their expectations have been met (or not met) can affect their obligations to the company. Perceived obligation affects the innovative work behavior of employees. According to research by Agarwal (2014), organizational procedural justice has a significant and positive direct and indirect influence on employee innovative work behavior. When individuals believe that their organization cares and provides fair treatment, their obligations to their job performance are increased, thereby engaging them in the creation, development, and application of work-related ideas. High procedural fairness is expected to increase employee innovative behavior. The results of research conducted by Streicher et al (2012), Hsu and Wang (2015), Sari and Palupiningdyah (2020), Nazir et al (2018) show that procedural justice has a positive and significant effect on employee innovative behavior. Therefore, we suggest the following hypotheses:

Hypotheses 5: Procedural Justice has a positive and significant effect on Innovative Behavior.

Effect of interactional justice on innovative behavior

According to Zhang and Begley (2011) stated that innovative work behavior is demanding employee motivation, therefore organizational justice can be a motivational process that underlies innovative work behavior at the individual level. A number of studies have examined the relationship between organizational justice and innovative work behavior. The results of empirical research by Almansour and Minai (2012), Akram et al (2020), Akram et al (2016), Nazir et al (2018) conclude that interactional justice has a significant positive relationship on innovative behavior. Based on previous research, we propose the following hypotheses:

Hypotheses 6: Interactional Justice has a positive and significant effect on Innovative Behavior.

Effect of Affective Commitment on innovative behavior

The behavioral impact caused by organizational commitment in this study is focused on the consequences of positive individual innovative behavior that was empirically developed by De Jong and Kemp (2003). The elements of innovative behavior formed by organizational commitment are in line with expectations for a company, that requires positive behavior from its employees. De Jong and Kemp (2003) in this study developed the consequences of organizational commitment in the form of innovative behavior by emphasizing the importance of managing innovative behavior as an effort to build organizational commitment. The basic thing that strengthens the argument for determining the consequences of organizational commitment in the form of innovative behavior is that it must be adjusted to the demands that must be met by company employees. High Affective Commitment is expected to increase the innovative behavior of employees. The results of research conducted by Nazir et al (2018), Abdullah et al (2016), Siregar et al (2019), Nazir et al (2018) show that distributive justice has a positive and significant effect on employees' affective commitment. Based on these views, the hypotheses that can be developed in this study are:

Hypotheses 7: Affective Commitment has a positive and significant effect on Innovative Behavior.

Affective Commitment mediates the effect of distributive justice on innovative behavior

High distributive justice will make the innovative behavior of employees better because employees like what they are doing. In addition, employees will behave innovatively towards their work because they feel that justice has been obtained from the organization and they are committed to the organization where they work. Allen & Meyer in Adiftiya (2014: 8) mentions Affective Commitment is related to the emotional connection of members to their organization, identification with the organization, and member involvement with activities in the organization. Organization members with high affective commitment will continue to be members of the organization because they have the desire to do so. There is a significant relationship between distributive justice and affective commitment (Swalhi et al 2017., Pimentel et al 2020., Gomes et al, 2017). Similarly, studies on the relationship between affective commitment and innovative behavior have been conducted (Nazir et al, 2018., Abdullah et al, 2016., Siregar et al, 2019). So the hypothesis that can be developed is that with affective commitment, distributive justice will have an increasingly influence on behavior. innovative.

Hypotheses 8: Affective commitment mediates the relationship between distributive justice and Innovative Behavior.

Affective commitment mediates the relationship between procedural justice and innovative behavior

Employees who feel that justice is obtained from the organization can make employees behave innovatively to make an organization even better. The higher the level of fairness they feel, the more innovative behavior of employees can be created. . To the important link between procedural justice and affective commitment (Hur & ha, 2019., Bizri & Hamieh, 2020., Wong & Wong, 2017). Likewise, the relationship between affective commitment and innovative behavior (Nazir et al, 2018, Abdullah et al, 2016, Siregar et al, 2019). So if the hypothesis that can be ddeveloped is the presence of affective commitment, than procedural justice will increasingly have an influence on innovative behavior.

Hypotheses 9: Affective commitment mediates the relationship between procedural justice and innovative behavior.

Affective Commitment mediates the effect of interactional justice on innovative behavior

According to Robbins & Judge (2008), interactional justice is defined as, the degree to which an individual is treated with dignity, concern and respect by the organization. Interactional justice has a positive influence on innovative behavior (Almansour and Minai, 2012, Akram et al, 2020., Akram et al, 2016). High levels of interactional justice can make employees behave innovatively towards the organization. In addition, suit employees feel that they get justice from an organization that they can commit to the organization before they can be innovative to the organization. So the hypothesis that can be developed is that the presence of affective commitment, interactional justice, and innovative behavior will increasingly have an influence on on each other.

Hypotheses 10: Affective commitment mediates the relationship between interactional justice and innovative behavior

In accordance with the above hypothesis, the research model is shown in the figure below:

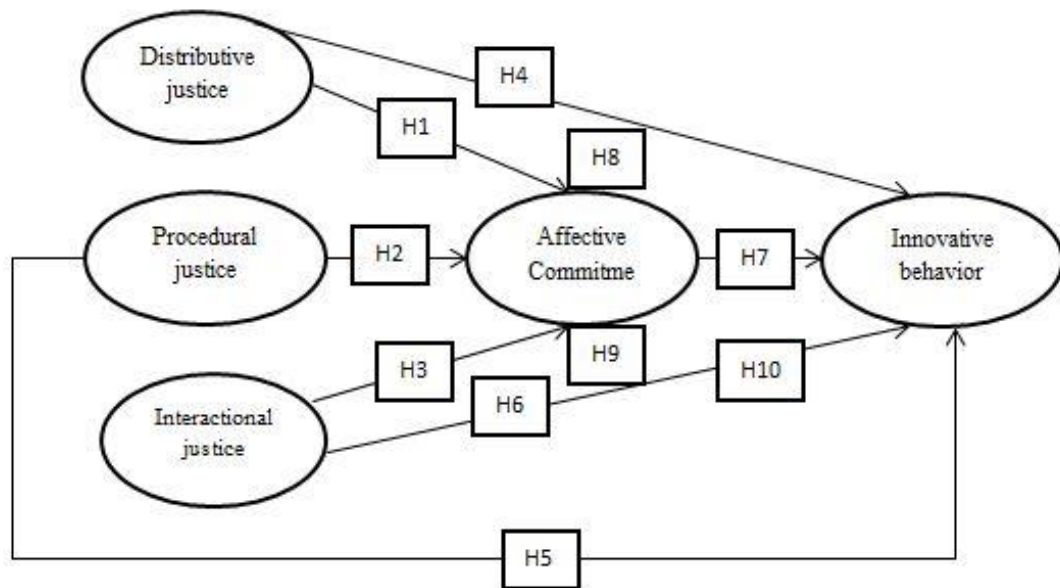


Figure 1. Research Model

RESEARCH METHOD

This study uses quantitative methods, and uses statistical analysis to check all hypotheses. This study uses primary data from a questionnaire consisting of several parts. The unit under analysis in this study is SMK Muhammadiyah 01 Yogyakarta Special Region. Tjahjono et al (2021:102) where the minimum number of samples needed for SEM testing is 100-200 samples or the number of indicators multiplied by 5-10. The research was conducted directly at SMK Muhammadiyah 01 Special Region of Yogyakarta. There are 29 teachers at SMK Muhammadiyah 01 Yogyakarta, 87 teachers at SMK Muhammadiyah 01 Bantul, 29 teachers at SMK Muhammadiyah 01 Sleman, 35 teachers at SMK Muhammadiyah 01 Wates, so the population obtained is 180. Researchers distributed questionnaires by giving them directly to respondents in each school, a total of 127 teachers (70% respondent level) whose questionnaires were returned. Then to test the hypothesis according to Tjahjono et al (2021:108) stated that the Cronbach Ratio value (cr) > 2 and p value (p) < 0.05 (significant at 5% level). This study uses the perception of organizational justice as an independent variable to influence affective commitment as the intervention variable and innovative behavior as the dependent variable. All items are stated on a 5-point Likert scale. Measurements for distributive justice there are 4 statements selected according to Colquitt (2001), For the procedural justice component there are 7 statements selected according to Moorman (1991), for the interactional justice component there are 9 statements selected according to Niehoff and Moorman (1993), the affective commitment component is 8 statements According to Allen and Meyer (1990), there are 8 statements selected according to Wirjadi (2014).

RESULTS AND DISCUSSION

The data analysis method is carried out with the help of IBM Statistics AMOS version 24. The test validity is based on Tjahjono et al (2021:100) with confirmatory factor analysis (CFA). CFA analysis is used to test the dimensions of a theoretical construct. In testing using CFA, the indicator is said to be valid if the loading factor is ≥ 0.50 .

Tabel 1. Validity Test

Variable	Butir	Factor Loading	Limit	Description
Distributive Justice	KD1	0,737	≥ 0,5	Valid
	KD2	0,781		Valid
	KD3	0,762		Valid
	KD4	0,939		Valid
Procedural Justice	KP1	0,831		Valid
	KP2	0,867		Valid
	KP3	0,817		Valid
	KP4	0,850		Valid
	KP5	0,891		Valid
	KP6	0,870		Valid
	KP7	0,923		Valid
Interactional Justice	KI1	0,788		Valid
	KI2	0,809		Valid
	KI3	0,799		Valid
	KI4	0,829		Valid
	KI5	0,883		Valid
	KI6	0,890		Valid
	KI7	0,885		Valid
	KI8	0,834		Valid
	KI9	0,811		Valid
Affective Commitment	KA1	0,842		Valid
	KA2	0,863		Valid
	KA3	0,782		Valid
	KA4	0,871		Valid
	KA5	0,911		Valid
	KA6	0,871		Valid
	KA7	0,875		Valid
	KA8	0,901		Valid
Innovative Behavior	PI1	0,811		Valid
	PI2	0,838		Valid
	PI3	0,906		Valid
	PI4	0,928		Valid
	PI5	0,924		Valid
	PI6	0,895		Valid
	PI7	0,890		Valid
	PI8	0,910		Valid

The reliability test shows the consistency and stability of the measurement scale. Reliability is an index that also shows how much the gauge can be relied upon. The level of reliability can be assessed by looking at the resulting CR (Construc Reliability) value ≥ 0.7 and the VE (Variance Extract) value ≥ 0.5 (Tjahjono, 2021). Based on table 2, all variables in the study have a construct reliability value (CR). 0.7 and a VE (Variance Extract) value of 0.5. So it can be

said that all indicators of organizational construction perceived organizational justice, affective commitment, innovative behavior in this study can be declared reliable.

Table 2. Reliability Test

Variable	CR	Limit	Description
Distributive Justice	0,8821	>0,7	Reliabel
Procedural Justice	0,9539		Reliabel
Interactional Justice	0,9546		Reliabel
Affective Commitment	0,9596		Reliabel
Innovative Behavior	0,9677		Reliabel

Table 3. Hypothesis Testing

			Estimate	S.E	C.R	P	Remark
DJ	→	AC	0,507	0,095	5,349	0,000	significant
PJ	→	AC	0,334	0,067	4,953	0,000	significant
IJ	→	AC	0,479	0,093	5,131	0,000	significant
DJ	→	IB	0,166	0,078	2,133	0,033	significant
PJ	→	IB	0,112	0,056	2,006	0,045	significant
IJ	→	IB	0,165	0,077	2,156	0,031	significant
AC	→	IB	0,460	0,089	5,153	0,000	significant

From table 3, the SEM analysis of hypothesis 1, the test results show that the estimated parameter value of the standardized regression weight coefficient is 0.507 and the C.R value is 5.349, this shows that the relationship between distributive justice and affective commitment is positive. This means that the better distributive justice, it will increase affective commitment. Testing the relationship between the two variables shows a probability value of 0.000 ($p < 0.05$), so that (H1) which states "Distributive Justice has a positive and significant effect on Affective Commitment" is supported. The estimated parameter value of the standardized regression weight coefficient is 0.334 and the C.R value is 4.953, this shows that the relationship between procedural justice and affective commitment is positive. This means that the better procedural justice will increase affective commitment. Testing the relationship between the two variables shows a probability value of 0.000 ($p < 0.05$), so that (H2) which states "Procedural Justice has a positive and significant effect on Affective Commitment" is supported.

The estimated parameter value of the standardized regression weight coefficient is 0.479 and the C.R value is 5.131, this shows that the relationship between interactional justice and affective commitment is positive. This means that the better the interactional justice, the greater affective commitment. Testing the relationship between the two variables shows a probability value of 0.000 ($p < 0.05$), so that (H3) which states "Interactional Justice has a positive and significant effect on Affective Commitment" is supported. The estimated parameter value of the standardized regression weight coefficient is 0.166 and the C.R value is 2.133, this shows that the relationship between distributive justice and innovative behavior is positive. This means that the greater the distributive justice, the more innovative behavior will be. Testing the relationship between the two variables shows a probability value of 0.033 ($p < 0.05$), so that (H4)

which states "Distributive Justice has a positive and significant effect on Innovative Behavior" is supported.

The estimated parameter value of the standardized regression weight coefficient is 0.112 and the C.R value is 2.006, this shows that the relationship between procedural justice and innovative behavior is positive. This means that the better procedural justice will encourage more innovative behavior. Testing the relationship between the two variables shows a probability value of 0.045 ($p < 0.05$), so that (H5) which states "Procedural Justice has a positive and significant effect on Innovative Behavior" is supported. The estimated parameter value of the standardized regression weight coefficient is 0.165 and the C.R value is 2.156, this shows that the relationship between interactional justice and innovative behavior is positive. This means that the better the interactional justice, the more innovative the behavior will be. Testing the relationship between the two variables shows a probability value of 0.031 ($p < 0.05$), so that (H6) which states "Interactional Justice has a positive and significant effect on Innovative Behavior" is supported. The estimated parameter value of the standardized regression weight coefficient is 0.460 and the C.R value is 5.153, this shows that the relationship between affective commitment and innovative behavior is positive. This means that the better the affective commitment, the more innovative behavior will be. Testing the relationship between the two variables shows a probability value of 0.000 ($p < 0.05$), so that (H7) which states "Affective Commitment has a positive and significant effect on Innovative Behavior" is supported.

The effect of distributive justice on innovative behavior is mediated by affective commitment comparing the direct effect value < indirect effect value, testing the relationship between the two variables shows a value of $0.162 < 0.227$ this indicates that affective commitment mediates distributive justice on positive innovative behavior. This means that better distributive justice will create affective commitment, and have an impact on increasing innovative behavior. So (H8) which states "Affective commitment mediates the relationship of distributive justice to Innovative Behavior", is supported. The effect of procedural justice on innovative behavior is mediated by affective commitment comparing the direct effect value < indirect effect value, testing the relationship between the two variables shows a value of $0.137 < 0.187$, this indicates that affective commitment mediates procedural justice on positive innovative behavior. This means that better procedural justice will create affective commitment, and have an impact on increasing innovative behavior. So (H9) which states "Affective commitment mediates the relationship between procedural justice and innovative behavior", is supported. The effect of interactional justice on innovative behavior is mediated by affective commitment. Testing the relationship between the two variables, the direct effect value < indirect effect value, shows a value of $0.155 < 0.206$. This indicates that affective commitment mediates interactional justice on positive innovative behavior. This means that the better the interactional justice, it will create affective commitment, and have an impact on increasing innovative behavior. So (H10) which states "Affective commitment mediates the relationship of interactional justice to Innovative Behavior", is supported.

CONCLUSIONS

Based on the results of hypothesis testing, it can be concluded that organizational justice has a significant effect either directly or through affective commitment to innovative behavior.

The research conducted resulted in several suggestions for teachers of SMK 01 Muhammadiyah in DIY and for researchers who will conduct further research. The findings of this study indicate that distributive justice, procedural, interactional and affective commitment have a positive and significant effect on innovative behavior, either directly or mediated by affective commitment. This shows that SMK 01 Muhammadiyah DIY must be fair in distributing its organizational justice, so that the justice that teachers get can increase their affective commitment and innovative behavior. Further research related to the limitations of the study needs to be considered by further research, including increasing the range and intensity of the research carried out will be more optimal. This research only uses SMK 01 Muhammadiyah in DIY as the object of research. Suggestions for further research is to add the object under study so that the results obtained will be more complex, this study only uses 127 teachers of SMK 01 Muhammadiyah in DIY as research respondents so that the generalization is relatively low. Suggestions for further research include increasing the number of respondents so that the generalization of the sample will be higher.

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