Inclusive Leadership, Organizational Justice, Happiness at Work on Extra-Role Behavior with Moderation Organizational Learning

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Abstract. This research aimed to analysis influence inclusive leadership, organizational justice, happiness at word on extra-role behavior with moderation organizational learning. in higher education. The population of this research were lecturers in Indonesia. The sampling technique used iteration, sample of this study were 116 respondents. Data collection techniques used a questionnaire. Data analysis used descriptive percentage analysis and used Structural Equation Modeling (SEM) with several stages consisting of the outer model to test the validity and reliability of the construct, and the inner model. Data analysis tool used WarpPLS 7.0. The results showed that the organizational learning was able to mediate the relationship between inclusive leadership and happiness at work on extra role behavior. However, it failed to mediate the effect of organizational justice on extra role behavior. Suggestions for further research are to examine extra role behavior with other variables.

Keywords: Organizational learning, Inclusive Leadership, Organizational Justice, Happiness at Work, Extra-Role Behavior

1 Introduction

Darmawati and Hayati [1] states that workers are an important point in the organization. Human resources are an indicator to determine the achievement of organizational goals (Dian, 2015). One indicator of organizational success lies in the workers, because they act as the originator of new thoughts and agents of continuous change, organizational change is characterized by continuous change and accompanied by the formation of culture in the organization [2]. Organizational Citizenship Behaviors (OCB) is one of the variables contributing to organizational change. Organ [3] stated that organizational citizenship behavior includes employee voluntary behavior without pressure from the organization. To ensure organizational efficiency, an organization requires employee cooperation, kindness, self-sacrifice and sometimes extra effort, so volunteer work from employees is very important for the organization [4]. According to Podsakoff et al. [5] OCB contributes to the organization in the form of increasing the productivity of colleagues, increasing productivity of manager, saving management resources and the organization as a whole, helping to maintain group functions, coordinating activities of work group activities very effectively, improving the organization's ability to attract and retain the best employees, increasing organizational stability, encourage organizations to more easily adapt and adapt to changes in the

environment. Yilmaz [6] said that employee organizational citizenship behavior plays an important role to determine behavior attitudes in organizations. In addition, it is also believed that the effectiveness of the company will develop because employees tend to give productive ideas to the company voluntarily [7].

One of the variables that affect OCB is organizational justice. The positive relationship between organizational justice and OCB has been widely agreed by other researchers, such as Zainabadi and Salehi (2011) and Guh et al. [8]. Yilmaz et al. [6] stated that organizational justice is a significant predictor in influencing OCB. Organizational justice helps in producing positive things, and makes employees feel valued and respected [9]. The study findings obtained in Malaysia also showed organizational justice and OCB have a positive and significant relationship [10][11].

Besides organizational justice, OCB is also influenced by other variables, namely inclusive leadership. In higher education there is the term academic leadership, this leadership aims to face various challenges that are crucial and require rethinking and reform of management and policies [12]. Inclusive leadership is expected to be practiced to manage diverse workers in an organization, but unfortunately effective leadership for managing diversity is still low [13]. Research shows that inclusive leadership contributes to OCB. Inclusive leadership implements a leadership process that pays more attention of its employees [14], employees give high responsiveness and more loyal to their manager, thereby enabling employees to respond better to the treatment [15].

Another variable associated with OCB is happiness at work (HAW). Dieneret et al. [16] happiness defined as a evaluation of someone's life, someone's personal life satisfaction, positive balance of moods and emotions's, and low level of negative influence. In addition, HAW is a feeling of pleasure towards his work, the type of work and the organization as a whole [17], and consequently involves different attitudes at work [18]. Prakoso et al. [19]. Mardanadi [20] Happiness at work had a positive effect on organizational citizenship behavior. Mousa et al. [21] and Saras et al. [18] stated that happiness in the workplace is positively related to organizational citizenship behavior.

Aboramed [22] Organizational learning can be interpreted as an encouragement from individuals, so that they will do work that exceeds their work, exceeds the company's demands on their performance, and departing from this argument, it seems that organizational learning has an effect on OCB. In addition, organizational learning refers to organizations that can reflect new knowledge and insights by acquiring and transferring knowledge and modifying their behavior, as well as organizations that are skilled in creating [23], so that they will be more active in contributing to organizational development and progress. The results showed that higher organizational learning indicated a higher level of OCB [24].

The phenomenon in the field shows that lecturers in higher education have very complex tasks. Lecturers have a main task. In addition to having to meet the demands of implementing the Tri Dharma of higher education, lecturers are also expected to be able to handle organizational work both in the technical realm (doing technical and administrative jobs) to conceptual jobs (making important decisions within the organization). With the existence of this complex work, the civic behavior of lecturers has, Hardianto [25] revealed that today it is seen that teaching staff and education staff have not optimally internalized OCB in themselves. Based on this phenomenon, researchers are interested in studying more deeply about OCB in higher education. Due to the development of OCB for organizational effectiveness and the demands of other organizations, the researcher feels urgent to analyze the role of organizational learning in mediating the effect of inclusive leadership, organizational justice and happiness at work on extra-role behaviors in higher education.

2 Research Methods

The population in this study were lecturers of state universities in Indonesia. The sample selection in this study used the iteration method, in order to obtain a sample of 116 lecturers. The variables used in this study were extra role behavior (OCB) as the dependent variable, organizational justice, inclusive leadership dan happiness at work as independent variables, and organizational learning as a moderating variable. The data collection technique used a questionnaire while the data analysis tool used was warpPLS 7.0.

3 Results and Discussion

3.1 Evaluation of Measurement Model (Outer Model)

3.1.1 Convergent Validity

Table 1. Loading Value of Construct after Elimination

Variable	Indicator	*Loading Value*	*p-value*
Inclusive Leadership	ILd2	0,688	<0.001
	ILd3	0,775	<0.001
	ILd4	0,823	<0.001
	ILd5	0,747	<0.001
	ILd6	0,797	<0.001
	ILd7	0,660	<0.001
	ILd8	0,760	<0.001
	ILd9	0,772	<0.001
Happiness at Work	HAW1	0,814	<0.001
	HAW2	0,809	<0.001
	HAW3	0,736	<0.001
Organizational Justice	OJ1	0,782	<0.001
	OJ2	0,830	<0.001
	OJ3	0,802	<0.001
	OJ4	0,670	<0.001
	OJ5	0,722	<0.001
	OJ6	0,711	<0.001
Organizational learning	OL1	0,891	<0.001
	OL2	0,736	<0.001
	OL3	0,799	<0.001
	OL4	0,719	<0.001
	OL7	0,856	<0.001
Extra-role Behaviors (OCB)	OCB1	0,908	<0.001
	OCB2	0,955	<0.001
	OCB3	0,936	<0.001
	OCB4	0,953	<0.001
	OCB5	0,941	<0.001

(Output of WarpPLS 7.0 processed, 2021)

Based on Table 1. It can be seen that all indicators have significantly met the convergent validity requirements. This is evidenced by the value of each p-value < 0.05 and the value of construct loading > 0.7 even though there are indicators that have a value < 0.7, namely IL1, IL7, and OJ4 but for these indicators they can still be considered to be maintained in the model analysis. In addition to using the loading construct value, the convergent validity measurement is also carried out by looking at the AVE (average variance extracted) value. The AVE value used to evaluate convergent validity has criteria that must be met, namely AVE > 0.50. The AVE value can be seen in the following Table of Output Latent Variable Coefficients:

Table 2. Output of Latent Variable Coefficients

	IL	HAW	OJ	OL	OCB
Avg. Var. Extrac.	0,569	0,619	0,570	0,645	0,881

(Output of WarpPLS 7.0 processed, 2021)

Based on Table 2. It can be known that inclusive leadership, happiness at work, organizational justice, organizational learning, and extra-role behaviors (OCB) each had a value of 0.569; 0.619; 0.570; 0.645; and 0.881. The five variables had an AVE value > 0.5 so that it can be said to have met convergent validity.

3.1.2 Discriminant Validity

Table 3. Correlations among Latent Variables

	IL	HAW	OJ	OL	OCB
IL	(0,754)	0,005	0,375	0,094	-0,006
HAW	0,005	(0,787)	0,075	0,018	0,053
OJ	0,375	0,075	(0,755)	0,014	0,019
OL	0,094	0,018	0,014	(0,803)	0,841
OCB	-0,006	0,053	0,019	0,841	(0,939)

(Output of WarpPLS 7.0 processed, 2021)

Table 3. showed that the discriminant validity criteria had been met, which was indicated by the square root of the AVE of each variable being greater than the correlation coefficient between constructs in each variable. Where inclusive leadership, happiness at work, organizational justice, organizational learning, and extra-role behaviors (OCB) each had an AVE square root value of 0.754; 0.787; 0.755; 0.803; and 0.939. These five values were higher than the correlation between latent variables in the same column.

3.1.3 Composite Reliability

Table 4. Output of Latent Variable Coefficients

	IL	HAW	OJ	OL	OCB
Composite Reliab.	0,913	0,830	0,888	0,900	0,974

(Output of WarpPLS 7.0 processed, 2021)

Based on Table 4. it can be seen that the composite reliability inclusive leadership value, happiness at work, organizational justice, organizational learning, and extra-role behaviors (OCB) had a composite reliability value > 0.70, so it can be concluded that all variables had met the composite reliability criteria.

3.2 Evaluation of the Structural Model (Inner Model)

Based on the model fit and quality indices, the values obtained from the ten criteria had been met, so it can be said that the model had met the model fit requirements. The picture of the estimation results of the indirect effect model is as follows:
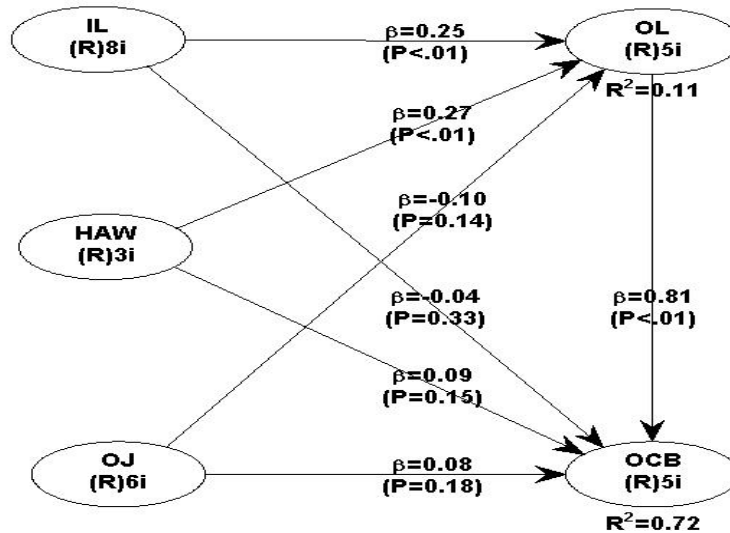

Fig. 1. Test Results of Indirect Effect Model

Table 5. Output of Latent Variable Coefficient Describing Q-squared

	IL	HAW	OJ	OL	OCB
Q-Squared				0,143	0,729

(Output of WarpPLS 7.0 processed, 2021)

Based on the output latent variable coefficients in Table 5, It showed the Q-Squared value of the extra-role behaviors (OCB) variable was 0.729. This can be interpreted that this study showed a relatively large predictive validity.

4 Results of Hypothesis Test

The correlation between constructs was measured by looking at the path coefficient and the level of significance. The level of significance used in this study was 0.05 or 5%. The results of hypothesis testing can be seen in Table 6:

Table 6. Results of Hypothesis Test

No	Hypothesis	Results of Hypothesis Test			
		Coefficient	Sig.	α	Conclusion
1.	IL → OL	0,250	0,002	0,05	Accepted
2.	OJ → OL	-0,097	0,144	0,05	Rejected
3.	HAW → OL	0,267	0,001	0,05	Accepted
4.	IL → OCB	-0,040	0,333	0,05	Rejected

No	Hypothesis	Results of Hypothesis Test			
		Coefficient	Sig.	α	Conclusion
5.	IL ➞ OCB	0,085	0,176	0,05	Rejected
6.	HAW➞ OCB	0,094	0,151	0,05	Rejected
7.	OL ➞ OCB	0,807	<0,001	0,05	Accepted
8.	IL ➞OL ➞OCB	0,202	<0,001	0,05	Accepted
9.	OJ➞OL➞OCB	-0,078	0,114	0,05	Rejected
10.	HAW➞OL ➞OCB	0,215	<0,001	0,05	Accepted

(Output of WarpPLS 7.0 processed, 2021)

4.1 The effect of inclusive leadership on the organizational learning of lecturers in higher education

Based on the results of the hypothesis test, it was known that the effect of inclusive leadership on the organizational learning of lecturers in higher education had a coefficient value of 0.250 with Sig. value of 0.002. These results can be interpreted that inclusive leadership had a positive effect on organizational learnings. A research conducted by Aboramadan et al. [22] who found that leadership inclusiveness made a positive contribution to organizational learnings. Which that research in line with the result of this research. This finding was also confirmed by previous research on the private sector, Tran and Choi [26] finding that inclusive leaders positively affected organizational learning culture.

4.2 The effect of organizational justice on the organizational learning of lecturers in higher education

This study result didn't support the hypothesis that the organizational learning of lecturers in higher education are affected by organizational justice. Based on hypothesis testing results, it was known that organizational justice had no effect on organizational learning with a coefficient value of -0.097 and Sig. value of 0.114. Organizational justice does not encourage the quality of work from employees [27]. In this context, it can be analyzed that even though the organization has been fair, it has not been able to encourage employees to carry out organizational learning. That is, organizational justice cannot be a stimulus to encourage employees to learn for change.

4.3 The effect of happiness at work on the organizational learning of lecturers in higher education

This study result were in line with the research hypothesis that had been formulated previously, where the researcher suspected that happiness at work had a significant positive effect on organizational learning. The results of the hypothesis testing showed that organizational learning is influenced positively and significantly by happiness at work. This was indicated by the coefficient value of 0.267 and the significance value of 0.001. These results mean that if happiness at work was greater, the organizational learning of lecturers in higher education would increase. Previous research had found that happiness at work had an effect on organizational learning [28].

4.4 Influence of inclusive leadership on extra-role behaviors (OCB) of lecturers in higher education

The hypothesis that states inclusive leadership has a significant positive effect on extra-role behaviors (OCB) could not be proven in this study, because based on the output of WarpPLS 7.0, it was known that inclusive leadership had no effect on extra-role behaviors (OCB) with a path coefficient value of -0.040 and P value 0.333. This means that every change that occurred in inclusive leadership did not significantly affect changes in extra-role behaviors (OCB).

4.5 The effect of organizational justice on extra-role behaviors (OCB) of lecturers in higher education

Based on the hypothesis testing result, it was known that organizational justice had no effect on extra-role behaviors (OCD). This was evidenced by the p value of the WarpPLS 7.0 output which exceeded 0.05, which was 0.176 with a coefficient value of 0.085. These results can be interpreted that organizational justice did not have an impact on changes in extra-role behaviors (OCB) of lecturers in higher education. Botutihe [27] states that organizational justice does not make a significant contribution to the quality of work life. These results certainly imply that justice in the organization cannot influence and improve the quality of employee work, so it can be said that through a fair organization treating employees will not work extra from their main role.

4.6 The influence of happiness at work on extra-role behaviors (OCB) of lecturers in higher education

The results of this study were not in line with the hypothesis which states that happiness at work has a significant and positive effect on the extra-role behaviors of lecturers in higher education. This can be seen in Table 9 which showed that the effect of happiness at work on extra-role behaviors had a value of Sig. 0.151 with a coefficient value of 0.094. This result was supported by Lubis [29] who found that happiness at work had no effect on OCB. Happiness at work was the relative feeling of employees who were different from one another; they had different measures of happiness.

4.7 The effect of organizational learning on extra-role behaviors (OCB) of lecturers in higher education

This study result were in line with the hypothesis which explains that organizational learning influence the extra-role behaviors (OCB) significantly and positively. Based on the hypothesis testing result, it is known that the effect is indicated by a coefficient value of 0.807 with Sig. value < 0.001. The results of this study can be interpreted that if the organizational learning increased, then it would be followed by a significant increase in the extra-role behaviors of lecturers in higher education. Empirically, Hsiao and Chang [30] found that organizational learning significantly mediated the relationship between transformational leadership and organizational innovation. Recent research had confirmed similar results, where organizational learning had a positive and significant effect on OCB by 0.436 [31]. This proved that the existence of a learning environment would be felt positively by employees, and could motivate them to contribute and work extra outside their main role.

4.8 The Effect of inclusive leadership on extra-role behaviors (OCB) through organizational learning

Based on this research results, it was known that the role of organizational learning in this study was able to mediate the effect of inclusive leadership on extra-role behaviors (OCB) with a value of Sig. <0.001 and a coefficient value of 0.202. These results can be interpreted that higher inclusive leadership could lead to better organizational learning and then have an impact on increasing extra-role behaviors (OCB) of lecturers in higher education. So it can be concluded that inclusive leadership indirectly affected the extra-role behaviors (OCB) of lecturers in higher education through organizational learnings. Aboramadan [31] found that inclusive leadership and OCB has a positive relation through organizational learnings. Furthermore, Aboramadan [31] stated that we found indirect relationship between inclusive leadership and extra-role behavior, and the relationship between inclusive leadership, both IWB and OCB were mediated by organizational learning significantly.

4.9 The effect of organizational justice on extra-role behaviors (OCB) through organizational learning

In this study, the effect of organizational justice had a coefficient value of -0.078 with a significance value of 0.114 on extra-role behaviors (OCB). These results indicated that organizational learning was not able to mediate the effect of organizational justice on extra-role behaviors (OCB). This imply that organizational justice indirectly had no effect on extra-behaviors through organizational learnings. This was because in this study organizational justice did not affect changes in organizational learning, while on the other hand organizational learning had a significant effect on extra-role behaviors (OCB), so we can conclude that changes in extra-role behaviors of lecturers in higher education were indirectly not affected by the existence of organizational justice.

4.10 The effect of happiness at work on extra-role behaviors (OCB) through organizational learning

The results of this study supported the hypothesis which states that happiness at work affected extra-role behaviors (OCB) significantly and positively through organizational learning. Based on the hypothesis testing results, it was known that the effect of happiness at work on extra-role behaviors (OCB) had a coefficient value of 0.215 with a significance value <0.001. This means that every time there was an increase in happiness at work, the organizational learning would increase significantly. The increase in organizational learning effected the extra-role behaviors (OCB) of lecturers in higher education significantly. Therefore, it can be concluded that happiness at work indirectly had a positive and significant effect on extra-role behaviors (OCB) of lecturers in higher education through organizational learning as a mediating variable. These results were in line with the results of Prakoso and Listiara's research [19] and Bestari and Prasetyo [32] about the effect of happiness at work and organizational citizenship behavior, where the results showed a positive effect between happiness at work and OCB. Thuy and Man-ling [33] added that happiness was positively related to OCB and employees are willing to spend more OCB when feeling happy.

5 Conclusion

The results showed that the organizational learning was able to mediate the relationship between inclusive leadership and happiness at work on extra role behavior. However, extra-role behavior failed to be mediated by organizational justice. Suggestions for further research are to examine extra role behavior with other variables. This study suggests future research to replicate the model with other variables

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