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The role of organizational justice in shaping innovative behavior the use of artificial intelligence supported by humble leadership

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Abstract

The point of this study is to look into how organizational justice affects creative behavior when artificial intelligence (AI) is used through humble leadership. The research method used is quantitative with a survey approach. The population of this study consists of teaching lecturers in the West Java and Banten regions, totaling 7,503, and a sample size of 332 respondents was determined using the Isaac & Michael table with a 5% margin of error. We collected data using a questionnaire that underwent validity and reliability tests. We conducted data analysis using the Partial Least Squares (SmartPLS) method to test the direct and indirect relationships between variables. The research results indicate that organizational justice has a positive and significant effect on innovative behavior in the use of AI, both directly and through the mediating role of humble leadership. Humble leadership further strengthens the influence of organizational justice on innovative behavior. These results show that organizations that follow fairness principles can encourage new ways to use AI. This is especially true in academic settings where leadership is supportive and open to everyone. The implications of this research provide insights for higher education institutions to enhance organizational justice and humble leadership to encourage the adoption of AI in the learning and research processes.

Keywords

Organizational justice, Humble leadership, Innovative behavior

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Introduction

In the rapidly evolving digital era, Artificial Intelligence (AI) has become a key element in enhancing efficiency and innovation across various organizational sectors [1]. However, the success of AI implementation does not only depend on the availability of technology but also on the extent to which individuals within the organization are willing to accept and use AI innovatively. Technology Acceptance Model (TAM) is a good theoretical basis for this discussion because it explains how people in organizations

accept [2] and use AI in a setting where organizational justice and humble leadership are important [3]. According to TAM, technology acceptance is influenced by two main factors: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) [2]. In the context of this research, organizational justice plays a role in shaping individuals' perceptions of AI usefulness, where a fair work environment can enhance the belief that AI will help improve productivity and innovation [4]. When individuals feel that the organization treats them fairly in decisions related to AI, such as in training, access to technology, or usage policies, they are more likely to see AI as a useful tool in their work [5].

Furthermore, humble leadership plays an important role in creating a work environment that supports learning and exploration of new technologies [3]. Humble leaders tend to provide support, encourage collaboration, and acknowledge their limitations [3], which ultimately increases individuals' confidence in using AI. Support from this leadership can lower the barriers to using AI and raise the perception of how easy it is to use PEOU, leading to more creative ways of using AI at work [6]. With this knowledge in mind, this study aims to find out how organizational justice and humble leadership affect people's willingness to try new things when they use AI. The theory of acceptance and use (TAM) will be used as a starting point for this study.

The ability to continuously innovate allows organizations to remain relevant, competitive, and able to respond to rapid changes in the business environment. However, innovation does not just happen. Employees need supportive environments fostering their creativity and courage to try new things [7]. Company managers and researchers have raised concerns on how to effectively stimulate employees' innovation behavior [8]. In modern companies, employee innovation behavior not only represents the follow-up of the company's development capabilities in a dynamic environment but also serves as the source and foundation of the company's innovation [9]. Therefore, analyzing the triggering factors and mechanisms for shaping employee innovation behavior is vital. One of the important factors that affect this environment is organizational justice.

Organizational fairness refers to the employee's perception of the extent to which they are treated fairly within the organization. Previous studies have shown that perceptions of organizational justice were positively correlated with various positive outcomes in the workplace, including job satisfaction, organizational commitment, and employee performance [4]. However, the relationship between organizational fairness and innovative employee behavior still needs further exploration, especially in the context of moderation by leadership factors. Although several studies have been conducted to investigate the relationship between organizational justice and innovative behavior, no research has yet considered the overall aspect of organizational fairness and its influence on employees' innovative behavior [10].

Humble leadership has become one of the leadership approaches that has attracted the attention of researchers in recent years. Humble leaders are those who show respect for others' contributions, are willing to admit mistakes, and are open to feedback [11].

This leadership style can create an inclusive and supportive work environment, where employees feel safe and motivated to innovate [10]. Studies have shown that humble leadership can improve employee trust, engagement, and performance. However, how humble leadership moderates the relationship between organizational fairness and innovative employee behavior has not been extensively researched [12]. Although both the variables of organizational justice and the humility of the leader directly influence innovative behavior [12], the literature on its interactional effects is still scarce. This study tries to explain the interactional effect of leader behavior on increasing innovative behavior in the workplace. A deeper understanding of these dynamics can provide important insights for management practices and innovation improvement strategies within organizations [13].

One of the most popular trends in contemporary life is the application of artificial intelligence in all aspects. Teaching, research, and community service are the three primary facets of academic responsibilities that have seen substantial changes as a result of the phenomenon of artificial intelligence (AI) being used in the field of education, especially by lecturers [6]. AI in education aids instructors in producing more interactive and adaptive materials, allowing for the customization of instruction to meet the needs of each student. Catbots and virtual assistants are examples of technologies that help professors by automatically responding to students' inquiries and giving them immediate feedback. Through techniques like plagiarism detection and natural language processing, artificial intelligence (AI) is utilized in research to evaluate vast volumes of data, automate the literature search process, and improve the efficiency of scientific publications [6]. This procedure speeds up the research cycle and frees up lecturers to concentrate more on creating novel ideas and hypotheses. In the meantime, AI is used in community service to create technological solutions that can assist in resolving a range of social issues, such as machine learning for community economic empowerment or AI-based educational systems in remote locations. However, several issues arise, such as whether instructors are willing to embrace this technology, the moral implications of its use, and the inadequate infrastructure in certain educational establishments. Because of this, policies and training that help professors use AI effectively are needed to make the three main parts of their academic duties more useful and important [14].

To support the phenomenon of AI usage, the support of every higher education institution plays an important role. Here, the role of organizational justice is to ensure that the implementation of Artificial Intelligence (AI) for lecturers runs optimally and sustainably [1]. Organizational justice includes fairness in how access, training, and support for using AI in academic tasks like teaching, research, and community service are given to lecturers, as well as fairness in how these tasks are carried out and how people interact with each other. Regarding distributive justice, institutions must ensure that all lecturers, irrespective of their position or employment status, have equal access to AI technology. This includes AI-based software for research data analysis and

adaptive learning systems. In the meantime, procedural justice refers to open and inclusive institutional policies for integrating AI. These policies include allocating budgets, creating training programs, and coming up with ethical rules for AI use in academia. Additionally, interactional justice plays a role in creating a supportive work environment, where lecturers receive moral and professional support from leaders and colleagues in adapting to AI technology. Ignoring these aspects of justice could result in a digital divide, causing disparities in lecturers' productivity and work effectiveness. Educational institutions need to follow the principles of organizational justice when they buy AI to ensure it does not strengthen the role of lecturers in education, research, and community service. This entails ensuring that everyone has access to it and that the rules are fair.

A new perspective explains that organizational justice not only plays a role in the distribution of AI technology but also becomes a key factor in driving academic innovation. In this context, distributive, procedural, and interactional justice [8] ensure that lecturers have equal access to AI, transparent policies in its use, and ongoing moral and professional support [6]. However, the impact of organizational justice on innovation behavior is not linear but rather influenced by the level of humble leadership present within the institution. Humble leadership serves as a moderator that strengthens or weakens the influence of organizational justice on innovation [12]. Humble leaders tend to provide space for lecturers to experiment with AI without fear of failure, acknowledge their limitations in new technology, and encourage collaboration in finding AI-based solutions [3]. On the contrary, without humble leadership, organizational justice may not be sufficient to drive innovation because faculty members still feel dis-empowered or afraid to take risks in using AI. This new dimension shows that the ability of AI to encourage creative behavior depends on more than just fairness in the workplace [14]. It also depends on a leadership style that encourages exploration and group learning. This approach opens up further research opportunities on how humble leadership can maximize the impact of AI in the academic world and create a more inclusive and sustainable innovation ecosystem.

The use of AI in research and faculty service often refers to the Belmont Principles, namely beneficence, respect for individuals, and justice, as an ethical foundation to protect participants. These principles ensure that research maximizes benefits, minimizes risks, respects individual autonomy, and distributes benefits fairly [15]. Responsible governance must be based on justice in an open and pluralistic society, not just ethics. In AI innovation, the Belmont Principles are considered insufficient because they do not take into account the role of social institutions and the distribution of labor in shaping innovation and its impact. AI ethics literature tends to highlight justice as the equitable distribution of goods or services, often limited to mitigating bias in statistical models (London, 2024). Therefore, effective innovation governance requires a broader range of stakeholders, with accountability and oversight from institutions committed to the principles of justice. Identifying the weaknesses of social institutions is the first step

to aligning funding, regulations, and incentives with public interests and ensuring freedom and equality [16]. Thus, humble leaders play an important role in creating a fair work environment that supports and supervises the enthusiasm and sense of security of lecturers in carrying out their duties [9].

This research has novelty value by expanding the literature on organizational justice, leadership, and innovation in the context of digitalization and the application of Artificial Intelligence (AI). This study gives us a new look at how leadership and justice affect innovation in the academic setting by looking at how organizational justice encourages lecturers to be creative and how humble leadership affects this relationship. The main contribution of this research is that it has real-world implications. For example, it helps educational institutions make fair policies and plans to promote AI use and build a culture of long-term innovation [17]. Furthermore, this research enriches the understanding of how a humble leadership style can strengthen the role of organizational justice in fostering a collaborative and innovative work climate. The study's results not only lay the groundwork for more research but also give leaders and policymakers advice on how to get the most out of lecturers' ability to come up with new ideas by using an approach to leadership that is fair and includes everyone [12].

Literature review

Organizational justice

Organizational fairness plays a crucial role in encouraging innovative employee behavior. This effect is amplified by humble leadership that creates a supportive, inclusive, and collaborative work environment. The perception of fairness and morality in the treatment of individuals within an organization is known as organizational justice. This concept emphasizes the importance of fairness in resource allocation, decision-making, and interpersonal interactions. The provision of AI by the organization can facilitate fair resource allocation and performance evaluation, thereby enhancing organizational justice. AI systems can analyze performance data objectively, reducing human bias and enhancing fairness in evaluations and recruitment processes [1]. Organizational justice has three main components, namely distributive justice, procedural justice, and interactional justice [12]. The perception of fairness and morality in the treatment of individuals within an organization is known as organizational justice. This concept emphasizes the importance of fairness in resource allocation, decision-making, and interpersonal interactions [18]. The provision of AI by the organization can facilitate fair resource allocation and performance evaluation, thereby enhancing organizational justice. AI systems can analyze performance data objectively, reducing human bias and enhancing fairness in evaluations and recruitment processes [19].

Organizational justice is a concept that describes how employees perceive fairness in the workplace and how these perceptions affect their behavior, motivation, and job satisfaction [20]. Justice in organizations encompasses four main dimensions, namely

distributive justice, procedural justice, interpersonal justice, and informational justice [8]. Distributive justice focuses on fairness in the distribution of resources, salaries, and rewards, emphasizing that individuals compare the ratio of effort and results they receive with others [21]. Procedural justice refers to fairness in the decision-making process, where procedures that are transparent, unbiased, and based on accurate information are considered more just by employees [12]. Meanwhile, interpersonal justice and informational justice relate to how individuals are treated in social interactions and how well information is provided to them, which, if neglected, can lead to distrust and conflict within the organization [19]. Perceptions of justice influence employees' trust in leaders as well as their loyalty to the organization [18]. The implementation of equitable organizational justice can enhance work motivation, build trust, and reduce employee turnover rates, but challenges such as subjectivity in perceptions of justice, resource limitations, and unsupported organizational culture often become obstacles [17]. Therefore, organizations need to develop a fair system of resource distribution, decision-making, and social interactions to create a healthy and productive work environment [4].

Humble leadership

Humble leadership is a leadership style that emphasizes self-awareness, openness to feedback, appreciation for others' contributions, and recognition of one's limitations. Humble leaders do not strive to dominate but instead build collaborative relationships with their teams, create an inclusive work environment, and encourage innovation through trust and appreciation for their team members [22].

Humble leadership is characterized by three main dimensions: self-awareness, appreciation of others, and openness to feedback [11]. Humble leadership theory states that humble leaders create a more inclusive and collaborative work environment. This encourages employees to feel more psychologically safe, which is an important prerequisite for innovative behavior. When employees feel supported by their leaders, they are more likely to explore new ideas and participate in innovative activities [17]. By understanding and applying these principles, organizations can enhance their innovative capabilities and stay competitive in an ever-changing business environment [4].

Humble leadership is an approach to leadership that emphasizes self-awareness, appreciation for others' contributions, and openness to feedback, making it increasingly relevant in the modern business and organizational world. Humble leaders understand their limitations and strengths and are not hesitant to acknowledge mistakes as part of the learning process, thereby creating a more collaborative and innovative work environment. The humble leadership model developed by [23] divides humble leadership into three levels: transactional humility, relational humility, and institutional humility, each of which demonstrates how leaders build strong relationships within the organization. Additionally, emphasizes that humble leaders possess three main characteristics: self-reflection, appreciation for others, and openness to feedback,

which have been proven to enhance team performance and employee job satisfaction [22]. This concept is also related to the servant leadership theory [24], where leaders are more oriented toward serving their team rather than merely asserting their authority. In organizations, humble leadership has a significant positive impact, such as enhancing innovation, building a healthy work culture, and strengthening employee engagement and loyalty [9]. However, its implementation faces challenges, such as the perception that humility is a sign of weakness, the difficulty of balancing authority with openness, and an organizational culture that does not always support this approach [25]. Nevertheless, humble leadership remains an effective leadership model in an increasingly complex and dynamic world, where adaptation, collaboration, and innovation are the keys to organizational success in the modern era [3].

Innovative behavior: The use of artificial intelligence

Innovative behavior is the ability of individuals or organizations to create, develop, and implement new ideas to generate added value [19]. In the digital era, the use of artificial intelligence (AI) has become one of the forms of innovation that is transforming various sectors, including business, education, healthcare, and the manufacturing industry [1]. AI as a disruptive technology opens up new opportunities while demanding higher levels of adaptation and creativity in its utilization [14]. In the study of innovative behavior toward the use of AI, various factors influence it, such as individual competence, organizational readiness, regulations, and a supportive technological environment [15]. To gain a more profound understanding, we can consult various theories that elucidate the creative adoption and utilization of innovation and AI.

Innovative behavior in the context of AI encompasses several key aspects, namely 1) Exploration of New Technologies, where individuals or organizations seek information about AI, the latest trends, and its potential applications in specific fields; 2) Adoption and Implementation of AI, including testing various AI models, using advanced algorithms, and integrating AI into daily business and operational processes; 3) Development of Innovative Solutions: Organizations or individuals develop more efficient AI models, customize AI systems to specific needs, and create new methods to optimize the benefits of AI. 4) Collaboration and Continuous Learning: In the innovative use of AI, continuous learning is crucial [26]. Individuals and organizations with an innovative culture often engage in AI communities, joint research, and knowledge sharing [6].

Individual, organizational, and external environmental factors, which can either be supportive or inhibiting, greatly influence innovative behavior in the use of AI. Supporting factors include the availability of data and AI infrastructure, where access to high-quality data and robust computing accelerates innovation in this technology [16]. Furthermore, an innovative organizational culture allows companies to more quickly discover new solutions through continuous AI experimentation [27]. Government support and adaptive regulations are also important elements [4], as flexible regulations can accelerate AI development without many obstacles. Access to AI

learning, through online courses and active professional communities, also helps individuals develop their skills to be more prepared to adopt and develop AI technology [1]. However, there are also inhibiting factors that can hinder innovative behavior in AI, such as the lack of AI expertise, where individuals and organizations without technical knowledge or skills tend to struggle to adopt this technology [15]. Furthermore, resistance to change remains a barrier for some organizations that are hesitant to use AI due to concerns about disruption to human jobs. Ethical and security issues of AI, including data privacy and algorithmic bias, also pose significant challenges in the implementation of this technology [5]. With adequate infrastructure support, enhanced technical skills, and appropriate regulations, AI can become an innovation tool that drives efficiency and growth across various sectors [15]. As AI technology continues to evolve, it is important for individuals and organizations to continuously adapt and develop innovative strategies to optimally harness its potential [14].

Hypothesis

The influence of organizational justice on innovation behavior in using AI

According to organizational justice theory, when employees feel treated fairly, they tend to have a higher commitment to the organization and demonstrate greater levels of creativity and innovation [19]. In the context of AI usage, organizational justice can enhance employee motivation to explore and adopt new technologies, as they feel valued and supported by the organization [5]. A sense of justice can enhance employee autonomy and intrinsic motivation in developing innovative solutions [12].

Innovative work is the result of individual behavior, discretion, voluntariness, and extra roles that come from motivational impulses [10]. [28] noted that organizational fairness was a motivating factor behind an individual's innovative behavior. They also noted that organizational fairness might have a positive and negative impact on employee behavior. [10] stated that fairness in various aspects of the organization could encourage employee innovation behavior, contributing to improving the performance and competitiveness of the organization. The same study was also done by [29], who elicited that organizational fairness was an important factor influencing employees' innovative behavior. Fairness in distribution, procedures, and interactions all contribute to creating an environment that supports innovation. It was mentioned that the higher the level of justice, the greater the innovative behavior. Similarly, [18] also found that employees' perceptions of organizational fairness increased the level of confidence and satisfaction of subordinates. In line with that, [19] showed that organizational justice in its various forms, namely distributive, procedural, and interactional, significantly influences the innovative behavior of employees, with psychological empowerment as a mediating factor that strengthens these relationships. On the contrary, feeling unfairly treated can lead to decreased performance and a reduced contribution to work [28].

H1. Organizational Justice Positively Influences Innovative Behavior in Using AI.

Humble leadership moderates the influence of organizational justice on innovation behavior when using AI

The interplay between organizational justice, humble leadership, and innovative behavior is crucial for fostering a productive environment, especially in the context of AI integration [3]. Research indicates that perceptions of fairness within organizations significantly enhance employees' innovative behaviors, while leader humility serves as a vital moderating factor [12]. This relationship is particularly relevant as organizations increasingly adopt AI technologies, necessitating ethical frameworks to guide innovation. Humble leaders create a supportive environment where employees feel valued and encouraged to innovate [22]. Humble leaders listen to employee ideas, provide constructive feedback, and encourage learning and development, all of which can reinforce the positive effects of organizational justice in innovative behavior [12].

In particular, little attention has been paid to the behavior of leaders (humility) and their influence on innovation. Relational leadership contributes to employees' innovative behavior, including emotional support, recognition, and constructive feedback. Leaders who can build strong and positive relationships with their employees can more effectively encourage creativity and innovation [10]. The same opinion was also raised by the study's results, which stated that leader humility was found to moderate the relationship between organizational fairness and employee innovative behavior. Humble leaders can amplify the positive effects of organizational justice on innovation by creating a work environment that supports and rewards individual contributions. Leaders must demonstrate self-awareness, appreciation for employee contributions, and a willingness to learn from mistakes. This strategy not only increases employee trust and commitment but also encourages them to share innovative ideas [12]. However, although organizational factors (organizational fairness) allow employees to engage in innovative behaviors, these people are rarely able to implement their ideas (Figure 1) [30].

H2. Humble leadership moderates the influence of organizational justice on innovation behavior when using AI

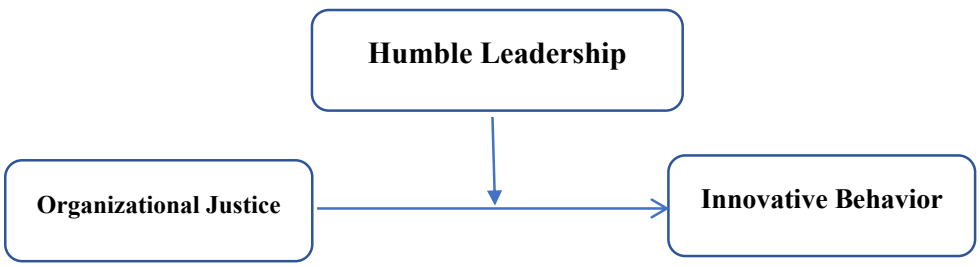

Figure 1. Model framework

Method

This study used a quantitative methodology via a survey to assess the impact of ethical leadership on lecturers' innovative behavior, with organizational support serving as a mediating variable. Data were gathered via surveys administered to faculty members at

multiple universities. Inferential statistical approaches, including multiple regression and path analysis, were employed to examine the correlations among variables. The employed research approach is positivism, emphasizing hypothesis testing grounded in empirically quantifiable data. In the context of AI deployment in higher education, this method helps researchers figure out how ethical leadership, organizational support, and the creative behavior of lecturers are all connected.

Population and sample the population in this study consists of lecturers teaching in the West Java and Banten regions, with a total of 7,503 lecturers. To determine the sample size, the Isaac and Michael table was used with a sampling error of 5%, resulting in a sample size of 332 respondents. Sampling Technique Sampling is conducted using the random sampling technique, where each member of the population has an equal chance of being selected as a respondent. This method aims to ensure that the sample taken can represent the entire population and reduce bias in the research. Data Collection Technique We collected data by distributing questionnaires to selected lecturers who served as research samples. We designed the questionnaire to measure the variables under study using appropriate measurement scales.

This study employs a quantitative methodology utilizing Partial Least Squares (PLS). We chose SmartPLS because it can handle data that isn't normally distributed and look at complex interactions between latent variables, especially in the context of moderation effects. This study aims to look into how creative Islamic leadership affects the business success of small and medium-sized halal food businesses and how competitive advantage affects that relationship. We will follow the steps below using the Partial Least Squares (PLS) method:

1. Quantification Model testing consists of two assessments:
   a. As part of the validity test, convergent validity is shown when the Average Variance Extracted (AVE) value is greater than 0.5. Cross-loading and the Fornell-Larcker criterion are also used to check discriminant validity.
   b. Reliability Test: Composite Reliability (CR) exceeds 0.7, and Cronbach's alpha also exceeds 0.7.
2. Structural Model Testing:
   a. Path Coefficients: We are examining the correlation between innovative Islamic leadership and business performance.
   b. R-Square (R^2): The procedure entails quantifying the impact of independent factors on the dependent variable.
   c. Effect Size (f^2): We assess how each variable affects the model in comparison.
   d. Significance Test: Employing the t-statistic value (> 1.96) and p-value (< 0.05) via bootstrapping.
3. We use interaction analysis and moderation testing to find out if competitive advantage strengthens or weakens the link between innovative Islamic leadership and business performance.

To measure research variables like organizational justice, humble leadership, and innovative behavior when using AI, each variable is carefully looked at using dimensions

and indicators that have been checked for validity and dependability. We aim to accurately represent each studied concept and ensure scientific accountability through this measurement. Data analysis was conducted using the SmartPLS (Partial Least Squares) approach, which allows for the modeling of relationships between latent variables while simultaneously considering measurement and structural factors. This technique was chosen because of its ability to handle research models with relatively small sample sizes, non-normal data distributions, and complex models. With this approach, the research can produce more accurate findings and provide profound insights into how organizational justice, humble leadership, and innovative behavior in the use of AI interact and contribute in both academic and professional environments. Table 2 show the dimensions and indicators used in the research.

Table 2. Measuring Indicators

No	Variable	Dimensions	Measuring Indicators
1	Organizational Justice	Distributive Justice	Compensation Equity
			Suitability of Rewards and Workload
			Transparency of Incentives
			Comparison of Work Benefits
		Procedural Justice	Consistency of Regulations
			Transparency and Consistency in Decision-Making
			Openness of Opinion
			Clarity of Performance Evaluation and Promotion
		Interactional Justice	The respectful and polite attitude of a leader
			Empathy and organizational care
			Clear information about the policy.
			Honest communication
			Rationalization of managerial decisions
2	Humble Leadership [11]	Self-awareness,	Modesty
			Narcissism
			Core self-evaluation
		Appreciation of others	Honesty-humility
		Openness to feedback	Openness to experience
			Learning goal orientation
3	Innovation Behavior	Idea generation	Identify innovation opportunities
			Developing new ideas
			This is a creative approach to problem-solving
			The idea of diversity
		Idea Promotion	I am in the process of convincing colleagues and superiors about the benefits of the new idea.
			We are building management support to implement innovation.
			We need effective communication to obtain approval for new ideas.
			I am advocating for change despite facing resistance.
		Idea Implementation	Turning ideas into real solutions
			There are resources available to realize innovation.
			We are testing the effectiveness of innovation in daily work practices.
			We are conducting an evaluation and refinement of the implemented innovation.

Results

Outer model evaluation

Based on the Figure 2, it can be seen that Organizational Justice (X) has 13 indicators (OJ1–OJ13), with loading factors mostly high (>0.7), indicating that these indicators are forceful in representing the construct. Humble Leadership (M) has 6 indicators (HL1–HL6), with loading factor values ranging from 0.775 to 0.900, which also indicates excellent reliability. Innovative Behavior (Y) has 12 indicators (IB1–IB12), with a relatively high loading factor (>0.7), indicating that these indicators are valid for measuring the construct.

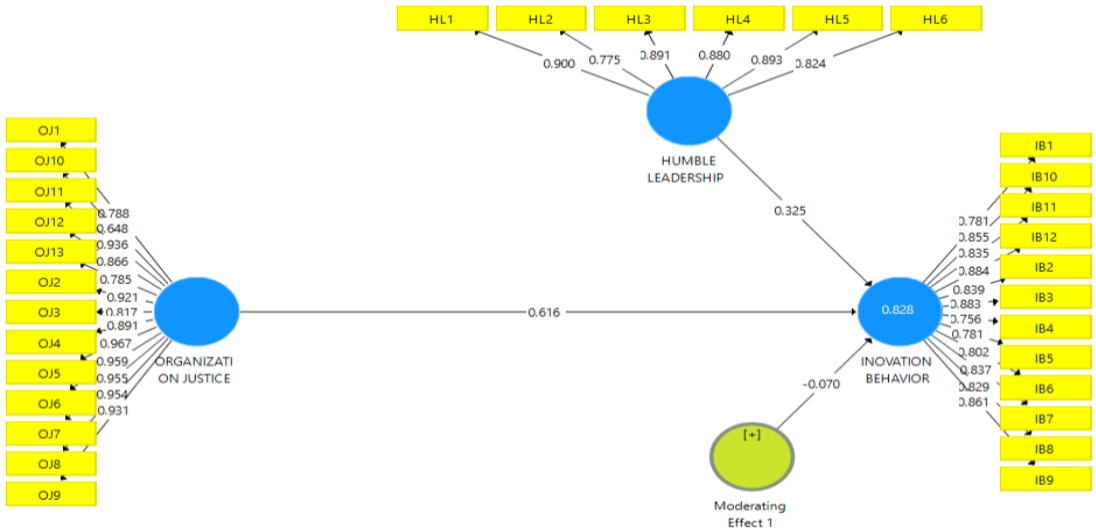

Figure 2. Convergent Validity

Table 1. Construct reliability and validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Humble Leadership (M)	0.933	0.949	0.945	0.743
Innovative Behavior (Y)	0.959	0.961	0.964	0.688
Moderating Effect 1	0.990	1.000	0.989	0.556
Organizational Justice (X)	0.975	0.981	0.979	0.780

The Table 1 shows the outcomes of the Partial Least Squares (PLS) method tests for construct validity and reliability. Here is the explanation:

1. Cronbach's Alpha: Measures the internal reliability of a construct. A value above 0.7 indicates that the indicators within the construct have excellent internal consistency. All constructs in the table have high Cronbach's alpha values (above 0.9), indicating that each construct has a very high level of reliability.
2. rho_A: An alternative to Cronbach's Alpha that is more sensitive to the correlation between indicators. A value above 0.7 indicates excellent reliability. All constructs in the table have a rho_A value of more than 0.9, confirming that the indicators within each construct consistently measure the same concept.

3. Composite Reliability (CR): Assesses the overall reliability of a construct, with a value above 0.7 indicating good reliability. All constructs in the table have a CR value above 0.9, indicating that they have very high reliability.
4. Average Variance Extracted (AVE): Measures convergent validity, which is the extent to which indicators within a construct explain the same variance. A value above 0.5 indicates that the construct has excellent convergent validity. All constructs in the table meet this criterion, although "Moderating Effect 1" has a lower AVE value (0.556), indicating that its indicators explain less variance compared to the other constructs.

Overall, the results in the Table 2 show that all constructs have high reliability and validity, making them suitable for further analysis.

Table 2. Discriminant validity

	Humble Leadership (M)	**Innovative Behavior (Y)**	**Moderating Effect 1**	**Organizational Justice (X)**
Humble Leadership (M)	0.862			
Innovative Behavior (Y)	0.833	0.830		
Moderating Effect 1	-0.118	-0.165	0.746	
Organizational Justice (X)	0,812	0.886	-0.092	0.883

The table displays the correlation matrix between constructs in the research involving Humble Leadership (M), Innovative Behavior (Y), Moderating Effect 1, and Organizational Justice (X). Here is the explanation of each section:

1. Diagonal (Square Root of AVE Value)

   The values on the diagonal of the table (0.862, 0.830, 0.746, and 0.883) are the square roots of the Average Variance Extracted (AVE). To meet discriminant validity, these values must be greater than the correlations between other constructs in the same column.

   a. Humble Leadership (M) = 0.862
   b. Innovative Behavior (Y) = 0.830
   c. Moderating Effect 1 = 0.746
   d. Organizational Justice (X) = 0.883

   Because these values are greater than the correlations between constructs in their respective columns, discriminant validity is fulfilled.

2. Correlation Between Constructs

   a. Humble Leadership (M) and Innovative Behavior (Y) (0.833) show a forceful positive relationship, indicating that humble leadership is closely related to innovative behavior within the organization.
   b. Innovative Behavior (Y) and Organizational Justice (X) (0.886) show a very strong positive relationship, indicating that organizational justice can enhance employees' innovative behavior.

c. The strong relationship between Humble Leadership (M) and Organizational Justice (X) (0.812) suggests a connection between the two.
d. Moderating Effect 1 has a negative correlation with Humble Leadership (-0.118) and Innovative Behavior (-0.165), indicating This suggests that the moderating role typically weakens the relationship between those constructs.
e. The very weak negative correlation between Moderating Effect 1 and Organizational Justice (-0.092) suggests that there is no close relationship between the two.

This study has discriminant validity because the square root of the AVE is higher than other construct correlations, indicating that each variable helps explain the measured concept. There is also a logical pattern in the relationships between the variables. For example, humble leadership and organizational justice are strongly linked to innovative behavior. This means that when there is more humble leadership and organizational justice, people are more likely to act innovatively. However, the moderation effect shows a weak negative relationship, which means that moderation does not significantly impact the relationship and may even weaken it. The implications of these findings emphasize that organizational justice and humble leadership are important factors in driving innovation in the workplace, so organizations need to strengthen both aspects to enhance creativity. On the other hand, the moderating role needs to be further analyzed due to its potential to weaken the relationship between the main variables, which can be a consideration in the development of leadership strategies and organizational policies.

Table 3. Output bootstrapping

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic (|O/STDEV|)	P Values
Humble Leadership (M) → Innovative Behavior (Y)	0.325	0.326	0.037	8.670	0.000
Moderating Effect 1 → Innovative Behavior (Y)	-0.070	-0.071	0.037	1.877	0.061
Organizational Justice (X) → Innovative Behavior (Y)	0.616	0.612	0.038	16.408	0.000

Table 3 shows the results of the analysis of the relationships between variables in the research model using the Partial Least Squares (PLS) method. Here is the interpretation:

1. Humble Leadership (M) → Innovative Behavior (Y)
   a. Path coefficient (O): 0.325, indicating that humble leadership has a positive influence on innovative behavior.
   b. T-statistic: 8.670 (greater than 1.96), indicating that this relationship is significant.
   c. P-value: 0.000 (less than 0.05), which means this influence is statistically significant.
   d. Conclusion: Humble leadership significantly enhances employees' innovative behavior.

2. Moderating Effect 1 → Innovative Behavior (Y)
    a. Path coefficient (O): -0.070, indicating that the moderation effect hurts this relationship.
    b. T-statistic: 1.877 (below 1.96), meaning this relationship is not significant.
    c. P-value: 0.061 (greater than 0.05), thus not significant at the 95% confidence level.
    d. Conclusion: The moderation effect does not have a significant impact on innovative behavior.
3. Organizational Justice (X) → Innovative Behavior (Y)
    a. Path coefficient (O): 0.616, indicating that organizational justice has a forceful positive influence on innovative behavior.
    b. T-statistic: 16.408 (very high), indicating a very significant relationship.
    c. P-value: 0.000 (less than 0.05), which means this influence is statistically significant.
    d. Conclusion: Organizational justice is a critical factor in driving innovative behavior in the workplace.

Humble leadership and organizational justice have a significant positive influence on innovative behavior, with organizational justice having a stronger impact. However, the moderating effects were not significant, indicating that the tested moderating factors did not significantly strengthen or weaken the existing relationships. The result indicates that the organization's focus should be more on enhancing humble leadership and organizational justice to drive innovation in the workplace.

Inner model evaluation

The coefficient of determination, goodness of fit, and hypothesis testing are some types of tests used to evaluate the model. Figure 3 displays the results of the hypothesis testing using PLS bootstrapping.

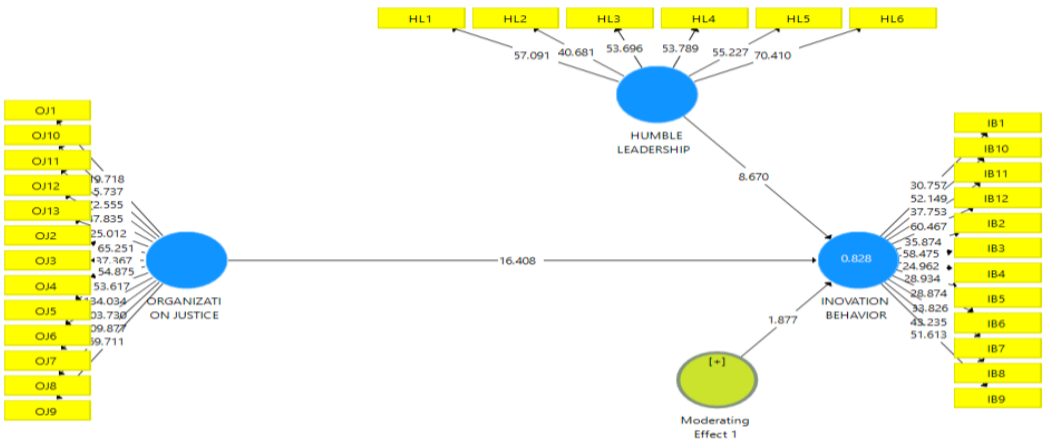

Figure 3. Inner model evaluation

Hypothesis testing

The measurement is considered significant if the T-statistical value exceeds 1.96 and the p-value is less than 0.05 at a critical value of 5%. The parameter coefficient, on the other

hand, displays the propensity for influence, as evidenced by the actual specimen's positive or negative value. Table 4 summarizes the hypothesis testing outcomes.

Table 4. The hypothesis testing outcomes

	Original Sample	T-statistic	P-value	Description
Organizational Justice -> Innovative Behavior	0.616	16.408	0.000	H1 is Supported
Organizational Justice -> Innovative Behavior Moderating Humble Leadership	-0.070	1.877	0.061	H2 is not Supported

Table 4 displays the outcomes of the pathway analysis, including the following details. First, Influence of Organizational Justice Toward Innovative Behavior in Using AI. The influence between organizational justice and innovative behavior shows a path coefficient (original sample) of 0.616, with a T-statistic of 16.408 and a P-value of 0.000. Because the P-value is < 0.05, the first hypothesis (H1) is supported, indicating that organizational justice has a positive and significant impact on employee innovative behavior. This means that the higher the perception of justice within the organization, the greater the tendency for employees to exhibit innovative behavior, including in the use of AI.

Organizational justice plays an important role in shaping the innovative behavior of lecturers, especially in the adoption of artificial intelligence (AI) technology to support the performance of the Tri Dharma of Higher Education, which includes teaching, research, and community service [6]. Organizational justice reflects lecturers' perceptions of fairness in resource distribution (distributive justice), decision-making procedures (procedural justice), and interactions and communication within the academic environment (interactional justice) [31].

Lecturers who feel they receive fairness in this aspect tend to be more motivated to explore and adopt AI technology to enhance work effectiveness. In teaching, good organizational justice allows lecturers to have equal access to AI training and resources, making them more confident in using AI-based tools such as educational chatbots, automated learning analytics, or intelligent learning management systems to enhance the student learning experience. In research, transparency in funding and fair academic policies encourage lecturers to be more active in using AI for data analysis, automatic publication, and AI-based literature searches, which can enhance their research productivity and quality. Meanwhile, in community service, organizational justice contributes to more innovative collaborations with industry and communities, for example, through the use of AI in data-driven training programs or the development of technological solutions for society [5].

Universities that have transparent AI technology distribution policies and fair training tend to be more successful in promoting academic innovation. For example, on campuses that provide free access to AI software for data analysis, AI-based learning management systems, and AI training programs for all faculty members without

discrimination, it was found that the adoption rate of AI in teaching and research is higher compared to universities that only offer limited access to certain groups of faculty members. More specifically, organizational justice in the use of AI in teaching is reflected in how institutions provide equal opportunities for lecturers to access AI-based learning platforms such as automatic recommendation systems for course materials or educational chatbots that help students understand concepts more quickly [6]. In the field of research, transparency in the allocation of research funds and straightforward access to AI for big data analysis, text mining, and tools supporting scientific publication enhance the productivity of lecturers in producing high-quality scientific works. Meanwhile, in community service, fairness in institutional policies allows lecturers to develop AI-based innovations, such as creating educational applications for the community or AI-based solutions for the industrial and education sectors.

However, the main challenge found in this observation is the gap in the distribution of technology and access to AI training in several institutions, especially between large universities with abundant resources and small colleges with limited technology budgets [1]. The unequal distribution of these resources can hinder innovation because not all lecturers can develop their AI skills. Additionally, the implementation of AI may be hindered by resistance to change and a lack of support from academic leaders [5].

Second, The Role of Moderation of Humble Leadership in the Influence of Organizational Justice on Innovative Behavior in Using AI. The research results that humble leadership does not act as a bridge between organizational justice and lecturers' creative use of AI has implications for theory, practice, and the real world. Theoretically, the Organizational Justice Theory [32] states that when individuals feel they are treated fairly within the organization, they will exhibit positive behaviors such as increased work motivation and innovation. In this context, if organizational justice is strong enough to shape innovative behavior, then the role of humble leaders as mediators becomes less significant. Humble leadership, characterized by openness to feedback, willingness to acknowledge limitations, and appreciation of team contributions [22], may not be the primary factor determining the extent to which lecturers adopt AI to support their Tri Dharma.

From an empirical perspective, several studies indicate that organizational justice has a stronger direct influence on innovation compared to leadership factors. For example, a study [33] found that a fair and transparent work environment plays a more significant role in enhancing innovation compared to specific leadership styles. In another study [34] also showed that humble leaders can indeed enhance individual motivation, but the impact is not always significant enough to change innovative behavior if organizational factors, such as fairness and available resources, have already become dominant factors.

Field observations also show that in some universities, lecturers who feel they have fair access to AI technology, research funding, and opportunities for competency

development tend to be more innovative in using AI without overly relying on their superiors' leadership styles. For example, universities that have a justice-based incentive system, such as awards for AI-based publications or evenly distributed AI training, are more effective in encouraging faculty to adopt this technology compared to universities that rely solely on encouragement from their academic leaders. Conversely, innovation remains difficult to develop if the organizational system does not support fairness in the allocation of AI resources, even if leaders possess humble and open-minded characters towards change.

There isn't much evidence that humble leadership can help explain the link between organizational justice and lecturers' creative use of AI. This suggests that organizational justice has a stronger direct effect on innovation than some leadership styles. Theoretically, this aligns with organizational justice theory, which states that fairness in resource distribution and organizational policies plays a more significant role in shaping innovative behavior. From an empirical standpoint, previous research also indicates that innovation relies more on structural support than on individual leadership. In practice, many lecturers who can innovate with AI do so not because of humble leadership, but rather due to fair access to technology, training, and institutional incentives. Therefore, to enhance the adoption of AI in the Tri Dharma performance of lecturers, universities should place greater emphasis on the implementation of fair and equitable policies in supporting innovation, rather than solely relying on a particular leadership style.

Discussion

Organizational justice is a key element in creating an academic environment that encourages innovation [31], including using artificial intelligence (AI) in the performance of the Tri Dharma of Lecturers, which encompasses education, research, and community service. When lecturers think that things like resource distribution, decision-making (open and inclusive), and leadership behavior (respectful and fair treatment) are all fair, they are more likely to try new things, like using AI to make their work more effective and efficient [21].

In the aspect of education, high organizational justice encourages lecturers to be more proactive in integrating AI into the learning process, such as using adaptive learning technology, academic guidance chatbots, and data analysis to personalize teaching materials [5]. This allows for an improvement in the quality of learning that is more aligned with the needs of students. In the field of research, fair organizational support contributes to the increase in research productivity through the utilization of AI for data analysis, mapping research trends, and automating academic administration processes such as reference management and scientific article preparation. Fair access to research resources will encourage lecturers to explore AI technology in their research development.

Meanwhile, in the aspect of community service, AI can be utilized to enhance the reach and impact of service activities, for example, through social data processing, AI-based

recommendation systems for community solutions, and the development of AI-based technology to assist the community. When institutions implement fair policies to support community service initiatives, lecturers will be more enthusiastic about designing AI-based programs that are more innovative and relevant to community needs. Thus, higher education institutions need to ensure justice-oriented policies so that lecturers feel valued and supported in their efforts to adopt AI in the Tri Dharma of Higher Education. Measures such as providing equitable AI training, transparent AI-based research funding, and fair incentive policies can further encourage innovation. Organizational justice is not just a managerial issue but also a strategic factor in accelerating digital transformation and improving the quality of higher education [35] in Indonesia.

Theoretically, humble leadership refers to a leadership style that emphasizes the recognition of one's limitations, appreciation of others' contributions, and openness to new learning [22]. In the context of innovation, transformational leadership, and servant leadership theories, humble leaders can create a more inclusive and supportive work environment, thereby enhancing the innovative motivation of subordinates. The organizational justice theory [36], on the other hand, says that how people see justice, whether it's in terms of distribution, procedure, or interaction, has a bigger effect on their willingness to be creative than leadership itself. In other words, organizational justice is strong enough on its own to shape innovative behavior among lecturers, even though humble leaders can foster a positive climate in the organization without needing moderation from humble leadership.

According to empirical evidence, several previous studies have shown that organizational justice has a strong direct correlation with employee innovative behavior, including in the context of higher education. The study [37] found that when lecturers feel treated fairly, they are more likely to explore new technologies, including AI, to enhance the effectiveness of teaching and research. Meanwhile, other research indicates that the influence of humble leadership on innovation often depends on contextual factors, such as organizational culture and employee autonomy [38]. The empirical results in this study support the finding that humble leadership does not play a significant moderating role, indicating that organizational justice has become a sufficiently strong main factor in driving faculty innovation without being influenced by a specific leadership style.

In field observations, several higher education institutions show that lecturers who perceive fairness in resource management, opportunities for self-development, and institutional policies are more proactive in adopting AI to support the Tri Dharma of Higher Education. They are motivated to use new technology because of clear support from the institution, such as access to AI training, incentive policies, and a work environment that encourages experimentation and innovation. On the other hand, although faculty or university leaders demonstrate humility in their leadership, such behavior does not always directly impact professors' decisions to adopt AI. In some

cases, lecturers rely more on policies and organizational structure than on individual leadership factors in determining the extent of their innovation.

Since humble leadership didn't change the link between organizational justice and lecturers' innovative use of AI, this suggests that organizational justice is a major factor that affects innovation on its own. Although humble leadership can create a supportive work environment, its influence on innovation seems insignificant compared to faculty perceptions of justice within the organizational system. Therefore, higher education institutions should focus more on strengthening fair and transparent policies to support technological innovation, while humble leadership can still play a role in fostering a more collaborative work environment.

Conclusion

The research results that humble leadership does not act as a bridge between organizational justice and lecturers' creative use of AI has implications for theory, practice, and the real world. Theoretically, the Organizational Justice Theory [32] states that when individuals feel they are treated fairly within the organization, they will exhibit positive behaviors such as increased work motivation and innovation. In this context, if organizational justice is strong enough to shape innovative behavior, then the role of humble leaders as mediators becomes less significant. Humble leadership, characterized by openness to feedback, willingness to acknowledge limitations, and appreciation of team contributions [22], may not be the primary factor determining the extent to which lecturers adopt AI to support their Tri Dharma.

From an empirical perspective, several studies indicate that organizational justice has a stronger direct influence on innovation compared to leadership factors. For example, a fair and transparent work environment plays a more significant role in enhancing innovation compared to specific leadership styles. Humble leaders can indeed enhance individual motivation, but the impact is not always significant enough to change innovative behavior if organizational factors, such as fairness and available resources, have already become dominant factors. Field observations also show that in some universities, lecturers who feel they have fair access to AI technology, research funding, and opportunities for competency development tend to be more innovative in using AI without overly relying on their superiors' leadership styles. For example, universities that have a justice-based incentive system, such as awards for AI-based publications or evenly distributed AI training, are more effective in encouraging faculty to adopt this technology compared to universities that rely solely on encouragement from their academic leaders. Conversely, innovation remains difficult to develop if the organizational system does not support fairness in the allocation of AI resources, even if leaders possess humble and open-minded attitudes toward change.

There isn't much evidence that humble leadership can help explain the link between organizational justice and lecturers' creative use of AI. The evidence suggests that organizational justice has a stronger direct effect on innovation than some leadership

styles. Theoretically, this aligns with organizational justice theory, which states that fairness in resource distribution and organizational policies plays a more significant role in shaping innovative behavior. From an empirical standpoint, previous research also indicates that innovation relies more on structural support than on individual leadership. In practice, many lecturers who can innovate with AI do so not because of humble leadership, but rather due to fair access to technology, training, and institutional incentives. Therefore, to enhance the adoption of AI in the Tri Dharma performance of lecturers, universities should place greater emphasis on the implementation of fair and equitable policies in supporting innovation, rather than solely relying on a particular leadership style.

Future research can further develop the understanding of the relationship between organizational justice, humble leadership, and innovative behavior of lecturers in the use of AI by exploring several unexplained aspects. First, future research can examine other mediator or moderator variables, such as technological self-efficacy, institutional innovation culture, or organizational support for AI, which may play a more significant role in strengthening the relationship between organizational justice and faculty innovation. Second, analysis in various cultural and institutional contexts, such as differences between public, private, or religiously affiliated universities, can provide deeper insights into how organizational justice and humble leadership interact in different academic environments. Additionally, longitudinal studies can be conducted to examine the long-term impact of organizational justice on the adoption of AI in the performance of the Tri Dharma of lecturers, in order to understand whether this factor remains dominant in the long term or is influenced by policy changes and technological developments. Further research could also explore the interaction between leadership and organizational policies, particularly how certain combinations of effective leadership, organizational support, and technological infrastructure can together drive academic innovation. Qualitative approaches, such as in-depth interviews or ethnographic studies, can also be conducted to gain a deeper understanding of lecturers' perceptions of organizational justice and the challenges they face in adopting AI. By exploring these aspects, future research can provide a more holistic understanding of the factors influencing AI adoption by lecturers as well as strategies that educational institutions can implement to optimize their policies and leadership in promoting technological innovation in the academic world.

Limitation

Although this research provides valuable insights into the influence of organizational justice on lecturers' innovative behavior in using AI and the role of humble leadership as an insignificant moderating variable, several limitations need to be considered. First, this research was conducted in a higher education environment with a focus on lecturers, who have specific job characteristics, such as academic autonomy and the demands of the Tri Dharma of Higher Education. Therefore, the results of this study may not be

directly generalizable to other sectors, such as industry or government, where leadership may play a more dominant role in moderating innovation. Second, the tools used in this study to measure humble leadership might not fully capture how complicated this style of leadership is in an academic setting. This is because organizational culture, interpersonal relationships, and subordinates' subjective perceptions can all affect humble leadership. Third, the quantitative approach used in this study relies on survey data and statistical analysis, which, although providing objective results, has limitations in capturing social and psychological dynamics. Qualitative studies or mixed-methods with in-depth interviews can provide a richer understanding of how organizational justice and humble leadership are perceived in the academic environment. There is also a chance that other factors affecting the link between organizational justice and lecturers' innovative use of AI, like organizational culture, technology policies, lecturers' digital readiness, and institutional incentives, were not fully controlled in this study. Lastly, the development of AI technology in higher education continues to change rapidly, so this research may not fully capture the long-term impact of AI usage by lecturers, especially in facing ethical challenges, infrastructure readiness, and changes in educational policies.

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