The Role of Knowledge-Sharing Mediation and its Impact Between Organizational Justice and Innovative Work Behavior

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Abstract

This study explores the impact of organizational justice on teachers' innovative work behavior in Yogyakarta's religious education sector. The research methodology employed in this study is quantitative, which is utilized to ascertain the correlation between independent and dependent variables. We used a survey instrument comprising 372 participants. Researchers utilize Structural Equation Modeling (SEM), or Analysis of Covariance Structures, and causal modeling to test the hypothesis using the AMOS tool to analyze the Moment of Structures. The findings indicate that distributive and informational justice positively influence innovative behavior, although procedural and interpersonal justice do not. Distributive and interpersonal justice are important factors that influence knowledge-sharing among teachers. Knowledge sharing has been demonstrated to facilitate innovative work behavior, mediating between distributive justice and innovative work behavior. The results highlight the significance of organizational justice and information sharing in promoting innovation in the religious education setting in Yogyakarta. Distributional and informational justice significantly impact innovative work behavior, although procedural and interpersonal justice does not play a significant role.

Keywords: *Knowledge Sharing, Organizational Justice, Innovation, Work Behavior.*

Introduction

Research on innovative work behavior is demonstrated by teams that apply new concepts to improve work results, services, or procedures (Scott & Bruce, 1994); the concept helps explain the meaning of innovative work behavior, as well as the benefits it offers to organizations and individuals in terms of benefits, job needs, and employee resources. Encouraging innovative work behavior in employees is the most effective way for organizational members to become more creative (Agarwal, 2014). However, innovative work behavior really depends on employees' trust in whether or not they are treated fairly by their organization because trust is the capital possessed by resources to encourage each employee to continue working well in their organization (Mudiono et al., 2021). Employee well-being is a paramount concern for the organization as a whole and for each worker who wants to develop personally and demonstrate creativity in the workplace. Improving performance in an organization has a direct and beneficial impact on the company's effectiveness and sustainability (Mudiono et al., 2021).

Organizational justice in the field of human resources, incredibly innovative work behavior, is based on equity theory, and research on equity theory originates from the framework of social exchange theory (Adams, 1965). Organizational justice can function as a tool to reduce adverse effects on the organization. The concept of organizational justice relates to the way an employee evaluates organizational behavior and the attitudes and actions that follow (Greenberg, 1987, 1990); for example, when an organization fires most of its employees, a worker will consider that the organization's actions are unfair, which causes a change in views of the organization.

For more than two decades, business scholars and practitioners have directed their attention to the topic of organizational justice. This is not only because justice is very important for the continued well-being of an organization but also because justice is associated with high levels of employee behavior, including innovative work behavior and knowledge sharing, as well as high profitability (W. Kim et al., 2016). Organizational justice is a key idea in organizational practice in modern organizational management (Chen et al., 2015). In an effort to prevent employees from making demands on their organization, employees

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who help enforce them within the organization, organizational justice plays a significant role (Karkoulian et al., 2016).

The complexity of establishing organizational justice has increased from two dimensions to three dimensions and finally to four dimensions in the 1990s. In practice, organizational justice is divided into several types. Moorman (1991) divides organizational justice into three parts: distributive justice, procedural justice, and interactional justice. The development of organizational justice stems from the division of four types of organizational justice: distributive justice, procedural justice, interpersonal justice, and informational justice (Colquitt, 2001). Furthermore, Goodin (2010) suggests temporal justice by defining it in terms of a person's free time after regaining control over their free time and after their needs have been met. Meanwhile, according to Soja (2016), the next dimension of organizational justice is spatial justice, with a focus and emphasis on justice characteristics related to distance/geography, which is interpreted broadly.

Creating, transferring, and sharing knowledge within organizations has become critical to remaining competitive in the corporate world (Fang et al., 2010), and increased dedication, innovative work behavior, better work outcomes, and reduced conflict are some of the possible benefits, from knowledge sharing (Yeşil & Dereli, 2013). Innovative work behavior is known as the deliberate development, introduction, and application of new concepts in a group or organizational environment with the aim of improving performance in an individual, group, or managerial role (Janssen, 2000).

In a study conducted by Akram et al. (2020), a form of organizational justice associated with knowledge sharing contributes positively to innovative work behavior and similar results were also studied. Furthermore, Fadul (2021) examined the relationship between organizational justice and innovative behavior among oil industry workers, with the findings showing that there was no relationship between employee innovative work behavior and distributive justice or interactional justice, while Xerri (2014) in his research showed that this behavior Innovative work among nurses was correlated with certain forms of organizational justice. However, interactional justice did not have a positive impact on innovative work behavior. Several studies indicate that there is a research gap on the organizational justice variable on innovative work behavior.

This study adds to knowledge already available in a number of countries. First, research is concentrated in the education sector because there is still little research on innovative work behavior in this field. Second, this research examines individual innovative work behavior activities in the workplace. Based on this point of view, literature and research on work innovation in the field of education that concentrates on work innovation is still very rare. Third, because this research is included in the empirical research category, empirical research can support and validate the conceptual justification for the case. Finally, this study offers a few limitations, managerial and practical implications, and recommendations for further research.

Literature Review

Relationship between organization justice, innovation work behavior and knowledge sharing

Organizational justice is considered an essential part of social interaction and effectiveness in organizations (Greenberg, 1990). Because these concepts have implications for individual and managerial processes and outcomes, not only philosophers and social commentators but also management scientists have been interested in studying and understanding the topic for a long time (Cropanzano et al., 2007). The findings (Nazir et al., 2019) describe organizational justice as fair treatment of employees by companies by building social and economic exchange relationships in the work environment. These circumstances prove that every individual involved in the A exchange social owns various types of motifs (R. Cropanzano & Mitchell, 2005) and will play a role in deciding whether to undergo or leave the exchange relationship. According to the idea of justice, the actions taken by employees, both positive and negative, are influenced by their beliefs in justice (Akram et al., 2016, 2020). Research on organizational justice is exciting and has always been a topic that researchers like, as proven by previous studies. Researchers use the four dimensions of justice because

they show the highest level of consistency. These four dimensions of justice are distributive justice, procedural justice, interpersonal justice, and informational justice (Hadi et al., 2020).

Employees are responsible for generating and disseminating knowledge, and they are the centre of any knowledge management system (Khosravi et al., 2022). Valuable knowledge in an organization is practically used in performing tasks more than once, and all valuable knowledge can be successfully linked to business processes by employees (Nonaka & Lewin, 1994). Retaining potential employees can be done with support from leaders and colleagues and flexible work schedules, which can be predicted by knowledge management, which is measured by gaining knowledge, storing knowledge, and sharing knowledge (Zayed et al., 2022). Knowledge sharing is one of the most challenging processes for knowledge-based companies due to the possible reluctance of employees to share what they know. Furthermore, shared knowledge may also be the most vulnerable to the effects of differences in organizations (Ford & Chan, 2003), which motivates them to think more critically and innovatively (Aulawi et al., 2009). This gives staff members the opportunity to learn from each other, which encourages learning within the company and shows the connection between information sharing and different organizational procedures and outcomes. For example, learning is influenced by knowledge sharing. To improve employee performance, many organizations have begun to invest heavily in training programs to facilitate skills improvement and provide varied knowledge to employees (Usmanova, 2020). Sharing quality knowledge with others is one of the key components of knowledge management (Girindra P. Devi, 2021) because sharing knowledge can create a positive and productive work atmosphere that encourages the creation of ideas (Udin, 2022).

Maximizing one's work position in a group or organization, innovative behavior refers to the deliberate development, introduction and use of new ideas in a work capacity (Janssen, 2000). It was found that most previous research on innovative behavior was conducted from a managerial perspective (Knezovi & Drki, 2020), and very little was researched from an individual viewpoint. Innovative behavior at all levels is needed in order to function in a very tight organizational environment and fulfil the desires and expectations planned by the organization (Javed et al., 2019). All factors scheduled to improve the new outcome can be included in the idea generation stage. Employee motivation has a significant influence at this stage. The idea promotion stage gives power to the ideas generated and seeks to remove organizational barriers and barriers to change; changes in innovative behavior are recognized in the literature as a multifaceted construct (Shane, 1994; Xerri, 2014); based on various studies, In a rapidly changing world, innovative work practices among employees can provide long-term employee competitiveness and ensure survival for the organization (Abstein & Spieth, 2014), this shows that employees in the organization make consistent, sincere, and consistent efforts. Committed and organizational management must pay special attention to maintaining the committed efforts of these employees (Agarwal, 2014). Measuring employee work innovation behavior can be done with several essential indicators, such as caring about problems around them, not being shy about asking new questions, problem-solving ideas, and introducing innovative ideas (De Jong & Den Hartog, 2010).

H1: Organizational justice has a positive influence on innovative work behavior.

H2: Organizational justice has a positive influence on knowledge sharing.

Relationship Between Knowledge Sharing, Organizational Justice and Innovative Work Behavior

An organization's ability to survive and compete in the global economy depends on the innovative work of its employees. Innovative work behavior among employees is driven by personal motivation (Shih & Susanto, 2011). A literature study shows that when workers believe that they do not receive fair treatment in the organization, their performance and positive attitudes towards work tend to decrease (Silva, 2014). Innovative work behavior emphasizes employee perceptions of organizational justice, so there is a positive correlation between innovative work behavior and stress at work (Janssen, 2000; Onne Janssesn, 2004). Furthermore, Almansour and Minai (2012) studied the relationship between innovative work behavior and organizational justice in the public sector. Employees found that distributive and procedural justice had nothing to do with innovative work behavior, but only interactional justice had a direct and significant relationship with it. Innovative work behavior and organizational justice are correlated and substantial, with

organizational commitment playing an important mediating role between innovative work behavior and organizational justice (Y. Kim & Lee, 2013).

Donating and accumulating knowledge in the form of open knowledge sharing is necessary for the best knowledge management system. Related knowledge-sharing behavior has been positively predicted by distributive, procedural, and interactional justice (Tamta & Rao, 2017). Thus, knowledge sharing provides an opportunity for professionals to pass on their expertise to other colleagues while giving others direct access to important information (Kuo et al., 2014). Apart from access, which has a direct impact on knowledge sharing, organizational justice also has an indirect effect by shaping views regarding organizational support for fair treatment of employees in various context factors (Nguyen et al., 2024).

The processes or methods involved in innovative work are not explained within the organization, as the organization does not offer appropriate standards for idea discovery (Lu et al., 2012), promotion, and implementation because critics of change may reject original and creative ideas. Because there is a possibility of failure, innovative behavior is considered dangerous. This shows how collaboration and support from colleagues and management, in terms of information and fair treatment, is essential for innovative work behavior. Distributive, procedural, interpersonal and informational justice are necessary for fair treatment. In other words, employees may be more motivated to demonstrate innovative work practices at work if they believe that employees are treated fairly (Pignata et al., 2016). Furthermore, employee success in each phase of innovative work behavior is knowledge sharing. Employees will be more inclined to create, disseminate, promote and implement their creative ideas when they are given the freedom to exchange knowledge at work by sharing and obtaining it from other colleagues. This applies to workers who are treated fairly, who find it easy to collect and share knowledge, and who have a stronger psychological bond with their organization (Somech & Drach-Zahavy, 2004)

Social Exchange Theory offers a more rational and theoretical basis for this research proposal. According to Social Exchange Theory, people usually try to repay those who help them. They have a voluntary obligation to respond well and provide something more valuable in return when there is this form of reciprocity (Saks, 2006). Recognition Employees who feel that their company treats them somewhat are more likely to show better work behavior and innovative work behavior, and when there is an imbalance in justice (Pignata et al., 2016) , both formal justice and real justice can occur. Social in nature. When knowledge sharing is involved as a mediator, there is a positive perception of distributive, procedural, interpersonal and informational justice towards innovative work behavior from employees. Based on the literature above, research gaps and arguments along with hypotheses and Figure 1.

H3: Knowledge sharing has a positive influence on innovative work behavior

H4: Knowledge sharing mediates the relationship between organizational justice and innovative work behavior.
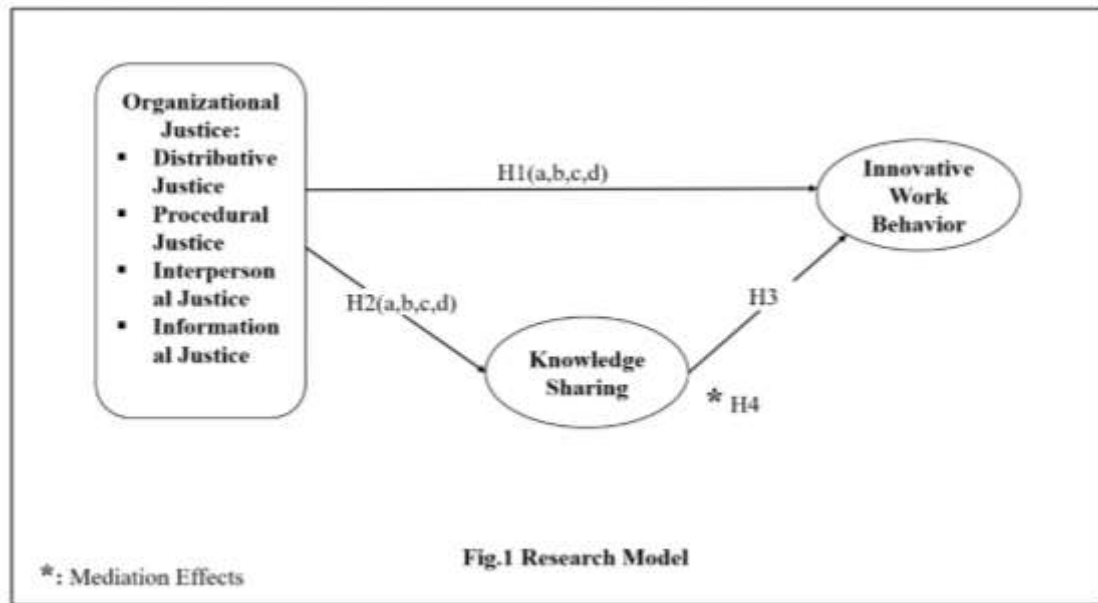
Figure 1. Research Model and Hypothesis

Research Methodology

A hypothesis with a rather complicated inquiry has been examined using quantitative methods (Kamal et al., 2021), and complicated research instruments can be tested using quantitative methods with complex and extensive volumes of data. Because quantitative research can be used to test relationships through modeling development that can affect indicators and instruments with each other, Purwanto et al. (2020) determined that tools like Analysis Moment of Structures (AMOS) are the best option for quantitative research when dealing with large numbers of instruments and large amounts of data. Regression analysis, according to Cheng (2001), aids in evaluating correlations between research hypothesis testing and significance. As a result, using assumptions, this study creates a model to gauge organizational effectiveness, similar to concepts proposed by (Cogin & Fish, 2010)

Respondent Procedures and Requirements

Questionnaires were distributed to staff in the education sector with the aim of finding out the relationship between the independent variables and the research-dependent variables. Appropriate sampling strategies were used to collect data from employees as 386 questionnaires were administered to the respondents, along with detailed instructions on how to fill them. However, of the total number of questionnaires collected, there were only 372 questionnaires that could be used to test research hypotheses. The questionnaires were considered sufficient (96%) of the number of respondents who filled them in to carry out statistical analysis of the data collected. The number of male respondents was 172 people and 200 female respondents, so the total was 372 respondents. Respondents' ages ranged from 21 to 55 years and above. Initial analysis of the data also revealed that most of these workers had between one and twenty years of work experience.

Questionnaire and Analysis Tools

The data collection technique in this research uses a questionnaire in Indonesian with a seven-point Likert scale, which can minimize measurement errors and, be more precise, 1 = strongly disagree to 7 = strongly disagree (Álvarez-González et al., 2017). The research instrument used in this research is a questionnaire or questionnaire using two sources, namely employees and leaders. Employees are given a distributive justice questionnaire with 4 indicators, procedural justice with 7 indicators, informational justice with 5 indicators and interpersonal justice with 4 indicators (Cropanzano et al., 2007), then knowledge sharing with 8

indicators (Hooff & Huysman, 2009) and Innovative Work Behavior with 10 indicators (De Jong & Den Hartog, 2010).

In accordance with the design of this research, the analytical tool that will be used to answer all research questions and to test the hypotheses that have been developed uses Structural Equation Modeling (SEM) analysis or what is known as Analysis of Covariance Structures, also called causal modelling. The statistical program used as a general approach to data analysis in this structural equation model is the Analysis Moment of Structures (AMOS). A step further, after the model states fit, besides testing for CFA, testing can be done for the structural model. This hypothesis test basically answers various kinds of questions about the relationships developed in the research model. This model shows a relatively comprehensive pattern of relationships between various research variables, both within the context of direct influence (direct effect) as well as indirect influence (indirect effect) as well as total influence (total effect).

Research Findings and Discussion

The findings in this study are described in several sub-analyses based on the analysis of analytical tests through models and hypotheses through the methods used (Cheng, 2001; Cogin & Fish, 2010). We use descriptive statistics, and the characteristics of the data and variables are examined. The minimum, maximum, mean and standard deviation results from these studies are presented in the following table 1.

Table 1. Descriptive Analysis (N = 372)

Variables	Minimum	Maximum	Mean	Std. Deviation
Distributive Justice	1	7	5.12	1,343
Procedural Justice	1	7	5.07	1,336
Interpersonal Justice	1	7	4.99	1,426
Informational Justice	1	7	5.03	1,359
Knowledge Sharing	1	7	5.03	1,363
Innovative Work Behavior	1	7	5.07	1,375

Construct validity and reliability testing needs to be carried out to ensure that each indicator and variable in the research is valid and reliable. After the data is declared valid and reliable, hypothesis testing is carried out using structural model analysis of the whole model. In the following analysis, whether existing variables can be used to confirm a factor, construct reliability is more than 0.7. variance extracted more than 0.5, and the factor loading, or discriminant validity value, is more than 0.7 so that the model is declared good.

Table 2. Validity Test Results

Variables	Indicators	Loading Factor	(Loading factor) 2	1-(Loading factor) 2	CR	VE	DV
Distributive Justice	DJ-1	0.916	0.839	0.161	0.956	0.846	0.919
	DJ-2	0.925	0.856	0.144			
	DJ-3	0.91	0.828	0.172			
	DJ-4	0.928	0.861	0.139			
Procedural Justice	PJ-1	0.933	0.870	0.130	0.979	0.868	0.931
	PJ-2	0.927	0.859	0.141			
	PJ-3	0.929	0.863	0.137			
	PJ-4	0.923	0.852	0.148			
	PJ-5	0.932	0.869	0.131			
	PJ-6	0.928	0.861	0.139			
	PJ-7	0.948	0.899	0.101			
Interpersonal Justice	IPJ-1	0.947	0.897	0.103	0.970	0.89	0.943

Variable							
	IPJ-2	0.943	0.889	0.111			
	IPJ-3	0.939	0.882	0.118			
	IPJ-4	0.944	0.891	0.109			
Informational Justice	IFJ-1	0.938	0.880	0.120	0.972	0.876	0.936
	IFJ-2	0.928	0.861	0.139			
	IFJ-3	0.943	0.889	0.111			
	IFJ-4	0.935	0.874	0.126			
	IFJ-5	0.936	0.876	0.124			
Knowledge Sharing	KS-1	0.938	0.880	0.120	0.982	0.872	0.933
	KS-2	0.936	0.876	0.124			
	KS-3	0.926	0.857	0.143			
	KS-4	0.925	0.856	0.144			
	KS-5	0.931	0.867	0.133			
	KS-6	0.937	0.878	0.122			
	KS-7	0.933	0.870	0.130			
	KS-8	0.944	0.891	0.109			
Innovative Work Behavior	IWB-1	0.937	0.878	0.122	0.985	0.866	0.930
	IWB-2	0.923	0.852	0.148			
	IWB-3	0.933	0.870	0.130			
	IWB-4	0.923	0.852	0.148			
	IWB-5	0.933	0.870	0.130			
	IWB-6	0.930	0.865	0.135			
	IWB-7	0.933	0.870	0.130			
	IWB-8	0.927	0.859	0.141			
	IWB-9	0.925	0.856	0.144			
	IWB-10	0.940	0.884	0.116			

The results of the calculations above show construct validity, extract variance and discriminant validity, which can be concluded that the Distributive Justice construct, Procedural Justice, Interpersonal Justice, Informational Justice, Sharing knowledge, and Innovative Work Behavior meet the required criteria, namely the construct reliability value is more than 0.7, the variance extracted value is more than 0.5, and the factor loading or discriminant validity value is more than 0.7, then the model is declared good. The reliability value refers to the construct reliability value, which is stated to have a value greater than 0.70 for each variable.

Table 3. Reliability Test Results

Variable	Construct Reliability	Information
Distributive Justice	0.956	Reliable
Procedural Justice	0.976	Reliable
Interpersonal Justice	0.970	Reliable
Informational Justice	0.972	Reliable
Knowledge Sharing	0.982	Reliable
Innovative Work Behavior	0.985	Reliable

Based on Table 3, it is known that all research variables have a Construct Reliability value greater than 0.70. This research instrument has met the criteria for validity and reliability, so it can be stated that the research instrument has.
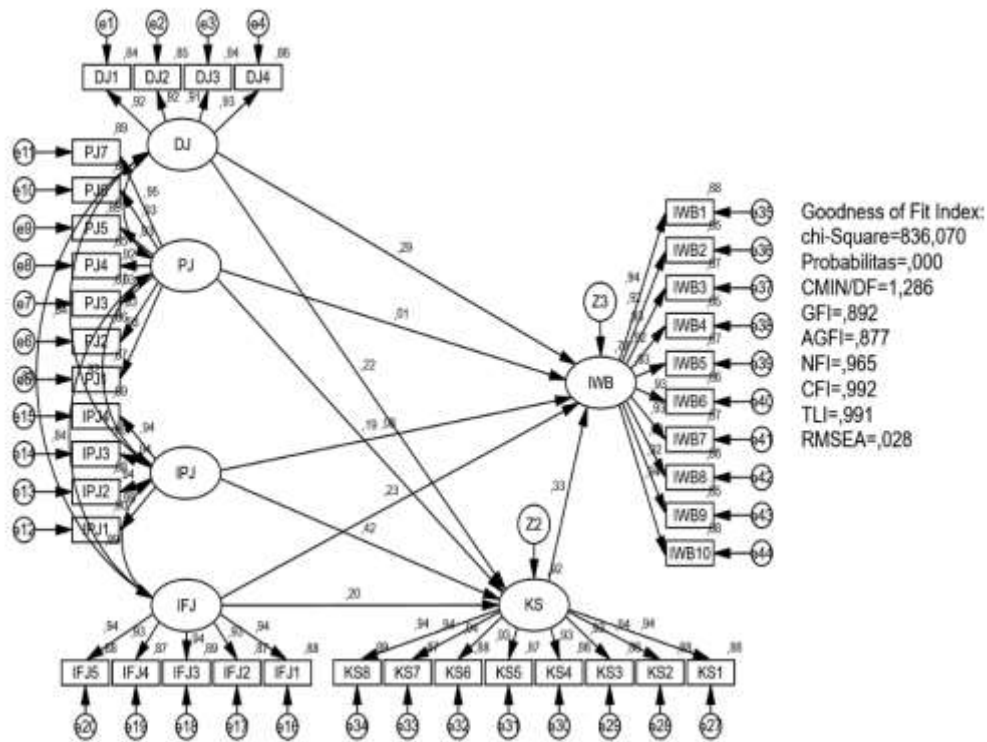
Figure 2. SEM Model Analysis Results

Table 4. Goodness of Fit Index

Goodness of Fit	Analysis Results	Cut-off Value	Information
χ2 (Chi −Square)	836.07	Expected to be small	Neglected a large sample
Probability	0,000	≥ 0,05	Neglected a large sample
CMIND/DF	1,286	≤ 2	Fit
GFI	0,982	≥ 0,90	Fit
AGFI	0,877	≥ 0,90	Marginal
NFI	0.965	≥ 0,90	Fit
CFI	0.922	≥ 0,90	Fit
TLI	0.991	≥ 0,90	Fit
RMSEA	0.028	≤ 0.08	Fit

The results show that a model fit of 4 - 5 Goodness of Fit criteria is considered sufficient to assess the suitability of a model and has shown results by the recommended values.

Table 5. Regression Weights

			Estimate	S.E	CR	P	Final Remarks
Knowledge Sharing	←	Distributive Justice	0.232	0.044	5,304	***	Supported
Knowledge Sharing	←	Procedural Justice	0.189	0.039	4,884	***	Supported

Knowledge Sharing	←	Interpersonal Justice	0.389	0.044	8,890	***	Supported
Knowledge Sharing	←	Informational Justice	0.195	0.046	4,237	***	Supported
Innovative Work Behavior	←	Knowledge Sharing	0.326	0.105	3,090	0.002	Supported
Innovative Work Behavior	←	Distributive Justice	0.306	0.070	4,395	***	Supported
Innovative Work Behavior	←	Procedural Justice	0.006	0.060	0.105	0.916	No Supported
Innovative Work Behavior	←	Interpersonal Justice	0.074	0.077	0.960	0.337	No Supported
Innovative Work Behavior	←	Informational Justice	0.229	0.070	3,248	0.001	Supported

Talk this research aims to ascertain how four types of organizational justice influence the innovative work behavior of teachers working in the religiously affiliated education sector in Yogya. (H1a, b, c, d), organizational justice has a positive influence on innovative work behavior. (H2a, b, c, d), organizational justice has a positive influence on knowledge sharing. (H3), knowledge sharing has a positive influence on innovative work behavior and (H4), knowledge sharing mediates the relationship between organizational justice and innovative work behavior. Analysis was carried out on 372 teachers in religion-based schools in Yogyakarta. Based on the analysis findings in Table 5, which was carried out using structural equation modelling with SEM Amos, three of the four hypotheses proposed in this research have empirical support.

The modelling results offer varying leverage for testing the study's main hypotheses: distributive justice has an estimated value of 30.60% at the p 0.000 level with a standard error of 0.070, and informational justice has an estimated value of 22.90% at the p 0.001 level. The standard error is 0.070; because the p-value is smaller than the significance level, which is generally set at α = 0.05, this indicates that changes in distributive justice and informational justice contribute to increasing innovative work behavior and both are influential and significant, so it is in line with the findings. Next, procedural justice has an estimated value of 0.60% and P-value 0.916. The standard error is 0.060, and interpersonal justice has an estimated value of 7.40% at the p-0.337 level, with a standard error of 0.077 and a p-value more significant than the significance level. Which is set at α = 0.05, depicts that the uncertainty of changes in procedural justice and interpersonal justice has no effect on innovative work behavior and is in line with research results, so organizational justice (H1a and H1d) partially has a positive effect on behavior. Innovative work, namely distributive justice and informational justice, while (H1b and H1c) procedural justice and interpersonal justice do not have a significant effect on innovative work behavior.

This study further shows that distributive justice accounts for approximately 23.20% of the variation in knowledge sharing. Interpersonal justice accounted for 38.90%, procedural justice for 18.90%, and informational justice accounted for 19.50% of the variation in knowledge exchange among teachers. Interpersonal justice and distributive justice have the most significant influence, which explains why teachers in Yogyakarta value respect and self-confidence more in social interactions in the workplace. In addition, teachers demand financial balance or equality as thanks for their contributions. In addition, informational and procedural justice also play an essential role in knowledge exchange. This shows that fair decision-making processes in organizations and effective internal communication regarding decisions are essential components in sharing knowledge between teachers. Procedural justice turns out to be the component that makes the most negligible contribution but remains a significant variable that brings about changes in knowledge sharing. When compared with distributive, informational, interpersonal and

procedural justice, then H2a, b, c, and d have a significant effect on knowledge sharing. This is in line with research (Nguyen et al., 2024; Tamta & Rao, 2017; Tassabehji et al., 2019).

An estimated result of 32.60% is shown in the path of knowledge sharing and innovative work behavior, and this means that teaching staff who share knowledge are more likely to show innovative work behavior. The results of the analysis of the knowledge-sharing variable have a positive and significant influence on innovative work behavior. The high estimated value and significance (0.000) show that there is a strong and significant relationship. This is supported by research from (Arsawan et al., 2022; Phuong et al., 2019; Nguyen et al., 2020 Alshahrani et al., 2024) thus, H3 clearly shows that knowledge sharing in religious schools in Yogyakarta has a strong impact on innovative work behavior.

Knowledge-sharing mediation is only able to significantly mediate the influence of distributive justice on innovative work behavior. This result is proven by the calculated t value of the influence of distributive justice on innovative work behavior through knowledge sharing of 3,116 >1, 960 and is in line with (Akram et al., 2020). Meanwhile, the calculated t value for the other three paths is procedural justice of 1.329, interpersonal justice of 1.395 and informational justice of 1.226 for innovative work behavior, with the computed t value being smaller than the t table, namely 1.960. In contrast, according to research by (Akram et al., 2016, 2020), knowledge sharing mediates procedural justice and interactional justice on innovative work behavior; in previous research by (W. Kim & Park, 2017) with research results involving 400 permanent employees in Korea, knowledge sharing acted as a mediator between procedural justice and innovative work behavior in Korean organizations.

Based on the results of the analysis, these findings categorize several implications for practice work organization behavior. Firstly, based on this research, distributive justice and informational justice play a significant role in social exchange practices and are considered the starting point for innovative work behavior in the educational environment. From an organizational justice perspective, this suggests that as educators have more significant concerns about distributive justice and the information they use to support reform and equity in the organization, educators who demonstrate innovative work behaviors will be incentivized. Innovative work behavior and knowledge sharing among teachers in schools in Yogyakarta is influenced explicitly by distributive and informational justice and considers procedural and interpersonal justice as a matter of course; for this reason, organizational leaders should be more focused because distributive justice and informational justice play a significant managerial role. Significant in encouraging innovative work behavior. Leaders must be able to reward employees more for their innovative work behavior and facilitate more open communication about all aspects of the decision-making process that allows educators to act in more innovative ways in the workplace. As a result, teachers' attention will be diverted from relationships between colleagues and organizational decision-making processes.

Conclusions

In faith-based schools, organizational justice has a significant impact on knowledge sharing. This research offers empirical evidence on this matter. The importance of knowledge sharing in encouraging innovative work behavior among educators is further highlighted in the findings. Teachers expect fairness or financial balance in return for contributing to the knowledge-sharing process. Distributive justice and informational justice are fundamental in identifying innovative work behavior. By comparing employees' contributions to their organizations with their recognition at work, promotions become more critical, and innovation in the workplace becomes an essential component. The leader's disposition and positive image of information justice will increase employees' trust in management, which may encourage more innovative work behavior in the workplace. This research examines the mediating influence of knowledge sharing and four dimensions of organizational justice on innovative work behavior. It is hoped that future research can discuss a wider sector because the current research has limitations; namely, it only analyzes the education sector in religious-based schools in Yogyakarta. Apart from that, although there are still many other aspects of schools that need to be studied, such as performance, leadership, service, and loyalty, the analysis in this research is still limited to distributive justice, procedural justice, interpersonal justice, informational justice, knowledge sharing and work behavior. innovation in teaching staff (Snyman & Bricker, 2019).

Acknowledgment

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