Increasing Work Engagement Through Servant Leadership and Organizational Justice

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Abstract: Work engagement is important for teachers. Some factors that need to be considered by school management to improve work engagement are leadership practices and a climate of fairness in schools. This study aims to analyze how servant leadership and organizational justice practices affect the work engagement of permanent teachers at SMAK and SMKK in Cepu, Blora, and Rembang. Central Java. The research sample was 65 permanent teachers at SMAK and SMKK Cepu, Blora, and Rembang. The data analysis techniques used are simple linear regression and multiple linear regression, and the results showed that (1) servant leadership positively and significantly influenced organizational justice with a coefficient value of 0.655; (2) organizational justice positively and significantly affects work engagement with a coefficient value of 0.608; (3) Servant leadership does not significantly affect work engagement with a coefficient value of 0.009. The findings suggest that principals can select servant leadership practices to increase work engagement and build organizational justice, which includes distributive justice, procedural justice, and interactional justice.

Keywords: servant leadership, organizational justice, work engagement

I.   INTRODUCTION

When organizations are required to make changes, employee work engagement becomes an important element in the process of change (Saks, 2006). Engaged employees are those who work with passion towards the organization's goals. Employees who have work engagement and organizational engagement will be able to contribute to the success of the organization in facing competition and challenges on it. Jobs such as educators, entrepreneurs, and nurses have one thing in common: work involving services as its main capital (Smulder in Schaufeli, 2011), and those jobs require high work engagement. Work engagement reflects a positive way of thinking regarding one's commitment and engagement with the organization, enthusiasm, and energy (Şantaş et al., 2020); passionate conditions in work characterized by vigor, dedication, and absorption in work (Hakanen et al., 2006). This means that teachers are required to have high work engagement, because the tasks carried out by educators require energy, strong self-

involvement, and concentration to be able to complete them. Teachers with high work engagement, will do their best for the progress of an organization.

Today work engagement has become a leadership priority as they constantly seek for different methods to keep their workforce engaged. Work engagement studies get significant attention, especially with research showing relevance to organizational performance (de Sousa & van Dierendonck, 2014), for example, the results showed that work engagement is positively related to organizational commitment (Hakanen et al., 2006); job satisfaction (Garg et al., 2018) and job performance (Bakker & Bal, 2010). Another theoretical study is to explore the drivers of work engagement, including specific leadership behaviors such as transformational leadership (Monje Amor et al., 2020; Hayati et al., 2014), servant leadership (Kaya & Karatepe, 2020; Bao et al.,2018; de Sousa & van Dierendonck, 2014), authentic leadership (Penger & Èerne, 2014), charismatic leadership (Babcock-Roberson & Strickland, 2010) and empowering leadership (Cai et al., 2018). Work engagement is also influenced by organizational justice (Kim & Park, 2017; Ghosh et al., 2014). Given these benefits, school managers should strive to create an environment that fosters engagement. Therefore, it is necessary for school managers to pay attention to these things so that teachers become more engaged in their task roles so that the level of productivity and effectiveness of the school can be increased.

According to Zaini & Mansor (2021) "leadership is one of the main factors in forming a good organization to ensure that goals can be achieved". Leaders play an important role in determining the nature of the organization's system and context (Aarons et al., 2014). Ivansevich (2008) states that "leadership is the ability of a person to use the influence of the environment or the situation of the organization, to produce the effect of meaning and impact on the achievement of goals that are challenging". According to Al Rahbi et al. (2017) "Encouragement from a leader improves the overall team's abilities". So, in every organization, leadership behavior is indispensable for developing a conducive work environment in building a climate that motivates organization members to be more productive. Encouragement from a leader improves the overall abilities of the team. An empirical study by Nalie & Selesho (2014) showed that the leadership style received by teaching staff would motivate, inspire, and influence them when decisions are made, and problems arise. Greenleaf (2002) stated that servant leadership could be applied in businesses, churches, foundations, and education. Servant leadership is contemporary leadership that is in line with leadership practices that focus on the leader's point of view and behavior, emphasizing attention to the issue of followers, empathy and developing followers (Northouse, 2013), seen as able to drive the performance of organizations in various sectors, including educational organizations. Servant leadership is an

example, motivator, and determinant of organizational capabilities in service. As a leader, the Headmaster is an organ that can influence the attitude and behavior of teachers' services, so that the totality of the work of teachers in learning services to students can be improved.

Servant leadership has a positive impact on competitive advantage, employee empowerment and organizational culture (Kwistianus & Devie, 2015). An empirical study by Salam & Kewo (2017) showed that the principal at Vocational secondary school of the Catholic Santa Familia in Tomohon had implemented a contemporary leadership model which was humane and touching that led to the creation of the conducive atmosphere of the work. Tambunan's study (2015) showed that simultaneously the role of servant leadership and teacher performance have a positive and significant influence on the effectiveness of the annual program of Private Elementary School in Bandung. The results of the study Husnah et al. (2021) stated that the better the principal's leadership, the better the teacher's commitment in carrying out the task.

Regarding engagement and commitment, Robinson et al. (2004) explained that employee engagement consists of organizational commitment and citizenship behavior. Some researchers asserted employee engagement as "a condition of an employee who feels involved, committed, passionate, and empowered and demonstrates those feelings in work behavior" (Mone & London, 2010). Simamora et al. (2019) showed that servant leadership influence on employee engagement. Employee engagement is a relatively recent concept, and two dimensions of employee engagement have been characterized i.e., job engagement or work engagement and organizational engagement (Ahmad et al., 2017; Saks, 2016).

In addition to leadership factors, to increase work engagement is the practice of fairness in the workplace. Servant leaders have specific characteristics such as the use of identical standards for all, removal of discrimination, attention to staff opinions and ideas, giving information about the process of decision making, and considering ethical standards that have a direct impact on the increase in perception of organizational justice by the staff (Khajehpour et al., 2016). Therefore, another outcome of servant leadership is organizational justice (Zehir *et al.*, 2013). Robbins and Judge (2015:144) define organizational justice "as an overall perception of fairness in the workplace, consisting of distributive, procedural, informational, and interpersonal justice". Organizational fairness is used to describe the function of fairness that has a direct impact on employee performance, especially organizational fairness in relation to employees' perceptions of the treatment in employee work and how this perception affects work-related performance (Moorman, 1991). Distributive justice and procedural justice had a positive and significant impact on work engagement (Srimulyani, 2016) and (Özer et al., 2017)

showed that organizational justice was measured from 3 dimensions (distributive, procedural, and interactional) positively and significantly affected work engagement.

A reliable principal is not only able to lead teachers and other staff, but also able to become managers, administrators, supervisors, motivators, innovators, and entrepreneurs (Husnah et al., 2021). Servant leadership model is referenced as one of the suitable leadership models to be applied in   schools (Naile & Selesho, 2014). Schneider and George's study (2011) showed that the relationship of servant leadership and transformational leadership is strong, but servant leadership is the best predictor of commitment, job satisfaction, and intensity to stay compared to transformational leadership. Therefore, this research aims to examine how servant leadership in schools can foster one dimension of employee engagement, namely work engagement, by adding organizational justice as an organizational climate aspect that can also increase job engagement of teachers.

1.1   Work engagement

Work engagement can be defined in different ways. "Work engagement or job engagement as a person's enthusiasm and involvement in his or her job" (Roberts & Davenport, 2002). According to Saks (2006), engagement has to do with how individuals employ themselves in their work performance. It is a positive and satisfying attitude (Van Dierendonck, 2016). Work engagement is conceptualized as a positive, fulfilling, and work-related state of mind covering aspects of vigor, dedication, and absorption (Schaufeli et al., 2006; Schaufeli et al., 2002):

 a. Vigor, an outpouring of energy and mental strength of an employee during work, courage to strive hard in completing the work, diligence in the face of work difficulties, the willingness to invest all efforts in work, and persistence dealing with difficulties.

 b. Dedication, the feeling of being very strongly involved in a job and experiencing a sense of meaningfulness, enthusiasm, pride, inspiration, and challenge.

 c. Absorption, attitude is always full of concentration and severe employees while working so that time feels passed so quickly and finds difficulty separating from work.

1.2   Organizational justice

Robbins and Judge (2015:144) defines organizational justice "as an overall perception of fairness in the workplace, consisting of distributive, procedural, informational, and interpersonal justice". Organizational fairness is used to describe the function of fairness that has a direct impact on employee performance, especially organizational fairness in relation to

employees' perceptions of the treatment in employee work and how this perception affects work-related performance (Moorman, 1991).

The dimension of organizational justice consists of three distributive justice including fairness for the feasibility of rewards received by employees fairly, how superiors treat employees with dignity, attention, and respect and how superiors provide information relevant to employees (Cropanzano et al., 2007). Distributive justice is perceived justice, both in terms of the number and allocation of awards among individuals; procedural fairness is the justice felt in the process used to determine the distribution of the reward; and justice is the degree to which an individual is enforced with dignity, attention, and respect (Robbins & Judge, 2015).

1.3   Servant leadership

Servant leadership can be a powerful organizational resource, in reducing the negative effects of job demands and promoting follower engagement (Bao et al., 2017). Servant leaders place followers' interests above their own, emphasizing follower growth, ethical and humble acting (Dierendonck, 2016). Servant leadership is a holistic leadership approach that involves followers in various dimensions (e.g., relational, ethical, emotional, spiritual), so that followers are empowered to grow optimally (Eva et al., 2019). In this study, servant leadership measurement uses five dimensions (Barbuto & Wheeler, 2006): altruistic calling, emotional healing, wisdom, persuasive mapping, organizational stewardship, and three dimensions of (Wong, 2003), namely service, humility, and vision.

Operational explanation of each dimension of servant leadership is as follows:

a. Wisdom describes leaders who easily capture phenomena in the organizational environment to understand the situation and understand the implications of the situation. Servant leaders strive to continuously improve their ability to see a problem from a perspective that transcends past and present realities, open up and develop its insights and thoughts to include broader conceptual thinking.

b. Humility describes the humility of leaders, place, and appreciates the achievements of others more than the achievements themselves.

c. Altruistic calling describes the leader's strong desire to make a positive difference in the lives of others and puts the interests of others above his own interests and works hard to meet the needs of his subordinates. A servant leader develops the ability and commitment to clearly recognize and understand the words spoken by others by trying to listen responsively to what is said and not said.

d. Emotional healing describes a leader's commitment and skills to improve and restore the spirit of subordinates from trauma or suffering. One of the great strengths of a servant leader is his ability to heal himself and others.

e. Persuasive mapping describes leaders' ability to influence others by not using authority and power derived from formal positions or authority in decision-making in the organization, but by trying to convince others, not impose blind obedience.

f. Organizational stewardship illustrates the extent to which leaders prepare organizations to make positive contributions to their environment through community service and community development programs and encourage higher education as a community, strives to build a close relationship as a family among fellow members working in the organization.

g. Vision illustrates that leaders build on the commitment of all organization members to a shared vision by inviting members to determine the organization's future direction and write a shared vision.

h. Service, describing that service is seen as the core of leadership and leaders demonstrate their service behavior to subordinates

1.5   Servant leadership's influence on organizational justice

Servant leader tends to be an example to influence the people he leads (Barbuto & Wheeler, 2006). Servant leadership has a positive relationship with organizational justice. It can be analogous that the higher the level of leadership that serves the level of justice of the organization will be increased. Empirically supportive (Srimulyani, 2016; Khajehpour, 2016; Zehir *et al.*, 2013) proves that servant leadership practices have a significant and positive effect on organizational justice.

H1: Servant leadership has a significant positive effect on organizational justice

1.6   Servant leadership's influence on job engagement

Servant leader can increase employee involvement and work engagement by increasing the sense of psychological autonomy of employees in the work. Review of Haar et al., (2017) shows that servant leadership is able to increase three dimensions of job engagement which including includes vigor, dedication, and absorption. Servant leadership has a significant positive effect on work engagement. When servant leaders have prioritized their followers' welfare and growth, in turn, they become more involved and effective in their respective work.

H2: Servant leadership has a significant positive effect on work engagement.

1.7 The influence of organizational justice on work engagement

Engagement is a variable that affects productivity (performance), so organization managers need to focus on how to increase organizational member engagement at work. Kim & Park (2017), Srimulyani (2016), Ghosh et al. (2014), and Saks (2006) prove that the practices of organizational justice influences work engagement. These empirical studies support (Cropanzano & Mitchell, 2005) which states that when being treated fairly within the workplace, employees will feel obliged to behave fairly to improve engagement behavior. On the other hand, a low perception of fairness is likely due to employees withdrawing and disengaging from their work roles.

H3: Organizational justice has a significant positive effect on work engagement.

Based on the library review and hypothesis formulation, the following research models can be seen in figure 1.
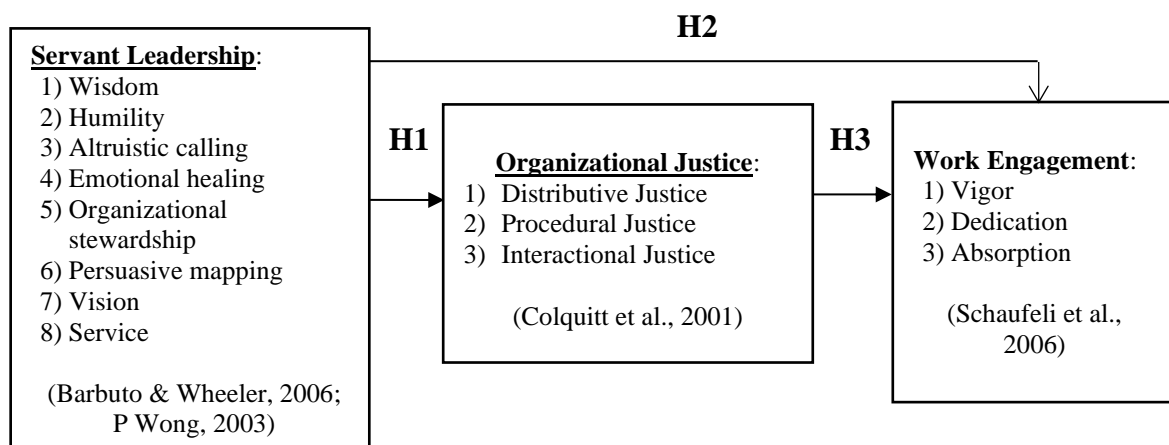
Servant Leadership:
1) Wisdom
2) Humility
3) Altruistic calling
4) Emotional healing
5) Organizational stewardship
6) Persuasive mapping
7) Vision
8) Service

(Barbuto & Wheeler, 2006; P Wong, 2003)

H2

H1

Organizational Justice:
1) Distributive Justice
2) Procedural Justice
3) Interactional Justice

(Colquitt et al., 2001)

H3

Work Engagement:
1) Vigor
2) Dedication
3) Absorption

(Schaufeli et al., 2006)

Figure 1. Research Model

II. METHODS

2.1 Research design

The type of research conducted is associative research, with the dissemination of questionnaires as the main data collection method. The research population is permanent teachers in 6 Catholic high schools and Catholic vocational schools Cepu, Blora, and Rembang, Central Java, with a sample of 65 permanent teachers. The sampling technique applied was convenience sampling.

2.2 Variable measurement

Servant leadership is a leadership style that cares deeply about the growth and dynamics of the lives of followers themselves and their community, which is oriented towards the character, people, task, and process measured using eight dimensions, namely altruistic calling, emotional healing, wisdom, persuasive mapping, organizational stewardship, service, humility, and vision (Barbuto & Wheeler, 2006; P Wong, 2003). Servant leadership measurement refers to Barbuto & Wheeler (2006) and P Wong (2003) totaling 39 statement items that use five points Likert's Scale (1= very low, 2 = low, 3 = moderate, 4 = high and 5 = very high). Organizational justice is the overall perception of fairness in the workplace including distributive justice, procedural justice, and interactional justice.

Measurement indicators refer (Colquitt et al., 2001): (1) distributive justice covers aspects of equality, feasibility, contribution, performance, and facilities; (2) procedural justice includes aspects of process control, consistency, prejudice-free, information accuracy and ethics and morals; (3) interactional justice includes aspects of dignity, respect, appropriateness of words, honesty, justification, reasonable or logical, timely, and specific. Organizational justice measurement refers to Colquitt et al. (2001) with a total of 17 statement items that use five points Likert's Scale (1= very low, 2 = low, 3 = moderate, 4 = high, and 5 = very high). Work engagement is a condition of employees who are passionate and enthusiastic to engage in work, which is measured from three dimensions namely vigor, dedication, and absorption in work (Schaufeli et al., 2006). Work engagement measurement refers to Schaufeli et al.(2006) with a total of 17 indicators that use five points Likert's Scale (1= very low, 2 = low, 3 = moderate, 4 = high, and 5 = very high).

2.3 Validity and reliability

Validity is a measure that indicates the level of validity or validity of the instrument, and reliability is something that is trustworthy enough to be used as a data collection tool because the instrument is good (Arikunto, 2013). Validity tests using the corrected Item-total correlation test are also referred to as Pearson product correlations with criteria if a Sig value. (2-tailed) less than 0.05 (< 0.05), it can be concluded that the item is valid. To analyze reliability, measurements are performed once, and then the results are compared to other statements or measure the correlation between statement answers using SPSS, namely the Cronbach Alpha (α) test. According to Sekaran & Bougie (2009: 280) "to measure reliability, it is stated that if the intercept value (constant) is greater than 0.6, then the variable is statistically reliable".

2.4 Data analysis techniques

In analyzing and interpreting data, descriptive statistical analysis methods and inferential statistics were used. Inferential statistic employed simple linear regression analysis and multiple linear regression, which were processed with SPSS software. Descriptive statistics analysis to describe the variables studied, namely servant leadership, organizational justice, and job engagement. Inferential statistical analysis includes simple linear regression analysis and multiple linear regression analysis used to analyze the significance of the direct and indirect influence of servant leadership on job engagement with organizational justice as mediating. Hypothesis testing uses a t-test using a critical value of 2,000. If the t count is greater than 2,000 means the effect of independent variables on dependent variables is significant.

III.   RESULTS

3.1   Variable description

Sixty-five teachers were still taken as samples representing the teacher population in 6 Catholic high schools and Catholic vocational schools in Cepu, Blora, and Rembang areas of Central Java with a response rate of 100%. The respondent's profile by gender, tenure, and education level is shown in table 1 below.

Table 1. Characteristics of respondents

Characteristic		Frequency	Percentage
Gender	Male	34	47,70%
	Female	31	52,30%
	Total	65	100%
Tenure	2-5 years old	14	21,54%
	>5-10 years old	18	27,69%
	>12 years old	33	50,77%
	Total	65	100%
Education Level	S-1	64	98,50%
	S-2	1	1,50%
	Total	65	100%

Table 1 shows that 52.30% of female respondents and the remaining 47.70% were male, with 50.77% working >12 years old; 27.69% have a working period of >5-10 years old, and the remaining 21.54% with a working period of 2-5 years old. The education level of respondents was 98.50% Strata 1 (S-1) and 1.50% Strata-2 (S-2).

Descriptive analysis of research variables is obtained from the results of questionnaire dissemination, presented in the following tables. The average interpretation of respondents' answers to variables studied, based on the scale range used in the research instrument, namely

the 5-point scale (5-1=4/5= 0.8) so that the scale range for the interpretation of the ranking is 0.8.

Table 2. Scale range

Scale Range	Level
1.0 – 1.8	Very Low
>1.8 – 2.6	Low
> 2.6 – 3.4	Moderate
>3.4 – 4.2	High
>4.2 – 5.0	Very High

Table 3. Average servant leadership score (SL)

Variable	Mean	S.D.	Level
Wisdom	4.66	0.610	Very High
Humality	4.21	0.580	Very High
Altruistic calling	3.91	0.665	High
Emotional healing	3.81	0.699	High
Persuasive mapping	4.20	0.550	High
Organizational stewardship	4.09	0.567	High
Vision	4.06	0.554	High
Service	4.25	0.634	Very High
Servant Leadership	**4.14**		High

Table 3 shows that teachers' overall response to the principal's servant leadership practice is high (4.14). This means that the teachers agree that the principal in which he works shows eight servant leadership characters, which include: servant leadership, namely altruistic calling, emotional healing, wisdom, persuasive mapping, organizational stewardship, vision, and service, with the most prominent value in the wisdom aspect (M=4.66, SD=0.610), i.e., the principal is easy to understand the situation and the impact of the situation the principal has the ability to influence others by not relying on formal authority and power , but with the effort of convincing others; the second order is the service aspect (M=4.25, SD=0.634), i.e., the principal has the view that the ministry as the core of leadership and shows his service behavior to subordinates. Servant leadership aspect with the smallest average value (M=3.81, SD= 0.699) is emotional healing; that is to describe the commitment of the principal and his skills to improve and restore the spirit of subordinates from trauma or mental suffering.

Table 4. Average organizational justice (OJ)

Variable	Mean	S.D.	Level
Distributive Justice	3.58	0.442	High
Procedural Justice	3.88	0.499	High
Interactional Justice	4.18	0.748	High
Organizational Justice	**3.88**		High

Table 4 shows that teachers' overall response to organizational justice practices in the schools where they work is high (3.88). This means that teachers have a positive perception of aspects of justice that include distributive justice, procedural fairness and interactional justice;

with the highest score (M=4.18, SD= 0.748) is the aspect of interactional justice that teachers feel treated with respect and dignity; and the honest explanation of every decision related to teachers and organizational ones. The lowest value aspect of organizational justice (M=3.58, SD=0.442) is distributive justice, which is the justice that employees feel for the results received by employees; cognitive evaluation of teachers relates to whether the number and allocation of awards in the determination is fair or not; a form of organizational justice that focuses on teachers' belief that teachers have received the appropriate amount of rewards as well as awards.

Table 5. Average work engagement (WE)

Variable	Mean	S.D.	Level
Vigor	3.69	0.817	High
Dedication	3.69	0.826	High
Absorption	3.09	0.826	Moderate
Work Engagement	**3.49**		**High**

The teacher's work engagement measurement covers the vigor, dedication, and absorption aspects of the job. Vigor refers to energy, effort, and resilience, dedication refers to engagement, sense of meaning, enthusiasm, inspiration, pride, and challenge, and absorption is characterized by concentration and feeling through time quickly. In table 4 it is shown that the job engagement of teachers is high average (3.49) with vigor aspect and dedication value is the same (M=3.69, SD=0.817) while absorption aspect value (M=3.09, SD=0,826) is moderate. Absorption is an attitude always full of concentration and serious teachers at work, so that time feels passed so quickly and finds difficulties to separate from work, meaning that the work has become part of the teachers

3.2 Goodness of fit test

The accuracy of a sample regression function in estimating the actual value can be measured from its goodness of fit. Here is a goodness of fit test conducted by analyzing the statistical value of F. Overall testing of the model was tested using the F test, looking at the significance level (sig) compared to the confidence level of 5% (α=0.05). Table 5 follows the calculated F values and sig values from multiple regression analyses in this study.

Table 6. F test results

Regression Equation	F calculates	Sig.	Description
WE = 2.031+ 0.009SL + 0.608OJ+e_1	4.166	0.026	Significant

Table 6 shows that the value of F calculates > F of the table and the value of p-value (sig) (0.000) < of significance level (0.05). This means that the double regression equation

developed both and simultaneously servant leadership (SL) and organizational justice (OJ) have a significant effect on the variable work engagement (WE).

3.3 Partial influence test (t-Test)

This test uses the t-test by looking at whether the coefficient values obtained differ significantly or not between t count and critical value at a confidence level of 5% ($\alpha=0.05$). The values of the regression coefficient and its calculation are estimated from the results of the regression analysis, can be seen in table 7.

Table 7. Regression output coefficient

Model	B	Beta	T	Sig
1 (Constant)	0.835			
Servant Leadership (SL) → OJ	0.655	0.544	3.521	.001
2 (Constant)	2.031			
Servant Leadership (SL) →WE	0.009	0.006	0.029	.144
Organizational Justice (OJ) →WE	0.608	0.482	2.387	.024

In table 7, it is shown that the t value calculated in model 1 (servant leadership influence on organizational justice) is 3,521 > 2,000 and p-value 0.001<0.05, this means H1 is accepted, meaning servant leadership positively and significantly affects organizational justice. In testing the influence of servant leadership on work engagement, obtained t count of 0.029 < 2,000 with p-value 0.144>0.05, so that H2 is rejected, meaning servant leadership does not significantly affect work engagement. The t-count value in the organizational justice influence test on work engagement was 2,387 > 2,000 and p-value 0.024< 0.05, so H3 was accepted, meaning organizational justice positively and significantly influenced work engagement.

IV. DISCUSSION

4.1 The influence of servant leadership on organizational justice

In table 6, the coefficient of servant leadership (SL) regression in model 1 is 0.655 with p-value of 0.001<0.050 and t count of 3.521>2.000, meaning H1, which states: servant leadership has a significant positive effect on organizational justice, accepted. Organizational justice improvements that include distributive justice, procedural fairness, and interactional justice can be pursued through leadership styles, and one of the styles studied is servant leadership. Servant leadership practiced by the principal is seen from the aspects: altruistic calling, emotional healing, wisdom, persuasive mapping, organizational stewardship, vision, and service. Leadership is one of the determining factors of an organization's success. The progress and quality of an educational organization or school cannot be separated from the performance of school leaders who carry out their leadership duties using the right leadership model and

approach in accordance with the philosophy of education in Indonesia, especially in the current context, namely servant leadership (Salam & Kewo, 2017). Servant leaders with special characteristics show certain behaviors and specifically affects the organizational process and one of them is organizational justice (Khajehpour, 2016).

Similarly, servant leadership can be a driving factor in improving the perception of justice that can be felt by employees, because one of the main values of servant leadership is equality and fairness that encourages and supports fair treatment of everyone. Examples of servant leader behavior are listening to the opinions of his men (altruistic calling), curing the emotional sense that is volatile in his men (emotional healing), being wise in making decisions (wisdom), prefer persuasive actions (persuasive mapping) over the positional authority of a person (steward organizationalship). Teachers' perceptions of high school leadership practices can influence teachers' positive perceptions of organizational justice in the workplace. Servant leadership is a leadership style that prioritizes service to focus on providing services to others by synergizing with subordinates in terms of work, introducing a sense of togetherness to subordinates to be able to share when making an organizational decision to improve the practice of organizational justice. This study is supported with the results of previous empirical studies that found that servant leadership has a positive and significant effect on organizational justice (Srimulyani, 2016; Khajehpour, 2016; Zehir *et al.*, 2013).

4.2 The effect of servant leadership on work engagement

In table 6, it is shown that in testing the influence of servant leadership on insignificant work engagement (model 2) obtained a regression coefficient of 0.009 with a p-value of 0.144>0.050 and t count of 0.029<2.000, meaning that H2 which states "servant leadership has a significant positive effect on work engagement" is not accepted. This study is not supported with the results of previous empirical studies that found that servant leadership has a positive and significant effect on work engagement (Kaya & Karatepe, 2020; Bao et al., 2017; Haar et al., 2017; de Sousa & van Dierendonck, 2014). The results of the study showed that the influence of servant leadership does not have a direct impact on work engagement, made possible through organizational justice. This means that when employees work for leaders who are considered fair both in terms of distributive, procedural, and interactional justice employees are moved to increase work engagement.

When viewed from the period of work, generally the teachers who are respondents over five years, so this can be indicated that these teachers feel loyal to their profession as educators. It is also supported by the high average value of vigor and dedication aspects. Any teacher who

is loyal to his or her job or profession will have high job engagement. Teachers who are loyal to their profession will work passionately, creatively, and innovatively without knowing the time. According to Maslach and Leiter (1997), an employee who has work engagement or job engagement will display energy (always excited), engagement, and stability (efficacy) to his work. The most basic aspect that can foster the spirit of work is motivation. The leadership must continuously improve motivation through various human resource management policies by paying attention to the aspects of organizational justice in order to become a habit (behavior). From habits will grow into respect, after which will appear engaged attitude. Engaged referred to herein is engaged in his profession or his work. So, every organization, like every team, requires leadership, and leadership allows managers to affect employee behavior in the organization (Naile & Selesho, 2014), and a servant leader is a person who stimulates trust, praise, and loyalty of subordinates (Khajehpour, 2016).

4.3   The effect of organizational justice on work engagement

From the test results on model 2 (table 6) is a coefficient of regression of 0.608 with a p-value of 0.024<0.050 and t count of 2.387>2.000, meaning that H3 states that "organizational justice has a significant positive effect on work engagement", is accepted. This means that the positive perception of teachers for organizational justice in the workplace increases teachers' attachment to the work they have been responsible for. This study is supported with the results of previous empirical studies that found that organizational justice has a positive and significant effect on work engagement (Kim & Park, 2017; Srimulyani, 2016; Ghosh et al., 2014; Saks, 2006). The empirical study supports Cropanzano & Mitchel (2005), which state that when employees feel highly fair treatment within the organization in which they work, employees will also feel obliged to behave fairly to improve engagement behavior.

V. CONCLUSION

The practice of servant leadership and organizational justice in SMAK and SMKK Cepu, Rembang, and Blora, which became a research sample, is highly perceived (good) by teachers. Likewise, the job engagement of teachers is also high. From hypothesis testing, it is concluded that: (1) the influence of servant leadership on organizational justice is positive and significant; (2) the influence of organizational justice on work engagement is significant; (3) the influence of servant leadership practices on work engagement is positive but insignificant.

From the results of research that has been done given further research advice to explore the antecedents and consequences of work engagement should be done dimensional testing for

organizational justice, as well as the addition of variables predicted as a consequence of work engagement, such as organizational citizenship behavior or extra-role behavior, job satisfaction, organizational culture, and job performance. The test results of servant leadership influence on work engagement showed results that have not been consistent with previous studies. Therefore, it is necessary to consider the number of research samples in subsequent research.

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