

## Job Satisfaction in the Age of Digital Transformation: The Influence of Inclusive Leadership, Organizational Justice, and Digital Fatigue

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### Abstract

This study aims to examine the effect of inclusive leadership, digital fatigue and organizational justice on job satisfaction of professors at Unggul LP3M Politeknik Medan. With digital transformation changing higher education, it is crucial to know the elements affecting the job happiness of lecturers to preserve the organizational effectiveness and academic achievement. The research method used is quantitative research, with data collection using questionnaires issued to lecturers. Data were examined using multiple linear regression. The results show that inclusive leadership has a positive and significant influence on lecturers' job happiness. This suggests that leaders who promote involvement, appreciate varied viewpoints, and provide a supportive work atmosphere can boost employee contentment. The results show that digital tiredness has a negative and significant effect, which means that excessive digital workloads and technology-related exhaustion would impair lecturers' job satisfaction. Organizational justice also has a positive and significant effect. The positive effect of organizational justice underscores the significance of justice, transparency and fair treatment in developing favorable attitudes at work. In addition, the data indicate that inclusive leadership, digital exhaustion and organizational justice simultaneously have a considerable effect on professor job satisfaction. This study contributes to the higher education management literature by offering empirical data on the joint influence of leadership, technology-related problems and organizational fairness in shaping lecturers' job satisfaction. The findings imply that higher education institutions can encourage inclusive leadership practice, adopt organizational justice and ways to prevent digital fatigue to increase lecturers' well-being and job satisfaction.

**Keywords:** Inclusive Leadership, Digital Burnout, Organizational Justice, Job Satisfaction

### INTRODUCTION

Human resources (HR), especially lecturers, are strategic assets that play an important role in the success of higher education institutions (Honkley et al., 2025). Lecturer job satisfaction influences the quality of teaching, research, and community service. A high level of job satisfaction can improve lecturers' motivation and performance, while low job satisfaction can trigger work stress and reduce productivity (Amelia & Tambunan, 2024). One of the factors that influences job satisfaction is inclusive leadership, which emphasizes openness, appreciation of differences, and the empowerment of lecturers in order to create a harmonious and participatory work environment (Herfianti et al., 2025).

In addition, technological developments have also given rise to the phenomenon of digital burnout due to the intensive use of digital platforms in academic activities (Susanto, 2025). Excessive digital workloads can cause mental fatigue, reduce motivation, and decrease lecturers' comfort at work. Another factor that affects job satisfaction is organizational justice, which refers to lecturers' perceptions of fairness in decision-making, workload distribution, rewards, and workplace relationships within the campus environment. Lecturers who feel they are treated fairly tend to have higher loyalty and job satisfaction, whereas perceptions of injustice can lead to dissatisfaction and conflicts in the workplace (Harianto, 2024).

Politeknik Unggul LP3M is one of the vocational higher education institutions in Medan City that aims to produce qualified and highly competitive graduates. In achieving this vision, the role of permanent lecturers is very important, making lecturers' job satisfaction a factor that needs serious attention. However, based on the results of a preliminary survey conducted among permanent lecturers, the level of lecturers' job satisfaction is still relatively low. Most lecturers feel that the



institution is not suitable as a long-term workplace, that their jobs are not fully aligned with their competencies, and that the organizational structure has not adequately supported the implementation of their duties.

One factor suspected to influence job satisfaction is inclusive leadership. Inclusive leadership emphasizes openness, appreciation of diversity, and the involvement of lecturers in decision-making processes. However, interview results revealed that lecturers feel their contributions are rarely appreciated and that their involvement in the formulation of campus policies remains limited. This condition has the potential to reduce lecturers’ motivation, sense of belonging, and job satisfaction. In addition, previous studies regarding the influence of inclusive leadership on job satisfaction have produced inconsistent findings, indicating the need for further research (Fadli, 2024).

Another emerging phenomenon is the high level of digital burnout caused by the intensive use of technology in academic and administrative activities. Lecturers are required to actively use various digital platforms for teaching, reporting, communication, and campus administration, even outside formal working hours. In many campuses, including private higher education institutions, lecturers are often faced with digital work demands beyond official working hours, such as attending sudden online meetings or updating academic administrative documents. This condition is in line with data published by *Kompas Daily* on May 21, 2025, regarding the average results of a lecturer workload survey:

**Table 1. Average Working Hours of Lecturers**

Activity Category	Average Hours per Week
Teaching	20.71 hours
Research	16.68 hours
Community Service	9.54 hours
Administrative Duties	11.43 hours
Total Average Working Hours	56.36 hours/week

Source: Kompas, 2025

Based on data from *Kompas* (2025), the average working hours of lecturers in higher education institutions reach 58.36 hours per week. This figure far exceeds the standard working hours for employees in Indonesia, which are generally 40 hours per week or 8 hours per day for five working days, as regulated in Law Number 13 of 2003 concerning Employment.

Thus, lecturers work approximately 18.36 hours longer each week, or about 1.5 times higher than the general working hour standard. This condition indicates that lecturers experience a very high workload that is not proportional to reasonable working hours. Such conditions can trigger symptoms of digital burnout, including eye strain, difficulty concentrating, stress, and loss of motivation (Spagnoli et al., 2019; Honkley, 2024).

This is also consistent with the results of the preliminary survey, which showed that most lecturers experience fatigue after prolonged use of digital devices, disruptions to their rest time, and decreased job satisfaction due to excessive digital and administrative workloads. These conditions indicate that digital burnout has become a real issue affecting lecturers’ comfort and job satisfaction (Sedarmayanti, 2022; Sofia, 2023). In addition, organizational justice is also an important factor in shaping lecturers’ job satisfaction. Research on organizational justice still needs to be further explored, particularly in service sectors such as higher education institutions. Based on these phenomena, this study was conducted to analyze the influence of inclusive leadership, digital burnout, and organizational justice on the job satisfaction of permanent lecturers at Politeknik Unggul LP3M.

## LITERATURE REVIEW

### Job Satisfaction

Job satisfaction is a critical concept in organizational behavior that reflects an individual’s overall evaluation of their job and work experience (Faris et al., 2024). According to (Syaifuddin et al., 2024), job satisfaction refers to a positive feeling about one’s job resulting from an evaluation of its characteristics. Employees with high job satisfaction tend to demonstrate higher motivation, commitment, and performance, whereas low job satisfaction is associated with absenteeism, turnover

intention, and reduced productivity (Napitupulu et al., 2026). In the context of higher education, lecturers' job satisfaction plays a vital role in ensuring the quality of teaching, research output, and community service. Satisfied lecturers are more likely to engage in innovative teaching methods, contribute to academic research, and participate actively in institutional development (Bhastary et al., 2024). Conversely, dissatisfaction among lecturers may negatively affect academic quality and institutional competitiveness (Simanjuntak et al., 2026). Job satisfaction is influenced by multiple factors, including leadership style, work environment, organizational justice, workload, compensation, and psychological conditions such as stress and burnout (Kerli et al., 2026).

### **Inclusive Leadership**

Inclusive leadership is a leadership approach that emphasizes openness, accessibility, respect for diversity, and active involvement of employees in decision-making processes (Laily et al., 2024; Lee & Rhee, 2023) define inclusive leadership as leaders' behaviors that encourage participation, value contributions, and support employee uniqueness (Hasibuan et al., 2026). Inclusive leaders create a psychologically safe environment where employees feel respected, heard, and valued (Hasrul Azwar Hasibuan et al., 2022). This condition is essential in academic institutions where intellectual contributions and collaboration are key. In higher education settings, inclusive leadership enables lecturers to participate in policy-making, curriculum development, and institutional planning (Tambun et al., 2026).

Previous studies indicate that inclusive leadership has a positive effect on job satisfaction because it enhances trust, engagement, and organizational commitment (Lubis et al., 2024). When lecturers perceive that their opinions are valued and their roles are recognized, their job satisfaction tends to increase (Sofiyah et al., 2026). However, inconsistent findings in several studies suggest that the relationship between inclusive leadership and job satisfaction may be influenced by contextual factors such as organizational culture and workload (Susanto et al., 2025).

### **Digital Burnout**

Digital burnout refers to a state of physical, emotional, and mental exhaustion caused by prolonged and excessive use of digital technologies in work activities. It is closely related to the broader concept of burnout introduced by (Hasanah & Nasution, 2023; Irawan et al., 2024) which includes emotional exhaustion, depersonalization, and reduced personal accomplishment. In modern academic environments, lecturers are increasingly required to use digital platforms for teaching, administrative reporting, research management, and communication (Gulo et al., 2026). While digitalization improves efficiency, it also increases workload intensity and blurs the boundaries between work and personal life (Purba et al., 2025).

According to recent studies on technostress, excessive digital demands can lead to fatigue, reduced concentration, anxiety, and decreased work motivation (Sinaga, 2022). In lecturers' context, digital burnout may arise from continuous online meetings, learning management system usage, and administrative tasks outside working hours (Tambunan, 2023). This condition can significantly reduce job satisfaction and overall work quality. Thus, digital burnout is considered a negative psychological factor that weakens employees' positive attitudes toward their work (Pettalongi et al., 2024; Poetz & Volmer, 2022).

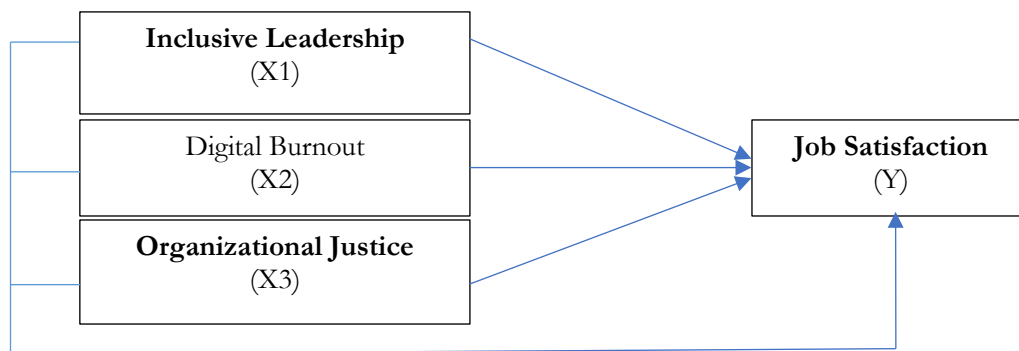
### **Organizational Justice**

Organizational justice refers to employees' perceptions of fairness within an organization, including fairness in outcomes, procedures, and interpersonal treatment (Chaniago, 2023). According to Colquitt (2001), organizational justice is divided into three dimensions: distributive justice, procedural justice, and interactional justice (Sipayung et al., 2023). Distributive justice concerns fairness in workload distribution, rewards, and compensation. Procedural justice relates to fairness in decision-making processes and organizational policies. Interactional justice focuses on respectful and dignified treatment by leaders and colleagues (Darmawan & Muttaqin, 2023; Erten & Ozdemir, 2020).

In higher education institutions, organizational justice is highly relevant because lecturers expect fairness in teaching loads, research opportunities, promotions, and institutional support (Sulistiyowati, 2022). When lecturers perceive fairness in these aspects, they are more likely to feel satisfied, motivated, and committed to their institution (Nazah et al., 2021). Conversely, perceived injustice can lead to dissatisfaction, reduced trust in management, and lower organizational performance. Therefore, organizational justice is considered a strong predictor of job satisfaction (Fu et al., 2022; Hadjri et al., 2025)

**Conceptual Framework**

The conceptual framework is a representation or research design that illustrates the relationships among the variables being studied, which is developed based on theories, previous research findings, and the researcher’s understanding of the research problem. The conceptual framework can depict the theory or research model used in the study. The conceptual framework of this study can be illustrated as follows:



**Figure 1. Analysis Framework**

**METHODOLOGY**

This study employed a quantitative descriptive research design to examine the influence of Fear of Missing Out (FoMO) and social media engagement on online impulse buying among Generation Z users of TikTok Shop. The population of this study consisted of students at Universitas Muhammadiyah Bengkulu who actively use TikTok Shop for online shopping activities. A purposive sampling technique was applied to select respondents who met the research criteria, namely active TikTok users who had experience purchasing products through TikTok Shop. Data were collected using a structured questionnaire distributed online. The questionnaire items were measured using a five-point Likert scale ranging from strongly disagree to strongly agree. The research variables included Fear of Missing Out and social media engagement as independent variables, while online impulse buying served as the dependent variable. Prior to hypothesis testing, the instrument was evaluated through validity and reliability tests to ensure data quality and consistency. Data analysis was conducted using descriptive statistics to describe respondent characteristics and inferential statistical analysis using the Statistical Package for the Social Sciences (SPSS). Multiple linear regression analysis and coefficient of determination (R<sup>2</sup>) analysis were applied to evaluate the influence and explanatory power of the independent variables on online impulse buying behavior.

**RESULTS and DISCUSSION**

**Normality Test**

Based on Table 2, the regression model in this study is considered to have met the normality assumption. This is evidenced by the residual value of Asymp. Sig. (2-tailed), which is greater than 0.05. The test results show an Asymp. Sig. (2-tailed) value of 0.171 > 0.05, indicating that the data are normally distributed. In addition, the fulfillment of the normality assumption also indicates that

the model has a good level of accuracy in representing the relationships among the studied variables. Therefore, the conclusions drawn from this study are reliable and have a strong statistical foundation

**Table 2. Normality Test**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		47
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.86564433
Most Extreme Differences	Absolute	.113
	Positive	.080
	Negative	-.113
Test Statistic		.113
Asymp. Sig. (2-tailed)		.171 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

**Multicollinearity Test**

Based on Table 3, it can be observed that there is no high correlation among the independent variables in the regression model. This is indicated by the Tolerance and VIF values of each variable, where inclusive leadership has a tolerance value of 0.713 > 0.10 and a VIF value of 1.402 < 10, digital burnout has a tolerance value of 0.702 > 0.10 and a VIF value of 1.424 < 10, and organizational justice has a tolerance value of 0.944 > 0.10 and a VIF value of 1.059 < 10. Therefore, all independent variables meet the required criteria, and it can be concluded that the regression model in this study does not experience multicollinearity problems. This indicates that each independent variable is able to explain the dependent variable independently

**Table 3. Multicollinearity Test**

Model	Coefficients <sup>a</sup>				Collinearity Statistics			
	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Tolerance	VIF
	B	Std. Error	Beta					
1 (Constant)	55.429	15.174			3.653	.001		
Inclusive Leadership	.485	.172	.373		2.814	.007	.713	1.402
Digital Burnout	-.805	.339	-.317		-2.374	.022	.702	1.424
Organizational Justice	.844	.293	.332		2.882	.006	.944	1.059

a. Dependent Variable: Job Satisfaction

**Heteroscedasticity Test**

Based on Figure 1, it can be seen that the points on the scatterplot are spread randomly and do not form a specific or systematic pattern. The distribution of the points is also evenly spread above and below the zero axis. This indicates that the regression model does not exhibit heteroscedasticity. Therefore, the regression model used can be considered to meet the homoscedasticity assumption and is appropriate for predicting employee performance based on the independent variables examined in this study.

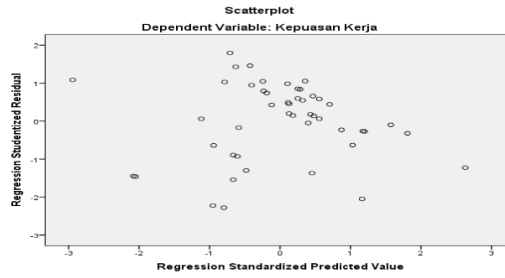


Figure 1. Heteroscedasticity Test

Multiple Linear Regression Analysis Results

Table 4. Multiple Linear Regression Analysis Results

Coefficients <sup>a</sup>								
Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
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Organizational Justice	.844	.293	.332		2.882	.006	.944	1.059

a. Dependent Variable: Job Satisfaction

Based on Table 4, the multiple linear regression equation is formulated as follows:  
 $Y = 55.429 + 0.485(X1) - 0.805(X2) + 0.844(X3)$ .

- a. The constant value of 55.429 indicates that if inclusive leadership, digital burnout, and organizational justice are assumed to be zero (no change), the job satisfaction of permanent lecturers remains at 55.429.
- b. Inclusive leadership has a regression coefficient of 0.485 with a positive direction. This means that every one-unit increase in inclusive leadership will increase lecturers’ job satisfaction by 0.485. Conversely, a one-unit decrease in inclusive leadership will reduce job satisfaction by 0.485.
- c. Digital burnout has a regression coefficient of -0.805 with a negative direction. This indicates that every one-unit increase in digital burnout will decrease lecturers’ job satisfaction by 0.805. Conversely, a one-unit decrease in digital burnout will increase job satisfaction by 0.805.
- d. Organizational justice has a regression coefficient of 0.844 with a positive direction. This shows that every one-unit increase in organizational justice will increase lecturers’ job satisfaction by 0.844. Conversely, a one-unit decrease in organizational justice will decrease job satisfaction by 0.844.

From the explanation above, it can be concluded that inclusive leadership, digital burnout, and organizational justice partially influence lecturers’ job satisfaction. Therefore, improving inclusive leadership, strengthening organizational justice, and effectively managing digital burnout are important factors in optimizing lecturers’ job satisfaction.

Coefficient of Determination (R<sup>2</sup>) Results

Table 5. Coefficient of Determination (R<sup>2</sup>) Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679 <sup>a</sup>	.461	.423	3.998

a. Predictors: (Constant), X3, X1, X2

Based on the results presented in Table 5 above, it can be seen that the Adjusted R Square value is 0.423 or 42.3%. This indicates that the variables of inclusive leadership (X1), digital burnout (X2), and organizational justice (X3) have an influence on lecturers' job satisfaction (Y) at Politeknik Unggul LP3M Medan, while the remaining percentage is influenced by other variables not examined in this study. Thus, although the research model has a fairly good explanatory power, there are still other variables that may affect lecturers' job satisfaction.

### t-Test (Partial Test)

**Table 6. t-Test (Partial Test)**

Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	55.429	15.174		3.653	.001		
Inclusive Leadership	.485	.172	.373	2.814	.007	.713	1.402
Digital Burnout	-.805	.339	-.317	-2.374	.022	.702	1.424
Organizational Justice	.844	.293	.332	2.882	.006	.944	1.059

a. Dependent Variable: Job Satisfaction

1. Based on the table above, the calculated t-value for the inclusive leadership variable is 2.814, which shows that  $t\text{-count} > t\text{-table}$  ( $2.814 > 2.016$ ) with a significance value of  $0.007 < \alpha$  (0.05). This means that  $H_0$  is rejected. Furthermore, the inclusive leadership variable (X1) in this study has a positive and significant effect on lecturers' job satisfaction (Y). Therefore,  $H_1$  is accepted, indicating that inclusive leadership has a positive and significant influence on lecturers' job satisfaction at Politeknik Unggul LP3M Medan.
2. Based on the table above, the calculated t-value for the digital burnout variable is -2.374, which indicates that  $t\text{-count} > t\text{-table}$  ( $-2.374 > 2.016$ ) with a significance value of  $0.022 < \alpha$  (0.05). This means that  $H_0$  is rejected, so  $H_2$  is rejected. It can be concluded that digital burnout has a negative and significant effect on lecturers' job satisfaction at Politeknik Unggul LP3M Medan.
3. Based on the table above, the calculated t-value for the organizational justice variable is 2.882, which shows that  $t\text{-count} > t\text{-table}$  ( $2.882 > 2.016$ ) with a significance value of  $0.006 < \alpha$  (0.05). This means that  $H_0$  is rejected. Furthermore, the organizational justice variable (X3) in this study has a positive and significant effect on lecturers' job satisfaction (Y). Therefore,  $H_3$  is accepted, indicating that organizational justice has a positive and significant influence on lecturers' job satisfaction at Politeknik Unggul LP3M Medan.

### F-Test (Simultaneous Test)

**Table 7. F-Test (Simultaneous Test)**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	587.038	3	195.679	12.241	.000 <sup>b</sup>
	Residual	687.387	43	15.986		
	Total	1274.426	46			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), X3, X1, X2

Based on the results of the hypothesis testing using the simultaneous test (F-test) in this study, as presented in the table above, it can be seen that the calculated F-value is 12.241 with a significance level of 0.000. Thus,  $F\text{-count} > F\text{-table}$  ( $12.241 > 2.82$ ) and the significance value  $0.000 < 0.05$ . This indicates that, simultaneously, the variables in this study, namely inclusive leadership (X1), digital burnout (X2), and organizational justice (X3), have a significant effect on lecturers' job satisfaction (Y). Therefore, it can be concluded that  $H_0$  is rejected and  $H_4$  is accepted. This confirms that the

three independent variables in this study make a significant contribution to explaining the variation in lecturers' job satisfaction levels.

## DISCUSSION

The results of the study indicate that inclusive leadership, digital burnout, and organizational justice have an influence on lecturers' job satisfaction at Politeknik Unggul LP3M Medan. Partially, inclusive leadership has a positive and significant effect on job satisfaction because it is able to create an open, participative work environment that values lecturers' contributions. Digital burnout has a negative and significant effect on job satisfaction, indicating that high intensity of technology use without clear boundaries can reduce comfort and increase work stress. Meanwhile, organizational justice has a positive and significant effect on job satisfaction because perceptions of fairness in task distribution, decision-making processes, and interpersonal treatment enhance lecturers' sense of being valued and satisfied.

Simultaneously, these three variables also have a significant effect on lecturers' job satisfaction, as proven by the F-test results. This shows that lecturers' job satisfaction is not only influenced by a single factor, but is the result of the interaction between inclusive leadership, effective management of digital burnout, and fair and consistent implementation of organizational justice

## CONCLUSION

Based on the results of the study, it can be concluded that inclusive leadership, digital burnout, and organizational justice have both partial and simultaneous effects on lecturers' job satisfaction at Politeknik Unggul LP3M Medan. Inclusive leadership has a positive and significant effect on job satisfaction, indicating that a more open, participative, and supportive leadership style can enhance lecturers' satisfaction in their work. Digital burnout has a negative and significant effect on job satisfaction, meaning that excessive use of digital technology without proper work-life boundaries can reduce comfort and increase work-related stress, thereby lowering job satisfaction. Meanwhile, organizational justice has a positive and significant effect on job satisfaction, showing that fairness in workload distribution, decision-making processes, and interpersonal treatment plays an important role in increasing lecturers' sense of satisfaction (Li & Zhou, 2023; Lismawati et al., 2024).

Furthermore, the study also found that inclusive leadership, digital burnout, and organizational justice simultaneously have a significant influence on job satisfaction. This indicates that lecturers' job satisfaction is shaped by a combination of leadership style, psychological workload from digital demands, and perceptions of fairness within the organization. Therefore, improving inclusive leadership practices, managing digital workload effectively, and ensuring organizational justice are essential strategies for enhancing lecturers' job satisfaction (Nurhayati et al., 2025; Magareta & Purba, 2022; Maulana & Hazmi, 2025).

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