







The Role of Affective Commitment in Mediating the Relationship between Authentic Leadership and Organizational Learning at Chicken-based Food Processing Company in Indonesia

Henilia Yulita¹^a, Vincencius Farrel Jonathan¹^b, Yustinus Yuniarto¹^c, Michael Christian¹^d,
Eko Retno Indriyarti²^e and Suryo Wibowo³^f

¹Faculty of Social and Humanities, Universitas Bunda Mulia, Jl. Lodan Raya No. 2 Ancol, Jakarta, Indonesia

²Faculty of Economics and Business, Universitas Trisakti, Jl. Kyai Tapa No. 1 Grogol, Jakarta, Indonesia

³Psychological Science Doctoral Program, Universitas Persada Indonesia YAI,
Jl. Pangeran Diponegoro No. 74 Senen, Jakarta, Indonesia


Keywords: Affective Commitment, Leadership, Organizational Learning.


Abstract: The phenomenon of closing many retail outlets in Indonesia recently has one of the impacts of decreasing the processed food distribution network. Anticipating this, an organization must adjust its capabilities through the support of the leaders and continuous organizational learning (OL). Studies explain the importance of authentic leadership (AL) styles in OL. However, the role of affective commitment (AC) is still slightly involved. Therefore, this study aims to measure the role of AC in mediating the relationship between AL and OL. This study is an empirical-quantitative study on company X based in Jakarta, one of the largest chicken-based food processing companies in Indonesia. Using the probability sampling technique, 78 employees at the head office were sampled in this study. The questionnaire and the SMART PLS complement the analysis. This study states that the role of AC successfully mediates the relationship between AL and OL. Furthermore, this study also explains that AL affects AC and OL. In addition, AC also affects the OL. Surviving, competing, and even winning are inseparable from the role of the leader, team, and organizational learning. Trust from stakeholders (strengthen or even weaken) is considered necessary to be involved in the next research.


1 INTRODUCTION


The integration of aspects of human resources, technology and market tastes in today's times is a challenge for organizations. The ability of the organization in carrying out organizational functions and the aspects of existing resources needs to be continuously adjusted to the business competition and economy of a country. Thus, the organization is expected to have a strong commitment to continue to adapt to existing conditions and should continue to learn so that it can survive and develop during existing competition. To support this, the role of


organizational management, especially leadership in an organization, is an important forming factor. Support from organizational leaders can facilitate and maintain the direction of organizational learning. Concerning leadership styles in an organization, authentic leadership styles are seen to shape learning for workers (Oh & Han, 2017). In this leadership style, the behavior of workers is to make the leader of the organization a role model. This is also corroborated by the views of Delić, Slåtten, Milić, Marjanović, & Vulcanović (2017) which explain that authentic leadership is related to workers' mindsets and perceptions of organizational learning and


^a <https://orcid.org/0000-0002-3782-2273>

^b <https://orcid.org/0000-0001-8858-735X>

^c <https://orcid.org/0000-0003-0904-8302>

^d <https://orcid.org/0000-0001-8892-5400>

^e <https://orcid.org/0000-0001-5966-327X>

^f <https://orcid.org/0000-0001-7460-0250>

affective commitment at work. It is further explained that organizations need continuous learning to respond to changes in existing conditions, be it a competition, developments in information technology, market tastes, or the regulations that apply in an organization or company. Furthermore, to be able to survive in the existing business competition, Christian et al. (2021) explain these aspects with market orientation and marketing capabilities factors..

One company that is closely related to the organizational learning process, affective commitment, and authentic leadership is a company that has a complex business process. This can be indicated by looking at the company's business process distribution network. In addition, the use of complex resources can also support the need for the strength of company learning and the commitment of all stakeholders to continue to survive and develop in all existing competitive conditions. To accommodate this need, this study conducted observations on companies that met the criteria. In the end, the researcher decided to use company X which is engaged in processing chicken-based food in Jakarta. As part of the largest chicken-based processed food subsidiary in Indonesia, company X has an extensive distribution network complexity with international standards. On the other hand, with the data and observations made there are still inconsistencies in the commitment to carry out forms of organizational learning such as training in the past 3 years (2017-2019). Even though as is well known, training is one of the important media to be able to transfer learning within an organization.

In addition, the authentic leadership of this company is considered interesting to be studied in line with the many human resources owned by the company which until now have proven that the role of company leaders can maintain, maintain, and develop the company to this extent. During this prolonged pandemic, the company's vision and mission must be maintained to survive and develop. However, it needs to be adjusted according to the conditions of business competition that occur. The phenomenon of closing retail outlets in Indonesia during the pandemic also had an impact on company X. With the closure of many retail outlets in Indonesia has hampered the sales of processed chicken food products made by this company. The distribution network and sales of the company's products have been reduced or even stopped. According to the Indonesian Retail Entrepreneurs Association (APRINDO), 1,200 retail stores were closed from April to December 2020 (Kontan, 2021).

Complementing this phenomenon, studies of previous studies have succeeded in explaining the relationship between organizational commitment, leadership style, and organizational learning. Okmen, Elçi, Murat, & Yılmaz (2018) in their research explain that the learning capacity of an organization is affected by authentic leadership styles. Other studies have even added that affective commitment from workers can reduce the desire to change jobs (Lau, McLean, Lien, & Hsu, 2016). At least, this is also reinforced by research by Javaid, Luqman, Amir, & Umair, (2015) which explains that authentic leadership affects workers' affective commitment. Furthermore, organizational commitment can mediate between leadership and organizational learning, as explained by the research results (Mercurio, 2015).

The importance of the commitment variable as a mediator between authentic leadership and organizational learning in companies engaged in the processing of chicken-based food during the challenges of the many closures of sales networks during this pandemic has become the focus as well as the originality of this research. Therefore, by adopting the organizational learning research model from Delić et al. (2017), this study will specifically analyse whether affective commitment can mediate authentic leadership styles and organizational learning in types of processed food production companies with extensive distribution and sales networks in Indonesia.

2 METHODS

This research is an empirical quantitative study at company X which is engaged in the processing of chicken-based food. This company is in Jakarta. By using the probability sampling method, 78 employees at the head office were sampled in this study. This study used a survey with a questionnaire instrument. The questionnaire was designed using items and a Likert scale of 1 (strongly disagree) and 5 (strongly agree). This study focuses on the formulation of the problem, namely whether organizational commitment mediates authentic leadership on organizational learning. Thus, as shown in Figure 1, the hypothesis (H) in this study is that Authentic Leadership affects Organizational Learning mediated by Affective Commitment. For research measurement, the variables of authentic leadership, affective commitment, and organizational learning each consisted of 8 items. The items are adapted from Delić et al., (2017). To analyse the research data, this

study used a Partial Least Square-Structural Equation Modeling (PLS-SEM) approach with SMART PLS as an analysis tool. In addition, SEM-PLS is used to analyse a structural model with causal relationships. a modeling tool for analyzing structural models (Al Idrus, Ahmar, & Abdussakir, 2018). Meanwhile, SMART-PLS was used with a small sample size (Wong, 2013).

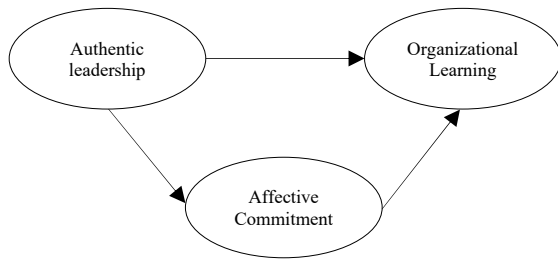


Figure 1: Research model.

3 RESULTS AND DISCUSSION

Table 1 shows the profile of 78 respondents, which is divided into three parts, including gender, educational background, length of work, and age. In this study, the sex of men was 35 people or 45%, while women were 43 people or 55%. This research indicates that most respondents are women. Furthermore, the latest high school education is 18 people or 23% and S1 as many as 57 people or 73% and S2 as many as 3 people or 4%. Thus, this study indicates that most of the respondents' last education was S1. In this study, it is known that PT X has employees with 1-3 years of work by 40% and 32% for 4-6 years and 28% of those who have worked > 6 years. Furthermore, the age of respondents <20 years is 1 person or 1%, 20-29 years is 42 people or 54%, 30-39 years is 21 people or 27% and 40-49 years 12 people or 15% while age > 50 years amounted to 2 people or 3%. This indicates that most respondents are 20-29 years old with a percentage of 54%.

Based on the results of validity and reliability in Table 2, Average Variance Extracted (AVE) shows results of more than 0.5 and Cronbach's Alpha (CA) shows results of more than 0.7. Thus, the variables in this study are valid and reliable.

Table 1: Respondent's profile.

Profile		N	%
Gender	Male	35	45%
	Female	43	55%
Education	SMA	18	23%
	S1	57	73%
	S2	3	4%
Long Experience Working	1-3 years	31	40%
	4-6 years	25	32%
	>6 years	22	28%
Age	<20 years old	1	1%
	20-29 years old	42	54%
	30-39 years old	21	27%
	40-49 years old	12	15%
	≥50 years old	2	3%

Table 2: Validity and reliability tests.

Variable	AVE	CA
Authentic leadership	0.604	0.888
Affective Commitment	0.508	0.842
Organizational Learning	0.529	0.851

The output parameter test of significance is seen from the total effect, not the coefficient table because the mediation effect is not only tested for the direct effect of the independent variable on the dependent variable, but also the interaction between the independent variable and the mediating variable on the dependent variable. Therefore, the total effect is used to see the total effect of the prediction. If the results of the bootstrapping iteration obtained a T-Statistical value of $\geq 1,96$ then there is an effect, and if the P-Values value is $\leq 0,5$, it can be said that the effect is significant.

Table 3: Test of significance.

Profile	Original Sample	T Statistics	P Values
Authentic leadership → Affective Commitment → Organizational Learning	0.180	3.385	0.001

It can be seen in Table 3 that there is an affective commitment that will mediate authentic leadership and learning organizations with a T-statistic value of more than 1,96 ($3,385 > 1,96$) The hypothesis is accepted with the original sample 0.180 (positive) and P values less than 0,05 ($0,001 < 0,05$) so it can be explained that affective commitment mediates the relationship between authentic leadership and organizational learning. This research is in line with several previous research results such as Mercurio (2015), Walumbwa, Christensen, & Hailey, (2011),

Leroy, Palanski, & Simons (2012), which also explains the role of affective commitment in mediating authentic leadership with organizational learning. Complementing these results, this study also explains that authentic leadership has a positive and significant relationship with the learning organization with a T-statistic value of more than 1,96, namely (3,783>1,96). Furthermore, affective commitment has a positive and significant relationship with the learning organization, namely with a T-statistic value of more than 1,96 (5,339>1,96) and authentic leadership has a positive and significant effect on affective commitment, namely with a T-statistic value of more than 1,96 (4,022>1,96).

In company X, according to the results of this study, it explains that affective commitment has a relationship between authentic leadership and organizational learning. As there is no sense of commitment then the leader cannot run well. The desire to learn new things in a learning organization will be difficult if there is no commitment from all employees. So affective commitment as a mediator between authentic leadership and organizational learning becomes important. Affective commitment to mediate the relationship between authentic leadership and learning organizations with existing learning organization indicators (Even though I have different opinions, I still accept joint decisions with them in learning organizations even though joint decisions are the most important even though there are different opinions). Every employee can develop himself with a learning organization within the company in the form of any activity, employee knowledge is always updated and not out of date.

Next in Table 4 shows that authentic leadership affects affective commitment by 15.2%, while 84.8% is explained by other latent variables outside of this study. And affective commitment affects the learning organization by 49.7%, while 50.3% is explained by other latent variables outside of this study.

Table 4: R-square.

Variable	R-square score
Affective Commitment	0,152
Organizational Learning	0.4.97

4 CONCLUSIONS

Based on the results of research that has been carried out with due regard to various things, it can be concluded that the affective commitment variable mediates the relationship between authentic

leadership and learning organizations. A good leadership style can encourage employees to continue to upgrade themselves in the learning organization within the company as well. Furthermore, affective commitment is important for learning organizations because employee commitment will shape the employee's own motivation to develop. Other related implications are the role of the leader also has an impact on the employee's sense of commitment, if the leader is not good, what about the employee's sense of affective commitment in the company. In the end, this study states that the role of leader in company X is closely related to a sense of affective commitment to shaping organizational learning.

REFERENCES

Al Idrus, S., Ahmar, A. S., & Abdussakir, A. (2018). The effect of organizational learning on market orientation moderated by job satisfaction. *Cogent Business & Management*, 5(1475048), 1–12. <https://doi.org/10.1080/23311975.2018.1475048>

Christian, M., Dewi, D., Rembulan, G. D., Indriyarti, E. R., Wibowo, S., & Yuniarto, Y. (2021). Business performance determinants of salted fish distribution in Kapuk during the COVID-19. *Journal of Distribution Science*, 19(6), 29–39. <https://doi.org/10.15722/jds.19.6.202106.29>

Delić, M., Slåtten, T., Milić, B., Marjanović, U., & Vulanović, S. (2017). Fostering learning organisation in transitional economy – the role of authentic leadership and employee affective commitment. *International Journal of Quality and Service Sciences*, 9(3/4), 441–455. <https://doi.org/10.1108/IJQSS-02-2017-0012>

Javaid, M. F., Luqman, K., Amir, H., & Umair, T. (2015). Authentic leadership affects employee’s attitudes (Affective Commitment) through the mediation role of Personal Identification and Organizational Identification. *International Journal of Academic Research in Business and Social Sciences*, 5(12), 215–231. <https://doi.org/10.6007/IJARBS/v5-i12/1945>

Kontan. (2021). Wabah Covid-19 pukul daya beli masyarakat, banyak gerai ritel terpaksa tutup.

Lau, P. Y. Y., McLean, G. N., Lien, B. Y.-H., & Hsu, Y.-C. (2016). Self-rated and peer-rated organizational citizenship behavior, affective commitment, and intention to leave in a Malaysian context. *Personnel Review*, 45(3), 569–592. <https://doi.org/10.1108/PR-04-2014-0083>

Leroy, H., Palanski, M. ., & Simons, T. (2012). Authentic leadership and behavioral integrity as drivers of follower commitment and performance. *Journal of Business Ethics*, 107(3), 255–264.

Mercurio, Z. A. (2015). Affective commitment as a core essence of organizational commitment: An integrative literature review. *Human Resource Development*

Review, 14(4), 389–414. <https://doi.org/10.1177/1534484315603612>

- Oh, J., & Han, S. J. (2017). A new research direction of authentic leadership in the field of adult education. *Adult Education Research Conference*, 1–7. Norman: New Prairie Press.
- Okmen, S., Elçi, M., Murat, G., & Yılmaz, Y. (2018). The impact of authentic leadership on organizational learning capacity. *Journal of Global Strategic Management*, 12(1), 057–066. <https://doi.org/10.20460/JGSM.2018.261>
- Walumbwa, F. ., Christensen, A. L., & Hailey, F. (2011). Authentic leadership and the knowledge economy: sustaining motivation and trust among knowledge workers. *Organisational Dynamics*, 40(2), 110–118.
- Wong, K. K.-K. (2013). Partial Least Squares Structural Equation Modeling (PLS-SEM) techniques using SmartPLS. *Marketing Bulletin*, 24(1), 1–32.

