



# EDU VEST

**JOURNAL OF UNIVERSAL STUDIES**

Eduvest - Journal of Universal Studies is a double blind peer-reviewed academic journal and open access to multidisciplinary fields. The journal is published monthly by Green Publisher Indonesia. This journal publishes research articles multidisciplinary sciences.

**P-ISSN: 2775-3735**

**E-ISSN 2775-3727**

[eduvest.greenvest.co.id/index.php/edv](http://eduvest.greenvest.co.id/index.php/edv)

**VOL. 4. NO. 8**

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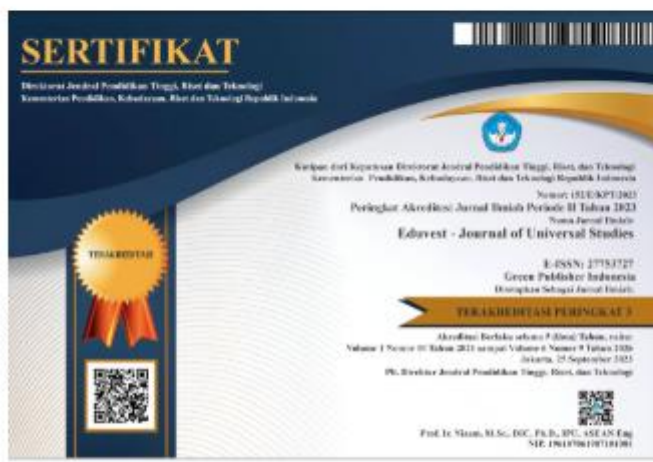
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## AFFECTIVE COMMITMENT AS MEDIATOR VARIABLE: AUTHENTIC LEADERSHIP TOWARDS ORGANIZATIONAL LEARNING IN BANK X

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### ABSTRACT

Nowadays, organizations are required to continue to innovate and adapt to challenges that may affect the achievement of business goals. The effort that can be done is to optimize the implementation of Organizational Learning. Organizational Learning cannot be carried out optimally without the role of superiors and employees. Therefore, the role of superiors in implementing Authentic Leadership needs to be considered. But Authentic Leadership is not enough to explain Organizational Learning. The existence of Authentic Leadership has the probability of creating a supportive and open environment so that it has an impact on increasing affective commitment to employees. Based on this explanation, the purpose of this study was to examine the influence of Authentic Leadership on Organizational Learning mediated by Affective Commitment. The sample of this research were employees at Bank X, consumer credit department and 216 subjects were obtained using the Accidental Sampling method. Data processing is done using PROCESS. The results showed that Authentic Leadership had a significant effect on Organizational Learning mediated by Affective Commitment with a BootLLCI value of 0.0041 and a BootULCI value of 0.0892. This type of mediation is Partial Mediation. Based on the results of this research, Organizational Learning can be optimized through the application of Authentic Leaders so that it can encourage the creation of affective commitment so that in the end employees are willing to give their best by developing knowledge or insights that can be used by the organization as a whole.

### KEYWORDS

*Authentic Leadership, Affective Commitment, Organizational Learning, Learning Organization*



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### How to cite:

E-ISSN:

Published by:

Danan Prima Nanda et al (2024). Affective Commitment as Mediator Variable: Authentic Leadership towards Organizational Learning in Bank X. *Journal Eduvest*. 4 (8): 7355-7368

2775-3727

<https://greenpublisher.id/>

## INTRODUCTION

In the face of rapid change in an era filled with uncertainty, demanding companies to continue to actively make innovative changes in order to always be ready to face the problems that exist. The readiness in question can be seen when the company has the knowledge, skills, flexibility, quality employees, and adaptability. Bank X is a company that has a business scope in the banking world and is currently in the process of making changes to produce answers to customer needs.

Following up on these conditions, Bank X is currently focusing on developing its banking products, one of the efforts made is to optimize the growth of other credit products Home Equity Loan (Home Collateral Credit) which is considered still not in accordance with management expectations. Based on Bank X potential data (2022) shows that there are potential customers who can be offered these credit products, namely 364,444 customers with a potential of Rp. 31.68 trillion. If the entire potential can be maximized by all Branch Office work units, the product market share of credit will increase from the previous 8.37% to 10.3%.

This condition is the expectation of Bank management in assessing whether or not a product is optimal for customers, non-residential credit products are seen as products that contribute to Bank profits if they reach a market share value of 10%. Based on the data from Bank X's performance report (2022), it shows that the things that are behind the non-optimal sales of the Home Collateral Credit product are as follows:

- a) The medium for creating development ideas for products has not yet been established so that there are still similarities in product features and benefits with other credit products.
- b) Employees are not informed of risk tolerance limits, making them afraid to start selling products.
- c) Has not analyzed the environment such as credit products applied in other banks that are effective and answer customer questions or needs.
- d) Not yet exchanging information including the sustainability of a product and especially the Home Loan product.
- e) The organization involves the results of the analysis of customer needs without involving input and suggestions from employees in decision making, especially on the existence of Home Collateral Credit products.

Based on the explanation above, the organization's ability to develop ideas for product development, the process of identifying risks understood by employees, knowledge of product relevance from the external environment, the process of disseminating information and the organization's ability to consider aspirations or stakeholders, refers to the lack of maximum application of Organizational Learning in the organization. This is in accordance with what is explained by Chiva et al. (2007), the company's ability to implement Organizational Learning can be seen from 5 (five) dimensions including Experimentation (a), Risk Taking (b), Interaction with External Environment (c), Dialogue (d), and Participative in Decision Making (e). Organizational Learning as one of the strategies to optimize existing knowledge and continue learning to get the right solution. The solutions that have been found can be documented and stored properly so that all Bank X

employees can access them when needed. It is important to start considering Organizational Learning because it will have an impact on company performance. Fiol and Lyles (1985; in Prieto and Revilla, 2015) explained that the learning process can improve company performance in the future. Organizational Learning also provides space for companies to learn more actively in order to support employees in completing work effectively. Organizational Learning includes procedures such as acquisition, distribution, and utilization of information, which in turn will have an impact on the ease with which companies can carry out creative innovations (Alegre & Chiva, 2008 in Akhtar et al., 2021).

The essence of Organizational Learning emphasizes the importance of interaction between employees in order to optimize knowledge and identify answers to problems faced. Without this important role, the quality of interaction will certainly hamper the process of information exchange within the company. Based on this explanation, it is important to start considering leaders as a factor that plays an important role in creating a positive work environment and encouraging their team members to become better individuals at work (Millic et al., 2017). According to Gardner et al. (2005; in Millic et al., 2017) explained that not many companies have begun to actively engage in learning without the role of a leader who can create a positive work environment climate and open opportunities for his team members to continue to develop themselves by providing access to information, resources, support and opportunities.

Leaders as described are characteristic of authentic leaders. Specifically, Authentic Leadership seeks to build relationships with its team members openly, facilitating team members to exchange information and knowledge. This will certainly create a cooperative work environment, improve the quality of teamwork, and the learning process within the company (Gardner et al. 2005; Walumbwa et al. 2008; in Millic et al. 2017). This is in accordance with the results of research conducted by Domiguez-Escrig et al. (2022) which shows that Authentic Leadership significantly affects Organizational Learning. However, if you look at the strength of the existing correlation, it can still be said to be weak because it has a score of 0.1 - 0.2 or less than 0.5, so it requires other variables that can be used as mediator or moderator variables.

According to Kim (1993; in Millic et al., 2017) when employees and leaders (managers) begin to discuss the development that the company can do, it is not certain that the company will accept the proposal. This is what encourages employees in the company to start thinking again about sharing information. However, this is different if employees have an affective level of commitment, employees who are affectively committed have an internal motivation to continue to actively disseminate information that is beneficial to other employees (Lin, 2007; in Millic et al., 2017). One of the studies conducted by Braun et al. (2013 in Duarte et al. 2021) shows that Authentic Leadership has an influence or is an antecedent of Affective Commitment Based on this description, the role of employee affection commitment is expected to increase the company's efficacy in learning.

According to Millic et al. (2017) explain that Authentic Leadership and commitment and the impact it has can be explained through Social Exchange theory, namely Authentic Leadership can influence the behavior and attitudes of

team members or employees. Employees who are influenced by Authentic Leadership not only have a commitment to completing work according to standards but are open to change, and take the initiative in learning. In the end, it can increase the company's initiation in the learning process. In a study conducted by Millic et al (2017), it was found that there was a significance between Authentic Leadership on Organizational Learning mediated by Affective Commitment, but this study did not focus on the dimensions of Organizational Learning which considered Risk Taking, Experimentation, Participative in Decision Making, and Interaction with External Environment and the research was conducted in Serbia and the object of research was located in a company that was not engaged in banking. Therefore, it is necessary to conduct a deeper study of the relationship between Authentic Leadership, Affective Commitment, and Organizational Learning. Based on the explanation above, the purpose of this study is to examine the effect of Authentic Leadership on Organizational Learning with Affective Commitment as a mediator variable.

## RESEARCH METHOD

The variables that are the focus of this research are Authentic Leadership, Organizational Learning, and Affective Commitment. The definition of Authentic Leadership itself according to Gardner et al. (2011 in Millic et al., 2017) explain that Authentic Leadership is an individual who has a good day, ethical, and trustworthy personality. In addition, Authentic Leadership also represents types of Leadership such as transformational, charismatic, and spiritual. Meanwhile, Affective Commitment is a commitment that occurs when employees feel happy to be part of the company, feel trust and feel that the company will provide fair action, this understanding is in accordance with what is explained by George and Jones (2012 in Luturlean & Prasetio, 2019). Organizational Learning Organizational Learning is defined as a combination of Individual Learning and organizational capabilities to continuously improve, reflect, learn how to solve certain problems, and open up opportunities to find more suitable solutions (Senge et al. 1994 in Hashim, 2013). The concept of Organizational Learning is in line with the information presented by Hult and Ferrel (1997 in Hashim, 2013), which emphasizes the importance of factors that facilitate companies to learn more actively.

The subjects in this study were 216 employees at Bank X with criteria, namely a minimum tenure in the consumer credit department for 3 months and an age range of 21 - 53 years. In order to get the right research results, the measuring instruments used to measure the three variables are as follows:

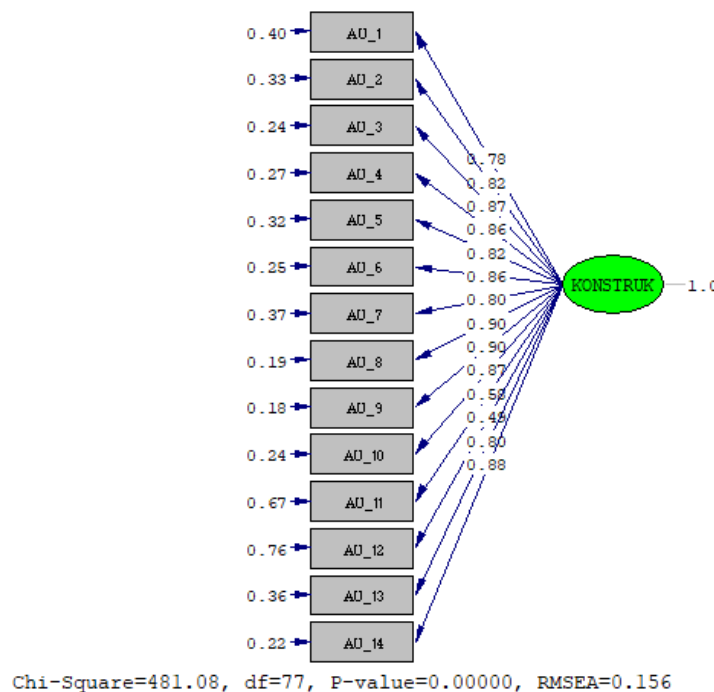
### a) *Authentic Leadership*

The measuring instrument used to measure *Authentic Leadership* refers to Levesque-Cote et al. (2017). In connection with this, there are 14 (four)teen items that will be used to assess *Self-Awareness*, *Balanced Processing*, *Relational Transparency*, and *Moral/Ethical Perspective* using a Likert scale with details of score 1 (Disagree) to scale 5 (Strongly Agree). The greater the value or score

obtained, the greater the behavior or style of *Authentic Leadership* applied by the individual.

The reliability of the measuring instrument has been met, namely if *Cronbach Alpha* is more than 0.5 using SPSS Version 27 software. The reliability of the *Authentic Leadership* measuring instrument in this study is 0.940 or reliable. Meanwhile, the validity of the measuring instrument is carried out using the *Confirmatory Factor Analysis* (CFA) approach using Lisrel software version 8.8, while the results of valid items have a *loading factor* not lower than 0.4 and a fit measurement model is fulfilled if the *p-value* is above 0.05 or the RMSEA on the measuring instrument is less than 0.8. The results of the validity measurement of the *Authentic Leadership* measuring instrument are as follows:

Figure 1. Loading Factor of Authentic Leadership Measure To



Based on the results of these measurements, all items have a *loading factor* above 0.4 or valid. Based on the results of the validity measurement, the score on *p-value* is 0.000 or not more than 0.05 or RMSEA is 0.156 or not less than 0.08 so that the measurement model is still not fit. In order to ensure the measurement model of the *Authentic Leadership* measurement tool, we use the *fitness model* assumption, with the following detailed results:

Table 1. Model Fitness Measurement Results of the *Authentic Leadership* Measure Tool

Model of Fitness	Value	Results
<i>Normed Fit Index</i> (NFI)	0,94	Model Fit
<i>Comparative Fit Index</i> (CFI)	0,95	

<i>Model of Fitness</i>	<i>Value</i>	<i>Results</i>
<i>Incremental Fit Index (IFI)</i>	0,95	
<i>Relative Fit Index (RFI)</i>	0,93	

**b) *Affective Commitment***

The measuring instrument used to measure *Affective Commitment* refers to Meyer, Allen, and Smith (1993). In this regard, there are 6 items that will be used to assess *Affective Commitment* using a Likert scale with details on a score of 1 (Disagree) to a scale of 5 (Strongly Agree) and there are 3 items which are *reversed* items. The greater the value or score obtained, the greater the affective commitment possessed by the individual.

The reliability of the measuring instrument has been met, namely if *Cronbach Alpha* is more than 0.5 using SPSS Version 27 *software*. The reliability of the *Affective Commitment* measuring instrument in this study is 0.793 or reliable. The validity of the measuring instrument is carried out using the *Confirmatory Factor Analysis* (CFA) approach using Lisrel *software* version 8.8, while the results of valid items have a *loading factor* not lower than 0.4 and a fit measurement model is fulfilled if the *p-value* is above 0.05 or the RMSEA on the measuring instrument is less than 0.8. In order to ensure the measurement model of the *Affective Commitment* measuring instrument, we use the *fitness model* assumption, with the following detailed results:

Table 2. *Model Fitness* Measurement Results of the *Affective Commitment* Measurement Tool

<i>Model of Fitness</i>	<i>Value</i>	<i>Results</i>
<i>Normed Fit Index (NFI)</i>	0,94	
<i>Comparative Fit Index (CFI)</i>	0,95	
<i>Incremental Fit Index (IFI)</i>	0,95	Model Fit
<i>Relative Fit Index (RFI)</i>	0,90	

**c) *Organizational Learning***

The measuring instrument used to measure *Organizational Learning* refers to Chiva et al. (2007). In connection with this, there are 14 items that will be used to assess *Experimentation, Risk Taking, Interaction with External Environment, Participative in Decision Making, and Dialogue* using a Likert scale with details of score 1 (Disagree) to scale 5 (Strongly Agree). The greater the value or score obtained, the more effective *Organizational Learning* is implemented by the company.

The reliability of the measuring instrument has been fulfilled, namely if *Cronbach Alpha* is more than 0.5 using SPSS Version 27 *software*. The reliability of the *Organizational Learning* measuring instrument in this study is 0.918 or reliable. the validity of the measuring instrument is carried out using the *Confirmatory Factor Analysis* (CFA) approach using Lisrel *software* version 8.8, while the results of valid items have a *loading factor* not lower than 0.4 and a fit measurement model is fulfilled if the *p-value* is above 0.05 or the RMSEA on the

measuring instrument is less than 0.8. The results of the validity measurement of the *Organizational Learning* measuring instrument are as follows:

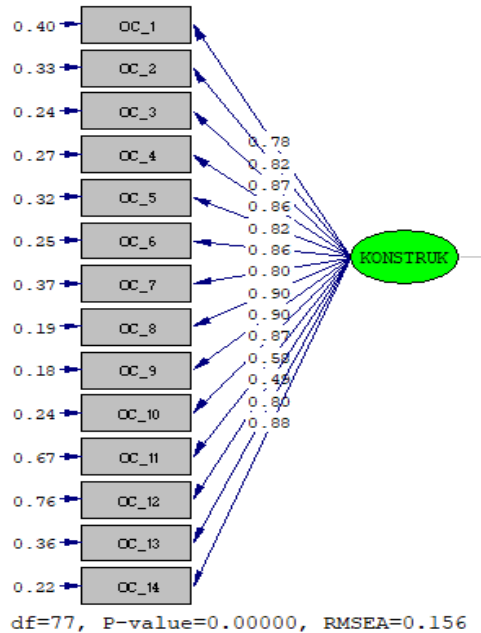


Figure 3.2. Loading Factor of Organizational Learning Measure Tool

Based on the measurement results, all items have a *loading factor* above 0.4 or valid. However, the score on p-value is 0.000 or not more than 0.05 or RMSEA of 0.156 or not less than 0.08 so that the measurement model is still not fit. In order to ensure the measurement model of the *Organizational Learning* measurement tool, we use the *fitness model* assumption, with the following details:

Table 3. Model Fitness Measurement Results of *Organizational Learning* Measure Tool

<i>Model of Fitness</i>	<b>Value</b>	<b>Results</b>
<i>Normed Fit Index (NFI)</i>	0,94	Model Fit
<i>Comparative Fit Index (CFI)</i>	0,95	
<i>Incremental Fit Index (IFI)</i>	0,95	
<i>Relative Fit Index (RFI)</i>	0,93	

The analysis method in this study uses PROCESS with model 4 to test whether or not there is mediation in *Affective Commitment* on *Authentic Leadership* and *Organizational Commitment*. Before analyzing using PROCESS, there is a normality assumption test that must be met first. The normality assumption test uses Kolmogorov Smirnov through SPSS Version 27 *software*.

## RESULT AND DISCUSSION

In order to find out the description of the variables in this study, descriptive analysis was carried out by comparing the hypothetical mean and empirical mean in this study. This can be done by first calculating the standard deviation, empirical mean, and hypothetical mean. The results of calculating the empirical mean and hypothetical mean can be seen in the table below as follows:

Table 5. Descriptive Test of Research Variables

Variables	SD Empirical	Hypothetical SD	Empirical Mean	Hypothetical Mean
<i>Authentic Leadership</i>	9,15	9,33	56,63	42,00
<i>Affective Commitment</i>	4,49	4,00	23,13	18,00
<i>Organizational Learning</i>	8,61	9,33	53,40	42,00

Based on table 5. mentioned above, in *Authentic Leadership* and *Organizational Learning* because the Empirical Standard Deviation in the empirical data is smaller than the Hypothetical Standard Deviation, it can be concluded that the scores on these two variables have low variation or the scores are not much different from or tend to be homogeneous. Meanwhile, in *Affective Commitment*, it can be seen that the Empirical Standard Deviation is greater than the Hypothetical Standard Deviation, meaning that the *Affective Commitment* score has a high variation value, there are research subjects who have high or low scores. Comparisons are also made on the aspects of the hypothetical mean and empirical mean. Based on the results of the comparison of the hypothetical mean and empirical mean on the three variables, the score exceeds the hypothetical mean, which means that the research subjects have a high level of perception of *Authentic Leadership*, *Affective Commitment*, and *Organizational Learning*.

After conducting descriptive tests on the data, the next step is to ensure that the research data meets the normality assumption. The normality test is used to check whether or not normality is met in the regression model. In this regard, the authors use a normality test on the regression model residuals not per variable. A good regression model is a regression model that fulfills the normality assumption on the residual value (Ghozali, 2015). After the residual value is obtained, the author then uses the one sample Kolmogorov smirnov test to see whether the data that has been obtained is normal or not, the data is said to fulfill the assumption of normality if the significance > 0.05. If the result turns out to be <0.05, it can be concluded that the data does not meet the normal distribution assumption. The following are the results of the normality test that has been carried out by the author on the three variables, among others:

Table 6. Measurement Results of Normality Test

Variables	Asym. Sig. (2 tailed)
AL - AC - OL	0,200

Notes: AL = *Authentic Leadership*; AC = *Affective Commitment*; OL = *Organizational Learning*.

Based on the results of the normality test using SPSS version 27 software, the significance is 0.200 and more than 0.05 so it can be concluded that the data in this study meet the assumptions of normality. the analysis technique used is PROCESS. In order to ensure the mediating effect of *Affective Commitment* on *Authentic Leadership* and *Organizational Learning*, the authors used PROCESS. The results of the mediation analysis that has been carried out by the author can be seen through the table below as follows:

Table 7. The Effect of *Authentic Leadership* on *Organizational Learning* with *Affective Commitment* as a Mediator Variable

Indirect Effect	Effect	BootSE	BootLLCI	BootULCI
AL - AC - OL	0,0417	0,0215	0,0041	0,0892
Standardized	0,0443	0,0226	0,0043	0,0931

Based on table 4.13. above, to find out whether there is a mediating influence of *Affective Commitment* on *Authentic Leadership* and *Organizational Learning* variables, it can be seen through the BootLLCI and BootULCI values. There is a significant mediating influence if BootLLCI and BootULCI do not cover the value of 0 so that if you look at the measurement results above, the BootLLCI value is 0.0892 and BootULCI is 0.0892 and does not pass the number 0 so it can be concluded that there is a significant mediating influence on the influence of *Authentic Leadership* and *Organizational Learning* with a total effect of 0.0417 and if using a standardized value of 0.0443.

In this study, the authors also analyzed the type of mediation of *Affective Commitment*. This is done to ensure that the mediation effect provided is *full mediation* or *partial mediation*. To ensure this, the authors use the Baron and Kenny approach, with the following details:

Table 8. The Effect of *Authentic Leadership* on *Organizational Learning* with *Affective Commitment* as a Mediator Variable

Model	Coeff.	se	t	p	LLCI	ULCI
Constant	11,80	2,83	4,17	0,00	6,22	17,39
AL	0,64	0,047	13,51	0,00	0,54	0,73
AC	0,24	0,095	2,52	0,01	0,53	0,43

- a) Based on table 4.14. above, it can be seen that the *Authentic Leadership* variable has a significant effect on *Organizational Learning* with a significance level of 0.00 or less than 0.05.
- b) In the previous explanation, it has been proven that *Authentic Leadership* has a significant effect on *Affective Commitment* which will later act as a mediator variable with a significance level of 0.00 or less than 0.05.
- c) In accordance with the table above, it can be seen that the mediator variable *Affective Commitment* has a significant effect on *Organizational Learning* with a significance level of 0.01 or less than 0.05.
- d) When both variables, *Authentic Leadership* and *Affective Commitment* are measured simultaneously on *Organizational Learning*. The results of the mediation analysis can be seen through the figure below as follows:

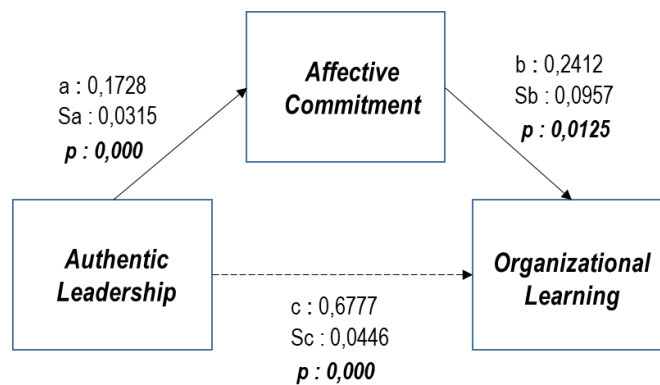


Figure 4.1. Picture of the model framework in this researcher

Based on the framework above, both variables still appear to have a significant effect on Organizational Learning. In accordance with the explanation given if there are only 3 conditions without condition 4, namely the Authentic Leadership variable does not significantly affect Organizational Learning if Affective Commitment is included in the measurement). Based on the explanation above, it can be concluded that the hypothesis in this study is accepted, namely that there is a role of Affective Commitment that mediates the effect of Authentic Leadership on Organizational Learning. The type of mediation shown is partial (partially mediation).

## Discussion

Based on the results of the study above, it has been proven that the effect of Authentic Leadership on Organizational Learning is significant. The results of this study are in accordance with the results of research conducted by (Walumbwa et al., 2008; Peus et al., 2012; Millic et al., 2017). Basically, leadership behaviors can encourage learning in an organization and this is important because this learning can help organizations to easily adapt to existing business challenges (Garvin et al, 2008). Sadler (2003 in Millic et al., 2017) explains that leaders/superiors should ideally be able to create a supportive learning environment or climate and be able to develop learning mechanisms between individuals and teams effectively, this

aims to optimize the knowledge owned by the organization so that later it can be used by individuals at work.

The link between Authentic Leadership and Organizational Learning is essentially explained by Gardner et al. (2005) that not all learning in an organization can occur if there is no presence of leaders/superiors who apply Authentic Leadership, this type of leadership is able to create an organizational climate that is easy to access information, resources and facilitate other individuals to learn something. Garvin (2008) also explains that when leaders/officers actively ask and listen to individual aspirations to be used as discussion material, this condition encourages individuals to actively participate and learn. In addition, when leaders/bosses provide opportunities for individuals to convey certain ideas, this can also encourage individuals to be open and convey choices of innovation ideas that can be done for effectiveness in achieving business goals. In the end, many practitioners suspect that the behaviors of Authentic Leaders can influence the organization's ability to implement Organizational Learning effectively. However, Garvin (2008) also said that Authentic Leadership alone is not enough to explain the probability of an organization being able to implement Organizational Learning.

According to Kim (1993 in Millic et al., 2017) explains that an increase in Organizational Learning cannot solely occur because of the role of Authentic Leaders alone. However, there are other variables that are also considered such as Affective Commitment. This is because when leaders/superiors begin to perform behaviors that show themselves as Authentic Leaders in front of individuals, it does not directly increase Organizational Learning in the organization. The situation shows that individuals who already have an authentic leader figure does not mean that in the future they want to develop Organizational Learning in the form of exchanging information or knowledge between employees, there are still individuals who are reluctant to exchange information or knowledge in the organization.

The interesting thing in this study is that of the four dimensions of Authentic Leadership, Balanced Processing has a significant effect on Affective Commitment. The effect of Balanced Processing on Affective Commitment itself is in accordance with the results of research conducted by (Peus et al., 2012). The explanation of the impact of Balanced Processing itself is that Balanced Processing and the selection of challenges accompanied by adequate development potential are important and will have an impact on the ease of leaders/superiors in making the right decisions. In addition, Balanced Processing in Authentic Leadership is also believed to encourage leaders / superiors to provide constructive and positive feedback to team members so that ultimately through this behavior it can affect the increase in the level of individual affection commitment to the organization (Walumbwa et al., 2010).

The existence of Affective Commitment can have an impact on increasing the organization's ability to learn. The results in this study also show that Affective Commitment has a significant effect on Organizational Learning and is in accordance with the results of research conducted by Millic et al. (2017). Song (2013) explained that the relationship between affective commitment to the organization's ability to implement effective learning departs from individual

commitment that can effectively influence the conditions for the formation of a learning culture in the organization. The results of this study are in line with those conducted by Millic et al. (2017) that the higher the level of affectionate commitment in individuals, the better the implementation of Organizational Learning in the organization. The existence of affectionate commitment in individuals will encourage organizations to carry out continuous learning and this can be seen from the development of the Knowledge Management System in the organization, the ability to overcome risks that can affect the achievement of business goals, improve relationships between individuals and be more collaborative at work including relationships with individuals outside the organization to create new insights that are beneficial to the organization.

The presence or existence of Authentic Leaders is needed to influence individual behaviors and attitudes, not only related to work but encouraging individuals to be more open to change and willingness to develop themselves through active learning, in the end these conditions are perceived by individuals as a form of appreciation and recognition from the organization. The emergence of commitment in this affection then encourages individuals to strive to give their best and maximum to the organization in order to achieve business goals. The results of this study can be used as a basis by organizations to start building an effective learning culture by considering Authentic Leadership as a factor and Affective Commitment as a variable that mediates the relationship between Authentic Leadership and Organizational Learning.

## CONCLUSION

Based on the results of calculations and hypothesis testing in this study, it can be concluded that Authentic Leadership has a significant effect on Organizational Learning. The mediating role of Affective Commitment is proven to be significant to the relationship between Authentic Leadership and Organizational Learning. The type of mediation of Affective Commitment is Partial Mediaton, which means that Authentic Leadership can have a significant effect directly on Organizational Learning and indirectly because it must go through Affective Commitment first.

Based on the explanation above, organizations can begin to consider increasing Authentic Leadership predictors to optimize the application of Organizational Learning. In accordance with the results in this study, the existence of Authentic Leadership creates a more open work environment because of the existence of more open, positive, and supportive relationships or relationships that encourage individuals to be more loyal or emotionally committed to the organization. Based on the explanation above, individuals with affective commitment to the organization are a manifestation that individuals get intrinsically motivated and want to give their best for the organization, one of which is like helping the organization to manage the insights and knowledge that exist in the organization so that in the future the organization can adapt to future business problems or challenges. The results of this study are also useful for the development of knowledge and knowledge about Authentic Leadership, Affective Commitment, and Organizational Learning, especially in the scope of banking.

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