Influence of Leadership Styles And Organizational Commitment To Learning Organization

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ABSTRACT

This study analyses the leadership style, organizational commitment, and learning organization at PT XYZ. how leadership style affects the learning organization, and how organizational commitment affects the learning organization. A survey that included information on leadership styles, organizational commitment and learning organization was used to collect data from 114 employee of PT XYZ. The results show that leadership style and organizational commitment is in the "strong" category, and learning organization is in the "very strong" category. Leadership style and organizational commitment have a significant influence on learning organization. This study gave insight that organizational commitment has a stronger influence compared to leadership style in supporting the development of a learning organization.

INTRODUCTION

In today's rapidly evolving global environment, business transformation has elevated the strategic importance of learning within organizations, as adapting to business transformation necessitates a parallel transformation in how individuals and institutions learn. Consequently, organizations are required to cultivate a learning-oriented culture, where employees are intrinsically motivated to engage in continuous learning that equips them to meet ongoing and future challenges. In the context of PT XYZ, a multinational company focusing on forestry products, several challenges have emerged. Digitalization is transforming the way the company collects and analyzes its data (source: internal modul), necessitating adaptation to new technologies to enhance operational efficiency (Berg, 2019). Additionally, the growing expectations of customers for higher quality and more competitive pricing have become key driving forces for PT XYZ to develop into a high-level learning organization.

PT XYZ has implemented the Individual Development Plan (IDP) as a strategic tool to foster a learning organization, and has incorporated IDP completion into the performance contracts of all employees as part of their personal development objectives. To support this initiative, the company has adopted the 70-20-10 learning model, which is widely recognized as an effective framework for employee development. This model emphasizes that 70% of learning occurs through on-the-job experiences, 20% through learning from others (such as coaching and mentoring), and 10% through formal learning activities such as workshops (GNIK, 2023).
Employees play a crucial role in fostering a learning organization. Through the implementation of the Individual Development Plan (IDP), the company aims to achieve a high level of organizational learning. According to Marquardt (as cited in Taphun, 2021), people are one of the five subsystems

essential for developing a learning organization. These five subsystems include learning processes, people, knowledge, technology, and the organization itself. A study by Efendy and Susanti (2018) further supports this view by quantifying the influence of each subsystem proposed by Marquardt. Their findings show that the "people" subsystem contributes 87.5% to the development of a learning organization, making it the second most influential factor after the "organization" subsystem. To implement the IDP as a strategic tool in fostering a learning organization, all employees consiederes as talents, managers and human resource personnel collaborate together to design individualized IDP programs. These programs are intended to be monitored regularly to ensure progress and alignment with development goals. Despite these efforts, company data indicate a consistent decline in IDP completion rates over the past three years, from 56% in 2022 to 33% in 2024. This downward trend is further supported by findings from an internal survey conducted in 2024, which revealed a low level of employee commitment to personal development—suspected to be one of the key factors contributing to the declining IDP completion rates

Furthermore, PT XYZ has also included team-level IDP completion as a component of managers' performance contracts. Nevertheless, IDP completion rates vary across departments, suggesting that leadership plays a critical role in encouraging IDP completion as part of efforts to build a learning organization. Managers are expected to serve as role models in encouraging IDP completion among their subordinates. However, the same 2024 internal survey also showed that most managers received low ratings in the role model dimension.

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LITERATURE REVIEW
Leadership Styles
Suriagiri (2020) defines leadership style as the manner in which a leader exercises leadership functions using a combination of philosophy, skills, and attitude. This style may vary based on factors such as motivation, authority, or orientation toward specific tasks or individuals. Meanwhile, Robbins (2019) and Northouse and Burns as cited in Kareem, Patrick, and Prabakaran (2024) describe leadership as the process by which a leader influences subordinates to achieve predetermined goals. In summary, leadership style can be defined as a leader's ability to influence subordinates, either through formal organizational structure or through personal acceptance by subordinates, leading to the achievement of organizational goals.

Transformational leadership drives significant changes in members' attitudes and behaviors. Burns (in Golensky & Hager, 2020) argues that this style is effective during organizational crises. Robbins (2022) asserts that transformational leaders inspire followers to transcend personal goals for the benefit of the organization and foster creativity among team members. There are four dimensions of transformational leadership:

- Idealized Influence: Leaders provide a vision, instill pride, and earn trust and respect.
- Inspirational Motivation: Leaders clearly communicate goals, fostering motivation and engagement.
- Intellectual Stimulation: Leaders promote intelligence, rationality, and problem-solving.
- Individualized Consideration: Leaders attend to each follower's needs through coaching and mentorship.

Organizational Commitment
Organizational commitment refers to the extent to which an individual identifies with and becomes involved in their organization and/or is unwilling to leave it (Greenberg, 2011). There are three types of individual commitment to an organization: continuance commitment, normative commitment, and affective commitment.

Continuance commitment occurs when an individual chooses to remain with an organization because they believe that leaving would result in significant personal loss, leading them to avoid taking such a risk. Normative commitment is experienced when individuals feel a moral obligation to remain in the

organization due to perceived social pressure. Individuals with a high level of normative commitment are often concerned about how others would perceive them if they left the organization. For example, leaving a position as a civil servant or an employee in a state-owned enterprise (SOE) to work in the private sector may be viewed as a socially undesirable decision, especially when influenced by family or close social circles. Affective commitment arises when individuals remain with an organization because they view it positively and agree with its underlying goals and values. Individuals with high affective commitment genuinely support the mission and vision of the organization and are emotionally invested in contributing to its success.

Learning Organization

Peter Senge, in his influential book The Fifth Discipline, defines a learning organization as an organization that successfully enhances its learning processes (Dalkir, 2011). According to Senge, there are five key components that influence learning organizations: mental models, shared vision, personal mastery, team learning, and systems thinking. In addition, Garvin (2008) defines a learning organization as "an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights." Similarly, Pedler, Burgoyne, and Boydell describe a learning organization as "an organization that facilitates the learning of all its members and continuously transforms itself" (Pedler, Burgoyne, & Boydell, 1991, p. 1). Below is the explanation of five key components of learning organization.

Personal Mastery

Personal mastery refers to an individual's ability to view reality honestly and openly, which in turn helps clarify their personal vision. This component enables individuals to experience what Senge calls "creative tension"—a gap between current reality and desired outcomes. As a result, individuals strive to bridge that gap and move toward their goals.

Mental Models

Mental models refer to an individual's ability to compare their personal vision or perception with reality, allowing them to align both into a coherent understanding. Mental models serve as internal maps that help individuals process and recall information in both short and long-term contexts. In organizations, the mental models of leaders are especially significant, as they often determine how business issues are recognized and surfaced.

Shared Vision

Shared vision is defined as the collective ability of a group of individuals to hold a common image of a desired future. A strong vision has the potential to evolve into a shared vision among organizational members. Senge emphasizes that the strongest shared visions typically originate from organizational leaders or founders. A shared vision also requires individuals who feel emotionally connected to the organization.

Team Learning

Team learning refers to a group's ability to suspend individual assumptions and engage in dialogue rather than debate. This component consists of three dimensions: A collective need to deeply think through complex issues, allowing the team to harness diverse perspectives for optimal solutions; Coordinated and innovative actions, where team members are aware of each other's presence and reliably take complementary actions; Inter-team collaboration, where the outcomes of Team A may involve contributions from members of Team B, facilitating mutual learning.

Systems Thinking

Systems thinking is the ability to perceive patterns of interrelationships rather than linear cause-and-effect chains. It reflects a capacity to think contextually and understand the broader consequences of

actions on other parts of the system. This component encourages individuals and groups to recognize that problems often arise from systemic structures rather than isolated causes. Moreover, systems thinking promotes awareness that short-term solutions may lead to long-term negative consequences.

METHOD
This study employs a quantitative method with a descriptive approach. A structured survey was designed to examine three key constructs: leadership style, organizational commitment, and learning organization. The instrument for measuring leadership style (Variable X1) was developed based on the framework proposed by Robbins and Judge (2022). The survey items for organizational commitment (Variable X2) were constructed with reference to the model presented by Greenberg and Baron (2011). Meanwhile, the measurement of learning organization (Y) was developed using the theoretical foundation provided by Dalkir (2017).

To collect the data, researcher has agreement with the management of PT XYZ to set the population in this study consists of 160 Forestry employees in the Harvesting and Nursery divisions at PT XYZ.Meanwhile for sample, researcher using 114 samples. After the data is collected, the researcher will conduct a descriptive analysis. Each variable will be measured and categorized using a scale ranging from "very weak" to "very strong." To assess validity, both convergent and discriminant validity tests will be performed. Reliability will be evaluated using Cronbach's alpha and composite reliability. Finally, the researcher will conduct a hypothesis testing analysis.

RESULT AND DISCUSSION
Descriptive AnalysisDescriptive analysis aims to provide an overview of the distribution of respondents' perceptions regarding the research variables. The results of the descriptive analysis are presented below.

Table 1 Descriptive Analysis Result

Variables	Likert Scale					Score	%	Category
	SD	D	SWA	A	SA			
Leadership Styles	1	3	57	237	168	466	82%	Strong
Organizational Commitment	0	5	62	239	152	459	81%	Strong
Learning Organization	0	1	17	277	195	489	86%	Very Strong

The overall leadership style at PT XYZ is categorized as "Strong" (82%). This indicates that leadership at PT XYZ has successfully inspired followers to transcend their personal interests for the benefit of the organization and has made a significant impact on them. The overall organizational commitment at PT XYZ is categorized as "Strong" (81%). This suggests that employees at PT XYZ identify with and are engaged in the organization, and/or are unwilling to leave it. The overall learning organization level at PT XYZ is categorized as "Very Strong" (86%). This indicates that PT XYZ demonstrates a very strong capacity in enhancing learning processes within the organization.

Verificative Analysis
Following the descriptive stage, a verificative analysis was conducted, comprising validity and reliability tests of the research instruments administered to the sample. This analysis also involves hypothesis testing to determine the relationship between the independent variables—Leadership Style (X1) and Organizational Commitment (X2)—and the dependent variable, Learning Organization (Y). The analysis was performed using the SmartPLS 4 software.
Convergent validity test result is shown below:

Table 2 Convergent validity result

Variabels/Dimension	Indicator	Code	Loading Factor	Decision
Leadership Styles				
Idealized Influence	A leader who sets a good example at work	LS1	0.823	Valid
	A leader who is respected by subordinates	LS2	0.837	Valid
Inspirational Motivation	A visionary leader	LS3	0.792	Valid
	A leader who inspires performance	LS4	0.802	Valid
Intellectual Stimulation	A leader who encourages creativity	LS5	0.71	Valid
	A leader who is open to change	LS6	0.758	Valid
Individualized Consideration	A leader who appreciates employees	LS7	0.826	Valid
	A communicative leader	LS8	0.802	Valid
Organizational Commitment				
Affective Commitment	Emotional attachment to the organization	OC1	0.678	Valid
	Dedicating one's best effort to the organization	OC2	0.488	Invalid
	Dedicating one's best effort to the organization	OC3	0.605	Valid
	Willingness to stay in the organization	OC4	0.688	Valid
	Willingness to stay in the organization	OC5	0.651	Valid
Continuance Commitment	Feeling a loss if leaving the organization	OC6	0.765	Valid
	Belief of lacking more attractive job alternatives elsewhere	OC7	0.779	Valid
	Belief of lacking more attractive job alternatives elsewhere	OC8	0.702	Valid
	Belief that leaving the organization would lead to life difficulties	OC9	0.618	Valid
Normative Commitment	Feeling a psychological contract with the organization	OC10	0.742	Valid
	Belief that the organization has provided many supports	OC11	0.683	Valid
	Belief that the organization deserves employee loyalty	OC12	0.713	Valid
	Belief that the organization deserves employee loyalty	OC13	0.73	Valid
	Belief that the organization deserves employee loyalty	OC14	0.69	Valid

Learning Organization				
Personal Mastery	Willingness to learn and grow	LO1	0.739	Valid
	Engagement in learning activities	LO2	0.795	Valid
Mental Models	Openness to different perspectives	LO3	0.771	Valid
	Ability to adapt to change	LO4	0.797	Valid
Shared Vision	Implementation of a shared vision	LO5	0.746	Valid
	Implementation of a shared vision	LO6	0.839	Valid
	Integration of organizational values and goals	LO7	0.733	Valid
Team Learning	Collaboration among team members	LO8	0.749	Valid
	Collaboration among team members	LO9	0.813	Valid
	Sharing knowledge and experiences within the team	LO10	0.689	Valid
System Thinking	Problem-solving through holistic analysis	LO11	0.628	Valid
	Encouragement to consider the impact of decisions	LO12	0.637	Valid

Based on the results of the convergent validity test as presented in Table 2, 23 items were found to have loading factor scores above 0.70. Additionally, 10 items had loading factor scores between 0.60 and 0.70, which are still considered acceptable and valid. However, one item had a loading factor score below 0.60 and was therefore deemed invalid; this item was excluded from further analysis. Subsequently, the Average Variance Extracted (AVE) scores for each research variable were examined, and the following AVE data were obtained. These results as shown at table 3 indicate that all three variables possess strong validity and adequately reflect their respective latent constructs.

Table 3 (AVE Test)

Variables	Average variance extracted (AVE)
Leadership Styles	0.632
Organizational Commitment	0.503
learning organization	0.559

To strengthen the validity testing, the researcher also conducted a Discriminant Validity test by examining whether each construct is distinct from the others. In this context, the Heterotrait-Monotrait Ratio (HTMT) was used to assess the discriminant validity, with the expected threshold being less than 0.90. The HTMT scores obtained from this study are presented on table 4. Based on these results, it can be concluded that the discriminant validity between the research variables has been satisfactorily established.

Table 4 Discriminant Validity Test Result

	Heterotrait-monotrait ratio (HTMT)
Organizational Commitment <-> Leadership Styles	0.564
Learning Organization <-> Leadership Styles	0.524
learning organization <-> Organizational Commitment	0.677

To assess the reliability of the measurement in this study, both Cronbach's Alpha and Composite Reliability tests were employed. According to Hair et al. (2021) and Ghozali (2021), a construct or variable is considered reliable if it yields a Cronbach's Alpha value greater than 0.60 and a Composite Reliability value greater than 0.70. The results of the reliability tests for each research variable are presented on table 5. Based on these results, it can be concluded that the research instruments used in this study are reliable.

Table 5 Reliability Test Result

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)
Leadership Styles	0.916	0.92	0.932
Organizational Commitment	0.91	0.914	0.924
learning organization	0.928	0.935	0.938

To determine the extent to which the independent variables (X) explain the variation in the dependent variable (Y), the coefficient of determination is used. It also provides insight into how much of the variation in the dependent variable is influenced by factors outside of the research model. The following are the results of the R Square (R^2) test. Based on the results presented on table 6, the independent variables (X) account for 46% of the variation in the dependent variable (Y), as indicated by the R Square value, and 45% as indicated by the adjusted R Square value. The remaining variation in the dependent variable (Y) is influenced by other factors not included in this study.The result are presented below.

Table 6 Coefficient of Determination – R Square (R^2)

	R-square	R-square adjusted
learning organization	0.463	0.454

Hypothesis testing was conducted by examining the path coefficient scores obtained through the bootstrapping procedure using the SmartPLS application. The results of the analysis are presented on table 7:

Table 7
Hypothesis testing Result

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Leadership Styles -> learning organization	0.215	0.215	0.084	2.55	0.011
Organizational Commitment -> learning organization	0.545	0.561	0.059	9.204	0

Based on result on table 7, Leadership Style has a positive and statistically significant effect on Learning Organization, with a path coefficient of 0.215 and a p-value of 0.011. This indicates that an increase in leadership style is followed by an increase in learning organization, although the effect is relatively weak. In contrast, Organizational Commitment shows a stronger effect on Learning Organization, with a path coefficient of 0.545 and a p-value of 0.000. This suggests that organizational commitment is a critical factor in shaping a learning organization, with a statistically significant and relatively strong influence.Based on these hypothesis testing results, the following conclusions can be drawn:

*H1: Leadership style has a positive and significant effect on learning organization → **Accepted***

H2: Organizational commitment has a positive and significant effect on learning organization →
Accepted

DISCUSSION
The results of the hypothesis testing support H1, which states that "Leadership style has a positive and significant effect on learning organization." More specifically, the indicator "A leader who sets a good example at work" received the highest score among the leadership style variables. This high score is further supported by findings from an internal survey conducted by the company in 2024 regarding the role of leaders as role models. In that survey, the Nursery Division, which received positive scores for leadership behavior, also demonstrated a relatively higher level of learning organization implementation, as reflected in the higher completion rate of Individual Development Plans (IDPs) compared to other divisions.
The results of the hypothesis testing support H2, which states that "Organizational commitment has a positive and significant effect on learning organization." This finding aligns with field data from a 2024 internal survey, which revealed the following results related to organizational commitment:

- The aspect of "willingness to work beyond the standard" received an average rating of "Unsatisfactory."
- The aspect of "pride in the company" received an average rating of "Unsatisfactory."
- The aspect of "opportunity for self-development and advancement" also received an average rating of "Unsatisfactory."

These unsatisfactory ratings regarding organizational commitment are further supported by the declining implementation of learning organization practices, as reflected in the completion rate of Individual Development Plans (IDPs) — which decreased from 56% in 2022 to 43% in 2023, and further dropped to 33% in 2024. This pattern indicates that low organizational commitment is accompanied by a decline in learning organization practices, particularly in IDP completion. This finding is also supported by Marquardt's theory, as cited in Taphun (2021), which states that there are five subsystems influencing a learning organization, one of which is the people within the organization. Human resources play a critical role in shaping a learning organization. Employees with a high level of commitment to self-development positively contribute to the formation of a learning organization—and conversely, a lack of such commitment can hinder it.

CONCLUSION
In order to develop learning organization, leadership style at PT XYZ has been able to inspire its followers to transcend their personal interests for the benefit of the organization and has had a positive impact on the learning organization; however, the strength of the influence is relatively weak. And also employees personally identify with and are engaged in their organization and/or are unwilling to leave it. Organizational commitment is a key factor in shaping a learning organization, with a moderately strong and statistically significant influence. The researcher recommends conducting further theoretical studies that examine the influence of other variables on learning organization, including factors related to individual behavior, group dynamics, and organizational structure.

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