

PERFORMANCE IMPROVEMENT MODEL: COMMITMENT DEVELOPMENT BASED ON EMPOWERING AND ORGANIZATIONAL LEARNING

Suhermin

suhermin@stiesia.ac.id

Sekolah Tinggi Ilmu Ekonomi Indonesia (STIESIA) Surabaya

Gogi Kurniawan

Sekolah Tinggi Ilmu Ekonomi Yapan Surabaya

Abdul Talib Bon

Universiti Tun Hussein Onn Malaysia

Riza Bahtiar Sulistyan

Universitas Bandung

ABSTRAK

Perubahan regulasi di masa pandemi, menyusul tingginya pertumbuhan industri di sektor barang dan jasa, mendorong perusahaan untuk meningkatkan daya saingnya. Kemudian pencapaian kinerja menjadi prioritas utama, dan perusahaan juga membutuhkan komitmen yang kuat dari karyawannya. Upaya yang dianggap relevan adalah pemberdayaan karyawan dan pengkondisian lingkungan perusahaan sebagai learning organization. Penelitian ini bertujuan untuk menganalisis pengaruh pemberdayaan karyawan dan organisasi pembelajar terhadap peningkatan komitmen dan kinerja karyawan. Sampel yang digunakan berjumlah 158 karyawan PT. ACS sebagai perusahaan produk dan jasa di bidang makanan dan minuman. Instrumen pengumpulan data menggunakan skala likert dan dianalisis menggunakan structural equation model (SEM). Hasil penelitian menunjukkan bahwa pemberdayaan karyawan dan pembelajaran berperan penting dalam meningkatkan komitmen dan kinerja karyawan. Adanya komitmen yang tinggi juga akan menyebabkan kinerja karyawan yang tinggi. Implikasi penting dari penelitian ini adalah adanya pemberdayaan dan pembelajaran yang bagus akan dapat meningkatkan komitmen karyawannya, dan dampak yang bagus dari organisasi yaitu kinerja karyawan juga akan meningkat.

Kata kunci: kinerja karyawan, komitmen, pemberdayaan, organisasi pembelajaran.

ABSTRACT

Regulatory changes during the pandemic, following high industrial growth in the goods and services sector, have encouraged companies to increase their competitiveness. Then achieving performance becomes a top priority, and the company also requires a strong commitment from its employees. Efforts that are considered relevant are employee empowerment and environmental conditioning of the company as a learning organization. This study aims to analyze the effect of employee empowerment and learning organizations on increasing organizational commitment and performance. The sample used was 158 employees of PT. ACS, as the product and service company in the food and beverage sector. Data collection instruments used a likert scale and were analyzed using a structural equation model (SEM). The results of the study show that employee empowerment and learning play an important role in increasing organizational commitment and performance. The existence of high commitment will also lead to high employee performance. An important implication of this research is that good empowerment and learning will increase organizational commitment, and a good impact on the organization, namely employee performance will also increase.

Key words: commitment, empowerment, learning organization, employee performance.

INTRODUCTION

The human resource aspect plays a crucial role in various operational activities within productive organizations. This significance also holds true for corporate enterprises operating in the food and beverage industry, a sector that requires enhanced competitiveness and viability. This requirement stems from the rapid population expansion in Indonesia, accompanied by a corresponding surge in business ventures and an increased demand for food and beverages. Simultaneously, the preference for fast food among individuals has led to the emergence of new companies. This phenomenon is driven by the perception of substantial growth and profitability in the food and beverage sector (Tarigan et al., 2020). PT. ACS, a company in the consumer food sector, has not only endured for over a decade but has also demonstrated exceptional performance attributed to its dedicated workforce.

Companies engaged in the food and beverage production and trade sector are among the businesses supporting the Indonesian industry. The data of the Central Statistics Agency (BPS) showed that the growth of the large and medium-scale manufacturing and service sectors in 2019 increased to 4.74 per cent in 2020. The production growth of the food industry influenced the increase up to 9.93%, and beverages decreased to 2.77% (Anjaningrum 2020). The rapid growth of the food and beverage industry prompted P.T. ACS improves service and production quality, aiming to effectively cope with the increasingly fierce environmental competition.

This study illustrates the success of P.T. ACS, which can be assessed from the ability of management to maintain and increase its sales to earn a profit. Previous research suggests that company profits can be used as an indicator of company performance appraisal (Setiawan and Soelaiman, 2021; Tarigan et al., 2020). Company's performance is not only profitability and market expansion but also its results that can be obtained from complex decisions, such as; effectiveness,

efficiency, capital utilization, and profitability in the company operations (Anjaningrum 2020). They are all strongly related to H.R.'s role (Setiawan and Soelaiman, 2021; Tarigan et al., 2020). The effective functioning of any organization depends not only on the available resources but also on the employee performance that the organization needs to meet its future human resource needs (Widodo et al., 2023).

Several studies examining employee performance conclude that company performance is closely related to employee performance (Astuti and Amala, 2018). The studies can be used as a projection that employees' performance of PT. ACS is the central pillar of the company's success in achieving its vision and employee's competence to achieve the company's missions to achieve its targets. Employee performance reflects the commitment of its employees, and organizational commitment is also formed by the company's efforts to empower its employees (Putri and Mangundjaya, 2020). In comparison, the company's efforts to condition the environment formulate organizational learning (Shalihin et al., 2018; Pham and Hoang, 2019).

The organizational commitment at PT. ACS is suspected of contributing to employee performance. Other research results show a gap in theory, population, and analytical methods. In this study, we took a pilot of company employees in the field of food and beverages products and services who faced pressure in the last two years because of the changes in government regulations as a response to the pandemic. However, the management of PT. ACS did not streamline employee efficiency. It could even survive and overcome competition due to the company's growth in the food and beverages sector. This research is considered important to review the research gaps from several previous studies on organizational learning and its impact on organizational commitment and performance.

This research has gone through a bibliometric review of journal articles from 2017 to

2022. Network visualization provides information that clustering based on 233 articles is spread in 10 clusters. Based on this clustering, it can be concluded that the Performance variable has a different network from the Commitment, Organizational Learning, Empowerment variables. This can be

proven by the different networks for each variable which shows that the Performance variable is not much analyzed in relation to the Commitment variable, and Organizational Learning, even between Performance and Empowerment has never been directly connected.

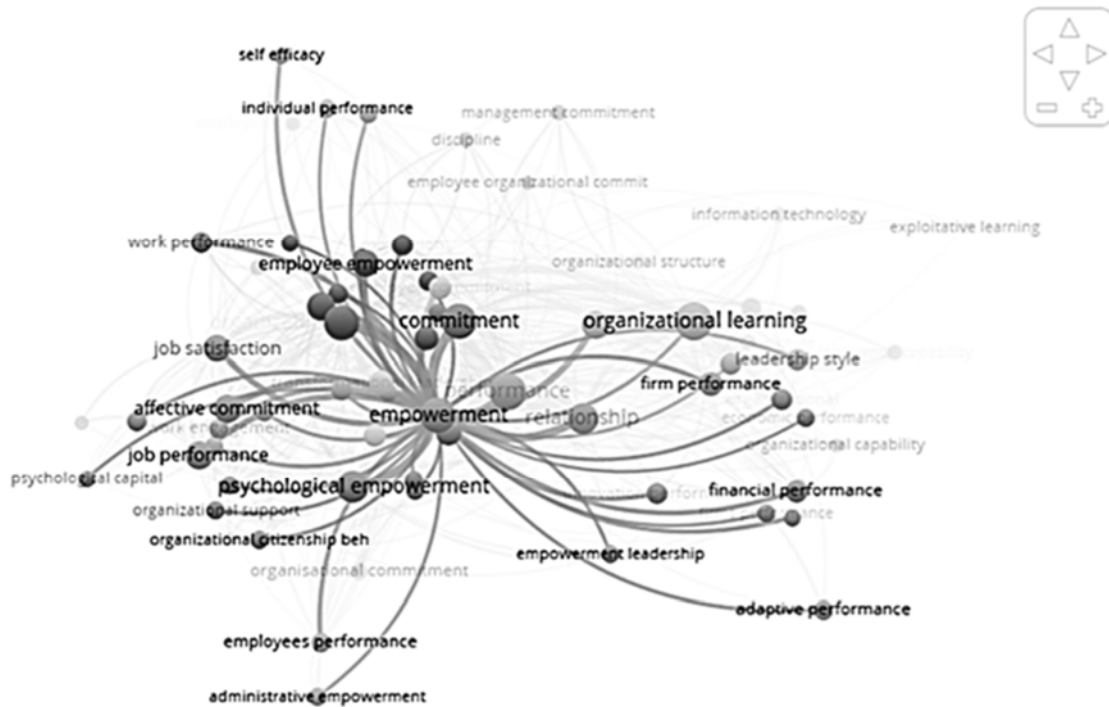


Figure 1
Literatur Review with Vos Viewer

Source: Data Processed (2023)

The history of research on Performance in articles for 2017-2022, shows in figure 1, that research on Performance was most often carried out in 2019 and is very rarely done nowadays, this is a space for researchers to return to conducting research on Job Performance.

THEORETICAL REVIEW
Performance

Bernadin and Russel (2023) is that performance entails the documented outcomes stemming from tasks executed within a specific activity or job function during a predefined time frame. It can be deduced that performance mirrors the accomplishments

derived from task execution within a designated timeframe.

Performance is a term that refers to the assessment or evaluation of the results and achievements of an individual, team, organization, or system in achieving set goals or targets. This term is commonly used in various contexts, such as business, education, sports, and the public sector. Performance evaluation can be done in various ways, depending on the context. In the business context, for example, performance can be measured based on sales figures, profitability, customer satisfaction levels, or operational efficiency. In the field of education, student performance can be assessed based

on exam scores, academic skills, and participation in school activities. It is important to have clear and objective ways of measuring performance, as it helps determine whether goals and objectives have been achieved or whether improvements and adjustments to strategies are needed. A well-conducted performance evaluation can also provide feedback to individuals or organizations to identify strengths and weaknesses, thereby enhancing the quality and effectiveness of performance in the future (Nguyen et al., 2020).

Employee performance is an important thing to study. Because good employee performance, especially in today's stressful business environment, is an important factor used for company success. Therefore, companies must be able to meet the needs of their employees both physically and socially in order to achieve high job satisfaction, which has an impact on their productivity (Hafni et al., 2020; Rizki and Sulistyan, 2022). Performance is what is produced from certain activities during a certain period (Aguinis, 2019).

An employee has carried out his work well if the work results achieved are at the performance standard determined by the organization. In this case it is necessary to evaluate the performance of each employee in the organization. Employee performance is real behavior shown by each employee as work performance according to their role in the organization. Performance is the result of work that can be achieved by a person or group of people in an organizational unit or a company both qualitatively and quantitatively to achieve organizational goals (Rizki and Sulistyan, 2022).

Organizational Commitment

Organizational commitment is a condition where employees express a willingness to accept and become part of an organization by accepting goals and wanting to remain part of the organization (Robbins and Judge, 2017). This form of work commitment does not only appear as passive loyalty, but also includes an active relationship with the work

organization, whose goal is to give everything for the success of the work organization (Nurlina, 2022; Princy and Rebeka, 2019; Abasilim et al. 2019).

Organizational commitment is not limited to formal membership, because it includes an attitude of liking the company and the willingness of employees to seek activities that provide benefits for the interests and achievement of company goals (Nurlina, 2022). So organizational commitment includes aspects of employee loyalty to the company, involvement in work activities, and identifying themselves with the company's values and vision (Irmayanti et al., 2022).

Organizational Commitment refers to the level of trust and emotional attachment an individual has towards the organization they work for. It reflects the extent to which someone feels connected, identifies with, and is committed to achieving the goals and values of the organization. Organizational Commitment also describes an individual's willingness to strive to maintain their membership in the organization and go the extra mile to enhance organizational performance and success.

There are three main components of Organizational Commitment (Meyer et al., 1989):

Affective Commitment

This involves an emotional attachment an individual has towards the organization. Individuals with affective commitment feel happy, proud, and have a strong emotional bond with the organization they work for. They may see the organization as an essential part of their identity.

Continuance Commitment

This is related to an individual's perception of the costs or losses they would experience if they were to leave the organization. Individuals with continuance commitment stay in the organization because they believe that leaving would have negative consequences for them, such as losing benefits or career opportunities.

Normative Commitment

This type of commitment is associated with an individual's moral or normative obligation to the organization. Individuals with normative commitment feel obliged to remain loyal to the organization because they consider it a moral responsibility or a reflection of their personal values to stay committed to the organization that has given them opportunities.

Organizational Commitment is crucial for the success and sustainability of an organization because employees with strong commitment are more likely to be dedicated, work hard, and contribute positively to the goals and performance of the organization. Additionally, Organizational Commitment is also related to employee retention rates, as highly committed individuals are more likely to stay with the organization in the long term (Rizki and Sulistyan, 2022).

Employee Empowerment

Researchers have looked for various key elements to be able to drive employee motivation, and one of the key elements of leadership and organizational effectiveness is empowerment (Dharmanegara et al., 2021). Empowerment enhances feelings of workforce self-efficacy through relinquishing power and control as in delegation, decentralized decision making, and employee participation (Muduli and Pandya, 2018).

Empowerment as the process of managing or managing a kind of delegation of management authority to several employees to replace and complete their jobs (Paul et al., 2020; Yildiz and Esmer, 2021). Furthermore, Conger explains empowerment as a process of fostering motivation by organizations to increase self-efficacy and provide experience for employees to be able to complete their work tasks effectively and efficiently or achieve their goals with the expected level of success (Turkmenoglu, 2019).

Employee empowerment is a psychological empowerment process that becomes the perception of employees in a work assignment and recognizes their role in com-

pleting various work tasks within the company (Vu, 2020). The empowerment process is related to the opportunity to autonomously design work, authority, trust that encourages each employee to pay more attention to work standards in carrying out assigned work tasks (Dahou and Hacini, 2018).

Employee Empowerment is a management approach where employees are given the freedom, authority, and responsibility to make decisions and manage their own work. In an environment that implements employee empowerment, employees are entrusted and supported to actively participate in the decision-making process and have control over their tasks (Staniulienė and Zaveckis, 2022).

The main principle of employee empowerment is to empower employees with the knowledge, skills, and resources needed to be more autonomous and accountable for their work. This includes providing them with access to relevant information, training, and opportunities to develop their skills. Additionally, it is essential for management to provide support, constructive feedback, and recognize employee contributions to strengthen their sense of ownership and commitment to their work (Gottlieb et al., 2021).

Studies have shown that empowered employees have higher levels of job satisfaction, decreased absenteeism, and stronger relationships with co-workers and supervisors, commitment and are overall more productive (Ba, 2015).

However, it's essential to note that employee empowerment does not mean that management loses control or responsibility for strategic decisions. Instead, it involves sharing responsibilities and building partnerships between management and employees to achieve success together.

Organizational Learning

Organizational Learning is the process by which an organization accumulates knowledge, skills, and experiences from its

own practices or from the external environment and utilizes this information to enhance performance and adapt to changes. Organizations that embrace the concept of Organizational Learning strive to create an environment that supports continuous learning and overall improvement.

By fostering a culture of Organizational Learning, companies can become more agile, innovative, and better equipped to navigate challenges and seize opportunities in today's dynamic business landscape.

Learning organizations are all aspirational processes of all members, both individuals and groups, who have the opportunity to carry out learning, or transfer technology formally or informally in an organizational environment (Hassandoust et al., 2022). According to Burma (2015) that learning organizations consist of individual and organizational learning. Based on the organizational concept, there are levels consisting of individual, team and organizational learning. Each of these levels continuously interacts. Whereas in individual learning, it is generally seen that learning is a process made up of four stages, namely observation and perception, interpretation, application, and reflection (Tortorella et al., 2020).

Learning organizations have the characteristic that their members make continuous learning efforts or learn all the time while carrying out work-related activities. Learning organizations as organizations in which people continually develop their individual capacities to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspirations are set free, and where people are constantly learning how to learn together (Berisha-Gawłowski et al. 2021). Learning organization is a group of individuals who have a constant and enhanced ability to learn into a corporate culture, an organization in which where the learning process is analyzed, filtered, constructed, and integrated with the goals and objectives set (Hillmann and Guenther, 2020).

It has become commonplace to say that the organizations that can consciously compete in the future are the ones that find ways to take advantage of the involvement of human resources and learning opportunities at all levels in the organization, and those whose rate of learning is faster than the pace of change in the environment company. The challenge faced by modern corporate employees is the constant need to learn, acquire knowledge and change. Learning is learning to the bottom of what it means to be human. Through learning we transform ourselves, develop our creative capacities, and become part of life's creative process (Singh et al., 2022).

Hyphoteses Development The Effect of Empowerment on Organizational Commitment

Researchers have searched for essential elements that can direct employee motivation for decades. Empowerment is one of the main elements of managerial and organizational effectiveness in managing or arranging a kind of delegation of management authority to some employees to replace and complete their work (Paul et al., 2020; Yildiz and Esmer, 2021).

The results of research by Murray and Holmes (2021) show that building denotation through empowering employees can create a strong emotional commitment to the organization. Likewise, concluded a positive relationship between the components of employee empowerment and organizational commitment (Zaraket et al., 2018). Meanwhile, empowerment had no significant effect on organizational commitment (Sulistiono et al., 2020).

H₁: Empowerment affects organizational commitment

The Effect of Empowerment on Performance

Empowerment is a process to foster motivation and bestow experience for employees to complete their work tasks effectively and efficiently with the level of success ex-

pected by the organization. The empowerment process relates to the opportunity to autonomously design work, authority, and trust that encourages each employee to pay more attention to work standards in carrying out assigned tasks (Dahou and Hacini, 2018).

Empowerment positively impacts employee performance (Sulistyan et al., 2019). Similarly, empowering leaders will positively impact employee performance (Byun et al., 2020). Empowering leader will positively impact employee performance (Kundu et al., 2019). Meanwhile, Empowerment would impact employee performance through job satisfaction (Hewagama et al., 2019).

H₂: Empowerment affects performance.

The Effect of Learning Organizations on Organizational Commitment

Learning organizations have a characteristic that members make continuous learning efforts or learn all the time while carrying out work-related activities. Learning organization as where people continue developing their capacities to create truly desired outcomes, where new and expansive thinking patterns are nurtured, where collective aspirations are liberated, and where people constantly learn how to learn together. At the same time, employee organizational commitment is a state of an employee who expresses a willingness to accept and be part of an organization by accepting goals and wanting to remain a member of the organization (Robbins and Judge, 2017). Organizational learning and commitment are highly correlated (Hashim et al., 2020). Learning organization directly affects professional commitment (Simanjuntak et al., 2019).

H₃: Learning organizational affects organizational commitment.

The Effect of Learning Organizations on Performance

Organizations can consciously compete in the future find ways to take advantage of human resource engagement and learning opportunities at all organizational levels.

Those whose learning rates are faster than the speed of change in the corporate environment. Consequently, modern enterprise employees face the constant need to learn, acquire knowledge, and change. In terms of employee performance, the quality of work shows the ability of employees to produce optimal work.

Learning organizations are aspirational processes of both individuals and groups who have the opportunity to learn or transfer technology formally and informally within the organization. Learning organization consists of individual and organizational learning. Individual, team and organizational learning are based on the organizational concept. Each of these levels is constantly interacting (Waruwu et al., 2020). Therefore the company provides opportunities for employees to develop their quality. In the literature on learning organizations, individuals are learning entities. Other literature emphasizes that knowledge storage outside the individual is much lower than organizational learning (Pham and Hoang, 2019). Learning organization has no impact on employee performance (Hendri, 2019). Learning organization positively affects employee performance (Cik et al., 2021).

H₄: Organizational Learning affects performance

The Effect of Organizational Commitment on Performance

Organizational commitment plays an essential role in determining whether an employee will stay with the organization for a more extended time and work passionately to achieve organizational goals. A person has a high commitment if it has three aspects: a strong desire to remain a member of the organization, a willingness to strive to achieve organizational goals, and trust and accept organizational values (Jawaad et al., 2019). Their employees feel connected to the organization, are more productive, and are dedicated to their work to perform better (Rožman and Štrukelj, 2020). Organizational commitment directly affects employee per-

formance (Suharto et al., 2019). Organizational commitment harms employee performance (Donkor and Zhou, 2020).

H5: Organizational commitment affects performance

The conceptual model (figure 2) for this study states that the relationship between variables is built based on a literature review and is supported by previous research. The conceptual framework used in this study is

intended to provide an overview of the research plan conducted by the researcher.

RESEARCH METHODS

In this study, the population of food companies was selected to 263 employees. Sampling was determined using the slovin formula. The number of samples collected was 158 employees at PT. ACS. The research instrument used a modified Likert scale as a primary data collection tool.

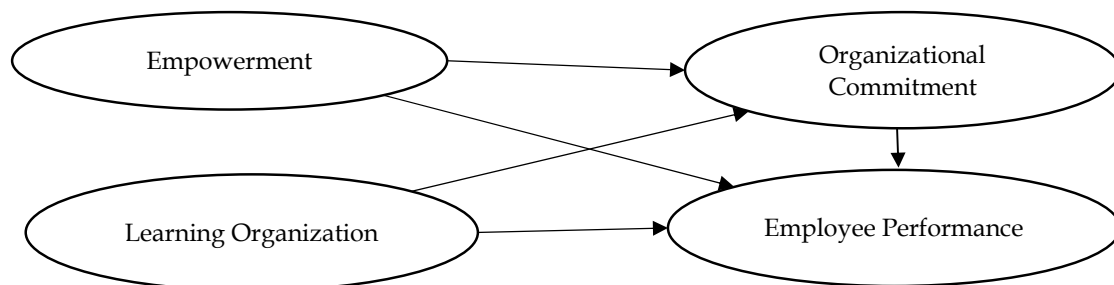


Figure 2
Conceptual Model

Source: *Theoretical and Empirical Study*

Table 1
Variables and Measurement

Variables	Indicators	References
Empowerment	Meaningfulness Competence Self-determination Job impact	Joo et al. (2019)
Learning Organization	System Thinking Personal Mastery Mental Model Shared Vision Team Learning	Al Saifi (2019)
Organizational Commitment	Strong belief in the goals and values of the organization Willingness to work for the organization Strong desire to maintain organizational membership	Meyer et al. (1989)
Employee Performance	Quality Quantity Responsibility Effectiveness Effort	Mulang (2021)

Source: *Theoretical and Empirical Study*

The data analysis model for the hypothesis applied Structural Equation Modeling (SEM) refer to Ferdinand (2014). The measurement model (table 1) for empowerment and organizational learning, organizational com-mitment and employee performance used path analysis, estimating the effect of each independent variable on the dependent variable using the path coefficient.

ANALYSIS AND DISCUSSION

Result

This study distributed 158 questionnaires to employees and obtained the following characteristics of the respondents.

Age can indicate the level of individual maturity in thinking and behaving in the organization. Based on the respondent's data, it can be seen that the age of most respondents is in the age range of 26 to 35 years. As an employee who works professionally who also requires maturity in thinking. In this age range is productive age who have enough work experience to work.

Table 2
Responden Characteristics

Characteristics	Frequency	%
Age		
≤ 25 years	18	11
26 - 35 years	64	41
36 - 45 years	48	30
≥ 46 years	28	18
Gender		
Woman	82	52
Man	76	48
Years of Service		
1 - 5 years	46	29
6 - 10 years	67	42
11 - 15 years	36	23
≥ 15 years	9	6

Source: Data Processed (2023)

The gender distribution of respondents in the table 2 shows that most of the respondents are female. Even though there is no gender difference for jobs that always prioritize this profession, in this case most of the

professions are mostly held by the female gender.

The respondent's tenure indicates seniority in the organization. The longer the working period of the respondent, the higher the seniority of the respondent in doing work in the company. The lowest tenure is more than 15 years. While the most working period is 6 years to 10 years.

In this study, the data is collected and checked in the complete filling, which is carried out in tabulating and analyzing the data. Therefore, the first step is to test the internal validity with the product-moment technique and the reliability of the measuring instrument using Cronbach's alpha formula, in table 3 as follows.

Table 3
Results Validity and Veliability of Measuring Instruments

Research Scales	Coefiencie Value r_{xy}	Remarks α
Empowerment	0,494 - 0,717	0,836 Visible
Organizational learning	0,261 - 0,526	0,879 Visible
Organizational Commitment	0,346 - 0,814	0,725 Visible
Employee Performance	0,217 - 0,718	0,896 Visible

Source: Data Processed (2023)

The results of the validity test on the empowerment scale obtained between 0.494 to 0.717 of validity coefficient values. On the organizational learning scale, the value of the validity coefficient is between 0.261 to 0.526. The organizationa commitment scale has a coefficient of validity between 0.346 to 0.814, and the employee performance scale obtained coefficient values between 0.217 to 0.718. The validity test results on all statement items tested have a validity coefficient value of more than 0.20. So all statement items are declared valid. The results of the reliability test of the measuring instrument using Cronbach's alpha on the research scale, as table 3 shows, the alpha value on each scale is more

than 0.700, meaning that the full scale used in this study is quite reliable (Ghozali, 2018).

The results of the mean difference test on exogenous (influenced) variables, namely organizational commitment and employee performance through weight regression, can be illustrated in the following graph.

Figure 3 shows the tendency of organizational commitment to be dominated by normative commitment in various aspects of achievement and process performance. Employees carry out the quality and quantity aspects of organizational performance variables as a form of normative attitude or work obligations. Aspects of the attitude of responsibility followed by continuance commitment are more dominant than affective commitment. Meanwhile, the practical aspect is more dominated by the affective and

normative commitment, which also linearly parallel continuance commitment. Then the effort aspect is relatively low and is followed by a decreased commitment normatively, continuously, and effectively.

In Figure 3, the performance of employees of P.T. ACS tends to be oriented to the aspects of responsibility (work responsibilities), effectiveness (saving time, materials, and work tools), and effort (the willingness of employees to solve problems). Aspects of work quality and quantity have received less attention from employees than the normative aspect of commitment, namely the perspective of employees' obligations to the company in terms of employment law. Then on the endogenous variables, each indicator's or aspect's contribution can be described in the following graph.

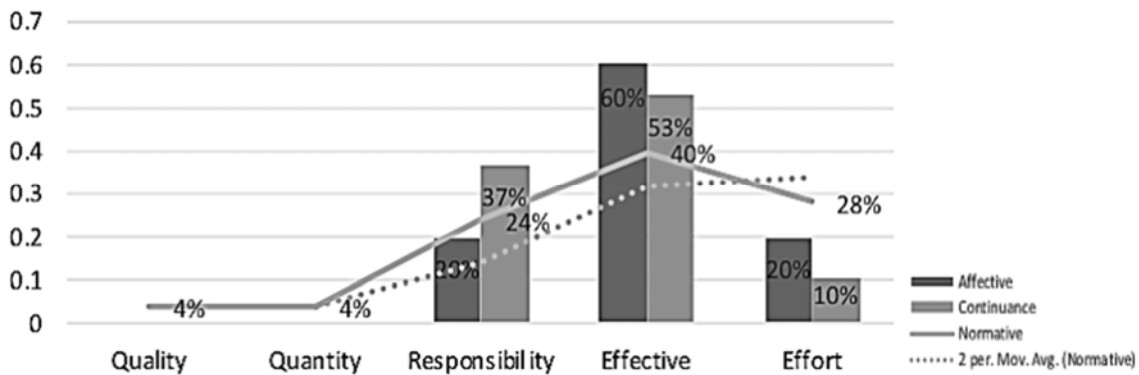


Figure 3

Weight Regression Indicator of Commitment and Performance

Source: Data Processed (2023)

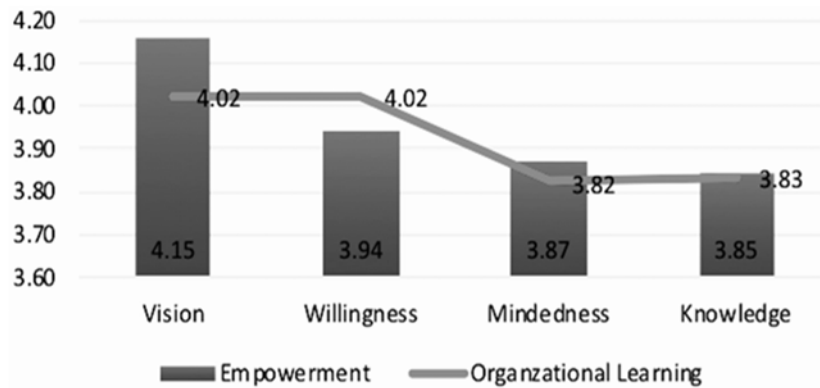


Figure 4

A synergy of empowerment with Organizational Learning

Source: Data Processed (2023)

Figure 4 provides an overview of each indicator or aspect of the empowerment and organizational learning variables. The graph shows that the empowerment variable and the visual aspect have the highest average value (4.15). In contrast, the organizational learning variable, the meaningfulness aspect, has the same average value as the willingness aspect (4.02). The synergy in each aspect is measured from the average value above. The management of P.T. ACS can maintain the condition of the employees so that every job has an essential meaning for the employees and the company follows the employee's vision. The empowerment activities are essential for the management of PT ACS to clarify the company's vision, mission, and values as part of a meaningful aspect for the lives of employees and the company.

In PT ACS, the employees' willingness to learn is an average of 3.94, having a high learning climate in the company environment. Then employees' skills and knowledge about the field of work and the company environment are reflected in the ability to think and act consistently; theirs are classified as very high. The employees of PT ACS naturally have an attitude that describes a relatively high open-mindedness with an average value of 3.87, as indicated by their

willingness to evaluate every routine work activity and to accept new ideas. A learning attitude follows this in the form of self-determination, namely the employee's belief that determines their success in life.

Organizational learning can also be seen from the willingness of employees to share knowledge with co-workers to improve the abilities of themselves and other co-workers with an average value of 3.85, followed by empowerment as the ability to predict work results with an average of 3.83. In other words, the employees can predict each of their work behaviour and the impacts arising from work behaviour while carrying out functional work tasks. In this study, the model analysis is carried out as the results of the inferential analysis, Under the path analysis procedure, it was first carried out to construct endogenous variables (empowerment and organizational learning) as the predictor variables or influencing causes. After the measurement model is met, the analysis at the next stage can be carried out by constructing validity tests to ensure that the indicator is the construct of the latent variable under study. Then the feasibility test of the model was carried out with the following results (figure 5).

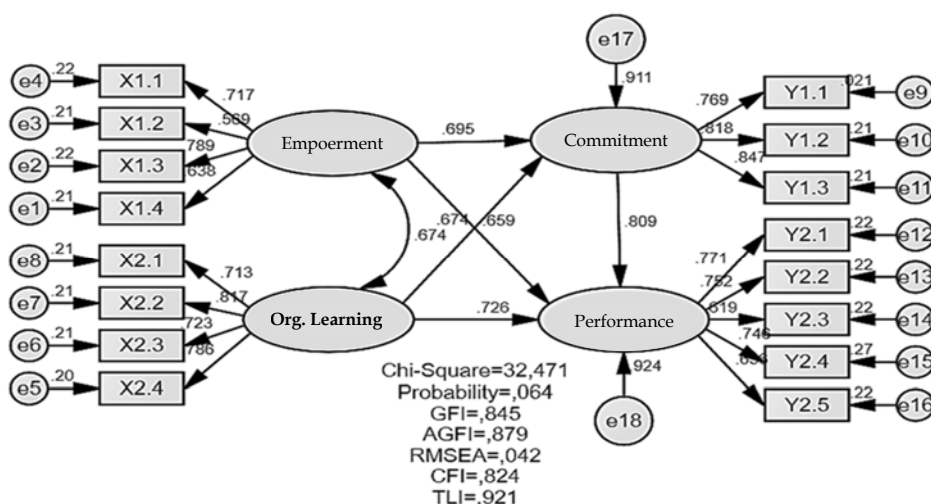


Figure 5
 The goodness of Fit Test

Source: Data Processed (2023)

The chi-square value of 32.471 at a probability of 0.064 ($p > 0.05$) indicates the null hypothesis that the model is the same as the empirical data, is accepted, meaning the model is fit. Ghozali (2018) expected probability value is more than 0.05 using a 95% confidence degree. The results of this analysis illustrate the acceptance of null hypothesis. The predicted input matrix is factual and has statistical similarities. The chi-square value determines the goodness of fit model, which is supported by the values of GFI, AGFI, TLI, and RMSEA."

Table 4
Model Testing Criteria

Criteria	Results	Cut off Value	Remarks
χ^2	32,471		
Cmin/df	9,464		Fulfilled
Probability	0,064	≥ 0.05	Fulfilled
RMSEA	0,042	≤ 0.08	Fulfilled
GFI	0,845	≥ 0.90	Adequately fulfill
AGFI	0,879	≥ 0.80	Adequately fulfill
CFI	0,824	≥ 0.90	Adequately fulfill
TLI	0,921	≥ 0.90	Fulfilled

Source: Data Processed (2023)

Evaluation "feasibility of the model describes how fits a series of observations with the model. The goodness of fit measurement usually summarizes the difference between the observed value and the expected value of the model. Its suitability test in path analysis is the same as the test on the structural equation model (SEM) using several parameters since there are many different views from several experts. The goodness of fit and path analysis model can use the following criteria in table 4.

GFI* measures the model's accuracy in producing the observed covariance matrix. According to Ghazali (2017), the value of GFI ranges from 0 to 1 of Adjusted Goodness of

Fit Index (AGFI). Ghozali (2018) have the same principle, that AGFI is the same as GFI but adjusts the effect of freedom degree on the model. An equation model can be feasible if it has an AGFI value of more than 0.90. The Root means a square error of approximation (RMSEA) which analyzes the deviation between the model parameters and the population covariance matrix, is less than 0.05, indicating a close fit model. The value of $0.05 < RMSEA < 0.08$ can be said to be a good fit model. The Comparative Fit Index (CFI) value is another alternative to assess the fit model, but not in the Normed Fit Index (NFI) that was discovered by Bentler and Bonnets (Ghozali, 2018). The CFI (Comparative Fit Index) value ranges from 0-1, while the model is considered fit if the CFI is more significant than 0.9.* The suitability index concludes that the measurement model on the structure of the model shows a reasonably good fit.

The model's feasibility test analysis shows that empowerment and organizational learning are relevant to increasing organizational commitment and improving employee performance. The analysis of the endogenous variable measures empowerment variable with organizational learning that is constructed by indicators that support the built variables. Likewise, the exogenous variables (organizational commitment and performance) are supported by the construction of each indicator. The two endogenous and exogenous variables form a structural model that describes the relationship between variables and the emergence of latent variables, i.e. organizational commitment, moderating empowerment and organizational learning variables on organizational performance. It can be seen from the standardized value in the following hypothesis testing analysis.

Figure 5 of the structural model equation analysis above can be described as table 5, which summarizes the following hypothesis test results.

Table 5
Hypothesis Test Summary

			Estimate	S.E.	C.R.	P
Y1	<---	X1	,695	,419	5,900	,***
Y1	<---	X2	,704	,443	6,306	,***
Y2	<---	X1	,659	,333	4,508	,003
Y2	<---	X2	,726	,507	7,513	,***
Y2	<---	Y1	,809	,809	17,898	,***
Y2	<---	X1 (Abs)	,642	,452	4,842	,036
Y2	<---	X2 (Abs)	,681	,466	4,735	,009

Source: Data Processed (2023)

The results of the analysis of hypothesis testing can be seen that the critical ratio value is 5.900 with a probability of 0.000 ($p < 0.05$), indicating that employee empowerment (X1) affects organizational commitment. The test analysis results indicate the hypothesis that employee empowerment affects organizational commitment is acceptable. The critical ratio value is 6.306, and the probability is 0.000 ($p < 0.05$), indicating that organizational learning (X2) affects organizational commitment. The test analysis results indicate that the hypothesis is acceptable. There is an effect of organizational learning on organizational commitment. The critical ratio value is 4.508, and the probability value is 0.003 ($p < 0.05$), so the employee empowerment (X1) affects employee performance. The test analysis results indicate that the hypothesis of an effect of employee empowerment on employee performance is acceptable. The critical ratio value is 7.513 with a probability value of 0.000 ($p < 0.05$), indicating that organizational learning (X2) affects employee performance. The results of the test analysis indicate that the hypothesis of an effect of organizational learning on employee performance is acceptable. The critical ratio value is 17.898 with a probability of 0.000 ($p < 0.05$), which indicates that organizational commitment (Y1) has a positive effect on employee performance (Y2). It can be said that the hypothesis of an effect of organizational commitment on employee performance is acceptable.

DISCUSSION

Empowerment Affects Organizational Commitment.

The results of this study prove the impact of empowerment on organizational commitment. The hypothesis shows that the critical ratio value is 5.900 with a probability of 0.000 ($p < 0.05$), and that employee empowerment (X1) affects organizational commitment. As the evidence, the commitment of employees of PT. ACS shows that the interpretation is not limited to formal membership because of a sense of belonging to the company and the ability to try higher to achieve company goals. The proof of this hypothesis supports the research of Muttaqien and Sulistyan (2022) who explained that empowerment is a form of giving autonomy to employees. The management applies work flexibility and task execution to employees to become professional employees. Employees can complete their duties effectively, especially in providing services (Abasilim et al., 2019).

Mathis and Jackson (Princy and Rebeka, 2019) is a condition that describes employees who are very interested in the goals and values and goals of the company. Empowerment applied in corporate management can increase the feeling of self-efficacy of the workforce through relinquishing power and control, such as delegation, decentralized decision making, employee participation, and increasing commitment. Employee empowerment is a psychological empowerment

process that becomes employees' perception of a work assignment and recognizes their role in completing various work tasks within the company (Vu, 2020).

Organizational Learning Affects Organizational Commitment

This study also verifies the effect of organizational learning on organizational commitment, as the critical ratio value of 6.306 and a probability of 0.000 ($p < 0.05$). So the organizational learning (X2) affects organizational commitment at PT. ACS. Murray and Holmes (2021) argue that developing meaning through empowering employees can create a strong emotional commitment to the organization. Likewise, Zaraket et al. (2018) determined that there was a positive relationship between the components of employee empowerment and organizational commitment. Meanwhile, Sulistiono et al., (2020) results stated that empowerment had no significant effect on organizational commitment.

Learning organization is a group of individuals with a constant and improved ability to learn in the corporate culture. In this organization, the learning process is analyzed, filtered, built, and unified with set goals and objectives (Hillmann and Guenther, 2020). As a condition and observable behaviour, the organizational learning in a company environment address each individual as a learner so that most knowledge from learning outcomes remains within the individual (Troshani, 2021). In some cases, work teams are adjusted as team learning. However, each individual factually acquires knowledge of learning outcomes attached to the individual. The attachment to learning outcomes is what fosters the strength of individual commitment to the organization in the form of loyalty and commitment to pride (Pham and Hoang, 2019). Organizational commitment is not limited to formal membership, but also an attitude of liking the company, and the employee's willingness to seek and provide benefits for the inte-

rests and achievement of company goals (Abasilim et al., 2019).

Empowerment Affects Employee Performance

The analysis results of the hypothesis testing demonstrate that the empowerment applied by the management of PT. ACS has a direct effect on employee performance. The hypothesis is evidenced by the critical ratio value of 4.508 and the probability value of 0.003 ($p < 0.05$), so the employee empowerment (X1) affects employee performance. The hypothesis also supports the research reported by Kazlaukaite, Buciuuniene, and Turauskas. Companies can operate optimally when they give employees several tasks that have autonomous functions and responsibilities (Putri and Mangundjaya, 2020). The management needs employee empowerment (Putra et al., 2020), and the empowerment applied in company management can increase employee creativity, motivation, and commitment to employees completing each task with full responsibility (Alfaris and Zakiy, 2021).

Empowerment has the meaning of a continuous relationship between employees. They increase trust in each employee and management in the form of work commitment which contributes to improving performance (Putra et al., 2020). The employee empowerment process is closely related to granting authority and trust to employees to be involved in making their own decisions and independently. The empowerment aims to standardize employee skills, so companies have agile and committed human resources to achieve performance optimally (Varshney, 2020).

Organizational Learning Affects Employee Performance

The hypothesis test results also prove that organizational learning affects employee performance, which is supported by the critical ratio value of 7.513 with a probability value of 0.000 ($p < 0.05$), indicating that organizational learning (X2) affects emplo-

ye performance. The acceptance of this hypothesis supports several previous studies, as reported by Cik et al. (2021) who conclude that organizational conditioning in the form of creating an organizational climate as a learning organization will have a significant impact on achieving the expected work results. Pham and Hoang (2019) explains that organizational learning can provide an overview of the learning process as one of the requirements for achieving successful change, transformation, and improving company performance. Organizational learning also describes efforts to increase the competence of employees so that companies can develop because employees are conditioned to continually transform (Putri and Mangundjaya, 2020). Learning organizations are conditioned to form a climate that improves the skills of their employees. Naturally, employees try to transform their knowledge and experience (knowledge shared) and are open to new ideas (Hofmann and Jaeger-Erben, 2020). The learning climate in an organization, with the conditions of employees in an organization, is relevant and concurrent and allows organizational learning to be formed (Brix, 2019).

According to Argyris and Schon (Muduli and Pandya, 2018), organizational learning focuses on a collective, reflective, and sustainable learning process as a process of HR transformation in organizations to foster commitment and achieve performance. Vu (2020) developed the concept of organizational learning as a form of simultaneous organizational management that involves all HR components working together and continuously developing themselves to increase motivation, commitment, job satisfaction, and achievement of work results. Five essential components of organizational learning, namely personnel skills, mental models, clarity of vision (shared vision), and team learning, and mindset (system thinking). The five components are ideal for influencing employee.

Commitment Affects Employee Performance

The results of hypothesis testing prove that organizational commitment independently has a significant positive effect on employee performance at PT. ACS. The acceptance of the hypothesis is supported by a critical ratio value of 17.898 with a probability of 0.000 ($p < 0.50$), that organizational commitment (Y1) has a positive effect on employee performance (Y2). The acceptance of the hypothesis in this study supports several previous by Prince and Rebeka (2019); and Nischal (2018). They agree that organizational commitment has a positive effect on employee performance at P.T. ACS.

In addition, the research by Keskes et al. (2018) explains that organizational commitment and job satisfaction are also positively related to work performance. The commitment and job satisfaction affect employee performance. Organizational commitment is all behavioural components that influence the organization. The descriptive statistical analysis describes the relatively dominant normative aspect in forming a commitment to the practical and constitutive aspects that encourage each employee to be better involved in the work process in each unit in line with the performance aspect (Tamunosiki-Amadi et al., 2019).

Commitment is characterized by the belief and acceptance of employees in the mission and values set by the company; the ability to strive for the advancement of the company and to remain an employee. Employees naturally commit to work because they need work and compensation. The statistical analysis describes the dominance of normative commitment in synergy with cost-effective (work effectiveness) and responsibility (Abasilim et al., 2019). The result refers to the concept of Colquitt et al. (Keskes et al., 2018) that employees who have a strong normative commitment judge the decision to remain an employee of the company and do not care about the quality of work results or whether or not job satisfaction is achieved.

CONCLUSION AND SUGGESTIONS

Conclusion

This study took a sample of employees at PT. ACS, as the product and service company in the food and beverage sector. This study analyzed and tested empowerment and organizational learning and their impact on increasing organizational commitment and performance. The hypothesis testing analysis indicated that employee empowerment affected organizational commitment and organizational learning influenced organizational commitment. There were also the impacts of employee empowerment on employee performance, organizational learning on employee performance, and organizational commitment to employee performance. In addition, the analysis of model testing found that moderated empowerment of organizational commitment affected employee performance. Likewise, organizational learning, moderated by organizational commitment, affects employee performance at PT. ACS. Based on the descriptive and inferential analysis of the synergistic relationship between variables, this study suggests that PT. ACS should implement empowerment and organizational learning conditioning and pay attention to organizational commitment. This study also recommended its efforts to improve employee performance by paying attention to aspects of quality and quantity and effort through control and evaluation that accompanies employee empowerment.

Suggestions

Suggestions for further research may include the following: 1) Deepen the Analysis, This study provides an overview of the relationship between employee empowerment, organizational learning, organizational commitment, and performance. Further research can delve deeper into specific aspects of employee empowerment and organizational learning that have the most significant impact on organizational commitment and performance. 2) Additional Moderating Factors: Besides organizational com-

mitment, there may be other factors that moderate the relationship between employee empowerment, organizational learning, and employee performance. Further research can explore these factors, such as organizational climate, leadership, or corporate culture, to better understand how they influence this relationship. 3) Influence of Other Variables: Subsequent research can consider the influence of other variables that may affect the relationship between employee empowerment, organizational learning, organizational commitment, and performance. For example, variables such as job satisfaction, motivation, or social support may be relevant factors to be investigated. 4) Use of Different Research Methods: While this study may have employed a particular research method, further research can explore different methodological approaches, such as longitudinal studies or qualitative research, to provide more comprehensive insights. 5) Generalization of Findings: This study was conducted at PT. ACS; however, future research could attempt to expand the sample scope or involve companies from various sectors to test the generalization of the findings. 6) Examining Implementation Impact: Subsequent studies can further investigate how the implementation of employee empowerment and organizational learning occurs in real-world contexts. This can assist other organizations in adopting effective practices to enhance employee performance and commitment.

By conducting further research and deeper exploration, we can gain a better understanding of the complexity of the relationships between employee empowerment, organizational learning, organizational commitment, and performance. This can provide valuable insights for companies in achieving long-term success.

REFERENCES

- Abasilim, U. D., D. E. Gberevbie, and O. A. Osibanjo. 2019. Leadership Styles and Employees' Commitment: Empirical Evidence From Nigeria. *SAGE Open*

- 9(3), 215824401986628. <https://doi.org/10.1177/2158244019866287>.
- Aguinis, H. 2019. *Performance Management For Dummies*. John Wiley & Sons, Inc. Canada.
- Al Saifi, S. A. 2019. Toward a Theoretical Model of Learning Organization and Knowledge Management Processes. *International Journal of Knowledge Management* 15(2): 55-80. DOI: 10.4018/IJKM.2019040104.
- Alfaris, B. and M. Zakiy. 2021. Affective Commitment as a Mediation Variables Effect of Empowering Leadership on Employee Creativity. *JEBIS: Jurnal Ekonomi dan Bisnis Islam (Journal of Islamic Economics and Business)* 7(2): 250-266. doi: 10.20473/jebis.v7i2.26685.
- Anjaningrum, W. D. 2020. Efektivitas Digital Marketing dan Networks dalam Mendongkrak Kinerja Pemasaran UKM di Masa Pandemi Covid-19. *SENABISMA: Prosiding Seminar Nasional Administrasi Bisnis dan Manajemen* 5: 50-61.
- Astuti, E. P. and N. Amala. 2018. Effect of Work Discipline on Employee Performance in the Office of Public Appraisal Services Herly, Ariawan and Partners. *Pinisi Discretion Review* 1(2): 39-46. <https://dx.doi.org/10.26858/pdr.v1i2.12763>.
- Ba, B. G. M. 2015. Understanding Leadership and Empowerment in the Workplace. *European Scientific Journal* 11(35): 342-365. <https://ejournal.org/index.php/esj/article/view/6801>.
- Berisha-Gawlowski, A., C. Caruso, and C. Harteis. 2021. The Concept of a Digital Twin and Its Potential for Learning Organizations. *Digital Transformation of Learning Organizations*, edited by D. Ifenthaler, S. Hofhues, M. Egloffstein and C. Helbig. Switzerland: Springer, 95-114. https://doi.org/10.1007/978-3-030-55878-9_6.
- Brix, J. 2019. Ambidexterity and Organizational Learning: Revisiting and Reconnecting the Literatures. *The Learning Organization* 26(4):337-351. <https://doi.org/10.1108/TLO-02-2019-0034>.
- Burma, Z. 2015. New Management Approaches in Business: Learning Organization Concept. *European Journal of Business and Management* 7(6): 87-96.
- Byun, G., S. Lee, S. J. Karau, and Y. Dai. 2020. The Trickle-Down Effect of Empowering Leadership: a Boundary Condition of Performance Pressure. *Leadership & Organization Development Journal* 41(3): 399-414. <https://doi.org/10.1108/LODJ-06-2019-0246>.
- Cik, A., M. Asdar, A. I. Anwar, and S. Efendi. 2021. Impact of Training and Learning Organization on Employee Competence and Its Implication on Job Satisfaction and Employee Performance of Bank in Indonesia. *Psychology and Education* 58(1): 140-156.
- Dahou, K. and I. Hacini. 2018. Successful Employee Empowerment: Major Determinants in the Jordanian Context. *Eurasian Journal of Business and Economics* 11(21): 49-68. <https://ejbe.org/index.php/EJBE/article/view/192>.
- Dharmanegara, I. B. A., R. B. Sulistyan, and I. Agustina. 2021. How Well Public Service Motivation and Job Satisfaction in Enhancing the Effect of Compensation on Job Performance? *Wiga: Jurnal Penelitian Ilmu Ekonomi* 11(2): 181-192. <https://doi.org/10.30741/wiga.v11i2.853>.
- Donkor, F. and D. Zhou. 2020. Organizational Commitment Influences on the Relationship between Transactional and Laissez- Faire Leadership Styles and Employee Performance in the Ghanaian Public Service Environment. *Journal of Psychology in Africa* 30(1): 30-36. <https://doi.org/10.1080/14330237.2020.1712808>.
- Ferdinand, A. 2014. *Structural Equation Modeling Dalam Penelitian Manajemen: Aplikasi Model-Model Rumit Dalam Penelitian Untuk Skripsi, Tesis Magister dan Disertasi Doktor*. 5 ed. Undip Press. Semarang.
- Ghozali, I. 2018. *Aplikasi Analisis Multivariate Dengan Program IBM SPSS 25*. Badan Penerbit Universitas Diponegoro. Semarang.

- Gottlieb, L. N., B. Gottlieb, and V. Bitzas. 2021. Creating Empowering Conditions for Nurses with Workplace Autonomy and Agency: How Healthcare Leaders Could Be Guided by Strengths-Based Nursing and Healthcare Leadership (SBNH-L). *Journal of Healthcare Leadership* 13: 169-181. <https://www.tandfonline.com/doi/full/10.2147/JHL.S221141>.
- Hafni, L., Budiyo, Suhermin, T. Chandra, and Priyono. 2020. The Role of Workplace Spirituality in Improving Job Satisfaction and Lecturer Performance. *Talent Development & Excellence* 12(2): 1262-1282.
- Hashim, E. B., M. Mahdinezhad, N. Rambeli, J. B. Feng, Q. Jing, and F. Zahari. 2020. Learning Organization and Organizational Commitment as Perceived by Academics in Malaysian Tertiary Education Institutions. *Elementary Education Online* 19(3): 95-101. <http://dx.doi.org/10.17051/ilkonline.2020.03.107>.
- Hassandoust, F., M. Subasinghage, and A. C. Johnston. 2022. A Neo-Institutional Perspective on the Establishment of Information Security Knowledge Sharing Practices. *Information & Management* 59(1), 103574. <https://doi.org/10.1016/j.im.2021.103574>.
- Hendri, M. I. 2019. The Mediation Effect of Job Satisfaction and Organizational Commitment on the Organizational Learning Effect of the Employee Performance. *International Journal of Productivity and Performance Management* 68(7): 1208-1234. <https://doi.org/10.1108/IJPPM-05-2018-0174>.
- Hewagama, G., P. Boxall, G. Cheung, and A. Hutchison. 2019. Service Recovery through Empowerment? HRM, Employee Performance and Job Satisfaction in Hotels. *International Journal of Hospitality Management* 81: 73-82. <https://doi.org/10.1016/j.ijhm.2019.03.006>.
- Hillmann, J. and E. Guenther. 2020. Organizational Resilience: a Valuable Construct for Management Research? *International Journal of Management Reviews* 23(1): 7-44. <https://doi.org/10.1111/ijmr.12239>.
- Hofmann, F. and M. Jaeger-Erben. 2020. Organizational Transition Management of Circular Business Model Innovations. *Business Strategy and the Environment* 29(6): 2770-2788. <https://doi.org/10.1002/bse.2542>.
- Irmayanti, F., Y. Yusman, and S. D. Maurhea. 2022. The Effect of Employee Counseling Approach in Measuring Employee Engagement on Employee Loyalty to Employees Bank BTN. *European Journal of Psychological Research* 9(2): 18-27.
- Jawaad, M., A. Amir, A. Bashir, T. Hasan, and M. Del Giudice. 2019. Human Resource Practices and Organizational Commitment: the Mediating Role of Job Satisfaction in Emerging Economy. *Cogent Business & Management* 6(1), 1608668. <https://doi.org/10.1080/23311975.2019.1608668>.
- Joo, B.-K., G. Bozer, and K. J. Ready. 2019. A Dimensional Analysis of Psychological Empowerment on Engagement. *Journal of Organizational Effectiveness: People and Performance* 6(3): 186-203. <https://doi.org/10.1108/JOEPP-09-2018-0069>.
- Keskes, I., J. M. Sallan, P. Simo, and V. Fernandez. 2018. Transformational Leadership and Organizational Commitment: Mediating Role of Leader-Member Exchange. *Journal of Management Development* 37(3): 271-284. <https://doi.org/10.1108/JMD-04-2017-0132>.
- Kundu, S. C., S. Kumar, and N. Gahlawat. 2019. Empowering Leadership and Job Performance: Mediating Role of Psychological Empowerment. *Management Research Review* 42(5): 605-624. <https://doi.org/10.1108/MRR-04-2018-0183>.
- Meyer, J. P., S. V. Paunonen, I. R. Gellatly, R. D. Goffin, and D. N. Jackson. 1989. Organizational Commitment and Job Performance: It's the Nature of the Commitment that Counts. *Journal of Applied Psychology* 74(1): 152-156. <https://doi.org/10.1037/a0017310>.

- psycnet.apa.org/doi/10.1037/0021-9010.74.1.152.
- Muduli, A. and G. Pandya. 2018. Psychological Empowerment and Workforce Agility. *Psychological Studies* 63(3): 276-285. <https://doi.org/10.1007/s12646-018-0456-8>.
- Mulang, H. 2021. The Effect of Competences, Work Motivation, Learning Environment on Human Resource Performance. *Golden Ratio of Human Resource Management* 1(2): 84-93. <https://doi.org/10.52970/grhrm.v1i2.52>.
- Murray, W. C. and M. R. Holmes. 2021. Impacts of Employee Empowerment and Organizational Commitment on Workforce Sustainability. *Sustainability* 13(6), 3163. <https://doi.org/10.3390/su13063163>
- Muttaqien, F. and R. B. Sulistyan. 2022. Product Branding Training Model for MSMEs in Probolinggo Regency. *Innovation Business Management and Accounting Journal* 1(1): 26-31. <https://doi.org/10.56070/ibmaj.v1i1.3>.
- Nguyen, P. T., A. Yandi, and M. R. Mahaputra. 2020. Factors That Influence Employee Performance: Motivation, Leadership, Environment, Culture Organization, Work Achievement, Competence and Compensation (a Study of Human Resource Management Literature Studies). *Dinasti International Journal of Digital Business Management* 1(4): 645-662. <https://doi.org/10.31933/dijdbm.v1i4.389>.
- Nurlina, N. 2022. Examining Linkage Between Transactional Leadership, Organizational Culture, Commitment and Compensation on Work Satisfaction and Performance. *Golden Ratio of Human Resource Management* 2(2): 108-122. <https://doi.org/10.52970/grhrm.v2i2.182>.
- Paul, M., L. K. Jena, and K. Sahoo. 2020. Workplace Spirituality and Workforce Agility: a Psychological Exploration among Teaching Professionals. *Journal of Religion and Health* 59(1): 135-153. <https://doi.org/10.1007/s10943-019-00918-3>.
- Pham, L. T. and H. V. Hoang. 2019. The Relationship between Organizational Learning Capability and Business Performance the Case of Vietnam Firms. *Journal of Economics and Development* 21(2): 259-269. <https://doi.org/10.1108/JED-10-2019-0041>.
- Princy, K. and E. Rebeka. 2019. Organizational Commitment on Organizational Performance. *International Journal of Recent Technology and Engineering (IJRTE)* 8(3): 891-895.
- Putra, P. D., D. Abdurrahman, and R. Frendika. 2020. Pengaruh Lingkungan Kerja dan Organisasi Pembelajar terhadap Komitmen Organisasi di Bank BJB Kantor Cabang Pembantu Cicadas Bandung. *Prosiding Manajemen* 6(2): 1004-1010. <http://dx.doi.org/10.29313/v6i2.24299>.
- Putri, D. N. and W. L. Mangundjaya. 2020. Examining the Effects of Organizational Learning on Workforce Agility through Psychological Empowerment. *Open Journal for Psychological Research* 4(2): 85-94. <https://doi.org/10.32591/coas.ojpr.0402.02085n>.
- Rizki, V. L. and R. B. Sulistyan. 2022. *Manajemen Sumber Daya Manusia*. Widya Gama Press. Lumajang.
- Robbins, S. P. and T. A. Judge. 2017. *Perilaku Organisasi*. 16 ed. Salemba Empat. Jakarta.
- Rožman, M. and T. Štrukelj. 2020. Organizational Climate Components and their Impact on Work Engagement of Employees in Medium-Sized Organisations. *Economic Research-Ekonomska Istraživanja* 34(1): 775-806. <https://doi.org/10.1080/1331677X.2020.1804967>.
- Setiawan, L. R. and L. Soelaiman. 2021. Pengaruh Kolaborasi, Kecerdasan Budaya, dan Orientasi Kewirausahaan terhadap Kinerja UKM Kota Sibolga. *Jurnal Manajerial dan Kewirausahaan* 3(2): 388-

397. <https://doi.org/10.24912/jmk.v3i2.11885>.
- Shalihin, L. O. M., M. Kamaluddin, L. Iru, and S. N. Husain. 2018. The Effect of Learning Organization, Organizational Climate, and Work Motivation on Work Satisfaction and Teacher's Performance of Teachers of The State High Schools in Kendari City, Indonesia. *International Journal of Education, Learning and Development* 6(12): 92-103.
- Simanjuntak, E., N. A. F. Nawangsari, and R. Ardi. 2019. Do Students Really Use Internet Access for Learning in the Classroom?: Exploring Students' Cyber-slacking in an Indonesian University. *Behav Sci (Basel)* 9(12). <https://doi.org/10.3390/bs9120123>.
- Singh, M., P. Bhatt, and N. Tandon. 2022. *Resilience and Transformation for Global Restructuring*. Ethics Press. Cambridge (UK).
- Staniulienė, S. and A. Zaveckis. 2022. Employee Empowerment in Remote Work in Case of Lithuanian Companies. *Sustainability* 14(14), 8463. <https://doi.org/10.3390/su14148463>
- Suharto, Suyanto, and N. Hendri. 2019. The Impact of Organizational Commitment on Job Performance. *International Journal of Economics and Business Administration* 7(2): 189-206.
- Sulistiono, D., A. Hermawan, and A. Sukmawati. 2020. The Effect of Empowerment and Employee Engagement on Job Satisfaction, Organizational Commitment and Its Impact on Performance of PTPN V. *Jurnal Manajemen dan Agribisnis* 16(3): 142-152. <https://doi.org/10.17358/jma.16.3.142>.
- Sulistyan, R. B., E. Ermawati, Z. Hidayat, N. Lukiana, and Kasno. 2019. Retention Management as an Effort to Overcome the Intention of Account Officers to Stop the Company. *Journal of Advanced Research in Dynamical and Control Systems* 11(12): 17-25.
- Tamunosiki-Amadi, J. O., T. E. Dede, and B. Ogoun. 2019. The Nexus of Organizational Communication: a Theoretical and Practical Agenda for Managing Commitment at the Workplace. *American International Journal of Business Management (AIJBM)* 2(3): 1-15. <https://www.aijbm.com/wp-content/uploads/2019/03/A230115.pdf>.
- Tarigan, E. D. S., H. Sabrina, and Y. Syahputri. 2020. The Influence of Lifestyle and Sales Promotion on Online Purchase Decisions for Home-Cooked Culinary during COVID-19 in Medan City, Indonesia. *International Journal of Research and Review* 7(10): 140-144.
- Tortorella, G. L., A. M. Cawley Vergara, J. A. Garza-Reyes, and R. Sawhney. 2020. Organizational Learning Paths Based upon Industry 4.0 Adoption: an Empirical Study with Brazilian Manufacturers. *International Journal of Production Economics* 219: 284-294. <https://doi.org/10.1016/j.ijpe.2019.06.023>.
- Troshani, I. 2021. Research Environment and Organisational Learning Mechanisms in the Age of Pandemics: the Case of Accounting Research. *Accounting, Auditing & Accountability Journal* 34(2): 281-306. <https://doi.org/10.1108/AAAJ-09-2020-4940>.
- Turkmenoglu, M. A. 2019. Investigating Benefits and Drawbacks of Employee Empowerment in the Sector of Hospitality: a Review. *International Research Journal of Business Studies* 12(1): 1-13. <https://doi.org/10.21632/irjbs>.
- Varshney, D. 2020. Digital Transformation and Creation of an Agile Workforce: Exploring Company Initiatives and Employee Attitudes. *Contemporary Global Issues in Human Resource Management*: 89-105. <https://doi.org/10.1108/978-1-80043-392-220201009>.
- Vu, H. M. 2020. Employee Empowerment and Empowering Leadership: A Literature Review. *Technium* 2(7): 20-28. <https://doi.org/10.47577/technium.v2i7.1653>.

- Waruwu, H., M. Asbari, A. Purwanto, Y. A. Nugroho, M. A. A. Fikri, A. Fauji, A. W. I. Shobihi, P. Hulu, R. N. Sudiyono, E. Agistiawati, and W. Rahma. 2020. The Role of Transformational Leadership, Organizational Learning And Structure on Innovation Capacity: Evidence from Indonesian Private Schools. *EduPsyCouns: Journal of Education, Psychology and Counseling* 2(1): 378-397. <https://ummaspul.e-journal.id/Edupsycouns/article/view/499>.
- Widodo, A. P., Budiyanto, and Suhermin. 2023. Organizational Support, Psychological Empowerment and Structural Empowerment on Employee Engagement and Job Performance at PT. Angkasa Pura I (Persero). *Asian Journal of Management Analytics(AJMA)* 2(1): 45-60. <https://doi.org/10.55927/ajma.v2i1.2613>.
- Yildiz, R. Ö. and S. Esmer. 2021. Talent Management Related Concepts and Debates in Container Shipping Industry by an Emerging Market Perspective. *Journal of Shipping and Trade* 6(1): 1-30. <https://link.springer.com/article/10.1186/s41072-021-00090-6>.
- Zaraket, W., R. Garios, and L. A. Malek. 2018. The Impact of Employee Empowerment on the Organizational Commitment. *International Journal of Human Resource Studies* 8(3): 284-299. <https://doi.org/10.5296/ijhrs.v8i3.13528>.