

Original Article

The Influence of Total Rewards and Learning Organization on Affective Commitment through Job Satisfaction at Public Broadcasting Organization Radio Republic of Indonesia Nusantara X East Java Region

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Abstract: Previous researches show inconsistent results regarding the effect of total rewards and learning organization on affective commitment, with job satisfaction as a mediating variable. This study aims to analyze the effect of total rewards and learning organization on job satisfaction and affective commitment, as well as the role of job satisfaction as a mediating variable on the effect of total rewards and learning organization on affective commitment. The population in this study were employees of RRI (Public Radio Broadcaster) East Java Province. Using the total sampling method, this study included all 151 employees as respondents. This study used Partial Least Square. The results showed that (a) total rewards and learning organization affect affective commitment, (b) total rewards and learning organization affect job satisfaction, (c) job satisfaction affects affective commitment, and (d) job satisfaction is able to mediate the effect of total rewards and learning organization on affective commitment.

Keywords: Total Rewards, Learning Organization, Affective Commitment, Job Satisfaction.

I. INTRODUCTION

In recent years, there has been increased interest in organizational change as organizations aim to stay competitive and adapt to a swiftly evolving external environment. Implementing change is a challenging process, with research indicating that 60% to 70% of organizations struggle to effectively carry out their change initiatives (Errida & Lotfi, 2021; Faisaluddin et al., 2024; J. Jones et al., 2019; Waisy & Wei, 2020). Therefore, the company must identify suitable solutions to overcome these obstacles to thrive and maintain its exceptional performance (G. R. Jones, 2013). Moreover, the majority of these issues stem from human resource challenges, such as employee dedication. (Mosadeghrad & Ansarian, 2014).

Like other industries, the broadcasting sector encounters similar challenges in adapting to a dynamic environment. Over the past decade, Indonesia's broadcasting industry has experienced substantial transformations primarily influenced by advancements in information and communication technology. This development has resulted in the emergence of a growing number of new media platforms. The transformation has affected the overall broadcast media landscape, with more choices for consumers and intensified competition among content providers. This shift has also forced radio stations, television stations, and other digital platforms to innovate and adapt to changing trends and audience preferences continuously. As a result, audiences are witnessing increased content diversification, the use of advanced technology in production and broadcasting, and efforts to increase interaction with users through digital platforms and social media. All of this shows that broadcasting in Indonesia has been in a dynamic and evolving period of transformation, demonstrating continuity in responding to changing market and technological demands (Harliantara et al., 2023; Harliantara & Setiadi, 2021; Rodiyah, 2022; RRI, 2022).

In response to the changing demands, the Public Broadcasting Organization Radio Republic of Indonesia (RRI), as the only state-owned radio station, has made strategic transformations to remain in demand by the public. One of the change strategies adopted is convergence, which is defined as the merging of conventional media with the internet to increase interactivity. In this digital era, technological convergence allows media to be present on various platforms, creating a multiplatform environment that expands reach and increases interaction with audiences. RRI has successfully adopted this multiplatform approach to expand its reach and relevance in presenting content in the digital era (RRI, 2022).

An essential factor in the successful implementation of change is commitment (Foks, 2015). When each member of the organization shows strong dedication to change, the transition can be executed successfully (Shum et al., 2008). It is also believed that when employees are intrinsically motivated and recognize the inherent advantages, their commitment to change tends to be



more authentic and results in significant success, as opposed to commitment driven by coercion or obligation. Furthermore, the emotional aspect is found to have the most significant impact on actively supporting a specific change among the three components of commitment to change (Herscovitch & Meyer, 2002; Meyer et al., 2007; Turner et al., 2008). Further factors that influence affective commitment to change in different contexts should continue to be studied by researchers, as affective commitment to change is the best indicator for success in all organizational change initiatives (Waisy & Wei, 2020).

Several previous studies have been conducted, but not many emphasize affective commitment, but rather organizational commitment in general. The varied results of earlier studies make research on affective commitment interesting to be re-examined. Therefore, this study aims to explore the effect of total rewards and learning organization on affective commitment. In addition, the mediating variable studied is job satisfaction on affective commitment.

II. LITERATURE REVIEW

Total rewards are the comprehensive compensation that the company provides to employees, both in financial and non-financial forms, as a form of appreciation for their contributions with the aim of attracting, motivating, and retaining the best talent in the organization (Armstrong, 2010; Kaswan, 2019; Kinicki & Fugate, 2018; Mathis et al., 2017). Reward or appreciation provided by the organization is one of the factors that can affect affective commitment (Rhoades et al., 2001; Ridha & Muis, 2022). This suggests that reward is an effective strategy to keep potential talent in an organization, consistent with previous research (Pramudianto, 2021; Santosa & Tjahjuadi, 2022).

A learning organization is an organization that continuously learns, adapts, and changes to increase capacity and achieve success through the creation, dissemination, and application of knowledge (Aji S.P. et al., 2022; Certo & Certo, 2016; Drafke, 2009; Greenberg & Baron, 2008; G. et al., 2013; Leon, 2012; Marsick & Watkins, 2003; Pedler et al., 2020; Robbins & Coulter, 2021; Robbins & Judge, 2022; Schermerhorn et al., 2011; Senge, 2010). An organizational culture that loves learning fosters individual commitment in an organization (Amiruddin et al., 2021). The determination to implement a shared vision of the future of the organization in a learning organization is an essential component in strengthening commitment, especially affective commitment (Lau et al., 2017; Rusilowati, 2023). This shows that learning organization affects affective commitment, consistent with previous research (Pires, 2022).

Job satisfaction can affect an individual's emotions, attitudes, and behavior toward the organization, so it is closely related to affective commitment. As a result, employees who are content with their jobs typically exhibit strong emotional commitment (Bayu et al., 2023; Demircioglu, 2021; Jung & Ritz, 2014; Meyer & Allen, 1996; Niar, 2022).

By creating a satisfying work environment for employees through attractive total rewards and a sustainable learning culture (learning organization), organizations can increase affective commitment and achieve positive results, such as higher performance, better productivity, and stronger employee loyalty. This is consistent with previous research, which states that there is an effect of job satisfaction on affective commitment, as well as the effect of total rewards and learning organization on affective commitment through job satisfaction (Mutmainah et al., 2021; Wang & Rashid 2022; Widodo & Damayanti, 2020).

Affective commitment is a solid emotional bond between an individual and their organization (Colquitt et al., 2018; Greenberg & Baron, 2008; Meyer & Allen, 1996; Pratiwi, 2023; Robbins & Judge, 2022; Tjahjono et al., 2020).

III. METHODOLOGY

This research is explanatory research conducted to determine the effect of total rewards learning organization on affective commitment with mediating variables of job satisfaction. The study participants consisted of employees from the RRI East Java Region. The sampling method used was total sampling. Online questionnaires were distributed to employees. 151 employees participated in this study. The data were derived from the answers to 20 indicators. (Table1), using a semantic differential scale of 1 to 9. This study used the Partial Least Square method.

Table 1: Operational Definition of Research Variables

Variable	Operational Definition	Indicator
Total Rewards	Total rewards are measured by the total value of compensation and benefits received by employees.	(1) Compensation, (2) Benefits, (3) Work-life effectiveness, (4) Recognition, (5) Talent development
Learning Organization	Learning organization is measured by the effectiveness of formal and informal systems in the organization that support individual, team, and overall organizational learning.	(1) Create continuous learning opportunities, (2) Promote inquiry and dialogue, (3) Encourage collaboration and team learning, (4) Create systems to capture and share learning, (5) Empower people toward a collective vision,

		(6) Connect the organization to its environment, (7) Provide strategic leadership for learning
Job Satisfaction	Feelings about perceived work-related aspects of the workplace measure job satisfaction.	(1) The work itself, (2) Pay, (3) Promotion opportunities, (4) Supervision, (5) Coworkers
Affective Commitment	Affective commitment is measured by employees' emotional attachment to their organization.	(1) Emotional attachment, (2) Identification, (3) Involvement

IV. RESULT AND DISCUSSION

Table 2 shows that respondents are dominated by employees with an age range of 31 to 40 years (49%). This indicates that the majority of employees have gained sufficient work experience but also still have the energy and enthusiasm to develop their careers further. Also, it implies that employees have passed the initial stages of learning and adjustment in the workplace, and therefore, they have the potential to provide significant contributions to the organization. The presence of a significant number of employees in this age range may reflect a productive and experienced workforce that supports the RRI to achieve organizational goals and meet evolving industry challenges.

Table 2: Characteristics of Respondents

		Number of Respondents	Percentage
Age			
	24-30	23	15%
	31-40	74	49%
	41-50	47	31%
	>50	7	5%
Gender			
	Male	98	65%
	Female	53	35%
Education Background			
	Senior High School	45	30%
	Undergraduate Diploma	12	8%
	Undergraduate	89	59%
	Post Graduate	5	3%

In terms of gender, male respondents dominate (65%). The involvement and contribution of male employees are required since broadcasting industry operations often require physical presence, schedule flexibility, or specific job demands that are more in line with the strengths or skills. This is often associated with the male gender. In terms of education background, the respondents with higher education background are dominating. This indicates that RRI has potential employees to improve the organization's performance in the broadcast media industry, as well as the drive to remain relevant and develop.

A) Statistical Description of Variables

Table 3 shows that most respondents tend to give high or very high ratings for the total rewards variable. This indicates that respondents consider that this system provides considerable or very satisfying benefits to them, both in terms of financial compensation and other non-financial benefits. This also implies that the total rewards system in the organization is considered adequate and acceptable by employees.

Table 3 Statistical Description of Variables

Indicator	Frequency Distribution of Respondent Answers									N
	1	2	3	4	5	6	7	8	9	
Total Rewards										
Compensation	0	0	0	0	3	2	10	51	85	151
Benefits	0	0	0	0	1	5	13	62	70	151
Work-life effectiveness	0	0	0	0	6	10	16	60	59	151
Recognition	0	0	0	0	5	7	21	46	72	151
Talent development	0	0	0	0	4	11	33	59	44	151
Learning Organization										
Create continuous learning opportunities	0	0	0	0	3	2	12	80	54	151
Promote inquiry and dialogue	0	0	0	0	3	9	40	69	30	151
Encourage collaboration and team learning	0	0	0	0	5	10	29	55	51	151
Create systems to capture and share learning	0	0	0	0	6	13	18	48	66	151

Empower people toward a collective vision	0	0	0	0	4	9	38	69	31	151
Connect the organization to its environment	0	0	0	0	5	7	16	74	49	151
Provide strategic leadership for learning	0	0	0	0	5	6	13	88	39	151
Job Satisfaction										
The work itself	0	0	0	0	0	10	13	68	60	151
Pay	0	0	0	0	1	9	15	66	60	151
Promotion opportunities	0	0	0	2	3	7	25	76	38	151
Supervision	0	0	0	0	6	11	20	86	28	151
Coworkers	0	0	0	0	0	10	14	66	61	151
Affective Commitment										
Emotional attachment	0	0	0	0	2	4	12	78	55	151
Identification	0	0	0	0	2	10	35	55	49	151
Involvement	0	0	0	0	2	8	36	56	49	151

Most respondents tend to give high or very high ratings to the total learning variable. They may consider that this system provides excellent benefits or is very satisfying in terms of skills development, knowledge enhancement, and opportunities for career growth. This indicates that the learning system supports the employees' professional development and growth.

Most respondents tend to give high or very high ratings to job satisfaction variables. They consider that the work environment, assigned tasks, interactions with coworkers, and other factors related to their jobs meet or exceed their expectations.

Most respondents tend to have high or very high levels of affective commitment to the organizations they work for. This indicates that respondents are very emotionally attached overall and intend to stay and contribute positively to their organization. They have a strong connection to the values and goals of the organization and feel valued and recognized for their contributions.

B) Outer Model

In this study, the outer model comprises two components: convergent validity and discriminant validity. Indicators' validity is evaluated through their loading factor values, where a value of ≥ 0.70 is a criterion indicating strong validity, while values between 0.50 and 0.60 are deemed sufficient during initial developmental phases (Ghozali, 2012).

Table 4 Results of Convergent Validity

Variable	Indicator	Loading Factor	Validity?
Total Reward	TR1	0,834	Yes
	TR2	0,769	Yes
	TR3	0,803	Yes
	TR4	0,884	Yes
	TR5	0,744	Yes
Learning Organization	LO1	0,736	Yes
	LO 2	0,751	Yes
	LO 3	0,801	Yes
	LO 4	0,804	Yes
	LO 5	0,779	Yes
	LO 6	0,823	Yes
	LO 7	0,822	Yes
Job Satisfaction	JS1	0,941	Yes
	JS2	0,944	Yes
	JS3	0,764	Yes
	JS4	0,707	Yes
	JS5	0,949	Yes
Affective Commitment	AC1	0,723	Yes
	AC2	0,951	Yes
	AC3	0,957	Yes

Table 4 demonstrates that each indicator's loading factor value (convergent validity) exceeds 0.6, confirming the validity of indicators related to total reward, learning organization, job satisfaction, and affective commitment. Additionally, Table 5 indicates that all variables exhibit sufficient discriminant validity based on their Average Variance Extracted (AVE) values. The analysis of composite reliability using Cronbach's alpha also confirms the reliability of all variables.

Table 5 Result of Discriminant Validity and Composite Reliability

Variable	Discriminant Validity		Composite Reliability	
	AVE	Validity	Cronbach's Alpha	Reliability
Total Reward	0,653	Valid	0,867	Reliable
Learning Organization	0,622	Valid	0,899	Reliable
Job Satisfaction	0,752	Valid	0,913	Reliable
Affective Commitment	0,781	Valid	0,851	Reliable

C) Inner Model

To determine the relationship between constructs, significant values, and R-square research models, an inner model or structural model test is used. An inner model can be evaluated in two different methods. Applying the two methods, we examine R-square and Q-square:

Table 6 Result of Coefficient of Determination (R²)

Variable	R ²
Job Satisfaction (R ₁ ²)	0,541
Affective Commitment (R ₂ ²)	0,328

Predictive Relevance (Q²) assesses the effectiveness of the research model's output. It is calculated as

$$Q^2 = 1 - (1 - R_1^2) (1 - R_2^2)$$

Based on two R² in Table 6, Q² is 0.704. It indicates that the affective commitment variable can be predicted by total rewards, learning organization, and job satisfaction by 70.4%, while the remaining 29.6% is a contribution from other variables that are not part of this research model

D) Direct and Indirect Effect

Table 7 presents the path coefficient of the model in the study, which shows that direct effects and indirect effects in the model are all significant.

Table 7 Result of Path Coefficient and Hypothesis

Variable	Path Coefficient	t-statistics	p- Value	Description
Total Rewards - Job Satisfaction	0,491	5,081	0,000	Significant
Learning Organization - Job Satisfaction	0,276	2,444	0,015	Significant
Total Rewards - Affective Commitment	0,587	4,896	0,000	Significant
Learning Organization - Affective Commitment	0,358	2,829	0,005	Significant
Job Satisfaction - Affective Commitment	0,330	3,270	0,001	Significant
Total Rewards - Job Satisfaction - Affective Commitment	0,091	1,990	0,047	Significant
Learning Organization - Job Satisfaction - Affective Commitment	0,162	2,644	0,008	Significant

E) Discussion**1. The influence of total rewards on job satisfaction**

The results showed that total rewards have a significant effect on job satisfaction. This means that the more (less) employees receive total rewards, the higher (lower) their level of job satisfaction. It indicates that Total rewards play an essential role in increasing the job satisfaction of RRI employees. High job satisfaction brings benefits to the company, such as increased productivity, reduced employee turnover, and improved company image.

2. The influence of learning organization on job satisfaction

The results showed that learning organization has a significant effect on job satisfaction. This means that the more (less) employees have the opportunity to learn and develop (in the context of learning organization), the higher (less) their level of job satisfaction. Learning organizations provide learning and development opportunities for employees, which can improve their knowledge, skills, and abilities. This can increase employees' sense of accomplishment, motivation, and engagement, which ultimately leads to higher job satisfaction. Employees who are satisfied with their jobs are more likely to be productive, innovative, and loyal to the organization.

3. The influence of total rewards on affective commitment

The results showed that total rewards have a significant effect on affective commitment. This means that the higher (less) the total rewards received by employees, the higher (less) their level of affective commitment to the organization. Increasing total rewards is one of the essential strategies to achieve RRI's goals. By providing competitive and fair rewards to employees,

RRI can increase their affective commitment and achieve tremendous success. One way that RRI can do this is by continuing to support work-life effectiveness, or the balance between work and life outside of work for employees.

4. The influence of learning organization on affective commitment

The results showed that learning organization has a significant effect on affective commitment. This means that the stronger (weaker) the learning culture in the organization, the higher (less) the level of affective commitment of employees. In a learning organization, employees have the opportunity to learn and develop new skills, which makes them feel valued and invested in by the organization. RRI can increase employees' love and loyalty by continuing to support the creation of an inclusive work environment. RRI can continue to encourage open and transparent communication between employees and superiors to create mutual trust and respect so that employees feel comfortable voicing their ideas, opinions, and concerns

5. The influence of job satisfaction on affective commitment

The findings demonstrated that affective commitment is significantly impacted by job satisfaction. This means that the higher (less) the level of employee job satisfaction, the higher (less) the level of affective commitment. Maintaining a high level of job satisfaction is an essential strategy for increasing employee affective commitment and achieving long-term success. RRI can achieve this by continuing to pay attention to workload compatibility among employees. A balanced workload means employees have enough work to do to stay busy and motivated, but not so much that they feel stressed and overwhelmed. This can be achieved by ensuring that workloads are distributed fairly and according to employee capacity.

6. The influence of total rewards on affective commitment mediated by job satisfaction

The results showed that total rewards affect affective commitment through job satisfaction. This means that when employees receive fair and competitive total rewards, they tend to feel satisfied with their jobs. This job satisfaction then encourages employees to develop stronger emotional ties with the organization and increase their affective commitment. Job satisfaction is an essential mediator in the relationship between total rewards and affective commitment. Increasing job satisfaction through fair and competitive total rewards can be an effective strategy to increase employees' affective commitment. RRI must understand that effective total rewards are an essential investment for the company to achieve long-term success. By focusing on increasing employee job satisfaction and affective commitment through fair, competitive, and attractive total rewards, the company can build a robust and high-performing team that will drive the achievement of RRI's goals, both short and long-term.

7. The influence of learning organization on affective commitment mediated by job satisfaction

The results showed that learning organization affects affective commitment through job satisfaction. This means that the higher the opportunity for employees to increase their capacity, the higher the level of employee job satisfaction. High job satisfaction then encourages employees to develop stronger emotional ties with the organization and increase their affective commitment. Job satisfaction can mediate the relationship between learning organization and employees' affective commitment by increasing their sense of competence, autonomy, and meaning in their work. RRI can continue to provide various learning and development opportunities, create a positive learning culture, and present leadership that supports learning. Moreover, the high affective commitment of employees can benefit RRI by increasing motivation, engagement, retention, productivity, and corporate image.

V. CONCLUSION

Based on the results of testing and analyzing research data and research results in the discussion previously described, the conclusion of this study shows that total rewards and learning organization have a significant effect on job satisfaction. In addition, this study also proves that total rewards and learning organizations have a significant effect on the affective commitment of RRI employees in East Java Province. The results also reveal that job satisfaction can mediate the relationship between total rewards and learning organization on the affective commitment of RRI East Java Province.

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