Exploring the effect of psychological capital on teachers' organizational commitment through interpersonal communication

Irvandi Gustari[1], Widodo Widodo[2*)]
[1]Lecturer in Doctoral Program in Economics, Postgraduate School, Pancasila University, Jakarta, Indonesia
[2]Department of Social Science Education, Postgraduate Faculty, Universitas Indraprasta PGRI, Jakarta, Indonesia

Article Info	ABSTRACT
	This study explores the effect of psychological capital (PsyCap) on teachers' organizational commitment, mediated by interpersonal communication. The research data was collected by the questionnaire: PsyCap, interpersonal communication, and organizational commitment in a Likert scale model through the survey methods toward 303 teachers of State Junior High School in Indonesia. Data analysis uses path analysis supported by descriptive statistics and correlational. The results show that PsyCap affects teachers' organizational commitment through interpersonal communication. Thus, the teachers' organizational commitment can improve through PsyCap and interpersonal communication. This finding can be discussed as a reference among researchers and practitioners to develop better models of teachers' organizational commitment in various contexts in the future.
Corresponding Author: Widodo Widodo Universitas Indraprasta PGRI Email: widmag@gmail.com	

Introduction

Organizational commitment is crucial for individual life that has positive implications for organizational life. Several studies in various organizations, sectors, and countries show that organizational commitment determines individual life in the workplace. For example, organizational commitment drives organizational citizenship behavior (OCB) (Grego-Planer, 2019) and job involvement (Patil, Ramanjaneyalu, &Ambekar, 2016). Organizational commitments are also an essential determinant of job performance (Lin &Shiqian, 2018; Metin&Asli, 2018) and productivity (Gvpn et al., 2018). Besides, organizational commitment is related to innovative behavior (Tang et al., 2019), creativity (Parimita et al., 2020), job satisfaction (Loan, 2020), and knowledge management (Gopinath, 2019). Moreover, a high organizational commitment can reduce burnout (Khera, 2017) and turnover (Luz et al., 2018). These previous studies indicate that organizational commitment is essential for individual life and organizations, including teachers in school organizational context. As an illustration, when teachers cannot perform their involvement in various school activities optimally and cannot uphold and implement the socio-educational norms that apply in schools, it is necessary to have in-depth scientific investigations to reveal these related factors. Hence, this study explores teachers' organizational commitment based on PsyCap and interpersonal communication perspectives.

According to Ivancevich et al. (2018), organizational commitment refers to several attitudes reflected in affection, such as being identical to organizational goals, involved in organizational tasks, and loyal to the organization. For Tang et al. (2019), organizational commitment is an organizational members' strong acceptance of organizational goals and values and their willingness to devote themselves to the organization and maintain their position. Organizational commitment consists of three indicators. First, affective commitment, refers to emotional attachment to, identification with, and involvement in the organization.

Second, continuance commitment, refers to commitment based on the costs that the employee associates with leaving the organization. Third, normative commitment, related to feelings of obligation to stay with the organization because they should; it is the right thing to do (Meyer & Allen, in Sulistiasih&Widodo, 2021).

PsyCap and Teachers' Organizational Commitment

Organizational commitment, among others, is affected by PsyCap. A recent study by scholars indicated that PsyCap has a significant effect on organizational commitment (e.g., Wu & Chen, 2018; Yildiz, 2018; Nguyen & Ngo, 2020; Huynh & Hua, 2020; Surucu et al., 2020; Ribeiro et al., 2021). PsyCap is related to an individuals' positive and developmental state characterized by self-efficacy, optimism, hope, and resilience (Luthans& Youssef-Morgan, 2017). Self-efficacy refers to an individuals' belief in their capabilities to complete tasks. Optimism is based on the clear appraisal and judgment of current situations and understanding what can be done in such situations. Hope is an individuals' belief in their determination to achieve their goals and find possible pathways to overcome difficulties. Resilience refers to the ability to recover from adversity or setbacks, proactively rise to challenges, and adapt to an ever-changing business environment. Several studies across various fields and contexts have indicated that Psycap contributes to an individuals' life and career. For example, Baluku et al. (2021) claimed that PsyCap is significantly related to career outcomes. Meanwhile, Wang et al. (2021) found that PsyCap affects innovative behavior. Carmona-Halty et al. (2019) also reported that Psycap determines academic performance. Imran and Shahnawaz (2020) are also revealed that PsyCap influences performance. These previous studies confirm that PsyCap is crucial for individuals and organizations, including teachers in a school organization context. Therefore, it is important and urgent to investigate the effect of PsyCap on organizational commitment. So it can be hypothesized:

H[1]: PsyCap has a direct effect on teachers' organizational commitment.

Interpersonal Communication and Teachers' Organizational Commitment

Organizational commitment is also influenced by interpersonal communication. Previous studies proved that interpersonal communication affects organizational commitment (e.g., Syaekhu, 2018; Ghofar et al., 2018; Anitra&Astuti, 2020; Hutagalung, 2020; Susita et al., 2020; Farooqi et al., 2020; Junaidi, 2021). It indicates that interpersonal commitment is an antecedent of organizational commitment. Duong et al. (2021) conceptualize interpersonal communication as individuals' conversations through both face-to-face and mediated platforms. Interpersonal communication involves a direct verbal or nonverbal interaction between two or more active participants. Interpersonal communication can take many forms, both formal and informal, and be channeled through numerous media and technologies (Hitt et al., 2018). DeVito (2019) mentions five indicators of interpersonal communication: openness – the willingness to express oneself and act honestly with other peoples' messages; empathy – a feeling what other people feel, experiencing what others are experiencing from that persons' point of view without losing ones' identity; supportiveness – having an uncertain and open-minded attitude and being willing to listen to opposing points of view, change ones' position, and helping to create a supportive atmosphere; positiveness – stating a positive attitude and praising people who are interaction partners. Equality, the view that disagreement is seen as an easier way to solve problems; and equality – does not accept and approve all other peoples' behavior. In practice, interpersonal communication is needed to build social relationships with fellow teachers and interactions with students. Interpersonal communication proved related to job performance (Muhammad et al., 2018; Saraih et al., 2019) and organizational effectiveness (Mukhtar et al., 2020). Therefore, it is important and urgent to explore the effect of interpersonal communication on organizational commitment. So it can be hypothesized:

H[2]: Interpersonal communication has a direct effect on teachers' organizational commitment.

PsyCap and Interpersonal Communication

In addition to influencing organizational commitment, interpersonal communication is also influenced by PsyCap. Research results by Liao and Liu (2019) indicated that PsyCap influences interpersonal communication. It shows that PsyCap manifested in self-efficacy, optimism, hope, and resilience (Luthans& Youssef-Morgan, 2017), can improve interpersonal communication skills reflected in openness, empathy, supportiveness, positiveness, and equality (DeVito, 2019). For instance, teachers who have high self-efficacy manifested in belief in their capabilities to complete tasks will tend to have a supportive attitude reflected in an open-minded attitude and being willing to listen to opposing points of view, change ones' position, and help create a supportive atmosphere. Likewise, teachers with high optimism with characteristics the clear appraisal and judgment of current situations and understanding what can be done in such situations will also

have a strong positiveness attitude which reflects in stating a positive attitude and praising people who are interaction partners. Therefore, can be hypothesized:

H$_3$: PsyCap has a direct effect on teachers' interpersonal communication

PsyCapand Teachers' Organizational Commitment Mediated by Interpersonal Communication
The various studies above indicated that interpersonal communication mediates the effect of PsyCap on teachers' organizational commitment. The PsyCaps' indicators, such as self-efficacy, optimism, hope, and resilience (Luthans& Youssef-Morgan, 2017), if strong condition, can potentially improve interpersonal communication manifested in openness, empathy, supportiveness, positiveness, and equality (DeVito, 2019). It then implicates enhancing teachers' organizational commitment such as attachment to, identification with, and involvement in the organization, and feelings of obligation to stay in the organization (Meyer & Allen, in Sulistiasih&Widodo, 2021). The studies carried out by Liao and Liu (2019) indicated that PsyCap influences interpersonal communication; meanwhile, the other studies proved that interpersonal communication affects organizational commitment (e.g., Anitra&Astuti, 2020; Hutagalung, 2020; Susita et al., 2020; Farooqi et al., 2020; Junaidi, 2021). The previous study opened up opportunities for the indirect influence of PsyCap on organizational commitment by mediating interpersonal communication. Therefore, can be hypothesized:

H$_4$: PsyCap has an indirect effect on teachers' *organizational commitment mediated by* interpersonal communication.

Method

This research was conducted using a quantitative approach to the survey method through the questionnaire: PsyCap, interpersonal communication, and organizational commitment in a Likert scale model with five alternative answers: strongly disagree (score = 1, disagree score = 2, neutral score = 3, agree score = 4, and strongly agree score = 5). The questionnaire made by the researcher themselves is based on the theoretical indicators of the experts. The indicators of PsyCap: self-efficacy, optimism, hope, and resilience (Luthans& Youssef-Morgan, 2017). Interpersonal communication: openness, empathy, supportiveness, positiveness, and equality (DeVito, 2019). Teachers' organizational commitment: affective commitment, continuance commitment, and normative commitment (Meyer & Allen, in Sulistiasih&Widodo, 2021). PsyCap questionnaire consists of 12 items with an alpha coefficient = .931, interpersonal communication consists of 10 items with an alpha coefficient = .943, and organizational commitment consists of 10 items with alpha coefficients = .800. All variables have an alpha coefficient > .7, so it is reliable as a research instrument (Van Griethuijsen et al., 2014; Hair et al., 2018). The research participant is 303 teachers of State Junior High School in Indonesia spread across five provinces (Jakarta, Banten, West Java, East Nusa Tenggara, and Riau Islands) determined by accidental sampling based on participant willingness to fill in the questionnaire at the time the research was conducted (Widodo, 2021).

Table 1. Profile of The Research Participant

Profile	Amount	Percentage
Gender		
1. Male	117	38.61
2. Female	186	61.39
Age		
1. ≤ 25 years	33	10.89
2. 26 – 35 years	159	52.47
3. 36 – 45 years	78	25.74
4. 46 – 55 years	30	9.90
5. ≥ 56 years	3	0.99
Education		
1. Diploma (D3)	12	3.96
2. Bachelor (S1)	276	91.08
3. Postgraduate (S2)	15	4.95
4. Doctoral (S3)	0	0
Status		
1. Married	195	64.35
2. Unmarried	108	35.64

Profile	Amount	Percentage
Length of Teaching		
1. ≤ 5 years	114	37.62
2. 6 – 10 years	108	35.64
3. 11 – 15 years	45	14.85
4. ≥ 16 years	36	11.88

As shown in Table 1, the majority of gender is female (61.39%), ages 26 - 35 years (52.47%), bachelor education 919.08%), marital status (64.35%), and length of teaching≤ 5 years (37.62%). Data analysis by path analysis and test the significance of the path coefficient uses a t-test supported by correlational and descriptive statistics. Descriptive analyzes were performed by SPSS version 22, while the path analysis was by LISREL 8.80.

Result and Discussion

The descriptive statistical analysis results for the three research variables are present in Table 2. The mean values of the three variables from the lowest to the highest in succession are interpersonal communication (42.30), organizational commitment (42.75), and PsyCap (51.03). The correlation analysis results in all variables have significant relationships with the other variables at level $p < .01$. This condition indicates that all the variables have a mutual relationship with each other. The correlation coefficient from the lowest to the highest in succession are interpersonal communication and organizational commitment (.463), interpersonal communication and PsyCap (.483), and PsyCap and organizational commitment (.672).

Table 2. Descriptive Statistics and Correlation Matrix

Variables	Mean	Std. Deviation	1	2	3
1. PsyCap	51.03	5.716	1.00		
2. Interpersonal communication	42.30	5.866	.483**	1.00	
3. Organizational commitment	42.75	3.643	.672**	.463**	1.00

** $p < .01$

The results of hypothesis testing with path analysis of the effects of PsyCap on organizational commitment mediating by interpersonal communication are summarized in Table 3 and visualized in Figure 1 and Figure 2. All hypotheses were supported (t value > t table at $\alpha = .01$). Therefore, this study revealed that PsyCap had a significant direct effect on organizational commitment, interpersonal communication had a significant direct effect on organizational commitment, PsyCap had a significant direct effect on interpersonal communication, and PsyCap had a significant indirect effect on organizational commitment mediating by interpersonal communication.

Table 3. Summary of Path Coefficients and T values

Hypothesis	Path Coefficients	T Value	Hypothesis Testing
H_1: PsyCap (X) on organizational commitment (Y_2)	.59**	7.07	Supported
H_2: Interpersonal communication (Y_1) on organizational commitment (Y_2)	.18*	2.18	Supported
H_3: PsyCap (X) on interpersonal communication (Y_1)	.48**	5.47	Supported
H_4: PsyCap (X) on organizational commitment (Y_2) mediated by interpersonal communication (Y_1)	.09*	2.02	Supported

* $p < .05$
** $p < .01$

In Figure 1 and Figure 2, the test results of the model with the goodness of fit statistics show the significant with Chi-Square = 0.000, df = 0, p-value = 1.00000 > .05 and RMSEA = .000 < .08. That means the model tested is fit. It indicates that the theoretical model being tested is supported by empirical data from teachers of Private Junior High Schools in Indonesia spread across five provinces (Jakarta, Banten, West Java, East Nusa Tenggara, and Riau Islands).
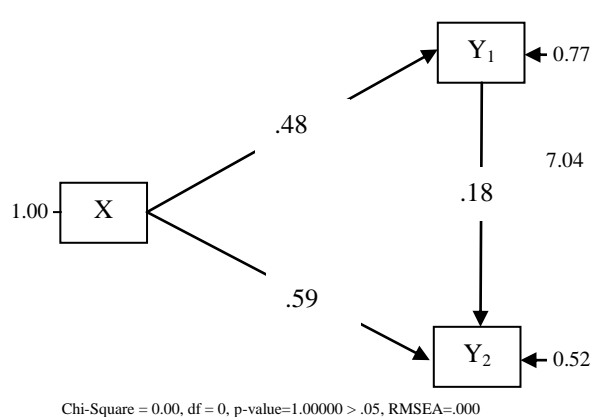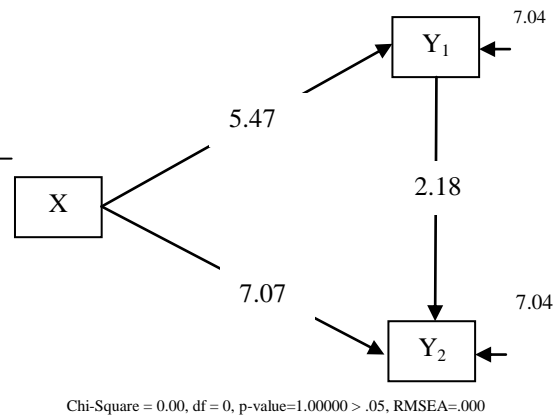
Figure 1. Path Coefficients

Figure 2. T Values

This research result found that PsyCap significantly affects teachers' organizational commitment, either directly or indirectly mediated by interpersonal communication. The research also created a fit model that the theoretical model was in accordance (fit) with empirical data from the teachers in Indonesia, especially from the province of Jakarta, Banten, West Java, East Nusa Tenggara, and Riau Islands. This finding confirms that PsyCap and interpersonal commitment are essential determinants for the teacher's organizational commitment. Moreover, interpersonal communication plays a significant role as a mediator of the effect of PsyCap on teachers' organizational commitment. In detail, PsyCap significantly affects teachers' organizational commitment. It indicates that PsyCap, which is manifested in self-efficacy, optimism, hope, and resilience (Luthans& Youssef-Morgan, 2017), is an essential determinant of organizational commitment, such as affective commitment, continuance commitment, and normative commitment (Meyer & Allen, in Sulistiasih&Widodo, 2021). Therefore, Psycap enrichment has the potential to increase organizational commitment. For example, teachers with high self-efficacy who are characterized by a strong belief in their capabilities to complete tasks can stimulate an increase in affective commitment, which is reflected in emotional attachment to, identification with, and involvement in the school organization. These findings were consistent and confirmed several previous studies that PsyCap influences organizational commitment (e.g., Nguyen & Ngo, 2020; Huynh & Hua, 2020; Surucu et al., 2020; Ribeiro et al., 2021).

This study also indicated that interpersonal communication affects organizational commitment. It is indicated that interpersonal communication manifested in openness, empathy, supportiveness, positiveness, and equality (DeVito, 2019) is antecedence organizational commitment, such as affective commitment, continuance commitment, and normative commitment (Meyer & Allen, in Sulistiasih&Widodo, 2021). Therefore, enrichment of interpersonal communication skills can increase organizational commitment. For example, an open teacher who is marked by the willingness to express oneself and act honestly with other people's messages can increase emotional attachment, identification, and involvement in the school organization. Likewise, empathetic teachers who are characterized by feeling what other people feel, experiencing what others are experiencing from that persons' point of view without losing ones' identity can increase teachers' feelings of obligation to stay with the school organization. This finding is consistent with scholars' studies that interpersonal communication is related to organizational commitment (e.g., Anitra&Astuti, 2020; Hutagalung, 2020; Susita et al., 2020)

In addition, this study also shows that PsyCap affects interpersonal communication. It confirms that PsyCap manifested in self-efficacy, optimism, hope, and resilience (Luthans& Youssef-Morgan, 2017), is a predisposition for interpersonal communication manifested in openness, empathy, supportiveness, positiveness, and equality (DeVito, 2019). In other words, Psycap enrichment has the potential to improve interpersonal communication skills. As an illustration, a teacher with high optimism marked by the clear appraisal and judgment of current situations and understanding what can be done in such situations can stimulate a supportive attitude which is reflected in an open-minded attitude and being willing to listen to opposing points of view, change one's position, and helping to create a supportive atmosphere. This finding is consistent with previous studies by Liao and Liu (2019) that PsyCap influences interpersonal communication.

Finally, this study also found that interpersonal communication plays a vital role as a mediator of the effect of PsyCap on teachers' organizational commitment. This evidence, in line with previous studies, concluded that PsyCapinfluences interpersonal communication (Liao & Liu, 2019) and interpersonal communication affects organizational commitment (e.g., Anitra&Astuti, 2020; Hutagalung, 2020; Susita et al., 2020; Farooqi et al. al., 2020; Junaidi, 2021). Moreover, it produces empirical models regarding the indirect effect of PsyCap on organizational commitment mediated by interpersonal commitment. Therefore, any efforts to increase teachers' organizational commitment will be better if done by improving PsyCap supported by interpersonal communication. Consequently, school principals and teachers urgently need to improve teachers' PsyCap and interpersonal communication. The school principals should be facilitated and stimulated to improve teachers' PsyCap and interpersonal communication through strategic policy. For example, principals hold special training or workshops to improve teachers' PsyCap and interpersonal communication by inviting experts who can really help teachers to improve their PsyCap capacity and interpersonal communication skills. Meanwhile, teachers need to carry out independent literacy activities relevant to the enrichment of PsyCap and interpersonal communication. Further, the teacher is also actively involved in training and workshops on PsyCap and interpersonal communication, both in school and outside of school.

Conclusion

Organizational commitment is crucial for individual and organizational life; it contributes to OCB, innovative behavior, job performance, and productivity, even reducing burnout and turnover. This research suggests that PsyCap affects teachers' organizational commitment, either directly or indirectly mediated by interpersonal communication. Therefore, this study found a fit research model about the PsyCaps' affects teachers' organizational commitment, mediated by interpersonal communication with the research field of the teachers in Indonesia, particularly in Jakarta, Banten, West Java, East Nusa Tenggara, and Riau Islands province. It model can discuss among researchers and practitioners as references/discourse or a strategy for developing organizational commitment in various contexts and research fields. For the researcher, the model can be further expanded into new research with more participants, adding other variables and indicators. Besides, further research can also use another statistical approach, for instance, structural equation modeling (SEM). Further, for practitioners, the model can be enhancing teachers' organizational commitment by improving PsyCap and interpersonal communication. It is necessary that organizational commitment positively contributes to OCB, innovative behavior, job performance, and productivity and reduces burnout and turnover among teachers.

References

Anitra, V., &Astuti, T. (2020). The relationship of the effectiveness of interpersonal communication, working-age and job tenure with organizational commitment. *JurnalEkonomidanManajemen,* 14(1), 158-169.

Baluku, M. M., Mugabi, E. N., Nansamba, J., Matagi, L., Onderi, P., & Otto. K. (2021). Psychological capital and career outcomes among final year university students: the mediating role of career engagement and perceived employability. *International Journal of Applied Positive Psychology,* 6, 55-80. https://doi.org/10.1007/s41042-020-00040-w

Carmona-Halty, M., Schaufeli, W. B., &Salanova, M. (2019). Good relationships, good performance: The mediating role of psychological capital-a three-wave study among students. *Front. Psychol. 10,* 1-5. [CrossRef]

DeVito, J. A. (2019). *The interpersonal communication book* (15th ed.). Boston: Pearson.

Duong, H. T., Nguyen, L. T. V., McFarlane, S.J., Nguyen, H.T., & Nguyen, K.T. (2021): Preventing the COVID-19 outbreak in Vietnam: Social media campaign exposure and the role of interpersonal communication. *Health Communication,* https://doi: 10.1080/10410236.2021.1953729

Farooqi, R., Ashraf, F., &Nazeer, I. (2020). Interpersonal communication, teamwork effectiveness, and organizational commitment in Pakistani Nurses. *Pakistan Journal of Psychological Research*, *35* (4), 675-692. https://doi:org/10.33824/PJPR.2020.35.4.36

Ghofar, A., Luddin, M. R., & Akbar, M. (2018). The effect of interpersonal communication, self-engagement, and organizational commitment toward the employee performance. *International Journal of Human Capital Management, 2*(2), 30-44.

Gopinath, R. (2019). Impact of organizational commitment on knowledge management practices. *International Journal of Research and Analytical Reviews (IJRAR), 6(2),* 701-703.

Grego-Planer, D. (2019). The relationship between organizational commitment and organizational citizenship behaviors in the public and private sectors. *Sustainability*, *11*, 1-20. https://doi:10.3390/su11226395

Gvpn, P., Mathotaarachchi, Indikasampathhb, Pereraaknj, &Senevirathneknda. (2018). Impact of employees' commitment on sustained productivity, with reference to government institutions sector in Sri Lanka. *IOSR Journal of Business and Management (IOSR-JBM),* 74-82.

Hair, J. F., Babin, B. J., Anderson, R. E., & Black, W. C. (2018). *Multivariate data analysis (*8th ed*.).* India: Cengage India.

Hitt, M. A., Miller, C.C., Colella, A., &Triasa, M. C. 2018. *Organizational behavior* (5th ed.). Hoboken: Wiley.

Hutagalung, I. (2020). The influence of organizational climate and interpersonal communication on organizational commitment to performance of local government in Indonesia. *The Journal of Social Sciences Research, 6* (5), 494-502. https://doi.org/10.32861/jssr.65.494.502

Huynh, T. N., & Hua, N. T. A. (2020). The relationship between task-oriented leadership style, psychological capital, job satisfaction, and organizational commitment: evidence from Vietnamese small and medium-sized enterprises. *Journal of Advances in Management Research.* https://doi:10.1108/jamr-03-2020-0036

Imran, Mohammad, and Mohammad Ghazi Shahnawaz. 2020. PsyCap and performance: well-being at work as a mediator. *Asia-Pacific Journal of Management Research and Innovation,* 1-10. https://DOI: 10.1177/2319510X20915999

Ivancevich, J. M., Konopaske, R., & Matteson, M. T. (2018). *Organizational behavior & management* (11th ed.). New York: McGraw-Hill Education.

Junaidi, J. (2021). Relationship between group cohesiveness and interpersonal communication on organizational commitment of elementary school teachers in the Dahlia Cluster. *Ilomata International Journal of Social Science*, *2*(1), 1-10. https://doi.org/10.52728/ijss.v2i1.127

Khera, A. (2017). Impact of organizational commitment on burnout: a study among the employees in retail sector in India. *CLEAR International Journal of Research in Commerce & Management, 8*(7), 58-62.

Liao, K.L. and Liu, Y.J. (2019). A Study on the relevance between psychological capital and employment ability of normal university girls. *Open Journal of Social Sciences*, 7, 69-75. https://doi.org/10.4236/jss.2019.77007

Lin, L., &Shiqian, W. (2018). The mediating effect of organizational commitment on leadership type and job performance. *Journal of World Economic Research, 7*(1), 14-20. https://doi: 10.11648/j.jwer.20180701.12

Loan, L. T. M. (2020). The influence of organizational commitment on employees' job performance: The mediating role of job satisfaction. *Management Science Letters, 10,* 3307-3312. https://doi:10.5267/j.msl.2020.6.007

Luthans, F., & Youssef-Morgan, C. M. (2017). Psychological capital: An evidence-based positive approach. *Reviews in Advance, 4,* 339-366. https://doi 10.1146/annurev-orgpsych-032516-113324

Luz, C. M. D. R., de Paula, S. l., & de Oliveira, L.M.B. (2018). Organizational commitment, job satisfaction, and their possible influences on intent to turnover. *Revista de Gestão, 25*(1), 84-101.

Metin, K., &Asli, K. (2018). The relationship between organizational commitment and work performance: A case of industrial enterprises. *Journal of Economic and Social Development (JESD), 5*(1), 46-50.

Meyer, J. P., & Allen, N. J. "A three-component conceptualization of organizational commitment" in Sulistiasih, S., &Widodo, W. (2021). How quality of work-life's mediating effect of compensation system on teacher's organizational commitment?. *Psychocentrum Review, 3*(2), 141–152. https://doi:10.26539/pcr.32638

Muhammad, K., Toryila, A.S., &Saanyol, D. B. (2018). The role of interpersonal relationship on job performance among employees of Gboko Local Government Area of Benue State, Nigeria. *International Journal of Social Sciences and Management Research, 4,* 67-74.

Mukhtar, R., &Prasetyo, M. A. M. (2020). The influence of transformational leadership, interpersonal communication, and organizational conflict on organizational effectiveness. *International Journal of Educational Review, 2,* 1-17.

Nguyen, H. M., & Ngo, T. T. (2020). Psychological capital, organizational commitment and job performance: A case in Vietnam. *Journal of Asian Finance, Economics and Business*, *7*(5), 269-278. https://doi.org/10.13106/jafeb.2020.vol7.no5.269.

Parimita, W., Purwana, D., &Suhud, U. (2020). Antecedent organizational commitments in the creative industry in Indonesia. *Talent Development & Excellence, 12*(1), 1813-1824.

Patil, T., Ramanjaneyalu, &Ambekar, K. (2016). A study on organizational commitment and job involvement a case of a b label PVT, Ltd Bangalore. *International Journal of Current Research, 8*(07)*,* 34485-34490.

Ribeiro, N., Gupta, M., Gomes, D., & Alexandre, N. (2021). Impact of psychological capital (PsyCap) on affective commitment: mediating role of affective well-being. *International Journal of Organizational Analysis,* 1-31. https://doi.org/10.1108/IJOA-04-2020-2122.

Saraih, U. N., Azmi, A. H., Sakdan, M. F., Mohd, Karim K., &Amlus, M. H. (2019). Understanding the effects of interpersonal communication and task design on job performance among employees in the manufacturing company. *Humanities & Social Sciences Reviews, 7,* 448-453. https://doi.org/10.18510/hssr.2019.7550

Surucu, L., Maşlakcı, A., &Şeşen, H. (2020). The role of positive psychological capital in the effect of leadership styles on organizational commitment: A study of hospitality services. *African Journal of Hospitality, Tourism and Leisure, 9*(2), 1-16.

Susita, D., Sudiarditha, I., Purwana, D., Wolor, C., &Merdyantie, R. (2020). Does organizational commitment mediate the impact of organizational culture and interpersonal communication on organizational citizenship behavior? *Management Science Letters , 10*(11), 2455-2462. https://doi: 10.5267/j.msl.2020.4.004

Syaekhu, A. (2018). Effect of personality and interpersonal communication on organizational commitment. *JurnalIlmiahIlmuAdministrasiPublik: JurnalPemikirandanPenelitianAdministrasiPublik, 8*(1), 61-68.

Tang, Y., Shao, Y.F., & Chen, Y.J. (2019). Assessing the mediation mechanism of job satisfaction and organizational commitment on innovative behavior: the perspective of psychological capital. *Frontiers in Psychology, 10,* 1-12. https://doi: 10.3389/fpsyg.2019.02699

Tang, Y., Shao, Y-F., & Chen, Y-J. (2019). Assessing the mediation mechanism of job satisfaction and organizational commitment on innovative behavior: The perspective of psychological capital. *Frontier Psychology, 10*, 1-12. https://doi.org/10.3389/fpsyg.2019.02699

Van Griethuijsen, R. A. L. F., van Eijck, M. W., Haste, H., den Brok, P. J., Skinner, N. C., Mansour, N., Gencer, A. S., &BouJaoude, A. (2014). Global patterns in students' views of science and interest in science. *Research in Science Education, 45*(4), 581–603. https://doi.org/10.1007/s11165-014-9438-6.

Wang, Y., Chen, Y., & Zhu, Y. (2021). Promoting innovative behavior in employees: The mechanism of leader psychological capital. *Front. Psychol.*, *11*, 598090. https://doi.org/10.3389/fpsyg.2020.598090

Widodo, W. (2021). *Metodologipenelitianpopuler&praktis* [Popular & practical research methodologies]. In Indonesia. Depok: Rajawali Pers.

Wu, C-M., & Chen, T-J. (2018). Collective psychological capital: Linking shared leadership, organizational commitment, and creativity. *International Journal of Hospitality Management, 74*, 75-84. https://doi.org/10.1016/J.IJHM.2018.02.003.

Yildiz, E. (2018). A case study on relationships between psychological capital, personality and organizational commitment. *International Journal of Business Administration, 9*(2), 99-122. https://doi.org/10.5430/ijba.v9n2p99.