Research Article

Toward Adaptive Organizational Dynamics: Examining the Influence of Authentic Leadership and Organizational Culture on Organizational Learning and Readiness for Change

Budi Santoso Syarif*, Kusdi Raharjo, Ika Ruhana, and Gunawan Eko Nurtjahjono

Faculty of Administration Science, Brawijaya University, Indonesia

Corresponding Author: Budi Santoso Syarif; email: santososyarifbudi@gmail.com

Abstract.
This study aims to investigate and evaluate the direct effects of organizational culture, organizational learning, and authentic leadership on readiness for change, as well as indirect effects of organizational culture and authentic leadership of readiness for change through organizational learning. The population of this study consists of 555 employees at PT Pupuk Is-kandar Muda (PIM), with a sample size of 240 selected using stratified proportional random sampling, a probability sampling method. Data were analyzed using Structural Equation Modeling (SEM) with SmartPLS 6.0 software. The findings revealed significant positive relationships between organizational culture, organizational learning, and readiness for change. However, the study also found a non-significant direct relationship between authentic leadership and readiness for change, suggesting that additional factors may influence employees' willingness to embrace organizational changes. This study contributes valuable insights to the existing body of knowledge regarding the connections among readiness for change, organizational culture, organizational learning, and authentic leadership.

Keywords: readiness for change, organizational learning, organizational culture, authentic leadership

1. Introduction

Recently, the organization has been experiencing major pressures to change for instance with regards to technology, policies or the market. A special pressure to adapt various reforms and changes can be observed in the PT Pupuk Iskandar Muda (PIM) experience since the subject organization has a strategic role within the fertilizer, petrochemical and chemical industry. In line with the parent company PT Pupuk Indonesia (Persero), PIM has a vision of diversifying into the synthesis of blue and

green ammonia as the world continues to demand green products. In addressing this process, there is need for organizations to have readiness for change to turn it to an opportunity rather than a challenge. In this study, Teece & Pisano [1] pointed that in the global economy environment, the companies.

So, which can show the swift and nimble response, flexibility of product development has competitive advantage. Moreover, it is important to identify that the management capacities in the successful firms to integrate and efficiently deploy the internal and external competencies. Hence, there is a need for organizations to develop Readiness for Change as indicated by Haque et al., [2], Weiner [3]. Based on the individual readiness for change model developed by Holt & Vardaman [4], individual readiness for change incorporates four dimensions; perception of fit, perceived management support, self-efficacy and personal relevance where the employee has confidence that the change has been well adapted, believes that management supports the change, the employee has confidence in how to successfully implement the change and finally the employee believes, the organizational change will be beneficial to them. Change readiness on the other hand, relates to a state whereby people are willing, willing and able to address all changes happening in an organization [5]. The level of preparedness in organisations influences the effectiveness of the change process. Russell & Russel [6] defines readiness for change as a psychological condition that occurs when the members of an organization hold positive attitude, belief or intention toward change. Readiness for change is a highly important concept in the context of organizational dynamics, indicating that the ability of individuals and organizations to respond and adapt to change is key to achieving success in a continuously evolving business environment. There are many factors that can influence readiness for change, one of which is Organizational Learning [7].

Leavitt [8] will also posit that organisational learning happens where: 'New and more generative frames of reference are established, public potentials are unleashed, plans are enacted recurrently to increase the ability to produce the outcomes people really want, and learning is systemic and constant". Cognitive behaviorism on the other hand deals with a match-up of thinking and doing something. Organizational learning is a process of acquiring, facing, using, and transmitting knowledge through management learning and organizational action to improve organisational capacity, performance and productivity [9]. This definition also covers people and teams, and approaches – individual, team, learning, leadership, behavioral, and systemic. Furthermore, other factors

than organisational learning can influence readiness for change, such as Authentic Leadership [10].

Authentic Leadership is a new and modern theory of leadership, which was developed due to economic and political crises at the beginning of the twenty-first century [11] It is characterized by four distinct yet interconnected components: self-control, value internalization, cognitive control, and interpersonal space. On the same note, Muguna [12] establishes that Authentic Leadership is leaders who are honest to their beliefs, and in the process help to build with others mutually beneficial relationships for the benefit of the society. They have desirable psychological attributes like self-efficacy, optimism, hope and resilience and may help facilitate such in others, [13].

Especially, the type of leadership that cements the trustworthiness in PIM's case is about reinforcing the readiness of people in learning organisation for the contemporary challenges in ammonia production and fertiliser industries. On the other hand, it was also revealed by [14] that Organization Culture could predict Readiness for Change. This is in agreement with studies carried out by [16] and Wong [2021]. Organizational Culture is a set of rules that lays down beliefs, attitudes and behaviours of the individuals associated with an organization. These include leadership, communication, organization design and process, structure, systems and other factors that make the organization distinct [18].

Considering that PIM's strategic vision involves the construction of ambient ammonia production and the creation of a blue and green ammonia center in the region, the value of an adaptive organisational culture becomes all the more important, given that it has the ability, effectively, to foster employee endowment's capacity to leverage new operational requirements and emerging sustainability objectives. Consequently, apart from identifying the factors that define readiness for change, which are the objectives of this research, this work seeks to explore the interaction between authentic leadership, organizational culture and organizational learning that defines readiness for change. The direct relationships between authentic leadership, organizational culture and organizational learning and readiness for change will be discussed and explored in this study. This research also aims to provide some useful recommendations to PIM and similar institutions to develop human capital to acquire desired innovation, sustainability, and adaptability to future changes in chemical and fertilizer industries at the global and regional level.

2. Literature Review

2.1. Readiness for Change

Change readiness is the mental status that one assumes when members of the organization show positive attitude, belief and intention towards change as posited by Russel & Russel [6]. In addition, Holt [4] stated that readiness for change refers to a broad perspective incorporating content, process, context and subject in change. Collective readiness refers to the level of enthusiasm with which individuals are willing to fund, support, sanction or put into practice specific plans intended to change the current status.

The R/C, also known as 'readiness for change,' is a dynamic, complex construct at the individual, group, and the system levels and assets to internal and external changes [19]. It encompasses commitment to change which is defined as organisational members' consensus to change as a group and change effectiveness which is the capacity of the organisation to effect change [19]. According to Armenakis & Harris [20], there are five dimensions that can alter employees' self-beliefs to support change: Discrepancy, Appropriateness, Efficacy, Principal Support, and Personal Valence.Top of Form

2.2. Organizational Learning

Organizational Learning is the ability or process within an organization to enhance performance based on experience [21]. The main principle in the learning model is conceptualization and understanding, so organizational learning can be explained as the process of evaluating and modifying information. According to Leavitt [8], organizational learning occurs when new and expansive patterns of thinking are formed, collective aspirations are openly expressed, individuals continuously enhance their capacity to achieve desired outcomes, and collaborative learning takes place continuously.

Learning within an organization refers to the concept that an organization is capable of acquiring new knowledge and retaining it over a period of time [22]. Meanwhile, according to Jones [23], the term "organizational learning" refers to the process by which managers work to increase the organizations' members' ability to comprehend and manage the organization and the environment in which it operates. This is done in order to enable the members to make decisions that will continuously improve the effectiveness of the organization. There are a number of elements, both internal and

external, that have an impact on organizational learning. These aspects include organizational structure, culture, leadership, information exchange, internal work environment, external networks, and the experiences of organizational members [24].

2.3. Authentic Leadership

Authentic Leadership is a leader who is sincere towards themselves and their beliefs, fostering trust and initiating and advancing relationships with others for the betterment of society [12]. The good psychological conditions that they possess include self-confidence, optimism, hope, and resilience, and they have the ability to foster the development of these qualities in others [13]. Self-awareness, inter-nalized moral perspective, balanced processing, and relational transparency are the four components that define this. These components are distinct from one another yet are simultaneously interconnected.

Authentic Leadership is the process of building legitimacy or guidance from a leader through honest relationships, valuing input from subordinates, and based on ethical principles [25]. Meanwhile, according to Ilmia [26], authentic leadership is the ability of a leader to optimize and enhance their capacities, such as high self-awareness, strong morals and ethics, fair attitudes, as well as openness and transparency in their relationships with followers. Authentic leadership can enhance engagement and satisfaction among subordinates and strengthen the positive identity held by members towards the organization [17].Top of Form

2.4. Organizational Culture

Organizational culture is a set of values, beliefs, and norms that are collectively accepted by employees within an organization [27]. This culture serves as a guide for behavior and approaches in solving problems within the organization. Chalmers & Brannan [28] define organizational culture as a shared system of values, beliefs, and practices that shape the behavior and interactions of members within an organization. Factors such as leadership style, communication, organizational processes, structure, systems, and unique elements also influence organizational culture, which in turn distinguishes one organization from another [29].

Organizational culture has been found to impact on the level of job satisfaction of the members, their loyalty to the organization, the level of innovation they embrace and the quality of goods and service that is produced [31]. The organizational culture then can be defined as the way people perceive issues in an organization and the meaning systems that define an organization from the others. According to Robbins & Coulter [31], there are 10 characteristics of organizational culture: ambition, risk taking, guidance, co-ordination, management endorsement, authority, organizational image, incentives, exercising of conflict, and information dissemination.

2.5. Authentic Leadership and Organizational Learning

Okmen et al. [32] was to establish the relationship between Authentic leaders on organizational learning capacity. According to the study carried out, authentic leadership influences learning orientation in organisations and the association is positive and significant. This study aligns with a study done by Otken & Beser [34]. According to Otken & Beser [34] an analysis of literature showed that authentic leadership directly impacts the extent of organizational learning.

H1: This study finds that Authentic Leadership significantly and positively impacts Organizational Learning.

2.6. Authentic Leadership and Readiness for Change

The research work by Sengupta et al. [10] was undertaken to examine how authentic leadership led to innovation in terms of IWB. Also, the current research sought to establish the moderating role of readiness for change with regard to the relationship between authentic leadership and innovative work. The outcome of the study was to reveal the extent and positive relationship between the Independent variables of Authentic leadership and the dependent variable of Readiness for change. The findings of the research conducted by Monzano [34] not only has the basic alignment of the study by Sengupta et al. [10] who have proposed the mediating role of Psychological Safety between Work Demands and Work Engagement. Prespectively, the results of both researches suggest that authentic leadership practice has a strong and positive relationship with readiness for change.

H2: Readiness for Change is affected and reacts positively and significantly when Authentic Leadership is used.

2.7. Organizational Culture and Organizational Learning

The study conducted by Abdi et al. [35], sought to establish pathways through which organizational culture, knowledge management, and organizational learning aligned directly or indirectly with innovation. The outcome of the study was to reveal that organizational culture had a positive and significant correlation with organizational learning. These findings are supplemented by the other journals, for example, Shahriari & Allameh [36] and Liao et al. [38].

H3: They found mild, though statistically significant, evidence that Organizational Culture has positive relationship with Organizational Learning.

2.8. Organizational Culture and Readiness for Change

The research done on the correlation between organizational culture and preparedness for change was done by George et al. [38]. According to the authors on the topic, it is clear that Organizational Culture has a bearing on Organizational Readiness for Implementing Change (ORIC). Prior to the present study, literature on the association between these two factors has been quite limited. Thus, there are few other journals that are available to substantiate or negate the arguments presented in this work. Thus, future studies needed to provide a stronger link between organizational culture and readiness for change.

H4: In the present study, it has been indicated that Organizational Culture hasparallel and positive relationship with the variable Readiness for Change.

2.9. Organizational Learning and Readiness for Change

The study conducted by Aboobaker & [39] is intended to establish the relationship of students' digital learning orientation on innovative behavior and to examine the effect of the organizational learning culture on the readiness for change. This study points to the fact that organizational learning culture affects readiness for change in an organization.

H5: The study also finds that Organizational Learning has a positive relationship and is proving to be highly significant on Readiness for Change.

3. Material and Methods

3.1. Sample design and data collection

This study utilizes a quantitative approach. Therefore, we employed a survey method to test our hypotheses. A cross-sectional approach was used to gather data through an online self-administered survey questionnaire.

3.2. Location of the Research

This research will be conducted at PT Pupuk Iskandar Muda (PIM), which operates in the industry, trade, and services sectors in the fields of fertilizers, petrochemicals, and other chemicals. The data collection period will be from February to March 2024.

3.3. Population and Researh Sample

Total population of employees at PT Pupuk Iskandar Muda is N = 555 individuals (Internal Report of PT Pupuk Iskandar Muda, 2024). The population of this study cannot be entirely investigated, hence a sampling method is required. A sample is a subset of the population whose characteristics are intended to be studied [40]. The sampling technique employed in this research is probability sampling in the form of stratified proportional random sampling. This method involves randomly selecting samples, and the population consists of members or elements that are not homogenous and are stratified proportionally.

The determination of sample size using the Slovin Formula with a precision of 5% is as follows:

$n = \frac{555}{1+555(0,05)^2} = 232,46$ employees

Based on this calculation, the minimum sample size in this study is approximately 232.46 employees, rounded up to 240 employees. Therefore, the sample size in this study is 240 employees.

3.4. Measures

A Likert scale with five points, ranging from 1 to 5, with "strongly disagree" to "strongly agree," was utilized by the authors in order to evaluate all of the constructs that were utilized. The constructs used in this study were taken from previously published research, with some small adjustments made to ensure that they were consistent with the context.

TABLE 1: Variable Metrics and Measurements.

Variable	Indicators	Source
Authentic Leadership (X1)	Self-awareness (X1.1)	Walumbwa et al. [41]
	Transparency (X1.2)	
	Moral (X1.3)	
	Balanced Processing (X1.4)	
Organizational Culture (X2)	Clan culture (X2.1)	Chang & Lee [42]
	Mission culture (X2.2)	
	Adaptive culture (X2.3)	
	Bureaucratic Culture (X2.4)	
Organizational Learning (Y1)	Management commitment (Y1.1)	Pham & Hoang [43]; Tohidi et al. [45]
	Opennes and experiment culture (Y1.2)	
	System thinking (Y1.3)	
	Risk taking (Y1.4)	
Readiness for Change (Y2)	Emotional (Y2.1)	Bouckenooghe et al. [46]
	Cognitive (Y2.2)	
	Intentional (Y2.3)	

3.5. Research Model

The method of analysis known as Structural Equation Modeling (SEM) using SmartPLS 6.0 is utilized in order to investigate the connections that exist between the variables. In the following picture, both the structural model and the hypotheses that were investigated in this study are represented.
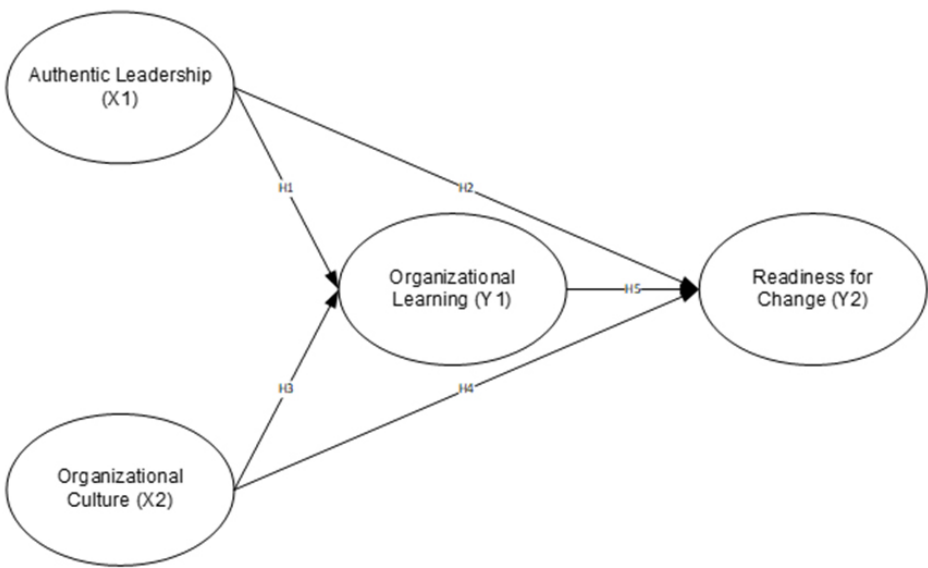
Figure 1: Research Hypothesis Model.

4. Results and Discussion

We analyzed the data using IBM SPSS version 24 and SmartPLS 6.0 utilizing partial least squares structural equation modeling (PLS-SEM). Table 2 displays the means, standard deviations, and additional descriptive data concerning the variables under investigation in this study, and it is found that respondents scored high on all constructs.

TABLE 2: Description of Respondents' Answers.

Variable	N	Min	Max	Mean	Std
Authentic Leadership	240	1	5	4.162	0.718
Organizational Culture	240	1	5	4.235	0.687
Organizational Learning	240	1	5	4.156	0.672
Readiness for Change	240	1	5	4.122	0.603

The results suggest that the determinant factors readiness for change, including leadership, culture and learning mean scores above 3.5, a level that is high or good. This indicates that the employees may have been exposed to practices of authentic leadership for change, supportive organisational culture for change as well as right organisational learning processes for change in the given organisation. Overall, there-fore, it is would be reasonable to argue that PIM employees have been prepared for organizational change given the environment that has been created for them hence can be useful in improving their adaptability and responsiveness to change.

4.1. Analysis of measurement model

Authentic leadership, organizational culture, organizational learning and readiness for change all measured representatively in the measurement model and are structured reflexively. The quality of a model can be determined by only looking at indices, which are positively and substantially correlated with factors [46].

TABLE 3: Exploration Results of Indicators for Each Variable in the SEM WarpPLS Model.

Variable	Indicators	Loadings	p-value
Authentic Leadership	Self-awareness Transparency Moral Balanced processing	0.904 0.912 0.916 0.918	<0.001 <0.001 <0.001 <0.001
Organizational Culture	Clan culture Mission culture Adaptive culture Bureaucratic culture	0.920 0.944 0.913 0.927	<0.001 <0.001 <0.001 <0.001
Organizational Learning	Management commitment Opennes and experiment culture System thinking Risk taking	0.876 0.874 0.900 0.889	<0.001 <0.001 <0.001 <0.001
Readiness for Change	Emotional Cognitive Intentional	0.873 0.711 0.897	<0.001 <0.001 <0.001

From the results of the analysis provided in Table 3, it can be seen that all indexes that make up the Authentic Leadership variable do not contain any negative and insignificant coefficients. Similarly, for the variables Organizational Culture, Organizational Learning, and Readiness for Change, no indicators exhibit negative or insignificant coefficients. That being the case, there were no indicators that were not included in the model because each and every one of them satisfied the criteria for being utilized as variable measures.

4.2. Structural model

The proposed hypothesis was tested using the structural equation modeling procedure with the WarPPLS approach [47][49]. The findings from the structural model are displayed in Table 4.

In light of the fact that four out of the five possible courses of action exhibit statistical significance, it is possible to accept the hypotheses H1, H3, H4, and H5. Specifically,

TABLE 4: Hypothesis Testing on the Direct Effect of WarpPLS Analysis.

Hypothesis	Coefficients	p-value	Results
H1: AL OL	0.390	<0.001**	Supported
H2: AL RC	0.015	0.190 ^{ns}	Not Supported
H3: OC OL	0.497	<0.001**	Supported
H4: OC RC	0.210	<0.001**	Supported
H5: OL RC	0.344	<0.001**	Supported

Note: *Significant at 5%, **Significant at 1%, ^{ns} Not Significant

there is a positive and significant relationship between genuine leadership and organizational learning, organizational culture and organizational learning, organizational culture and readiness for change, and organizational learning and preparation for change. All of these relationships are intertwined with one another. H2 was not supported by the findings of this investigation, however.

5. Discussion

Firstly, this study extends the theoretical knowledge base regarding the relationship between AL and OL with reference to PT Pupuk Iskandar Muda (PIM) and provides fresh ASSR-based evidence on the direct positive effects of AL in the developing market environment. As found in other previous researches [32] [33] [49] [50] [52] there is a positive connection to learning climate mediated by authentic leadership even in centralized industrial sectors of structured organization like PIM. Such context-specific finding adds value to the existing body of knowledge by highlighting the importance of AL in diverse organisational environments.

Secondly, our results that proved an invalid association between AL and RC readiness are contrary to previous research insights suggesting the positive relation between these constructs [52] [53] [54]. His result implies that in organisations such as PIM, other factors may have a larger impact on readiness for change than the style of leadership. This observation opens up a new way of thinking about studying organisational readiness for change and signals the possibility of other contextual and structural factors influencing this construct, hence, the need for research to examine the training mechanisms that might moderate this link.

Thirdly, the study brings supplementary proof to the importance of organisational culture for both the learning of the corporation and its change readiness. Other studies

conducted in this field also found comparable results [35] [55]. However, the present study reiterates the significance of the positive culture version in view of organizational and cultural specifications of the PIM University. The general understanding of the fact that with regard to organizational culture's influence may be different depending on the regional and organizational characteristics underlines the necessity to view organizational culture as a change agent in distinct contexts, though prior research has not paid much attention to that facet.

Last, by developing a positive correlation between organizational learning and change readiness, our study indicates that learning is essential in organizations since it prepares the employees to adopt change. This relation, as our findings endorse, supports the proposition that possibly Constitutive learning processes are central to Readiness in prima facie shift environments. This insight is particularly valuable as it enriches the existing body of knowledge of how organisational learning works as a fundamental component that underpins the organisation's ability to prepare for change, and thereby inform the practical implications arising from the application of change management research in practice.

Altogether, this research provides fresh insights into an intricate relationship between leadership and culture on one hand, and learning and change readiness on the other hand in describing organizational dynamics, it has been found that the optimality of authentic leadership and organizational culture determinants of learning and change readiness may be moderated by industry and region.

6. Conclusion and implication

Therefore, the results of this study stressed that authentic leadership, organizational culture and organizational learning play a crucial role in predicting the extent of change readiness in enhancing change readiness among employees in PIM. As anticipated, significant positive correlations were established between authentic leadership, organizational culture, organizational learning and readiness for change but the failure of authentic leadership to correlate positively with readiness for change shows that there are other antecedent attributes. These findings therefore call for more efforts to be made in promoting authentic leadership, positive organisational culture, as well as development programmes aimed at ensuring that employees have adequate readiness for organisational change. The study also demonstrates the multifaceted and contextual

nature of these relationships, and raise the question of how far leadership and culture initiatives will work in different organisational contexts and cultures. There is need for future studies in order to understand how leadership, culture, learning and change readiness interact with each other within various organizational environments.

It was apparent from the study that there is a need to encourage authentic leadership, ensure that PIM has an enabling culture and enhance learning organizations. From a theoretical view, this research adds to expanding knowledge of how OL and leadership impact readiness for change, enriching the theory of the field. Managers should endeavour to build real leadership characteristics that foster organisational learning and change motivation. Strategies for moving organisational culture from a state of resistance towards a state of acceptance of change can help to increase the readiness of employees for change. Through the support and development of learning activities, the skills and attitude required for organisational change are provided to the employees. But viewed practically, leadership sincerity and cultural versatility should be incorporated in organisation training and development initiatives to offer a solid foundation toward more efficient change management operations. Exploring the dominance between organizational learning and readiness for change will help in policy and strategy formulation, as well as practice, to support organizational improvement and future proofing. Thus, the findings of the present study offer important implications for HR managers and organizational leaders who are interested in introducing sustainable change practices to their organizations. Subsequent studies are required in order to provide deeper understanding of the connections presented and use that knowledge to design interventions for increasing the level of organisation flexibility and performance.

References

[1] Teece D, Pisano G. The dynamic capabilities of firms. Springer Berlin Heidelberg; 2003. https://doi.org/10.1007/978-3-540-24748-7_10.

[2] Haque MD, TitiAmayah A, Liu L. TitiAmayah A, Liu L. The role of vision in organizational readiness for change and growth. Leadersh Organ Dev J. 2016;37(7):983–99.

[3] Weiner BJ. A theory of organizational readiness for change. InHandbook on implementation science. Edward Elgar Publishing; 2020. A theory of organizational readiness for change; p. 215-232. https://doi.org/10.4337/9781788975995.00015.

[4] Holt DT, Vardaman JM. Toward a comprehensive understanding of readiness for change: the case for an expanded conceptualization. J Change Manag. 2013;13(1):9–18.

[5] Xu C, Hartini S, Marpaung W. Readiness for change ditinjau dari kepemimpinan transformasional pada karyawan/I PT. Mam Medan. Jurnal Psikologi. 2018;14(2):154–64.

[6] Russell J, Russell L. Change Basics. United States of America: Victor Graphics; 2006.

[7] Abdul-Nasiru I. The role of change readiness in the relationship between learning organisation and successful change implementation. J Organ Change Manage. 2024;37(5):849–65.

[8] Leavitt CC. A Comparative Analysis of Three Unique Theories of Organizational Learning. ERIC: Online Submission. 2011:1-19.

[9] Chiva R, Ghauri P, Alegre J. Organizational learning, innovation and internationalization: A complex system model. Br J Manage. 2014;25(4):687–705.

[10] Sengupta S, Bajaj B, Singh A, Sharma S, Patel P, Prikshat V. Innovative work behavior driving Indian startups go global–the role of authentic leadership and readiness for change. J Organ Change Manage. 2023;36(1):162–79.

[11] Nikolić G, Grudić Kvasić S, Grbić L. The development of authentic leadership theory. PAR International Scientific and Professional Leadership Conference: leadership after COVID-19 2020 (PILC 2020), p. 176-189. Rijeka: PAR University College; 2020.

[12] Muguna HS. Authentic leadership and societal transformation: A review of literature. International Journal of Organizational Leadership. 2022;11(3):333–56.

[13] Zhang J, Song LJ, Wang Y, Liu G. How authentic leadership influences employee proactivity: the sequential mediating effects of psychological empowerment and core self-evaluations and the moderating role of employee political skill. Frontiers of Business Research in China. 2018;12(1):1–21.

[14] Inuwa M, Rahim SB. Lean readiness factors and organizational readiness for change in manufacturing SMEs: the role of organizational culture. Journal of Critical Reviews. 2020;7(5):56–67.

[15] Al-Tahitah A, Abdulrab M, Alwaheeb MA, Al-Mamary YH, Ibrahim I. The effect of learning organizational culture on readiness for change and commitment to change in educational sector in Yemen. Journal of Critical Reviews. 2020;7(9):1019–26.

[16] Wong DT. How organizational culture impacts individual readiness for change and turnover intentions [master's thesis]. Azusa, CA: Azusa Pacific University; 2021.

[17] Walumbwa FO, Christensen AL, Hailey F. Authentic leadership and the knowledge economy: sustaining motivation and trust among knowledge workers. Organ Dyn. 2011;40(2):110–8.

[18] Wang T, Olivier DF, Chen P. Creating individual and organizational readiness for change: conceptualization of system readiness for change in school education. Int J Leadersh Educ. 2023;26(6):1037–61.

[19] Hizam-Hanafiah M, Soomro MA, Abdullah NL, Jusoh MS. Change readiness as a proposed dimension for industry 4.0 readiness models. LogForum. 2021;17(1):83–96.

[20] Armenakis H. Improving Organizational Intervensions for Stress and Well-Being. USA and Canada: Routledge; 2009.

[21] [21] Senge PM. The leader's new work: Building learning organizations. *How Organizations Learn: Managing the search for knowledge.* 2004;32:462-486.

[22] Easterby-Smith M, Lyles MA. Handbook of organizational learning and knowledge management. New Jersey: John Wiley & Sons; 2011.

[23] Jones GR. Organizational Theory, Design, and Change. 5th ed. New Jersey: Pearson Education, Inc; 2007.

[24] Namada JM. Organizational learning and competitive advantage. InHandbook of research on knowledge management for contemporary business environments. IGI Global; 2018. pp. 86–104.

[25] Haryokusumo D. Pengaruh kepemimpinan autentik pada emosi positif, kepercayaan dan harapan serta dampaknya pada komitmen organisasional. Jurnal Bisnis Darmajaya. 2016;2(2):13–31.

[26] Ilmia HN. Pengaruh Self Efficacy, Kepercayaan dan Kepemimpinan Autentik Terhadap Employee Engagement Kspps BMT Al Hikmah Semesta Jepara [doctoral dissertation]. Kudus: IAIN Kudus; 2022.

[27] Armstrong M. Armstrong's Handbook of Management and Leadership for HR: Developing Effective People Skills for Better Leadership and Management. London: Kogan Page Publishers; 2016.

[28] Chalmers R, Brannan GD. Organizational Culture. Treasure Island (FL): StatPearls Publishing; 2023.

[29] Denison DR. What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. Acad Manage Rev. 1996;21(3):619–54.

[30] Belıas D, Koustelıos A. Organizational culture and job satisfaction: A review. Int Rev Manag Mark. 2014;4(2):132–49.

[31] Robbins SP, Coulter M. Principles of management. Tehran: Office of Cultural Studies; 2007.

[32] Okmen S, Elci M, Murat G, Yilmaz Y. The impact of authentic leadership on organizational learning capacity. Journal of Global strategic management. 2018;12(1):57-66.

[33] Otken AB, Beser HS. The effect of authentic leadership on organizational learning providing organization the ability to adapt quickly and conveniently to changing circumstances. PressAcademia Procedia. 2017;3(1):457–71.

[34] Manzano PC. The Relationship Between Authentic Leadership and Organizational Change Readiness: The Mediating Role of Psychological Safety [doctoral dissertation]. San Jose: San Jose State University; 2020.

[35] Abdi K, Mardani A, Senin AA, Tupenaite L, Naimaviciene J, Kanapeckiene L, et al. The effect of knowledge management, organizational culture and organizational learning on innovation in automotive industry. J Bus Econ Manag. 2018;19(1):1–9.

[36] Shahriari M, Allameh SM. Organizational culture and organizational learning: does high performance work systems mediate? J Workplace Learn. 2020;32(8):583–97.

[37] Liao SH, Chang WJ, Hu DC, Yueh YL. Relationships among organizational culture, knowledge acquisition, organizational learning, and organizational innovation in Taiwan's banking and insurance industries. Int J Hum Resour Manag. 2012;23(1):52–70.

[38] Georg S, Görig T, Eichinger M, Hoffmann D, Urschitz MS, De Bock F. Organizational Culture and Readiness for Change in German pediatric outpatient centres. Eur J Public Health. 2019 Nov;29 Supplement_4:ckz185–660.

[39] Aboobaker N, Ka Z. KA Z. Digital learning orientation and innovative behavior in the higher education sector: effects of organizational learning culture and readiness for change. Int J Educ Manag. 2021;35(5):1030–47.

[40] Djarwanto PS, Subagyo P. Statistik Induktif. Edisi 4. Yogyakarta: BPFE; 1994.

[41] Walumbwa FO, Avolio BJ, Gardner WL, Wernsing TS, Peterson SJ. Authentic leadership: development and validation of a theory-based measure. J Manage. 2008;34(1):89–126.

[42] Chang SC, Lee MS. A study on relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction. Learn Organ. 2007;14(2):155–85.

[43] Pham LT, Hoang HV. The relationship between organizational learning capability and business performance: the case of Vietnam firms. J Econ Dev. 2019;21(2):259–69.

[44] Tohidi H, Mohsen Seyedaliakbar S, Mandegari M. Organizational learning measurement and the effect on firm innovation. J Enterp Inf Manag. 2012;25(3):219–45.

[45] Bouckenooghe D, Devos G, van den Broeck H. Organizational change questionnaire–climate of change, processes, and readiness: development of a new instrument. J Psychol. 2009 Dec;143(6):559–99.

[46] Patalay P, Fonagy P, Deighton J, Belsky J, Vostanis P, Wolpert M. A general psychopathology factor in early adolescence. Br J Psychiatry. 2015 Jul;207(1):15–22.

[47] Kock N. Factor-based structural equation modeling with WarpPLS. Australas Mark J. 2019;27(1):57–63.

[48] Singh R, Singh CD, Singh T. Structural equation modelling of core functional competencies based on partial least square method using WarpPLS 7.0. International Journal of Process Management and Benchmarking. 2024;16(2):215–30.

[49] Mousa M, Massoud HK, Ayoubi RM. Organizational learning, authentic leadership and individual-level resistance to change: A study of Egyptian academics. Management Research. Journal of the Iberoamerican Academy of Management. 2020;18(1):5–28.

[50] Milić B, Grubić-Nešić L, Kuzmanović B, Delić M. The influence of authentic leadership on the learning organization at the organizational level: the mediating role of employees' affective commitment. J East Eur Manag Stud. 2017;22(1):9–38.

[51] Delić M, Slåtten T, Milić B, Marjanović U, Vulanović S. Fostering learning organisation in transitional economy–the role of authentic leadership and employee affective commitment. Int J Qual Serv Sci. 2017;9(3/4):441–55.

[52] Khakpour M, Hajeanzahaie Z, Ashraf Ganjoui F. Influence Authentic Leadership on Readiness for Organizational Change with Mediating Role of Psychological Capital. Sch Adm. 2019;7(3):141–125.

[53] Bakari H, Hunjra AI, Niazi GS. How does authentic leadership influence planned organizational change? The role of employees' perceptions: integration of theory of planned behavior and Lewin's three step model. J Change Manag. 2017;17(2):155–87.

[54] Bakari H, Hunjra AI, Jaros S, Khoso I. Moderating role of cynicism about organizational change between authentic leadership and commitment to change in Pakistani public sector hospitals. Leadersh Health Serv (Bradf Engl). 2019 Jun;32(3):387–404.

[55] Abdul-Halim H, Ahmad N, Geare A, Thurasamy R. Innovation Culture in SMEs: The Importance of Organizational Culture, Organizational Learning and Market Orientation. Entrep Res J. 2019;9(3):20170014.