

How Does Psycap Encourage Lecturer Affective Commitment? Revealing The Role of Authentic Leadership

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Abstract

Currently, organizational affective commitment is still one of the important issues in higher education. The issue of affective commitment in universities, especially in private universities, especially those based on certain religious values is still open. Previous research has shown that affective commitment can be explained in a variety of ways according to the context of the theoretical approach, cultural context and type of organization. Research exploring the role of psycap and authentic leadership in relation to affective commitment in the APTIK (Association of Catholic Colleges) environment could be one alternative. With a personal approach and value in mind, authentic psychology and leadership can be placed as important issues in influencing affective commitment. In today's complex and fast-moving organizations, affective commitment behavior is critical to organizational success. Psycap and authentic leadership proved to be strong predictors of affective commitment, but the underlying mechanisms remain unclear. This study aims to examine the effect of psycap on the affective commitment of lecturers, where authentic leadership as the mediator. This research is a quantitative research involving 401 lecturers in Indonesia as research subjects. The results of this study show that authentic leadership partially mediates the influence of psycap on the affective commitment of APTIK lecturers. Increasing psycap will increase affective commitment both directly and through increasing the authentic leadership of lecturers. The results of this research can be used by government managers and universities as consideration for evaluating development policies.

Keywords: affective commitment, authentic leadership, psycap, lecturer, university

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Introduction

Organizational commitment is one of the key factors in workplace relationships. Dick et al. (2006) concluded that workplace commitment and identification still play a major role in employee life and

function in organizations, related to changes in the work environment such as *downsizing*, *delaying*, *merging*, *telecommuting*, or *virtual work*. Organizational commitment is a *multi-dimensional construct* that shows the relative strength of an individual's identification with, involvement, and loyalty to a particular organization (Allen & Meyer, 1996). The development of organizational commitment studies refers to affective commitment as the most influential/essential dimension compared to *normative* and *continuance dimensions* (Mercurio, 2015).

Concern about the mechanisms by which individual capacities influence affective commitment through leadership roles is limited (Leroy et al., 2012). Authentic leadership has a relationship with affective commitment (Nasab & Afshari, 2019), however, the study of authentic leadership that functions as a mediator in understanding affective commitment is still limited, even though leadership is important. Therefore, organizations use strategies to reinforce authentic leadership styles to increase the commitment of their members (Walumbwa, Avolio, Gardner, Wernsing & Peterson, 2008). One antecedent of authentic leadership is *psycap* (Avolio & Luthans, 2006; Luthans & Avolio, 2003).

Various studies on the concept of commitment and various empirical tests related to variations in measurement are carried out in various fields of public/private/various industry organizations (Riberio, 2021; Stanley, 2013), an exploration of cultural influences (Fisher & Mansell, 2009; Ngee, 2023; Sanchez, et al. 2022), with multiple stages (van Rossenberg, et al. 2019; Somers, 1995; Stanley et al., 2013). Other tests conducted studies to explain the impact of employee commitment to the organization, such as *turnover intention*, *turnover and absenteeism* (Schmidth, 2008; Zopiatis et al., 2014), performance (Cooper & Viwesvaran, 2005). Various studies have contributed not only to the development and strengthening of the theory, but also to its praxis.

During this time, affective commitment research has been more widely applied to organizations. business and health (Filiana, 2016; Lub, Bijvank, Bal, Blomme, & Schalk, 2012; Queiri & Dwaikat, 2016), while in educational organizations it is still rarely done. Several studies show the important role of affective commitment in higher education (Handoko, Setiawan, Surachman, & Djumahir, 2010), and the organizational behavior of its citizenship, effective higher education (Özdem, 2012).

In fact, there is a tendency to decrease the affective commitment of lecturers which has an impact on improving the quality and progress of institutions / universities (Gani et al., 2018). Higher education is experiencing an era of disruption where innovation into technology occurs in almost all educational processes, and lecturers as one of the resources in universities must be able to adapt to technology (Heryanto et. al, 2022). Therefore, lecturers need to have affective comiment. Lecturers who have a high affective commitment will want to be involved, actively participate in organizations and can support the improvement of higher education quality (Gani et al., 2018).

APTIK is the Association of Catholic Universities in Indonesia. APTIK until 2023 has 20 members of universities that have a Catholic religious spirituality base (APTIK, 2023). However, the development of core values and organizational culture faces new challenges, especially related to values that can bring Catholic universities in different directions (Subianto, 2018). Catholic higher education cannot close itself off from the changes demanded by its time. The problems that arise include how lecturers become more emotionally involved (affective commitment) in the process of living values and related to how leaders are able to transmit values operationally (Dua, 2019).

The attention to this commitment can also be attributed to one of the concerns related to the need for university leaders and academicians to reflect again on the role of being young educators to become whole people, not just intellectuals. This is reinforced by the widespread phenomenon of *plagiarism*, which among others is also carried out by university leaders, financial orientation, and sexual harassment (Subianto, 2018), The purpose of education to educate young people is one of the missions of APTIK members in Indonesia. Concerns related to youth education involving the academic community need attention.

Research into affective commitment as a model can be traced from Allen & Meyer (1996, 2002) who explain through 'a three component model of organizational commitment' which explains that the antecedents of affective commitment are personal characteristics and work experience. The development of affective commitment research further explains the relationship between variables and in certain contexts, for example models of affective commitment formation in the field of consumer behavior (Pimentel & Reynolds, 2004), *variables position involvement, volitional choice and*

informational complexity as antecedents of affective commitment in the field of financial services (Bloemer & Schoreder, 2003), spiritual intelligence and intrinsic motivation as an antecedent of affective commitment to *civil engginers*, affective commitment as a moderator of transformational leadership models with performance, *job insecurity* (Saho, 2022).

An individual's affective commitment is influenced by several factors (e.g. leadership, Meyer, 2002; Adriansyah, 2019; *personal character* and work experience, Meyer., et al, 2002). Lux et al. (2019) emphasize the importance of authentic leadership as a mediator of commitment to *work engagement* and job satisfaction. Authentic leadership is seen as one of the relevant leadership theories to explain individual values, values, and commitments in an open world situation (Avolio & Gardner, 2005; Avolio, Gardner, Walumbwa, Luthans, & May, 2004; Bass & Steidlmeier, 1999; Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Luthans & Avolio, 2003; May, Chan, Hodges, & Avolio, 2003; Price; 2003; Sparrowe, 2005). The process of authentic leadership roles can be explained through personal identification and increased trust which ultimately increases affective commitment. Identification and trust relates to how leaders or individuals share values and beliefs through the interaction of leaders and members can identify values and beliefs that affect affective commitment (Alilyani, Wong, Cummings, 2018; Lux, Glover, & Teo, 2018).

Empirical studies to understand the role of authentic leadership in influencing affective commitment can be traced through understanding the antecedents and consequences of authentic leadership. For example, studies on authentic leadership antecedents have been conducted by a number of researchers, for example with regard to variables *Self knowledge* (Peus, Wesche, Streicher, Braun & Frey, 2012), *Self consistency* (Avolio et al., 2004; Branson, 2007; Gardner et al., 2005;), *Self concept, self acceptance, Psycap* (Psycap) (Avolio & Luthans, 2006; Luthans & Avolio, 2003), Empirical evidence of authentic leadership research in Indonesia that discusses antecedents as far as researchers attempt to search is limited.

On the other hand, research that places authentic leadership as a dependent variable (consequence) is also limited. Based on several comprehensive model studies involving antecedents and consequent authentic leadership at once, for example Alilyyani, et al (2018), Petersen and Youssef (2018) and

Peus, et al (2012). The information above shows an opportunity to further explore authentic leadership as a more complete model of antecedents and consequences still needs to be explored further. In this context, authentic leadership can be placed as a mediator. The studies of Peus et al. (2012) and Alilyyani e al. (2018) show the role of leadership as a mediator.

The role of *psycap* on authentic leadership shows some inconsistencies in results. *Psycap* in the context of authentic leadership can be an antecedent, mediator, consequence and even be part of authentic leadership (Alilyyani, 2018; Caza, et al, 2010; Debebe, 2017; Kim, et al, 2019; Petersen & Youssef, 2018; Wang, et al, 2014; Wu & Nguyen, 2019). The determination of *psycap* is chosen based on the understanding of the concept that in internal processes, psychological capacity exists in the individual and can form authentic leadership of the individual. *Psycap* as an antecedent has been done in the study of Petersen and Youssef (2018), together with organizational climate. The selection of *psycap* as an antecedent is also based on the theoretical framework presented by Luthans and Avolio (2003) and Luthans (2005) which place *psycap* as an antecedent that influences authentic leadership.

The theoretical approach used in explaining the affective commitment model of APTIK lecturers by involving authentic leadership as a mediator is the *Self Determination Theory* (SDT) (Deci at al, 1989; Howard et al., 2021). This theory explains how the dynamics of authentic leadership formation can affect affective commitment to leaders or members (lecturers) in higher education. The SDT approach emphasizes that individuals have 3 basic needs, namely *competence, relatedness and autonomy* (Deci at al., 1989, Howard et al., 2021) If these three needs are met, then individuals have internal motivation to face various tasks. APTIK lecturers will have a high *psycap* will be internally motivated and enhance authentic leadership. High authentic leadership will increase affective commitment. Internally motivated individuals demonstrate that *competence, relatedness and autonomy needs* are met (SDT). The process of high authentic leadership increases commitment can be explained that individuals can develop thinking patterns that are unique to themselves, can manage themselves and have self-motivation so as to increase their affective commitment.

The relationship of *psycap* with affective commitment can be explained by the SDT theory approach. The influence of *psycap* on affective commitment can be explained through its aspects, namely 1) having trust (*self-efficacy*), 2) giving positive responses (*optimism*), 3) persevering and persistent towards goals and if needed, reorganizing efforts towards goals (*hope*) in order to achieve success and 4) if faced with problems and failures persist and bounce back and even stronger (*resilient*) (Luthans, 2007). Lecturers who have a high *psycap* (self efficacy, optimism, hope and resilience) will be internally motivated and will affect affective commitment. Lecturers with affective commitment are shown by their involvement and trust to complete each task.

APTİK lecturers who have a low *psycap* have less internal motivation, more influenced by external motivation so that it is not optimal to encourage an increase in affective commitment. Lecturers with low affective commitment will be less emotionally engaged, less motivated to perform optimal tasks. Miao and Bozionelos (2017) show that *psycap* has a strong relationship with the affective commitment of lecturers.

Hypothesis 1: There is a positive relationship between psycap and affective commitment of APTİK lecturers

Authentic leadership and affective commitment

Authentic leadership can improve individual performance (Clapp-Smith et al., 2009; Ribeiro et al., 2018). Further research has also shown that authentic leadership improves individual performance through increased affective commitment and individual creativity (Ribeiro et al, 2018). Other studies reinforce the role affective commitment can mediate authentic leadership relationships with *work engagement* and job satisfaction (Meyer, Stanley, Herscovitch, & Topolnytsky, 2002). Based on this, affective commitment can mediate authentic leadership relationships and individual outcomes. Authentic leadership has also been shown to be an antecedent of affective commitment (Avolio et al., 2004; Leroy et al., 2012; Ausar et al., 2016; Rego et al., 2013; Semedo et al., 2016).

Hypothesis 2: There is a positive relationship between authentic leadership and affective commitment of APTİK lecturers Psycap, Authentic Leadership, and Affective Commitment

The psychological relationship with affective commitment to APTIK lecturers through authentic leadership as a mediator is explained using the Self-Determination Theory (SDT) approach. SDT is a general theory of resource development, personality, motivation and *wellbeing* (Ryan, et al., 2019). This theory lays out a framework for explaining human behavior (Ryan & Deci, 2019). The basic assumption is that every individual has three basic psychological needs : *autonomy*, *competence* and *relatedness*. Individuals become internally motivated when all three basic psychological needs are met (Deci at al., 1989).

Internal motivation will appear in APTIK lecturers when *the psycap* is high. A high psycap will enhance the authentic leadership of APTIK lecturers. High authentic leadership will increase affective commitment to APTIK lecturers. The *SDT* approach is used to explain that APTIK lecturers who have a high *psycap* are shown the fulfillment of *competence*, *relatedness* and *autonomy*. *Competence* indicates individuals feel effective when engaging in diverse challenges and experiencing aspects of the physical and social world. Every lecturer must feel *competence* because this strengthens personality / psychological capital and self-confidence. The implication is that individuals will dare to face the task. The psychological need for relatedness, as part of a social group, where individuals are connected to each other, trust each other and individuals feel part of the group is needed as a lecturer. This need encourages individuals to be open to various information alternatives that allow taking objective choices. Autonomous psychological needs strengthen the organization's understanding and self-management of its behavior in achieving goals, according to values, interests and achieving goals according to itself and sourced from itself. Individuals have full will and willingness and in carrying out activities have freedom in one thought, feeling and deed. Lecturers who have high psychology show the fulfillment of *competence*, *relatedness* and *autonomy*. High authentic leadership stimulates affective commitment, so that APTIK lecturers are less optimal in facing the various tasks they carry

APTIK lecturers who have *low psychology* are not fully fulfilled *competence*, *relatedness* and *autonomy* so that their authentic leadership is low. Low authentic leadership does not stimulate affective commitment, so APTIK lecturers are less optimal in facing the various tasks they carry. Authentic leadership not only increases the motivation of organizational members, but also has more intrinsic

motivation than other leadership styles (Miniotaite & Buciuniene, 2013). Authentic individuals with high intrinsic motivation have a significant positive effect on individuals. This influence causes individual behavior in the organization to be directed towards high moral standards and its implications on members. Alilyyani et al (2018) and Peus, et al (2012) mentioned that to arrive at behavior authentically, people must 'understand themselves' and 'behave according to what they think is right'. This understanding in an intrapersonal perspective implies the concept of authentic leadership is an important variable as a mediator of psycap influence on affective commitment.

Authentic leadership will influence the affective commitment of its members. The dynamics of forming affective commitment of members through authentic leadership is obtained through how individuals can demonstrate consistency in values and beliefs so that individuals or members can also identify and evaluate congruence between individual, member and leadership expectations so that members have affective commitment (Avolio, Zhu, Koh & Bhatia, 2004; Podsakoff, McKenzie & Bommers, 1996).

Based on the above, authentic leadership roles can be a modifier of individual behavior. Authentic leadership can mediate psycap variables to increase affective commitment. Therefore, the role of authentic leadership as a mediator in understanding the affective commitment model of APTIK lecturers is important. Thus individuals who have high effective commitment can be predicted from the *psycap* owned and influence authentic leadership, which in turn will affect affective commitment. On the other hand, psycap can affect an individual's affective commitment (see figure 1)

Hypothesis 3: Authentic leadership mediates the relationship between psycap and affective commitment of APTIK lecturers



Figure 1. Conceptual Framework

Method

Participants

The research population is lecturers at APTIK (Association of Catholic Higher Education) member universities in Indonesia. The sampling technique used is *convenience sampling*. The criteria for research participants are lecturers who are members of APTIK universities, and at least 2 years have been lecturers at APTIK member universities. The Association of Catholic Universities (APTIK) is a collaborative institution between the management of Catholic Higher Education Foundations in 1984 in Indonesia, as a replacement for the Catholic Higher Education Cooperation Foundation (YKPTK) and the Catholic Higher Education Council (MPTK). Currently, APTIK consists of 21 foundations with 20 universities.

Data Collection Instruments and Techniques

Data collection techniques using scale are carried out by survey method, in the form of self report with convenience method. Data was collected from April 2022 – August 2022. The number of participants was 401 APTIK member lecturers in Indonesia. The scale filling procedure is preceded by filling out the participant's consent statement through *informed consent*.

Authentic leadership scale

Authentic leadership is measured by the authentic leadership scale from Neider and Schriesheim's

(2011) *Authentic Leadership Inventory* which has 16 items divided into 4 dimensions, namely the dimensions of *self awareness (SA)*, *balanced processing (B)*, *internalized moral (M)* and *transparency (T)*. Example items, "I describe accurately the way that others view my abilities" (SA), "I objectively analyze relevant data before making a decision" (B), "I openly share information with others"(R). "I am guided in my actions by internal moral standards" (M). This measurement tool has an overall alpha reliability of 0.94, while per dimension, self awareness = 0.86, *Balance processing* 0.78; *internalized moral* 0.85 and *transparency* 0.81.

Psychap Scale

Psychap measured by the *Psychological Capital Questionnaire scale (PCQ)* from Luthans, Avolio, Avey, 2014), has 24 items. This scale is measured by 4 dimensions, namely 1) have confidence (*self efficacy*), example item "I feel confident analyzing a long-term problem to find a solution", 2) give positive responses (*optimism*), example item "There are lots of ways around any problem", 3) *persevere and persistent towards goals and if needed, reorganize efforts towards goals (hope)* In order to achieve success, example items "I usually manage difficulties one way or another during training", and 4) if faced with problems and failures persist and bounce back and even stronger, example items "I always look on the bright side of things regarding my training process". *Cronbach's alpha reliability* is 0.97 (Luthans.2007).

Affective commitment scale

Affective commitment is measured by the *Three Component Model of Commitment Scale* (Allen & Meyer, 1996) which consists of 24 items, but because the commitment measured is affective commitment, the first subscale is affective commitment which measures emotional attachment (example item "I would be very happy to spend the rest of my career with this organization"), identification (e.g. item "I do not feel like 'part of the family' at my organization") and employee engagement with the organization (e.g. item "I do not feel a strong sense of belonging to my organization"). There are 8 items on this scale, which Allen and Meyer (1996) tested and produced a Cronbach alpha coefficient of 0.87.

Result

Measurement model

The results of the confirmatory factor analysis for the authentic leadership scale show all valid items. There are 16 items in number and measure self awareness (items 1,5,9,13), transparency (items 2,6,10,14), balanced processing (items 3,7,11,15) and internalized morals (4,8,12,16). The results of the validity test of the authentic leadership scale showed that the SLF range moved from 0.523 – 0.661.

Confirmatory factor analysis to test 4 aspects forming the *psycap construct*, namely: *self efficacy, optimism, hope and resiliency*. The validity test results show that the psycap scale of 24 items has a spread of SLF / standard estimates moving from 0.658 – 0.816. This indicates the entire item is valid.

Confirmatory factor analysis to examine the constructs of affective commitment, i.e. emotional attachment, identification and engagement. The results of the validity test on the affective commitment scale totaling 8 items showed the value of SLF / standard estimate moved from 0.706 – 0.869. This result indicates that all items are valid (see [table 1](#)).

Table 1
Summary of Validity & Reliability

Variable	Items	Alpha	Factor Loading	CR	AVE
Affective commitment	8	.648	.706 -.869	0.542	.901
Authentic leadership	16	.838	.523 - .661	0.886	.881
Psycap	24	.829	.658 - .816	0.55	.886

Structural Model

The results of the hypothesis test using structural equation modeling show a fit model using the goodness of fit criterion. The results of the hypothesis test show that the affective commitment

model of APTIK lecturers with *psycap* as an antecedent, and authentic leadership as a mediator according to empirical data. Model suitability based on the goodness of fit model criteria namely Goodness of Index (GFI) (value 0.95; cut off value >0.9 , RMSEA (value 0.046; cut off value < 0.1), Tucker-Lewis Index (TLI) (value 0.978; cut off value >0.9), Comparative Fit Index (CFI) (value 0.983, cut off value ≥ 0.9 and Norm Fit Index (NFI), Tucker-Lewis Index (TLI) (value 0.960; cut off value > 0.9), Comparative Fit Index (CFI) (value 0.969; cut off), Normed Fit Index (NFI) (value 0.964; cut off value ≥ 0.9), (see figure 2)

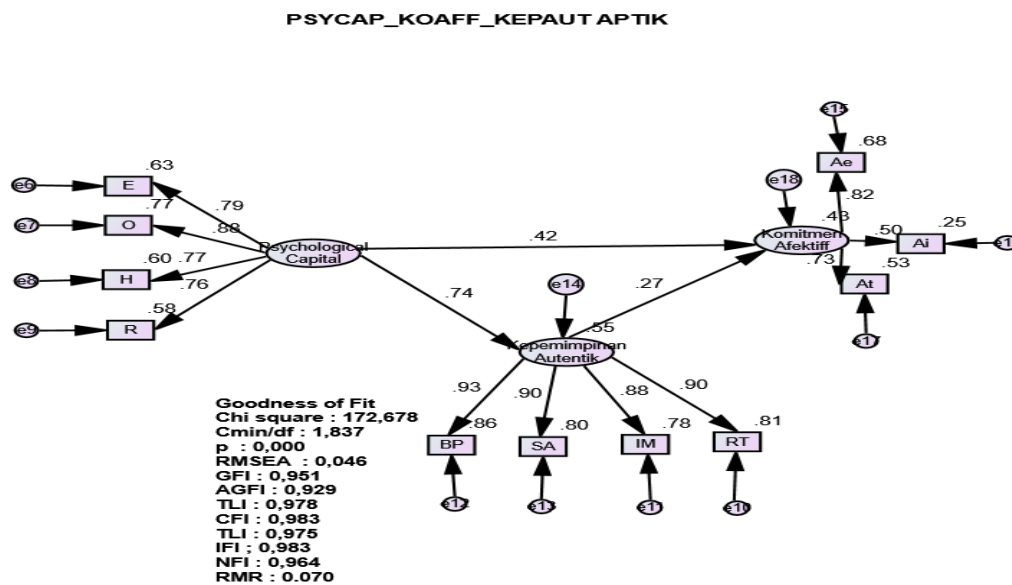


Figure 2. Mediation Model Results

The first hypothesis, *psycap* affects affective commitment is accepted. The results showed that *psycap* affected the affective commitment of APTIK lecturers by 0.42 with a significance of 0.001 ($p < 0.01$). Hypothesis 2 that states authentic leadership affects the affective commitment of APTIK lecturers is accepted. The results of the analysis showed that authentic leadership influenced affective commitment by 0.275 with a significance of 0.001 ($p < 0.01$). The third hypothesis that authentic leadership mediates the influence of *psycap* on the affective commitment of APTIK lecturers is accepted. The relationship between *psycap* and affective commitment through authentic leadership was 0.205 with a significance of 0.001 ($p < 0.01$), (see table 2). Based on the bootstrap

results, the role of the authentic leadership mediator in the psycap relationship to affective commitment functioned partially (see [table 3](#)).

Based on the variable description data, the subject's empirical mean for all variables is greater than the theoretical mean for all variables. The psycap empirical mean (85.10) > the theoretical mean (60), the empirical mean of authentic leadership (58.33) > the theoretical mean (40), and the empirical mean of affective commitment (28.69) > the theoretical mean (20). These results indicate that the subjects had high variable scores, because the empirical mean is greater than the theoretical mean.

Psycap is formed by factors of Optimism (O), *Self Efficacy* (E) and Hope (H) and Resilience (R). Compared to H, E and R, the O factor (*optimism*) has a greater role in explaining the emergence of authentic leadership, which is 0.797.

Table 2
Direct effect, indirect effect and total effect of research variables

Variable Exogeneous	Variable Endogen	Directeffect	Indirect effect	Total effect	p
Psycap	A Leadership	0,744	0,000	0,744	0.01
A. Leadership	Affective commitment	0,275	0,000	0,275	0.01
Psycap	Affective commitment	0,422	0,205	0,627	0.01

Table 3
Bootstrapping affective commitment models

Parameter	Estimate	SE	lower	upper	p
K.Aut <---Psycap	.628	.044	.566	.688	.002
K.Afek.<---Psycap	.253	.051	.168	.342	.001
K.Afek.<---K.Aut	.196	.057	.087	.290	.002

Note: K.aut : authentic leadership K.Afek: affective commitment
Psycap : psychological capital

Discussion

The results of this study prove that *psycap* directly affects affective commitment. Luthans et al. (2007) proposed the idea of *psycap* that describes the potential and psychological capacity that a person has. *Psycap* as a state of positive psychological development of individuals is characterized by 1) having the confidence (*self-efficacy*) to take and make an effort necessary for the success of the task at hand, 2) giving positive responses (*optimism*) to present and future success, 3) persevering and persistent to goals and if necessary, reorganizing efforts towards goals (*hope*) in order to achieve success, and 4) if faced with problems and failures persevere and bounce back, and even stronger than before (*resiliency*) to achieve success. The results of this study are in line with the findings of Miao & Bozionelos, (2017), which show that *psycap* has a strong relationship with affective commitment.

The results of this study also corroborate previous research that authentic leadership can be an antecedent or have a relationship with affective commitment that can be associated with individual performance (Avolio, et al. 2004, Ausar, et al, 2016; Leroy, et al, 2012, Rego, et al, 2013; Semedo et al, 2016). In general, the construct of affective commitment is accepted as part of organizational commitment that has an effect on individual performance (e.g. Mercurio, 2015). APTIK lecturers who have high authentic leadership will have internal motivation through self-understanding, open relationships, objectives and have values. APTIK lecturers who have internal motivation will become more willing to be emotionally involved and still willing to stay in the organization. This shows that authentic leadership will affect the affective commitment of lecturers.

Based on the results of the hypothesis test of the affective commitment model of APTIK lecturers with *psycap* as an antecedent and authentic leadership as a mediator according to empirical data. The results of this hypothesis test suggest that affective commitment can be developed through *psycap* through authentic leadership. High *psycap* will affect high authentic leadership which is manifested in the dimensions of self-awareness, *transparency relation*, *internalized morale and behavior processing*. *High self-awareness* is characterized by individuals being able to realize through a process of reflection about strengths and weaknesses. If *self-knowledge* is in the level of cognition, then self-awareness has become part of him. *Transparency relations* are characterized by a willingness to be open in communication with others, honest and honest. *Internalized morals* are characterized by

upholding moral values, ethics that are manifested in every decision and *balanced processing*. Characterized by lecturers being able to process information objectively. High authentic leadership will give rise to a high affective commitment shown in the desire to stay in their respective colleges, pride in their respective colleges and willingness to be fully involved in various activities and tasks in the college. This is corroborated by findings from Semedo et al (2016, 2018, 2019) which show a significant relationship with authentic leadership. This significant relationship reinforces that the role of authentic leadership mediator influences affective commitment.

Lecturers with emotional attachment to stay in college, proud of their college and full involvement in each of their tasks are expected to improve individual performance (Peus, 2011, Alilyyani, et al., 2018) as well as the college itself. Full involvement in various activities within the APTIK university environment is shown by the willingness to accept every task given, for example in addition to teaching tasks, there are assignments that appear according to plan or are incidental. The willingness to stay and take pride in college is demonstrated by accepting and completing each assignment responsibly, knowing that college is to be part of his home.

The approach used in this study is SDT. The SDT approach can be shown when APTIK lecturers have high *psycap* will have internal motivation which in turn will bring out high authentic leadership. APTIK lecturers through self-understanding, consistent with believed values and have confidence, optimism, hope and if there is a problem will easily rise means fulfilled competence, relatedness and autonomy. Therefore, APTIK lecturers are driven by motivation from themselves rather than factors from outside themselves. For example, when faced with a task that asks for more time, but the financial reward is not as expected, will still do that as part of the task to be completed responsibly, because of the internal awareness that it is part of him, his life.

The results of a study showing the influence of *psycap* on authentic leadership corroborate some previous findings. Luthans et al (2007) proposed the concept of *Psycap* as a construct composed of components of self-efficacy, *optimism, hope and resiliency*. This aspect is seen as existing in individuals and strengthens the formation of one's authenticity which will ultimately affect the improvement of organizational aspects. Theoretically, Avolio et al (2003) stated that when joining *organizational*

context and trigger events, *psycap* will form self awareness and self regulatory that form authentic leadership.

This study supports the hypothesis tested. Nonetheless, there are some limitations. First, the subjects of this study are lecturers in the APTIK environment who are faith-based and do not limit who have positions. The workforce at the university can consist of lecturers and education staff. Further research can consider involving education staff, lecturers who have structural positions and can expand to private or public universities, so that the understanding of lecturers' affective commitment becomes more comprehensive. Second, this study uses a survey design because it emphasizes the empirical results of organizational results. Future research may consider individual value systems such as self consistency, self knowledge and environmental/organizational/sociocultural value system variables to better understand the phenomenon of affective commitment through authentic leadership roles

Conclusion

The conclusion of this study is that the authentic leadership of APTIK lecturers has a partial mediator effect in the relationship of *psycap* to affective commitment. *Psycap* has a direct effect on the affective commitment of APTIK lecturers. Authentic leadership also has a direct effect on the affective commitment of APTIK lecturers. Although the direct effect of *psycap* and authentic leadership on the affective commitment of APTIK lecturers is greater than the indirect effect, the effect of authentic leadership as a mediator is significant in mediating the relationship between *psycap* and affective commitment.

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