The Influence of Individual Readiness to Change Through Learning Orientation

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Abstract. This study aims to determine the effect of change-oriented leadership and perception of organizational support on individual readiness to change with learning orientation as an intervening variable. The population used in this study were employees of the Aceh Provincial Language Center and the Aceh Provincial Education Quality Assurance Center. The sample of this study was 110 respondents by distributing questionnaires. The analysis method in this study was regression analysis with the help of SmartPLS3 software. The results showed that Change-Oriented Leadership had an effect on Learning Orientation. Perception of Organizational Support had no effect on Learning Orientation. While Learning Orientation also had an effect on Individual Readiness to Change.

Keywords: Individual; Leadership; Organization; Oriented.

1. Introduction

In today's industrial era, human resources are required to be more competent, skilled and professional in carrying out their roles and functions, both individually and for organizational goals. The professional attitude of human resources is very important in an organization along with the many cases of corruption in companies and government agencies in Indonesia. The Indonesian government through the Ministry of Empowerment of State Apparatus and Bureaucratic Reform has issued Regulation of the Minister of PAN & RB RI No. 10 of 2019 concerning guidelines for the development of integrity zones towards corruption-free areas and clean and serving bureaucratic areas in government agencies. The development of this integrity zone is expected to improve the performance, transparency, accountability of performance and public service of an organization/government agency. Therefore, every government agency is encouraged to be able to implement the development of an integrity zone. The integrity zone is also a term or predicate given to ministries, institutions and regional governments whose leaders and staff have the intention to realize a Corruption-Free Area (WBK) and a Clean and Serving Bureaucratic Area (WBBM) through efforts to prevent corruption, bureaucratic reform and improve the quality of public services.

The Aceh Provincial Language Center (BBPA) and the Aceh Provincial Education Quality Assurance Center (BPMPPA) are technical implementing units within the Ministry of

Education, Culture, Research and Technology of the Republic of Indonesia. Based on the Government Agency Performance Accountability Report (LAKIP) in 2018-2020, BBPA and BPMPPA obtained a SAKIP B predicate while in 2021 they obtained BB. The Government Agency Performance Accountability System (SAKIP) predicate is given by the Planning Bureau of the Ministry of Education, Culture, Research and Technology to government agencies in accordance with the LAKIP results. The SAKIP predicate rules are based on PermenPAN RB no. 12 of 2015 concerning Guidelines for Evaluation of SAKIP Implementation. The predicate is not just a label but a manifestation of the evaluation of the performance results of an agency. Government agencies compete to obtain the highest level predicate including BBPA and BPMPPA. The leadership strives to continue to improve the SAKIP predicate to the highest level, namely AA, with the interpretation of the realization of Good Governance. Efforts made by the leadership to realize a dynamic, adaptive, and efficient government by making various changes. This is in line with the existence of policies or programs for the development of integrity zones by the government. The desire of the leadership to implement policies or programs for the development of integrity zones is a driving force for the spirit to make changes.

In facing changes, individual readiness to change is needed to support environmental changes and organizational changes that occur. Readiness to change can be built by making members of the organization feel dissatisfied with the current situation and motivated to try something new such as new work processes, technologies or new ways of behaving (Kotter, 1996). So that readiness to change requires the ability of individuals to be able to react to change, and it is hoped that the individual's reaction will be in the form of an attitude of accepting the changes that occur, and ultimately can socialize and participate in the change. Participation in change can run with a learning orientation. Learning orientation is one of the important fields of study in employee performance development, where someone with a learning orientation will emphasize the importance of learning activities in their work. However, Sujan et.al (1994, p.39) added that in general learning is seen only as an investment with long-term benefits rather than short-term, so companies rarely practice this development. Learning orientation is often referred to as mastery orientation where employees must be able to master the changes that occur.

In understanding and analyzing a change, guidance is needed from the organization's leadership who can direct, explain, and motivate their subordinates to participate in the changes that are taking place. House (1996) stated that leadership has a significant impact on the attitudes and behavior of subordinates. This means that the influence of leadership will greatly determine the attitudes of subordinates. According to Yukl (2001), leadership is a process of influencing others to understand and agree with what needs to be done effectively, as well as a process of facilitating individual and collective efforts to achieve common goals. The condition of an organization that is undergoing change requires the readiness of human resources to face the changes that exist. The reactions of human resources that vary in facing the changes that are implemented, and coupled with the leadership style that is oriented

towards change from its leaders, create organizational dynamics. The leadership style that is oriented towards change is because leaders who are oriented towards change have targets for the changes that will be implemented and leaders can socialize, coordinate and communicate with employees about the changes. Which in the end the behavior of the leader can also be used as an example for the changes that are made.

Apart from leadership, one of the organizational factors is the perception of organizational support. Eisenberger et al. (1986) defines perceived organizational support (POS) as referring to employee perceptions of the extent to which the organization cares about their well-being. The perception of organizational support in the organization can create an obligation for employees to care about the welfare of the organization and help achieve organizational goals. So that the reciprocal relationship can create a commitment to make organizational changes.

In the research of Rahmanda (2019) and Gradithasari (2017) found the results that change-oriented leadership stated that there was an influence on individual readiness to change. While Periantalo (2008) and Dharmawan (2017) found the results that the perception of organizational support stated that it had an influence on individual readiness to change. On the other hand, Adlina's research (2018) found no influence between the perception of organizational support and individual readiness to change.

2. Research Methods

This research is a type of explanatory research that aims to analyze the relationship between one variable and another or how the explanation of the Independent variable affects the dependent variable. With explanatory research, the census method used is a questionnaire-assisted research, where the respondents are employees of the Aceh Provincial Language Center and the Aceh Provincial Education Quality Assurance Center as many as 127 people with Civil Servant status as the population and all populations are used as samples. The data sources that will be used in this study use primary data and secondary data.

3. Results and Discussion

3.1. Description of Research Respondents

The data obtained in this study were generated from a survey method by distributing questionnaires to civil servants (PNS) at the Aceh Provincial Language Center (BBPA) and the Aceh Provincial Education Quality Assurance Center (BPMPPA) as many as 127 respondents. The following are the characteristics of the questionnaire distribution:

Questionnaire Distribution Characteristics Table

Characteristics	Amount	Percentage (%)
The questionnaire was distributed	127	100%
Number of unreturned questionnaires	17	13 %

Number of questionnaires returned and able to be processed	110	87%

Source: Data processed 2023

Based on the questionnaire table, 127 respondents were distributed and 17 respondents did not return the questionnaire because the respondents were not there when the questionnaire was distributed with information on leave and out-of-town work. While the data that can be processed is 110 respondents.

The questionnaire in this study also contains personal data of respondents consisting of gender, age, last education and length of service of respondents. The data collected from respondents are presented as follows:

Respondent Characteristics Table

No.	Kcharacteristics	Amount	Perpercentage (%)
1.	Yesnis Genital a. Male	60	55%
	b. Women	50	45%
Amount		**110**	**100%**
2	Age		
	a. 20 -30 years	15	14%
	b. 31 – 41 years	20	18%
	c. 42 – 52 years	63	57%
	d. > 52 years	12	11%
Amount		**110**	**100%**
3.	TimeWork:		
	a. < 5 years	18	16%
	b. 6 – 15 years	25	23%
	c. 16 – 25 years d. >25	60	55%
	years	7	6%
Amount		**110**	**100%**
4.	PeLast Education:		
	a. Diploma III (D3)	3	3%
	b. Bachelor's degree (S1)	59	54%
	e. Master (S2)	36	33%
	d. Doctor (S3)	2	2%
	f. Others (Junior High School, Senior High School/Vocational High School)	10	9%
Amount		**110**	**100%**

Ssource: Data processed 2023

The table above shows that the gender of BBPA and BPMPPA respondents is dominated by male respondents with 60 respondents or 55% and female respondents with 50 respondents or 45%. Most of the respondents are male employees because in BBPA and BPMPPA jobs that

rely more on physical strength are needed so that the number of male employees is more than the number of female employees, although this does not cause gender bias, considering that physical and psychological work tasks can be done by both men and women.

The age of BBPA and BPMPPA employees is dominated by respondents aged 42 - 52 years as many as 63 respondents or 57% and those aged 31 - 41 years as many as 20 respondents or 18%, respondents aged 20-30 years as many as 15 respondents or 14% and respondents aged > 52 years as many as 12 respondents or 11%. Mature employees usually have mature thinking so they are ready to face change because they have gone through many events in the world of work.

The working period of BBPA and BPMPPA employees is dominated by respondents who have worked for 16 - 25 years as many as 60 respondents or 55% and 6 - 15 years as many as 25 respondents or 23%, respondents who have worked for > 5 years are 18 respondents or 16% and respondents who have worked for > 25 years are 7 respondents or 6%. Employees who have worked for a long time usually know more about work mechanisms, this is because they have more experience about how best to improve their work.

The last education of respondents as many as 59 respondents or 54% is dominated by employees with a bachelor's degree (S1), as many as 36 respondents or 33%, respondents with a master's degree (S2), as many as 3 respondents or 3%, respondents with a Diploma III education level, respondents with a doctoral degree (S3) as many as 2 respondents or 2%, respondents with education outside of that as many as 10 respondents or 9%. Based on these data, it can be stated that the level of education of BBPA and BPMPPA employees is quite good because it is dominated by employees with a bachelor's degree (S1) which is then dominated by employees with a master's degree (S2) and even some employees with a doctoral degree (S3).

The questionnaire used refers to the variable indicators according to expert theories and previous research. In this study, there are four variables with 18 statements. The statements include 5 statements for change-oriented leadership, 4 statements for perceptions of organizational support, 4 statements for learning orientation, 5 statements for individual readiness to change, and 1 open question each in each variable. Based on the data collected from filling out the questionnaire, the answers from the respondents have been summarized and then analyzed to determine the descriptive of each variable.

Designing this model illustrates how the relationship of latent variables referred to in the hypothesis, problem formulation and literature review. The image is a design of the inner model resulting from processing SmartPLS 3 software where the blue circle is a symbol of the research variables. Change-oriented leadership is symbolized by X1, Perception of organizational support is symbolized by X2, Learning Orientation is symbolized by Y1, and Individual readiness to change is symbolized by Y2.
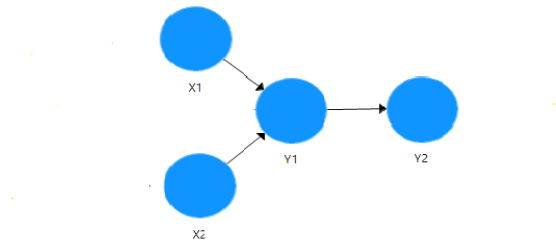
Inner Model Image

Designing this model is a model design that describes how the relationship between indicators and variables. Each variable has an indicator that the arrow points to is depicted in a yellow box. The image shows that change-oriented leadership is measured by 5 indicators, namely X1_1, X1_2, X1_3, X1_4, X1_5. Perception of organizational support is measured by 4 indicators, namely X2_1, X2_2, X2_3, X2_4. Learning orientation is measured by 4 indicators, namely Y1_1, Y1_2, Y1_3, Y1_4, and Individual readiness to change is measured by 5 indicators, namely Y2_1, Y2_2, Y2_3, Y2_4, Y2_5.
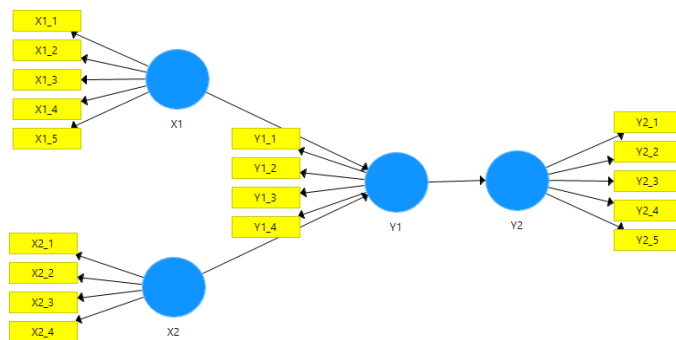
Outer Model Image

The analysis of the measurement model (outer model) in this study was carried out using validity and reliability tests. Validity tests consist of convergent validity and discriminant validity. Convergent validity can be seen in the loadings factor. Discriminant validity can be seen in the cross loading and Average Variance Extracted (AVE). While the reliability test is expressed in the calculation of the composite reliability value and crocnbach's Alpha.

Structural model analysis or inner model in the study was conducted using path coefficient test and R-Square test. The path coefficient test describes the strength of the relationship between constructs. While the determination coefficient (R-Square) is used to measure how much endogenous variables are influenced by other variables.

The coefficient determination test (R-Square) is used to measure how much endogenous variables are influenced by other variables. The results of the R-Square Test in this study are as follows.

R-square table

	R-Square
Y1	0.175
Y2	0.383

Source: Data processing with Smar tPLS, 2023

Based on the data presentation in the table above, it can be seen that the R-Square value for the learning orientation variable is 0.175. The acquisition of this value explains that the percentage of learning orientation is only able to explain change-oriented leadership and perceptions of organizational support by 17.5%, the rest is explained by other factors outside this research model. Then for the R-Square value obtained for the individual readiness to change variable is 0.383. This value explains that individual readiness to change is only able to explain change-oriented leadership, perceptions of organizational support and learning orientation by 38.3%, the rest is explained by other factors outside this research model.

The assessment of goodness of fit is known from the Q-Square value. The Q-Square value has the same meaning as the coefficient determination (R-Square) in regression analysis, where the higher the Q-Square, the better the model can be said to be or the more it fits the data. The R-Square (R2) data is in the table. The results of the Q-Square value calculation are as follows:

Q-Square$= 1 - [(1 - R_{21}) \times (1 - R_{22})]$

$= 1 - [(1 - 0.175) \times (1 - 0.383)]$

$= 1 - (0.825 \times 0.617)$

$= 1 - 0.509$

$= 0.491$

Based on the calculation results above, the Q-Square value is 0.491. This shows the magnitude of the diversity of research data that can be explained by the research model is 49.1%. While the remaining 50.9% is explained by other factors outside this research model. Thus, from these results, this research model can be stated to have good goodness of fit.

Model_Fit Table (NFI)

|	Saturated Model	Estimated Model
SRMR	0.062	0.161
d_ULS	0.657	4,412
d_G	0.593	0.670
Chi-Square	359,796	393,436

NFI	0.847	0.833

Source: Primary data processed in 2023

In the table on the NFI of 0.847 or 84.7 percent the model is said to be fit on the saturated model and the NFI of 0.833 or 83.3 percent the model is said to be fit on the estimated model. Each is above 50 percent and it is said that the model is feasible.

3.2. Hypothesis Testing

Based on the data processing that has been done, the results can be used to answer the hypothesis in this study. Hypothesis testing in this study was carried out by looking at the T-Statistics value and the P-Values value. The research hypothesis can be declared accepted if the P-Values value <0.05 and the T table value is 1.860. The following are the results of the hypothesis test obtained in this study through the inner model:
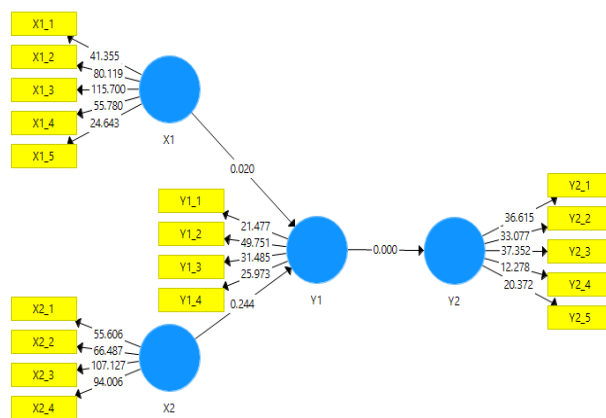
Hypothesis Test Results Image (Bootstrapping)
Path Coefficient Table

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1 -> Y1	0.290	0.290	0.124	2,337	0.020
X2 -> Y1	0.161	0.166	0.138	1.166	0.244
Y1 -> Y2	0.619	0.628	0.052	11,832	0.000

Source: Data processing with SmartPLS, 2023

From the images and tables, the following hypotheses and interpretations can be concluded:

H1: Change-Oriented Leadership has a positive effect on Learning Orientation.

The test results of the Change-Oriented Leadership variable on Learning Orientation show that the variable has a t-statistic value of 2.337 with a significance value of 0.020 <0.05. With a significance smaller than 0.05, this means that change-oriented leadership has an effect on learning orientation. Thus the Hypothesis is accepted.

H2: Perception of Organizational Support has a positive effect on Learning Orientation

The test results of the variable Perception of Organizational Support on Learning Orientation show that the variable has a t-statistic value of 1.166 with a significance value of 0.244 > 0.05. With a significance greater than 0.05, this means that the perception of organizational support has no effect on learning orientation. Thus the Hypothesis is rejected.

H3: Learning Orientation has a positive effect on Individual Readiness to Change.

The test results of the Learning Orientation variable on Individual Readiness to Change show that the variable has a t-statistic value of 11.832 with a significance value of 0.000 <0.05. With a significance of less than 0.05, this means that learning orientation has a positive effect on individual readiness to change. Thus the Hypothesis is accepted.

3.3. Discussion of Hypothesis

1)   The Influence of Change-Oriented Leadership on Learning Orientation
From the results of the hypothesis testing that Change-Oriented Leadership has an influence on Learning Orientation. These results indicate that the better the change-oriented leadership, the better the learning orientation.

Change-oriented leadership with indicators of commitment to a better way shows the best possible spirit of leadership commitment to a better way to make changes to the organization. The changes proposed by the leadership of the Aceh Provincial Language Center and the Aceh Provincial Education Quality Assurance Center are the development of an integrity zone based on a Corruption-Free Area and a Clean and Serving Bureaucracy Area, one of which is the formation of an integrated service unit. The integrated service unit aims to provide services to stakeholders in the fields of language, literature, educational data information quickly, effectively, efficiently, transparently, and provide legal certainty and the realization of the rights of the community to receive services. With the existence of an integrated service unit, it can create a high-performance agency. In addition, leaders can always improve their abilities by learning new things related to change and always learning from past mistakes because experience is part of learning.

Next, the indicator of the leader is brave enough to face the existing power and norms. In a case of indiscipline of a non-state employee in the security section of the Aceh Language Center, an employee had received a warning letter twice and was still given the opportunity to work but still did not change, then the leader decided to dismiss him from work. The employee did not accept it and reported it to the GAM (Free Aceh Movement) members hoping that the leader would return him to work again with the influence of GAM's power. However, the leader remained consistent with his decision even though there were threats from GAM. The leader was brave and stuck to his decision on the basis that the employee's dismissal was in accordance with applicable regulations.

The next indicator is the leadership of personal initiative to overcome the established boundaries. Leaders must have the ability to see what should be done, the ability to face

situations without the usual means or methods. Thus, those who are led truly feel the nature of leadership present in the leader, namely the leader who has become a driving force for them. The quality of initiative or initiative is usually closely related to creativity. A leader who is creative and full of ideas, and dares to make decisions and implement those decisions will be a leader who is able to move all members of the organization he leads. Leaders must be able to motivate themselves and others. Leaders motivate themselves to look far ahead by working hard for the greater good and continuing to renew themselves from time to time. In addition, they can also motivate others by liking to give praise for the achievements achieved by employees so that leaders can enjoy the success of others in achieving new progress. There is nothing more satisfying for a leader than seeing the people they motivate succeed. The leadership's concern for how people are treated and people demonstrate their work. Good leaders can understand the value of work-life balance. The health and well-being of people associated with an organization plays a vital role in achieving success. Therefore, leaders must understand the importance of valuing employees and creating a sense of mutual understanding within the group. Leaders work to provide a comfortable environment where everyone can thrive with change.

The last indicator of a leader who can withstand being unknown means that the leader must withstand being unknown or have a low profile so that there is no arrogance in him regarding the power he has so that he remains committed to the progress of the organization. In addition, he must have a sense of humor towards himself and his environment. As a leader, of course, he must also have a sense of humor towards his team, besides being able to instill positive energy from the humor. Giving smart jokes to the team but not containing SARA or sarcasm to others.

Change-oriented leadership generates ideas, encourages growth and change so that learning orientation is a way for leaders to always concentrate on adapting to environmental changes, making fundamental changes to goals, policies, procedures and programs, and striving for commitment to change so that the organization remains strong amidst the strong currents of change.

2) The Influence of Perceived Organizational Support on Learning Orientation

From the results of the hypothesis testing that the Perception of Organizational Support has no influence on Learning Orientation. This result indicates that not all perceptions of organizational support can influence a person's learning orientation.

Perception of Organizational Support with award indicators, the organization provides awards for tasks performed by employees in various ways such as salary and performance allowances. However, salary and performance allowances are standard according to government regulations so that in doing work it is done casually, without more effort to improve their abilities because the salary and allowances are standard.

The next indicator of development is that the organization values abilities and provides promotion opportunities for employees such as career development and training. Civil servant career development has also been regulated so that employees do not have to chase targets, let alone improve their abilities for promotion and job promotion. Employees who tend to be comfortable with their workplace are reluctant to do promotions because the scope of promotion of the Language Center and the Education Quality Assurance Center throughout Indonesia.

Furthermore, the indicator of working conditions is that the organization pays attention to the environment where employees work physically or non-physically, such as the availability of facilities and adequate work tools for work, policies that are considered fair and safety at work. The last indicator is that the organization cares about employee welfare, such as the freedom to take care of family, health insurance, official housing and vacation packages.

The relatively broad type of organizational support is apparently unable to influence learning orientation, a person's willingness to learn comes from self-awareness, not because of coercion/organizational demands.

3) The Influence of Learning Orientation on Individual Readiness to Change

From the results of the hypothesis testing that Learning Orientation has an influence on Individual Readiness to Change. This result shows that the better a person's learning orientation can increase the individual's readiness to change.

Learning orientation with indicators of willingness to always improve abilities, Awareness within oneself to always improve abilities so that one can do the job well. The next indicator is the individual's ability to consider mistakes as part of learning. In doing work, it is expected not to make mistakes but it is undeniable that mistakes definitely exist, therefore it is necessary to minimize these mistakes by considering them as part of learning that should not be repeated. Learning from experience is the most valuable teacher, therefore one must learn from experience when wanting to do work so that one can minimize the risk and not repeat the same mistakes.

Learning orientation as a tool to develop certain abilities in achieving work performance and needs to be possessed in order to master future tasks so that individuals are better prepared to face changes that occur in the organization.

4. Conclusion

Answering the research problem of the influence of individual readiness to change, it is necessary to have a learning orientation that is strengthened by the influence of change-oriented leadership and perception of organizational support as follows: Change-oriented leadership has an influence on learning orientation. These results indicate the magnitude and smallness of the influence of change-oriented leadership on learning orientation, Perception

of organizational support has no influence on learning orientation. These results indicate the magnitude and smallness of the influence of organizational support perception on learning orientation, Learning orientation has an influence on individual readiness to change. These results indicate the magnitude and smallness of the influence of learning orientation on individual readiness to change. Based on the conclusions above, several managerial implications can be conveyed as follows: For practitioners, especially the leaders of the Aceh Provincial Language Center and the Aceh Provincial Education Quality Assurance Center, this research is expected to be one of the considerations for making organizational changes, For practitioners, especially employees of the Aceh Provincial Language Center and the Aceh Provincial Education Quality Assurance Center, this research is expected to be one of the considerations for being ready to face organizational change. This study has limitations, including the sample is only employees with Civil Servant status with 4 variables, namely change-oriented leadership, perception of organizational support, learning orientation and individual readiness to change. It is hoped that the next research agenda can be further developed by developing models and confirming the relationship between variables or intervening variables in a study.

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