

# ROLE OF PREPAREDNESS FOR CHANGE AND PROACTIVE BEHAVIOR TO THE PERFORMANCE OF EMPLOYEE

Ismawati<sup>1</sup>, Yuliana<sup>2\*</sup>

<sup>1</sup>Universitas Samawa, Indonesia

<sup>2</sup>Universitas Pasifik Morotai, Indonesia

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### E-mail:

[abdullahyuliana32@gmail.com](mailto:abdullahyuliana32@gmail.com)

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## ABSTRACT

The objective of this study is to investigate how the readiness of employees to adapt to changing circumstances influences the performance of their employers through proactive behavior. Being prepared to deal with change can result in aggressive behavior during implementing the company's Financial Budget System (SIGAKU), which will significantly influence the workforce's performance. Saturated samples use as the method of sampling, and a total of 80 people served as research samples. These individuals comprise lecturers and employees at Sultan Maulana Hasanuddin State Islamic University, responsible for implementing SIGAKU. Method of data analysis using Structural Equation Modeling with Partial Least Square approach. According to the findings, being ready to deal with change directly impacts performance; being prepared to deal with change also positively affects proactive behavior, and aggressive behavior positively impacts performance. However, proactive behavior does not mediate the relationship between performance and readiness to deal with change.

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## 1. INTRODUCTION

Rapid technological advancements are currently catalyzing the birth of a digital economy era, which necessitates the application of technology in various facets of everyday life. Therefore, changes or reforms that take place in the public sector as a result of considering service improvements, economic savings, and government operational policies efficiently and effectively are characterized by the use of technology, particularly in the public sector. In addition, changes that occur in the public sector in the Indonesian government environment occur because of the encouragement, demands, and pressure on government organizations to run effectively, efficiently, and economically, specifically through the passage of Law Number 17 of 2003, which established a performance-based budgeting system as an alternative to the conventional budgeting system that had been in place previously.

Suwandono and Laksmi (2019) say that one of the goals of change is to improve the ability of an organization to adapt to environmental changes that occur. Factors causing a change in government organizations are demands for increased efficiency and service facilities, information disclosure, and technological advances. In addition, a shift in political, economic, and social aspects can directly or indirectly force organizations to adapt by making specific changes (Purwoko, 2017).

Sultan Maulana Hasanuddin State Islamic University, as one of the private higher education institutions in Serang, continues to implement several changes, one of which is improving the financial planning and governance system. Various aspects that design to create an organizational change have the primary goal of increasing the efficiency and effectiveness of the organization. Robbin and Coulter (2012) say that organizational change is any change related to people, structure, or technology. One of the improvement efforts at Sultan Maulana Hasanuddin State Islamic University realizes to change from a *traditional budgeting system* to an information system-based financial budgeting system.

It anticipates that the utilization of the financial budget system (SIGAKU) at Sultan Maulana Hasanuddin State Islamic University will be able to rectify a variety of flaws that were present in the traditional financial system that was previously in place. As a result, it will encourage the actualization of a financial budget that is effective, efficient, responsive, and public service-oriented.

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The success of an organization depends on every employee who must be responsible for change through an effective adaptation process to changing conditions and proactively anticipate new challenges (Ghitulescu, 2013). Thus, at the initial stage of realizing a change, it is necessary to prepare all human resources to accept change because humans are essentially the subject and object of change and resist change. The line research conducted by Febrianty *et al.* (2020) states that human resources are a central factor in an organization or production for the success of a change

The employee's beliefs and attitudes degree to which change is required, and the capacity of an organization to support the successful completion of a change are examples of what is meant by "readiness to change." When someone prepares to make a change, that person must take the initiative to make the change happen. Often the dynamic work context requires an employee not only to adjust their behavior to accommodate change but also to be sensitive in acting on the environment and initiating the change by being proactive (Grant and Ashford, 2008; Grant and Parker, 2009).

*Proactive behavior* is an attitude that describes self-directed actions to initiate change and expand the boundaries of an employee's current role (Crant, 2000; Parker *et al.*, 2006). In this study, budget management employees attach roles and responsibilities to anything in the organization. When part of the budget management employee is replaced, for example, when there is a job rotation, the employee's readiness to change as a substitute employee is essential. Employees involved in SIGAKU have duties and responsibilities in their work and roles and responsibilities to implement SIGAKU in the budget performance. Because of this, SIGAKU implementers must take an active part in the process. This study, grounded in the earlier context, investigates how readiness to face change affects performance and proactive behavior among lecturers and education staff at Sultan Maulana Hasanuddin State Islamic University.

### **Preparedness for Change**

The readiness to face change is a comprehensive attitude influenced simultaneously by factors such as what things change, how the difference carry out, and the situation in which the change will take place.

And the characteristics of the person who asks to make changes that together can reflect in the cognitive and emotional aspects of each individual to accept and be able to adopt changes that prepare to cope with current conditions. Readiness to face change is a comprehensive attitude influenced simultaneously by factors such as what changes and how the difference is (Holt *et al.*, 2010) having to do with the management of changes that take place within the organization, with the primary focus being on how people manage within the organization. Employees must adapt and cannot accept these changes instantly or without being driven by a change program (Ghany, 2014). Each individual's readiness to change is a willingness to be open to any changes that occur (Jones *et al.*, 2005) and cognitive and emotional (Holt *et al.*, 2007). Previous research conducted by Oreg *et al.* (2011) and Rafferty *et al.* (2013) said that change emphasizes how an organization can prepare itself to implement and react to organizational change. The essence of change activities, the primary determinant of change success, and how the different actors respond to the change.

The readiness of each individual to change is a reflection of the individual's thoughts, feelings, and intentions that may or may not cause certain behaviors related to the acceptance of his attitude (Desplaces, 2005). When getting employees on board with supporting change initiatives, readiness is one of the most critical factors. According to Lehman (2005), an organization's willingness to realize a change indicates by several variables, such as motivational variables, availability of resources, various values and positive attitudes developed by employees, and the organizational climate that supports these changes. An individual's willingness to participate in all activities carried out by the organization for as long as the change is taking place is what the organizational context considers to be an individual's readiness to change. This definition is on the organizational context. Each individual will see the need to deal with a change which can determine their ability to implement it and move towards action successfully. Assessment of individual readiness before the difference has provided a strong impetus, and several instruments have developed individual to change consisting of psychological and structural factors.

Rafferty *et al.* (2013) explained that in defining and measuring readiness to change, there needs to be a difference between the cognitive and affective aspects of the measurement subject. Therefore, the term cognitive factors are used in this study to describe the individual's condition when initiating change efforts. The term influential factor explains individuals' attitudes, beliefs, and intentions as the theory. While the

determinant of readiness to face change in the organization is a stimulus from the reform of change, individual employee readiness to change can be said to positively correlate with employee performance (Andrew and Thurshika, 2016). Thus, it is possible to formulate hypotheses that form the basis of the research, namely:

H1: Readiness to face change affects employee performance in implementing SIGAKU.

Increasing one's level of preparedness to deal with change is an example of proactive activity, as opposed to the reactive practice of trying to determine one's level of resistance to change. Moreover, simply not resisting change does not necessarily mean that one is ready to be in the process of changing. Therefore, a state of readiness to change will not only lessen resistance but also encourage recognition of the need for change, faith in one's ability to adapt, and the necessary dedication to effecting that change. Therefore, this mindset ultimately results in behavior that promotes change (proactive behavior), creating an environment where the transition is more successful at being implemented.

H2: Preparedness for change influences independent action.

The significance of *proactive behavior* in adapting to change in an organization supporting by research carried out by Wu and Parker (2013). The findings of their study explain that aggressive behavior is concerned with why an individual decides to master and change the external environmental situation and how an individual can achieve change. This research lends credence to the importance of proactive behavior in adapting to organizational change. And take into account the consequences of aggressive behavior for individuals and organizations.

*Proactive behavior* is the behavior of employees who are adaptive and aggressive and can encourage organizational change, and how managers can develop this behavior in their employees. Such behavior can identify as behavior that can support change. Kim et al. (2011) explained that all employee actions could actively facilitate and contribute to planned modifications initiated by the organization.

Parker and Collins (2010) say that there are three categories of proactive behavior, all of which involve the initiative itself, are future-oriented, and can change-oriented behavior but differ in the goals to be achieved. The first category, *proactive behavior* (people-environment), includes *aggressive behavior* and aims to gain a better fit between people and the environment. Examples include offering and reviewing comments, discussing job responsibilities, and planning for professional development. Proactive work behavior is the second type, and it includes actions like taking the reins to make positive changes, having your say, being creative, and preventing problems from occurring. The third stage is strategic *proactive behavior*, including *aggressive behavior* to increase the organization's compatibility with the broader environment, such as strategic problems in sales. Finally, *proactive behavior* research requires a voluntary and constructive effort to make changes in the organization. Employees must have a sense of personal responsibility to carry out these changes actively to bring improvements to their organizations. Therefore, it is crucial to adapt to organizational changes. This opinion is in line with research conducted by (Fuller et al., 2006), where the results of the study show that the importance of continuous improvement in the form of behavior that is oriented towards active change and aims to increase productivity and quality is crucial for enacting changes in organizations.

*Proactive behavior* is a description or description of a self-directed action to initiate change and expand the boundaries of the current job role (Crant, 2000; Parker et al., 2006). Based on the performance theory proposed by Griffin et al. (2007) has developed a performance model by focusing on three types of behavior: skills, adaptability, and proactiveness. This model suggests that efficiency can improve in a stable setting by training workers to perform their tasks more efficiently. When changes occur, work requirements cannot be anticipated and determined. Thus adaptation and proactivity are much more critical for the effectiveness of an organization. Investigations in this study focus on workers with responsibilities in putting SIGAKU into action. In addition to their regular duties, each party has a part to play in putting SIGAKU into action during the budgeting process.

H3: *Proactive behavior* affects employee performance.

H4: Readiness to face change affects employee performance through proactive behavior

## 2. METHOD

### Variable Operational Definition

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In this study, there are three variables. Each variable has an operational definition: readiness to face change (X), which is the willingness of each individual to participate in SIGAKU implementation activities carried out by the organization. Indicators on this variable refer to Rafferty *et al.* (2013) related to cognitive, affective, and *intention*. The measurement of each research indicator *item* uses a Likert scale with a score of 1 to 5.

*Proactive behavior* (Z) is an attitude and behavior based on personal responsibility to implement organizational changes and improvements. The indicators of this variable refer to Covey (2001), namely freedom in responding, the ability to take the initiative, and the ability to be responsible for the choice. The measurement of each research indicator *item* uses a Likert scale with a score of 1 to 5.

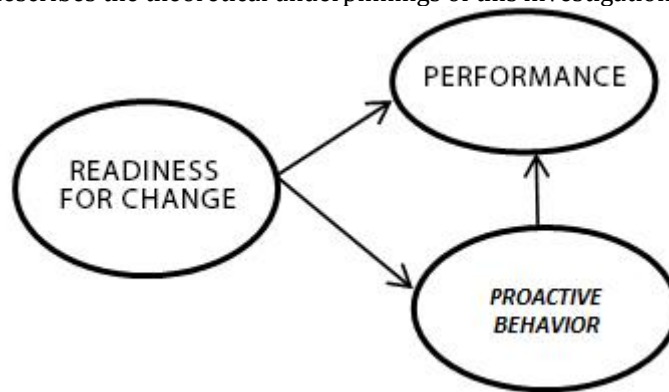
Performance (Y) is a work result in quality and quantity achieved by an employee in carrying out his duties by the responsibilities assigned to him. Indicators on this performance variable refer to Robbins and Judge (2009), who explains the quality of work results, number of results, and knowledge about work and creativity of an employee in doing work. The measurement of each research indicator *item* also uses a Likert scale with a score of 1 to 5.

### Population and Sample

The eighty participants in this study were all SIGAKU implementers from the State Islamic University of Sultan Maulana Hasanuddin's teaching and learning staff. Determination of the sample in this study using a saturated sampling technique using the entire population of as many as 80 SIGAKU implementers.

### Framework of thinking

Figure 1 below describes the theoretical underpinnings of this investigation:



**Image 1. Framework of thinking**

### Data analysis method

Structural Equation Modeling (SEM) utilizes the Partial Least Square (PLS) technique to analyze the data for this study

## 3. RESULT AND DISCUSSION

### Convergent Validity Test

The *rule of thumb* is that the *loading factor* must be more than 0.7 for *confirmatory* research, and the *loading factor* value is between 0.6-0.7 for *exploratory* analysis. While in the early stage of the measurement scale research, the *loading factor* value of 0.5-0.6 is still considered sufficient (Ghozali and Latan, 2015).

**Table 1. Convergent Test Results**

Variable	Indicator	Loading Factor
Readiness to Change	X <sub>1</sub>	0.650
	X <sub>2</sub>	0.884
	X <sub>3</sub>	0.682
Proactive Behavior	Z <sub>1</sub>	0.922
	Z <sub>2</sub>	0.875

Source: Analysis Results, 2022

The entire value of the *loading factor* in the table above is  $> 0.6$ . It shows that the *convergent* validity assessment criteria find that each variable's indicators have a high correlation. Because the value of *discriminant* validity is related to the principle that various measurements of different constructs should not correlate with increased (Ghozali and Latan, 2015). Then, the *discriminant* validity test carries out by looking at the comparison of the *cross-loading* values for each variable, which present in the table below:

**Table 2. Discriminant Validity Test Results**

Variable	Indicator	Cross Factor		
		X	Y	Z
Readiness to Change	X <sub>1</sub>	0.650	0.183	0.375
	X <sub>2</sub>	0.884	0.694	0.315
	X <sub>3</sub>	0.682	0.151	0.287
Proactive Behavior	Z <sub>1</sub>	0.922	0.922	0.389
	Z <sub>2</sub>	0.875	0.875	0.242
	Z <sub>3</sub>	0.875	0.875	0.311
Performance	Y <sub>1</sub>	0.770	0.335	0.770
	Y <sub>2</sub>	0.820	0.286	0.820
	Y <sub>3</sub>	0.873	0.290	0.873
	Y <sub>4</sub>	0.659	0.243	0.658

Source: Analysis Results, 2022

All indicators of each variable show that the *cross-loading* value is  $>$  from the *cross-loading* value of other variable indicators. Therefore, the *discriminant* validity assessment criteria find. However, it suggests that the various measurements of the different constructs do not strongly correlate.

#### **Reliability Test**

The *rule of thumb* used to assess the level of construct reliability, namely with a *composite reliability* value  $> 0.7$  for *confirmatory* research and a weight of 0.6-0.7 still acceptable for *exploratory* analysis (Ghozali and Latan, 2015).

**Table 3. Reliability Test Results**

Variable	Composite Reliability		Cut Point	Information
X	0.755	$>$	0.7	Reliable
Z	0.864	$>$	0.7	Reliable
Y	0.921	$>$	0.7	Reliable

Source: Analysis Results, 2022

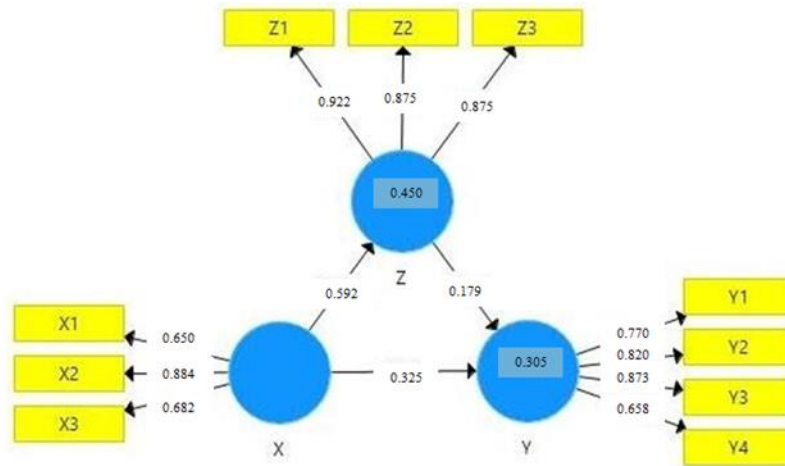
All variables in the table above show that the *composite reliability* value is  $> 0.7$ . Therefore, this indicates that the questionnaire is declared reliable. Thus, the instrument in this study has a level of accuracy, consistency, and accuracy in measuring the construct or variable.

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### Evaluation of the Structural Model (*Inner Model*)

The structural or *inner model* assesses to predict the relationship between latent variables (Ghozali and Latan, 2015).



**Figure 2. Causality Concept**

Source: Data Processing Results (2022)

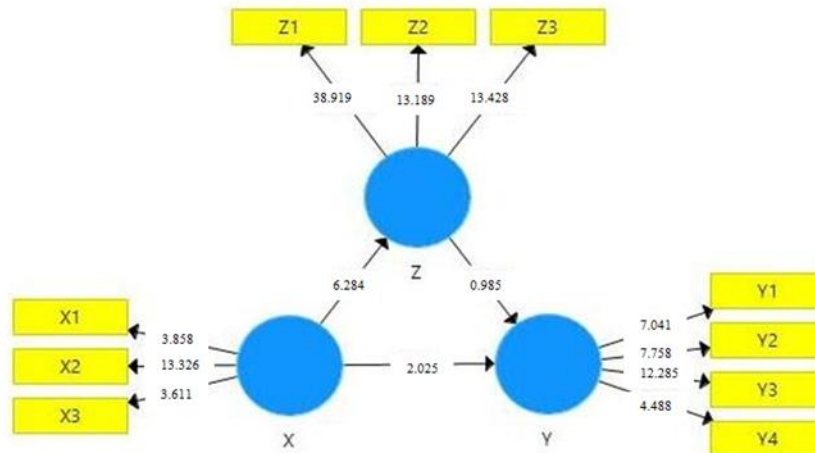
The PLS Algorithm procedure was applied to achieve the desired outcome by using the results obtained from the causality test carried out on the structural model presented earlier in Figure 2. For example, suppose a variable's coefficient value is positive. In that case, that variable only has an effect the endogenous variable feels in one direction, and the opposite is true if the coefficient value is negative.

**Table 4. Coefficient Test Results**

Variable	Coefficient	R Square
X – Y	0.325	
		0.305
Z – Y	0.179	
X – Z	0.592	0.450
X - Z – Y	0.107	-

Source: Analysis Results, 2022

1. Because X has a positive coefficient value, Y will also increase if X increases.
2. Z has a positive coefficient value; this shows that if Z increases, then Y will also increase
3. X has a positive coefficient value; this shows that Z will also increase if X increases.
4. *Direct* coefficient value (XY) > *indirect* coefficient value (XYZ).



**Figure 3. Significance Test Concept**

Source: Data Processing Results (2022)

Based on the results of the bootstrapping procedure's significance test in the structural model in Figure 3, provided that the t statistic value is more significant than 1.96 or the P value is less than 0.05 (significance level 5%).

**Table 5. Significance Test Results**

Variable	T Statistics		Cut Off	Information
Readiness to Change - Performance	2.025	>	1.96	Significant
Proactive Behavior - Performance	0.985	<	1.96	Not significant
<u>X - Z</u>				
Readiness to Change towards Proactive Behavior	6.284	>	1.96	Significant
Readiness to Change Through Proactive Behavior-Performance	0.895	<	1.96	Not significant

Source: Analysis Results, 2022

In light of the findings presented in table 5 above regarding the significance test, it is possible to explain that:

1. X is worth T statistics > from 1.96, this shows that X has a significant effect on Y.
2. Z is worth T statistics < 1.96, this shows that Z has no significant effect on Y.
3. X is worth T statistics > from 1.96, this shows that X has a significant effect on Z.
4. Indirect effect shows the value of T statistics < 1.96, this indicates that Z is not significant in mediating the effect of X on Y.

#### **Effect of Readiness to Change on Employee Performance**

The research shows that individual readiness to change (X) positively affects the performance of SIGAKU managers (Y) at Sultan Maulana Hasanuddin State Islamic University. It demonstrates by the results obtained with the path coefficient, which had a path coefficient of 0.325 and a T-statistics value of 2.025 > from the value of Z = 0.5 (5%) = 1.96. These results provide supporting evidence for this hypothesis. Therefore, it is possible to accept the theory that being open to new experiences and perspectives benefits performance. Furthermore, it shows that the variable of readiness to face change is vital in determining financial managers' high and low performance with the SIGAKU system. Therefore, this study states that there is a relationship between individual readiness to face change and individual performance.

According to an analysis of the data on the variable of readiness to confront change, the indicator of individual willingness to change has the most significant value. Specifically, the second indicator comes from the availability of information about the financial budget system (SIGAKU), which is complete and precise. It means that when the financial budget system informs and tools such as *software* socialize, they will have high readiness to change so that their performance will also increase. It is in line with research

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conducted by Andrew and Thurshika (2016), where reformation changes in an organization as a stimulus for employees to carry out readiness to change so that it will positively correlate with performance. Therefore, the higher the willingness of employees for organizational change, the more open they will be in mobilizing their efforts for high performance (Andrew, 2017).

#### **Readiness to Change towards Proactive Behavior**

Based on the results of the study found that individual readiness to change (X) had a positive effect on *proactive behavior* (Z). It can demonstrate by the path coefficient value of 0.592 and the value of *T-statistics* of  $6.284 > Z\alpha = 0.5 (5\%) = 1.96$ . Thus, the research hypothesis, namely readiness to face change, affects *proactive behavior*.

Dynamic work contexts often require employees to adjust their behavior to accommodate change, act on the environment, and initiate change through a proactive attitude (Grant and Ashford, 2008; Grant and Parker, 2009). While the indicator that most influences readiness to face changes to *aggressive behavior* is the availability of information about the financial budget system (SIGAKU). Every person is responsible for ensuring that they are ready to transition from the previous system to the new one, which is made possible by the availability of information such as training and software for the financial budget system.

#### **Proactive Influence on Individual Performance**

Based on the study's results, the *proactive behavior* (Z) variable did not affect *proactive* (Z). Evidence from the results of the *path* coefficient with a *path* coefficient of 0 and a *T-statistics* value of  $0.981 < Z\alpha \text{ value} = 0.5 (5\%) = 1.96$ . These results are not by the research hypothesis, which states that *proactive behavior* influences individual performance. Instead, these results align with research by Straus *et al.* (2012), which says that individuals do not always show highly *aggressive behavior* even though they have *proactive behavior* because each individual has a different situation and depends on the strength of intrinsic motivation from within. Individuals become proactive in building a career when they have a solid reason to lead.

It shows that when individuals feel they have a promising future and are motivated to work even better. However, in this study, *proactive behavior* does not affect employee performance because most respondents are more than 50 years old and feel that there is no opportunity to build a career anymore (as civil servants/educational staff who retired at the age of 56). So, their *proactive behavior* is that they only operate the existing system or the system that has been provided and only carry out their duties. These results also support research conducted by Machrus and Hadi (2005), where his study shows no significant relationship between the level of proactivity and performance.

#### **Effect of Readiness to Change on Performance through Proactive Behavior**

According to the research findings, the proactive behavior variable was not intervening in the relationship between readiness to face changes and individual performance measures like SIGAKU. The evidence by the value of direct influence on willingness to meet changes to performance > the importance of indirect impact if through *proactive behavior*. The reason for this is that the study concluded that aggressive behavior does not influence performance. Thus, *proactive behavior* cannot act as an *intervening* variable between readiness to face change and performance. This study's results differ from the research conducted by Crant (2000), with his research showing that *proactive behavior* has a role as an *intervening* variable on performance

## **4. CONCLUSION**

According to the research findings, being prepared to deal with change can improve the performance of SIGAKU implementers. It happens because the availability of information about the existing financial budget system (SIGAKU) is complete and transparent. Thus, each individual will be faster in adapting to change when new things are well-socialized, and readiness to face change will impact proactive behavior. Furthermore, the dynamic work context will also allow each individual to adjust by taking the initiative in acting and behaving in the context of his work.

This study also shows that proactive behavior does not affect individual performance. However, it is possible because most respondents are over 50 years old. Thus, aggressive behavior can occur because it is only carrying out its duties and the availability of a system for SIGAKU.

According to the study's findings, it is essential to carry out socialization activities such as lectures and training so that employees will be better prepared to deal with changes. In addition, employee career



development requires a sound information system that constantly improves to provide intrinsic motivation for employees to take the initiative to change the environment to align with the organization's wants

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