

Reinforcing Lecturer Readiness to Change by Increasing Psychological Capital and Engagement

Lista Meria^{1*}, Corry Yohana², Unggul Purwohed³, Saukani⁴, Dwi Apriliasari⁵

^{1*}Economy, University of Esa Unggul, Indonesia

^{2,3}Economy, Jakarta State University, Indonesia

⁴University Muhammadiyah Pringsewu, Indonesia

⁵University of Raharja, Indonesia

e-mail: lista.meria@esaunggul.ac.id^{1*}, corryyohana@unj.ac.id², upurwohed@unj.ac.id³,
saukani@umpri.ac.id⁴, dwi.apriliasari@raharja.info⁵



Author Notification
16 October 2023
Final Revised
30 October 2023
Acceptance
20 November 2023
Published
29 November 2023

Meria, L., Yohana, C., Purwohed, U., Saukani, & Apriliasari, D. (2023). Reinforcing Lecturer Readiness To Change By Increasing Psychological Capital And Engagement. *Aptisi Transactions on Technopreneurship (ATT)*, 5(3), 261–277.
Retrieved from DOI: <https://doi.org/10.34306/att.v5i3.214>

Abstract

Organizational change demands effective management, with the preparedness of human resources playing a pivotal role in achieving success. This study explores the interplay of psychological capital, work engagement, and entrepreneurial mindsets (both intrapreneurial and entrepreneurial) as predictors of lecturers' readiness for change. **Conducted with 331** lecturers from private universities in Indonesia (Esa Unggul, Jakarta state university and Muhammadiyah Pringsewu, the research employs Structural Equation Modeling with **Partial Least Squares (SEM PLS)** for data analysis. The findings underscore the substantial influence of psychological capital and work engagement in enhancing lecturer readiness for change. Additionally, work engagement emerges as a critical mediator in the relationship between psychological capital and readiness for change. Notably, **the study contributes** to our understanding by delving into both intrapreneurial and entrepreneurial dimensions of entrepreneurial mindsets, offering a nuanced perspective on the factors shaping educator readiness for change. The research contributes theoretically by shedding light on the multifaceted roles of entrepreneurial mindsets in strengthening readiness for change, addressing a gap in the existing literature. Practical insights advocate for the cultivation of diverse entrepreneurial mindsets among educators to successfully navigate organizational change. This study establishes a foundation for future research in this evolving domain, emphasizing the significance of entrepreneurial approaches in preparing lecturers for the challenges posed by organizational change.

Keywords: Readiness to Change (RTC), Work Engagement (WE), Psychological Capital (PsyCap), Organizational Change.

1. Introduction

The ever-evolving landscape of organizational change and development is a subject of increasing research focus, driven by technological advancements, global market dynamics, environmental shifts, and governmental regulations. Invariably, change stands as the foremost challenge confronting all organizations, impacting not only their vision, mission, goals, strategy, and structure but also significantly influencing the human resources within [1]. The imperative for organizations and individuals, particularly those in the realm of academia, lies in their willingness to adapt, innovate, and confront change the very essence of the modern "preneur" mindset that encompasses adaptability, proactivity, and entrepreneurial spirit. This adaptability



becomes pivotal for survival and success amidst internal and external challenges, fostering sustainability and ensuring that individuals embody the qualities of a proactive "changepreneur."

The concept of readiness to change (RTC) aligns with Lewin's 1951 model of the unfreezing stage, emphasizing the creation of a readiness for change. Successful change implementation requires principles such as RTC, with human resources serving as a critical determinant of organizational transformation success [2], [3]. In the realm of higher education, where success hinges significantly on change, lecturers emerge as key change agents, embodying the qualities of the modern "preneur" by accepting personal responsibility for change, exhibiting adaptability, and proactively anticipating challenges [4]. The recent global crisis induced by the Covid-19 pandemic has compelled organizations, including universities, to recalibrate their mindsets and working methods, introducing changes to better navigate crises [5]. This period has given rise to the "new normal," underscoring the importance of lecturer readiness for transformation, where attitudes towards change become pivotal. Successfully managing organizational change is intricately tied to human resource management, as individuals require encouragement to embrace change programs. The study recognizes the dual attitudes pro-change and con-change that manifest during organizational changes [6], [7].

Despite these insights, a notable research gap exists in understanding the mediation role of work engagement (WE) in the relationship between psychological capital (PsyCap) and readiness to change (RTC). The literature reveals a scarcity of studies exploring this intricate relationship, especially within the context of organizational change among lecturers in private universities in Indonesia. As change introduces new challenges and ways of working, the concept of psychological capital (PsyCap) emerges as a key factor in shaping attitudes and behaviors [8], [9]. PsyCap, reflecting an individual's positive psychological state [10], supports a positive response to change, framing it as a challenge for personal growth and strength [11], [12]. Lecturers with high PsyCap exhibit increased confidence in teaching, research, and community service, positively influencing their readiness for change in teaching [13]. The study reinforces the positive impact of PsyCap on readiness to change [14], [15].

Furthermore, the success of change is intricately tied to the level of work engagement (WE) among individuals within organizations. Committed individuals, with high WE, display greater resilience during organizational change [16], [17], [18]. Management's ability to engage employees is identified as a key factor in positive organizational change [19]. Lecturers with high (WE) exhibit increased adaptability to change, enthusiasm in their work, and a positive outlook on the change process [20], [21]. Importantly, the study aligns with previous findings confirming the positive relationship between PsyCap and (WE) [22]. Despite the recognized impact of (WE) on RTC, research analyzing the antecedents of RTC through the mediation of (WE) remains limited and challenging to find. This study addresses this **gap**, aiming to explore the mediating role of (WE) in the relationship between PsyCap and RTC. By investigating the impact of psychological capital on change readiness among lecturers in private universities in Indonesia, this research endeavors to contribute to the development of human resource strategies that foster continual adaptation to organizational changes, particularly within the dynamic landscape of higher education and other global organizations.

2. Research Method

2.1 Literature Review and Hypothesis

This study critically examines existing scholarly works to establish a theoretical foundation and identify gaps in the literature concerning the interplay of psychological capital (PsyCap), work engagement (WE), and readiness for change (RTC) among lecturers. Drawing upon key concepts from organizational psychology and management literature, the review highlights the significance of PsyCap in influencing individual and organizational outcomes. Furthermore, it delves into the intricate relationship between PsyCap and WE, exploring how the former may contribute to the enhancement of the latter. Building on these insights, the study formulates hypotheses that predict the direct impact of PsyCap on RTC, as well as the mediating role of (WE) in this relationship. By synthesizing and extending existing knowledge, this section establishes the theoretical framework guiding the empirical investigation, contributing to the broader understanding of the factors shaping educators' preparedness for organizational change.

2.1.1 Psychological Capital

Psychological Capital (PsyCap), compiled Luthans, is a positive individual psychological development with the characteristics of having the confidence to take on [23], and exert effort to be successful in carrying out challenging tasks (self-efficacy), making positive attributions about success in the present and future (optimism), persistence in achieving goals, and, if necessary, diverting goals to achieve success (hope), individuals can survive and rise even beyond their expectations (resiliency) [24]. Psychological capital refers to the positive psychological resources an individual possesses and is useful in predicting the synthesis of the individual's high-performance psychological state of work and the happiness index [25]. This positive mentality can lead to positive organizational behavior, making diligent individuals do the right thing and get higher performance and job satisfaction.

Conceptually, PsyCap is a building block or foundation that includes the following elements: self-efficacy, optimism, hope, and resilience. PsyCap defines as mental resources that individuals build when things are going well and cover up when things are not.

2.1.2 Work Engagement

In general, engagement is defined as a physical, intellectual, and emotional attachment to contribute to improving company performance. Employee engagement and work engagement (WE) are frequently used interchangeably, but (WE) is thought to be more specific. Employee engagement refers to the relationship between employees and their work, whereas (WE) refers to the interaction between employees and the organization [26]. Individual self-mastery of their work is defined as engagement, in which they will link themselves to their task, then labor and express themselves physically, cognitively, and emotionally while playing their performance [27], [28]. Employees with a high (WE) level have a strong emotional attachment to the organization, which affects work completion and tends to result in satisfactory work quality [29]. Employees with a strong (WE) demonstrate enthusiasm and a real passion for their jobs and the organizations that employ them. They enjoy their work and are willing to provide all the help they can to make the organization [30] in which they work a success. (WE) is positively related to workplace behavior, including thoughts about the relationship between workers or employees and their work, with indicators of vigor, dedication, and absorption in the workplace [31], [32].

2.1.3 Readiness to Change

The change process is divided into three stages: preparation for change, adoption of change, and institutionalization by incorporating new modifications into norms [33]. Readiness must be developed from the beginning of the planning process to boost employee acceptance of the change. Readiness as a collection of states and processes. The belief that the planned change is necessary, as well as the circumstances in which it will occur, determine readiness. Recognizing the need for change, weighing the costs and advantages, and planning for change are all part of readiness.

Readiness to change (RTC) is a broad attitude influenced by content (what changes), process (how changes are implemented), context (the environment in which changes occur), and individuals (the characteristics of individuals who are asked to change) involved in an organizational change [34]. RTC is manifested collectively in the degree to which individuals or groups prefer to agree, embrace, and implement specific plans to change circumstances. RTC is multidimensional in that (a) employee's belief influences their ability to implement the proposed change (i.e., change efficacy), (b) the proposed change is appropriate for the organization (i.e., appropriateness), and (c) leaders' commitment to the proposed change (i.e., management support), and (d) the proposed change is advantageous to member organizations (i.e., personal benefits) [35]. RTC can persuade employees that it will progress if the organization makes changes. Furthermore, they have a positive attitude toward organizational change and want to be part of its implementation [36], [37]. On the other hand, employees who are not ready to change will be unable to keep up and feel overwhelmed by the rate of organizational change [38].

2.1.4 Hypothesis Development

Individuals with good PsyCap will be more flexible and adaptive to behave with their ability to meet demands dynamically. So this PsyCap will positively impact individuals responding to RTC [39]. PsyCap contributes to receptivity to change by instilling self-efficacy, optimism, and hope, leading to positive organizational behavior and concern. Employees with good PsyCap will find it easier to accept and approve changes. Many academics have investigated the association between PsyCap and RTC. According to research [40] conducted on employees in China, PsyCap has a beneficial impact on receptivity to change. The findings of this study back with previous results that PsyCap, which includes self-efficacy, resilience, hope, and optimism, favorably promotes employee readiness to handle various types of change [41], [42]. So, (WE) can develop the following hypotheses:

H1: Psychological capital affects readiness to change positively

WE can reduce resistance to organizational change efforts and is primary to organizational readiness for change. Studies show that highly engaged employees are more willing to make efforts to bring about change, thus indicating that they develop positive attitudes toward organizational change. (WE) play a critical part in employee acceptance of the change. It suggests that when businesses wish to improve, they must also consider employee engagement in their job because it is simple for leaders to implement change after these results. Previous studies also support that (WE) positively affects RTC [43]. Other studies reveal that (WE) has a positive relationship with RTC [44]. The more engaged people are in their work, the more prepared they will be to deal with organizational change. Employees who support change are frequently more enthusiastic and dedicated to their jobs, so they can better deal with their professions' demands [45], [46]. Based on the above description, (WE) developed the following hypotheses:

H2: Work engagement affects readiness to change positively

PsyCap as an employee personal resource. The combined influence of the four factors that comprise PsyCap, namely vigour, dedication, and absorption, can substantially predict the (WE) component [47], [48], [49]. Employees are more likely to engage in their jobs if they have sufficient personal resources to meet their demands. Individuals with psychological capital are likelier to feel in control of a difficult changing circumstance. As a result, it is easier for individuals to become immersed in their tasks. Previous empirical research has explored the association between PsyCap and WE, proving a positive influence between PsyCap and WE. It means that the better the PsyCap level of employees, the more optimal they will devote their abilities to work and be more emotionally attached to work [50], [51], [52]. Employees who embody this PsyCap will have a mindset and be success-oriented. They view workplace action as an opportunity to gather more resources, which will increase engagement. Thus, the following hypothesis can be proposed.

H3: Psychological capital affects work engagement positively

Previous literature and empirical studies found that (WE) mediates the effect of self-efficacy on RTC [53], [54] where self-efficacy is one indicator of psychological capital. Research conducted on public sector employees in Korea found that psychological ownership impacts (WE) and openness to change. (WE) positively affects employee's knowledge and creativity, directly proportional to their readiness to change. A favorable work environment and good employee personal resources such as self-efficacy, optimism, and self-leadership are required for optimal organizational transformation, which can eventually affect organizational change positively. Employees are change agents who shape their environment by maximizing behavioral techniques influenced by personal resources and changing attitudes. This process involves positive attitudes, such as adaptive performance and work engagement. Thus, the hypotheses can be developed:

H4: Psychological capital affects readiness to change positively through work engagement.

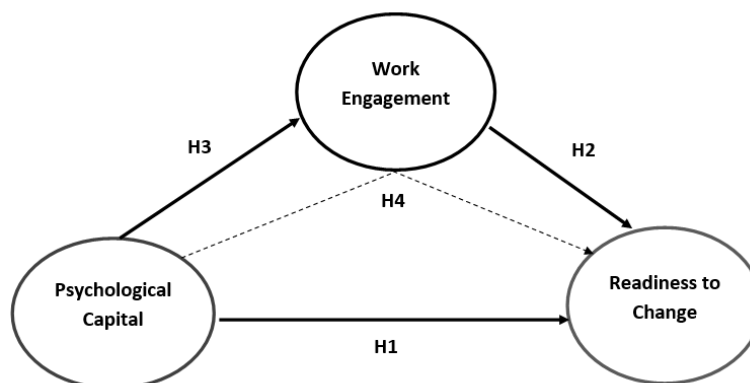


Figure 1. Conceptual Framework

The conceptual framework depicted in **Figure 1** illustrates the interplay of three key **variables**: Psychological Capital (PC), Work Engagement (WE), and Readiness to Change (RC). Psychological capital serves as a foundational element, encompassing an individual's positive psychological state, characterized by hope, optimism, resilience, and self-efficacy. This optimistic mindset, in turn, influences work engagement, reflecting the extent to which employees are emotionally invested and committed to their work tasks. Work engagement acts as a mediator, channeling the positive psychological resources from psychological capital into enhanced job performance and overall well-being. Simultaneously, both psychological capital and work engagement contribute to an individual's readiness to change, indicating their willingness and preparedness to embrace and adapt to organizational changes. This conceptual framework provides a comprehensive understanding of the intricate relationships among psychological capital, work engagement, and readiness to change, offering insights into the dynamics that influence individual and organizational outcomes.

2.2 Methods

2.2.1 Data Collection

We collect data in this study by distributing questionnaires online through the Google Forms application. Data was collected for 4 months from January to April 2023. The research sample was permanent lecturers from private universities with the best accreditation in Indonesia, totalling 331 lecturers. Convenience sampling is used, and it is dependent on respondents' willingness to participate in the survey. This sampling technique involves selecting people the researcher can easily access and contact. Convenience sampling is choosing the easiest respondents for researchers to obtain information.

2.2.2 Measurement and Data Analysis

This study adopted measurements related to the variables studied from previous studies. The PsyCap variable is measured with 12 questions adapted from [55], which has four indicators: self-efficacy, resilience, hope, and optimism. The (WE) variable is adopted from the Utrecht Work Engagement Scale (UWES-9), which has three indicators: vigour, dedication, and absorption, consisting of 9 questions. The RTC variable is measured using 12 questions adapted from [56], which have four indicators: appropriateness, change efficacy, management support, and personal benefits. All items were assessed on a five-point Likert scale, with 1 being strongly disagree and 5 being strongly agreeing. The data collected from the distribution of questionnaires was evaluated in stages, beginning with the analysis of the measurement model

and progressing to the analysis of the structural model with SEM-PLS using the rules of thumb [57].

3. Findings

3.1 Description of Respondent Characteristics

The respondents of this research are permanent lecturers at private universities in Indonesia with the best accreditation status. The number of samples collected was 331 respondents. Respondent characteristics will be described based on gender, education, age, working period, academic position, and professional lecturer certification. Table 1. shows the results of the description of the respondent's attributes.

Table 1. Description of Respondent Characteristics

Profile	Description	Frequency	Percentage
Gender	Man	158	47.73%
	Woman	173	52.27%
Education	S2	223	67.37%
	S3	108	32.63%
Age	20 - 30 years	1	0.30%
	31 - 40 years	121	36.56%
	41 - 50 years	112	33.84%
	51 - 60 years	89	26.89%
	>= 60 years	8	2.42%
Working period	15 years	3	0.91%
	6 - 10 years	125	37.76%
	11 - 15 years	128	38.67%
	15 - 20 years	70	21.15%
	>= 20 years	5	1.51%
Academic position	Lecturer	135	40.79%
	Assistant Professor	151	45.62%
	Associate Professor	40	12.08%
	Professor	5	1.51%
n = 331 lecturers, all of them (100%) already have professional lecturer certification			

3.2 Inner Model Evaluation

The first stage is to assess the outer model by comparing the loading factor value in the outer loading table to the conditions that must be met, namely a loading factor value of more than 0.70. The data processing analysis results show that all indicators had an outer loading value (0.703 - 0.790) > 0.70, indicating that they met the given parameters. The second stage is to look at convergent validity, which is used to determine how much the indicator has a positive correlation with other indicators of the same construct by looking at the Average Variance Extracted (AVE) value with requirements that must surpass > 0.5. The AVE value in this investigation was greater than 0.50, according to the results of the data processing analysis. As a result, the indicator's convergent validity has been met. The third step is to assess the internal consistency reliability, which is used to determine the consistency of results across all indicators, which means measuring how well an indicator can measure its latent construct when the value

of composite reliability and Cronbach's alpha $> 0.6 - 0.7$. Based on the data processing results, all constructs have composite reliability ratings and Cronbach's alpha values of more than 0.7, indicating they met the required conditions (Table 2.).

Tabel 2. Construct Reliability and Validity

Variabel	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Psychological Capital	0.930	0.931	0.94	0.566
Work Engagement	0.905	0.906	0.922	0.567
Readiness to Change	0.927	0.928	0.937	0.555

Finally, discriminant validity relates to how much a construct differs from other conceptions based on empirical standards, suggesting that a construct is separate and captures phenomena not covered by other constructs in the model. To begin, the Fornell-Larcker Criterion, concerning the square root of each AVE component, must be bigger than the highest correlation with other constructs. Second, the correlation value of the indicator to the construct must be bigger than the correlation value to the other constructs. Third is the Heterotrait-Monotrait Ratio (HTMT), with a reference value of < 0.90 . The findings of the data processing analysis provided in Tables 3. and Table 4. reveal that all constructs meet the excellent validity standards of the three techniques.

Tabel 3. Fornell-Larcker Criterion

	Psychological Capital	Readiness to Change	Work Engagement
Psychological Capital	0.752		
Readiness to Change	0.755	0.745	
Work Engagement	0.518	0.629	0.753

The Fornell-Larcker criterion in Table 3. was applied to assess the discriminant validity of the study's key constructs: Psychological Capital (PsyCap), Readiness to Change (RTC), and Work Engagement (WE). The results indicate that the square root of the Average Variance Extracted (AVE) for each construct exceeds the corresponding inter-construct correlations. Specifically, the AVE for PsyCap is 0.752, surpassing the correlations with RTC (0.755) and (WE) (0.518). Similarly, the AVE for RTC is 0.745, exceeding its correlations with PsyCap (0.752) and (WE) (0.629). Moreover, the AVE for (WE) is 0.753, demonstrating a higher value than its correlations with PsyCap (0.518) and RTC (0.629). **These findings** support the discriminant validity of the constructs, indicating that each variable captures a substantial amount of variance distinct from the others. This provides confidence in the distinctiveness of Psychological Capital, Readiness to Change, and Work Engagement as individual constructs in the study.

Table 4. Heterotrait-Monotrait Ratio (HTMT)

	Psychological Capital	Readiness to Change	Work Engagement
Psychological Capital			
Readiness to Change	0.806		
Work Engagement	0.555	0.683	0.677

In table 4, the Heterotrait-Monotrait Ratio (HTMT) was employed to evaluate the discriminant validity of the primary constructs in the study: Psychological Capital (PsyCap), Readiness to Change (RTC), and Work Engagement (WE). The HTMT values obtained indicate the strength of the relationships between different constructs. The HTMT value between PsyCap and RTC is 0.806, exceeding the conventional threshold of 0.85, suggesting potential issues with discriminant validity. However, the HTMT values for the other pairs of constructs fall below the threshold, with the value between PsyCap and (WE) at 0.555, RTC and (WE) at 0.683, and PsyCap and RTC at 0.677. **These results imply acceptable** discriminant validity between Work Engagement and the other constructs, indicating that these variables are distinct and capture unique aspects of the underlying constructs. While further investigation may be warranted for the PsyCap-RTC relationship, the overall findings suggest satisfactory discriminant validity among the studied variables.

3.3. Outer Model Evaluation

Before examining the structural model, collinearity must be evaluated to verify that the regression findings are not skewed. This process is accomplished by computing the VIF value using condition < 5.00 (Hair et al., 2019). The data reveal that the outside VIF value is less than the criteria, whereas the inner VIF value is shown in Table 5.

Table 5. Inner VIF Value

	Psychological Capital	Readiness to Change	Work Engagement
Psychological Capital		1.366	1.000
Readiness to Change			
Work Engagement		1.366	

Next, look at the coefficient of determination (adjusted R²), which indicates the cumulative effect of exogenous latent variables on endogenous latent variables, with criteria of 0.75 (strong), 0.50 (moderate), and 0.25 (weak) aiming to determine how much endogenous latent variables can be explained by exogenous latent variables (Hair et al., 2019). Based on the results of data processing in this study, presented in Table 6, indicate that the PsyCap variable successfully explains work engagement of 26.6%. It means that 73.4% of the other variables not analyzed in this study demonstrate the work engagement variable. The PsyCap and Work Engagement factors then explained 64.6% of the RTC variable, with the remaining 35.4% explained by variables not included in this study.

Table 6. R Square

	R Square	R Square Adjusted
Readiness to Change	0.648	0.646
Work Engagement	0.268	0.266

The R-squared values in Table 6 provide insights into the variance explained by the regression models for Readiness to Change and Work Engagement. For Readiness to Change, the R-squared value is 0.648, indicating that approximately 64.8% of the variability in the dependent variable can be accounted for by the independent variables included in the model. The R-squared adjusted, which considers the number of predictors in the model, remains high at 0.646. **This suggests a robust explanatory** power of the model for Readiness to Change. In contrast, the R-squared value for Work Engagement is 0.268, signifying that around 26.8%

of the variance in Work Engagement is explained by the independent variables. The corresponding R-squared adjusted is 0.266, reinforcing the model's ability to capture a considerable portion of the variability in Work Engagement. These R-squared values underscore the effectiveness of the regression models in elucidating the factors contributing to Readiness to Change and Work Engagement in the context of the study.

3.4 Hypothesis Testing

This study examines the importance of the route coefficients to assess the current hypotheses using the bootstrapping process concerning a substantial influence if the T value surpasses 1.96 (T table) with a 95% confidence level. The P value does not exceed 0.05, and the original sample is used to ascertain the direction of the relationship.

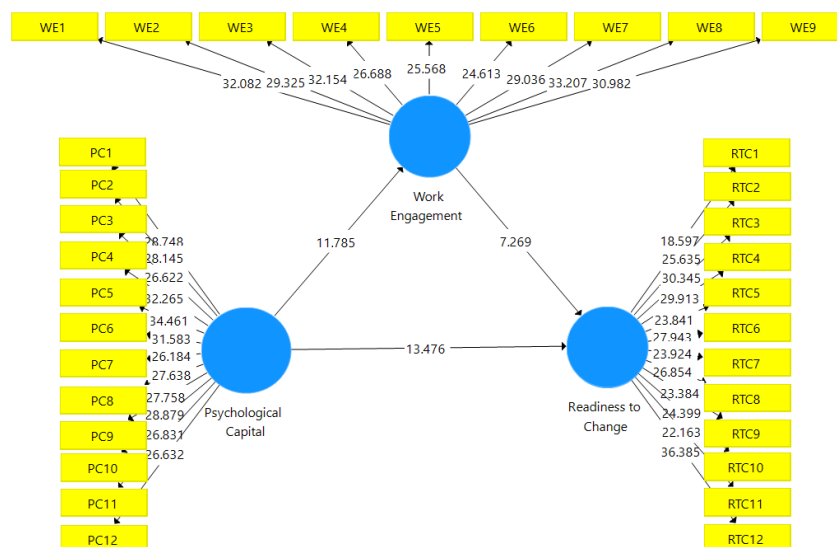


Figure 2. Conceptual Framework

The H1 test of PsyCap's effect on RTC obtained an original sample value of 0.587, with a T-statistic of 13.476 > 1.96 with a P value of 0.000 < 0.05, which means that there is a positive influence between PsyCap on RTC. The H2 test for the effect of (WE) on RTC obtained an original sample value of 0.325, a T statistic of 7.269 > 1.96 with a P value of 0.000 < 0.05, which means that there is a positive influence between (WE) on RTC. The H3 test for the effect of PsyCap on (WE) obtained an original sample value of 0.518, a T statistic of 11.785 > 1.96 with a P value of 0.000 < 0.05, which means there is a positive influence between PsyCap and WE. H4 testing of the indirect effect of PsyCap on RTC through (WE) mediation resulted in an original sample value of 0.168, a T statistic of 5.788 > 1.65 with a P value of 0.000 < 0.05. Therefore, it can be proven that (WE) mediates PsyCap against RTC so that H4 is accepted. Work engagement appears to play a complementary (partial mediation) role in the association between PsyCap and RTC, implying that indirect and direct effects are substantial and point in the same direction.

Table 7. Path Coefficients

Hip.	Relationship	Original Sample (O)	T Statistics	P Values	Remark
H1	PsyCap -> RTC	0.587	13.476	0.000	Accepted
H2	WE -> RTC	0.325	7.269	0.000	Accepted
H3	PsyCap -> WE	0.518	11.785	0.000	Accepted
H4	PsyCap -> (WE) -> RTC	0.168	5.788	0.000	Accepted

The hypothesis testing results presented in Table 7. demonstrate the outcomes of examining the path coefficients in the study. The first hypothesis (H1), which posited a positive relationship between Psychological Capital (PsyCap) and Readiness to Change (RTC), yielded an original sample coefficient of 0.587. The associated T-statistic of 13.476 and a P value of 0.000 indicate that this relationship is statistically significant, leading to the acceptance of H1. Similarly, H2, focusing on the positive influence of Work Engagement (WE) on RTC, garnered an original sample coefficient of 0.325, a T-statistic of 7.269, and a P value of 0.000, substantiating its statistical significance and resulting in the acceptance of H2. H3, examining the positive effect of PsyCap on WE, obtained an original sample coefficient of 0.518, a T-statistic of 11.785, and a P value of 0.000, supporting its statistical significance and leading to the acceptance of H3. Furthermore, H4, exploring the indirect effect of PsyCap on RTC through the mediation of WE, achieved an original sample coefficient of 0.168, a T-statistic of 5.788, and a P value of 0.000, corroborating its statistical significance and resulting in the acceptance of H4. **These findings provide** robust evidence for the hypothesized relationships among Psychological Capital, Work Engagement, and Readiness to Change in the research context.

3.5 Research Implementation

The study employed rigorous hypothesis testing, as indicated in Table 7, to investigate the relationships among Psychological Capital (PsyCap), Work Engagement (WE), and Readiness to Change (RTC). The findings revealed positive and statistically significant effects, supporting the hypothesis that increased PsyCap enhances RTC, (WE) positively influences RTC, and PsyCap contributes positively to WE. Additionally, the study demonstrated that Work Engagement mediates the relationship between Psychological Capital and Readiness to Change, providing a nuanced understanding of the intricate dynamics at play. **These results** offer practical implications for interventions aimed at reinforcing lecturer readiness to change by strategically enhancing Psychological Capital and Work Engagement. The robust statistical analyses employed, including T-statistics and P values, strengthen the validity and reliability of the study's conclusions. **This research** makes a noteworthy **contribution** to the academic literature by providing empirical insights into the critical role of psychological factors in shaping educators' readiness to adapt to organizational changes, thereby aiding in the development of targeted strategies to support positive transformations in educational settings.

3.6 Theoretical Contribution

The incorporation of Conservation of Resources Theory provides a conceptual lens through which to understand how individuals, in this case, educators, strategically invest and replenish their psychological resources. The study's integration of the Job Demands-Resources Model further enriches the theoretical framework by emphasizing the critical role of Work Engagement (WE) in mitigating workplace demands and fostering positive psychological states.

By exploring the interconnectedness of Psychological Capital (PsyCap), Work Engagement (WE), and Readiness to Change (RTC), this research contributes to a deeper comprehension of the intricate psychological mechanisms at play. The identification of

PsyCap as a foundational element influencing both (WE) and RTC introduces a novel perspective, shedding light on the psychological dynamics that underlie educators' ability to navigate and embrace organizational change. The theoretical synthesis presented in this study not only adds nuance to existing theories but also opens avenues for future research to delve into the complex interplay of psychological factors within educational and organizational contexts.

3.7 Impact of Research for Social and Researchers

The social impact of this research is substantial, particularly in the realm of education. Enhanced lecturer readiness to change holds the potential to create positive ripple effects throughout the educational landscape. A faculty better equipped to navigate and embrace change contributes to a more dynamic and responsive learning environment, ultimately benefiting students and fostering innovation within educational institutions. Policymakers, administrators, and those involved in educational development initiatives can draw upon the insights provided by this research to inform strategies that support educators in adapting to evolving educational landscapes. **For researchers**, this study serves as a benchmark, offering a methodologically robust and empirically grounded exploration of the psychological dimensions of organizational change within academia. The theoretical and empirical contributions of this research not only deepen our understanding of psychological processes in the context of education but also provide a springboard for future investigations. The identified relationships among PsyCap, WE, and RTC offer a fertile ground for further exploration, inviting scholars to delve into the specifics of these dynamics and explore potential moderating or mediating factors that may influence the relationships. In essence, this research enriches the theoretical landscape while providing practical insights with the potential to shape the future of educational and organizational practices.

4. Discussion

4.1. The Effect of Psychological Capital on Readiness to Change

The results of the study show that PsyCap has a positive influence on RTC. It can be interpreted that the better the psychological capital lecturers possess, the higher the readiness of lecturers to face change. The results of this study are in line with previous research, which states that PsyCap has a positive influence on RTC. Positive feelings about one's ability to overcome challenges will foster readiness to accept change so that one can work simultaneously and try to succeed by completing tasks well.

Lecturers with high resilience imply the ability to adapt and deal with any events, problems, and pressures in their careers. An optimistic attitude and the presence of great hopes for change will encourage lecturers to think positively that current changes will have a good impact on their careers. Confidence also has a particular influence on readiness to change. Trust in their abilities makes it easier for them to accept academic and non-academic changes. In addition, high self-confidence can encourage lecturers to dare and come up with new ideas and find the best solutions for adapting to new habits in change. The results of this study are in line with previous research, which states that PsyCap has a positive influence on RTC.

4.2 The Effect of Work Engagement on Readiness to Change

The results showed that (WE) had a positive effect on RTC. This positive influence means that lecturers who have high (WE) have the consequence of increasing their readiness to change. A high (WE) can reduce resistance to organizational change efforts. (WE) has a significant role in organizational readiness to change because one of these psychological factors is essential for implementing change. This study shows that lecturers bound by their work are more willing to try to bring change to the university where they work. A high (WE) for lecturers can be reflected in their willingness and persistence in carrying out work no matter how difficult. In dealing with change, support from lecturers is needed for energy, excitement, enthusiasm, and high stamina when working. This strength makes

lecturers want to try their best to accept change because change leads to progress and more benefits for lecturer work. (WE) can describe the dedication of lecturers to work. This dedication refers to a meaningful feeling of the usefulness of their knowledge, enthusiasm, pride in carrying out their work and feeling inspired and challenged by new things in everyday life. Then, it can be reflected in the attitude of lecturers in teaching who are sincere, have the fighting spirit of providing understanding to their students, and conduct research and community service wholeheartedly. Lecturers with a high dedication score strongly identify their work because it makes a valuable, inspiring, and challenging experience in carrying out all teaching, research, and community service activities. This psychological factor supports them in adapting to new things in the process of change. Lecturers who embrace change feel more engaged in their employment and are better able to deal with the demands of the job in general. Dedication to work makes them persistent, passionate, and enthusiastic about learning because they believe that change will benefit them as individuals who must develop.

Change is something that cannot be denied. Change presents conditions where lecturers must learn something they rarely or have never done before. The change will be easier if the lecturer has a high (WE) and is willing to work more focused, concentrated, and intense on something. This attitude is essential to face and open lecturers' minds, making it easy to adopt changes. The results of this study support previous research that found that there is a positive relationship between (WE) and RTC, where it was revealed that high (WE) can positively increase RTC. (WE) shows a vital role in lecturers towards acceptance of change, which means that when universities want to change, they must also see the lecturers' engagement in their work because it is easy for leaders to bring and direct them to change.

4.4. The Effect of Psychological Capital on Work Engagement

The findings of this study reveal that PsyCap has a positive effect on WE, which can be understood to mean that the better the lecturer's PsyCap, the higher the WE. In detail, it can be concluded that lecturers with high self-efficacy, resilience, hope, and optimism will increasingly form their tenacity and perseverance in work, increase dedication, enthusiasm, and pride in their profession and work, and can also encourage meaningfulness in work. (WE) can make lecturers more intense and focused in their careers. Integrating the four indicators that reflect PsyCap can strongly predict the (WE) components: vigor, dedication, and absorption. Lecturers with good PsyCap will have a mindset and be success-oriented. They see activity at work as an opportunity to drum up more resources, which will result in higher levels of engagement. In challenging conditions of change, lecturers with good PsyCap will feel more in control of the situation, making it easier to immerse themselves in work. They have experience, strength, and confidence even in adversity, so it will be easier for lecturers to stay focused on their work. The existence of hope and optimism becomes a source of strength and persistence for them to continue to strive to produce the best work performance. Several previous empirical studies have confirmed the findings of this study which state that PsyCap influences (WE) positively. So, the better the PsyCap level of employees, the more optimal they devote their abilities to work and be more emotionally attached to work.

4.5 Mediation of Work Engagement on the Influence of Psychological Capital on Readiness to Change

The study's results stated that (WE) mediated the influence of PsyCap on lecturers' readiness to change at private universities in Indonesia. The type of mediator is partial mediation, meaning that increasing the RTC for lecturers can only be done by increasing their psychological resources. Still, if high (WE) also accompany it, the lecturer's readiness to change can be even higher. For organizational change to be optimal, universities require the support of a positive work environment and psychological capital from good lecturers, such as self-efficacy, optimism, hope, and resilience, which can ultimately affect the ability to change the organization positively. Lecturers are agents and actors of change who shape

the university's environment by maximizing behavioral strategies influenced by personal resources and attitudes toward change. This process affects positive attitudes, such as work engagement and adaptive performance. The results of this study are in line, though not identical, with previous studies which found that psychological ownership impacts (WE) and openness to change. Work engagement positively affects employee knowledge and creativity, directly proportional to their openness to change. Then, self-efficacy, one of the indicators of PsyCap, was also found to influence RTC through the role of (WE) as a mediator.

5. Conclusion

All hypotheses within the study have been **not only accepted but** also successfully validated, demonstrating that PsyCap exerts a direct or indirect influence on RTC, mediated by the pivotal role of WE. The findings unequivocally establish that the lecturer's readiness for change is significantly heightened with an improvement in their psychological capital. Moreover, beyond its direct impact on RTC, it is noteworthy that confirmed PsyCap serves as a positive predictor of heightened work engagement.

The verified mediating role of (WE) in the relationship between PsyCap and RTC affirms that lecturers with enhanced work engagement exhibit a greater preparedness to navigate change. In essence, the study concludes that the augmentation of lecturer (WE) can be strategically achieved by fortifying PsyCap. Ultimately, this strategic approach results in a cascading positive effect, notably reducing resistance and amplifying RTC during the transitional phase. This holistic understanding emphasizes the interconnectedness of psychological capital, work engagement, and readiness for change, offering actionable insights for educational institutions seeking to enhance adaptability and resilience among their faculty in the face of organizational transformations.

5.1. Theoretical Implications

In this study, the concept of change management refers to an attitude of readiness to change and openness to change, which is the same concept as resistance or resistance to change and is related to theory of the stage of unfreezing and establishing a readiness to change. This study has extensive theoretical implications and contributes to the literature on human resource management, particularly in the context of organizational change. This study provides empirical evidence that people can influence attitudes and urge organizational members to accept change. PsyCap and (WE) as individual factors are proven to promote readiness to change together with organizational support factors. Personal psychological resources and perceptions of the organizational environment impact employees' attitudes to change. They take responsibility as agents of change by being adaptive to changing conditions and proactively anticipating new challenges. Employees with high (WE) become more adaptable than those with lower WE. Employees with work engagement become more energetic and connected to work. They will better deal with work demands and not give up quickly, so they see the change process as positive. This research digs deeper into the role of (WE) as a mediator who can strengthen readiness and openness to change. The role of (WE) as a mediator can achieve the influence of PsyCap in increasing RTC. Improving lecturer readiness to change can be accompanied by greater work engagement, impacting lecturer readiness to change.

5.2. Managerial Implications

The findings of this study may have practical managerial consequences for universities in the future. Internal elements that come from individuals, particularly PsyCap and WE, impact lecturers' readiness to change. Strengthening PsyCap and increasing lecturer (WE) can support lecturers' character to accept and adopt organizational changes. Training programs that aim to improve knowledge, skills, and attitudes help add insight related to psychological capital to increase work engagement and to be able to apply this psychological capital in carrying out their work. Work engagement adds confidence to the lecturers in the

positive side of change, so they are not worried about the future and believe that changes must be made and cannot be avoided.

5.3. Limitations and Recommendations

This study has limitations where this research looks at change in general and has not explicitly identified the type of organizational change. Future studies are expected to be able to divide clusters of changes such as technological changes, policy changes, or cultural changes. Then, this study is limited to only measuring the role of PsyCap, and WE. In predicting RTC, consider adding a leadership role as a change agent or other organizational factors that can increase readiness for change in the future. Finally, data collection for this study was carried out using a cross-sectional. The recommendation for future research is to add the interview method and collect data longitudinally to obtain a complete picture of attitudes in dealing with changes from time to time.

References

- [1] Q. Aini, D. Manongga, I. Sembiring, and D. Apriliasari, "Transformation of payment in education use bitcoin with reduced confirmation times," *Aptisi Trans. Technopreneursh.*, vol. 5, no. 1, pp. 1–8, 2023.
- [2] M. M. M. Abdel-Ghany, "Readiness for change, change beliefs and resistance to change of extension personnel in the New Valley Governorate about mobile extension," *Ann. Agric. Sci.*, vol. 59, no. 2, pp. 297–303, 2014.
- [3] S. Al-Haddad and T. Kotnour, "Integrating the organizational change literature: a model for successful change," *J. Organ. Chang. Manag.*, vol. 28, no. 2, pp. 234–262, 2015.
- [4] G. Alessandri, C. Consiglio, F. Luthans, and L. Borgogni, "Testing a dynamic model of the impact of psychological capital on work engagement and job performance," *Career Dev. Int.*, vol. 23, no. 1, pp. 33–47, 2018.
- [5] A. S. Panjaitan, U. Rahardja, Q. Aini, N. P. L. Santoso, and D. Apriliasari, "The management innovation of kuliah kerja praktek (kkp)," *APTISI Trans. Manag.*, vol. 6, no. 1, pp. 62–73, 2022.
- [6] A. Sutarman, U. Rahardja, F. P. Oganda, S. Millah, and N. N. Azizah, "The Role of Information Technology in Empowering the Creative Economy for Sustainable Tourism," *Aptisi Trans. Technopreneursh.*, vol. 5, no. 2sp, pp. 175–185, 2023.
- [7] M. Asbari, D. D. Hidayat, and A. Purwanto, "Managing employee performance: From leadership to readiness for change," *Int. J. Soc. Manag. Stud.*, vol. 2, no. 1, pp. 74–85, 2021.
- [8] B. P. Singh, V. S. Bisht, P. Bhandari, and K. S. Rawat, "Thermo-fluidic modelling of a heat exchanger tube with conical shaped insert having protrusion and dimple roughness," *Aptisi Trans. Technopreneursh.*, vol. 3, no. 2, pp. 127–143, 2021.
- [9] F. P. Oganda, U. Rahardja, Q. Aini, M. Hardini, and A. S. Bist, "Blockchain: Visualization of the Bitcoin Formula," *PalArch's J. Archaeol. Egypt/Egyptology*, vol. 17, no. 6, pp. 308–321, 2020.
- [10] W. Sejati, D. P. AH, F. Khansa, A. S. Maulana, and D. Julianingsih, "Flood Disaster Mitigation Using the HEC-RAS Application to Determine River Water Levels in the Old City Area of Jakarta," *Aptisi Trans. Technopreneursh.*, vol. 4, no. 2, pp. 121–134, 2022.
- [11] S. Devyani and L. Meria, "How Job Insecurity Affects Organizational Commitments Through Job Satisfaction," *APTISI Trans. Manag.*, vol. 7, no. 3, pp. 231–242, 2023.
- [12] D. S. Chai, J. H. Song, and Y. M. You, "Psychological ownership and openness to change: The mediating effects of work engagement, and knowledge creation," *Perform. Improv. Q.*, vol. 33, no. 3, pp. 305–326, 2020.
- [13] B. Rawat, A. S. Bist, U. Rahardja, C. Lukita, and D. Apriliasari, "The Impact Of Online System on Health During Covid 19: A Comprehensive Study," *ADI J. Recent Innov.*, vol. 3, no. 2, pp. 195–201, 2022.
- [14] L. K. Choi, A. S. Panjaitan, and D. Apriliasari, "The Effectiveness of Business Intelligence Management Implementation in Industry 4.0," *Startupreneur Bisnis Digit. (SABDA Journal)*, vol. 1, no. 2, pp. 115–125, 2022.

-
- [15] W. B. Schaufeli, M. Salanova, V. González-Romá, and A. B. Bakker, "The measurement of engagement and burnout: A two sample confirmatory factor analytic approach," *J. Happiness Stud.*, vol. 3, pp. 71–92, 2002.
- [16] S. Chen, "Cross-level effects of high-commitment work systems on work engagement: the mediating role of psychological capital," *Asia Pacific J. Hum. Resour.*, vol. 56, no. 3, pp. 384–401, 2018.
- [17] A. B. Fitra, A. Suharko, F. M. Albar, and D. Apriliasari, "Examination Of Customer Interest In The Use Of The Mandiri Syariah Mobile Application At PT. Bank Syariah Mandiri Bekasi Branch Office," *IATC Trans. Sustain. Digit. Innov.*, vol. 3, no. 2, pp. 110–125, 2022.
- [18] J. N. Demos, "The Impact of Positive Psychology on Change Readiness in Organization Development," 2019.
- [19] U. Rahardja, "Blockchain Education: as a Challenge in the Academic Digitalization of Higher Education," *IATC Trans. Sustain. Digit. Innov.*, vol. 4, no. 1, pp. 62–69, 2022.
- [20] U. Rahardja, Q. Aini, D. Manongga, I. Sembiring, and Y. P. A. Sanjaya, "Enhancing Machine Learning with Low-Cost P M2. 5 Air Quality Sensor Calibration using Image Processing," *APTISI Trans. Manag.*, vol. 7, no. 3, pp. 201–209, 2023.
- [21] G. Devos, M. Buelens, and D. Bouckennooghe, "Contribution of content, context, and process to understanding openness to organizational change: Two experimental simulation studies," *J. Soc. Psychol.*, vol. 147, no. 6, pp. 607–630, 2007.
- [22] J. C. Diedericks, F. Cilliers, and A. Bezuidenhout, "Resistance to change, work engagement and psychological capital of academics in an open distance learning work environment," *SA J. Hum. Resour. Manag.*, vol. 17, no. 1, pp. 1–14, 2019.
- [23] M. Du Plessis and A. B. Boshoff, "The role of psychological capital in the relationship between authentic leadership and work engagement," *SA J. Hum. Resour. Manag.*, vol. 16, no. 1, pp. 1–9, 2018.
- [24] N. Lutfiani, S. Wijono, U. Rahardja, A. Iriani, Q. Aini, and R. A. D. Septian, "A bibliometric study: Recommendation based on artificial intelligence for ilearning education," *Aptisi Trans. Technopreneursh.*, vol. 5, no. 2, pp. 109–117, 2023.
- [25] B. E. Ghitulescu, "Making change happen: The impact of work context on adaptive and proactive behaviors," *J. Appl. Behav. Sci.*, vol. 49, no. 2, pp. 206–245, 2013.
- [26] M. L. Giancaspro, A. Callea, and A. Manuti, "I Like It like That: A Study on the Relationship between Psychological Capital, Work Engagement and Extra-Role Behavior," *Sustainability*, vol. 14, no. 4, p. 2022, 2022.
- [27] J. F. Hair, J. J. Risher, M. Sarstedt, and C. M. Ringle, "When to use and how to report the results of PLS-SEM," *Eur. Bus. Rev.*, vol. 31, no. 1, pp. 2–24, 2019.
- [28] R. D. Affandi, H. Pratiwi, and M. I. Sa'ad, "Application of the SMARTER Method in Determining the Whitening of Study Permits and Teacher Study Tasks," *Aptisi Trans. Technopreneursh.*, vol. 5, no. 2, pp. 205–215, 2023.
- [29] L. Tisu, D. Lupşa, D. Vîrgă, and A. Rusu, "Personality characteristics, job performance and mental health: the mediating role of work engagement," *Pers. Individ. Dif.*, vol. 153, p. 109644, 2020.
- [30] M. I. Sanni and D. Apriliasari, "Blockchain Technology Application: Authentication System in Digital Education," *Aptisi Trans. Technopreneursh.*, vol. 3, no. 2, pp. 37–48, 2021.
- [31] M. Van den Heuvel, E. Demerouti, A. B. Bakker, and W. B. Schaufeli, "Personal resources and work engagement in the face of change," *Contemp. Occup. Heal. Psychol. Glob. Perspect. Res. Pract.*, vol. 1, pp. 124–150, 2010.
- [32] K. R. Thompson, G. Lemmon, and T. J. Walter, "Employee engagement and positive psychological capital," *Organ. Dyn.*, vol. 3, no. 44, pp. 185–195, 2015.
- [33] P. Sokibi, M. Asfi, Q. Aini, A. Khoirunisa, and U. Rahardja, "Ltai management based on blockchain technology to increase alexa rank," *Int. J. Adv. Trends Comput. Sci. Eng.*, vol. 9, no. 4, pp. 4798–4802, 2020, doi: 10.30534/ijatcse/2020/88942020.
- [34] H. Wirawan, M. Jufri, and A. Saman, "The effect of authentic leadership and psychological capital on work engagement: the mediating role of job satisfaction," *Leadersh. Organ. Dev. J.*, vol. 41, no. 8, pp. 1139–1154, 2020.
-

-
- [35] J. B. James, S. McKechnie, and J. Swanberg, "Predicting employee engagement in an age-diverse retail workforce," *J. Organ. Behav.*, vol. 32, no. 2, pp. 173–196, 2011.
- [36] U. Rahardja, "Camera trap approaches using artificial intelligence and citizen science," *Int. Trans. Artif. Intell.*, vol. 1, no. 1, pp. 71–83, 2022.
- [37] M. Kirrane, M. Lennon, C. O'Connor, and N. Fu, "Linking perceived management support with employees' readiness for change: the mediating role of psychological capital," *J. Chang. Manag.*, vol. 17, no. 1, pp. 47–66, 2017.
- [38] M. Kotzé, "The influence of psychological capital, self-leadership, and mindfulness on work engagement," *South African J. Psychol.*, vol. 48, no. 2, pp. 279–292, 2018.
- [39] K. Diantoro, D. Supriyanti, Y. P. A. Sanjaya, and S. Watini, "Implications of Distributed Energy Development in Blockchain-Based Institutional Environment," *Aptisi Trans. Technopreneursh.*, vol. 5, no. 2sp, pp. 209–220, 2023.
- [40] Y. Li, G. Castaño, and Y. Li, "Linking leadership styles to work engagement: The role of psychological capital among Chinese knowledge workers," *Chinese Manag. Stud.*, vol. 12, no. 2, pp. 433–452, 2018.
- [41] J. Liu, "Linking psychological capital and behavioral support for change: The roles of openness to change and climate for innovation," *Front. Psychol.*, vol. 12, p. 612149, 2021.
- [42] F. Sutisna, D. Apriliasari, M. D. Soleman, M. F. Fazri, D. Andayani, and Q. Aini, "Integrating Blockchain for Renewable Energy in Digital Business Era," in *2022 IEEE Creative Communication and Innovative Technology (ICCIT)*, 2022, pp. 1–9.
- [43] S. I. S. Al-Hawary *et al.*, "Multiobjective optimization of a hybrid electricity generation system based on waste energy of internal combustion engine and solar system for sustainable environment," *Chemosphere*, p. 139269, 2023.
- [44] C.-Y. Luo, C.-H. K. Tsai, C.-H. J. Su, H. J. Kim, J.-L. Gao, and M.-H. Chen, "How does hotel employees' psychological capital promote adaptive performance? The role of change readiness," *J. Hosp. Tour. Manag.*, vol. 51, pp. 491–501, 2022.
- [45] D. Lupsa, L. Baciuc, and D. Virga, "Psychological capital, organizational justice and health: The mediating role of work engagement," *Pers. Rev.*, vol. 49, no. 1, pp. 87–103, 2020.
- [46] M.-H. Lin *et al.*, "Capacity Optimization Design of Hybrid Energy Power Generation System," *Math. Model. Eng. Probl.*, vol. 10, no. 4, 2023.
- [47] T. Hongsuchon *et al.*, "Brand Experience on Brand Attachment: The Role of Interpersonal Interaction, Feedback, and Advocacy," *Emerg. Sci. J.*, vol. 7, no. 4, pp. 1232–1246, 2023.
- [48] F. Luthans, B. J. Avolio, J. B. Avey, and S. M. Norman, "Positive psychological capital: Measurement and relationship with performance and satisfaction," *Pers. Psychol.*, vol. 60, no. 3, pp. 541–572, 2007.
- [49] M. Matthysen and C. Harris, "The relationship between readiness to change and work engagement: A case study in an accounting firm undergoing change," *SA J. Hum. Resour. Manag.*, vol. 16, no. 1, pp. 1–11, 2018.
- [50] L. Meria, D. Prastyani, and A. Dudhat, "The role of transformational leadership and self-efficacy on readiness to change through work engagement," *Aptisi Trans. Technopreneursh.*, vol. 4, no. 1, pp. 77–88, 2022.
- [51] U. Rahardja, A. Sari, A. H. Alsalamy, S. Askar, A. H. R. Alawadi, and B. Abdullaeva, "Tribological Properties Assessment of Metallic Glasses Through a Genetic Algorithm-Optimized Machine Learning Model," *Met. Mater. Int.*, pp. 1–11, 2023.
- [52] R. Niswaty, H. Wirawan, H. Akib, M. S. Saggaf, and D. Daraba, "Investigating the effect of authentic leadership and employees' psychological capital on work engagement: evidence from Indonesia," *Heliyon*, vol. 7, no. 5, 2021.
- [53] R. Yunita, M. S. Shihab, D. Jonas, H. Haryani, and Y. A. Terah, "Analysis of The Effect of Servicescape and Service Quality on Customer Satisfaction at Post Shop Coffee Toffee in Bogor City," *Aptisi Trans. Technopreneursh.*, vol. 4, no. 1, pp. 68–76, 2022.
- [54] U. Rahardja, C. T. Sigalingging, P. O. H. Putra, A. Nizar Hidayanto, and K. Phusavat, "The impact of mobile payment application design and performance attributes on consumer emotions and continuance intention," *SAGE Open*, vol. 13, no. 1, p.
-

- 21582440231151920, 2023.
- [55] F. T. Anaclaudia, D. Pramana, and I. M. A. B. Saputra, "Reactjs and Expressjs Implementation In PMK ITB STIKOM Bali Activity Management," *Aptisi Trans. Technopreneursh.*, vol. 5, no. 3, pp. 1–11, 2023.
- [56] C. L. Nwanzu and S. S. Babalola, "Examining psychological capital of optimism, self-efficacy and self-monitoring as predictors of attitude towards organizational change," *Int. J. Eng. Bus. Manag.*, vol. 11, p. 1847979019827149, 2019.
- [57] S. Kosasi, C. Lukita, M. H. R. Chakim, A. Faturahman, and D. A. R. Kusumawardhani, "The Influence of Digital Artificial Intelligence Technology on Quality of Life with a Global Perspective," *Aptisi Trans. Technopreneursh.*, vol. 5, no. 3, pp. 24–34, 2023.