



Building Readiness to Change in Organization through the Role of Affective Commitment and Personal Characteristics

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Received : July 9, 2024

Revised : September 20, 2024

Accepted : October 4, 2024

Online : October 8, 2024

Abstract

Human Capital as an intangible asset is the key to building Readiness for Change (RTC), which is rooted in Self-Efficacy (SE) and Job Satisfaction (JS), which in several previous studies were not significant. Human capital refers to the role of Individuals as important agents in organizations based on the existence of Personal Characteristics (PC) that facilitate the achievement of SE and JS to improve RTC. The purpose of the study is to offer Affective Commitment (AC) as mediating variable in the nexus between SE and JS. This study uses a quantitative approach with 124 school principals in Indonesia, employing Structural Equation Modeling (SEM) to examine Affective Commitment (AC) in bridging the gap between SE and JS on RTC. The results of empirical testing using SEM instruments processed with AMOS software show that AC can fully mediate JS ($\beta = 0.614$) on the RTC. However, AC utilizes only part of SE ($\beta = 0.390$) in the RTC. This finding confirms that the best path to building an RTC through PC strengthening is through JS and AC. The principal, in their capacity as an organizational leader, holds a pivotal role in cultivating an environment conducive to fostering self-efficacy (SE) and establishing a cohesive, innovative atmosphere that emphasizes the influence of personal character on job satisfaction. Moreover, it is imperative for the principal to advocate for continuous enhancement of knowledge and expertise through structured training, autonomous learning, and collaborative knowledge-sharing practices. This finding contributes to the body of knowledge in the perspective of commitment from Human Capital.

Keywords: *Personal Characteristics; Self-Efficacy; Job Satisfaction; Affective Commitment; Readiness to Change*

INTRODUCTION

Affective Commitment (AC) is a form of human capital management that has become an interesting subject of study (Piasecki, 2020). AC is individual emotional attachment to the organization so that those who have robust AC can continue their volition involvement (Bazgir et al., 2018), where AC is a deeper commitment from individuals as an agent that encourages Readiness to Change (RTC) (McKay et al., 2013). RTC becomes an organizational need for responding to business turbulence. Business turbulence can be in the form of challenges of technological change, changes in market tastes, regulatory changes, or unexpected conditions, such as business in the pandemic era (Babu & Kumar, 2020; Chonko et al., 2002; Giousmpasoglou et al., 2021; Rathbone, 2012; Weeks et al., 2004). In addition, RTC requires individual support of Self-Efficacy (SE) (Andrew & Mohankumar, 2017) and Job Satisfaction (JS) (Gordijn, 2015). Both SE and JS have robust roots in Personal Characteristics (PC) (Gil-Flores, 2017). PC is a trait that distinguishes an individual from other individuals. These differences in nature promote individual differences in perspectives and abilities to complete tasks (AlKahtani, 2000).

In some studies, PC will influence SE, where SE is everyone's assessment of their respective abilities to do a job (Andrew & Mohankumar, 2017). PC also impacts the presence of JS, where JS is how much a job is perceived positively or negatively by each individual in the organization (Barrera, 2008). PC affiliated with organizational agents is the key to success from a human capital perspective (Mayo, 2000). PC, which is oriented to pro-growth, optimistic, and rooted in the individual's self-identity, will strongly encourage the presence of AC through SE and JS (Burke et al., 2017; Karimi, 2020; Simosi, 2010). The need for PCs in organizations will be relevant to building ACs for teachers in the context of education in Indonesia. Although the object of study used in AC is

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the teacher, the perspective used in this study is the human capital management context. Several geolocation issues related to teachers in Indonesia. First, in regulations issuance on teacher education in Indonesia, the minimum is bachelor's degree and has a competency test based on Law Number 14 of 2005. Second, improving welfare through teacher certification has been ongoing for 18 years. Certification encourages competency strengthening. The two strategic issues are expected to form a pro-growth that improves PC and becomes a key point of stimulation for building AC and its impact on RTC.

The problem in this study is the gap in the understanding of the influence of JS on RTC, which remains inconclusive. There were two differences in opinions from the results of this study. Several studies (Lipińska-Grobelny & Papińska, 2012; Yousef, 2000) have reported no significant effect between JS and RTC. However, this is contrary to studies by Claiborne et al. (2013) and Nugraheni et al. (2019), which stated otherwise. Likewise, the gap inconclusive problems from research results regarding the effect of SE on RTC exist, and contradictory research results currently still need explanation. Some scholars empirically proved that SE does not have a significant impact on RTC (Tuğtekin et al., 2018), while in the study of Andrew and Mohankumar (2017) and Nwanzu and Babalola (2019) showed vice versa.

The research question in this study is whether AC can mediate SE and JS in terms of building a significant influence on RTC. From the perspective of PC studies, it will encourage SE to grow, and PC will also trigger the presence of JS and its impact on RTC through the presence of the AC role (Mangundjaya, 2014). This study aims to empirically test the AC variable to mediate its role in bridging the influence of both SE and JS on RTC. AC is the variable analyzed to become a mediator for antecedents SE, JS, and PC.

LITERATURE REVIEW

Human Capital Perspective

The theory of human capital becomes a key perspective in the context of solving bottlenecks; from the perspective of intangible assets, it will be possible to convert information into knowledge and knowledge into wisdom. Human Capital refers to all traits embedded in humans, including habits, knowledge, social attributes, personality, and creativity, to produce economic value (Hermawan & Suharnomo, 2019; Umiyati et al., 2023).

Personal Characteristic (PC)

Personal Characteristic (PC) consists of two types: biographical traits and personality traits. Biographical traits are difficult to measure but are easily found in personnel files. Examples of biographical characteristics include age, race, gender, tenure, and function. While personality is the behavioral or attitude characteristics individuals show, such as extraversion, emotional stability, friendliness, conscientiousness, and openness to experience, there are other nondimensional measurements, such as locus of control and pessimism (Rothwell & Sullivan, 2005). PC is a trait that is inherent in every individual. Although the PC is difficult to change, the development of experience will make the PC more mature. In addition, the success of an organization in business competition is determined by its individual potential; thus, it is important to explore and improve the potential of the PC. Organizations are expected to have individuals with PC who can survive and respond to the increasingly competitive business challenges. Individuals cannot change their environment, but they can appropriately change their responses to achieve success (Agustina, 2021).

Self-Efficacy (SE)

Self-Efficacy (SE) is defined as a sense of confidence in their own abilities. SE increases depending on the capabilities of the system. For instance, someone who can operate digital

technology is more successful than another who cannot do the necessary work (Roche et al., 2016). SE can be developed in several ways. First, SE is developed through experience. Experience is needed to overcome various obstacles with earnest effort. Individuals will develop resilience by learning from their failure experiences. Second, through social modeling. The purpose of social modeling is to ensure that when individuals see examples of persistent people like themselves who can achieve success, their aspirations and beliefs in their abilities increase. The third method is through social persuasion, namely, persuading each individual to be confident. They are encouraged to measure their success based on their development compared to the success of others. Furthermore, SE can be reinforced by reducing anxiety and building physical and emotional strength (Bandura, 2012).

Job Satisfaction (JS)

Job Satisfaction (JS) is a positive attitude or emotional state toward the evaluation of work experience. JS has several aspects, including satisfaction with abilities, wages, recognition, and relationships with colleagues and supervisors. Each aspect contributes to the overall satisfaction feeling that individuals obtain in their work (Kardam & Rangnekar, 2012). JS forms a good identity for individuals, which affects productivity, turnover, employees, absenteeism, security, stress, and unions. JS becomes a critical issue to be managed in every organization to obtain better results in the future (Amin, 2021; Thiagaraj & Thangaswamy, 2017).

Affective Commitment (AC)

Commitment includes AC, continuance commitment, and normative commitment. In this study, the AC variable as a mediator between PC and JS is discussed. AC is a commitment based on a personal desire to remain attached to the organization. In other words, between individuals and organizations, there is an emotional bond (Moin, 2018).

Readiness to Change (RTC)

Readiness to Change (RTC) is a condition in which every individual in the organization believes that they and the organization can achieve change. This trust means they are committed to change and believe it will benefit the change agents themselves (Øygarde & Mikkelsen, 2020; Weiner, 2020).

PC on SE

Organizations promote individual talent for building SE. Individual talent is inherent in PC, where personal integrity and credibility in solving the challenges of work-life requires building knowledge gained from experience during work as well as a curious character with employees' creativity in looking for new ways and efforts to explore how challenges in work-life can be overcome. Talent is inherent in the way individual works that refers to PC credibility. PC becomes the dominating factor of human resource management because it is related to individuals' mindset and attitude in the context of organizational agents as intangible assets in human capital (Chiu & Chen, 2016). Therefore, the better the PC, the better the SE performance.

H1: PC has a significant effect on SE

PC on JS

The characteristics in each individual are different, so the workload and the results obtained will also differ. Those with longer work experience tend to be less satisfied than those with less work experience. This is because those who are more experienced have a greater burden of

responsibility. In addition, those who are single are significantly more satisfied with their jobs than married ones. This is because married people have other lives outside of work and tend to avoid overtime (Lian & Ling, 2018). PC is an antecedent of JS, where PC is relevant to individual talents representing professional work identity. The professionalism of a teacher, architect, physician, or pilot will encourage them to be satisfied with their work-life. This is in line with self-identity theory, where when the profession is aligned with the talents inherent in the PC, JS will be easier to achieve because individuals work to accomplish work targets and enjoy the work process (Hermawan et al., 2020).

H2: PC has a significant effect on JS

SE on AC

In the human resources management perspective, especially regarding psychological expertise, self-confidence in the form of SE can be easily built in an environment congruent with the individual's vision and mission as an organizational agent (Setyawati et al., 2019). Characters inherent in the vision and mission must be planted with motivating leaders. This environment creates creativity and supports equipment for growing competence in work-life, embodied in the SE concept (Hermawan et al., 2020). The SE will automatically build a robust commitment to engaging the organization as its home. When individuals have a high level of SE, they feel able to perform their tasks effectively, help set targets and goals in the work environment, and solve problems effectively. It will result in higher effort, persistence, and enthusiasm to complete a good job for the organization so that the level of involvement in the organization is high, and in turn, they will be more likely to feel emotionally connected to the organization in the form of AC (Albrecht & Marty, 2020; Orgambidez et al., 2019).

H3: SE has a significant effect on AC

JS on AC

Affective Commitment (AC) is the ideal termination that the organization wants to achieve for individual staff. AC is an unusual form of commitment where individuals are more loyal to their work responsibilities (Hermawan et al., 2020). Organizations with individual AC staff will be more agile because the job description achieved is more than a set productivity cut-off (Lamm & Meeks, 2009). By presenting JS to individuals, the best commitment as AC can be easily realized (Koo et al., 2020). Organizations should try to improve the JS of individuals by increasing salaries and awarding awards or appreciation for their work to make them more committed to the organization (Dinc & Plakalovic, 2016).

H4: JS has a significant effect on AC

AC on RTC

Affective Commitment (AC), which is an instrument in organizational commitment, has a significant impact on RTC (Folorunso et al., 2014). This finding is in line with several studies (Fazio et al., 2017; Kooij & Boon, 2018), which revealed that AC supports organizational members in achieving targets that follow organizational goals and objectives even though they are often hampered by internal or external turbulence. The emotional attachment between individuals and organizations in the form of AC is crucial in the organization's need for change, where individuals become agents of change. Individuals with AC are key drivers of change in the context of human capital. They believe that organizational changes provide benefits throughout the organization

(McKay et al., 2013).

H5: AC has a significant effect on RTC

JS on RTC

The need for change cannot be denied in an organization. The ever-changing internal and external context encourages adjustments within the organization in the form of RTC. The existence of RTC will be relevant to JS, where the urge to be flexible in following the flow of change and anti-change in the organization is built from JS. JS encourages the building of loyalty from identity, conflict, and a good support environment that will make it easier for individuals to facilitate RTC. Likewise, when individuals achieve JS and like the existing conditions, they tend to have an undeveloped nature, the status quo, which becomes an obstacle to RTC. JS has a significant effect on RTC (Squillaci, 2007). JS plays an important role in realizing RTC. Individuals who are satisfied with their work feel more able to accept organizational change (Yousef, 2000; 2017). Positive responses to organizational change can be demonstrated by increasing employees' performance, enthusiasm, and satisfaction with their work (Haque et al., 2012).

H6: JS has a significant effect on RTC

SE on RTC

Organizations promoting RTC will be effective if the SEs accept change. The challenges of technological change today require individuals in organizations to have high levels of SE. Optimism built through the independence of why current work problems are anticipated encourages individuals to prepare themselves for increasingly complex future work challenges. Strengthening skills and knowledge capabilities will build the optimism inherent in SE. SE reduces negative feelings such as rejection, avoidance, doubt, anxiety, and inability to deal with change (Alnoor et al., 2020).

H7: SE has a significant effect on RTC

The literature review represents the theoretical essence of each article. The purpose of a literature review is to "look again" at what other researchers have done on specific topics. A literature review is a means to an end, namely, to provide background to and serve as motivation for the objectives and hypotheses that guide one's own research. A good literature review should not merely provide a summary of previous relevant research; the researcher is also expected to critically evaluate, re-organize, and synthesize the work of others.

RESEARCH METHOD

This study used primary data. Primary data are data that are directly processed and examined by researchers from the objective of the research. The method used by the researcher was distribution of questionnaires by using the non-self-assessment method. This method directs respondents to complete the questionnaire (Botelho et al., 2024). A total of 130 teachers from various cities in Central Java, Indonesia, participated in this study. Of these, data from 124 respondents were deemed suitable for analysis. The selection of respondent eligibility is based on experience and job qualifications, where the respondents are school principals who have at least three years of experience in their respective positions. Principals, in particular, play a crucial role in shaping school environments and promoting teacher efficacy, while teachers experience the direct impact of organizational culture on their job satisfaction. This study uses an analytical tool

called the Structural Equation Model (SEM), which is processed using AMOS. SEM is selected due to its ability to analyze complex relationships between multiple latent variables simultaneously, allowing for a comprehensive understanding of both direct and indirect effects (Hair et al., 2014). Given the study's purpose of introducing Affective Commitment as a mediating variable between SE and JS, SEM is particularly suitable as it can assess mediation paths more effectively than traditional regression techniques. Referring to Hair et al. (2014) then the number of indicators in each construct is 75 (15 * weight 5); thus, the sample is sufficient for calculations in this study.

FINDINGS AND DISCUSSION

Table 1 revealed that the education level of most of the respondents is bachelor's degree, which is 66.9%, and there are seven missing data. reflecting a well-educated sample with a strong grasp of both pedagogical and organizational principles. Although seven cases of missing data were observed concerning respondents' education levels, this minor limitation is not expected to affect the robustness of the findings. Most respondents have held their profession for more than five years, thus providing sufficient professional experience. This level of experience is important because it allows respondents to offer more informed insights into the relationships between Self-Efficacy, Affective Commitment, and Job Satisfaction. The combination of their education and experience strengthens the reliability of the findings.

Table 1. Respondent's Characteristics

	Amount	Percentage
Respondent's Education		
Associate Degree	1	0.8%
Bachelor's Degree	83	66.9%
Graduate Degree	1	0.8%
Missing Data	7	4.52%
Respondent's Working Length		
≤ 5 years	46	37,1%
6-15 years	60	48,4%
> 15 years	17	13,7%

Source: Processed primary data

Measurement

The measurement used in this study was the Likert-type scale with a range of 1-10, where the greater the number filled out the statement, the more agree the respondent is to the statement in the questionnaire (South et al., 2022). Before data are ready to be analyzed, it is necessary to perform a confirmatory factor analysis (CFA) on each construct variable. There are four variables to be tested in this study: PC, SE, JS, AC, and RTC. The number of samples ready to be analyzed was calculated from 130 respondents minus the outlier data. The number of outlier data is obtained from the number of data that has been successfully cut based on p1 and p2, which has a value of 0.000 at the Mahalanobis distance. The following analysis results are presented in the table, which demonstrate that the CFA model is fit. Validity is indicated by a loading factor value above 0.5, which means that all construct indicators in the model are valid, and reliability is indicated by Construct Reliability (CR) and Average Variance Extracted (AVE), all of which have values above 0.6 (Hair, 2011).

Table 2. Confirmatory Factor Analysis (CFA)

Description	Loading Factor	Construct Reliability	Average Variance Extracted
PC (Guerrero et al., 2008)		0,812	0,664
The knowledge gained thus far can address the challenges of work-life.	0,760		
My experience helps me complete routine work tasks.	0,740		
I like to explore new ways to make work easier.	0,880		
SE (Choi, 2005)		0,742	0,611
I can understand current issues in the work-life.	0,650		
I believe I can solve problems at work.	0,850		
I have the independence to solve problems at work.	0,830		
JS (Chiang & Hsieh, 2012)		0,709	0,583
This job makes me happy.	0,750		
I do not have any conflicts in my family related to my job.	0,750		
I am satisfied with my work environment.	0,790		
AC (Mowday et al., 1979)		0,730	0,600
The organization is my home.	0,840		
I commit to completing the assigned work to completion.	0,710		
I will commit to always accepting various assignments.	0,770		
RTC (Neves, 2009)		0,790	0,656
I am ready to change in line with the development of organizational strategies.	0,820		
I am ready to change in responding to the dynamics of technology as a challenge in my work-life.	0,840		
I am ready to change through the experience of my mistakes and colleagues.	0,770		

Source: Processed primary data.

Before building the fit model, the Goodness of Fit (GoF) test is carried out first for each variable to determine the causality of the concept, as shown in Table 3.

Table 3. Goodness of Fit (GoF) CFA

Variabel	Chi-Square	Prob \geq 0.05	df	CMIN/DF \leq 2.00	RMSEA \leq 0.08	GFI \geq 0.90	AGFI \geq 0.90	TLI \geq 0.95	CFI \geq 0.95
PC	0,006	0,936	1	0,006	0,000	1,000	1,000	1,020	1,000
SE	0,778	0,378	1	0,778	0,000	1,000	1,006	1,006	1,000
JS	0,018	0,893	1	0,018	0,000	1,000	0,999	1,025	1,000
AC	0,081	0,775	1	0,081	0,000	1,000	0,997	1,024	1,000
RTC	1,644	0,200	1	1,644	0,071	0,992	0,950	0,987	0,996

Source: Processed primary data.

Based on the results of the CFA test described in the table above, the GoF obtained for each variable construct met the requirements so that it can be concluded that the data are feasible for further analysis (Hair et al., 2014). The method used to analyze the data in this study is the Structural Equation Model (SEM) analysis. The initial step in this SEM analysis is to develop a

construct for each variable and indicator. Then, a CFA test is performed to obtain the fit model. Then, all the variable models were combined according to the model design, as shown in Figure 1.

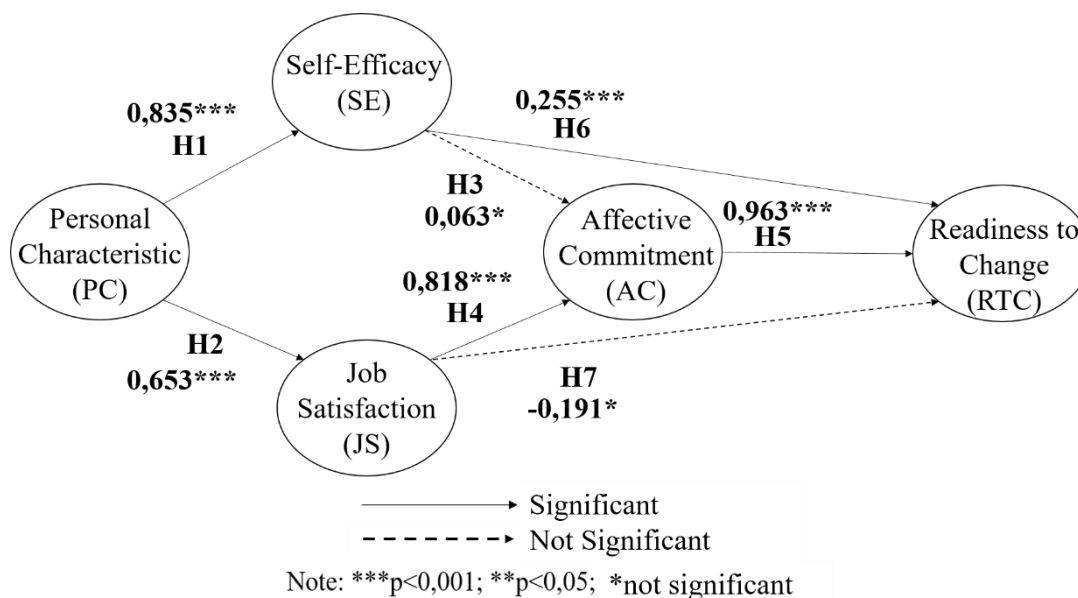


Figure 1. Result of the Analysis Model

Based on the full model data processing shown in Figure 1, it is obtained GoF in Table 4. Table 4 shows the Goodness of Fit (GoF) indices, indicating a good overall fit for the full model (Hair et al., 2014). The Chi-Square value of 97.377 ($p = 0.091$) and CMIN/DF of 1.217, along with an RMSEA of 0.042, suggest that the model closely aligns with the observed data. Additionally, the high TLI (0.979) and CFI (0.984) values further confirm the model's strong fit for analysis.

Table 4. Goodness of Fit (GoF) of the Full Model

Chi-Square	Prob	df	CMIN/DF	RMSEA	GFI	AGFI	TLI	CFI
97,377	0,091	80	1,217	0,042	0,911	0,866	0,979	0,984

Source: Processed primary data.

Table 5 presents the results of the validity and reliability tests that were carried out by the researchers in which the five variables were valid and reliable. The results show that SE has a significant direct effect on RTC of 0.315, and SE on AC is not significant with a direct effect of 0.071. AC cannot mediate the relationship between SE and RTC. In addition, the results for the relationship between JS and RTC are not significant, with a direct effect of 0.197; thus, the AC variable can mediate the research gap.

Table 5. Direct, indirect, and total effects

Effects of Endogenous Variables	Direct Effects	Indirect Effects	Total Effects
Effects of SE			
H1: PC	0,693		0,693
Effect of JS			
H2: PC	0,651		0,651
Effects of AC			
H3: SE	0,071		0,071
H4: JS	0,767		0,767

Effects of Endogenous Variables	Direct Effects	Indirect Effects	Total Effects
Effect of RTC			
H7: SE	0,315	0,075	0,390
H8: JS	-0,197	0,811	0,614

Source: Processed primary data.

Referring to Figure 1, Hypothesis 1 is accepted. PC has a significant effect on SE. PC refers to an individual talent elaborated from past experiences that provides useful knowledge to complete current jobs (Cerdin et al., 2022). This deeply rooted capability with talent builds individual integrity and agility. The capabilities of the PC encourage optimism in solving various problems at work independently. This capability also helps individuals understand current work-life issues; in the end, the capabilities in PC will have a significant influence on the formation of SE. The knowledge and experience gained by each individual will affect their self-confidence in completing certain tasks. In addition, individuals who are active in exploring new ways to complete their work will be more confident in solving problems in their work independently.

Hypothesis 2 is supported because PC has a significant effect on JS. Someone who has sufficient knowledge and extensive experience will have easy job completion options. On the other hand, a personal character who likes exploring new ways to make work easier encourages JS to achieve. A good PC will make it easier for individuals to face obstacles and challenges so that their lives outside work are not affected by the problems they face and job satisfaction can be achieved. The results of this study are in line with previous research (Menon & Athanasoula-Reppa, 2011), which found that individuals with more than five years of experience have higher job satisfaction than individuals with less than five years of experience in active participation in the work environment.

Hypothesis 3 is rejected. SE had no significant effect on AC. This is in line with research of Albrecht and Marty (2020), an individual who can understand problems in work-life well and can solve various problems in the workplace, does not necessarily have AC for the organization, and is only limited to carrying out work routinely or in the context of a level context. Commitment is a normative or continuous commitment (Ahmad, 2018). Organizations that build AC do not just build SE at the individual level; therefore, this hypothesis is rejected.

Hypothesis 4 is accepted that JS significantly affects AC. When individuals have a sense of happiness in performing their work, do not have conflicts with their families, and the environment they work in creates a supportive atmosphere, the AC will wake up. Individuals will have deeper AC when working and will give their best loyalty to their work. The results of this study are supported by study of Malik and Waheed (2010) that show that managers who are happy with their work are committed to staying in the organization and not job-hopping. Furthermore, individuals with JS in line with their identity and talents form job identity satisfaction (Hermawan et al., 2020) that strengthens their AC.

Hypothesis 5 is accepted that AC has a significant effect on RTC. When the AC is built, the individuals acting as agents of the organization strengthen their commitment to finishing various job demands. Individuals will put their best efforts into completing work targets with good response times. This commitment will encourage the organization to be ready to change in line with its organizational strategy, overcome the challenges of changing the world of technology, and solve various problems by learning from experiences and mistakes from the past. In addition, when experiencing a transition period in organizational change, the tasks assigned to individuals are usually far more extensive. Individuals with AC will become agents in the organization used to smooth the transition from one type to another. AC corrects the frictions between organizations that arise because of changes. Those who are high will be ready to accept and remain enthusiastic

about their tasks. In a study (Soumyaja et al., 2015), AC was the best predictor of RTC.

Hypothesis 6 holds that SE has a significant effect on RTC. When individuals build self-confidence, their optimism is also awakened. Confidence in work-life is relevant to the ability to understand current issues, complete assigned work, and be independent when facing difficult work-related problems. This SE will build individual readiness to anticipate and face changes in work-life (Shivers-Blackwell & Charles, 2006). SE helps individuals provide many options for solving various work-related problems that lead to attitudes that facilitate RTC. With the availability of various problem-solving options, an attitude of optimism is developed so that individuals are more flexible in responding to organizational strategies that respond to changes, such as technology, regulation, and competition. RTC also responded optimistically through the presence of past problems as learning material in the future.

Hypothesis 7 is rejected. JS had no significant effect on RTC. Each individual feels happy with their job, receives work support from their family, and is satisfied with their work environment. On the other hand, satisfaction in the context of JS has two sides, where, in addition to loyalty and encouragement to grow forward, JS also creates comfort from the status quo. Individuals like the conditions as they are from the organization; therefore, when the organization needs change, JS often becomes an obstacle because it is afraid that change will make it difficult (Christl et al., 2010; Oreg et al., 2011). These factors explain why JS has no significant effect on RTC (Yousef, 2017).

CONCLUSIONS

AC is a strategic key to building RTCs from a human capital perspective. The implication is that the principal, as an organizational leader, can create an environment that encourages the presence of SE and a creative and cohesive environment that encourages the role of personal character in creating job satisfaction. The managerial implication of this is that the principal should encourage increasing knowledge and experience through various forms of training, self-taught learning, and sharing knowledge in groups. The knowledge acquired in the teacher HR entity is the key to building SE, creating JS, building AC, and facilitating the presence of RTC. One example is the feeling when online learning is a solution to the limitations of the COVID-19 pandemic. Teachers with high SE think that the online learning process is a good choice because current technology can share documents, photos, and videos and provides a platform to meet online to carry out learning activities smoothly. Meanwhile, teachers with low SE are more anxious about the results of their lessons because they are not ready for the changes that may occur, and they become an obstacle to RTC in the organization (Naji et al., 2020).

This study empirically proves that the AC variable successfully mediates the relationship between JS and RTC. Organizations should develop individuals with AC obtained through the role of PCs that provide a stimulus to the presence of JS. The establishment of JS will strengthen individual ACs in organizations, leading to RTC support. AC has not been able to fully mediate the role of SE on RTC. SE has no direct effect on AC. In the model offered, to build an RTC in an organization through the role of an AC, the organization should recruit employees with good talents and PCs. It will make it easier for organizations to build JS, where an identity that matches their talents will drive deeper commitment to achieve AC.

LIMITATION & FURTHER RESEARCH

There are limitations that need to be highlighted in the results of this study. The AGFI value was 0.866, which should be above the cutoff of 0.9. However, this value is still acceptable because the other goodness-of-fit has met the proper requirements. In addition, AC, which was previously thought to mediate SE and RTC, was unsuccessful because there was no significant effect between SE and AC. Next, research can be conducted by providing variables that mediate SE and AC. This

research is included in a cross-sectional study, so longitudinal research can also be carried out using the same variables to obtain more accurate research results. Besides that, although the perspective used is HR-Human Capital, the sample in this study is teachers in the academic field. Thus, further studies need to be carried out across fields such as entrepreneurship, comprehensive enterprise, and nonprofit organizations.

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