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THE EFFECT OF TRANSFORMATIONAL LEADERSHIP OF EDUCATION CENTER COMMANDERS TOWARDS READINESS FOR CHANGE IN EDUCATORS AT THE INDONESIAN ARMY EDUCATION CENTER

Hadi Guntoro¹, Endah Andriani Pratiwi²

Faculty of Psychology, General Achmad Yani University
Cimahi, West Java, Indonesia 40531

hadi.7111181200@gmail.com¹, endah.andriani@lecture.unjani.ac.id²

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Abstract

The Indonesian Army (*Tentara Nasional Indonesia Angkatan Darat* or TNI AD) must have good quality education to face challenges in the era of the industrial revolution 4.0, so military educators must be ready to change and develop learning innovations that are in line with the current needs of the Indonesian National Armed Forces (TNI). Transformational leadership is the most appropriate leadership style for change effectiveness. This study focuses on how transformational leadership affects educators' readiness to change learning methods. This research is a deductive quantitative research using a non-experimental design with a causal type of research. The research subjects are 174 military educators. The primary data collection strategy was a questionnaire. The questionnaire is an adaptation of Angela Ganni's questionnaire based on the theory of Bass & Riggio for transformational leadership while the readiness of the educators for change is based on the theory of Holt. Data analysis using multiple regression and descriptive statistics. The results showed that transformational leadership has no significant effect on military educators' readiness to change. Leaders did not give personal attention and treated each member individually. Most of the military educators' readiness to change was found in the medium category.

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INTRODUCTION

The Indonesian Army (TNI AD) has the main task of upholding sovereignty and maintaining the territorial integrity of the Republic of Indonesia. Based on Pancasila and the 1945 Constitution of the Republic

of Indonesia, protecting the entire nation and the entire homeland of Indonesia from threats and disturbances to the integrity of the nation and state (Wibowo & Pratiwi, 2021).

According to Prihanto (2017), Those

military educators are an integral part of TNI educational institutions. At the Indonesian army education center, there are military teachers and trainers. A military teacher is a member of the military who is considered the master and can convey his knowledge to others. Meanwhile, trainers are educators other than military teachers who are in the non-commissioned ranks and teach in outdoors.

Meanwhile, according to Supriyatno (2019) that TNI AD must excel and have a high-quality education to face the challenges of the industrial revolution 4.0. The process of education and training for TNI AD must take advantage of information technology and digitization to obtain its intended benefit, which is educational efficiency. TNI AD must be able to interact with fellow soldiers who were originally 100% humans but are now 50% robots and even face 100% robots, which must also be improved to manpower the latest military technology. Such as the use of unmanned systems, both in the form of robots and artificial intelligence and cyber defense. The next quality of TNI AD that must be improved is academic ability, both in the methods of thinking and communication. The quality of methods for thinking scientifically always uses a scientific perspective in carrying out military operations. While communication skills are required, the use of international languages is encouraged. So, the description above is in line with Puspen Markas Besar Tentara Nasional Indonesia (2017) which states that this is a challenge for military educators to produce human resources, especially TNI AD to become reliable and qualified soldiers. So that the existence and performance of an educator will determine the success of education, educators must be ready to change and seek learning innovations, which are needed by the TNI AD.

As stated by the Pusat Pendidikan Artileri Medan (2022) to respond to the challenge of increasing modern changes and advancements in the army

environment, the Indonesian army education center carried out an innovative development of existing learning methods by using technology both through hardware, which is physical equipment, and software, which are programs or applications that can be used on computers, smartphones, or laptops, in the hope of increasing the role of educators and students in interacting during the teaching and learning process. The innovations that were carried out not only completed the entire class set, which is one of the components of education, but also improved educators' quality and learning methods, which did not make the students bored.

Robbins & Judge (2013) stated that factors must be carefully considered before making changes for efforts to be effective and lead to resistance. Individuals in the organization play an important role in organizational change because the organization is made up of individuals who work together to achieve the goals. Change is not easy for organizations to implement because every organization is conservative. Meanwhile, Holt (2002) stated that readiness to change is the belief of organizational members that they can implement the proposed change (change-specific efficacy) and that the proposed change is appropriate to implement (appropriateness), where the leader is committed and supports the proposed change (management support) and the proposed changes will provide benefits for members of the organization (personal valance).

In previous research that has examined the effect of transformational leadership on readiness to change, the results of this study have been contradictory. The gap can then be classified as a type of contradictory evidence gap. Several studies have shown that transformational leadership affects the readiness for change, such as research conducted by Rindipati & Hinduan (2021) which shows that transformational leadership has a significant effect on

readiness to change. Meanwhile, another study found no effect, such as Susyanto (2019), which found that transformational leadership has no significant effect on readiness to change.

Holt (2002) stated that an individual's readiness to change is an overall attitude that is simultaneously influenced by situations. For example, work procedures, technology, structure (the content), how the change is implemented (the process), the circumstances in which the change will occur (the context), and the characteristics of individuals that need to be changed (the individuals) involved in a change. Xu, Hartini, & Marpaung (2018) stated that one of the most frequently encountered factors in change readiness is the importance of leaders who can enable their followers to follow the changes that occur under transformational leadership. This opinion is also supported by Herold, Fedor, Caldwell, & Liu (2008) who stated that transformational leadership is leadership that is very appropriate for the effectiveness of organizational change. Through transformational leadership, leaders can encourage and inspire their members to achieve outstanding performance by empowering and aligning individual goals with organizational goals and objectives. Hidayat, Inkiriwang, & Tjahjono (2018) stated that over the last two decades, militaries around the world have become modern military organizations, including the TNI AD, and most modern armies combine transactional and transformational leadership.

Meanwhile, Burns (1978) stated that transactional and transformational leadership are different styles of leadership. Transformational leadership is leadership that calls for moral values from members to increase their awareness of ethical issues and mobilize their energy and resources for institutional change. While transactional leadership is leadership that conducts transactions that motivate members by calling for their interests. Of course, different leadership styles are required in

different situations, missions, and organizations. Military leaders must be able to communicate with different groups of subordinates because differences between generations can have an impact on how military leaders carry out their leadership. The next generation tends to have more modern characteristics than the previous one, so it seems that this will be a further challenge for the TNI AD, which is currently in the process of transforming into a modern military organization.

Bass & Riggio (2005) stated that transformational leaders are leaders who can influence their members to reduce resistance by providing motivation and inspiration to put personal interests aside for the sake of the organization, realizing the importance of changes to be made and the values of change, and helping members strive for a higher level, like self-actualization. Transformational leadership is the process by which people engage with others and create relationships that increase motivation and morale in leaders and members. Xu et al. (2018) stated that transformational leadership is leadership behavior that occurs when leaders use their charisma to change and revitalize the organization, transformational leadership is leadership that has social characteristics, has a vision, can inspire and care for its members, and creates relationships that increase motivation and morality in leaders and members.

Robbins & Judge (2013) suggested that the aspects of transformational leadership are (1) ideal influence, which provides vision and mission, instilling pride, and gaining respect and trust; (2) inspirational motivation, which is communicating high expectations, using symbols to focus efforts, and stating important goals in simple terms; (3) intellectual stimulation, is increasing intelligence, rationality, and careful problem solving; and (4) individual considerations, is giving personal attention. Treating each member individually, as well as training and providing advice.

This study has the purpose to seek

whether there is a partial or simultaneous influence between transformational leadership on readiness for change and how the contribution of transformational leadership variables that affect readiness for change is perceived by educators at the Indonesian Army Education Center.

METHODS

This study uses quantitative research methods. The design of this study used a non-experimental research design where the research did not provide treatment. The approach used in this study is a deductive approach, which begins with reasoning that moves from general conditions to specific situations presented using axioms, principles, and postulates whose truth is known or believed and ends with a more specific conclusion or new knowledge (Sugiyono, 2013). The main data collection technique used is a questionnaire method via a google form. The data obtained was input into the Statistical Program for Social Science (SPSS) version 25. Multiple regression and descriptive statistics were used in the data analysis.

Subject

In this study, the institution serving as the locus of research will be referred to as the Indonesian Army Education Center X. The population involved was 174 educators at the Indonesian army education center X. Meanwhile, to determine the research sample, the sampling technique used is total sampling, which means that all members of the population are sampled. Thus, it can be said that the sample used consists of 174 educators.

Instrument

The transformational leadership measurement tool used is a measuring instrument that has been modified from the measuring tool created by Ganni (2017) based on the theory of Bass & Riggio (2005) which consists of 19 items of the transformational leadership measurement tool. Meanwhile, the readiness for change

measurement tool used is a measuring tool modified from a measuring tool made by Ganni (2017) based on the theory of Holt (2002) which consists of 21 items of the readiness for change measurement tool.

The validity test tested the extent to which the test was carried out to reveal the theoretical constructs to be measured. The evidence based on the internal structure is used to determine the extent to which the internal components in a test follow the conceptual definition and operational definition of the variable and use confirmatory factor analysis (CFA) techniques using Jeffreys's Amazing Statistics Program Application (JASP application) version 0.14.1. If the value of Std. Est. (all) 0.5, then the statement item is declared valid, while the reliability can be stated as reliable if the coefficient value is 0.7 (Yudistira, 2017)

Procedure and Data Analysis

Furthermore, the questionnaire was distributed via google form and carried out classically by giving verbal instructions so that filling out the questionnaire was more focused. The instruction meant that leadership was the leadership of the education center commander and readiness to change educators in changing learning methods the commander of the Indonesian army education center X, as stated in the organizational structure of the Indonesian army education center X, the leadership echelon consists of the commander of the education center and the deputy commander of the education center. The position of commander of the education center is held by a high-ranking army officer with the rank of brigadier general. Then, the data that has been collected will be processed into the main data in this research activity.

In addition, multiple linear regression analysis was also carried out using SPSS version 25. Multiple linear regression analysis is used to determine whether there was an influence between the independent variables on the dependent variable and to determine the magnitude of the influence of

each independent variable on the dependent variable contained in the equation.

The simultaneous test (F-test) was used to determine the effect of independent variables on the dependent variable, while the partial (t-test) was used to determine the effect of each dimension of transformational leadership on readiness to change (Wijaya & Budiman, 2016). If the significance value is less than 5%, then the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected, which means that the independent variable simultaneously or partially affects the dependent variable and vice versa (Wijaya & Budiman, 2016)

RESULT AND DISCUSSION

Validity test

Based on the results of the validity test of the transformational leadership measurement tool, the results obtained from the 21 items above have an Std value. Est. (all) 0.5, then the items in this statement are declared to have good item quality. The results of the validity test of the tool obtained from the 19 items above have an Std value. Est. (all) 0.5, then the items in this statement are declared to have good item quality.

Reliability Test

Based on the results of the reliability testing of the transformational leadership measurement and the readiness for change measurement, Cronbach's point estimate on the transformational leadership measurement tool is 0.925, and Cronbach's point estimate is 0.937, so the two measuring instruments are declared reliable.

Assumption Test

The normality test was carried out using the Kolmogorov-Smirnov test statistical method. The results of the normality assumption test showed that the research data were normally distributed ($p > 5\%$). Furthermore, the linearity test was carried out using the test of linearity, and the results

of the linearity test showed that the assumption of linearity between the independent variable and the dependent variable was met. In addition, there is no multicollinearity between independent variables. Finally, the heteroscedasticity assumption test can be seen by looking at the distribution of the data on the scatter plot. The results show that there is no heteroscedasticity, where the residual variance from one observation to another is fixed.

Hypothesis Testing

It can be seen in Table 1 that ($p > 0.05$) and that, simultaneously, transformational leadership does not affect educators' readiness to change at the Indonesian army education center X. Based on Table 2, it can be seen that if the adjusted R square value is (-0.014) or (-1.4%), then the transformational leadership variable simultaneously does not have a significant contribution to the readiness to change in educators in the Indonesian army education center X. Based on Table 3, it can be seen that the p-value for each dimension ($p > 0.05$) indicates that the results of the analysis of each dimension of transformational leadership do not affect readiness to change.

Discussion

Simultaneous transformational leadership has no significant effect on educators' readiness to change. Furthermore, each dimension of transformational leadership has a limited effect on readiness to change, and transformational leadership does not affect readiness to change among educators at the Indonesian army education center X. The analysis regarding the cause of the ineffectiveness of transformational leadership on the readiness to change in educators in the Indonesian army education center X is probably correct because, based on the results of the transformational leadership variable categorization, it shows that most of the educators in the Indonesian army education center X as many as 121

people (69.5%) perceive a moderate level of transformational leadership. So it can be interpreted that educators view the leader as a figure who can increase enthusiasm in work, be able to increase the confidence of subordinates in carrying out the tasks and goals of the group, and be able to increase the efforts of members to be more innovative and creative in their work, but who is not optimal in applying the dimensions of individual consideration, such as providing personal attention and treating each member individually, as well as training and providing advice in implementing change.

According to Bass & Riggio (2005), to become a transformational leader, a leader must have four dimensions of transformational leadership. The four dimensions are idealized influence, charisma, inspirational motivation, intellectual stimulation, and individual consideration. Based on the results of the categorization of the readiness to change, it shows that most of the educators in the Indonesian army education center X as many as 123 people (70.7%) have a level of readiness to change at the medium level, so it can be interpreted that the military educators in the Indonesian army education center X are capable of carrying out tasks related to change, such as implementing new, more creative ways of working in teaching and being able to take advantage of the latest technology, such as using computers, smartphones, and laptops. Military educators believe that the leader supports and is committed to carrying out the proposed changes so that they are more confident in implementing them.

However, as many as 22 people (12.6%) have a level of readiness to change in the low category, so it can be interpreted that the educators have accepted and believe that the changes made are appropriate because they believe that the organization will benefit from the implementation of the changes and they believe in the skills possessed to get the job done but not related to change.

The results of the categorization of the readiness to change follow the results of follow-up interviews with five educators regarding the readiness to change, which show that three educators have a level of readiness to change at the medium level. They stated that changes to learning methods have been made since September 2019 and that learning methods are still in the development stage; only 10 classes out of a total of 24 are implemented, then from existing facilities such as software and hardware that are only found in the officer and non-commissioned classrooms, because the target for the change in learning methods is indeed aimed at the officer and non-commissioned ranks. The three educators feel that they can carry out tasks related to changing learning methods because they are already accustomed to using advanced technology such as smartphones, computers, and laptops.

They assessed that with these changes, the current teaching and learning process has become more transparent and facilitates the learning process. Because all students and education staff are under its supervision, complaints and information needed can be accessed directly on the website. Besides, they see these changes as opportunities to improve their skills. They enthusiastically participated in the training and socialization regarding the change in the learning method and felt that the change made their job easier.

While the results of interviews with two educators who have the readiness to change in the low category state that the older generation of educators is indeed less able to operate the latest technology because they do not understand the application of the technology and still feel comfortable with the old way of working compared to the previous generation, new ways of working that utilize more technology, such as software and hardware. On the other hand, there is still a lack of operators who can operate the website system and carry out their duties. Because the operator does not work 24 hours a day, there are

sometimes delays, and it appears that they are slow in completing their tasks, such as uploading the results of recap scores and handling a complaint message.

According to Hanpachern, Morgan, & Griego (1998), if employees are not ready

to change, they will not be able to keep up with the change and will struggle with the speed of organizational change that occurs. Therefore, to support the process of organizational change, individuals in the organization must be ready to change.

Table 1. ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36,927	4	9,232	,382	,821 ^b
	Residual	4083,102	169	24,160		
	Total	4120,029	173			

a. Dependent Variable: Readiness for Change

b. Predictors: (Constant), Individual Consideration, Inspirational Motivation, Idealized Influence Charisma, Intellectual Stimulation

Source: SPSS 25 Data Processed by Author, 2022

Table 2. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,095 ^a	,009	-,014	4,915	1,519

a. Predictors: (Constant), Individual Consideration, Inspirational Motivation, Idealized Influence Charisma, Intellectual Stimulation

b. Dependent Variable: Readiness for Change

Source: SPSS 25 Data Processed by Author, 2022

Table 3. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	62,074	6,791		9,141	,000
	Idealized Influence Charisma	,025	,274	,007	,090	,928
	Inspirational Motivation	,110	,158	,055	,695	,488
	Intellectual Stimulation	,252	,261	,078	,966	,336
	Individual Consideration	,065	,177	,029	,367	,714

a. Dependent Variable: Readiness for Change

Source: SPSS 25 Data Processed by Author, 2022

CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS

Simultaneous and partial transformational leadership has no significant effect on readiness to change because some educators are still not used to the new way of working due to changes in learning methods and because the Indonesian army education center's facilities are still maximized due to a total of 24 classes. 10 classes have implemented the new learning methods. Besides that, the leadership of the Indonesian army education center X is still not optimal in applying the dimensions of individual consideration, even though to be able to become a transformational leader, one must be able to apply every dimension of transformational leadership.

This study does not discuss other factors that affect readiness to change in educators at the Indonesian army education center X other than transformational leadership, so the suggestion is that further research is conducted to examine other factors that can affect readiness to change besides transformational leadership.

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Appendix

Transformational Leadership Questionnaire

1. I imitate the behavior of the commander so that my performance is getting better.
2. I think my commander is able to set a good example for his subordinates.
3. All members highly respect the commander of the education center.
4. I admire the education center commanders who are able to bring about changes in learning methods.
5. The education center commander communicates the importance of vision, mission, and values in the organization.
6. The behavior displayed by the commander of the education center made me even more enthusiastic about work.
7. The ability of the education center commander to lead can encourage his subordinates to work harder.
8. The commander of the education center was very enthusiastic when I expressed my high curiosity.
9. I believe the strategies implemented by the commander of the education center can bring the organization in a better direction.
10. The commander of the education center made me more confident in carrying out the group's goals.
11. The commander of the education center provides encouragement so that subordinates are more creative and innovative in completing tasks.
12. The commander of the education center highly values subordinates who have different views.
13. The commander of the education center is able to encourage his subordinates to come up with new ideas for carrying out their duties.
14. The commander of the educational center gave me the opportunity to carry out my duties in a new, more effective way.
15. The commander of the education center tries to encourage his members to achieve maximum work performance by giving appreciation in the form of awards.
16. The commander of the education center facilitates the needs of subordinates for achievement.
17. The commander of the education center knows the extent of the capabilities of each of his subordinates.
18. The commander of the education center wants to be directly involved in helping members who experience difficulties at work.
19. The commander of the education center wanted to ask about my personal condition.
20. The commander of the education center is willing to involve his subordinates in decision-making.
21. The commander of the education center is willing to listen to my advice.

Readiness for Change Questionnaire

1. Now is the right time to make changes to learning methods.
2. I accept the changes in learning methods that are happening in the organization today.
3. I feel confident about changing the learning method because I think it's the right decision.
4. The proposed learning method changes will make the organization more successful.
5. The benefits for the organization will be even greater if changes in learning methods are implemented.
6. Changes in learning methods make organizations more efficient as a whole.
7. I feel unsure about my abilities when carrying out assignments related to changes in learning methods.

8. I have skills that support me in carrying out my work related to changes in learning methods.
9. It is difficult for me to do additional tasks that arise due to changes in learning methods.
10. I have skills that support the process of changing learning methods.
11. The commander of the education center emphasized to his subordinates the importance of changing learning methods.
12. I think the commander of the education center really supports me in making changes.
13. The commander of the education center is responsible for efforts to change learning methods.
14. The commander of the education center did not facilitate the learning method change program that was carried out.
15. The proposed changes to the learning method make it easier for me to work.
16. Changes in learning methods carried out by the organization made me more comfortable carrying out work activities.
17. I believe that the change in learning methods proposed by the organization can provide opportunities for advancement in my career.
18. I am worried that I will lose my position due to changes in the learning method carried out by the organization.
19. My knowledge and insights are growing with changes in learning methods.