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The Influence of Self-Regulation on Early Childhood Education Teachers' Readiness for Curriculum Change in Indonesia

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Abstract
The challenges of implementing new curricula, such as insufficient infrastructure, high parental expectations, and varying levels of teacher quality, have left many early childhood education (PAUD) teachers unprepared for curriculum changes. Teachers often face difficulties adapting to new instructional materials, revising learning plans, updating teaching processes, and aligning assessments with curriculum requirements. Curriculum transitions are a global phenomenon, posing challenges for educators in various contexts. This study explores the influence of self-regulation on PAUD teachers' readiness for curriculum change in Indonesia. Using a quantitative approach with simple linear regression analysis, data were collected from 113 teachers selected through quota sampling based on calculations using the G*Power software (α = 0.05, power = 0.95, effect size f = 0.15). Validated instruments assessed self-regulation and readiness for curriculum change, ensuring cultural and linguistic relevance. Results from SPSS analysis demonstrated a significant positive relationship (p = 0.001, CI: 1.031–1.934) between self-regulation and readiness for curriculum change. Teachers with higher self-regulation exhibited greater adaptability and competence in meeting the demands of curriculum updates. This study highlights the pivotal role of self-regulation in enhancing teacher readiness, enabling educators to address challenges, develop new skills, and align their practices with curriculum requirements. The findings underscore the need for professional development programs to foster self-regulation and institutional support to facilitate smooth transitions during curriculum reforms. Future research should adopt longitudinal designs to explore the dynamic processes of teacher readiness over time and across diverse educational settings.

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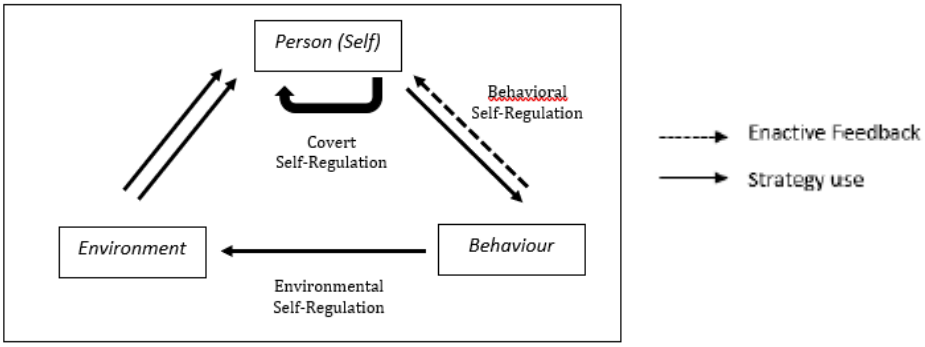
Introduction
The ability of teachers to adapt to curriculum changes is essential in ensuring the successful implementation of educational reforms, especially in the context of rapidly evolving global education standards. Recent global education agendas emphasize that curriculum transformation is pivotal for achieving holistic student development (Correia et al., 2020; Zweeris et al., 2023). However, readiness for such changes is often hindered by resistance, lack of resources, and the increasing complexity of pedagogical demands (Kongen & Jaya, 2019; Nelson & Voithofer, 2022). For early childhood education (ECE) teachers, the challenges are amplified due to the delicate developmental stage of their learners and the demand for creative and adaptive instructional practices (Cramer et al., 2023; Fu et al., 2022). In this regard, teacher self-regulation is emerging as a critical variable for equipping educators with the resilience, adaptability, and proactive behavior required to navigate curriculum transformations effectively (Housman, 2017; Nalipay et al., 2024).

Extant research has extensively explored the factors contributing to teacher readiness for change, including professional development support, leadership roles, and teacher competency (Kustini & A, 2018; Lubis, 2015; Uzlah & Suryana, 2022). Studies indicate that effective training and strategic management significantly enhance teachers' confidence in

implementing new curricula (Darmawan et al., 2020; Harding et al., 2019). Self-regulation, as a psychological construct, is integral to promoting personal accountability, intrinsic motivation, and adaptability, which are critical for educators facing curriculum shifts (Paris & Winograd, 2003; Zimmerman, 1989). Zimmerman's Triadic Model of self-regulation, encompassing personal, behavioral, and environmental components, provides a robust framework for examining how teachers regulate their emotions, actions, and thought processes during change (Alt & Naamati-Schneider, 2021; Zimmerman, 2008).

Figure 1. Analysis of *self-regulation functions*



The self-regulation development process involves continuous feedback between personal, behavioral, and environmental factors. Personal factors include the ability to observe and adjust one's performance strategically through learning methods. Behavioral regulation focuses on applying specific methods to adapt one's actions effectively to changing environments. On the other hand, environmental factors involve observing and adapting to circumstances and adjusting external conditions that impact learning and performance. This regulatory process involves visible actions and unseen cognitive or affective monitoring and adjustment. Importantly, self-regulation reflects an individual's ability to monitor their performance accurately and directly exert control over their tasks to achieve desired outcomes.

In early childhood education, teacher self-regulation has been linked to improved classroom management, enhanced collaboration with colleagues, and better emotional well-being (Dewi & Taufik, 2020; Nalipay et al., 2024). Research demonstrates that self-regulation not only aids in addressing the cognitive and emotional demands of teaching but also facilitates effective communication and decision-making (Brown, 2019; Wu et al., 2021). Furthermore, teachers who exhibit strong self-regulation are better equipped to adopt innovative pedagogical strategies and integrate technology into their teaching practices (Luo et al., 2024; Teane, 2024). While these findings underline the importance of self-regulation in various educational contexts, there remains limited investigation into its role in preparing ECE teachers for curriculum changes.

Several studies have highlighted the broader implications of self-regulation for teacher performance and student outcomes. For instance, self-regulation has influenced teachers' ability to develop students' independent learning skills, a key goal of curriculum reform (Linde et al., 2023; Rodriguez-Gomez et al., 2024). It also correlates with improved teacher efficacy and sustained professional growth, particularly in challenging educational environments (Mohamed & Hao, 2024; Pan, 2023). Teachers with well-developed self-regulation skills tend to foster classroom environments that encourage student autonomy and engagement, aligning with contemporary educational paradigms (Ilomäki et al., 2023; Van Wyk, 2019). Despite its established benefits, integrating self-regulation into teacher training programs remains underexplored, particularly in the Indonesian context.

The readiness of Indonesian teachers to adopt the Independent Curriculum (Kurikulum Merdeka) has been a topic of recent scholarly interest. While studies have focused on leadership roles, teacher competencies, and institutional support as key determinants of change readiness (Badriayah, 2021; Prabowo et al., 2020), limited attention has been paid to personal attributes like self-regulation that mediate teachers' responses to change. Research by Zubaidah (2020)

suggests that teachers with high self-regulation are better prepared to meet the demands of curriculum reforms. Additionally, the Independent Curriculum emphasizes learner-centered approaches and adaptability, further underscoring teachers' need to cultivate self-regulation (Ardiana, 2020; Sumarmi, 2016). However, there is a notable paucity of empirical studies investigating this variable in early childhood education.

Despite the growing recognition of self-regulation as a critical factor in education, existing studies have several limitations. First, most research has primarily focused on secondary or higher education contexts, leaving gaps in understanding its role in early childhood education (Dewi & Taufik, 2020; Housman, 2017). Second, while the theoretical underpinnings of self-regulation are well-established, there is limited empirical evidence linking it to readiness for curriculum change, particularly in Indonesia's educational system (Lubis, 2015; Zubaidah, 2020). Moreover, the interplay between self-regulation and external factors such as professional development, technological integration, and institutional support remains underexplored (Galkienė et al., 2022; Nelson & Voithofer, 2022). These gaps highlight the need for targeted research to address early childhood educators' unique challenges adapting to curriculum reforms.

This study examines the influence of self-regulation on the readiness of early childhood education teachers in Indonesia to adopt the Independent Curriculum. By exploring the psychological and behavioral dimensions of self-regulation, this research seeks to provide empirical evidence on its role as a critical enabler of curriculum change. The findings are expected to contribute to the theoretical understanding of self-regulation in education while offering practical insights for teacher training programs and policy interventions. Specifically, the study will address the gaps in the existing literature by focusing on early childhood educators, thereby enriching the discourse on teacher preparedness for curriculum transformations in diverse educational contexts.

Methods

This study employed a quantitative research design using multiple regression analysis to examine the influence of self-regulation on early childhood education (PAUD) teachers' readiness for curriculum change. A priori power analysis using G*Power software determined a required sample size of 113 respondents based on $\alpha = 0.05$, power $(1-\beta) = 0.95$, and effect size $f^2 = 0.15$. Stratified random sampling was applied to ensure representativeness, with strata divided across Western, Central, and Eastern Indonesia regions (e.g., Aceh, Sulawesi, and Merauke) proportionally adjusted to regional populations. Participants were required to teach in PAUD institutions actively, hold a bachelor's degree, have completed independent curriculum training, and be registered users of the PMM platform, reflecting their engagement with curriculum development resources.

The instruments measured self-regulation (e.g., planning, task prioritization, and managing distractions) and readiness for curriculum change (e.g., organizational support and strategies for overcoming challenges). Following Sousa and Rojjanasrirat (2011), a rigorous cross-cultural adaptation process included forward translation, expert validation, back-translation, and pilot testing with PAUD teachers across regions to ensure linguistic and cultural equivalence. Adjustments based on pilot feedback enhanced item clarity and contextual relevance. Validity and reliability were confirmed using exploratory and confirmatory factor analyses (EFA and CFA) in SPSS and AMOS software, with fit indices (CFI > 0.90, RMSEA < 0.08) demonstrating good model fit. Reliability tests revealed high internal consistency (Cronbach's $\alpha = 0.88$ for self-regulation, $\alpha = 0.92$ for readiness for change) and composite reliability (CR > 0.80).

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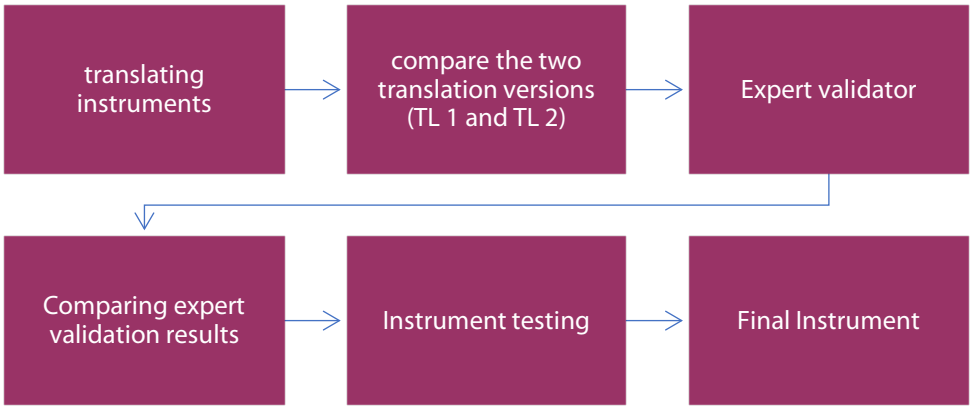

Figure 2. Flow of Research Instruments (Sousa & Rojjanasrirat, 2011)

First, certified independent translators translate the instrument's original version into the target language. Then, the two translated versions (Translator 1 and Translator 2, which can be seen in the appendix) are compared. Next, the translation results are validated by experts. After that, the translated and expert-validated instrument is compared. The instrument is then tested on the designated population. This process continues until all languages are clarified and any unclear or invalid items are removed from the instrument. Validity tests for each questionnaire item are conducted using the SPSS Version 24.0 for Windows program, and the results show that each item in the self-regulation variable is significant ($p < 0.05$), indicating that all items are valid.

Data collection utilized electronically distributed structured questionnaires, with descriptive statistics summarizing central tendencies and multiple regression analysis examining relationships between self-regulation and readiness for change. Control variables, such as age, teaching experience, and gender, were incorporated to ensure a nuanced understanding of influencing factors. Item discrimination power ranged from 0.236** to 0.725** for self-regulation and 0.249** to 0.816** for readiness for change, confirming the robustness of the instruments.

This study acknowledges limitations despite its strengths, including rigorous instrument validation and stratified sampling for regional diversity. Its cross-sectional design restricts causal inference, and relying on stratified sampling while enhancing representation may limit generalizability. Future research could adopt longitudinal designs and advanced statistical techniques, such as structural equation modeling (SEM), to better capture the dynamic and multifaceted nature of readiness for curriculum change.

In conclusion, this study highlights the significant role of self-regulation in shaping PAUD teachers' readiness for curriculum change. By leveraging robust methodologies and culturally adapted instruments, it offers insights into key factors influencing readiness while paving the way for future research to address limitations and explore longitudinal trends.

Result

This study aimed to analyze the influence of self-regulation on early childhood education (PAUD) teachers' readiness for curriculum change. A quantitative approach with simple linear regression analysis was employed. The sample consisted of 113 PAUD teachers selected through stratified random sampling across three regions of Indonesia (Western, Central, and Eastern). Inclusion criteria included active PAUD teachers holding bachelor's degrees, participating in independent curriculum training, and being registered users of the Merdeka Mengajar (PMM) platform.

Descriptive Statistical Analysis

Descriptive statistics are used to see the mean value, maximum value, and standard deviation of each variable in the study.

Table 1. Results of Descriptive Statistical Analysis

Indicator	N	Minimal.	Max.	means	elementary school
Self-regulation	113	29	49	38.79	4,118
Readiness for change	113	57	113	88.31	10,400

The results indicate that standard deviations for all variables were smaller than their respective means, suggesting stable data distribution. The mean score for self-regulation was 38.79 (range: 29–49), while the mean score for readiness for change was 88.31 (range: 57–113).

Data Categorization

As shown in Table 2, the data were categorized into five levels: very high, high, medium, low, and very low.

Table 2. Categorization Test Results of self-regulation and readiness for change

Categorization Norms	Indicator	
	Self-regulation	**Readiness for change**
$> \mu + 1.8\,\delta$ **Very high**	**x > 42**	**x > 101**
$\mu + 0.6\,\delta < x \leq \mu + 1.8\,\delta$ **Tall**	**34 < x ≤ 42**	**82 < x ≤ 101**
$\mu - 0.6\,\delta < x \leq \mu + 0.6\,\delta$ **Currently**	**26 < x ≤ 34**	**62 < x ≤ 82**
$\mu - 1.8\,\delta \leq x \leq \mu - 0.6\,\delta$ **Low**	**18 ≤ x ≤ 26**	**43 ≤ x ≤ 62**
$< \mu - 1.8\,\delta$ **Very low**	**x < 18**	**x < 43**

Information:

- x = total score
- μ = hypothetical mean
- σ = hypothetical standard deviation

The percentage distribution for each category is presented in Figure 2.

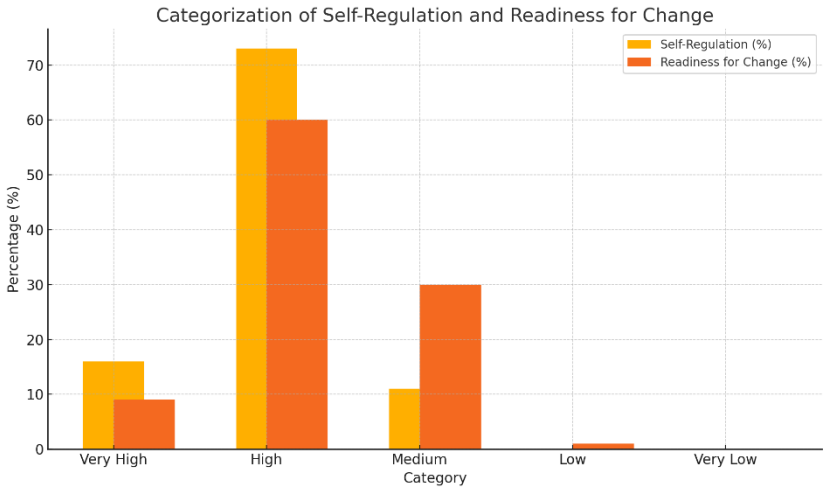

Figure 2. Percentage Distribution of Variables

The majority of teachers scored in the "high" category for self-regulation (73%) and readiness for change (60%). No participants fell into either variable's "very low" category, and only 1% scored "low" in readiness for change.

Simple Regression Test Results

The results of simple regression test calculations on self-regulation variables on readiness for curriculum change are as follows:

Table 3. Results of Simple Linear Tests of Self-Regulation on Readiness to Change

Model	β	S	F	signature.	Low Limit	Upper limit
Constant	22,094	7,569	77,310	0.004	7,097	37,092
Self-regulation	1,694	0.193		0.001	1,312	2,075
Dependent variable: readiness to change						

Based on Table 3, a simple linear test of self-regulation on readiness to change obtained a calculated f value of 77.310 with a significance level of 0.001 < 0.05 so that the regression model can be used to predict the readiness to change the variable. Referring to Table 3, where the constant value is 22.094 while the self-regulation variable is 1.694, the simple regression equation formula is obtained as follows:

$$Y = 22.094 + 1.694\ X$$

Where:

- *Y* = Readiness for change
- *X* = Self-regulation

The positive regression coefficient (1.694) indicates that a one-unit increase in self-regulation predicts a 1.694-unit increase in readiness for change. The F-value (77.310) and significance level (p=0.001*p*=0.001) confirm that the regression model is statistically significant and can reliably predict readiness for change.

These findings emphasize that self-regulation significantly impacts PAUD teachers' readiness for curriculum change. Teachers who can effectively manage time, set task priorities, and overcome distractions are better prepared to adapt to curriculum changes—this study's cross-sectional design limits causal inference. Additionally, while stratified sampling ensures regional representativeness, it may limit generalizability to the broader population of PAUD teachers. Future research should consider longitudinal designs and advanced statistical techniques, such as structural equation modeling (SEM), to explore more complex relationships.

This study highlights the critical role of self-regulation in shaping PAUD teachers' readiness for curriculum change. By employing a robust methodological framework and culturally adapted instruments, the research provides valuable insights into factors influencing readiness and lays the foundation for future studies addressing its limitations.

Discussion

The present study aimed to examine the influence of self-regulation on early childhood education (PAUD) teachers' readiness for curriculum change, a critical aspect of educational reform in Indonesia. Existing literature highlights that teacher readiness for change is significantly influenced by their capacity for self-regulation, particularly in adapting to curriculum demands (Suciani, 2022; Zimmerman, 2008). This is corroborated by studies emphasizing the role of self-regulation in enabling individuals to manage tasks, priorities, and challenges effectively (Alt & Naamati-Schneider, 2021; Orhan, 2008). Despite its recognized importance, there remains limited research specifically addressing how self-regulation translates into readiness for systemic changes in the early childhood education context. This study addresses this gap by providing empirical evidence on the linkage between these two constructs within the PAUD framework, contributing to broader discussions on enhancing teacher readiness through individual competencies.

The findings reveal that self-regulation significantly predicts readiness for curriculum change, with a regression coefficient of 1.694, indicating that each unit increase in self-regulation corresponds to a substantial increase in readiness. Additionally, 73% of the teachers demonstrated high self-regulation levels, and 60% exhibited high readiness for change,

suggesting a generally positive orientation among PAUD teachers toward adapting to curriculum reforms. These results align with theoretical perspectives that underscore the foundational role of self-regulation in fostering proactive behaviors and adaptive capabilities (Lestari & Mayasarokh, 2020; Suhendro et al., 2024). Interestingly, the absence of participants in the "very low" category for either variable highlights a strong baseline capacity among teachers to manage change. However, the study also identifies variability across individuals, warranting further exploration of contextual or systemic factors that might influence this relationship.

Comparing these findings with prior research, it is evident that self-regulation is a pivotal enabler for professional adaptability in educational contexts. Studies by Orhan (2008) and Porter et al. (2022) have demonstrated that effective self-regulation facilitates teacher engagement in new pedagogical strategies and enhances their ability to navigate complex educational reforms. The significant predictive relationship observed in this study corroborates earlier findings by Nila and Jayanti (2022), who reported that self-regulation directly influences teacher performance and readiness. Furthermore, the positive correlation aligns with broader educational trends emphasizing integrating self-regulatory practices to support lifelong learning and professional development (Harding et al., 2019; León et al., 2021).

Nevertheless, these findings diverge from studies suggesting that external factors, such as systemic support or professional development opportunities, may have a more pronounced impact on readiness for curriculum change than individual capabilities alone (Bardach et al., 2021; Cramer et al., 2023). For instance, Linde et al. (2023) emphasized that online training significantly enhances teacher efficacy and readiness, potentially mediating the role of self-regulation. Similarly, Nalipay et al. (2024) highlighted the interplay between teacher well-being and adaptive capacities, suggesting that personal competencies like self-regulation should be contextualized within broader institutional dynamics. These discrepancies underscore the complexity of readiness as a multifaceted construct influenced by individual and systemic variables.

The observed relationship between self-regulation and readiness can be attributed to the intrinsic motivation and cognitive strategies that underpin effective self-regulation. Teachers with high self-regulation are better equipped to manage their emotional responses, prioritize tasks, and seek out resources to address curricular changes, as supported by the work of Alt and Naamati-Schneider (2021) and Colthorpe et al. (2019). The relatively stable distribution of self-regulation scores reflects an inherent capacity among PAUD teachers to self-manage in the face of challenges. However, caution is warranted in generalizing these results, given the study's reliance on cross-sectional data and inability to establish causality conclusively. Future studies should consider longitudinal designs to capture the dynamic interplay between self-regulation and readiness over time.

Another significant factor to consider is the role of cultural and institutional contexts in shaping teacher readiness. In Indonesia, where educational reforms often involve substantial systemic and pedagogical changes, self-regulation may interact with external pressures such as policy mandates or resource constraints (Hulings, 2022; Luo et al., 2024). The high readiness scores observed in this study might reflect a confluence of personal capabilities and supportive organizational environments, as posited by Lee et al. (2023). Additionally, the lack of participants in the "very low" category suggests that baseline competencies in self-regulation may be prevalent among PAUD teachers, potentially stemming from cultural norms emphasizing resilience and adaptability. However, the findings should be interpreted within the limitations of the sample, which may not fully represent the diversity of early childhood educators across Indonesia.

The implications of this study are twofold. First, it highlights the need for targeted interventions to enhance self-regulation among teachers, such as professional development programs that focus on goal setting, time management, and reflective practices (Stylos et al., 2023; Van Wyk, 2019). Second, it underscores the importance of creating supportive institutional frameworks that enable teachers to leverage their self-regulatory capacities effectively, as emphasized by Rodríguez-Gómez et al. (2024) and (Wang & Delfin, 2021). Policymakers and educational leaders should prioritize integrating self-regulation training into teacher preparation curricula and in-service programs. By fostering a holistic approach that combines individual competencies with systemic support, stakeholders can better equip educators to navigate the complexities of curriculum reforms and contribute to sustainable educational development.

Conclusion

Findings This answers challenges where self-regulatory influences affect readiness to change. That is difficult because the teacher usually depends on more people to understand change. However, according to the research results, every teacher in the respondents' study, This Feel Ready For, changed the curriculum. Teachers with higher self-regulation, characterized by effective time management, goal setting, and self-reflection, were better prepared to adapt to new learning models and digital literacy demands. Most participants demonstrated high levels of self-regulation and readiness, highlighting the critical role of individual competencies in managing educational transitions. These findings suggest the importance of integrating self-regulation training into teacher preparation and in-service programs while emphasizing the need for institutional support to facilitate curriculum changes effectively. However, the study's cross-sectional design and stratified sampling limit generalizability and causal inferences. Future research should explore longitudinal designs and advanced statistical methods to investigate complex relationships and contextual factors influencing teacher readiness for change. Such efforts will enhance professional development initiatives, ensuring teachers are equipped to navigate evolving curricula and digital environments effectively.

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Attachment

Back Translation - The Form Self-Regulation

No.	Butir/Item	Translate 1 (Indonesia)	Kesimpulan Interpretasi (Indonesia)
1	I check over my work to make sure I did it right.	Saya memeriksa pekerjaan saya untuk memastikan bahwa saya telah melakukannya dengan benar.	Saya memeriksa pekerjaan saya untuk memastikan bahwa saya telah melakukannya dengan benar.
2	I make an outline before I write my paper.	Saya membuat garis besar sebelum menulis makalah.	Saya membuat garis besar sebelum menulis makalah.
3	First, I start studying two weeks before exams, and I pace myself.	Pertama, saya mulai belajar dua minggu sebelum ujian, dan saya mengatur waktu.	Pertama, saya mulai belajar dua minggu sebelum ujian, dan saya mengatur waktu.
4	Before beginning to write the paper, I went to the library to gather as much information as possible about the topic.	Sebelum mulai menulis makalah, saya pergi ke perpustakaan untuk mendapatkan informasi sebanyak mungkin tentang topik tersebut.	Sebelum mulai menulis makalah, saya pergi ke perpustakaan untuk mendapatkan informasi sebanyak mungkin tentang topik tersebut.
5	I took notes of the class discussions; I kept a list of hard keywords.	Saya mencatat diskusi kelas; Saya membuat daftar kata-kata kunci yang sulit.	Saya mencatat diskusi kelas; Saya membuat daftar kata-kata kunci yang sulit.
6	I isolate myself from anything that distracts me. I turned off the radio so I could concentrate on my work.	Saya mengisolasi diri dari segala sesuatu yang mengalihkan perhatian saya; Saya mematikan radio agar dapat berkonsentrasi pada apa yang sedang saya lakukan.	Saya mengisolasi diri dari segala sesuatu yang mengalihkan perhatian saya; Saya mematikan radio agar dapat berkonsentrasi pada apa yang sedang saya lakukan.
7	If I do well on a test, I treat myself to a movie.	Jika saya mengerjakan ujian dengan baik, saya menghadiahi diri saya dengan menonton film.	Jika saya mengerjakan ujian dengan baik, saya menghadiahi diri saya dengan menonton film.
8	I keep writing the formula down while preparing for a math test until I remember it.	Dalam mempersiapkan diri untuk ujian matematika, saya terus menulis rumusnya sampai saya mengingatnya.	Dalam mempersiapkan diri untuk ujian matematika, saya terus menulis rumusnya sampai saya mengingatnya.
9	If I have problems with math assignments, I ask friends for help.	Jika saya mengalami kesulitan dalam mengerjakan tugas matematika, saya meminta bantuan teman.	Jika saya mengalami kesulitan dalam mengerjakan tugas matematika, saya meminta bantuan teman.
10	When preparing for a test, I review my notes.	Ketika mempersiapkan diri untuk ujian, saya membaca ulang catatan saya.	Ketika mempersiapkan diri untuk ujian, saya membaca ulang catatan saya.
11	I just do what the teacher says.	Saya hanya melakukan apa yang dikatakan guru.	Saya hanya melakukan apa yang dikatakan guru.

Back Translation - The Form Readiness to Change

No.	Butir/Item	Translate 1 (Indonesia)	Translate 2	Kesimpulan Interpretasi (Indonesia)
1	I think that the organization will benefit from this change.	Saya pikir organisasi akan mendapatkan keuntungan dari perubahan ini.	I think that the organization will benefit from this change.	Saya pikir organisasi akan mendapatkan keuntungan dari perubahan ini.
2	It doesn't make much sense for us to initiate this change.	Tidak masuk akal bagi kami untuk memulai perubahan ini.	It doesn't make much sense for us to initiate this change.	Tidak masuk akal bagi kami untuk memulai perubahan ini.
3	There are legitimate reasons for us to make this change.	Ada alasan yang sah bagi kami untuk melakukan perubahan ini.	There are legitimate reasons for us to make this change.	Ada alasan yang sah bagi kami untuk melakukan perubahan ini.
4	This change will improve our organization's overall efficiency.	Perubahan ini akan meningkatkan efisiensi organisasi kami secara keseluruhan.	This change will improve our organization's overall efficiency.	Perubahan ini akan meningkatkan efisiensi organisasi kami secara keseluruhan.
5	There are a number of rational reasons for this change to be made.	Ada sejumlah alasan rasional mengapa perubahan ini dilakukan.	There are a number of rational reasons for this change to be made.	Ada sejumlah alasan rasional mengapa perubahan ini dilakukan.
6	In the long run, I feel it will be worthwhile for me if the organization adopts this change.	Dalam jangka panjang, saya rasa akan bermanfaat bagi saya jika organisasi mengadopsi perubahan ini.	In the long run, I feel it will be worthwhile for me if the organization adopts this change.	Dalam jangka panjang, saya rasa akan bermanfaat bagi saya jika organisasi mengadopsi perubahan ini.
7	This change makes my job easier.	Perubahan ini membuat pekerjaan saya lebih mudah.	This change makes my job easier.	Perubahan ini membuat pekerjaan saya lebih mudah.
8	When this change is implemented, I do not believe I can gain anything.	Ketika perubahan ini diimplementasikan, saya tidak yakin ada yang bisa saya dapatkan.	When this change is implemented, I don't believe I can gain anything.	Ketika perubahan ini diimplementasikan, saya tidak yakin ada yang bisa saya dapatkan.
9	The time we spend on this change should be spent on something else.	Waktu yang kita habiskan untuk perubahan ini seharusnya digunakan untuk hal lain.	The time we are spending on this change should be spent on something else.	Waktu yang kita habiskan untuk perubahan ini seharusnya digunakan untuk hal lain.
10	This change matches the priorities of our organization.	Perubahan ini sesuai dengan prioritas organisasi kami.	This change matches the priorities of our organization.	Perubahan ini sesuai dengan prioritas organisasi kami.
11	Our senior leaders have encouraged all of us to embrace this change.	Para pemimpin senior telah mendorong kami semua untuk menerima perubahan ini.	Our senior leaders have encouraged all of us to embrace this change.	Para pemimpin senior telah mendorong kami semua untuk menerima perubahan ini.

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12	Our organization's top decision-makers have put all their support behind this change.	Para pengambil keputusan tertinggi di organisasi kami telah mendukung penuh perubahan ini.	Our organization's top decision-makers have put all their support behind this change.	Para pengambil keputusan tertinggi di organisasi kami telah mendukung penuh perubahan ini.
13	Every senior manager has stressed the importance of this change.	Setiap manajer senior telah menekankan pentingnya perubahan ini.	Every senior manager has stressed the importance of this change.	Setiap manajer senior telah menekankan pentingnya perubahan ini.
14	This organization's most senior leader is committed to this change.	Pemimpin paling senior di organisasi ini berkomitmen terhadap perubahan ini.	This organization's most senior leader is committed to this change.	Pemimpin paling senior di organisasi ini berkomitmen terhadap perubahan ini.
15	We spend much time on this change when the senior managers do not want it implemented.	Saya rasa kami menghabiskan banyak waktu untuk perubahan ini, sedangkan para manajer senior bahkan tidak ingin perubahan ini diterapkan.	We spend much time on this change when the senior managers do not want it implemented.	Saya rasa kami menghabiskan banyak waktu untuk perubahan ini, sedangkan para manajer senior bahkan tidak ingin perubahan ini diterapkan.
16	Management has sent a clear signal this organization is going to change.	Manajemen telah mengirimkan sinyal jelas bahwa organisasi ini akan berubah.	Management has sent a clear signal this organization is going to change.	Manajemen telah mengirimkan sinyal jelas bahwa organisasi ini akan berubah.
17	I do not anticipate any problems adjusting to my work when this change is adopted.	Ketika perubahan ini diterapkan, saya tidak mengantisipasi adanya masalah untuk menyesuaikan diri dengan pekerjaan saya yang baru.	I do not anticipate any problems adjusting to my work when this change is adopted.	Ketika perubahan ini diterapkan, saya tidak mengantisipasi adanya masalah untuk menyesuaikan diri dengan pekerjaan saya yang baru.
18	When we change, some tasks will be required that I don't think I can do well.	Saat kami berubah, saya rasa saya tidak dapat melakukan beberapa tugas yang akan diperlukan dengan baik.	When we change, some tasks will be required that I don't think I can do well.	Saat kami berubah, saya rasa saya tidak dapat melakukan beberapa tugas yang akan diperlukan dengan baik.
19	When we implement this change, I feel I can handle it with ease.	Ketika kami menerapkan perubahan ini, saya rasa bisa menanganinya dengan mudah.	When we implement this change, I feel I can handle it with ease.	Ketika kami menerapkan perubahan ini, saya rasa bisa menanganinya dengan mudah.
20	I have the skills that are needed to make this change work.	Saya memiliki keterampilan yang dibutuhkan untuk membuat perubahan ini berhasil.	I have the skills that are needed to make this change work.	Saya memiliki keterampilan yang dibutuhkan untuk membuat perubahan ini berhasil.
21	When I set my mind to it, I can learn everything that will be required when this change is adopted.	Ketika saya menetapkan tujuan, saya dapat mempelajari segala sesuatu yang diperlukan ketika perubahan ini diterapkan.	When I set my mind to it, I can learn everything that will be required when this change is adopted.	Ketika saya menetapkan tujuan, saya dapat mempelajari segala sesuatu yang diperlukan ketika perubahan ini diterapkan.

22	My past experiences make me confident that I can perform successfully after this change.	Pengalaman saya di masa lalu membuat saya yakin bahwa saya akan dapat bekerja dengan sukses setelah perubahan ini dilakukan.	My past experiences make me confident that I can perform successfully after this change is made.	Pengalaman saya di masa lalu membuat saya yakin bahwa saya akan dapat bekerja dengan sukses setelah perubahan ini dilakukan.
23	I am worried I will lose some of my status in the organization when this change is implemented.	Saya khawatir saya akan kehilangan sebagian status saya dalam organisasi ketika perubahan ini diterapkan.	I am worried I will lose some of my status in the organization when this change is implemented.	Saya khawatir saya akan kehilangan sebagian status saya dalam organisasi ketika perubahan ini diterapkan.
24	This change will disrupt many of the personal relationships I have developed.	Perubahan ini akan mengganggu banyak hubungan pribadi yang telah saya kembangkan.	This change will disrupt many of the personal relationships I have developed.	Perubahan ini akan mengganggu banyak hubungan pribadi yang telah saya kembangkan.
25	My future in this job will be limited after this change.	Masa depan saya dalam pekerjaan ini akan terbatas karena perubahan ini.	My future in this job will be limited after this change.	Masa depan saya dalam pekerjaan ini akan terbatas karena perubahan ini.

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