





Change readiness in Central Java Government: Effect of leadership, political skill and learning culture



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Dates:

Received: 29 Jan. 2025

Accepted: 08 Apr. 2025

Published: 27 Aug. 2025

How to cite this article:

Setyorini, T.D., Sulastiana, M.,
Abidin, Z., & Agustiani, H.
(2025). Change readiness in
Central Java Government:
Effect of leadership, political
skill and learning culture. *SA
Journal of Human Resource
Management/SA Tydskrif vir
Menslikehulpbronbestuur*,
23(0), a2981. [https://doi.org/
10.4102/sajhrm.v23i0.2981](https://doi.org/10.4102/sajhrm.v23i0.2981)

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Orientation: Organisational change readiness plays a crucial role in the current change process, especially among leaders in government bureaucracy. They need to have political skills and values that underlie their leadership to build networks and maintain their influence. Therefore, it is important to examine the factors influencing attitudes towards organisational change.

Research purpose: This study examines the effects of value-based leadership and leader political skills on readiness for organisational change, moderated by learning culture.

Motivation for the study: The readiness of leaders within the ranks of the civil service is crucial in driving continuous and sustainable change.

Research approach/design and method: This study is an explanatory research to analyse the issues of the readiness of the leaders as the employees in dealing with organisational changes. The subjects were 407 supervising managers in Central Java Province who were chosen using random sampling based on regencies and municipalities in Central Java. Data retrieval was taken using self-report model and the analysis was using Structural Equation Modeling (SEM). Data analysis shows that the main hypothesis has been proven and the model used is satisfactory.

Main findings: The main findings indicate that the structural equation model revealed that value-based leadership and leader political skill affect the readiness for organisational change with learning culture as the moderation variable.

Practical/managerial implications: Government organisations need to foster a learning culture to develop bureaucratic leaders who are prepared to adapt to changes by strengthening the values underlying leadership and enhancing political skills.

Contribution/value-add: This study has presented the advantageous impact of value-based leadership and political skill on organisational change readiness.

Keywords: readiness for organisational change; value-based leadership; leader's political skill; learning culture; government bureaucracy.

Introduction

Indonesian bureaucracy encounters rapid and drastic changes including plans to simplify the bureaucracy in order to create a dynamic, agile and professional bureaucracy to improve public services and accelerate the decision-making. In addition, because of the coronavirus disease 2019 (COVID-19) pandemic, the service patterns have changed from manual to technology-based and the work pattern from work-from-office to work-from-home. These changes require the regional leaders from each district and city to always be ready to endure the changes (Martini, 2012).

The concept of readiness for change is explained in more detail by Armenakis and Bedeian (1999) who put readiness as an individual's capacity to make changes. Readiness can be interpreted as beliefs, attitudes and intentions, which are reflected in the beliefs of organisational members regarding the extent to which these changes are needed and the readiness of the organisation to succeed (Armenakis et al., 1993). Research on readiness for organisational change has been carried out by many experts with various organisational backgrounds in many parts of the world such as from America, Europe, Asia and even from the Middle East (Buchanan & Badham, 1999; Holt et al., 2007b; Jones et al., 2005; Rafferty & Simons, 2006; Walker et al., 2007). Readiness will create

a commitment to change (Madsen et al., 2005; Miller, 2016), improve organisational citizenship behaviour (Mauritts, 2012), maximise performance (Rangarajan et al., 2004) and employees' involvement (Rainio et al., 2013).

In the process of organisational change, the significant factor is leaders who become the role models for change (Kazimoto, 2013; Nikolaou et al., 2007; Senge, 2000). Thus, this is when the managers can ensure that all tasks have been carried out (Yukl, 2008). A literature review and an evaluation of the model that are relevant to the era of change were carried out, which led to the conclusion that there is no single theory that can be claimed as the only approach that guarantees leadership success in the change process. Leadership theory that has been developed so far has not been able to answer the demand of change (Copeland, 2014; Fairholm, 1995; Shatalebi & Yarmohammadian, 2011). Meanwhile, these behaviours are contrary to the essence of change itself, namely professionalism and accountability. Therefore, it is necessary to examine leadership further.

Value-based leadership is considered the most appropriate leadership model in the current era of change (Fairholm, 1995). This is in line of the opinion of Copeland (2014), Dayan et al. (2012); Kraemer & Diachenko (2018); Viinamäki (2009). Value plays a significant role in life. These values direct people and even assist in every decision they make. Thus, values are the fundamental basis of the way a person thinks and acts in everyday life (Dean, 2008). Value-based leadership will make a leader distinct from other leaders because he upholds integrity based on the values he believes in (Dean, 2008; Peregrym & Wollf, 2013; Prilleltensky, 2010).

Leadership also requires a certain ability namely political skill (Phipps & Prieto, 2011). Political skill is defined as a person's ability to understand others and adjust his attitude according to the circumstances to achieve the desired goals (Ferris et al., 2007). This ability will be very useful in building coalitions and connections to influence others on the importance of change (Bentley et al., 2017; Brouer et al., 2013; Cheema, 2010; Ferris et al., 2000, 2007; Hao & Yazdanifard, 2015; Phipps & Prieto, 2011).

Another factor that holds a function in preparing individuals to adapt to change is learning culture. Learning culture can be interpreted as an organisational learning culture that specifies the structure and process of learning in an organisational context, namely the process of individual collaborative learning within the organisation (Abbott et al., 2016; Bates & Khasawneh, 2005; Egan et al., 2004; Islam et al., 2014).

Learning Culture in this study is set as a moderator variable. Research conducted by Samra Khan (2016) puts learning culture as an independent variable that does not demonstrate a dominant correlation. However, the role of learning culture in the change process is unavoidable. This study places learning culture as a moderator variable because of its role in strengthening or weakening the influence between the independent variable and the dependent variable. Learning

culture as a moderator has been studied by Joo & Park (2010), Darmastuti (2017) and Usman et al. (2011). In this study, learning culture has an interaction role between value-based leadership and leader political skill on readiness for organisational change.

The learning culture existence in this research model is a novelty that strengthens the interaction between value-based leadership and leader political skill with readiness for organisational change. It is the distinction with the previous studies which put learning culture as an independent variable that associates it with readiness to change (Olafsen et al., 2020; Sofo & Ammirato, 2013; Sudharatna et al., n.d).

The question proposed in this study is: *'Do value-based leadership and leader political skill affect readiness for organisational change with a moderation of learning culture?'*

Literature review and hypothesis

Readiness for organisational change

An understanding of the concept of readiness for organisational change is described in more detail by Armenakis and Bedeian (1999) who put readiness in an individual's capacity to make changes. Readiness can be interpreted as belief, attitude and intention, which are reflected in the belief of the members of the organisation regarding the extent to which these changes are needed and the strength of the organisation to succeed (Armenakis et al., 1993). Readiness also collectively reflects the extent to which an individual or individuals are cognitively and emotionally inclined to accept, embrace and adopt certain plans to intentionally change the status quo (Holt et al., 2007a). Readiness for organisational change is defined as a comprehensive attitude that is simultaneously influenced by content (i.e. what is changed), process (how changes are implemented), context (the environment that underlies the changes that are taking place) and individual (individual characteristics expected to change) (Self et al., 2007).

Readiness for organisational change that occurs at the individual level will engage psychological perceptions related to aspects of beliefs, attitudes and intentions or desires. Relevantly, the concept of Armenakis et al. (1993) is more appropriate because it emphasises that readiness for organisational change is described in terms of the belief, attitude and intention of the members of an organisation regarding the extent to which changes are needed and the strength of the organisation to successfully implement that change.

Studies on readiness for organisational change have been carried out by many experts with various organisational backgrounds from all over the world such as from the United States, Europe, Asia and even from the Middle East (Carver, 2012; Holt et al., 2007b; Jones et al., 2005; Rafferty & Simons, 2006; Walker et al., 2007). Readiness will create a commitment to change (Madsen et al., 2005; Miller, 2016),

improve organisational citizenship behaviour (Mauritts, 2012), maximise performance (Rangarajan et al., 2004) and employee involvement (Rainio et al., 2013).

Value-based leadership

Value-based leadership is the fourth approach to leadership after trait leadership, situational leadership and transformational leadership. According to Copeland (2014), Shatalebi and Yarmohammadian (2011) and Viinamäki (2009), organisations will always face challenges of behavioural complexity from various sides, therefore maintaining harmonisation and balance between behaviour and values becomes substantial. This is also in line with research conducted by Behaviors (2012), Meng et al. (2003) and Prilleltensky (2010), which generally concludes that value-based leadership is a leadership style that helps leaders in organisations to be able to balance the values and goals of the organisation in the midst of changing situations that always occur. Values are significant in life. These values serve as a person's compass and even aid in all of his or her decisions. One may argue that a person's values form the essential framework for how they think and behave in day-to-day life (Dean, 2008). Dean (2008) added that value-based leadership is defined as leadership that is grounded on core principles.

Value-based leadership is defined as doing things right, for the right reasons, and without compromising on core values. This value will enable a leader to be successful in building his or her strategic vision and receive support from strategic partners (Dean, 2008). Value-based leadership will set a leader apart from other leaders because he upholds integrity based on the values he believes in. Leadership that is based on strong values will not be easily tempted by outside influences, especially those that compromise their own beliefs by violating their professional code of ethics (Prilleltensky, 2010). Regarding managers in government institutions who are leaders, they must maintain their values of not being corrupt or abusing power or position which are a responsibility that must always be maintained. This includes the value of being firm in maintaining the direction of change and not being easily discouraged when facing difficulties or challenges (Peregrym & Wollf, 2013).

Value-based leadership is an approach that lays a fundamental foundation of values as a code of conduct for a leader in the change process. The challenge of change often forces leaders to change the direction of the organisation without changing the goals to be achieved. If the values underlying his leadership are strong enough, he will not be affected in bringing the organisation to its goals (Niekerk & Botha, 2017). This is consistent with research conducted by Behaviors (2012), Meng and Ashkanasy (2003) and Stokes et al. (2010).

Grag and Krishnan (Krishnan, 2002) referring to O'Toole's view outlined the characteristics of value-based leadership, namely Integrity, Vision, Trust, Listening, Respect for the

Followers, Clear Thinking and Inclusion. These characteristics will become the basis for measuring leaders' value-based leadership in this study.

Leader political skill

The discussion on political skills was initiated by Mintzberg (Treadway et al., 2005) who stated that an organisation is a political arena, where all individuals within it must possess two important qualities to operate effectively, namely political will and political skills. Firstly, political will is the need of an individual to express his or her desire and motivation, to express his or her ability to engage in political behaviour. However, this ability is not enough because it also requires the ability to perform certain politically intelligent acts in a certain effective way, called political skill.

Ferris et al. went on to explain that the concept of political skills comes from the understanding that organisations are political arenas in which there is competition between groups, alliances, struggles of power and influence, all of which aim to achieve something. To be successful, intuitive intelligence is needed, which manifests itself in certain behaviours. Organisations cannot be separated from various policies related to promotions and performance appraisals, all of which are politically charged.

Political skill as a construct was developed by Ferris et al. (2005) and has been developed in the form of an instrument then called the Political Skill Inventory (PSI). Political Skill Inventory has been developed and used in many studies (Coole, 2007; Jacobson & Viswesvaran, 2017; Lvina et al., 2012), and has also been developed and tested for validation in many countries such as Russia, China, Germany, the USA and Spain.

A politically skilled person is a person who knows exactly what to do in different situations and knows exactly how to do it sincerely to conceal manipulative motives to achieve his goals. Therefore, political skills are different from other social skills. The following image explains the social dimensions contained in the concept of political skills (Ferris et al., 2000).

There are four dimensions comprised of political skills (Ferris et al., 2007) namely:

- Social astuteness, someone with a high level of self-awareness, and social understanding, and is more sensitive to the emotions of others (Ferris et al., 2007).
- Interpersonal influence, the ability to influence others in subtle and engaging ways (Ferris et al., 2005). The two elements above are similar to social intelligence (Coole, 2007).
- Networking ability, the ability to develop various social networks to secure valuable and necessary assets for a person or to achieve organisational goals (Ferris et al., 2005).
- Apparent sincerity, the ability to present oneself to others with a degree of integrity, honesty, authenticity and sincerity.

Learning culture

Organisational learning culture is a type of organisational culture that integrates learning organisations that support information acquisition, distribution and sharing of learning, as well as providing reinforcement and support for continuous learning and its application for organisational improvement (Pantouvakis & Bouranta, 2013).

Learning culture is a pattern of values, beliefs and expectations shared by organisational members, which form norms and design, define and revise strategies, shape and control the behaviour of organisational members. Learning culture provides a basis for changing signals and information needed for learning from one another, forming expectations, coordinating planning and resolving conflicts (Cegarra-Navarro & Rodrigo-Moya, 2007).

Learning culture is an organisational culture that encourages everyone to ask questions, seek advice, do research, improve what they do and how they do it, help everyone, and encourage everyone to think, probe, adapt, support and see everything from a different point of view. All of these behaviours lead to improvement and motivation in the organisation and everyone involved in it (Winkler & Fyffe, 2016).

Learning culture in the bureaucratic reform launched by the Central Java provincial government is a learning culture that emphasises the transfer of knowledge as an effort to respond to change by making innovation a way to change work patterns by generating ideas and concepts for improving work following developments in technology and information, sharing ideas and ideas for change, motivating learning, empowering every government officials to be involved in the learning process, implementing competitions and providing awards, all of which encourage people to apply knowledge in daily work processes.

Conceptual framework

This research was conducted on managers in the Regional Government of Central Java Province. Managers in this case are officials from the positions of Head of Service, Head of Section and Head of Site. The manager's roles are to lead, direct and supervise subordinates to work together to achieve organisational goals. Referring to these roles, there is a function that is indivisible from a manager, namely the function of a leader. In this role of a leader, the manager has the duty of directing his subordinates and the organisation he leads to have the readiness for organisational change.

Readiness for organisational change is an indicator of the organisation's success in achieving its targets. At an early stage, diagnosing readiness for organisational change is important. Armenakis et al. (1993) define readiness for organisational change as the beliefs, attitudes and intentions of organisational members regarding the extent of change needed and the organisation's capacity to successfully carry

out that change. This readiness includes the appropriateness dimension, which shows the extent to which the change provides benefits for employees; the management support dimension, namely the dimension that shows that the leadership provides support for the change process being carried out; the change-efficacy dimension, namely the dimension that shows self-confidence that they can carry out the changes that have been determined; and finally the personally beneficial dimension, namely the dimension that will measure the belief that the change will provide benefits that can be felt personally.

When it comes to changes in the bureaucracy, these leaders need to be prepared for the changes that occur. They must be convinced that bureaucratic changes are necessary for their organisation; they must believe that management or the board of directors provide support for the changes. Likewise, in order for them to be ready to embrace changes, they need to believe that they are capable of change and believe that with this change their and the organisation's goals will be achieved.

In the context of change, leaders play a central role as they become role models for their subordinates (Brouer et al., 2013; Buchanan, 2008; Buchanan, 2014; Holt et al., 2007; Lvina et al., 2012; Treadway et al., 2004; Wickenberg & Kylen, 2004). Their leadership has a significant impact on the readiness of their subordinates to face dynamic change. Change often alters the direction of an organisation, and an ambitious leader has a clear goal direction. Leadership model considered appropriate in this era of change is value-based leadership or VBL (Dean, 2008; Kraemer & Diachenko, 2018; Fairholm, 1995; Shatalebi & Yarmohammadian, 2011).

Value-based leadership is defined as doing things right, for the right reasons, and there is no compromise on core or basic values. This value will make a leader successful in building his strategic vision and gaining support from his strategic partners (Dean, 2008; Peregrym & Wollf, 2013; Prilleltensky, 2010). In the process of organisational change, the leader has an important role in directing whether the organisational process is in accordance with the direction of the change objectives to be achieved (Dayan et al., 2012). Therefore, leadership requires a certain ability, namely political skills (Ferris et al., 2007; Phipps & Prieto, 2011). This ability will be much useful in building coalitions and connections to influence others about the importance of change (Bentley et al., 2017; Buchanan, 2008; Buchanan & Badham, 1999; Brouer et al., 2013; Cheema, 2010; Ferris et al., 2007; Hao & Yazdanifard, 2015; Phipps & Prieto, 2011).

In the change process, the change strategy depends on two important factors, neither of which can be simply ignored. The first factor is the leader as has been explained previously and the second factor is the learning culture implemented in the organisation, which in this research is defined as learning culture (Rajput & Novitskaya, 2013; Crossan & Vera, 2004; Mathewson, 2014; Huber, 1991). Learning culture will traverse the gaps regarding the information and knowledge needed in

the change process. Organisations that implement a learning culture as the core of their culture will provide positive acceleration towards members' readiness to change and make improvements in order to absorb the demands of change and the direction the organisation is heading (Marsick, 2013; Marsick & Watkins, 2003; Schein, 2003; Sofo & Ammirato, 2013; Schein, 1993). Organisations that implement learning programmes in all areas without exception will get positive results.

Organisations that implement a learning culture are characterised as having the following dimensions: create continuous learning culture opportunities – the organisation continuously provides opportunities for its members to remain learning and developing themselves; promote inquiry and dialogue – provide access for every individual in it to openly have dialogue, discuss various problems, seek answers, increase knowledge among themselves; encourage collaboration and team learning – collaboration is built to create a work system that supports change, providing access to innovative ideas in the change process; establish systems to capture and share learning – organisations develop and provide managed technology to support learning ideas that support change; empower people towards a collective vision – the organisation provides opportunities for anyone to contribute to decision-making in order to provide motivation to be involved in every change process; connect the organisation to its environment – the opportunity to connect with each other, utilise all information in order to adapt to various existing changing demands; provide strategic leadership for learning – in order to support a learning culture that can reach all members widely and provide space for everyone to contribute, a reward and punishment system is implemented so that everyone feels that they are appreciated according to the contribution they have made.

The implementation of learning culture in the Central Java Provincial Government has become a well-managed system. Various learning models are applied, all of which support developing a learning culture. Innovation values are continuously conveyed in order to instil the importance of change in all lines. Not everyone responds positively to it and often follows it as an obligation. A competition system is developed so that each officer is always challenged to come up with creative ideas that support better service to the community. The implementation of this learning culture also contains leadership training, especially for officials within the Central Java Provincial Government, thereby improving the leadership skills they already have.

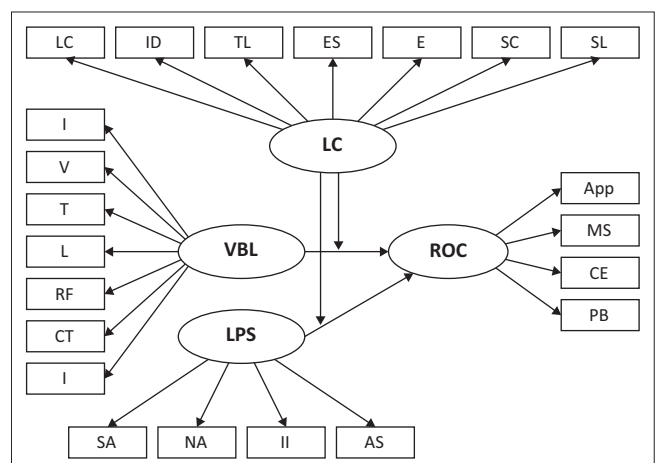
Thus, the role of learning culture, in this case, is to strengthen the influence of personal leaders, namely value-based leadership and leader political skills on readiness for organisational change. Leaders who have a strong value base in their leadership and at the same time have supportive political skills will be better prepared to face the changes. The influence of both will be strengthened if the leader also has a positive perception of the learning culture implemented in the organisation. If they perceive that the organisation

provides space to increase knowledge and provides freedom for discussion and sharing of ideas, including, in this case, top management's support for the change process that is taking place, then their readiness to face any issues that occur will also increase. In this way, readiness to face change will also be high.

The role of learning culture in organisations is crucial because change demands people's ability to absorb new knowledge and skills. Organisational support for employees will reinforce their personal competencies. This ability will be better as the learning process is applied consistently. Learning culture will reinforce the relationship pattern between value-based leadership within the leader and his readiness to face change, as well as strengthen the influence of leaders' political skills on their readiness for organisational change. Thus, it can be concluded that learning culture plays a role in strengthening the interaction pattern between value-based leadership and leader political skills towards readiness for organisational change.

Based on the description, the research framework used in this research is as follows:

Readiness for organisational change is an indicator of organisational success to achieve the target (Armenakis et al., 1993). The readiness includes appropriateness, management support, change efficacy and personal benefit. The leadership model that is considered appropriate in an era of change is value-based leadership (Dean, 2008; Kraemer & Diachenko, 2018; Fairholm, 1995; Shatalebi & Yarmohammadian, 2011). The values included in it are integrity, vision, clear thinking, respect for the follower, listening and inclusion. Moreover, it is also necessary to have leader political skills, which include social astuteness, networking ability, interpersonal influence and apparent sincerity. The required change strategy is



ROC, readiness for organisational change; App, appropriateness; MS, management support; CE, change efficacy; PB, personally beneficial; VBL, value-based leadership; I, integrity; V, vision; T, trust; L, listening; RF, respect to followers; CT, clear thinking; I, inclusion; LPS, leadership political skill; SA, social astuteness; NA, networking ability; II, interpersonal influence; AS, apparent sincerity; LC, learning culture; CL, continuous learning; ID, inquiry & dialogue; TL, team learning; ES, embedded system; E, empowerment; SC, system connection; SL, strategic leadership.

FIGURE 1: Structural model chart of the role of value-based leadership, leader political skill on readiness for organisational change with learning culture as moderator.

learning culture (Crossan & Vera, 2004; Huber, 1991; Marsick & Watkins, 2003; Mathewson, 2014; Rajput & Novitskaya, 2013; Schein, 1993; Sofo & Ammirato, 2013). Organisations that implement learning culture are characterised as having the following dimensions: continuous learning, inquiry and dialogue, team learning, embedded system, empowerment, system connection and strategic leadership. Based on the above studies, the framework used in this study is illustrated in Figure 1.

Hypotheses

Readiness for Organisational Change is necessary for leaders in the era of change (Nikolaou et al., 2007; Vakola, 2013; Walker et al., 2007). In the context of these changes, value-based leadership can be a guide in dealing with changes that are often difficult to predict its direction (Copeland, 2014; Kraemer & Diachenko, 2018; Prilleltensky, 2010). In addition, leader political skills can build relationships in situations of change that require high adaptation (Ahearn et al., 2004; Treadway et al., 2004). In an effort to accelerate the change process, organisations need to include learning culture as a learning culture to transform the knowledge needed to strengthen readiness for organisational change (Anthony et al., 2018; Mathewson, 2014; Škerlavaj et al., 2010). Based on the conceptual framework, the hypothesis is as follows:

Main hypothesis

Value-based leadership and leader political skill Affect Readiness for Organisational Change with Learning Culture as the Moderator.

Hypothesis 1

Value-based leadership has an impact on organisational change readiness with learning culture as the moderator.

Hypothesis 2

Leaders' political skill has an impact on an organisation's readiness for change with learning culture as the moderator.

Research design

Subject

This research was conducted on managers in the Central Java Provincial Government who served as leaders in departments, agencies or bureaus spread across regencies and municipalities in Central Java. Data collection was carried out using cluster random sampling from 29 regencies and 9 municipalities, but only 6 regencies and 3 municipalities were obtained plus 1 provincial city as the research area. This sampling is to represent districts and cities in the working area of Central Java Province. A total of 450 questionnaires were distributed to research subjects but only 407 were returned. The response rate was 90%. The subjects consisted of a total of 277 (68%) men and 123 (30.22%) women, while 7 (1.78%) people did not fill in their gender identity. The mean age was 48.42 years with a standard deviation (SD) of 14.6. The average work experience is 22.92 years with SD 7.48.

Measure

Readiness for organisational change

Readiness for organisational change is measured using the Organisational Change Recipients' Belief Scale which consists of four dimensions, namely appropriateness, management support, change efficacy and personal benefit (Holt et al., 2007a). The response indicates the subject's level of agreement with statements related to their readiness for organisational change, and has seven alternatives from 1 = strongly agree to 7 = strongly disagree. The total score is obtained by adding up each item. This measuring tool is a self-report consisting of 25 items developed by Holt et al. (2007b); however, Adaptation and Confirmatory Factor Analysis tests have been carried out by researchers. The results show alpha coefficient values: appropriateness 0.94, management support 0.87, change efficacy 0.82, personally beneficial 0.68.

Value-based leadership

Value-based leadership is measured using the value-based leadership scale with characteristics based on the characteristics of leaders who have high value-based leadership, namely integrity, vision, trust, listening, respect for followers, clear thinking leadership, and inclusion (Garima & Krishnan, 2003). This measuring tool will be adapted from the value-based leadership scale measuring tool compiled by Garg and Krishnan containing 20 items with 5 responses from 0 = somewhat agree to 4 = completely agree. Researchers have carried out CFA adaptation and testing; and obtained an alpha coefficient for this measuring instrument of 0.98.

Leader political skill

Leader Political Skill is measured based on the Political Skill Inventory compiled by Ferris et al. (2005) and an adaptation process has been carried out in Central Java with the subject of government employees by Setyorini et al. (2020). The total number of items is 18 with an alpha coefficient of 0.92; while the per dimension test for social astuteness with an alpha value of 0.82; interpersonal influence with an alpha value of 0.84; networking ability alpha value of 0.79 and apparent sincerity with an alpha value of 0.73. Alternative answers with a range of 5 in scores refer to a Likert scale with answer options 1 = strongly disagree to 5 = strongly agree.

Learning culture

Learning culture is measured using the Dimension of Learning Organisations Questionnaire (DLOQ) (Marsick, 2013). This measuring tool was prepared by Marsick and Watkins who developed the DLOQ based on the concept of learning culture, which consists of seven dimensions, namely continuous learning, dialogue & inquiry, team learning and collaboration, embedded systems, empowering system connections, and strategic leadership (Marsick & Watkins, 2003). In this research, the DLOQ has also been adapted and modified by researchers for research

purposes by using a short form providing 6 alternative answers from 1 = almost never to 6 = almost always.

Data testing was carried out using the Lisrel version of Structural Equation Modeling (SEM) to answer research problems and to test the model, namely the influence of value-based leadership and leader political skills on readiness for organisational change with learning culture as a broader moderator.

Ethical considerations

Ethical clearance to conduct this study was obtained from the Universitas Padjadjaran Research Ethics Committee

TABLE 1: Demographic profile of research sample.

Demographic category	Sample
Gender	
Male	277
Female	123
Unidentified	7
Age	
Mean	48.42
SD	14.6
Work experience	
Mean	22.92
SD	7.48

SD, standard deviation.

917/UN6.KEP/EC/2020. The authors ensured that all participants gave written informed consent to be involved before they participated in the study. Consent given included the publication of anonymised responses.

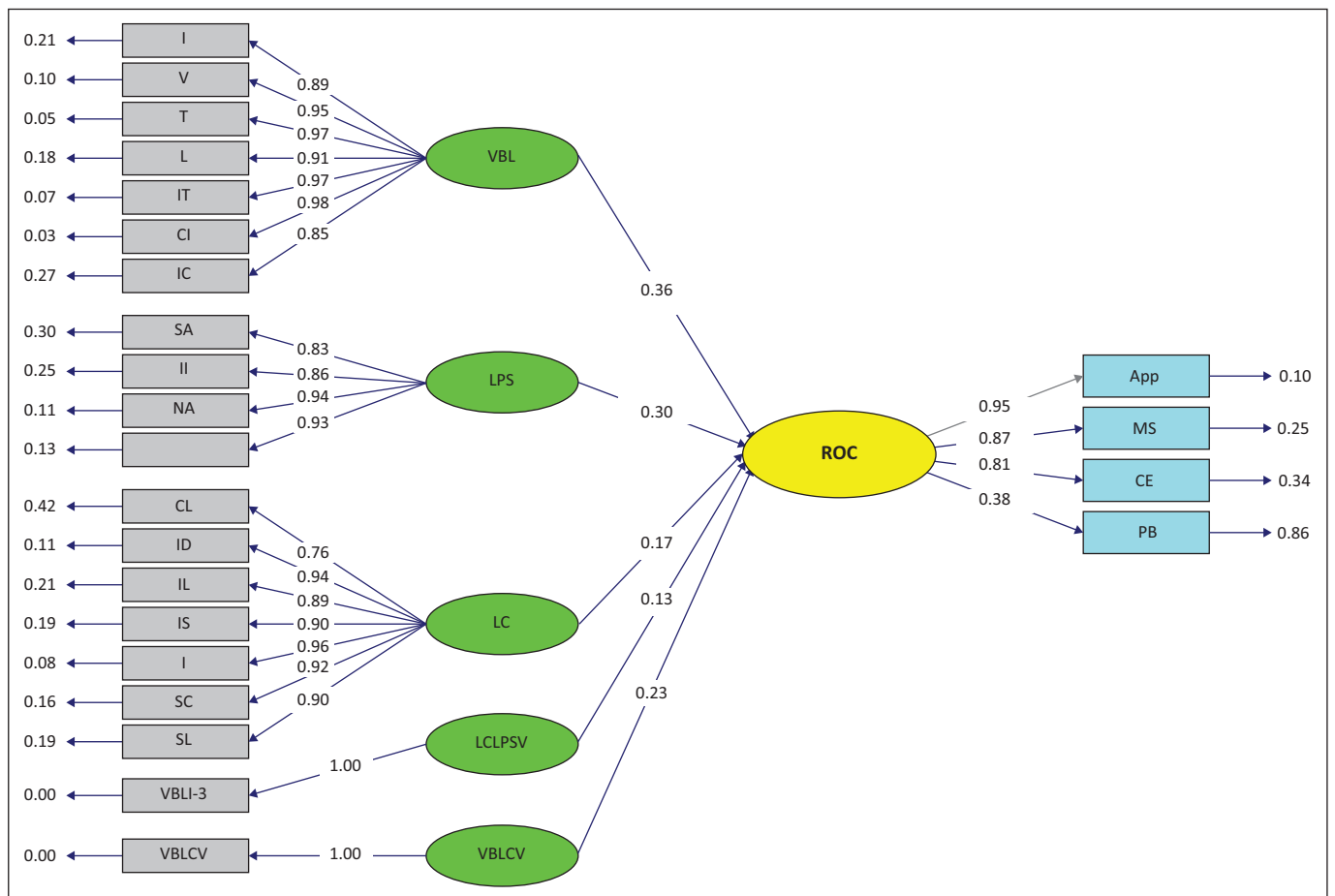
Results

The processing of the research data began by describing the demographic profile of the research sample. The results of this demographic profiling can be seen in Table 1.

Structural model data processing results

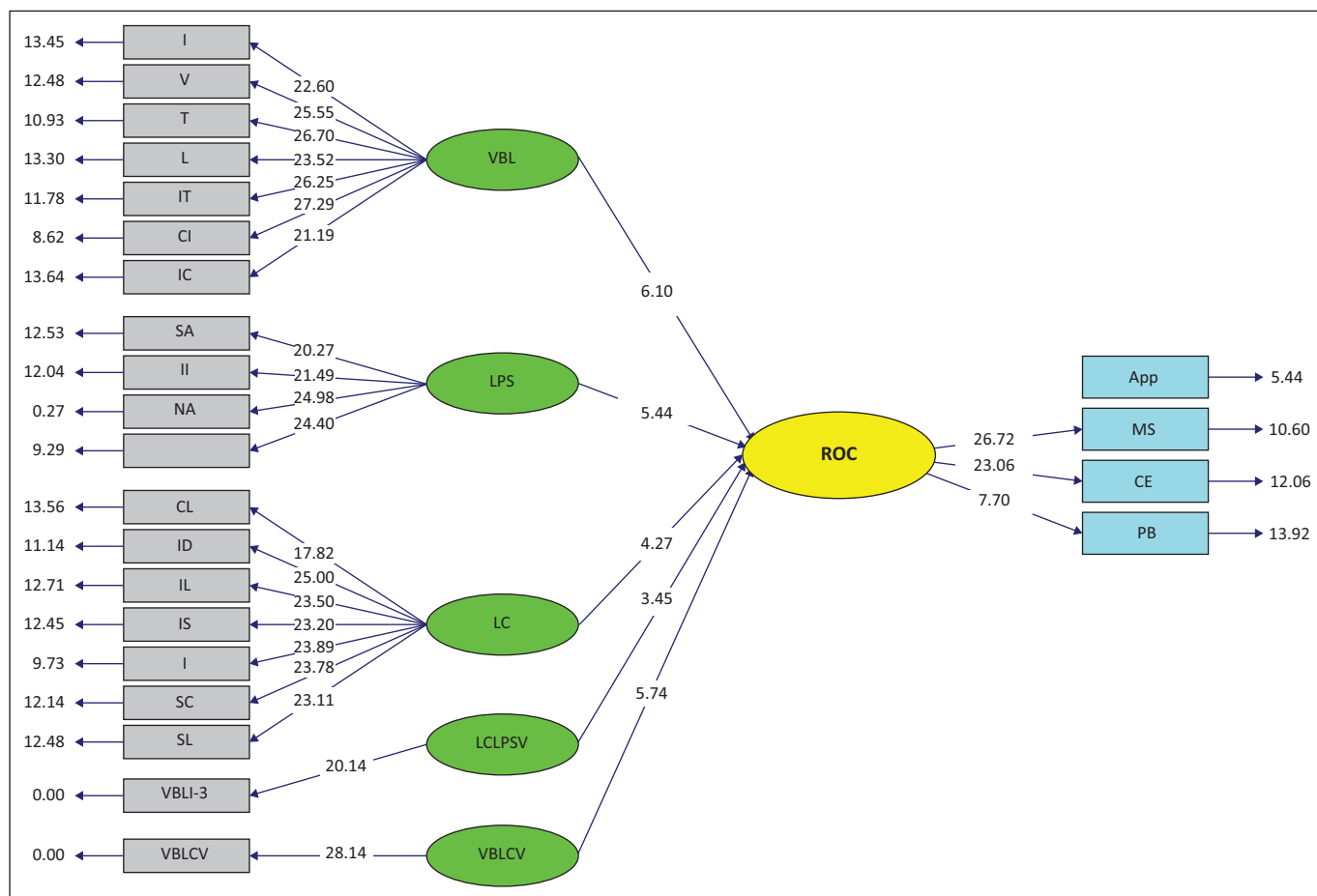
The main hypothesis is that Value-Based Leadership and Leader Political Skill influence Readiness for Organisational Change with Learning Culture as a moderator. The causal relationship between these four variables can be seen in the structural models as shown in Figure 2 and Figure 3.

Based on the results of the data processing, it can be concluded that the main hypothesis is accepted, which means the proposed structural model is proven. The result also shows that learning culture has a strong moderating influence in the relationship between value-



ROC, readiness for organisational change; App, appropriateness; MS, management support; CE, change efficacy; PB, personally beneficial; VBL, value-based leadership; I, integrity; V, vision; T, trust; L, listening; RF, respect to followers; CT, clear thinking; I, inclusion; LPS, leadership political skill; SA, social astuteness; NA, networking ability; II, interpersonal influence; AS, apparent sincerity; LC, learning culture; CL, continuous learning; ID, inquiry & dialogue; TL, team learning; ES, embedded system; E, empowerment; SC, system connection; SL, strategic leadership.

FIGURE 2: Structural model (standardised) for the main model before moderator testing.



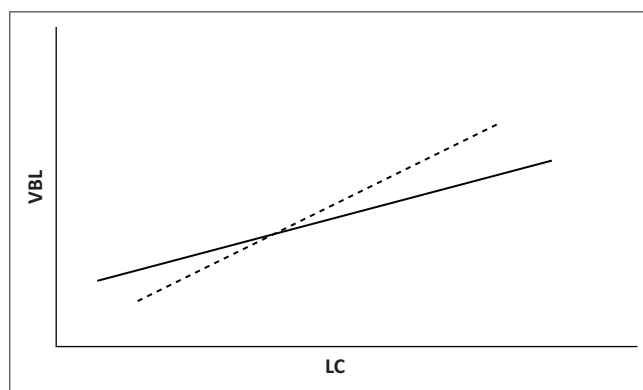
ROC, readiness for organisational change; App, appropriateness; MS, management support; CE, change efficacy; PB, personally beneficial; VBL, value-based leadership; I, integrity; V, vision; T, trust; L, listening; RF, respect to followers; CT, clear thinking; I, inclusion; LPS, leadership political skill; SA, social astuteness; NA, networking ability; II, interpersonal influence; AS, apparent sincerity; LC, learning culture; CL, continuous learning; ID, inquiry & dialogue; TL, team learning; ES, embedded system; E, empowerment; SC, system connection; SL, strategic leadership.

FIGURE 3: Structural model (t-values) for the main model.

based leadership and leader political skills on readiness for organisational change. The results of data analysis show that value-based leadership is positively and significantly correlated with readiness for organisational change ($\beta = 0.36; p < 0.05$), leader political skill shows a positive and significant correlation with readiness for organisational change ($\beta = 0.30; p < 0.05$), learning culture also shows a positive and significant correlation with readiness for organisational change ($\beta = 0.17$). While jointly, there is a positive and significant correlation between value-based leadership and learning culture with readiness for organisational change ($\beta = 0.13; p < 0.05$), and there is a positive and significant correlation between leader political skill and learning culture with readiness for organisational change ($\beta = 0.23; p < 0.05$). This result also shows that learning culture plays a stronger role when correlated jointly with value-based leadership than leader political skill. The coefficient of determination (R^2) shows a result of 0.58 with $p < 0.05$.

Sub-model 1 analysis results

The next stage is to test sub-model 1, which is stated in the hypothesis; there is an influence of value-based leadership on readiness for organisational change with



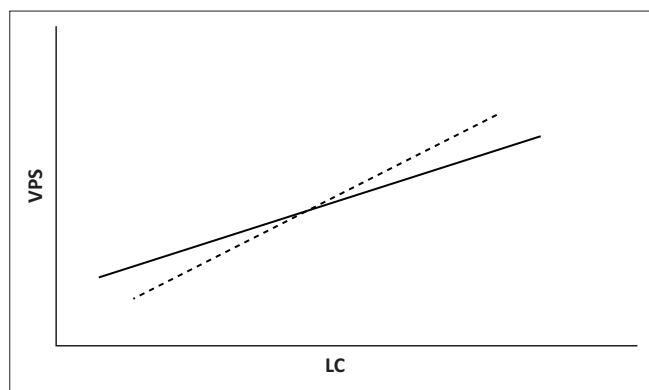
Note: Value-based leadership is indicated by the straight line; Learning culture is indicated by the staggered line.

VBL, value-based leadership; LC, learning culture.

FIGURE 4: The moderating role of learning culture on value-based leadership.

learning culture moderation. The moderating role of learning culture on the influence of value-based leadership on readiness for organisational change can be seen in Figure 4.

Based on this analysis, it can be concluded that the first ($r = 0.30, p < 0.05$). The explanation for the graph is that if value-based leadership is low, the learning culture is also low. Conversely, if value-based leadership is high, learning



Note: Value-based leadership is indicated by the straight line; Learning culture is indicated by the staggered line.

VBL, value-based leadership; LC, learning culture.

FIGURE 5: The moderating role of learning culture on leader political skill.

culture is also high. There is also an intersection of the graphs in the research data, which shows the interaction between value-based leadership and learning culture.

Results of sub-model 2 analysis

The second sub-model hypothesis presented in this research is that there is an influence of leader political skills on readiness for organisational change with learning culture moderation.

The moderating role of learning culture on leader political skills can be seen in Figure 5.

Thus, it can be concluded that the proposed hypothesis can be accepted and the second sub-model proposed is also proven ($r = 0.17$; $p < 0.05$). The graph can be explained as follows: if learning culture is low, then leader political skill is also low. Conversely, when learning culture is high, leader political skill is also high. The graph also shows the intersection of the graphs in the research data, thus showing the interaction of the data between learning culture and leader political skill.

Discussion

Readiness for organisational change is a topic that is widely discussed in the context of current change. This topic has also been comprehensively discussed and tested (Armenakis et al., 2007; Lehman et al., 2002). Readiness for organisational change has been studied in relation to other variables such as organisational commitment (Madsen et al., 2005; Suwaryo et al., 2016), organisational citizenship behaviour (Lehman et al., 2002), leadership behaviour (Nordin, 2012; Setyorini et al., 2023), employee engagement (Mangundjaya, 2012), learning culture (Al-Tahitah et al., 2020; Miller, 2016; Mojtaba et al., 2015), leader political skill (Cheema, 2010; Nikolaou et al., 2007), value leadership (Copeland, 2014), including research in the Indonesian bureaucracy related to bureaucratic reform (Purwoko, 2017).

It has also been comprehensively reviewed in relation to its theoretical framework (Rafferty et al., 2013). However,

research linking values, political skills in leaders and the role of learning culture is still limited. This study develops a model regarding the relationship between value-based leadership, political skills and readiness for organisational change in leaders in the government bureaucracy by examining the role of learning culture as a moderator. Based on the literature review and research conducted, the main research model is proposed which is contained in the main hypothesis, for example, there is an effect of value-based leadership and leader political skill with readiness for organisational change with moderation of learning culture.

Results of data analysis for testing the main model show that the major hypothesis is proven, for example, there is a significant influence between value-based leadership and leader political skills on readiness for organisational change with learning culture moderation. Learning culture has a role in strengthening the influence of value-based leadership and leader political skills on readiness for organisational change. In this case, learning culture is an indirect variable that influences readiness for organisational change.

This important research can provide an overview of what variables influence readiness to face change. This model can explain the central role of leaders in the context of change. The model also proves that both value-based leadership and political ability have a strong influence on organisational change. In this case, the influence of both will be stronger if it is accompanied by a positive perception of the learning culture in the organisation. These results are in accordance with research and opinions of Fairholm (1995), Holt et al. (2007a), Ilyas (2018), Rafferty and Simons (2006), Shatalebi and Yarmohammadian (2011) and Treadway et al. (2004).

Research on readiness for organisational change, value-based leadership and leader political skills in the research repertoire in Indonesia is quite adequate as a separate concept. However, uniting them in an integrated model has not been found, especially one based on a systematic review from an individual's perspective, group and organisational antecedents. Furthermore, the research background in bureaucratic organisations is in line with the real conditions that occur in government, making its own contribution, particularly if it is related to existing changes.

Limitations and avenue for future research

This study has several limitations such as it focuses on individual and organisational levels without considering group variables, only examines individual readiness without assessing its impact on organisational performance, uses a cross-sectional design that limits causal inference, and faced challenges in data collection during the COVID-19 pandemic, affecting sampling methods because of government agency participation restrictions. Future research should explore these gaps for more comprehensive insights.

Conclusion

The results of this research answer the question formulated in the problem, for example, 'do value-based leadership and leader political skills influence readiness for organisational change with learning culture moderation?' The results of hypothesis testing show that learning culture has a moderating effect on the influence of value-based leadership and leader political skills on readiness for organisational change. Thus, the proposed model is accepted.

The results of data analysis prove the second sub-model that value-based leadership influences readiness for organisational change, and this influence will get stronger with the moderation of learning culture. It is equivocal that leaders whose leadership is based on values will be better prepared to face change and this readiness will get stronger with a strong perception of learning culture.

The test results show that leader political skills affect readiness for organisational change with learning culture as the moderator. Accordingly, leaders who have high political skills will have better readiness for organisational change than leaders who lack this, specifically in government organisations that require skills in building networking with existing stakeholders.

Acknowledgements

The authors are grateful to all participants who agreed to take part in the survey. The authors are also grateful to the institutions that gave permission to collect data on their premises. Without their cooperation, this research would not have been possible.

This article is based on data from a larger study. A related article focusing on the correlation between leader political skill and readiness for organizational change among Central Java Provincial managers has been published in *Jurnal Muara Ilmu Sosial Humaniora dan Seni* 8(1), 159–166. The present article addresses a distinct research question, focusing on examining the factors influencing attitudes towards organisational change.

Competing interests

The authors declare that they have no financial or personal relationships that may have inappropriately influenced them in writing this article.

Authors' contributions

T.D.S., M.S., Z.A. and H.A. jointly developed ideas for research. Furthermore, T.D.S. was responsible for data collection and article writing. M.S. was responsible for critical commentary on the research methodology and results. Z.A. and H.A. commented critically in the Introduction and Discussion section. All authors have read and agree to the submitted version.

Funding information

The authors received no financial support for the research, authorship and/or publication of this article.

Data availability

The data that support the findings of this study are available from the corresponding author, T.D.S. upon reasonable request.

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