

## The Predictors of Employee Performance in the Face of Rapidly Change During Pandemic Era

Elfitra Azliyanti<sup>1\*</sup>, Purbo Jadmiko<sup>2</sup>, Lindawati<sup>3</sup>  
<sup>1,2,3</sup> Faculty of Economic and Business, Universitas Bung Hatta, Indonesia

### Abstract

Pandemic era has change all of life aspects in the world, including education institutions like universities. Lectures as a central of learning process must play their part on creating globally competitive collage students. One of the impact pandemics era is teaching process become online learning and no longer in campus as previously. The rapidly change requires lecturers to improve their skill at technology, increase their creativity and also must follow the changes. All of the predictor will have an impact to letcures performance. The research methodology used explanatory through four hypothesis testing either direct and mediation effect. The object and population use at study are lecturers at Universitas Bung Hatta, Padang. Purposive sampling use to find the sample with some criteria amd the criteria is who have a working period of > 1 year. the method of sampling in this study used the Slovin formula with 167 samples. STATA 12 wa the analysis technique used in this study. From the data testing, all of the hyphoteses accepted.

**Keywords:** Rapidly Change; Performance; Online Learning; Lecture Creativity

Received: January, 15<sup>th</sup>, 2023

Revised: January, 16<sup>th</sup>, 2023

Accepted: January, 17<sup>th</sup>, 2023

\*Corresponding author: [elfitraazliyanti@bunghatta.ac.id](mailto:elfitraazliyanti@bunghatta.ac.id)

### Introduction

Since Covid-19 entered Indonesian territory in March 2020, the government launched the Large-Scale Social Restrictions (PSBB) regulation instead of implementing a lockdown. Pandemic era which lasted for about the last almost two years has haunted all aspects of life around the world. Many things change rapidly, as well as the readiness for change that must be faced by the company and all the resources in it. Talking about resources, humans are one of the factors that must be included when we discuss this. Many things have changed in the human resources system, usually working in an office is now required to work at home online. All activities are diverted using the internet starting from meetings, work, making reports to superiors or leaders and many other things.

According to (Adiawaty, 2020) the PSBB has had a major impact on many companies, both private and state owned companies. The first effect of this pandemic is the shift in the company's financial system to zero-based budgeting. The second is the massive Termination of Employee Relations (PHK) in various companies. The third effect is the production chaos that companies are experiencing. The fourth effect is a decrease in company productivity. The final impact is the collapse of the company due to bankruptcy caused by the company's inability to survive in the midst of a pandemic.

Overall, this pandemic has had a huge impact, especially on the business sector. The big impact is of course negative. Many companies suffered huge losses. They do their best to survive. The main impact that must be faced by companies is the shift in the company's financial

system to zero-based budgeting so that companies can break even, layoffs of large companies, chaos in company production, decreased company productivity and the final impact is the collapse of the company. Various negative impacts show the struggles made by the business sector to be able to survive during the Covid-19 pandemic.

Apart from being in a company, campus life also had an influence during the pandemic era. The spread of covid-19 forced students to take distance learning. (Novitasari et al., 2020) find in her research this new learning system certainly makes students compromise with the situation. Online lectures are held online through media zoom, google meet, google classroom, and others. Many students have started to complain about the online learning process. Starting from being bored with this system, the many assignments given by lecturers, and the longing to meet friends and wanting to experience face-to-face lectures which they think are very helpful in understanding science effectively (Cakranegara, 2020)

The main problem that often occurs when studying online is dependence on the network (Armenakis et al., 1993a). If the network experiences interference or there is no signal, then the lecture will be disrupted. So that students who experience problems with the signal can be left behind in the delivery of material that has been explained by the lecturer. Second problem is difficult for some people to take part in online learning. Due to economic limitations, they cannot buy electronic devices or borrow electronic devices to attend lectures. As for learning, it is not accessible to everyone who needs it, especially in remote areas far from internet signals.

The next problem is that in this online lecture, we start lectures via zoom/google meet. If a student lacks discipline, he will be left behind in the learning that has started (Mainingsih et al., 2019). Sometimes in some materials there are things that are difficult to explain especially through online media that inevitably have to meet face to face. The role of the lecturer, who previously mastered conventional learning, is now

required to know about learning using ITC. In this online lecture, the interaction between lecturers and students is minimal, thus slowing down the formation of values in the learning and teaching process (Asbari et al., 2020).

Lecturer is someone who holds the main key in a learning process in the classroom. The level of lecturer skills is needed to make the class more lively and exciting. Ironically, not all lecturers can make classes lively and are of interest to many students. Not to mention that the learning method used is not appropriate, it will increasingly make students bored while attending lectures.

Especially in a pandemic situation like this, lecturers must be good at paying attention to the right skills so they can teach smoothly (Novitasari, Asbari, et al., 2020). In order for lecturers to be more prepared in conducting online learning, the following are skills that must be possessed. Seven mandatory skills that lecturers must have when learning online are have communication skills, online lessons will make it more difficult for students to interact with lecturers. For this reason, lecturers try to approach their students as well as possible. One way that can be done is to do the right communication.

Next, have empathy for students to make students comfortable in conducting lectures, lecturers can approach students (Maya & Anggresta, 2020). One of them is by growing empathy with the circumstances they are experiencing. Lecturers can ask about the current condition of students and anything that can hinder them from learning. Conditions like this can foster student enthusiasm in learning. Being a teacher must be patient. Especially in times like these, lecturers must be able to communicate well with their students. Surely there will be a lot of complaints that occur to students. Therefore lecturers must be more patient in helping students overcome these problems. (Alas et al., 2020)

Lectures also must expert in delivering the courses. before carrying out the teaching and learning process, the lecturer must convey the

material well. The more expert lecturers in conveying a learning topic, the easier it will be for lecturers to increase students' understanding. Letcure must be able to do time management because teaching online must be good at managing time. Correct time management will make it easier for lecturers to do online learning. Especially in doing exam corrections, evaluations, to data input.

Next, make lectures more exciting. Lectures are not only carried out in one direction only. However, lecturers must make lectures carried out in two directions, namely interacting with students. Interacting with lecturers is considered to make lectures more exciting. The more exciting the lectures are, the more students will enjoy the material during lectures in class. Understand the use of LMS. The Learning Management System, also known as LMS, is a method that can be used to implement online learning. Online learning will be much easier using this LMS.

We can see from the explanation above, in this study, the focus is on looking at the variables that influence improving lecturer performance during the pandemic. There are readiness to change, technology changes, creativity and perception of transformational leadership to letcures performance.

## **Literature Review**

### **Readiness to Change**

Research by (Armenakis et al., 1993a) suggested that the readiness to change lecturers cannot be separated from the following: (a) change efficacy is being able to implement the proposed changes, (b) appropriateness, which is the proposed change in accordance with organizational goals, (c) management support is committed leadership with changes, (d) personal benefits are changes that are proposed to benefit members of the organization. Referring to the above explanation (Armenakis et al., 1993a), it can be concluded that employees who are ready to change will show the behavior of accepting change, embracing and adopting the planned

change. Before the employees are fully prepared, they will reflect on the content, context, process, and individual attributes in order to trust and perceive the changes that will be made.

### **Technology Changes**

Lecturers have an important role in adopting and implementing the use of technology and information in adopting and implementing technology and information because they are the key to good learning methods. Changes in the educational paradigm also require lecturers to be more creative and innovative in finding methods, materials, and ways of presenting learning to be more exciting, fun and provide experiences for students (Adiawaty, 2020). Technology readiness is usually associated with the following (1) optimism is a positive view of technology that can increase control, flexibility, and efficiency in life. (2) Innovation is the tendency to be the first user of new technology, (3) discomfort is a feeling of being overwhelmed and unable to control the new technology. (4) Insecurity is distrust of new technology for reasons of security and privacy.

### **Perceptions of Transformational Leadership**

Robbins (1998) defines perception as a process of organizing and interpreting sensory impressions in order to give meaning to the environment. Furthermore, Robbins stated that perception is the way an individual or group views something, and a person's perception of reality will underlie one's behavior.

Transformational leadership theory is a type of leadership theory that has emerged in many studies on leadership in the last two decades (Dvir et al., 2002). An important aspect of transformational leadership is evaluating all followers who are considered to have the potential and ability to fulfill their commitment to the organization and provide an overview of their responsibilities in the future (Avolio et al., 2004). In addition, employee development and performance are the final targets expected from this transformational leadership (Bass, 1999).

## Creativity

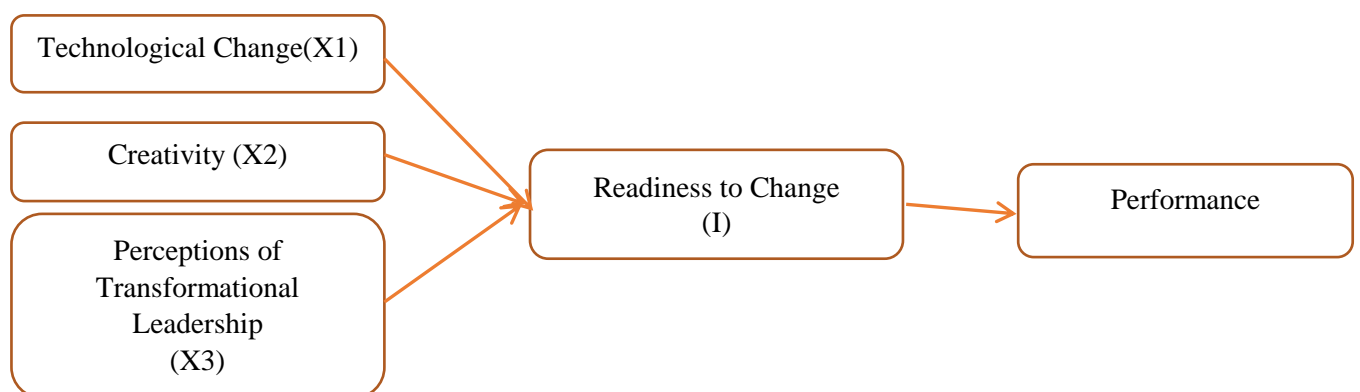
Employee creativity is central to the long-term survival of an organization because, with creativity, employees will be able to create useful new ideas and develop existing products or services (Shalley et al., 2000). According to (Azliyanti et al., 2020), creativity can be part of employee job requirements. (Zhou & George, 2001) defines creativity in the workplace as the creation of innovative, useful ideas and solutions. Meanwhile, (Amabile, 1988) defines employee creativity as new and useful ideas that employees have. Employee creativity is also defined as the perception or assessment related to the idea of developing new or original and useful products, practices, services, or organizational procedures generated by employees. Supervisors were asked

to report how often each employee could be described according to the item (Tierney & Farmer, 2002).

## Performance

(Armstrong & Taylor, 2014) stated that performance is a behavior to successfully achieve a target. Furthermore, performance is a record of the results obtained and certain job functions or activities over a certain period of time. Performance is a goal-oriented process and is geared towards ensuring that organizational processes are in the right place to maximize the productivity of employees, teams, and organizations. (Armstrong & Taylor, 2014) argues that performance is what employees do or don't do.

Figure 1. Research Conceptual Framework



From the research conceptual framework, the researcher proposes the following hypothesis :

Hypothesis 1: Technological Changes Have a Positive Effect on Employee Performance

Hypothesis 2: Creativity has a Positive Effect on Employee Performance

Hypothesis 3: Perception of Transformational Leadership Positively Affects Employee Performance.

Hypothesis 4 : Readiness to Change Positively Affects Employee Performance

Hypothesis 5: Readiness to Change as a mediators on Technological Changes to Employee Performance

Hypothesis 6 : Readiness to Change as a mediators on Creativity to Employee Performance

Hypothesis 7 : Readiness to Change as a mediators on Perceptions of Transformational Leadership to Employee Performance

## Methods

This study utilizes explanatory research. While the study approach employed is an explanatory survey that uses quantitative methods. This study uses hypothesis testing (Sekaran & Bougie, 2016). The population is Universitas Bung Hatta lecturers with total 286 people. But in this research based on Slovin formula focus on 167 samples., the sample Purposive sampling was utilized to collect the data. The respondent's criteria include who have a working period of > 1 year. Respondents completed questionnaires online using a google form. The questionnaire employs a Likert scale for measurement. STATA was used to analyze the data.

## Definition of Operational Variables and Measurement Instruments

### Readiness to Change

Employees who are ready to change will show the behavior of accepting change, embracing and adopting the change plan made. Before employees are in a ready position, employees will reflect on the content, context, processes, and individual attributes in order to trust and perceive the changes that will be made (Armenakis et al., 1993). The variable readiness to change is measured by an 8-item (1-5) Likert scale developed by (Armenakis et al., 1993).

### Technology Readiness

Technology readiness is the process of adopting and implementing technology and information so that the work can run well (Adiawaty, 2020). In the technology readiness variable, the number of instruments is 5-item statements (Likert scale 1-5).

### Perceptions of Transformational Leadership

Transformational leadership is defined as a leader who motivates subordinates to be ready to work for "high-level" goals that are considered to be beyond their personal interests at the time (Bass, 1999). In the variable perception of transformational leadership, the number of

instruments is 11 statement items (Likert scale 1-5).

### Creativity

Creativity is defined as producing new and useful ideas about products, services, processes, and procedures by an employee (Zhou & George, 2001) e. The employee creativity variable is measured by an 8-item (1-5) Likert scale developed by (Zhou & George, 2001).

### Performance

Performance is a record of the results obtained and certain job functions or activities over a certain time (Armstrong & Taylor, n.d.)

## Result and Discussions

The characteristics based on the respondent's profile are divided into five types of demographics: gender, age, education, income, and length of service, as seen in the following table:

Table 1. Characteristics of Respondents

No	Demographics	Number of Respondents (persons)	Proportion (%)
1. Gender			
	Man	109	63,70
	Woman	62	36,30
2. Age			
	26 - 30 years old	21	12,30
	31 - 35 years old	26	15,20
	36 - 40 years old	12	7,0
	41 - 45 years old	35	20,5
	46 - 50 years old	34	19,9
	> 50 years old	43	25,1
3. Education			
	Master	127	74,3
	Doctor	44	25,7
4. Income			
	2.000.000 - 3.000.000 IDR	37	21,60
	4.000.000 -	29	17,00

5.000.000 IDR			
5.000.000 – 6.000.000 IDR	–	47	27,50
7.000.000 – 8.000.000 IDR	–	32	18,70
> 8.000.000 IDR		26	15,20
<b>4. Length of Promotion to Functional Position</b>			
2 – 3 years		60	35,10
4 - 5 years		51	29,80
6 - 7 years		14	8,20
> 7 years		46	26,90

In the table above, it can be seen that most of the respondents who participated in this study were of gender, i.e., 109 men (63.7%), while the other 62 were women (36.3%). When observed from the age level, most of the Bung Hatta University Lecturers who participated in this study were over 50 years old, amounting to 43 people (25.1%), followed by 35 people of 41-45 years old (20.5%), 34 people of 46 - 50 years old (19.9%), 21 people of 26 - 30 years old (12.3%), and 12 people of 36 - 40 years old (7%).

Based on the level of education, the majority of respondents in this study were master's graduates (127 people), or about 74.3%, and doctoral graduates of 44 people (25.7%). When observed from the income level, the majority of respondents have a monthly income of 5,000,000 - 6,000,000 IDR with 47 people (27.5%), 2,000,000 - 3,000,000 IDR with 37 people (21.6%), followed by income of 7,000,000 – 8,000,000 IDR with 32 people (18.70%), 4,000,000 - 5,000,000 IDR with 29 people (17%), and lastly > 8,000,000 IDR with 26 people (15.2%).

Based on the length of the promotion, the results showed that the most functional promotions were for 2-3 years (60 people), or around 35.1%, followed by 4-5 years with 51 people (29.80, >7 years with 46 people (26.90%), and 6-7 years with 14 people (8.2%).

**Data Analysis Result**  
**Instrument Test Results**

**Validity and Reliability test**

The validity test used in this study is confirmatory factor analysis (CFA). CFA is a factor analysis that is used with the aim of empirically testing or confirming a measurement model (measurement model) of one or several constructs. CFA itself is known as a statistical tool that is useful in finding the construct form of a set of manifest variables, or testing a variable on the manifest assumptions that build it. So that confirmatory analysis is very suitable for testing a variable theory on manifest or indicators that build it, where the variable is assumed to only be measured by these indicators. Stated the following criteria:

Table 2 . Factor Loading Criteria Based on Number of Samples

Factor Load	Number of Samples
0,30	350
0,35	250
0,40	200
0,45	150
0,50	120
0,55	100
0,60	85
0,65	70
0,70	60
0,75	50

In this study, due to the number of samples of 167, the standard factor load used to determine the CFA limit was 0.45. If the factor value is greater than 0.45, then the item can be said to be valid, while if it is below 0.45, it will be declared invalid and must be discarded so that it should be re-tested.

After check the CFA, reliability test also must also be done. Reliability is the level of determination of an instrument measuring what should be measured.

The following are the results of validity and reliability tests :

Table 3 Validity and Reliability Test

Variable	Item	Factor	Alpha
Perception of Transformational Leadership	TL1	0,64	0,79
	TL 2	0,63	
	TL 3	0,47	
	TL 4	0,70	
	TL 5	0,72	
	TL 6	0,79	
	TL 7	0,68	
	TL 8	0,66	
	TL 9	0,79	
	TL 10	0,53	
	TL 11	0,80	
	TL 12	0,75	
	TL 13	0,68	
	TL 14	0,64	
	TL 15	0,68	
	TL 16	0,71	
	TL 17	0,89	
	TL 18	0,82	
	TL 19	0,75	
	TL 20	0,72	
Readiness to Change	RC 1	0,69	0,74
	RC 2	0,72	
	RC 3	0,66	
	RC 4	0,48	
	RC 5	0,54	
Technology Change	PT 1	0,69	0,79
	PT 2	0,70	
	PT 3	0,76	
Creativity	CR 1	0,73	0,88
	CR 2	0,76	
	CR 3	0,74	
	CR 4	0,67	
	CR 5	0,78	
	CR 6	0,69	
	CR 7	0,65	
Performance	PR 1	0,71	0,84
	PR 2	0,77	
	PR 3	0,68	
	PR 4	0,76	
	PR 5	0,64	

Based on the test results above, all variable (perception of transformasional leadership, creativity, technological change, ready to change and performance) items can be declared valid and all variables are reliable

Table 4. Summary of Hypothesis Testing

No	Hypothesis	Sig	Result
H1	Technological Changes - > Employee Performance	0,000	Accepted
H2	Creativity -> Employee Performance	0,000	Accepted
H3	Perception of Transformational Leadership -> Employee Performance.	0,004	Accepted
H4	Readiness to Change -> Employee Performance	0,380	Rejected
H5	Readiness to Change -> Technological Changes - > Employee Performance	0,98	Rejected
H6	Readiness to Change -> Creativity -> Employee Performance	0,002	Accepted
H7	Readiness to Change -> Perception of Transformation -> Employee Performance	0,030	Accepted

## Discussions

### Technological Changes Have a Positive Effect on Performance

From the research results,  $P > |t|$  of the variable of technological change on performance was 0.000 where the  $P$ -value  $> |t| < 0.05$ , so it can be concluded that the first hypothesis is supported. This is in accordance with previous research conducted by (Adiawaty, 2020). Lecturers have a very important role in adopting and implementing the use of technology and information because they are the key to good learning, especially during the pandemic. In addition, the change in

the educational paradigm caused by the pandemic also requires lecturers to be more creative and innovative in finding methods, materials, and presentation methods so that the learning process becomes more interesting and fun (Adiawaty, 2020). This will ultimately affect the performance of lecturers.

### **Creativity Has a Positive Effect on Performance**

From the results of the study,  $P > |t|$  creativity variable on performance was 0.000 where  $P \text{ value} > |t| < 0.05$ , so it can be concluded that the second hypothesis is supported. This is in line with research conducted by (Zhou & George, 2001) looking at the relationship between creativity and employee performance during this pandemic which found positive results. 90% of work is done online, and WFH provides many new ideas for employees because they can gather with family at home and continue to work for the organization without being burdened. Likewise, when lecturers do full online teaching like today, they are required to do innovative things so that students can feel at home running lectures like face-to-face lectures as usual.

### **Perception of Transformational Leadership Positively Affects Performance**

From the results of the study, the results  $P > |t|$  the variable perception of transformational leadership on performance was 0.980 where the  $P\text{-value} > |t| < 0.05$ , so it can be concluded that the third hypothesis is supported. This is in line with previous research that has been carried out, among others, studies conducted by (Asbari et al., 2020), (Novitasari, Asbari STIE Insan Pembangunan, et al., 2020), and (Azliyanti et al., 2021), which found that perceptions of transformational leadership have a positive influence on one's performance both in terms of direct and mediation relationships.

From the results of the highest score, it can be seen from the points that employees perceive

their leaders at work as having a transformational type both in terms of being able to motivate their followers. The higher the level of motivation given by the leader to his followers, the harder the followers will try to work and provide performance beyond what the organization expects. Likewise, when employees perceive the leader to expand and increase their interest in the interests of their followers, followers will easily accept the goals and mission of the organization and put aside personal interests to achieve the interests of the organization.

### **Readiness to Change Positively Affects Performance**

From the results of the study obtained, the results  $P > |t|$  the variable of readiness to change on performance is 0.380 where the  $P\text{-value} > |t| > 0.05$ , so it can be concluded that the fourth hypothesis is not supported. This is not in line with research conducted by (Armenakis et al., 1993) which can be concluded that an employee is declared ready to change when they show the behavior of accepting, embracing, and adopting a change plan that will be carried out. Before an employee is in a position to be ready, they must reflect the content, context, processes, and individual attributes to see and believe the changes the organization will bring.

### **Readiness to Change as a mediators on Technological Changes to Employee Performance**

From the results of the study,  $P > |t|$  readiness to change as a mediator of technological change to employee performance was 0.98 where  $P \text{ value} > |t| < 0.05$ , so it can be concluded that the sixth hypothesis is rejected.

### **Readiness to Change as a mediators on Creativity to Employee Performance**

From the results of the study,  $P > |t|$  readiness to change as a mediator of creativity to employee performance was 0.02 where  $P \text{ value} > |t| < 0.05$ ,



so it can be concluded that the sixth hypothesis is supported.

### Readiness to Change as a mediators on Perceptions of Transformational Leadership to Employee Performance

From the results of the study,  $P > |t|$  readiness to change as a mediator of perception of transformational leadership to employee performance was 0.03 where  $P \text{ value} > |t| < 0.05$ , so it can be concluded that the seventh hypothesis is supported.

### Reference

- Adi Cakranegara, P. (2020). Manajemen Perubahan Perguruan Tinggi Pada Saat Pandemi Covid-19. *Studi Ilmu Manajemen Dan Organisasi*, 1(1), 57–69. <https://doi.org/10.35912/Simo.V1i1.95>
- Adiawaty, S. (2020). Pandemi Covid-19 Dan Kinerja Dosen (Study Kasus Kinerja Dosen Pada PT XYZ). *Jurnal Manajemen Bisnis*, 23(2).
- Alas, I., Gazali, K., Asbari, M., & Novitasari, D. (2020). Peran Readiness For Change Mentality Terhadap Kinerja Pegawai Kontrak. *Jurnal Sekretari Dan Manajemen*, 4(2). <http://ejournal.bsi.ac.id/ejournal/index.php/widyacipta>
- Amabile\_A\_Model\_Of\_Creativityorg.Beh\_V10\_P p123-167. (N.D.).
- Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993a). Creating Readiness For Organizational Change. *Human Relations*, 46(6), 681–703. <https://doi.org/10.1177/001872679304600601>
- Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993b). Creating Readiness For Organizational Change. *Human Relations*, 46(6), 681–703.
- <https://doi.org/10.1177/001872679304600601>
- Armstrong, M., & Taylor, S. (N.D.). *Armstrong's Handbook Of Human Resource Management Practice*. 738.
- Asbari, M., Novitasari, D., Silitonga, N., & Taruli Pebrina, E. (2020). Analisis Kesiapan Untuk Berubah Di Masa Pandemi Covid-19: Studi Pengaruh Kepemimpinan Transformasional Terhadap Kinerja Karyawan. *Jurnal Ekonomi & Manajemen Universitas Bina Sarana Informatika*, 18(2). <https://doi.org/10.31294/Jp.V17i2>
- Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational Leadership And Organizational Commitment: Mediating Role Of Psychological Empowerment And Moderating Role Of Structural Distance. *Journal Of Organizational Behavior*, 25(8), 951–968. <https://doi.org/10.1002/Job.283>
- Azliyanti, E., Jadmiko, P., & Utami, W. (2020). The Influence Of Perceptions Of Transformational Leadership On Lecturer Creativity With Creative Self Efficacy As Mediator. *Jurnal Apresiasi Ekonomi*, 8(3), 347–356. [www.sinta2.ristekdikti.go.id](http://www.sinta2.ristekdikti.go.id)
- Azliyanti, E., Jadmiko, P., Wati, L., & Rf, R. A. (2021). The Urgency Of Readiness To Change Mentality In Improving Human Global Competitiveness During A Pandemic In Universities.
- Bass, B. M. (1999). Two Decades Of Research And Development In Transformational Leadership. *European Journal Of Work And Organizational Psychology*, 8(1), 9–32. <https://doi.org/10.1080/135943299398410>
- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact Of Transformational Leadership On Follower Development And Performance: A Field Experiment. *Academy Of Management Journal*, 45(4), 735–744. <https://doi.org/10.5465/3069307>

- Maya, S., & Anggresta, V. (2020). Analisis Variabel Yang Membentuk Kinerja Pada Masa Covid 19. *Sosio E-Kons*, 12(3), 253. <https://doi.org/10.30998/Sosioekons.V12i3.7700>
- Novitasari, D., Asbari, M., Sutardi, D., Gazali, G., & Silitonga, N. (2020). Pengaruh Kesiapan Untuk Berubah Dan Efektivitas Kepemimpinan Transformasional Terhadap Kinerja Karyawan Di Masa Pandemi Covid-19. *Value : Jurnal Manajemen Dan Akuntansi*, 15(2), 22–37. <https://doi.org/10.32534/Jv.V15i2.1152>
- Novitasari, D., Asbari STIE Insan Pembangunan, M., & Insan Pembangunan, S. (2020). Urgensi Kepemimpinan Dan Mentalitas Siap Berubah Terhadap Kinerja Pegawai Di Masa Pandemi Covid-19. In *Riset Ekonomi Manajemen* (Vol. 4).
- Oleh, D., Widya, S., & Mainingsih, S. (N.D.). Analisis Technology Readiness Internal Dalam Menerima Teknologi Informasi Dan Pengaruhnya Terhadap Kinerja Pada Umkm Kota Malang *Jurnal Ilmiah*.
- Shalley, C. E., Gilson, L. L., & Blum, T. C. (2000). Matching Creativity Requirements And The Work Environment: Effects On Satisfaction And Intentions To Leave. *Academy Of Management Journal*, 43(2), 215–223. <https://doi.org/10.5465/1556378>
- Tierney, P., & Farmer, S. M. (2002). Creative Self-Efficacy: Its Potential Antecedents And Relationship To Creative Performance. *Academy Of Management Journal*, 45(6), 1137–1148. <https://doi.org/10.2307/3069429>
- Zhou, J., & George, J. M. (2001). When Job Dissatisfaction Leads To Creativity: Encouraging The Expression Of Voice. *Academy Of Management Journal*, 44(4), 682–696. <https://doi.org/10.5465/3069410>