Utilization of Information Technology and Interest in Using and Learning Style on Readiness for Change of Leadership Training Participants in the State Administration Institution of Samarinda

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Abstract

This study aims to prove the effect of expectations using information technology, learning styles on interest in using information technology, and readiness for change in training for State Civil Apparatus at the State Administrative Institution (LAN) in Samarinda. The results of the analysis conclude from the data of 167 research samples using the WarpPLS program that expectations of using information technology and learning styles have a positive and significant effect on interest in using information technology, as well as expectations of using information technology and interest in using information technology on readiness for change. However, the learning style has a negative and significant effect on readiness for change. The results of this study conclude that the more you apply the conventional face-to-face learning style, the lower the readiness for change. conceptual material training is carried out online (online) while the practical one is carried out offline.

Keywords: IT Expectations; Interest in Using IT; Learning Style; Readiness for Change

Introduction

The development of the competence of State Civil Apparatus resources in Indonesia has undergone changes that need to be responded to in the digital era, which is in its development process, based on the big challenges faced by organizations to run a good system in public services. Government employees or those in Indonesia must improve their competence so that they are able to carry out services efficiently and effectively, in accordance with the times that demand to adapt to increasingly massive information technology (Cordella & Tempini, 2015).

The change will be a demand because the mindset of the community towards services in the public sector demands speed, alertness, and good service from every side of the bureaucracy. Improvements regarding good service by the State Civil Apparatus have undergone many fundamental changes to improve the competence of the Apparatus in terms of services to the public, one of which changes in the implementation of the development of human resources for the Apparatus is carried out by the State Administration Institution as a supervisor for the implementation of training for employee competency development in providing services excellent for society.

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The current state of the organizational environment, both government and private, forces them to adapt to changes immediately. During the COVID-19 pandemic, employees are asked to do WFH (Work from Home). It should be noted that there are some activities that cannot be carried out from home, educational institutions, and implementing institutions providing education and training.

The State Administration Institution (LAN) is the institution administering the State Administration Institution as the supervisor of training implementation, development of quality standards for ASN training and coaching ASN managerial competency training, organizing ASN managerial competency training either alone or together with other training institutions. From these functions and duties, the State Administration Institute started the momentum by revamping the implementation of training based on the quality of public services. In this case, how is the willingness to change training and education methods from face-to-face methods to hybrid methods or offline and online? It is necessary to do further research on whether the trainees are ready for change (readiness for change).

Literature Review

(Armenakis et al., 1993) stated that readiness for change is something that contributes to the effectiveness of the implementation of changes made by the organization. Change is needed for an organization to survive and run according to the demands found in the organization (Cunningham et al., 2002). Readiness for a change from the system or method of management implementation is part of the manager's or leadership's task to adapt to the environmental conditions of the organization.

(Anjani, 2013) stated that readiness for change increases the performance of organizational members. Readiness for changes from a system or method that is considered out to date to be up to date, which is more efficient and effective in performance.

In making changes, organizational members must have readiness for change (Weiner, 2009). (Lipińska-Grobelny & Papieska, 2012), in their research, they found that readiness for change can affect job satisfaction, in this case, a pleasant emotional attitude and love of work. (Anjani, 2013) concluded that readiness for change resulted in organizational members enjoying what they were doing so that it had an impact on increasing the performance of organizational members.

(Winardi & Agus Prianto, 2016) convey the same thing that readiness for change contributes to members in improving performance after changes. Readiness for change (readiness for change) is a psychological state which is defined as attitudes, beliefs, and intentions to deal with change (Rebecca Victoria Riddell & Maren Tofte Røisland, 2017).

Information technology media that is used as a mediator between coaches and coachees raises a second special phenomenon, which can be an inhibiting factor in its use, namely, the geographical distribution of the various regions of origin of the training participants so that the use of information technology media will become the main media in addition to direct dialogue in coaching.

(Anne Ribbers & Alexander Waringa, 2015) Electronic coaching (e-coaching) is known as online training, remote training, web training, virtual world training, digital training, and virtual coaching or online-based coaching, which is a way to connect between coaches and coaches. Coachee, which is mediated through information technology media such as telephone, short message service (SMS), video calling or webcam, Email, online discussion groups, and other application media. The distribution of information technology through the media is divided into two groups of interaction, namely direct (real-time) such as telephone, video calling, and teleconference and indirect (non-time), such as short message service (SMS), Email, online discussion groups, and media.

The process of implementing change actions with mentoring with coaches during off-campus can affect participants' learning styles in conducting mentoring, previously on-campus could meet face-to-face, then conduct remote interactions using electronic media (e-coaching). The influence of this phenomenon is the interest in using information technology on the success rate of individual performance and perhaps from other factors, namely technological sophistication.

Changes with coach mentoring during off-campus can affect participants' learning styles in conducting mentoring, previously on-campus being able to meet face-to-face, then conduct remote interactions using electronic media (e-coaching). The influence of this phenomenon is the interest in using information technology on the success rate of individual performance and perhaps from other factors, namely technological sophistication. Technological sophistication will assist organizations and individuals in producing more accurate and timely information for making decisions, which will assist the coaching process effectively and efficiently if participants' interested in using information technology is carried out to the maximum.

The influence between remote mentoring, using information technology, and its effect on job performance has been carried out by (Berry et al., 2011); (Almarashdeh, 2016); (Ananga & Biney, 2017) regarding the comparison of coaching in learning, namely, the combination of coaching in face-to-face learning and distance learning, which found results in the form of no significant differences found in problem-solving between face-to-face and distance coaching conditions. These findings offer preliminary evidence that remote coaching may be as effective as face-to-face coaching.

Expectations of the use of technology in the implementation of remote coaching (Frazee, 2008); (Fonseca et al., 2014); (Billingsley & Scheuermann, 2014); (Cheng et al., 2015); and (Leontyeva, 2018) conducted research on coaching in learning styles, showing that coaching using technology e-coaching has a positive and significant effect on individual performance, even they state that technology has a positive effect on interaction, motivation, and individual performance, then the conclusion of this study, reveals that the success of e-coaching lies in individual factors such as expectations, interests and learning styles to use information technology, with readiness b for change.

The development of tools to assist and facilitate the process of achieving targets, one of which is by using information technology (Thong & Yap, 1995), which states that information technology is a concrete form of computer software that provides management, operations, and strategy support within the organization. The determination of information technology is the creation of a computer-based information system in an organization (Sarosa & Zowghi, 2003).

Interest in using (behavioral intention) is the equivalent of a behavior of interest in the process of individuals to have and use products or services within a certain time, especially the use of utilizing information technology by using existing devices or media. Interest in using information technology can have an influence through personal assessments of both high and low, depending on how much satisfaction from the process is felt; some theoretical definitions of interest in utilizing related to the use of information technology.

(Hennington & Janz, 2007), (J. Paul Peter et al. 2004) interest in using is a proportion that connects oneself with future actions. However, (Venkatesh et al., 2003) have empirically tested that an individual's intention will be a direct determinant of his behavior, or in other words, that interest will affect behavior towards something, including using information technology in the implementation of current and future work.

(Peterson et al., 2009) is a behavior of each individual in understanding knowledge. (Kit Logan & Pete Thomas, 2002) add learning style is a development of a cognitive style that is used to distinguish individual learning processes, which are based on the way the person processes information.

Individual learning styles can be identified in several ways; this opinion was conveyed in a study by (Sibel Somyürek, 2009) including 1) Direct questions, this method uses closed-ended interviews to obtain data from individuals on the character of their learning styles; 2) Assumptions, are added in the form of individual models to complement the data. Examples of assumptions are used to complete a small part of the information that is empty in filling out questionnaires by individuals. 3) Learning through system interaction (learner-system interaction), information is obtained from the interaction of learners with the e-learning system, then obtained a data with learning styles that can be processed into the determination of learning styles.

(Felder, n.d.)Learning Style Model (FSLSM) is a replication of the learning style model proposed by the Myers Briggs Types Indicator (MBTI) learning style, which adapts Carl Jung's psychological theory (Willingham et al., 2015), namely with the personality type of learning style, namely Extrovert as opposed to Introvert, Sensing is opposite to Intuition, Thinking is opposite to Feeling, Judging is opposite to Perceiving (Isabel Briggs Myers & Peter B Myers, 1995) and the learning style proposed by (David A. Kolb, 2015), namely by various styles learning into four, among others (1) Diverging a combination of elements of concrete experience and reflective observation; (2) assimilating the combination of abstract conceptualization and reflective observation; (3) Converging the combination of abstract conceptualization and active experimentation; and (4) Accommodating a combination of concrete experience and active experimentation.

The Problem Research

Based on the background that has been stated previously, the problems studied are asked the following questions:

1) Does the expectation of using information technology (IT) affect the interest in using IT in the ASN supervisory leadership training at LAN Samarinda?

2) Does the expectation of using information technology (IT) affect the readiness for change of the ASN supervisory leadership training participants at LAN Samarinda?

3) Does learning style affect the interest in using IT in the ASN leadership supervisor training participants at LAN Samarinda?

4) Does learning style affect the Readiness for Change of ASN leadership supervisor training participants at LAN Samarinda?

5) Does Interest in Using IT affect the Readiness for Change of ASN leadership supervisor training participants at LAN Samarinda?

Research Purposes

Based on the problem questions posed in this study, the objectives are as follows:

1) To examine and analyze the effect of Expectations on Interest in using IT on leadership training participants at LAN Samarinda.

2) To test and analyze the effect of Expectations on readiness for change on leadership training participants at LAN Samarinda.

3) To examine and analyze the effect of Learning Style on Interest in Using IT on leadership training participants at LAN Samarinda.

4) To test and analyze the effect of Learning Style on readiness for change in leadership training participants at LAN Samarinda.

5) To test and analyze the effect of Interest in Using IT on the readiness for change of leadership training participants at LAN Samarinda.

Benefits of the research

This research is expected to provide the following benefits:

1) Theoretical Benefits

      The results of this study can be used as material for theoretical studies in increasing the knowledge base of human resource management, especially in training methods.

2) Practical Benefits

      The results of the research conclusions can be used as consideration for the implementation of training at LAN Samarinda in carrying out further leadership training and can also contribute to other educational institutions. Apart from that, it can be used as a reference for future researchers Formulation of the problem.

Analysis and Discussion

      Based on the results of this study, it is found that the equation of the effect of expectations on information technology, learning styles on interest in using information technology in coaching, and readiness for change. The results of testing the structural model directly (direct effect), which is to explain the effect of exogenous variables on endogenous variables, are presented in Table 1.

Table 1.
Direct Effect of Exogenous Variables on Endogenous Variables

|	Koefisien β	P-value	Conclusion
Ekspectation (X1) →Interest in using (X2)	0,685	< 0,001	Positive and significant
Learning style (X3)→ Interest in using (X2)	0,305	0,001	Positif dan signifikan
Ekspectation (X1)→readiness for change (Y)	0,369	< 0,001	Positif dan signifikan
Interest in using (X2)→readiness for change (Y)	0,493	< 0,001	Positif dan signifikan
Learning style (X$_4$)→ readiness for change Peserta (Y)	-0,151	< 0,023	Negatif dan signifikan
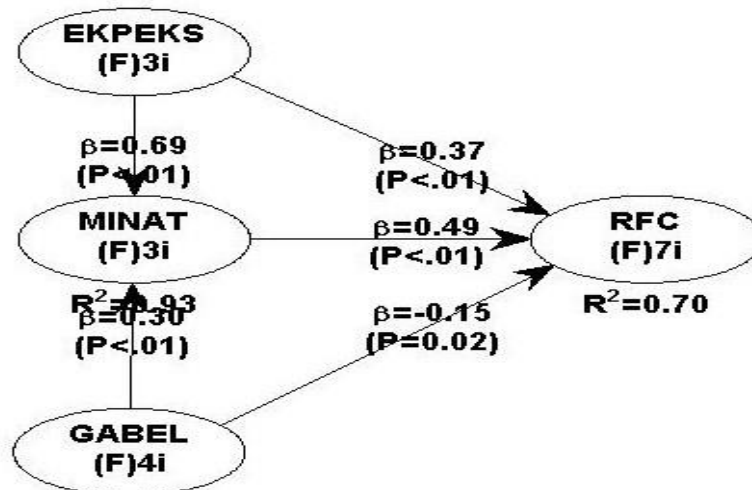
Figure 1: Results of Inferential Statistical Analysis of the WarpPls Program

Based on Table 1, it can be seen the positive influence and significance level of each variable, if the p-value <0.05 means that the exogenous variable has a significant effect on the endogenous variable, and if the p-value> 0.05, then the exogenous variable has an insignificant effect on the endogenous variable. Endogenous variables, following are the results of the analysis of the effect of variable X on Y.

The equation for the effect of information technology expectations in coaching on interest in using information technology in coaching on supervisory leadership training at LAN Samarinda is 0.69, which means that using information technology is one unit, the variable of interest in using information technology in coaching will increase by 0.69. In details can be explained as follows:

1) Expectations on information technology have a significant positive effect on the interest in using information technology from supervisor leadership training participants at LAN Samarinda to conduct coaching. The effect of expectations on information technology on interest in using information technology on supervisory leadership training participants at LAN Samarinda to conduct coaching, the p-value on expectations of information technology on interest in using information technology in supervisory leadership training participants at LAN Samarinda for coaching is < 0.001 (<0.05) it is said to be significant so that H0 is rejected and H1 is accepted with a path coefficient value of 0.69, which is positive indicating that if the proportion of the influence of expectations on the use of information technology media in coaching is increased, the interest in using information technology in conducting coaching will increase. Coaching supervisor leadership training participants at LAN Samarinda.

2) Learning style has a positive and significant effect on the interest in using information technology from supervisor leadership training participants at LAN Samarinda to conduct coaching. The influence of learning style on interest in using information technology on supervisory leadership training participants at LAN Samarinda to conduct coaching was found to have a p-value of learning style on the interest of supervisor leadership training participants at LAN Samarinda to conduct coaching using information technology was < 0.01 (<0.05) it is said to be significant so that H0 is rejected and H1 is accepted with a path coefficient value of 0.305, which is positive, which means that learning style has a positive and significant influence on interest in using information technology on supervisory leadership training participants at LAN Samarinda for coaching. This means that the increasing proportion of the influence of learning styles in the implementation of coaching from the

use of information technology media, the impact will be followed by an increase in interest in using information technology in supervisory leadership training participants at LAN Samarinda to conduct coaching.

3) Expectations on information technology have a significant positive effect on readiness for change in using information technology from supervisory leadership training participants at LAN Samarinda for coaching. The effect of expectations on information technology on interest in using information technology on supervisory leadership training participants at LAN Samarinda to conduct coaching obtained p-value < 0.001 (<0.05) then it is said to be significant so H0 is rejected and H1 is accepted with a path coefficient value of 0.369 marked positive indicates that if the proportion of the influence of expectations on the use of information technology media in coaching is increased, it will further increase the readiness for change using information technology in coaching supervisor leadership training participants at LAN Samarinda.

4) Learning style has a negative and significant effect on readiness for change using information technology from supervisory leadership training participants at LAN Samarinda to conduct coaching. The effect of learning styles on readiness for change using information technology on supervisory leadership training participants at LAN Samarinda to conduct coaching obtained a p-value <0.02 (<0.05), then it is said to be significant so that H0 is rejected and H1 is accepted with a path coefficient value of -0.150 is negative which means that learning style has a negative and significant influence on readiness for change using information technology on supervisory leadership training participants at LAN Samarinda to conduct coaching. This means that the increasing proportion of the influence of learning styles in the implementation of coaching from the use of information technology media, the impact will be followed by a decrease in readiness for change using information technology on participants.

Supervisory leadership training at LAN Samarinda to conduct coaching on participant perception that expectation information technology, the p-value on interest in using information technology for supervisory leadership training participants at LAN Samarinda to conduct coaching on participant performance is < 0.001 (<0.05), so it is said to be significant, so H0 rejected and H1 accepted with a path coefficient value of 0.493 which is positive indicating that if the proportion of the influence of interest in using information technology is increased on supervisory leadership training participants at LAN Samarinda for coaching, the readiness for change will increase. The results of testing the structural model indirectly (indirect effect), which is to explain the effect of exogenous variables on endogenous variables through intervening variables in this study, can be seen in Table 2.

Table 2.
Indirect Effect of Exogenous Variables on Endogenous Variables

	Koefisien β	P-value	Kesimpulan
Expection on TI (X_1) →Interest in Using IT (X2) →readiness for change (Y)	0,338	< 0,001	Positive signifikan
Learning style (X3)→Interest in using (X2) →readiness for change (Y)	-0,150	0,003	Negative signifikan

Source: The Result of Statistical Analyses

Based on Table 2, it can be seen that there is a significant positive and negative effect for each variable with an indirect effect, if the p-value <0.05 means that the exogenous variable has a significant effect on the endogenous variable and if the p-value> 0.05 then the exogenous variable has no effect significant on endogenous variables with the following explanation:

1) Expectations on information technology have a significant positive effect on participants' readiness or change through an interest in using information technology in coaching with a value of 0.493; it can also be seen that expectations of information technology have a significant influence on participants' readiness to hang out through interest in using information technology in doing coaching, because it has a p-value (0.001<0.05) in supervisory leadership training at LAN Samarinda.

2) Learning style has a significant negative effect on participants' readiness for change through an interest in using information technology in coaching with a value of -0.150, meaning that learning style has a significant negative effect on participants' readiness for change through an interest in using information technology in coaching has a p-value (0.01<0.05) on supervisory leadership training at LAN Samarinda. This means that if the learning style is improved, the readiness for changes in the training system will decrease so that the training participants' readiness to change from a face-to-face system to changing systems and techniques using information media will increase.

Conclusion

Based on the results of the previous analysis and discussion, the research can be concluded as follows:

1. Expectations on information technology have a significant positive effect on interest in using information technology by supervisor leadership training participants at LAN Samarinda in coaching. The results of this study prove that the higher the expectation of information technology media, the higher the interest in using information technology in coaching trainees. These results are indicated through factor loading variables with the strongest indicator being the simplicity of operation, about the confidence of supervisor leadership training participants at LAN Samarinda, when using a technology, it can be easily used and understood effectively and efficiently during coaching so that participants as users do not feel heavy when there is new technology.

2. Learning style has a positive and significant effect on interest in using information technology by supervisor leadership training participants at LAN Samarinda in coaching. The results of this study prove that the higher the learning style, the higher the participants' interest in using information technology in coaching, a change from the learning style of the trainees. The dominant indicator, namely Visual-verbal, is that in the implementation of coaching, participants learn by remembering and seeing textually so that this study rejects the fourth hypothesis.

3. Expectations on information technology have a significant positive effect on readiness for change using information technology by supervisory leadership training participants at LAN Samarinda in coaching. The results of this study prove that the higher the expectations for the use of information technology media, the higher will be to make changes in using information technology in coaching trainees. These results are indicated by factor loading variables with the strongest indicator, namely the confidence of trainees with changes to the training system with on and offline will be better and will be more efficient and effective in supervisory leadership training at LAN Samarinda, when using a technology it can be easily used and understood. Effectively and efficiently during coaching, so that participants as users do not feel heavy when there is new technology.

4. Interest in using information technology by supervisor leadership training participants at LAN Samarinda in coaching has a positive and significant effect on participants' readiness for change. The results of this study prove that the higher the interest in using information technology in coaching, the higher the readiness for change of the trainees. These results are indicated by factor loading variables with the strongest indicator, namely the belief that changes will be more effective and efficient in implementing supervisory leadership training at LAN Samarinda, which emerged after using a technology system in the implementation of coaching.

5. Learning style has a negative and significant effect on readiness for change using information technology by supervisor leadership training participants at LAN Samarinda in coaching. The results of this study prove that the more the learning style increases, the less willing to change, meaning that the conventional learning style will reduce the participants' readiness for change using information technology in coaching, a change from the trainee's learning style. 6. From the results of the overall research discussion, it can be concluded that the system and training methods implemented by LAN Samarinda using information technology by participants in coaching need to change from the face-to-face method to a better information technology media method so that the results of the training provided are better implemented more effectively.

Recommendation

Based on the results of the research conclusions, the following recommendations are proposed:

1. Participants' expectations of LAN Samarinda as the implementation of supervisory leadership training in coaching. Changes are needed that facilitate the mentoring process and use information technology that is better than what has been implemented.

2. Interest in using information technology from supervisor leadership training participants at LAN Samarinda needs to be responded to with better-updated methods and supported by more up-to-date technology equipment.

3. The learning style implemented by LAN Samarinda in the process needs to change the method during coaching by emphasizing intuitive sensing so as to reduce the actions of trainees in making noise that disturbs other participants.

4. LAN Samarinda needs to respond to the readiness needs of leadership training participants with more efficient and effective information technology systems in the future.

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