Trial

by Josua Adith

ANALITIKA

Jurnal Magister Psikologi UMA

Available online http://ojs.uma.ac.id/index.php/analitika

Uji Coba Modul Pelatihan Kompetensi *Adaptability* untuk Meningkatkan *Adaptive Performance* pada Karyawan PT. X

Trial of Adaptability Competency Training Module to Improve Adaptive Performance for Employees of PT. X

Joshua Aditya Putra Utama*, Missiliana Riasnugrahani, & Gianti Gunawan

Magister Profession of Psychology, Faculty of Psychology, Universitas Kristen Maranatha, Indonesia

Corresponding author: Email: joshua16aditya @gmail.com

Abstrak

Penelitian ini menggunakan metode eksperimen untuk menguji coba modul pelatihan Kompetensi Adaptability untuk meningkatkan Adaptive Performance pada karyawan PT. X. Terdapat 34 orang responden untuk masing-masing kelompok eksperimen dan kontrol yang berpartisipasi dalam penelitian ini. Setiap partisipan mengisi masing-masing pre-test dan post-test kuesioner Adaptive Performance Scale dan The Adaptability Scale yang diberi jeda selama tujuh hari. Skor total Adaptive Performance dan Kompetensi Adaptability diuji beda antara pre-test dan post-test menggunakan Paired Samples T-Test, kemudian antara kelompok eksperimen dan kontrol menggunakan Independent Samples T-Test. Berdasarkan pengolahan data statistik, ditemukan skor total pre-test dan post-test kelompok eksperimen memiliki perbedaan signifikan, dengan koefisien Adaptive Performance (t=−2,941) dan koefisien Kompetensi Adaptability (t=−3,498). Berdasarkan temuan tersebut, dapat disimpulkan bahwa skor total Adaptive Performance dan Kompetensi Adaptability pada partisipan memiliki peningkatan signifikan setelah diberikan pelatihan Kompetensi Adaptability. Agar lebih efektif di kemudian hari, para peneliti selanjutnya maupun pihak berwenang perusahaan dapat mempertimbangkan pelatihan ini untuk dapat diterapkan pada skala yang lebih luas dan memperdalam ranah hingga perilaku dan hasil.
Kata Kunci: Adaptive Performance; Kompetensi Adaptability; Adaptasi; Pelatihan

Abstract

An experimental method was used in this research by employing Adaptability Competency Training Module to improve Adaptive Performance for employees of PT. X. There were 34 respondents for each of the experimental and control groups who participated. Each participant filled out pre-test and post-test, respectively, the Adaptive Performance Scale and The Adaptability Scale which were spaced for seven days. The total Adaptive Performance and the Adaptability Competency means were compared, between pre-test and post-test used Paired Samples T-Test, then between experimental and control groups used Independent Samples T-Test. Based on statistical calculation, total pre-test and post-test scores of the experimental group were significantly differences, with Adaptive Performance coefficient (t=−2.941) and Adaptability Competency coefficient (t=−3.498). Based on these findings, it can be concluded that total Adaptive Performance and Adaptability Competency scores of the participants were significantly increased after being given Adaptability Competency training. To be more effective, future researchers and company authorities can consider this training to be applied on a wider scale and deepen the domain of behavior and results.
Keywords: Adaptive Performance; Adaptability Competency; Adaptation; Training

INTRODUCTION

"The only thing that remains in the world is change", is a term first coined by Herakleitos, a philosopher in 500 BC. The term is still very relevant for today's world that has entered the 21st century. Every day, there is almost always new news, new changes, new technology, and various other new turmoil. An economist from the United States, Clayton Christensen coined the term disruption to name the changes that have recently occurred. Disruption is defined as the process by which a product or service that starts as a simple application that is positioned at the bottom of the market, then takes root and grows until it finally replaces the previous competitors. The picture of the world of work in the 21st century is undergoing significant changes. Dynamic forces that include globalization, outsourcing, downsizing, economic downturns, and market uncertainty are impacting workplaces as well as individual workers. Today, it takes expanded flexibility and responsibility, updated skills, social support and collaboration, and worker self-determination so that both superiors and subordinates can adapt and succeed in the new era.

By now, when faced with harsh conditions, only those who can make changes and adjustments will survive and thrive. Survival of the fittest is a term from the theory of evolution that may be relevant to the current state of the company. Various companies from various industries are competing to be fit with current world conditions in order to survive. One company that requires adjustment is PT. X, which is an original modern Indonesian retail company that has been established since the 1980s. At PT. X, various new methods still cannot run smoothly. Companies are forced to start adapting to continue activities from traditional models to more modern models. During this current of change, individuals must quickly adapt, constantly change, and develop new methods to not only survive, but also thrive. Companies need employees who can move quickly in adjusting and learning new things.

In the 2020-2021 period, an assessment center has been carried out as a form of competency mapping for employees of PT. X. Results obtained from 182 employees in quite diverse positions, including merchandising staff, supervisors, chief operations, and store managers. It was found that 95 out of 182 employees (52%) still did not meet the minimum criteria for adaptability competence for each of these positions. Moreover, based on these results, it was also found that most employees who still did not meet the minimum criteria for adaptability competence were positioned as operational employees and were in branches (stores). Operational employees have the duty and responsibility to provide services directly to consumers in branches (stores). Therefore, when there are changes that concern store operations and have a relationship with consumers, operational employees will be the front line to carry out these responsibilities. One of the operational employees who can come into direct contact with a strategic position is the supervisor. Adaptability competence is the ability of employees to adjust and work effectively in various work environments while maintaining objective and rational professionalism in the face of change. These competencies are needed by companies to compete with the times and technology. With the discovery of the phenomenon supported

by the results of the assessment on the employees of PT. X, it requires the ability to always make changes to cope with changes and transition periods of changes that occur in work. Modern work is often characterized by jobs that display employees' ability to succeed in the changing demands of new tasks, which can be described by the term adaptive performance (Jundt, et al., 2014).

Adaptive performance is defined as an individual's ability to adapt to dynamic work environments and situations. This ability is shown by regulating behavior to be able to handle the needs of work situations and unexpected events. Through research conducted by Park and Park (2019), it was found that adaptive performance aspects consist of, handling crisis situations, handling stress at work, solving problems creatively, handling the uncertainty of work situations, efforts to practice and learn new things, interpersonal adaptability, cultural adaptability, and physical adaptability (Park & Park, 2019).

The employees at PT. X tends to work with a work system that is in the comfort zone, prefers to do work that has been done for a long time, and tends to dislike changes, especially changes that can interfere with his daily work routine. In addition, when facing some of the obstacles faced due to these changes, it is not uncommon for employees to be indifferent to the changes that occur. This is marked by the discovery of many employees who indirectly reject these changes, including by not wanting to download new applications to support work, reluctance to activate the application to be applied, not attending the socialization of new applications to be implemented, refusing to carry out appeals that can actually support the digitization process, to insisting on continuing to work conventionally because they consider the changes not It may happen and feel that all this time it has been successful and fine.

At the individual level, adaptive performance can facilitate positive outcomes, such as increased performance ability and career success (Marzuki et al., 2021). Adaptive employee performance can also lead to organizational outcomes, including managing change, organizational learning, and keeping up with changing customer expectations (Dorsey, Cortina, & Luchman, 2010). Adaptive performance will result in a richer understanding of the dynamic nature of employee performance under conditions of change and ambiguity (Marzuki et al., 2021). The researchers also anticipate that adaptive performance research will offer practical guidance to organizations on how to best deal with obsolescence and the continuous movement of employee skills and abilities (Jundt, et al., 2014).

Based on a literature study conducted at Louisiana State University and Inje University on academic articles discussing adaptive performance since 1999 to various fields of work in various countries, it was found that there are several things that affect a person's level of adaptive performance at the level of individual characteristics, job characteristics, group characteristics, and organizational characteristics. At the level of individual characteristics, adaptive performance antecedents include personality, knowledge and abilities, motivation, learning goal orientation, and self-leadership (Park & Park, 2019). When referring to one general description, it can be concluded that important

factors that affect the adaptive performance of employees are influenced by how the employee has readiness to face dynamic future situations in his work.

According to Trisliatanto, Windijarto, and Sutinah (2016), competence is a characteristic that underlies individuals related to the effectiveness of the individual's performance in their work, in accordance with what is expected by the organization in achieving its goals. While adaptability itself according to Martin, Nejad, Colmar, and Liem (2012 & 2013), refers to the capacity of individuals to constructively regulate their psychic functions and behavior in response to new, changing, and/or uncertain circumstance conditions, and situations. Adaptability possessed by individuals consists of responses to novelty, change, variability, and/or uncertainty; cognitive, behavioral, and affective function; new settings, adjustments, revisions, and/or forms of access to these three functions; and constructive goals or outcomes (Martin, et al., 2012 & 2013). Individuals who have adaptability will have a variety of additional skills that make them more dynamic or more flexible in their field of work (Savickas & Profeli, 2013).

Based on the explanation above, it can be said that the ability of employees to adapt to dynamic work environments and situations (adaptive performance) can increase if the employees concerned have adaptability competence in themselves. Efforts to improve adaptability competence in employees are needed and among them can be done through training. In Mangkunegara (2011), training is the most appropriate alternative in overcoming problems caused by the lack of skilled human resources. Training also helps refine educational objectives in developing potential and skills. Training is considered capable of improving the skills and productivity of human resources (HR) because training is oriented towards practical learning that hones skills and the time used is relatively shorter compared to formal education.

In research conducted by Collie and Martin (2016), it was found that adaptability is a capacity that is very relevant to the effective functioning of teachers in their work environment, also relevant to the academic results of the students they teach. In addition, it was also found that adaptability has an important role in psychological wellbeing in students and adults who do not attend college. Adaptability plays a role in determining respondents when managing situations of change, novelty, uncertainty, and the extent of personal adaptability that refers to psychological wellbeing experienced (Holliman et al., 2021). Dharmanegara (2019) found a holistic view of competencies that have an impact on strengthening the competitiveness of universities in the future. Competencies need to be developed to be the basis for providing training for individuals, especially within the scope of higher education, to be able to learn quickly, be able to adapt to the changing organizational environment, both internally and externally, to adapt to industry 4.0. Based on the various considerations that have been described, the researcher is interested in testing the adaptability competency training module so that it can be applied to PT employees. X so that it is expected to improve the adaptive performance capabilities possessed by PT. X.

RESEARCH METHODS

This study used an experimental design with a quasi-experimental method that used a research design using a pre-test post-test control group design model (Graziano & Raulin, 2014). This study consists of two variables, namely the dependent variable or adaptive performance, and the independent variable or adaptability competence. Meanwhile, the intervention used in this study was adaptability competency training. Participants in this study were employees of PT. X with the criteria of occupying a position as supervisor or staff branch, which applies to both experimental and control groups.

The training was conducted in three sessions during one day with a total duration of 485 minutes including 10 minutes of coffee break and 60 minutes of rest. The first session began by providing questionnaires for the Adaptive Performance Scale and the Adaptability Scale pre-test and encouraging participants to be aware of everyday problems encountered in the environment. The second session discussed material about Adaptability competencies and their impact on Adaptive Performance. In this session, participants were also shown various phenomena that occur today so that they require adaptability to then carry out activities that require analysis from the participants. In the last session, participants were encouraged to practice being proficient in displaying adaptive performance in the environment and its implications in daily work and closed by making an action plan. During the training, participants were given various activities, namely, conducting simulations, watching videos, playing games, case studies, presentations, filling out worksheets, and listening to material lectures. The final measurement questionnaire (post-test) Adaptive Performance Scale and The Adaptability Scale were given 7 days later after the training. Meanwhile, the control group was given questionnaires of initial measurement (pre-test) and final measurement (post-test) at the same time as giving to the experimental group.

The sample in this study amounted to 34 people for each experimental group and control group. The measurement tool for adaptive performance is taken from the Adaptive Performance Scale (Charbonnier-Voirin & Russel, 2012) which has been translated into Indonesian and has a reliability of 0.902. Adaptive performance itself is defined as the ability of individuals to adapt to dynamic work environments and situations, it is also a more proactive form in responding to changes in the workplace because it involves anticipation (Park & Park, 2019). Meanwhile, the measurement tool for adaptability competence is taken from The Adaptability Scale (Martin, et al., 2012) which has been translated into Indonesian and has a reliability of 0.877. The adaptability competence is the capacity of individuals to constructively regulate psychic functions and behavior in response to new, changing, and/or uncertain circumstances, conditions, and situations (Martik, et al., 2012). In other words, adaptability competence refers to a capacity possessed by an individual and encourages the emergence of psychic functions and individual behavior concerned, while adaptive performance refers to an individual's ability to adapt and already form behavior.

The analysis technique used is parametric analysis with Independent Samples T-Test statistical test and Paired Samples T-Test statistical test. Statistical test Independent

Samples T-Test to test between the Adaptive Performance pre-test score and the Adaptability competency of the experimental group and the control group and to test between the Adaptive Performance post-test score and the Adaptability competency of the experimental group and the control group. While the Paired Samples T-Test is used to test the comparative hypothesis of two paired samples (Sugiyono, 2015). Statistical test Paired Samples T-Test to test between the pre-test and post-test scores of the control group as well as to test between the pre-test and post-test scores of the experimental group.

As a prerequisite for conducting statistical tests of Independent Samples T-Test and Paired Samples T-Test, normality tests were also carried out using the Kolmogorov-Smirnov Test One Sample Test and homogeneity tests using Levene's Test Homogeneity of Variances. All data processing is carried out using the help of Microsoft Excel and SPSS Statistics programs. The following is an overview of the implementation of the training:

Table 1. Training Rundown

Time	Duration	Material
08.00 – 08.15	15'	Pre-test
08.15 – 08.21 Enta	6'	Unveiling
08.21 – 08.41	20'	Ice breaking
08.41 – 08.46	6'	Simulation
08.46 – 09.06	20'	Watch videos & Adaptability Issues – Adaptive Performance in the environment
Voice II		
09.06 – 10.15	69'	The importance of Adaptability – Adaptive Performance
10.15 – 10.25	10'	Coffee break
10.25 – 10.35	10'	Games
10.35 – 11.15	40'	Debrief
11.15 – 12.00	45'	Case study
12.00 – 13.00	60'	Rest
13.00 – 13.20	20'	Ice breaking
13.20 – 14.30 Jessie III	70'	Case presentation
14.30 – 14.50	20'	Worksheet
14.50 – 15.00	10'	Debrief
15.00 – 15.35	35'	Adaptation & Change
15.35 – 15.55	20'	Evaluation & Action plan

RESULTS AND DISCUSSION

Based on the collected data, the sample of employees of PT. X numbered 68 people who were evenly divided into two groups, experimental and control. Next in the presentation will be called respondents. The following will be presented the results of the study and will begin by displaying the description of the respondents.

Table 2. Overview of respondents by gender

Gender	Number of Respondents		%
	Experiment	Control	
Man	20	24	65
Woman	14	10	35
Total	34	34	100

Table 2 shows that most respondents (65%) were men.

Table 3. Overview of respondents by age

Age	Number of Respondents		%
	Experiment	Control	
23-30 years	14	20	50
31-40 years	19	14	49
41-50 years	1	0	1
Total	34	34	100

Table 3 shows that most (50% and 49%) of respondents are aged 23-40 years or are in the early adult stage of development.

Table 4. Overview of respondents by length of service

Period of Service	Number of Respondents		%
	Experiment	Control	
< 13 months	7	10	25
13-24 months	3	2	7
25-36 months	1	0	2
37-48 months	0	2	3
49-60 months	4	1	7
61-72 months	3	4	10
73-84 months	3	4	10
85-96 months	3	5	12
97-108 months	2	2	6
109-120 months	0	1	2
> 120 months	8	3	16
Total	34	34	100

Based on table 4, it is known that 56% of respondents have had a working period of more than 60 months (> 5 years).

Table 5. Overview of respondents by department

Department	Number of Respondents		%
	Experiment	Control	
Supermarket	20	20	59
Fashion	13	12	37
Electronic	1	2	4
Total	34	34	100

Based on table 5 it is known that the largest percentage (59%) of respondents came from the supermarket department.

Table 6. Overview of Respondents Based on the Number of Subordinates

Subordinate Amount	Number of Respondents		%
	Experiment	Control	
< 6 persons	12	14	38
6-10 people	14	7	31
11-15 people	3	6	13
16-20 people	1	2	4
21-25 people	1	1	3
26-30 people	0	0	0
> 30 people	4	4	11
Total	34	34	100

Based on table 6 it is known that most (69%) respondents have subordinates below 11 people.

Table 7. Normality Test Results

Residual	Test Statistics	Assymp. Sig (2-tailed)	Simpulan
Pre-test (Expert) (Adaptive Performance – Adaptability Competency)	0.082	0.200	Normal Distributed
Post-test (Experiment) (Adaptive Performance – Adaptability Competency)	0.090	0.200	Normal Distributed
Pre-test (Control) (Adaptive Performance – Adaptability Competency)	0.087	0.200	Normal Distributed
Post-test (Control) (Adaptive Performance – Adaptability Competency)	0.128	0.173	Normal Distributed

Based on table 7, pre-test and post-test data for each questionnaire from the experimental and control groups were concluded to be normally distributed. Thus, it meets the requirements of T-Test testing, both Independent Samples T-Test and Paired Samples T-Test.

Table 8. Homogeneity Test Results

	Levene Statistic	Sig.	Conclusion
Pre-test (Experimental & Control) Adaptive Performance	0.082	0.200	Homogeneous
Post-test (Experimental & Control) Adaptive Performance	0.090	0.200	Homogeneous
Pre-test (Experimental & Control) Adaptability Competency	0.087	0.200	Homogeneous
Post-test (Experimental & Control) Adaptability Competency	0.128	0.173	Homogeneous

Based on table 8, the pre-test and post-test data for each questionnaire from the experimental and control groups had homogeneous variance. Thus, it meets the

requirements of T-Test testing, both Independent Samples T-Test and Paired Samples T-Test.

Table 9. Test Results of Independent Samples T-test (Pre-test)

Variable	t	Sig.
Adaptive Performance	0.234	0.816
Adaptability Competency	-0.857	0.395

Based on table 9, it was found that both groups showed comparable conditions at the time of the initial measurement (pre-test) adaptive performance and adaptability competence.

Table 10. Test Results of Independent Samples T-test (Post-test)

Variable	t	Sig.
Adaptive Performance	3.463	0.001
Adaptability Competency	2.704	0.009

Based on table 10, it was found that the two groups showed different conditions at the time of the final measurement (post-test) adaptive performance and adaptability competence.

Table 11. Test Results of Paired Samples T-test (Experimental Group)

Variable	t	Sig.
Adaptive Performance	-2.941	0.006
Adaptability Competency	-3.498	0.001

Based on table 11, the results in the experimental group showed different adaptive performance conditions and adaptability competencies after the intervention and data collection was carried out again 7 days later.

Table 12. Test Results of Paired Samples T-test (Control Group)

Variable	t	Sig.
Adaptive Performance	-2.941	0.008
Adaptability Competency	-3.498	0.126

Based on table 12, the results in the control group showed different adaptive performance conditions, but adaptability competency conditions were not different after data screening returned after a period of 7 days. This study aims to test the adaptability competency training module to improve adaptive performance in respondents. Through this study, it was found that the adaptability competency training module was proven to be able to improve adaptive performance in respondents.

Based on table 12, it was found that both the experimental and control groups showed comparable conditions of adaptability and adaptive performance competence at the time of the initial measurement (pre-test). This is in line with the findings in table 8 which states that the variance of the experimental and control groups has homogeneous variance. This can occur due to random sample selection and consisting of employees with

the location of PT. X is relatively evenly distributed (approximately one store branch location sends 2 representatives, 1 person as an experimental group participant and 1 person as a control group participant).

Based on table 10, it was found that the experimental group and the control group had different conditions for the acquisition of adaptability and adaptive performance competency scores that were netted at the time of final measurement (post-test). This can happen because in other hypothesis testing listed in table 11, it was found that adaptability competency training was proven to effectively improve adaptability competence and adaptive performance possessed by experimental group participants. Thus, of course, there will be differences in adaptability and adaptive performance competency scores netted at the time of final measurement (post-test) in the group that received the training intervention and those that did not receive the training intervention.

Based on table 11, it was found that there was an increase in adaptability competency scores in respondents after receiving interventions in the form of adaptability competency training. The results, as shown in table 11, can be concluded that there is an increase in adaptability competence possessed by respondents. In the training provided, facilitators provide training in the form of lectures, written assignments, and interactive activities that are arranged based on the key behavior of adaptability competencies owned by the company. Therefore, the context of the training provided can be said to be very in accordance with the conditions that occur in the respondent's work environment. Adaptability competencies will be improved through training. Thus, experimental group respondents can repeat the activities carried out in training activities, one of which is by making worksheets or action plans related to the adaptation process to changes that are or may be faced, then monitor them periodically with direct supervisors so that they can be carried out according to plan.

In addition, it was also found that the adaptive performance results owned by respondents increased after the intervention in the form of adaptability competency training. According to Gorostiaga, Balluerka, and Rodriguez-Lopez (2022), adaptability competence is stated as the main determinant of whether an individual successfully adapts to changes in the social environment or work environment. Then, individuals who have adaptability competencies will have various additional skills that make them more dynamic or flexible in their field of work (Savickas &; Profeli, 2013). Therefore, if respondents can train their adaptability competencies when facing uncertain, changing, and requiring adjustment situations and conditions, then these employees are able to face changing job demands and produce effective performance as expected in achieving company goals. The experimental group respondents are expected to be able to practice and have become accustomed to facing dynamic, dynamic and changing situations in the next 7 days from the day of training.

The above results can be said to be in accordance with several studies that have been conducted related to adaptability and adaptive performance competencies. Based on the results of research, several studies suggest that the adaptability of individuals is a response to changing environmental situations. In this view, the antecedents of a person's

110

adaptability are defined in relation to knowledge, skill, ability, and other characteristics (KSAO), which are related to adaptive performance (Gorostiaga, Balluerka, & Rodriguez-Lopez, 2022). In research conducted by Jundt, Shoss, and Huang (2014), they found the effects of individual differences such as cognitive ability, openness, and conscientiousness on performance became stronger after rule changes were made. This research suggests that specific individual differences during efforts to adapt may be an important predictor of adaptive performance.

Another view of adaptability is based on the literature on training. According to this approach, adaptability is reflected in how well individuals generalize and transfer knowledge in performance transition situations (Gorostiaga, Balluerka, & Rodriguez-Lopez, 2022). This finding is supported by research results from those mentioned in Gorostiaga, Balluerka, and Rodriguez-Lopez (2022) which show that generalization and transfer can represent two specific forms of adaptability. Among other things, it examines how training objectives (performance and mastery) and individual differences (ability, performance, and learning orientation) predict adaptive performance (through knowledge), where adaptability is conceptualized as generalizing knowledge and skills to new tasks. In line with several studies from other figures, most of which conclude that adaptive performance is defined in the context of affective, cognitive (learning), and/or behavioral (generalization of task performance) on changing tasks (Gorostiaga, Balluerka, & Rodriguez-Lopez, 2022).

Meanwhile, if you look at table 12, it is found that if in the control group, the conditions of initial measurement (pre-test) and final measurement (post-test) for adaptability competence netted at the same deadline as the experimental group, which is 7 days later, did not experience any difference. With these findings, it can be concluded that the absence of adaptability competency training, the acquisition of adaptability competencies possessed by control group respondents is in unchanged conditions.

Adaptability competence is something that is owned and can be controlled by the respondent concerned. This adaptability competence will arise when respondents are faced with a situation and conditions that are uncertain, changeable, and require adjustment. If related to the context of work, respondents will show adaptability competencies possessed when facing job demands and changing organizational environments to produce effective performance in accordance with what is expected by the organization in achieving its goals.

This statement can describe how the adaptability competence in question is in line with the antecedent of adaptive performance in individual characteristics, namely those contained in the respondent concerned and can be controlled. When the adaptability competence possessed by respondents is improved, it is expected that their adaptive performance will also increase. Thus, when the adaptability competence possessed by respondents is improved, respondents are expected to be more able to face new or dynamically changing work environment situations, or it can be said that the adaptive performance of the respondents concerned also increases.

However, the results of adaptive performance in the control group had differences after netting the final measurement (post-test) within 7 days after the initial measurement (pre-test). If referring to the results of adaptability competence in the control group that does not have a difference between the initial measurement (pre-test) and the final measurement (post-test), it can be concluded that the difference in adaptive performance results that appear in the control group is not caused by the adaptability competence possessed. Factors that might influence this difference are uncontrolled personal characteristics in this study, such as respondents' previous knowledge and experience, self-leadership, and motivation (Park & Park, 2019). In addition, daily work activities experienced by one respondent in a period of 7 days after the initial measurement (pre-test) to before the final measurement (post-test) can make a difference if the activities carried out are in the form of tasks or new work environment situations that require respondents to carry out various experiences, knowledge, and readiness to adapt (Park & Park, 2019). This shows that the degree of adaptive performance of respondents can change due to individual characteristics, job characteristics, group characteristics, and accompanying organizational characteristics (Park & Park, 2019).

Although this research has been going on relatively smoothly, there are still some things that can still be improved at once to be a suggestion for further research development. Some of these things include, considering the longer duration of the training module to cover all aspects comprehensively, also considering observing changes in the behavior of participants in their work environment regularly and continuously.

CONCLUSION

Based on the results obtained through data processing from experimental and control groups regarding the trial of adaptability competency training modules to improve adaptive performance in PT. X, then the following conclusion is obtained. Adaptability competency training is proven to be able to increase the degree of adaptability and adaptive performance competencies. The pre-test degree of adaptability and adaptive performance competence in the experimental and control groups did not have significant differences. The final degree (post-test) of adaptability competence and adaptive performance in the experimental group had significant differences (increased) after being given adaptability competency training interventions. The initial (pre-test) and final (post-test) degrees of adaptability competence in the control group did not have significant differences. The initial (pre-test) and late (post-test) adaptive performance degrees in the control group had significant (increased) differences.

BIBLIOGRAPHY

Collie, R.J., & Martin, A.J. (2016). Adaptability: An Important Capacity For Effective Teachers. *Educational Practice and Theory*, 38: 27-39. Doi: 10.7459/ept/38.1.03.

Charbonnier-Voirin, A. & Roussel, P. (2012). Adaptive Performance Scale: A New Scale to Measure Individual Performance in Organizations. *Canadian Journal of Administrative Sciences*, 29: 280-293. Doi: 10.1002/cjas.232

Dorsey, D.W., Cortina, J.M., & Luchman, J. (2010). Adaptive And Citizenship-Related Behaviors at Work. *Handbook of Employee Selection*, 463–487.

Dharmanegara, I.B.A. (2019). Pengembangan Kompetensi Sumber Daya Manusia pada Universitas Warmadewa dalam Rangka Penguatan Daya Saing Perguruan Tinggi di Masa Depan. *Wicaksana: Jurnal Lingkungan & Pembangunan,* 3 (2): 61-70.

Gorostiaga, A., Balluerka, N., & Rodriguez-Lopez, A. (2022). Assessment of Adaptive Performance and its Role as a Moderator of the Relationship between Person-Organization Fit and Organizational Citizenship Behaviors. *Psicothema,* 34 (1): 84-94. Doi: 10.7334/psicothema2021.310

Holliman, A.J., Waldeck, D., Jay, B., Murphy, S., Atkinson, E., Collie, R.J., & Martin, A. (2021). Adaptability And Social Support: Examining Links With Psychological Wellbeing Among UK Students And Non-Students. *Frontiers in Psychology,* 12. Doi: 10.3389/fpsyg.2021.636520

Jundt, D. K., Shoss, M. K., & Huang, J. L. (2014). Individual Adaptive Performance In Organizations: A Review. *Journal of Organizational Behavior,* 36 (1): 53–71. Doi: 10.1002/job.1955

Mangkunegara, A.P. (2011). *Manajemen Sumber Daya Perusahaan.* Bandung: PT. Remaja Rosdakarya.

Martin, A.J., Nejad, H.G., Colmar, S., & Liem, G.A.D. (2012). Adaptability: Conceptual And Empirical Perspectives on Responses to Change, Novelty and Uncertainty. *Australian Journal of Guidance and Counselling,* 22 (1): 58-81. Doi: 10.1017/jgc.2012.8

Martin, A.J., Nejad, H.G., Colmar, S., & Liem, G.A.D. (2013). Adaptability: How Students' Responses to Uncertainty and Novelty Predict Their Academic and Non-Academic Outcomes. *Journal of Educational Psychology,* 105 (3): 728-746.

Marzuki, M., Agusmadi, A., & Usman, U. (2021). Antecedent Kinerja Adaptive Implikasinya Pada Kinerja Organisasi Pasca Covid 19: Tinjauan model mediasi Untuk Penelitian Masa Depan. *Serambi Akademica Jurnal Pendidikan, Sains, dan Humaniora,* 9 (6): 1084-1096.

Park, S. & Park, S. (2019). Employee Adaptive Performance and Its Antecedents: Review and Synthesis. *Human Resource Development Review,* 18 (3): 294-324. Doi: 10.1177/1534484319836316

Savickas, M.L. & Profeli, E.J. (2013). Career Adaptabilities Scale: Construction, Reliability, and Measurement Equivalence Across 13 Countries. *Journal of Vocational Behavior,* 80 (3): 661-673.

Sugiyono. (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D).* Bandung: CV. Alfabeta.

Trisliatanto, D.A., Windijarto, & Sutinah. (2016). The Competency Development Model Based on Performance Orientation and Team Work. *Jurnal Manajemen dan Kewirausahaan,* 18 (2): 152-162. Doi: 10.9744/jmk.18.2.152–162

Trial

9   www.scientiasocialis.lt
Internet Source   1%

10   www.e-ijer.com
Internet Source   1%

11   Patel, Tarun. "Effectiveness of Incorporating Internet and Computer-Based Tasks to Develop Writing and Speaking Skills of MBA Students", Maharaja Sayajirao University of Baroda (India), 2020
Publication   1%

12   repository.maranatha.edu
Internet Source   <1%

13   Hanoi National University of Education
Publication   <1%

14   egitimvebilim.ted.org.tr
Internet Source   <1%

15   ruor.uottawa.ca
Internet Source   <1%

16   Shimei Joylynn Quek, Louise Thomson, Rachel Houghton, Louise Bramley, Sarah Davis, Joanne Cooper. "Distributed Leadership as a predictor of employee engagement, job satisfaction, and turnover intention in UK Nursing Staff", Journal of Nursing Management, 2021
Publication   <1%

17 Michaud-Wells, Amy. "Building Adaptive Capacity of Pathways in Technology Early College High School Stakeholders: A Multiple-Case Study on the Influence of Performance, Leadership, and Organizational Learning.", Manhattanville College, 2017
Publication

<1 %

18 Submitted to University of Wales Institute, Cardiff
Student Paper

<1 %

19 repository.uin-malang.ac.id
Internet Source

<1 %

20 journal.uad.ac.id
Internet Source

<1 %

21 jasonhuangatwork.com
Internet Source

<1 %

22 Submitted to Fachhochschule Wien
Student Paper

<1 %

23 eprints.undip.ac.id
Internet Source

<1 %

24 lcu.edu.ng
Internet Source

<1 %

25 Submitted to msu
Student Paper

<1 %

26 Submitted to De La Salle University - Manila
Student Paper

36 www.epess.net
Internet Source
<1%

37 www.scribd.com
Internet Source
<1%

38 ejournal.undiksha.ac.id
Internet Source
<1%

39 eprints.ummetro.ac.id
Internet Source
<1%

40 internationalpublisher.id
Internet Source
<1%

41 libweb.kpfu.ru
Internet Source
<1%

42 ml.scribd.com
Internet Source
<1%

43 repository.upi.edu
Internet Source
<1%

44 www.research.unipd.it
Internet Source
<1%

45 Harcourt, Ina-Marie. "The Effect of a Perceptual-Motor Intervention on the School Readiness of Grade R Learners", University of Pretoria (South Africa), 2023
Publication
<1%

46 Hassan Hessari, Fatemeh Daneshmandi, Peter Busch, Stephen Smith. "Mitigating cyberloafing through employee adaptability: the roles oftemporal leadership, teamwork attitudes and competitive work environment", Asia-Pacific Journal of Business Administration, 2024
Publication

<1 %

47 Sohee Park, Sunyoung Park. "Employee Adaptive Performance and Its Antecedents: Review and Synthesis", Human Resource Development Review, 2019
Publication

<1 %

48 Andrew J. Holliman, Daniel Waldeck, Bethany Jay, Summayah Murphy, Emily Atkinson, Rebecca J. Collie, Andrew Martin. "Adaptability and Social Support: Examining Links With Psychological Wellbeing Among UK Students and Non-students", Frontiers in Psychology, 2021
Publication

<1 %

49 Pallant, Julie. "SPSS Survival Manual: A Step by Step Guide to Data Analysis using IBM SPSS", SPSS Survival Manual: A Step by Step Guide to Data Analysis using IBM SPSS, 2020
Publication

<1 %

50 Ton Duc Thang University
Publication

<1 %

Exclude quotes   On   Exclude matches   Off

Exclude bibliography   On