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The Influence of Psychological Capital on Readiness for Change in Teachers, with Professional Learning Community as Moderator

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ABSTRACT

Based on data from the Ministry of Education and Culture in 2024, there is a difference in the implementation and learning outcomes of the Independent Curriculum between the secondary school level and the elementary school level. School readiness, one of which is the capacity of teachers, is a factor in this difference. From previous research, an individual's capacity to be ready to change affects an organization's readiness to face change. This study aims to see the influence of Psychological Capital on Readiness for Change with the Perception of the Effectiveness of the Professional Learning Community as a moderator. Participants are 143 high school teachers (SMP/SMA/SMK/equivalent) who have been active in the Professional Learning Community in the past year, either MGMP or Learning Community. Sampling with non-probability sampling, specifically convenience sampling. The measurement tools used are the Readiness for Change Scale (Hanpachern, 1997), the Psychological Capital Questionnaire (PCQ-12) (Luthans et al., 2007), and the Professional Learning Community Assessment-Revised (PLCA-R) shorter version (Moosa et al., 2020). The results of the regression test with Hayess' macro-PROCESS Model 1 show that Psychological Capital has a positive and significant influence on Readiness for Chang. However, the Professional Learning Community cannot moderate the influence of Psychological Capital on Readiness for Change. Interventions on Psychological Capital, for example in the form of training, can be carried out by both school management and policy makers in education to increase teachers' readiness to change, especially in this era of highly dynamic educational change.

Keywords: *Change Management; Professional Learning Community; Psychological Capital; Readiness for Change*

INTRODUCTION

The education sector in Indonesia has undergone significant transformation in recent years due to technological developments, the needs of the dynamic world of work, the Covid-19 pandemic, and policy changes from the government. Changes caused by government policies are called mandated changes and are top-down. Mandated changes have been a concern of researchers and educators over the past few years as they come from a bureaucratic level and the challenges that come with them are quite numerous. An example of mandated change is curriculum changes. Curriculum changes are usually related to many challenges, such as demands on teachers to teach new competencies and additional administrative duties for teachers, which cause teachers to become stressed.(Tikkanen et al., 2020)

Indonesia has undergone several curriculum changes, although not all curriculums have changed completely, some of which are revisions, improvements, or new approaches from the previous curriculum. In 2021, the Indonesian government through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) launched a prototype curriculum, which was later renamed the Independent Curriculum, and was designated as a national

curriculum in 2024 through Permendikbudristek No. 12 of 2024 (Ministry of Education and Culture, 2024).

Since its launch in 2021 to 2023, there has been a significant increase in schools implementing the Independent Curriculum, as shown in figure 1 below. From this data, it can be seen that for high school levels such as junior high school / MTs, SMA/MA, SMK / MAK, and equivalent that implement the Independent Curriculum is still below the percentage of elementary school levels.

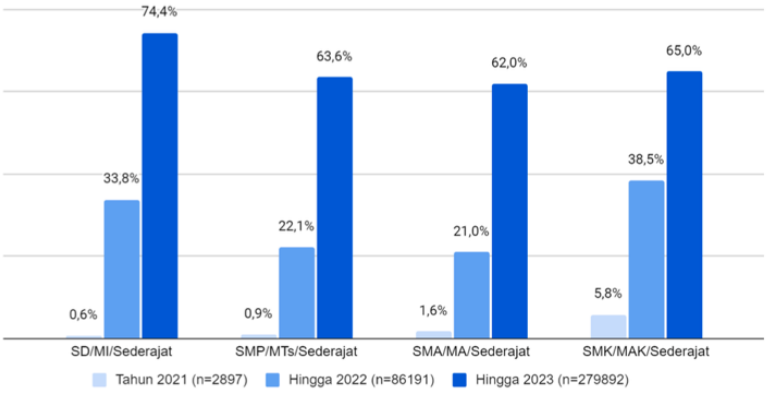

Figure 1. Development of Schools Implementing the Independent Curriculum in 2021-2023
Source: Data from the Ministry of Education and Culture, 2024

Based on the learning outcomes of the implementation of the Independent Curriculum as measured through the National Assessment (AN), there is an increase in literacy and numeracy scores compared to when schools used the 2013 curriculum and there are differences from schools that have implemented the Independent Curriculum from 2021, implemented from 2022, to those that have only implemented it in 2023 (KM 1 year).

From table 1 below, it can be seen that the average change in literacy and numeracy scores at the secondary school level is below the elementary school level.

Table 1. Changes in Average Literacy-Numeracy Scores Based on Type and Duration of Curriculum Implementation

	Literacy				Numeracy			
	K-13	KM 1 year	KM 2 years	KM 3 years	K-13	KM 1 year	KM 2 years	KM 3 years
SD	7,3	8,8	10,7	11,2	8,8	10,3	12,8	13,1
Junior High School/Equivalent	5,5	7,6	9,0	10,4	4,4	7,9	10,1	10,8
Senior High School/equivalent	2,8	6,1	8,1	8,6	4,8	7,9	10,1	10,5
SMK/equivalent	3,8	5,4	7,1	7,3	4,9	6,4	8,4	8,4

**Caption*: K-13: Curriculum 2013; KM 1 year: schools that implement the Independent Curriculum from 2023; KM 2 years: schools that implement the Independent Curriculum from 2022; KM 3 years: schools that implement the Independent Curriculum from 2021.

***Source*: Data from the Ministry of Education and Culture, 2024

Based on a study conducted by the Ministry of Education and Culture, one of the factors that affect the difference in the implementation and achievement of learning outcomes from the Independent Curriculum is school readiness. The readiness in question is related to the capacity or competence of teachers, suitability with learning activities that have been running so far in the school, to the principal's confidence in his school's ability to adapt to change (Zamjani et al., 2024). This research will focus on the capacity of teachers because teachers are at the forefront of the implementation of educational changes that are directly in contact with the main target of educational change, namely students.

Teachers as part of members in educational organizations are required to always adjust to changes, starting from the way of working, service orientation to the ability to adapt to the changes that occur (Affandi et al., 2019). This is also affirmed in the Law of the Republic of Indonesia No. 14/2005 concerning Teachers and Lecturers, stating that 'teachers are obliged to improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art'.(Republic of Indonesia, 2005).

Yet mandated changes are often introduced to schools so quickly, leaving teachers with no opportunity to understand the changes themselves, before they have to implement them. (Clement, (2014) added that most of the mandated change management has a negative impact on teachers so that it ultimately results in a lack of substantial change in the classroom. Several studies on the implementation of the Independent Curriculum have stated that teachers are not fully prepared to face curriculum changes. This can be seen from the average readiness of teachers in certain subjects which has only shown 75% and there are also teachers who still need time to understand the main concepts and changes in learning methods that distinguish the Independent Curriculum from the previous curriculum. So it is important for teachers to have an attitude that is ready to change.

Readiness for change is defined as a reflection of the beliefs, attitudes, and intentions of the organization's members about the extent to which change is needed and the organization's capacity to successfully implement the change. Meanwhile Hanpachern et al. (1998), readiness for change is the psychological and behavioral condition of an individual in an organization to accept, support, and proactively engage in the change process. Readiness for change is one of the most important factors involved in an individual's initial support for change initiatives. Readiness for change can be the forerunner of an individual will reject or support a change initiative. The results of Hustus & Owens (2018) study stated that individuals in schools who have a higher level of readiness to face change will be more likely to adopt the program faster and report a higher level of implementation. There are 3 dimensions of readiness for change, namely, Participating (engaging and participating in the process of change), Promoting (supporting and accepting change, and Resisting (not actively supporting or rejecting change) (Hanpachern et al., 1998).

The factors that affect readiness for change consist of individual internal factors and individual external factors. Individual internal factors, including experience of change; organizational commitment; positive emotions and psychological capital. While the individual's external factors include organizational support, participation in decision-making, and communication systems; organizational culture, discrepancy, efficacy, appropriateness, supervisor support, trust in the organization social factors, such as supportive interpersonal

relationships or social relationships/interactions in the workplace (Bouckenooghe et al., 2009; Mathur et al., 2023).

One of the internal factors of individuals that affects readiness for change is Psychological Capital. Psychological Capital refers to the positive psychological condition that develops in the individual that is characterized by belief in self-efficacy to face challenges and exert the necessary efforts to achieve desired goals; having a positive outlook (optimism). on current and future successes; continue to strive to achieve goals and, if necessary, look for other ways to achieve those goals (hope) in order to achieve success; and being able to survive when facing problems and difficulties, bounce back, and even surpass previous conditions (resilience) in order to achieve success (Luthans, Youssef, et al., 2007). Psychological Capital consists of 4 components, namely Self-Efficacy, Optimism, Hope, and Resilience(Luthans, Avolio, et al., 2007).

Ming-Chu & Meng-Hsiu (2015) said that Psychological Capital plays an important role in the process of organizational change. Several previous studies have stated that Psychological Capital has been found to have a positive and significant effect on readiness for change (Jackson, 2018; Kirrane et al., 2017; Ming-Chu & Meng-Hsiu, 2015). Liu (2021) in his study also corroborated that individuals with high Psychological Capital tend to value change as a challenge, so they will be more open to change, and then show behavioral support for change.

In addition to the individual's internal factors, factors that come from outside the individual or external/environment can also affect an individual's readiness to change. Bouckenooghe et al. (2009) conveying that interaction or interpersonal relationships with colleagues and superiors are very important and are the main thing in forming readiness for change because individuals need trust, support, and cooperation in order to participate in acting effectively. Several other studies also indicate that supportive aspects of interpersonal relationships (human relations), such as a flexible or supportive organizational climate and the existence of supportive and participatory conditions, can increase individual confidence when dealing with challenges and changes in a new workplace, to the point of building a positive attitude towards change (Bouckenooghe et al., 2009).Holt et al. (2007) said that the conditions and environment in which individuals move, work, and interact are one of the main contributors to an individual's readiness to change. Recent research from Farahana et al. (2017)Help corroborates that positive conditions and a supportive environment can increase an individual's readiness to change. This suggests that an individual's readiness to change does not only depend on the individual's personal or internal characteristics, but can also be influenced by interpersonal relationships formed by the context and process of change.

In the education sector, teachers have a forum to interact with each other, share knowledge, and get emotional support, namely the Professional Learning Community (PLC). Huffman et al. (2016b) defines a professional learning community as a learning community where teachers collaboratively engage to develop a culture that can improve teaching and learning for all. With the culture and characteristics that exist in it, the professional learning community can foster changes in a teacher's attitudes, beliefs, knowledge, and practices (Hudson, 2024). Research from Tam (2015) shows that the professional learning community encourages teachers to be more open to the process of change that is happening. Teachers who were initially closed and conservative, can become more open and use a collaborative approach during the process of change with the existence of a professional learning community (Tam,

2015). The same thing is conveyed by Sai & Siraj (2015) that the professional learning community can create a collaborative environment where teachers can work together to plan and respond to educational changes, with the aim of improving the quality of teaching and learning in schools. Akinyemi et al. (2020) adding that positive professional relationships in the professional learning community can move individuals in it to discuss and manage existing challenges. Hipp et al. (2003), mentioning that there are 6 characteristics of a professional learning community, namely: shared & supportive leadership, shared values & vision, collective creativity, shared practice, supportive conditions relationships, and supportive conditions structures.

The real model of a professional learning community in Indonesia is the Teacher Working Group (KKG) for elementary school teachers, the Subject Teacher Consultation (MGMP) for secondary school teachers, or the Learning Community developed by the Ministry of Education and Culture as part of the implementation strategy of the Independent Curriculum. Zamjani et al. (2024)mentioned that learning communities (including MGMP) were formed as a forum for teachers to discuss and share knowledge about the implementation of the curriculum and various related issues. The learning community also aims to encourage the passive habits of teachers who initially waited for training invitations, to be proactive in seeking and utilizing various learning resources to improve their competence (Zamjani et al., 2024). With this, it can be concluded that the professional learning community, including the learning community and MGMP in Indonesia, has various positive impacts that can help teachers have an attitude ready to change.

Hanpachern et al. (1998) in his definition of readiness for change , it emphasizes the proactive involvement of individuals in the change process in order to create behaviors ready for change. Independently regulated behaviors will yield more positive results than externally controlled behaviors Rahi et al. (2022). In the context of this study, readiness for change that arises from within the teacher himself will be more effective and have a positive impact than readiness for change that is present due to external factors. Lehman et al. (2002)also strengthens that individuals who are motivated to be ready to change will make the change process go well.

According to Self-determination Theory (SDT), the quality of individual motivation depends on the fulfillment of three basic psychological needs, namely competence, autonomy, and relatedness (Deci & Ryan, 2000). When these three things are met, individuals tend to show internal motivation to achieve certain goals, such as readiness for change. Theoretically, Psychological Capital can meet the needs of autonomy and competence. Luo et al. (2022),In his research shows that individuals with strong Psychological Capital will rely on their psychological resources to optimize their potential and solve problems, thus making them more adaptive to change. In SDT it is also stated that a person's motivation can be weak or strong depending on whether the social environment supports or inhibits the need for competence and autonomy (Deci & Ryan, 2012). So that theoretically, the professional learning community as a collective forum for teachers can meet the need for connection with fellow teachers. Therefore, it can be concluded that according to SDT, Psychological Capital and the professional learning community can meet individual needs for competence, autonomy, and connectedness, so that it can motivate teachers to be ready to change.

However, SDT has a very specific orientation because of its focus on the internal processes of the individual so it is very personal (Deci & Ryan, 2013). Although SDT also mentions the role of the social environment in strengthening or weakening individual motivation, the context is more about relationships in the social environment. Psychological Capital, which is included in Positive Organizational Behavior (POB), has a more macro approach because it also follows the broader environmental context and social conditions, such as how culture, climate, or interactions in the organization can contribute to the development of individual psychological conditions (Luthans, Youssef, et al., 2007). In the context of this research, culture or interaction in the professional learning community has the potential to increase the psychological strength of individuals so that it can encourage the emergence of individual readiness to change from within the individual.

Cleary et al. (2023) said that the professional learning community provides an environment that can grow Psychological Capital so that it meets the needs of competence and autonomy and has an impact on the emergence of motivation from within the individual. This is in line with Luthans & Youssef-Morgan (2017) what is conveyed by the fact that an environment that can provide social support is important to build efficacy and increase individual resilience. However, the professional learning community can also hinder the emergence of motivation so that the fulfillment of the needs for competence, autonomy, and teacher connectedness is hampered. Based on the evaluation of the Ministry of Education and Culture on the implementation of professional learning communities in Indonesia, it was found that most learning communities (including MGMP) fall into the category of ineffective and less effective (around 57.4%) (Pusat Standar & Kebijakan Pendidikan, 2024). Some of the challenges identified as the cause of ineffective learning communities include teachers because they lack enthusiasm for learning, lack of motivation to collaborate, and tend to wait for instructions from superiors (Pusat Standar & Kebijakan Pendidikan, 2024). This happens because the professional learning community is perceived as mandatory or just an obligation by teachers. According to Wang (2015)professional learning communities that are perceived as mandatory tend to lack a collaborative culture and motivation from within the individual. This can have an impact on teachers' lack of motivation to interact and collaborate in the professional learning community, which in the end can cause teachers to have less attitudes ready to change.

Based on the above phenomenon, the researcher will position the professional learning community as a moderator in this study. An effective and supportive professional learning community is expected to make teachers increase Psychological Capital and meet the needs of autonomy, competence, and connectedness, so as to foster motivation to have a ready attitude to change. On the other hand, if the professional learning community is less effective or less supportive, then the teacher's need for autonomy, competence, and connectedness is not met so that teachers are not motivated to have an attitude ready to change.

There are still very few studies that look at the impact of professional learning community as a multilevel variable, for example being a moderator (Zheng et al. 2021). This further strengthens the researcher to see the role of the professional learning community as a moderator. Research that raises the variables of Psychological Capital and Readiness for change with the teacher population is also still rare in Indonesia, so researchers will also see the influence of Psychological Capital on teachers' readiness to change. Theoretically, by

increasing Psychological Capital, teachers also strengthen their attitude of readiness for change, so that in the end it will increase readiness for change behavior in teachers. This research is expected to help increase the readiness of all teachers in Indonesia to change, thereby having an impact on increasing the readiness of schools as an organization in facing changes mandated by the government. So whenever the change occurs, teachers and schools have provisions to deal with it.

Therefore, there are two hypotheses in this study:
Hypothesis 1: Psychological Capital (psycap) has a positive and significant influence on Readiness for change (RFC) in teachers.
Hypothesis 2: The moderation effect of the Professional Learning Community (PLC) can strengthen the influence of Psychological Capital (psycap) on Readiness for change (RFC) in teachers.

Figure 2. Research Model

METHOD

Based on the data used, this study is a quantitative research. Explanatory because it aims to explain causal relationships or influences between variables through hypothesis testing. In this study, it is to measure the influence of the free variable *of psychological capital* with the bound variable, *readiness for change* in teachers moderated by the perception of the effectiveness of *the Professional Learning Community*.

The population in this study is teachers who teach in junior high school/high school/vocational school/seterahat. The respondents used in this study have characteristics such as: high school teachers, active in learning communities, be it in the form of MGMP, learning communities within schools, inter-school learning communities, online learning communities, or other teacher learning communities; and been active in the community in the past year. Secondary school teachers were chosen because from the data on the implementation of the Independent Curriculum in 2021-2023, there is a total gap in schools that have implemented the Independent Curriculum where the secondary school level has a lower number than the elementary school level. Because the implementation of the Independent Curriculum applies nationally, all teachers throughout Indonesia are expected to be able to follow the process and support these changes. Therefore, the researcher did not limit the research respondents based on province, public/private schools, schools in cities/villages, or the status of permanent teachers/honorary teachers.(Zamjani et al., 2024)

The data analysis method used in this study was descriptive analysis and regression test with Hayess' model 1 *PROCESS* to see the effect of free variables on bound variables, as well

as to see the effect of moderation. All data analysis was performed using IBM's SPSS statistical application version 27.

The participants in this study were high school teachers actively involved in PLC (MGMP/Learning Community) over the past year. Using G*Power with an effect size of 0.15, an alpha coefficient of 0.05, and a power of 0.95, the minimum required sample size was determined to be 107. Convenience sampling, a non-probability technique, was employed to select easily accessible respondents. Data collection was conducted via an online Google Form questionnaire, initially gathering responses from 171 teachers. After removing outliers and incorrect responses to attention-checker items, 143 valid datasets remained. Prior to completing the questionnaire, participants were informed of the study's purpose and asked for consent; those who agreed proceeded, while others could exit immediately.

Three instruments were used: the RFC Scale by Hanpachern (1997) to measure readiness for change, the PCQ-12 by Luthans et al. (2007) for psychological capital, and the PLCA-R shorter version by Moosa et al. (2020) and Olivier et al. (2009) for assessing PLC. The RFC Scale, adapted by Nugraheni (2012), consists of 14 items across three dimensions, using a 1-5 Likert scale, with a high reliability score (Cronbach's alpha = 0.907). The PCQ-12, adapted into Indonesian by Astivian (2020), measures four dimensions with 12 items on a 1-6 Likert scale and demonstrated strong validity and reliability (Cronbach's alpha = 0.859). The PLCA-R, translated into Indonesian for this study, includes 30 items across six dimensions on a 1-4 Likert scale, showing excellent reliability (Cronbach's alpha = 0.955). All instruments met the required validity and reliability thresholds, making them suitable for research purposes.

RESULTS AND DISCUSSION

Of the 143 data processed, the study respondents were between 25-60 years old with the age range of 31-50 years was the most age (54%). The majority of respondents are women (60%), have a S1/D4 educational background (64%), and have a working period of more than 5 years (86%).

Table 1. Respondent Overview

Yes	Respondent Data	Category	Frequency (n)	Percentage (%)
1	Gender	Man	57	24.9
		Woman	86	75.1
2	Age	21-30 years old	17	11.9
		31-40 years old	37	25.9
		41-50 years old	40	28
		51-60 years old	29	34.3
3	Education	High School/Vocational School	1	0.2
		D1/D2/D3	2	0.8
		S1/D4	92	58.1
		S2	46	38.7
		S3	2	2.1
4	Tenure	< 1 year	1	0.2
		1-3 years	9	3.3
		3-5 years	9	5

	> 5 years	124	91.5

Based on the results of the descriptive analysis (Table 3), it can be seen that the majority of research respondents had a moderate level of RFC of 84 people (58.74%) and a level of Psycap at a medium level of 98 people (68.53%). Meanwhile, for the perception of the effectiveness of PLC, the majority of respondents or as many as 77 people (53.85%) perceived PLC to be at a moderate level or quite effective.

Table 2. Descriptive Analysis Results

Variable	*Mean*	SD	Low		Keep		Tall	
			n	%	n	%	n	%
RFC	4.32	0.45	29	20.28	84	58.74	30	20.98
Psycap	5.09	0.51	21	14.69	98	68.53	24	16.78
PLC	3.58	0.42	34	23.78	77	53.85	32	22.38

To test the research model and to see the effect of the free variable on the bound variable, a regression test was performed. The results of the regression test, as seen in table 4, show that the free variable has a significant effect on RFC (R2=0.3642, p=000). The results of this regression also show that the independent variable is able to explain 36.42% of the variance of the RFC, while 64% of the variance of the RFC is explained by other factors that were not studied in this study.

Table 3. Regression Test Results

Type	R	R-sq	MSE	F(HC3)	df1	df2	p
	.6035	.3642	25.9537	23.5032	3	139	.0000

Furthermore, to see if there is an effect of PLC moderation on Psycap on RFC as well as to see if Psycap has an effect on RFC, the researcher again used a regression test with macro-PROCESS Hayess Model 1 using *bootstrapping* 5000.

Table 4. Moderation Test Results

	Coeff	one	t	p	LLCI	ULCI
constant	60.5671	.5833	103.8326	.0000	59.4138	61.7204
Psycaptot	.2579	.1122	2.2986	.0230	.0361	.4798
PLCPtot	.2234	.0457	4.8871	.0000	.1330	.3138
Int_1	-.0014	.0122	-.1154	.9083	-.0256	.0228

**Psycaptot: Psychological Capital Total; PLCPtot: Professional Learning Community Total; Int_1: Interaction of Psycap and PLC.*

The results of the moderation test in table 5 show that there is a significant value of Psycap against RFC (b = 0.2579, SE = 0.1122, *p* = 0.0230, CIs = 0.0361, 0.4798). This shows that the higher the teacher's Psycap, the higher the RFC on the teacher. So hypothesis 1 is accepted, namely that Psycap has a positive and significant influence on RFC on teachers.

PLC variables also had a significant influence on RFC (b = 0.2234, SE = 0.0457, p = 0.0000, CIs = 0.1330, 0.3138). This indicates that the more effective a PLC is, the higher the level of RFC among teachers participating in it.

However, the interaction between PLC and Psycap against RFC showed insignificant results (b = -0.0014, SE = 0.0122, p = 0.9083, CIs = -0.256, 0.0228). Therefore, it was not found that there was a moderation effect of PLC on the influence of Psycap on RFC in teachers. This indicates that PLC cannot strengthen Psycap's influence on teachers' RFCs. Therefore, hypothesis 2 is rejected, namely that there is no moderation effect of PLC that can strengthen Psycap's influence on RFC.

Discussion

The purpose of this study was to look at the influence of Psycap on RFC in teachers who are active in PLC; the second is to look at the effect of PLC moderation which is expected to strengthen Psycap's influence on the RFC on teachers. Psycap is one of the internal factors that can affect RFC, while PLC is an external factor that can also affect RFCs in teachers.

The results of the study show that there is a positive and significant influence of Psycap on RFC in teachers. This is in line with previous research from Jackson (2018), Kirrane et al. (2017), dan Ming-Chu & Meng-Hsiu (2015) which showed the positive influence of Psycap on RFC. This indicates that the higher the Psycap in teachers, the higher the RFC in individuals. According to Avey et al. (2011) dan Liu et al. (2021), high Psycap encourages individuals to be more open, not cynical about the changes that are happening in the organization, and assess change as a challenge. Then individuals with high Psycap can show positive support for change.

According to SDT, when an individual's needs for autonomy, competence, and connectedness are met, the individual is motivated to change his or her behavior (Deci & Ryan, 2000). Psycap with the dimensions of *hope*, efficacy, *resilience*, and optimism can meet individual needs for autonomy so that they are more empowered and competent so that they will bring out their optimal abilities. This then has an impact on the emergence of motivation to be ready to change independently. However, no moderation effect of PLC was found to strengthen the influence of Psycap on RFC on teachers. This means that Psycap's influence on the RFC on teachers will remain whether the teacher is in the PLC or not. Psycap's influence on RFCs shows direct influence in the absence of the PLC's role.

The environment or social context, such as PLC, can support the need for competence, autonomy, and connectedness by maintaining or increasing internal motivation, facilitating the internalization and integration of extrinsic motivation so as to result in a more independent motivational orientation, and strengthening life goals that can sustainably provide satisfaction of basic needs (Rahi et al., 2022). However, the social environment can also hinder the fulfillment of the need for competence and autonomy, thus having an impact on weakening the internal motivation of individuals. (Deci & Ryan, 2012)

From the results of the descriptive analysis of the professional learning community, it was found that the majority of the study respondents (53.85%) perceived the PLC they participated in was at a moderate level (quite effective) and those who perceived PLC at a low level (less effective) more (23.78%) than PLC at a high level (effective) (22.38%). This shows that the condition of the PLC that the majority of respondents participated in was in a poor condition and was quite effective. These results are in line with the findings from the Ministry of

Education and Culture that most (around 57.4%) of the learning community (including MGMP) is included in the category of ineffective and less effective (Center for Education Standards & Policy, 2024). This phenomenon can cause the moderation effect of PLC not to be found in this study.

Hargreaves (2019) and Zheng et al. (2021) stated that the impact of PLC is highly dependent on context, such as local structural or cultural conditions. Some previous studies have shown that PLCs in most Asian countries are highly regulated, managerial-oriented, institutionalized, and often overseen by external authorities (Zhang et al., 2017; Zheng et al., 2021), making them *mandatory*. PLCs that tend to be *mandatory* tend to lack a collaborative professional culture and motivation from within so that they can weaken the positive impact of PLCs (Wang, 2015). PLCs in Indonesia, such as MGMP and especially Learning Communities, were initially initiated by the government in order to create standards to achieve the desired output. From the results of reflection, it was found that several problems hinder the effectiveness of the learning community, such as teachers lacking enthusiasm for learning, lack of encouragement to collaborate, and tending to wait for instructions from superiors (Center for Education Standards & Policy, 2024). The results of this reflection are in line with the results of research Wang (2015) as an impact of PLC which is *mandatory*. This also proves the concept of SDT that the social environment can hinder the fulfillment of the need for competence and autonomy, thus having an impact on weakening the internal motivation of individuals (Deci & Ryan, 2012).

Nguyen et al. (2023) said that participation in PLCs can actually support teachers to learn, improve professional efficacy, encourage a climate of innovation and a culture of collaboration; however, there are several conditions needed to develop PLCs that can have such a positive impact, namely the need for strong leadership support at all levels, a positive culture of professional learning and collaboration, and the existence of a supportive infrastructure, such as adequate time allocation. This can be a consideration for education policy makers to be able to make PLC more effective so that it can help teachers in providing the resources needed during the period of change.

The limitation of this study is that the researcher does not limit the teachers who are sampled because for the context of mandated changes such as curriculum changes, all teachers must always be ready to implement it. However, it seems that it is necessary to reconsider several things, such as the geographical condition of the teachers' school origin, whether in urban or rural areas because it is related to the availability of access to information that can affect the process of implementing changes and also the condition of the teachers themselves. Another example is public or private school teachers, because they are related to the school's policy. Public schools will tend to follow instructions from the government rather than private schools that have foundations so that they may have their own policies in the implementation of changes mandated by the government. The status of permanent or honorary teachers can also affect the level of Psycap of teachers, because it is related to the welfare of the teacher.

Some suggestions for further research are, first, determining a more specific sample, such as teachers from urban/rural schools, public/private teachers, and the status of permanent/honorary teachers, so that the analysis of results is more accurate and the interventions provided are more targeted. Second, adding other variables, such as support from the principal which is expected to further increase teachers' readiness to change, or other

variables of psychological conditions such as persistence or resilience that teachers may need more when facing change. Several literatures also highlight the role of employer support in individual performance or performance. So, it is hoped that if a support variable from superiors is added, it will be able to further improve the results of the next research. Third, because it is found that there is a direct influence of the professional learning community on readiness to change, perhaps the professional learning community can be used as a mediator in future research.

Meanwhile, the practical advice from this study, first, is for policy makers in the education sector to be inspired to create policy texts related to Psycap training so that this training can be widely implemented to all teachers, so that it can improve teachers' Psycap and help strengthen the RFC for teachers. Second, although the moderation effect on PLCs was found to be insignificant in this study, PLCs had a direct effect on RFC in teachers. Therefore, the researcher also recommends to policymakers to make PLCs more effective so that they can further increase RFCs for teachers.

CONCLUSION

The results of this study show that Psycap has a positive and significant effect on RFC in teachers. This indicates that when teachers have a high Psycap, there will also be a high level of RFC in teachers. Another finding from the study is that PLCs have an influence on readiness to change. This indicates that the higher the PLC score, the higher the individual RFC level in the PLC will be. This shows that if teachers participate in effective PLCs, then the level of teachers' readiness to change will also be high. However, no PLC moderation effect was found to strengthen Psycap's influence on RFC. This means that the presence of PLCs cannot strengthen Psycap's influence on RFCs on teachers. So, Psycap's influence on teachers' readiness to change will remain, whether teachers are in PLC or not.

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