

**A SOCIAL LEARNING THEORY PERSPECTIVE: THE
MECHANISM OF WORK ENGAGEMENT, ACTIVE
LEARNING AND INDIVIDUAL ADAPTIVE PERFORMANCE
IN CREATIVE INDUSTRIES**
(CASE OF MEDIA AND APP DEVELOPMENT COMPANIES)

DISSERTATION

**In partial fulfilment of the requirements
for the Degree of Doctor of Philoshophy
from Institut Teknologi Bandung**

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(Doctoral Program of Science in Management)**



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ABSTRACT

A SOCIAL LEARNING THEORY PERSPECTIVE: THE MECHANISM OF WORK ENGAGEMENT, ACTIVE LEARNING AND INDIVIDUAL ADAPTIVE PERFORMANCE IN CREATIVE INDUSTRIES

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The growth of the creative industry in Indonesia has increased significantly every year. Creative industry has also contributed significantly to the national economy. One of the uniquenesses of this industry is that the resources of this industry are not limited to physical goods but are based on the ideas and creativity of humans. One of the creative industry's sub-sectors with the greatest economic benefit from this condition is the media and software industry, such as software app companies. However, until now, most previous research has focused on the context of business management related to this industry. Thus, research that examines the work and production processes in terms of human resources is still very much needed. In addition, technological developments present various challenges for these two industries. Especially in the media industry, this has led to a massive increase in information and data flows. Meanwhile, the software industry, especially application development, builds various new market demands and potentials. It is shown that both industries had unlimited product development and innovation opportunities. Moreover, the development of digital technology and the phenomenon of disruptive innovation encourage the resilience of companies in the creative industry to be agile with various changes. Additionally, the creative industries have an uncertain demand of their products. Thus, it affected on the needs of the organizations in creative industries need to be able to manage the right mix of capabilities to enhance their innovation capabilities. Therefore, the employees of creative industries must have the capabilities to solve those challenges. One of the most known constructs that beneath in individuals to maximize their innovation capabilities in the dynamic market is individual adaptive performance. Individual adaptive performance is consisted of individual's ability on reactivity toward changes, interpersonal adaptability, creativity, training effort and handling work stress. Those abilities are also known as one of the critical factors to building a company's agility. This performance allows individuals to respond to changing market dynamics by optimizing the new market opportunities. Not only that, but also organization needs a continual skill and knowledge development to maintain their company's innovation capabilities. Thus, to cope with those demand, one of the most known learning approaches that had a quick skill and knowledge acquisitions is the active learning.

Specifically, the active learning process involves a self-regulation mechanism with high effort and energy from the individuals. Consequently, it needs a critical aspect to buffering the high job demand and maintain proactive behavior. Work engagement is one of the most significant factors that buffer the job demand and maintain proactive behavior at the workplace. Thus, the main output of this research focuses on the mechanism between work engagement, active learning, and adaptive performance.

Further, this research also tries to uncover the significant determinant of the mechanism between work engagement, active learning, and adaptive performance. Based on the research context, the author identified that these two industries' competitive advantage relies on an individual's ideas, knowledge, skill, and collaboration. Consequently, the learning mechanism that aligns with those objectives is a constructivist learning approach that relies on social interactions among individuals. Thus, social learning theory is one of the most significant learning paradigms that cope with that demand. Based on social learning theory, this research identified a reciprocal relationship between environmental factors (i.e., organizational support, job control), cognitive factors (i.e., growth mindset, self-efficacy), and behavioral factors (i.e., job crafting and thriving at work). This study uses a mixed method with an explanatory design. This research was conducted on one media company and two application development companies with a total of 160 survey respondents and 16 individuals at the manager level, and eight individuals at the staff level interviewees for qualitative data. The quantitative results show a significant relationship between work engagement, active learning, and adaptive performance. Meanwhile, the findings of qualitative result shows that active learning and adaptive performance are critical factors in producing product innovation following the development of existing technology following the needs and opportunities of the market at that time. In terms of determinants based on social learning theory based on the quantitative result, the author found a reciprocal relationship between behavior (i.e., thriving at work, job crafting) and environment (i.e., company support and job control). Not only that, but the author also found reciprocal relationship between self-efficacy and thriving at work behavior and a growth mindset with company support. Based on the quantitative and qualitative analysis, the author found two roles of the learner, namely as an active agent and a passive agent in the learning process. This study found that when individuals become active agents, they will directly have work engagement and high adaptive performance, followed by an optimal active learning process. Meanwhile, when individuals become passive agents, in encouraging individuals to have work engagement, adaptive performance, and optimal active learning processes, it needs two shifting processes. The first is the change in behavior to thriving at work caused by the company's support and low company control to encourage individuals to have a growth mindset with high self-efficacy.

Keywords: *Social Learning Theory, Active Learning, Individual Adaptive Performance, Work Engagement, Growth Mindset, Self-Efficacy, Job Control, Organizational Support, Job Crafting, Thriving at Work*

ABSTRAK

PERSPEKTIF PEMBELAJARAN SOSIAL KLASIK: MEKANISME ANTARA KETERIKATAN KERJA, PEMBELAJARAN AKTIF DAN KINERJA ADAPTIF INDIVIDU DI INDUSTRI KREATIF

(KASUS PADA PERUSAHAAN MEDIA DAN PENGEMBANG APLIKASI)

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Pertumbuhan industri kreatif di Indonesia mengalami peningkatan yang signifikan setiap tahunnya. Industri kreatif juga telah memberikan kontribusi yang signifikan terhadap perekonomian nasional. Salah satu keunikan dari industri ini adalah sumber daya dari industri ini tidak terbatas pada barang fisik tetapi didasarkan pada ide dan kreativitas manusia. Salah satu subsektor industri kreatif yang mendapat keuntungan ekonomi terbesar dari kondisi ini adalah industri media dan software, seperti perusahaan pengembang software aplikasi. Namun, hingga saat ini, sebagian besar penelitian sebelumnya berfokus pada konteks manajemen bisnis yang terkait dengan industri ini. Dengan demikian, penelitian yang mengkaji proses kerja dan produksi dari segi sumber daya manusia masih sangat dibutuhkan. Selain itu, perkembangan teknologi menghadirkan berbagai tantangan bagi kedua industri ini. Khususnya di industri media, hal ini menyebabkan peningkatan arus informasi dan data secara besar-besaran. Sementara itu, industri perangkat lunak, khususnya pengembangan aplikasi, membangun berbagai tuntutan dan potensi pasar baru. Terlihat bahwa kedua industri memiliki peluang pengembangan produk dan inovasi yang tidak terbatas. Apalagi, perkembangan teknologi digital dan fenomena disruptive innovation mendorong ketahanan perusahaan di industri kreatif untuk gesit dengan berbagai perubahan. Selain itu, industri kreatif memiliki permintaan produk yang tidak pasti. Hal ini berdampak pada kebutuhan organisasi di industri kreatif yang harus mampu mengelola bauran kapabilitas yang tepat untuk meningkatkan kapabilitas inovasinya. Oleh karena itu, sumber daya manusia di industri kreatif harus memiliki kapabilitas untuk menjawab tantangan tersebut. Salah satu konstruksi paling terkenal yang mendasari individu untuk memaksimalkan kemampuan inovasi mereka di pasar yang dinamis adalah kinerja adaptif individu. Kinerja adaptif individu terdiri dari kemampuan individu dalam reaktivitas terhadap perubahan, kemampuan beradaptasi interpersonal, kreativitas, upaya pelatihan dan penanganan stres kerja. Kemampuan tersebut juga dikenal sebagai salah satu faktor penting untuk membangun kelincahan perusahaan.

Kinerja ini memungkinkan individu untuk merespon dinamika pasar yang berubah dengan mengoptimalkan peluang pasar baru. Tidak hanya itu, organisasi juga membutuhkan pengembangan keterampilan dan pengetahuan yang berkelanjutan untuk mempertahankan kemampuan inovasi perusahaan mereka. Oleh karena itu, untuk mengatasi tuntutan tersebut, salah satu pendekatan pembelajaran yang paling dikenal yang memiliki keterampilan dan penguasaan pengetahuan yang cepat adalah pembelajaran aktif. Secara khusus, proses belajar aktif melibatkan mekanisme pengaturan diri dengan usaha dan energi yang tinggi dari individu. Oleh karena itu, diperlukan aspek kritis untuk menyangga permintaan pekerjaan yang tinggi dan mempertahankan perilaku proaktif. Keterlibatan kerja adalah salah satu faktor paling signifikan yang menopang permintaan pekerjaan dan mempertahankan perilaku proaktif di tempat kerja. Dengan demikian, keluaran utama dari penelitian ini berfokus pada mekanisme antara work engagement, active learning, dan adaptif performance.

Lebih lanjut, penelitian ini juga mencoba mengungkap determinan yang signifikan dari mekanisme antara work engagement, active learning, dan adaptif performance. Berdasarkan konteks penelitian, penulis mengidentifikasi bahwa keunggulan kompetitif kedua industri ini bergantung pada ide, pengetahuan, keterampilan, dan kolaborasi individu. Akibatnya, mekanisme pembelajaran yang selaras dengan tujuan tersebut adalah pendekatan pembelajaran konstruktivis yang mengandalkan interaksi sosial antar individu. Dengan demikian, teori pembelajaran sosial adalah salah satu paradigma pembelajaran yang paling signifikan yang mengatasi tuntutan itu. Berdasarkan teori pembelajaran sosial, penelitian ini mengidentifikasi hubungan timbal balik antara faktor lingkungan (yaitu, dukungan organisasi, kontrol pekerjaan), faktor kognitif (yaitu, mindset berkembang, self-efficacy), dan faktor perilaku (yaitu, job crafting dan berkembang di tempat kerja). Penelitian ini menggunakan metode campuran dengan desain explanatory. Penelitian ini dilakukan pada satu perusahaan media dan dua perusahaan pengembang aplikasi dengan total 160 responden survei dan 16 individu pada level manajer, dan delapan individu pada level staf yang diwawancarai untuk data kualitatif. Hasil kuantitatif menunjukkan hubungan yang signifikan antara work engagement, active learning, dan adaptif performance. Sementara itu, temuan hasil kualitatif menunjukkan bahwa pembelajaran aktif dan kinerja adaptif merupakan faktor penting dalam menghasilkan inovasi produk mengikuti perkembangan teknologi yang ada mengikuti kebutuhan dan peluang pasar saat itu. Dari segi determinan berdasarkan teori pembelajaran sosial berdasarkan hasil kuantitatif, penulis menemukan hubungan timbal balik antara perilaku (yaitu, berkembang di tempat kerja, kerajinan pekerjaan) dan lingkungan (yaitu, dukungan perusahaan dan kontrol pekerjaan). Tidak hanya itu, penulis juga menemukan hubungan timbal balik antara efikasi diri dan perilaku berkembang di tempat kerja dengan mindset berkembang.

Kata kunci: Pembelajaran Sosial Klasik, Pembelajaran Aktif, Kinerja Adaptif Individu, Keterikatan Kerja, Pola Pikir Berkembang, Efikasi Diri, Job Crafting, Thriving at Work, Kontrol Kerja, Dukungan Perusahaan

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THE GUIDANCE FOR THE USING THE DISSERTATION

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This dissertation is dedicated to my grand parents, my mom and dad, my dear husband, and my little baby Abiyasa. This dissertation is scientific evidence that family is an unlimited resource for a human being to grow better every day for the greater good

STATEMENT OF AUTHORSHIP

I hereby declare that I am the sole author of this dissertation and to the best of my knowledge and belief, the dissertation contains no material previously published or written by another person except where due reference is made. I further declare that this thesis has not been previously submitted to obtain a degree at this or any other higher education institution.

Signature:

Surakarta, 30 November 2022

FOREWORDS

Praise and gratitude, I pray to the presence of Allah SWT, who has bestowed grace and gifts so that I can complete this dissertation. This dissertation aims to fulfill one of the requirements for obtaining a Strata-3 (S3) degree in the Doctoral Program of Science in Management, School of Business and Management, Bandung Institute of Technology. While writing this dissertation, I realized the importance of moral assistance and support from many parties, starting from the lecture period to the preparation of the writing process for this dissertation, so that I could complete this study. First, I would also like to thank SBM ITB for funding my school and research during this study.

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Chapter I Introduction

I.1 Background

I.1.1 Potentials and Challenges in Indonesia's Creative Industry

The creative industry has high potential to contribute to the Indonesian national economy. According to the research from the Indonesian Central Bureau of Statistic and the Indonesian Agency for the Creative Economy (2016), this industry has contributed 852 trillion rupiah to the national economy. This contribution comprises as much as 7.38% for the Indonesian GDP. This sector has also absorbed 15.9 million workers and shown an export value of up to US\$ 19.4 billion.

The creative industry has several different characteristics, compared to the manufacturing or service industry. The term creative industry first emerged from the UK Creative Industries Mapping Document (DCMS, 1998). Berg and Hassink (2014) pointed out several characteristics that differentiate the creative industry from other sectors. First, the creative industry involves the process of new value creation, as their value-added works derive from innovation. Second, most creative products require highly diverse and specialized skills and knowledge.

Third, creative industries benefit from the agglomeration economy by its specialized labour market, knowledge spillover. Fourth, creative industries affect and are affected by institutional infrastructure and governance structures at several spatial levels (Comunian et al., 2010). Richard Caves (2000) also identified the uncertainty of demand for the product as a characteristic of creative industries. It also has an almost infinite variety of creative product available. The explanation above identified human ideas, creativity, and innovation process as the main characteristics of creative industries. Not only that, it is also emphasized that the uncertain demand and the infinite types of products that could be derived showed the importance for the creative employee to be agile and innovative.

Indonesia has 14 subsectors of its creative economy sector. They are: (1) advertising; (2) architecture; (3) art and antiquities; (4) craft; (5) design; (6) fashion; (7) video, film, and photography; (8) interactive games; (9) music; (10) art performance; (11) printing and publishing; (12) computer and software; (13) television and radio; and (14) research and development (Wiryono et al., 2014).

The Indonesian creative industry's potential to contribute to the national economy is also supported by an analysis from Hidayat and Asmara (2017), which showed that Indonesia's creative industry can potentially become the source of innovation in local economies, which can directly boost the national economy. In details, creative industries are a potential means of further diversifying the local economic base, and in many cases, it will be possible to build on an already developed or nascent creative economy (Montgomery, 2005). The example of the contribution of creative industry from the local economy is showed by the data of The Survey of Creative Economy (2016), West Java contributed US\$ 6,49 billion, East Java contributed US\$ 4,03 billion, and Banten contributed up to US\$ 3 billion. This data emphasized that

Furthermore, Parkman et al. (2012) also emphasized that in a creative industry, innovation capacity based on new and unique ideas in product development plays a pivotal role in maintaining a firm's innovative capabilities. It underlines that the creative industry needs to be able to both recognize opportunities, as well as to develop and manage the right mix of creative capabilities. Strengthened by Simatupang et al. (2012) stated that the several problems faced by business actors in the creative industry are due to the lack of professional proficiency and innovation, which would make them unable to compete with big industries such as lack of knowledge and capacity in business and managerial skills. Lakitan (2011) also stated that the real challenge is changing the mindset of R&D actors, policy makers, and business actors toward a demand-driven technological development. Yudiarti and Lantu (2015) also emphasized that communication becomes the crucial point toward an organization's work and learning process in creative industry.

Previous research showed the significant impact of human capital on organizational capabilities (Pfeffer, 2010). The research from Scully-Russ (2012) highlighted that employees' effort and skills optimize a company's innovativeness that maintains an organization's sustainability. However, the current research showed a gap in explaining how to drive individuals to directly contribute to an organization's sustainability through innovation (Alola & Azturen, 2018). Therefore, to maintain organization's sustainability through innovation capabilities, Indonesia's creative industry also needs to drive individual's mindset and learning process following the market and technological development. Consequently, it demands a workforce that aware and empowered to had continual innovation and learning following the current market demand and opportunities at that time that characterized as an agile workforce (Varshney, 2020). Align with those demand, this research tries to explore how to build an agile workforce in creative industries to maintain company's sustainability through innovation capabilities. Not only that, but also aligned with today's business environment, the findings of this research are also applicable for other industries where organizations need to be agile through innovation and employee's capabilities.

I.1.2 The digital and disruptive phenomenon in creative industries (Case of Media and App Developer Companies)

The specific challenge related to human capital management is the digitalization of all aspects in business and society. Due to the digitalization, people are not only required to be creative, but also to have the capacity and skills required to convey their creative ideas in marketable products. Bernik et al. (2015) also suggested that one of the challenges in the creative industry is the acceleration of growth in information and communication technology, which is closely associated with the development of access for the public to obtain information, as well as to exchange knowledge and experiences. It is shown that today's technological advancement has also shifted customer demand, requiring an agile employee to change their work process, and learning approach.

One of the other challenges faced by creative industries is the phenomenon of disruptive innovation. Milosev et al. (2019) explained the emergence of digital technology drives dirsruptive innovation in media and app-based sectors. In details, the media industry ecosystem has undergone fundamental changes due to emergence of disruptive innovations. These disruptive innovations, construed as polymediation and media digitalization, have transformed the rules dominating media industry (Bennett and Segerberg, 2012; Cacciato and Iyengar, 2016; Herbig et al., 2015).

Meanwhile, in software companies, products can easily become obsolete. The change from proprietary software to open-source software (Bonaccorsi et al., 2006) is another example, as it offers an interesting opportunity for start-up companies, but threatens established players' existence. Both cases show that software companies repeatedly find themselves facing potentially disruptive changes. It is emphasized that companies that are highly related with digitalization and disruptive innovation need to maintain their employee's agility to face the fast changes in the market.

The disruptive changes known as the result of disruptive innovations in every industry alter the way of production, way of promotion and sale, as well as distribution. These changes also form new products, new markets, new competition, and especially new ways of communication and interaction with consumers (Milosev et al., 2019). In details, Marquardt et al. (2019) analysed the common implication of the disruptive innovation on the economy and people (See Figure I.1).

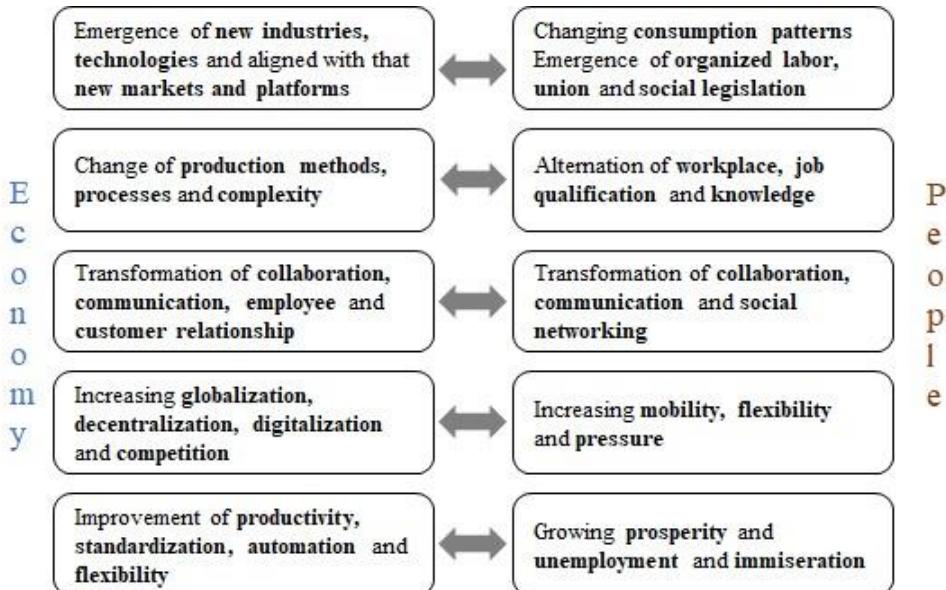


Figure I. 1 The Implication of Disruptive Innovation (Marquardt et al., 2019).

The figure above demonstrated how the disruptive innovation has both affected the business process and people management. It is shown that disruptive innovation forces workers to up-skill their qualifications, knowledge, mobility, and flexibility, as well as to transform the collaboration process to deliver more innovative products. Jones et al. (2015) also emphasized that technological innovation often disrupts existing industries (Anderson and Tushman, 1990; Christensen, 1997) and once a new technology is established, older technologies become obsolete and tend to disappear. Whereas with semiotic codes, old codes can be reimported and re-used as classic designs. This characteristic is highly related with the condition of the media (printing and cyber) and software (app developer) companies as the research object. Consequently, it is shown that the skill acquisition process is optimal for building an agile employee to deal with disruptive innovation. Hence, it shows the importance of an individual's learning approach to enhance the effectiveness of the skill acquisition and innovation process.

The importance of employee's agility to following digital technology development and the shifted customer demand in the context of media and app development companies were also supported by our preliminary research. This preliminary research is based on the semi-structured interview on the key informants in one digital media company and two app development companies. This study explored how production, collaboration, individual learning, and team learning processes take place within those companies. It aims to explore the underlying phenomenon related the mechanism that would be explore in this research. It was found that these companies' products are derived from multi-specialization and collaboration within teams. This preliminary study also highlighted the importance of active learning as an skill enhancement process to build employee's agility to produce the right innovation that following changes from environment (i.e shifted customer demand, digital technology development). Therefore, this preliminary finding aligns with the research objective to gain insight on the mechanism of building an agile employee to help companies to sustain through active learning process.

I.1.3 Building Agile Employees through The Mechanism of Work Engagement and Active Learning.

The concept of agility helps companies adapt to the dynamic environment and act on it, quickly with the help of production models and this then proves to be a strategic asset for the firm (Breu et al., 2001). In details, Alavi and Wahab (2013) stated the characteristic workers that can become agile are determined as learning and self-development; problem-solving ability; being comfortable with change, new ideas and new technologies. This concept is beneficial for the companies to creative industries to maintain the innovation and answer the challenges from the phenomenon of disruptive innovation. So that, this research tries to propose an idea to build the agile workforce through the concept of individual adaptive performance. Individual adaptive performance is defined as an individual's ability to adapt to dynamic work situations (Hesketh and Neal, 1999).

Spesifically, individual adaptive performance represents by five dimension such as handling emergencies, managing work stress, solving problem creatively, training and learning effort, and interpersonal adaptability (Charbonnier-Voirin & Roussel., 2012). The generality used of individual adaptive performance is also applicable for other types of industries with dynamic changes in their business environment (Shoss et al., 2012). Spesifically, this research tries to unravel the individual adaptive performance from the creative industry perspective to gain important insight in individual's mechanism in adaptivity, learning and innovation process in organization (Petrou et al., 2012).

The measurement of individual adaptive performance is beneficial to build employee's agility. In details, Stokes et al. (2012) and Upchurch (2013) emphasized that individual adaptive performance seen as a vital component for gaining competitive advantage and coping with changing environment. It also has important influence on the employee's quickly responses in unknown and ambiguous situation. Therefore, the researchers have begun to focus on the antecedents that underlie individual adaptive performance (Wheeler, 2012). Spesifically the previous research related with individual adaptive performance still limited to associate with the concept of individual development skill such as training approach and learning process (Chen et al., 2005; Joung et al., 2006; Park & Park, 2019).

Related to that, Kanten et al. (2015) emphasized that individual adaptive performance support companies becoming a learning organization. In details, learning organization is defined as a type of organization that had work environment, policy and cultures that nourish a proactive learning process (Messara & El-Kassar, 2013). Furthermore, learning organization also allows companies to have an optimal exploration in the new market and seize innovation (Šebestová & Rylková, 2011). Hence, based on the previous literature showed that individual's learning process able to enhance individual adaptive performance that resulted an optimal market exploration and innovation process.

However, learning in the process of market exploration and the creation of product innovation requires high energy and time (Danneels, 2002). In more detail, to maximize the innovation process in product development, the organization's role in conducting exploration and exploitation processes toward the knowledge both from inside and outside the organization (Gulati & Puranam, 2009; Posen & Levinthal, 2012). In more detail, Luger et al. (2018) revealed that this process requires more employee energy and time. Consequently, to optimize the process, employees within the company need to engage in work processes that involve exploration and exploitative processes toward knowledge (Levinthal & March, 1993). Moreover, in supporting organizations to balance exploratory and exploitative processes in a balanced way, companies need active learning processes accompanied by high work engagement by employees in order to optimize the creation of innovations that are in line with current market needs (Tuan, 2016; Shafique et al., 2020; Katou et al., 2021).

It is shown that the previous research showed significant evidence of the role of work engagement in optimizing individual adaptive mechanisms to boost their market exploration and innovation process inside the organization. However, the latest research showed the significant impact of work engagement on adaptive performance (Park et al., 2020). It has been shown that engaged workers can have active behavior to anticipate market changes (Breevart et al., 2014). Thus, based on this explanation, the importance of the mechanism between work engagement and adaptive performance can be optimally through an active learning mechanism that can maximize the knowledge exploration and exploitation process that direct skill enhancement (Beckman, 2006; Shafique et al., 2020; Katou et al., 2021). However, the previous research still separates the relationship between work engagement in active learning and work engagement in adaptive performance in different studies (Bakker et al., 2012; Park et al., 2020; Kaya et al., 2020). It seems that those previous studies have not covered testing mechanism between work engagement, active learning, and adaptive performance. Therefore, this research aims to explore the mechanism between work engagement, active

learning, and individual adaptive performance to achieve an optimal innovation creation process.

I.1.4 The mechanism of Adaptive Performance and Active Learning and Work Engagement in Media and App Developer Companies

Through the new value creation, the products of creative industry derive from innovation process. In line with that, Townley et al. (2019) define creative industries as the collective noun for those activities which have their origin in individual creativity, skill, and talent and which have a potential for wealth and job creation through generation and exploitation of intellectual property. It emphasized that the nature of creative industry's product rise in different order of managerial and organizational challenges.

Creative product is derived from the combination of social agents and the deployment of their strategies and tactics using all the capitals available to that constitutes in the valuable creative product (Townley et al., 2009). To understand how the capitals accumulated in creative product, it would require an analysis of the interplay between structure and agency, and different forms of capital held by individuals that relies upon their motivation and ability (Ozbilgin and Tatli, 2005). It is showed that in creative industry, people played as pivotal point as the owner of its intellectual capital to make the creative product. So that, in this research will explore the important factors that drive individual's creativity toward innovation process in creative industry. Moreover, the thriving of gig reflects the emergence of ride-hailing and task-oriented service platforms. Report by McKinsey found that knowledge-intensive industries and creative occupations are the largest and fastest-growing segments of the freelance economy (Petriglieri et al, 2018). Related to that, Gandini (2018) also emphasized that the point of production in gig economy represents that specifically designed, clearly delimited environment whereby the transformative process of labor normally takes place – the workplace, most notably the factory – according to a fixed set of rules and with relatively static sets of participants – managers and workers, in hierarchical relationship (Braverman, 1974; Burawoy, 1979; Thompson and Smith, 2009).

Examples include research on the service economy (Bolton, 2004; Sturdy et al., 2001; Vincent, 2011) and creative work (McKinlay and Smith, 2009), amongst others. It is shown that creative occupations need more flexible set of rules related to their learning process. Whereas allows of an exploration process toward the integration of disciplines, sourcing of external information and framing and solving of open-ended complex problems (Seidel and Godfrey, 2005). It is showed that the creative work processes tend to have an exploration and exploitative to build the right of set skills that resulted an innovative product that align with market needs (Shekar, 2007). Schiuma (2017) also emphasized the fourth industrial revolution urge organizations to shape a creative environment in which technology and creativity are fully integrated and intertwined. Moreover, the rise of gig jobs may slow learning-by-doing and the development by workers of productive innovations. Based on those explanation, it can be concluded that employees in the creative industry sub-sector that highly affected by technological advancement such as media and app development are being urged to be adapt with the various changes in today's market demand. Thus, the current market condition of media and app development needs to optimize individual's learning and adaptive performance to build an innovative product development (Prange, 2021; Mc Loughlin & Priyadarshini, 2021)

Consequently, to boost individual adaptive performance, organization needs to support their worker's active learning process. Bakker et al. (2012) stated that active learning allows individual to cope with higher job demand and technological change. Apart from individual's learning process, work engagement also played as pivotal point to maintain their effort to had and explorative and exploitative toward the new knowledge both from inside and outside organization. Spesifically, individuals who engage toward their job tend had higher performance from their positive emotions and openness to new experiences to optimize the skill acquisition process (Bakker et al., 2012).

Based on the role and mechanism of work engagement toward the organizational and job context, the previous research has not covered the combination between the job-demand resources theory and karasek model theory (Taris et al., 2003; Mikkelsen et al., 2005; Kazi et al., 2013; Rabiul et al., 2022; Zhang et al., 2022). Thus, this research aims to contributes to deliver new theoretical linkages by building the mechanism of work engagement and active learning toward individual adaptive through the theory of Job Demand Resources Model and Job Demand Control Model.

I.1.5 Building Adaptive Workforce through the social learning theory perspective

As explained before, the mechanism of individual adaptive performance demonstrated by the mechanism of work engagement, active learning and adaptive performance as the process and output. As the input, in this research, positioned the social learning theory as the underlying theory for the interactive effects in the independent variable in the conceptual model.

Social Learning Theory and Basic Organizational Behavior Model used as the underlying theory of the organizing framework of Individual Adaptive Performance. According to the Social Learning Theory, three factors had a reciprocal relationship (Woodward. 1982). Those three factors are Cognitive or Personal Factors, Behavior Factors and Environmental Factors. This mechanism in Social Learning Theory used as the determinant or independent factors in the model. According to this theory, those factors correlated strengthen each other determined human learning behavior (Philips & Orton, 1983).

Meanwhile, the Basic Organizational Behavior Model used to explain the process of produced higher adaptive performance. In this context, according to the prior research, those three factors will affect individual's work engagement and active learning process as the process type (Robbin & Judge, 2012). The mechanism of work engagement and active learning will lead to specific performance such as individual adaptive performance.

I.1.6 The factors determined individual's work engagement, active learning and adaptive performance

Bandura (1977) proposed a model of reciprocal determinism in which “behavior, cognitive and other personal factors, and environmental influences all operate interactively, as determinants of each other” (p. 23). Bandura (1986) schematically represented this model as a triangle with each factor bidirectional influencing the others.

Bandura believed that humans capable to learn through observation without the need for imitation; learning could be either direct or indirect (vicarious) in that one could learn through observing others ‘behaviors and the consequences of those behaviors (Bandura, 1977). He also introduced the concept of self-regulation, proposing that by visualizing self-generated consequences, humans can regulate their own behavior (Bandura, 1977, 1986, 1991). Align with that, growth mindset as the personal factor, organizational support as environmental factor and thriving at work as behavioral factor. These three factors have supported each other interactively affected individual process in learning and build new skill.

Aligned with this research objective to enhance individual new skill, knowledge, and their needs to learn, work engagement played as important factor that influence individual's process on active learning learn (Chughtai and Buckley, 2011; Sonnetag, 2003, Xanthopoulou et al., 2009). Moreover, work engagement also supports the behaviors such as extra role performance and active learning behavior. There are several factors affected individual's work engagement. One of them is Growth Mindset. People with growth mindset tend to perceive difficult situations and setbacks as opportunities to learn and grow (Caniels et al., 2018). They stated that till now, only a few studies related mindset or growth mindset to engagement at work.

Specifically, Keating and Heslin (2015) explained that employee's mindset can generate the level of work engagement through five mechanisms. People with growth mindset tend to have enthusiasm for development, construal of effort, focus of attention, interpretation of setbacks and interpersonal interaction that gained their engagement toward work (Caniels et al., 2018). Research from Visser (2013) showed that growth mindset in professional helpers predicted their work engagement. In other research showed that employees who had proactive personality tend to have higher work engagement but only when they had growth mindset (Caniels et al., 2018). It pointed that people who had growth mindset characteristic will have higher attitude toward active learning. Growth mindset has known as crucial factors that encourage individual learning process. Growth mindset is defined as a belief that construes intelligence as malleable and improvable (Ng B, 2018).

Growth minded individuals perceived task setbacks as a necessary part of the learning process and they "bounce back" by increasing their motivational effort (O'Rourke et al., 2014; Schroder et al., 2014). The opposite of growth mindset is fixed mindset, it is defined as the implicit belief that individuals' abilities are static and fixed and not amenable to change (Dweck, 2006). Mindset theory is often applied in the context of learning and education (Asbury et al., 2015; Boyd, 2014). In this context, growth mindset has a relevancy with work engagement. Individuals with growth mindset are characterized by an eagerness to continuously develop themselves (Caniels, Semejin and Renders, 2018).

The current previous research has connected the impact of growth mindset through active learning but only in educational context (Cavanagh et al., 2018). Meanwhile, the latest study from Caniels et al. (2018) showed that a growth mindset affected work engagement only with an individual's proactive behavior. Thus, it shows the missing link between a growth mindset and explicitly enhancing an individual's work engagement through proactive behavior. Therefore, this research also aims to connect a growth mindset to proactive behavior, such as active learning through the mechanism of work engagement.

Related to the individual cognitive process, self-efficacy also known as the center individual's belief process toward their capabilities. Self-efficacy known as personal resources affected individual's exhaustion and engagement according to research from Xanthopoulou et al (2007). Bakker et al. (2006) also found that those with most personal resources scored highest on work engagement. Resilience, self-efficacy, and optimism contributed particularly to work engagement, and were able to explain unique variance in engagement scores in addition to job resources (Simbula et al., 2001).

The previous research has shown significant findings on the relationship between self-efficacy and work engagement (i.e., Simbula et al., 2011; Yakin & Erdil, 2012; Chen et al., 2017). Further, the current research also shows a relationship between work engagement and active learning through conscientiousness mechanisms (Bakker et al., 2012). Based on that previous research, it is showed the high potential of bridging the mechanism between individual's cognitive process toward active learning through work engagement. The previous research that examines the impact of individual internal processes on proactive behavior such as active learning is not only on the conscientiousness aspect but also on the aspect of belief in one's capabilities such as self-efficacy through work engagement mechanisms (Ghorbannejad & Esakhani, 2016).

The potentials of exploring the determinant of active learning also showed from the environmental factors such as organization's role. Based on the previous articles from Taris et al. (2003) and Caesens & Stinglhamber (2014) show that the high research potentials to investigate the role of self-efficacy in the active learning mechanism based on organizational roles such as job control and organizational support that also known as environment factor. In details, the environmental factors such as job control and organizational also showed significant evidence of impact toward work engagement. Employees perceive organizational support strengthens their cognitive and emotional evaluation of their job this would propel employees to be engaged in their work (Murthy, 2017).

It is also emphasized that engaged workers transfer their engagement to others in their immediate environment such as the support from the organization. It is showed the importance of perceive organizational support to enhance individual's work engagement so that they can be more productive and actively fulfill the various and new job demand. Meanwhile, to boost individual's active learning and work engagement, organization needs to enhance their job control. Job control also known as job resources buffered individual's job demand and exhaustion (Bakker et al, 2007). Employees in high-control jobs should have higher levels of work engagement because these jobs provide them with personal autonomy and possibilities for own decision making (Schmitt et al, 2013).

The last factor in the concept of reciprocal determinism is behavior factors. Job crafting and thriving at work behavior is known as the behavior factors. Thriving at work share a theoretical similarity to work engagement (Bakker et al., 2008) as both concepts consider vigor (termed vitality or vigor, correspondingly) as an essential element in work life (Spreitzer et al., 2010). Thriving employee feels energy while in taking challenging tasks (Carver, 1998). Accordingly, such employees utilize their large pool of enduring resources to safely anticipate consequences (Halbesleben et al., 2009) and to keep themselves away from being anxious, stressed, and pressured due to challenging conditions (Hakanen et al., 2008). Thus, the research on thriving at work showed a significant positive impact on the organization (Gerbasi et al., 2015; Spreitzer & Porath, 2012). However, the current research is still limited to showing evidence of how thriving at work behavior is designed by the organization (i.e., job control, organizational support) and leads to the positive output from the employees (Niessen et al., 2012). Therefore, this research aims to explore the mechanism of thriving at work based on organizational support and job control to optimize job outcomes (i.e., work engagement, active learning, adaptive performance).

Other behavior that both boost individual's learning and work engagement is job crafting. Tims and Bakker (2010) emphasized that the teams craft their work environment this activity may signal to individuals that they may craft their job as well in such a way that their own tasks are in line with their individual needs and abilities. In turn, this enriched work environment may fuel individual employees' work engagement and improve their performance (Tims et al, 2013)

Therefore, job crafting behavior is shown to enhance employee job outcomes, especially with work engagement, proactive behavior, and adaptive mechanism. However, current research is still under-examined on the impact of job crafting on job outcomes (Chen, 2019). In addition, Petrou et al. (2012) also stated that job crafting is still being studied more deeply, whether the positive outcomes of employees or a form of dysfunctional function of employees with their job assignments. Moreover, based on our understanding, the current research has not yet studied the effect of job crafting on proactive behavior such as active learning or positive job outcomes such as adaptive performance.

Moreover, most of the current research that explored the reciprocal determinant of social learning theory focused on educational context and not tested those three factors to specific learning approach (i.e., Parry et al., 2015; LePrevost et al., 2013; Williams & Williams 2010) From those previous studies, it can be summarized that the reciprocal determinant of social learning theory (i.e., personal, environment, behavior factor) leads to proactive behavior in the workplace toward the change, such as active learning and adaptive performance through the mechanism of work engagement.

Those previous studies seem to have not covered the missing link between work engagement and adaptive performance through specified learning approaches such as active learning. Previous studies also seem not to identify the reciprocal determinant's potential impact on active learning and adaptive performance through work engagement.

Consequently, this research explores how growth mindset, self-efficacy, thriving at work, job crafting, job control, and perceived organization as reciprocal determinism affect an individual's active learning process and adaptive performance through work engagement. Additionally, the novelty of this research is developing a new perspective on building an agile workforce through individual adaptive performance. The research model focuses on an individual's active learning as the double loop learning process that allows explorative and exploitative knowledge through work engagement to enhance adaptive performance. Meanwhile, the originality of this research is using the mixed method, while the main prior research used only a quantitative approach. This research also will focus on the creative industry context, while the main prior research is in the manufacturing industry context.

I.2 Research Objectives

In the previous sub-sections, the relevant research topics and research gap has been identified such as the separate mechanism of work engagement, active learning, and individual adaptive performance. Based on the previous literature also showed an evident of limited study that connect between social learning theory determinant toward work engagement, active learning. With that background, this study aims to filling the research gap that has been found in the previous section with details, as follows. Therefore, the research objectives pursued to answer the research problems are:

1. This research investigates the impact of agile employees to help company sustain through the mechanism of active learning and adaptive performance (See section I.1.3)
2. This research investigates the mechanism between work engagement, active learning and individual adaptive performance (I.1.2; I.1.3 and I.1.4).
3. This research investigates the cognitive, environment and behavior factors as reciprocal determinism toward that mechanism (I.1.5; I.1.6)

I.3 Research Questions

According to the research objective that has been explained in Section I.2, the author synthesized five research question. Each research questions are representing the research objective. The first and the fourth research questions is aims to fulfill research objective number 3. Meanwhile, the second and third research questions is aims to fulfill research objective number 2. Lastly, the fifth research question is aims to fulfill the research objective number 1.

1. What is the relationship between environmental (organizational support, job control), behavior (job crafting, thriving at work) and cognitive (growth mindset, self-efficacy) toward work engagement and active learning?
2. What is the relationship among work engagement, active learning, and adaptive performance?
3. How is the mechanism between work engagement, active learning, and individual adaptive performance?
4. How is the dynamic interaction between environmental (organizational support, job control), behavior (job crafting, thriving at work) and cognitive (growth mindset, self-efficacy) affected those mechanism?
5. How are active learning and individual adaptive performance helps companies to build sustained competitive advantage?

The research question how and why is answering with qualitative method. Meanwhile, the research question what is answering with quantitative method. To answer the research questions, in this research will do the quantitative approach first, then clarify the context of creative industry by using the qualitative approach.

I.4 Research Approach and Methods

This research also tried to explore why the phenomenon of *adaptive performance* and *active learning* is occurred in the context of creative industries. Not only that, this research also tried to explore how the mechanism to build creative employee with high *active learning* and *adaptive performance*. Thus, the paradigm that useful to resolve this research objective is pragmatism. Through pragmatism, researcher will uncover the social and creative process beneath in the creative industries by obtain the whole reality from both quantitative and qualitative data. Following that, the researcher will use abductive reasoning. Since the main objective of this research is also uncover the impact of reciprocal determinism by testing the bi-directional relationship, the abductive approach will be useful to gain new fact based on the phenomenon on the field to lead the best prediction of the truth. Align with that, this research will use explanatory mixed-method to discover the phenomenon and mechanism of work engagement, active learning and adaptive performance through the lensed of social learning theory. This method has advantages to lead better explanatory inference of a mechanism and contextual phenomenon through the data triangulation process.

In details, the variables that involved in this research is consisted both on the individual and organization level. To gain better interpretation and data analysis, a clear definition of unit analysis is highly important (Kumar, 2018). Thus, the unit analysis is often confused with the deifinition of observation unit. In details, Kumar (2008) explained that the level unit analysis is defined as the unit of object to analyzed the data, meanwhile observation unit is entitled to level of measurement that has been used in the research. Thus, the Table I.1 below is represented the detail of unit analysis, data collection method, and observation unit based on the research questions of this research.

Tabel I. 1 Unit Analysis, Data Collection and Observation Unit.

Research Questions	Unit of Analysis	Data Collection	Unit of Observation
What is the relationship among work engagement, active learning and adaptive performance?	Individual	Survey to employees	Individuals (Employees/ Staff)
How is the mechanism between work engagement, active learning and individual adaptive performance?	Individual	Interview to Managers	Individuals (Managers)
How is active learning and individual adaptive performance emerging in organization?	Individual	Interview to Managers	Individuals (Managers)
What is the relationship between environmental (organizational support, job control), behavior (job crafting, thriving at work) and cognitive (growth mindset, self-efficacy) toward work engagement and active learning?	Individual	Survey to employees	Individuals (Employees/ Staff)_
How is the dynamic interaction between environmental (organizational support, job control), behavior (job crafting, thriving at work) and cognitive (growth mindset, self-efficacy) affected those mechanism?	Individual	Interview to Managers	Individuals (Managers)

I.5 Key Assumptions and Research Limitations

First, this research will focus on the creative industries highly affected by the technology, digital and disruptive innovation based on the content, service, heritage, and art cluster, so the result of this research is based on the phenomenon in two sectors (i.e., the media and app software sectors). In detail, this research targeted one digital media company and two app development companies.

Therefore, this research assumes that the dynamic change in those companies drives employees to be more adaptable to various changes in their job demands and the market. Consequently, it can be concluded that the process explored in this research could benefit other industries with high dynamic changes in the business environment or the shifting business process and customer behavior. However, the result of this research may not apply to the type of industries that need high hierarchy and bureaucracy to maintain their performance (Felipe et al., 2017).

Second, this research used a mixed method through survey and semi-structured interviews. The researcher assumed that the respondent would answer the questions based on their experience in the workplace. However, one of the main weaknesses of mixed-method approach is the time-consuming process when each method has equal consideration (Terrell, 2012). Thus, it affected the total samples that obtain by the author. But this research assures appropriate sampling criteria to maintain the generality of the research's result. The researcher also confirms that the participant in this research does not have any other motives that will affect their response to the survey or interview process. In detail, the data collection process is done during the pandemic. Thus, by those situations the researcher could only compile the data within three companies through a digital platform such as google Forms and Google Meet.

Eventhough, the approach of using structural equation modeling requires more data to processes. To strengthen the result, the author also obtains an extensive qualitative data to support the quantitative findings. However, more extensive data samples on survelet to explore the variables in this research can deliver more evident data results and insights.

The limitation of this research is that the researcher only investigates the factors that played as the intellectual actors or the designer. Meanwhile, previous research explores work engagement, active learning, and adaptive performance at the team or organization level (Han & Williams, 2008; Naveh et al., 2015; Costa et al., 2016). Since the product form of a creative product is beneath an individual's creative ideas leads, this research focused on the individual level (Wöhler & Reinhardt, 2021). This research also focuses on several variables that highly potential fill the research gap and directly enhance an individual's active learning process and adaptability to produce higher innovation to help companies build sustained competitive advantage (Shekar, 2007; De Spiegelaere et al., 2015; Javed et al., 2017; Zhao et al., 2020; Wei et al., 2020; Khan et al., 2020; Liu et al., 2020; Inam et al., 2021). Thus, this topic mainly focuses on employees' capabilities that drive organizations' capability. Consequently, this research only captures the dynamic capabilities from a human capital perspective, not a broader view of business landscapes.

I.6 Novelty and Originality

The main output of this research is individual adaptive performance. In detail, this research aims to explore the mechanism of work engagement, active learning, and individual adaptive performance in the creative industry. Concerning that, Richard Caves (2000) explained that the creative industry's characteristics are the diverse skill of employees had uncertain demand, and an infinite variety of products.

These characteristics showed that employees in the creative industry need to have high adaptive performance with the market and had better collaborative processes both in learning or product. The previous research has been shown several antecedents that affected individual adaptive performance. Based on the literature search, the knowledge void was found in individual adaptive performance's antecedents are the learning aspect (See Table II.3). Consequently, this research will explore the individual adaptive performance from the learning perspective in a creative industry context.

In detail, the previous evidence showed that continuous and exploratory learning (Bell and Kozlowski, 2008; Han, 2008). Continuous and exploratory learning tends to have a trial-and-error process without a reflective approach in the process. Therefore, it makes the individual had a single loop rather than a double loop learning process. Single-loop learning is described as the trial-error process in learning. However, double-loop learning seeks alternative actions and examines and reflects the process with their knowledge and values (Greenword, 1998). Later, in 2019 Greco and his colleagues propose a conceptual model of the explorative and exploitative in learning toward individual adaptive performance. Greco et al. (2019) proposed how single and double-loop learning contributes to individual adaptive performance. Their current conceptual model emphasized that explorative learning has higher stronger impact to adaptive performance. Eventhough, the impact of exploitation and exploration knowledge has different mechanism. Both exploitation and exploration is align with double loop learning process that seek new knowledge and building new skills through combining both internal and external knowledge (Seidel and Godfrey, 2005; Shekar, 2007; Townley, 2013). Therefore, this research explores the mechanism of individual adaptive performance through learning perspective by combining the learning's concept that drives individuals to the double loop learning process. One of the learning processes that drive a double loop learning process is active learning. In detail, active learning is known as the trial-error process, proactive behavior, and reflective thinking process that comprehensively explained the double-loop learning process.

Second, based on our literature search, it was found that work engagement as one of knowledge void that explained the active learning process (See Table II.4). Therefore, this research also investigates work engagement affected the active learning process and individual adaptive performance. It was found that the measurement of active learning in work context focusing on the proactive learning process does not describe the behavior of reflective process. Therefore, this research combines the measurement of active learning strategies from educational research and work context. Not only that, but this research also employs the social learning theory perspective to explain the mechanism between work engagement, active learning, and individual adaptive performance. Bandura (1978) explained that the social learning theory perspective used reciprocal determinism as an individual learning process. The reciprocal determinism is defined as the process that is reciprocally interacting determinants. Those determinants are cognitive, behaviors, and environmental factors.

Bandura (1978) explained that there are two types of mechanisms in an individual's learning process. The first one is that as active agents described by their cognitive factors, individuals affected their behaviors and affected their perception and decision related to environmental factors. Contrary, if the person is a passive agent, the environmental factors affected their behaviors, and continuously it will change their cognitive process. Those scenarios are suitable to explain the active learning process related to their adaptive mechanism toward the change itself. The previous research in reciprocal determinism tends to investigate the reciprocal relationship between personal, environment, and behavior factors (i.e., Parry et al., 2015; LePrevost et al., 2013; Williams & Williams 2010). In this case, this research tries to test the reciprocal relationship to specific learning approach such as active learning through work engagement with two different mechanism such as learner as active agent and learner as passive agent. Therefore, this research tries to give novelty by exploring reciprocal determinism toward another mechanism (i.e., work engagement, active learning, individual adaptive performance).

This research provides new ideas by combining the concept of social learning theory and basic organizational behavior model and indicate new theoretical linkages between cognitive, environmental and behavior factors toward work engagement, active learning process and individual adaptive performance. This research contributed toward new theoretical linkages of two concepts and combining various linkages on different research into one model. In details, novelty number 1 and 2 are obtained from research objective number 3, and novelty number 3 is obtained from research objective number 1 and 2.

In details the novelty of this research is:

1. This research will explore the impact of reciprocal determinant as independent variables that affect work engagement, active learning, and adaptive performance through active and passive agent. Thus, this research contributes to the explain the conformable of the reciprocal relationship in the social learning theory application. Consequently, this research also shows the important aspect and processes that needs to be facilitated by companies to enhance their employee's capabilities in order to build company's innovation and sustainability.
2. This research will explore the mechanism of individual active learning through work engagement mechanism combine with Social Learning Theory Model from Bandura (1977) and Organizational Behavior Model. In particular, the social learning theory explained the theory in collaborative way of learning that align with the practice in creative industries. Thus, this research contributes to the explain and extend the use of social learning theory in the context of organizational behavior.
3. The prior research was tested the relationship of continuous learning or self-directed learning with individual adaptive performance. But in this research will explore individual's active learning to individual adaptive performance as double loop learning process that allows a self-regulatory, error-framing and exploration process toward new knowledges or skills. Thus, this research identifies the critical role of role of active learning and

adaptive performance to help companies build sustained competitive advantage. Also, through the significant result of active learning toward work engagement and adaptive performance also shows the importance of shifting the training and learning orientation toward more learner's centered process.

Moreover, the research in individual adaptive performance, work engagement, and active learning mainly focuses on manufacturing, private and public institutions. It was found that the research in the creative industry context was limited (See Table II.3 and II.4). Following the rising of the creative industry based on technological innovation allows this industry to produce innovation through the combination of an intangible asset such as data, information, culture, etc. Two sectors have the highest economic impact based on technological innovation in media and software app development (Bernik et al., 2015; Rudman, 2015). These two sectors describe a dynamic change in their market and urge a continual learning and collaborative product development process based on the preliminary study. Therefore, one of these research's originalities is the creative industry context that focused on two sectors (i.e., media and software app development companies) that will enrich the innovation process through the employee's learning process.

Not only that, based on our literature search, it was found that most of the research methods used to explained individual adaptive performance's mechanism are a quantitative approach. In detail, this research tries to highlight individual adaptive performance through a learning perspective that needs a broader perspective. It is because to understand a process or mechanism. It sees a causal relationship and the process that is hidden in employee's interactions.

Therefore, only a quantitative approach is not sufficient to explore the research aims. To deliver better knowledge, it needs to explore the mechanism both from a quantitative and qualitative approach based on the researcher's research philosophy. This research would like to highlight how individual adaptive performance mechanism through the learning perspective.

I.7 Writing Structure

Chapter I explain the topic of the study and why the context is relevant to study. This chapter also identify the problem and explain why the research question is important in this context, the objective of study and the novelty of this research.

Chapter II contains a review of literature study which relevant with variables of this study. This chapter also explain the underlying theory to build the conceptual model. This chapter construct a conceptual model from various industries. This chapter also showed the novelty and originality of the research from the table of literature search in each variable. The conceptual model developed to measure the impact toward individual's active learning and adaptive performance.

Chapter III contains how the research will conduct. It starts with the research philosophy used in this research that affect how the researcher choose the research approach, design. Further, this section explains details on how data collection process. The explanation of data collection process is opened by explaining the theoretical sampling, data analysis. Lastly, this section also mentioned about the ethical considerations used in this research. Thus, in the final part of this section is also explained detail about the research timeline that will be conduct by the researcher.

Chapter IV contains how is the result and interpretation of the quantitative data and the qualitative data. To maintain the validity of the data and highlights our important findings, these sections explained the result of the triangulation findings.

The triangulation findings are divided into three part such as the active role in learning process, the passive role in learning process and the mechanism between work engagement, active learning, and adaptive performance as the main output of this research.

Chapter V contains how is the discussion between the result with current literature. Therefore, from those analysis the author able to highlights the novelty of this research compares to current research evidence. Further, this section explained the limitation with future direction recommendation for another researcher. Lastly, this section also explained the practical implication based on the insights that has been explained in the discussion part.

Chapter II Literature Review

II.1 Introduction

This chapter covers an overview of the theories from the previous research of individual adaptive performance, active learning and work engagement. These theories explained the mechanism of individual's work engagement, active learning process and adaptive performance. This study used underlying theories such as The Social Learning Theory, Single and Double Loop Learning Theory, Job Demand-Resources Model, and Karasek Model. This chapter also includes the research gap that will explain the logical reasoning of the building process on the conceptual model in this research.

II.2 Underlying Theories

II.2.1 Workforce Agility

Enterprises today operate in a highly competitive global market. The rate of innovation and technological development, market fragmentation, and customer expectations for customised products have led to turbulent and rapid changes in the business environment (Swafford et al., 2006). This condition urges companies to be more agile to meet market challenges.

Successful and fast change response requires an agile organisation to adapt goals, technology, organisation, and people to unexpected changes (Kidd, 1994). The literature emphasises that without an agile workforce, enterprise agility is impossible. Agility in the workforce may improve quality, customer service, learning curve acceleration, and scope and depth (Bhattacharya and Gibson, 2005; Fink and Newman, 2007).

A well-trained, flexible workforce that can adapt quickly to new opportunities and market conditions can make the difference (Muduli, 2013). According to business agility literature, workforce agility involves two main elements: the workforce's ability to respond to changes properly and on time, and the workforce's ability to exploit changes as opportunities (Kidd, 1994).

Thus, an agile workforce includes people with broad vision and skills to deal with market turbulence by capturing the benefits of dynamic conditions, such as abrupt shifts in customer preferences and account structure (Muduli & Pandya, 2018; Erickson et al, 2019; Srinivasan et al., 2020).

The initial indicators of workforce agility were determined by Breu et al. (2002) based on a review of the literature on organisational agility. These indicators included the following: responsiveness to external change, benchmark for skill assessment, speed of skill development, speed of adaptation to new work environments, speed of information access, speed of IT change, use of mobile technologies, workplace independence, mobile information access, collaborative technologies, virtual team, knowledge sharing a, and the speed with which these capabilities could be implemented.

Agility in the workplace is not limited to a reactive stance but can also be proactive (Sherehiy, 2008). As a result of their efforts, an agile workforce can alter the conditions within an organisation. Thus, this flexible workforce is able to use its expertise to foresee and counteract changes in the external environment (Alavi and Abd Wahab, 2013). Agility is a state that naturally develops in people who are curious, open to new experiences, self-motivated, self-reflective, and proactive (Sharp et al., 1999). Briefly, Chonko and Jones explained that workforce agility has two important aspects which of these two definitions is aligned with the measurement of individual adaptive performance from Pulakos et al. (2000):

1. The workforce can react and adapt to change promptly and appropriately.
2. The workforce can take advantage of changes to benefit the firm.

Workforce agility is thought to provide benefits such as quality improvement, better customer service, learning curve acceleration, and scope and depth economy (Herzenberg et al., 1998; Hopp and Van Oyen, 2004; Bhattacharya and Gibson, 2005; Fink and Newman, 2007).

Workforce agility is defined as observable agile performance or behaviours at work, rather than agile personality, proclivities, or characteristics. Meanwhile, Workforce agility specifically drive employees' action to react to the current changes and demand in their work and business environment (de Jonge et al., 2012). Moreover, dynamic job demand is the primary determinant of a company's need for workforce agility (Harsch & Festing, 2020). Consequently, companies must facilitate and support individuals' quick skill shifting and advancement to cope with the new job demand. The concept of workforce agility is aligned with the measurement of individual adaptive performance (Park & Park, 2019). Thus, it highlighted the main output of the research such as individual adaptive performance is represented the workforce agility concept. Also, one practical learning approach that is effective in fulfilling this demand is active learning (Salmen & Festing, 2021).

Based on previous research, one of the factors that most significantly found to buffering the high job demand and leads employees to stay productive and have high performance is work engagement (Cooke et al., 2019; Gameiro et al., 2020). Thus, active learning and work engagement are essential determinants in creating workforce agility (Salmen & Festing, 2021; Franco & Landini, 2022). Thus, the main output of this research (i.e., work engagement, active learning, adaptive performance) is manifest of the individuals criterias of workforce agility.

II.2.2 Individual Adaptive Performance

In details, Adaptive performance is defined as an emergent process of individual's cognitive and behavioral action to cope with the challenges and changes in the workplace (Maynard et al., 2015). Previous research showed that adaptive performance significantly boost organizational effectiveness and innovativeness (Adero et al., 2020; Viterouli et al., 2021). The importance of individual's performance is critical toward organizational's performance (Carmeli et al., 2007) However, most of the current scope of job performance only focusing on work outcomes and productivity (Charbonnier-Voirin et al., 2012).

In fact, today's business environment demands an employee's job outcomes and responses toward the changes from their external environment (Nudurapti et al., 2021). Consequently, the emergence of individual adaptive performance is appeared to resolve company's problem to react well with the new opportunity and threats in today's global business environment (Luo et al., 2022).

Also, Jundt et al (2014). They emphasized that the shifting organizational demand for employee's capability to response the changing job demand. Thus, adaptive performance significantly found as important parameter to evaluates employee's capability in the dynamic work situation (Park & Park, 2021). Adaptive performance mainly relies on individual's mechanism on re-building their skills and response to cope with various challenges in the workplace (Park et al., 2020).

In details, Adaptive performance requirements of jobs, according to Pulakos et al. (2000), can be subdivided into eight categories of behaviour: dealing with emergencies or crisis situations; dealing with work stress; solving problems creatively; dealing with uncertain and unpredictable work situations; learning work tasks, technologies, and procedures; demonstrating interpersonal adaptability; demonstrating cultural adaptability; and demonstrating physically oriented adaptability.

Hence, Chen et al (2015) explained that individual adaptive performance characterized by an individual's requirement to perform their work roles effectively and to be responsive in the variable and new situations. However, individual adaptive performance seen as a vital component for gaining competitive advantage and coping with changing environment (Stokes et al., 2010; Upchurch, 2013). As the individual adaptive performance has an important influence on the employee's quickly responses in unknown and ambiguous situations, researchers have begun to focus on the antecedents that underlie individual adaptive performance (Wheeler, 2012).

II.2.3 The Basic Organizational Behavior Model

This underlying theory is used to bridging the concept of social learning theory with toward organizational behavior outcomes in individual level, such as individual adaptive performance. This model is a simplified representation of a real-world phenomenon. Robins and Judge (2012) proposed three types of variables (inputs, processes, and outcomes). Inputs are variables such as personality, group structure, and organisational culture that influence processes. These variables set the stage for what will happen later in an organisation. Many are determined prior to the employment relationship. If inputs are nouns in organisational behaviour, processes are verbs.

Processes are actions taken by individuals, groups, and organisations in response to inputs that result in specific outcomes. Individual processes include emotions and moods, motivation, perception, and decision making. At the group level, they include communication, leadership, power and politics, and conflict and negotiation. Finally, processes at the organisational level include human resource management and change practises. Outcomes are the key variables that you want to explain or predict and that are influenced by other variables. What are the primary outcomes in OB? Scholars have emphasized individual-level outcomes like attitudes and satisfaction, task performance, citizenship behavior, and withdrawal behavior.

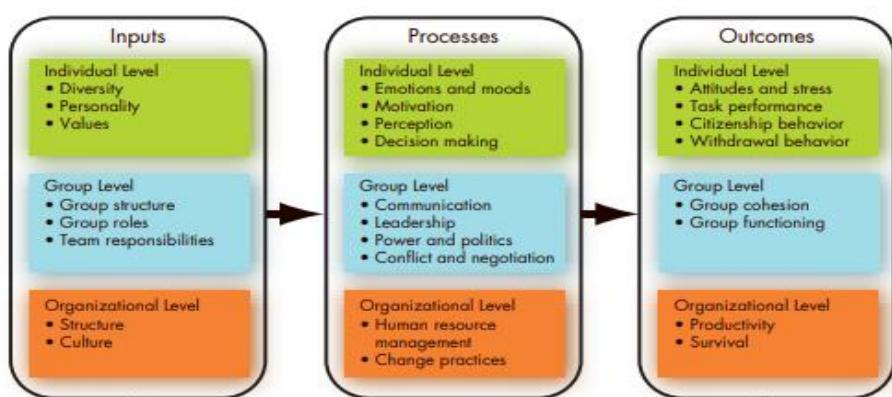


Figure II. 1 The Basic OB Model.

II.2.4 Social Learning Theory

Meanwhile, this theory is to explain the dynamic mechanism of critical determinant individual's learning and work processes (i.e., work engagement, adaptive performance) in the workplace context. According to Tudge and Winterhoff (1993), on the one hand Vygotsky believed that development is a social process that begins at birth and continues with the help of others (adult or peer) who are more competent in the skills and technologies available in the culture, and that development is fostered by the collaboration within the child's zone of proximal development. However, on the other hand, Piaget thought that kids were like little scientists, delving headfirst into the world's physics, logic, and math to figure it all out. Finally, Bandura argues that observational learning is the primary mechanism driving development and that children learn primarily through imitation of models in the social environment.

These three theories are sharing the same philosophical roots but considered reflecting a different world view. Social Learning theory from Bandura explained from the "mechanistic" paradigm, Piaget explained from the "organismic" paradigm and Vygotsky explained from the "contextualist" paradigm. Through this point of view, it can be concluded social learning theory from Bandura given the different perspective of individual learning process by combining the factors that focusing by Vygotsky and Piaget through a bidirectional mechanism rather than only dialectical. The perspective of social learning theory also aligns with the active learning process that derived from the observational and learning by doing process.

According to Bandura (1977), it is common for people to mimic the actions of influential members of their social group. Particularly likely to be imitated are the actions of significant others with whom one has a strong sense of identity (Bandura, 1977). It's reasonable to assume that coworkers will mimic one another's actions due to the shared social context, common interests, and frequent interactions that characterise their workplace (Voorpostel et al., 2010).

In addition, coworkers can serve as significant referent others (Fishbein and Ajzen, 1975). Subjective norms and behavioural intentions are strongly related, as shown by Schepers and Wetzels (2007) in their meta-analysis on technology acceptance. As a result, there was a robust correlation between wanting to use technology and doing so.

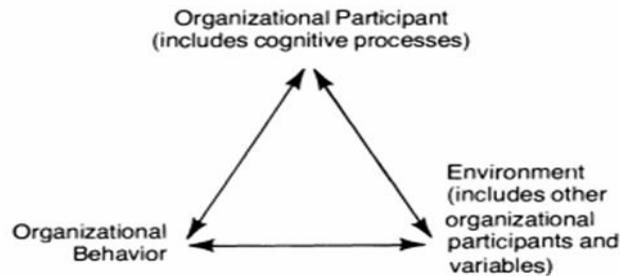


Figure II. 2 Model of Social Learning Theory of Organizational Behaviour.

Organizational behaviour in a social learning theory framework is seen to interact both with internal cognitive processes and external environmental contexts. We believe that the participant's thoughts, the surrounding conditions, and the person-situation interactions all have an impact on and are influenced by organisational behaviour. This theory is used as the basic theory to build the independent factors in the research model.

Rotter' and Bandura's social learning theories reflect and are derived from these viewpoints. Bandura's social learning theory (SLT),' which he recently renamed social cognitive theory (SCT), holds that behaviour is determined by expectations and incentives (Bandura, 1977). Moreover, the social learning theory is reflected in the individual absorbing new knowledge or skills and integrating previous knowledge and skills (Wickett, 2005). Therefore, the social learning theory approach tends to be used as an application for new employee training and skill development through a mentoring process (Swanson & Holton, 2009).

Social learning theory also known as the most effective approach to constructivism learning theory that involves both environments and cognitive and behavioral processes (Kay & Kibble, 2016). Specifically, a recent article from Chuang (2021) emphasized that the use of constructivist learning theory, such as social learning theory, represented the concept of active learning as the main output of this research.

II.2.5 Single and Double Loop Learning

Align, with the theory of social learning theory. This theory is explained the underlying learning mechanism beneath in individual's adaptive performance process in the workplace. In details, Argyris and Schon's (1996) model of double loop learning is an excellent candidate for a dependable organisational learning process. Both Argyris and Schon (1996) and Popper (1979, 1999) believe that knowledge arises from learning stimulated by a perceived problem (as Firestone and McElroy have recognised) (2003).

Furthermore, for both, learning results from problem exploration. In Popperian terms, double loop learning would be a reliable process if it could be shown to map onto the tedralic model robustly. The process would allow a person to identify a problem, create new solutions, and recognise and reject incorrect solutions.

Individuals within the organisation recognise the mismatch and believe it is worthy of investigation (Argyris, 1999, p. 68). Argyris and Schon (1996) use the example of a chemical company that established a new R&D division in response to a need for technological innovation. However, the innovations are outside of the corporation's usual operating pattern, resulting in internal organisational conflicts.

The following are the three types of organizational learning (Argyris and Schön, 1996).

II.2.5.1 Single-loop learning

When an organisation questions and adjusts its established norms, procedures, policies, and objectives, it is engaging in double-loop learning rather than simply detecting and fixing errors. Altering the body of knowledge or the set of skills and procedures unique to a company is what double-loop learning is all about (Dodgson, 1993).

II.2.5.2 Double-loop learning

When an organisation questions and adjusts its established norms, procedures, policies, and objectives, it is engaging in double-loop learning rather than simply detecting and fixing errors. Altering the body of knowledge or the set of skills and procedures unique to a company is what double-loop learning is all about (Dodgson, 1993).

Double-loop learning has been given various names by various authors. Fiol and Lyles (1985) called it "Higher-Level Learning," while Senge (1990) and Mason (2005) called it "Strategic Learning" and "Generative Learning," respectively (1993). As stated by the Harvard Business Review, "strategic learning" is "the process by which an organisation makes sense of its environment in ways that broaden the range of objectives it can pursue or the range of resources and actions available to it for processing these objectives." (Mason, 1993:843).

II.2.5.3 Deutero-learning

When businesses master both Single- and Double-loop learning, they have engaged in Deutero-learning. If organisations are not aware of the need for learning, the first two types of learning will not take place. Understanding one's own ignorance is a driving force behind education (Nevis et al., 1995).

Learning styles and the supporting processes and structures (facilitating factors) must be determined. A study by Nevis et al. (1995) identifies seven distinct learning styles and ten facilitators of learning. Identifying the gap between desired outcomes and actual performance is one such factor. Because of this realisation, the organisation can begin to take the necessary steps to foster a learning culture and implement effective training programmes. Understanding that prolonged periods of praise or effective communication can stifle growth in knowledge is also essential (Argyris, 1994).

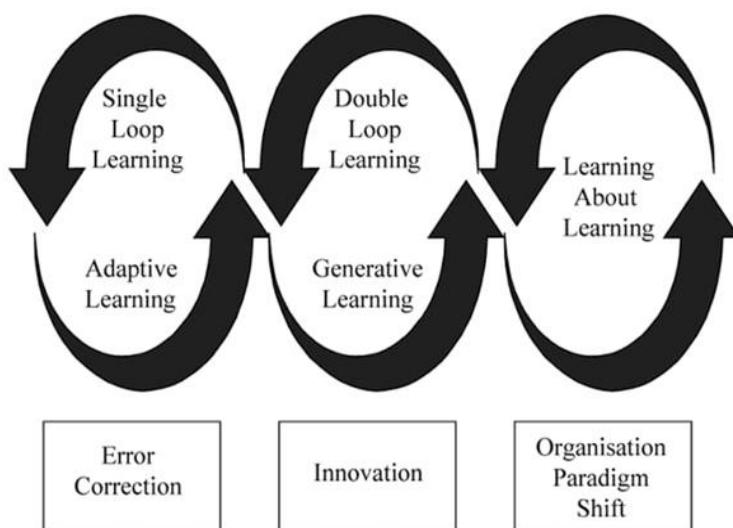


Figure II. 3 Organization Learning (Argyris and Schön, 1978).

For there to be double-loop learning, parties may invent new performance strategies that circumvent perceived incompatibility, or devise trade-offs between parts of the trade conflict, or participants may question the underlying assumptions that have led to adopting a particular position on the problem, as Argyris and Schon (1996) demonstrate. Chris Argyris provides a useful description. He distinguishes between single-loop learning and multi-loop learning. He illustrates how a thermostat compares temperature to a standard setting and turns on or off the heat accordingly. He draws a comparison to double-loop learning. The statement above emphasises active learning, which is described by double-loop learning. The advantages of knowledge integration and transfer across organisations and communities are also obvious (Levine, 2001).

The 'double-loop learning' concept has been used to attempt to understand better the way in which communities and groups operate within the wider society. Wildermeersch and Jansen (1997) apply it to group learning in adult education. They divide the process of social learning into four key principles such as action and experience directedness, critically reflective activity, dialogical principle (cooperative and collaboration) and multi actor orientation. The details are explained in the figure below:

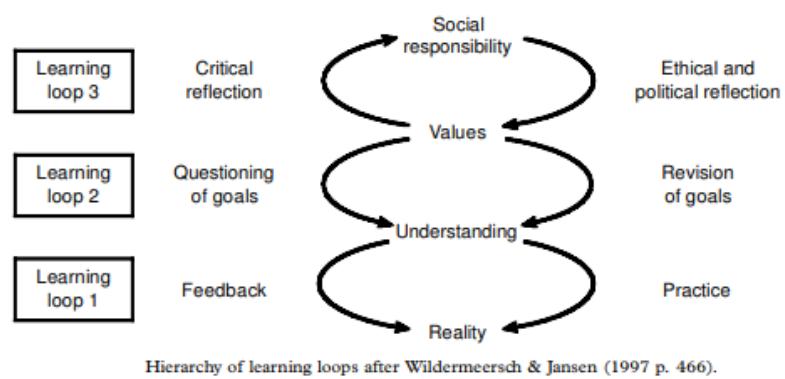


Figure II. 4 Hierarchy of Learning Loops (Wildermeersch and Jansen, 1997).

Consequently, double loop learning allows a revision of generated capabilities and skills (Li et al., 2021). It has been shown that double loop learning can cope with the dynamic changes in the external environments of the organization (Saul & Gebauer; 2018). Moreover, Tsutsui et al. (2022) also emphasized that double loop learning allows employees to have a holistic view of the business environment and drive them to have continual skill development to build the company's competitive advantage. Consequently, double loop learning allows a revision of generated capabilities and skills (Li et al., 2021). It has been shown that double loop learning can cope with the dynamic changes in the external environments of the organization (Saul & Gebauer; 2018; Lyu et al., 2020). Moreover, Tsutsui et al. (2022) also emphasized that double loop learning allows employees to have a holistic view of the business environment and drive them to have continual skill development to build the company's competitive advantage.

II.2.6 The Implicit Theory

One of the main determinant cognitive factors toward the output of this research is growth mindset. Thus, the implicit theories are explained the underlying mechanism of the impact of the growth mindset toward job outcomes such as work engagement and performance. In details, implicit theories of intelligence are beliefs about the fundamental nature of intelligence, specifically whether intelligence is a fixed entity that cannot be changed (an entity theory) or a malleable quality that can be increased through one's efforts (an incremental theory). The measurement of people's implicit intelligence used a questionnaire developed by Henderson et al. (1992).

Dweck and Leggett (1988) proposed that fixed and growth mindsets create frameworks for interpreting and responding to the events that individuals experience. In contrast to their early research in subsequent research Dweck and colleagues (e.g., Chiu et al. 1997) found that mindsets not only influence self-judgments but also influence judgments about others.

Diener and Dweck (1978) observed that when children were presented with challenging intellectual tasks, some children, despite their excellent performance on similar but easier tasks moments before, displayed helpless responses. That research found that there were some individuals focused on effort and strategy, rather than self-blame, experimented with new problem-solving strategies, and displayed positive affect in the face of setbacks. It is shown that individuals with growth mindset through their implicit intelligence saw the challenges as growth opportunity.

Today's turbulent economic situation demands that companies cope with dynamic changes and stay innovative (Zhang et al., 2022). Therefore, continual employee development of skills and knowledge to cope with business challenges is a critical determinant for the innovation process inside the organization (Booyens et al., 2020). However, learning from mistakes in developing new knowledge and skills is the main problem that organizations have dealt with (Han & Stieha, 2020).

Based on implicit theory, the growth mindset is beneficial for skill and knowledge development and for adapting to the change in the company's external and internal environment (Hanson et al., 2016).

Moreover, the implicit theory also explains how an individual's cognitive ability to adapt and absorb new information or knowledge through direct practice (Li et al., 2021). Thus, that process is aligned with the concept of social learning theory, also used as a primary theoretical foundation in this research.

II.2.7 Job Demand Resources

Later, the job demand-resources is known as the most underlying theories used to explained the mechanism of work engagement. Especially, this research is positioned the work engagement as the main mediator between the determinant factors toward active learning and adaptive performance. Drawing from the Job Demands-Resources (JD-R) model (see, for example, Bakker et al., 2014), they hypothesise that the co-occurrence of smartphone use at work and telepressure in the workplace will be correlated with higher levels of daily work engagement. Job demands are more strongly associated with burnout (the health impairment process) and job resources are more strongly associated with work engagement (the motivational process) in the JD-R model (Llorens et al., 2006; Schaufeli and Taris, 2014).

Reducing stress, burnout, and its components like emotional exhaustion, and work-family conflict can be expected as a result of Perceive Organizational Support's (POS) role in meeting basic human needs, fostering the expectation of assistance when needed, and boosting self-efficacy. Conservation-of-resources theory (Hobfoll, 1989) and the job demands-resources model of burnout (Demerouti et al., 2001) are two resource-based models of work stress that postulate that job distress and burnout are caused by an inability to meet the demands of one's job.

Work–family conflict occurs when the demands and behavioural requirements of work are not compatible with family life, and organizational support can be an invaluable tool for mitigating stress and job burnout (Maslach, 1982). (Greenhaus and Beutell, 1985).

As predicted, working conditions were also a major contributor to perceive organizational support, though the strength of these relationships varied. Working conditions that would be considered as resources, such as autonomy, rewards, and other elements of job enrichment, were stronger predictors of POS than demands related to the character of the job, such as role overload, conflict, and ambiguity, according to the job demands–resources model proposed by Demerouti and colleagues (2001). This suggests that workers give more weight to the positive aspects of their jobs than they do to the negative aspects of their jobs, such that demands do inform perceive organizational support judgments, but resources do so to a greater degree. It's possible that workers are more likely to blame their employer for the perks of the job than the drawbacks, attributing the latter to the inherent difficulties of their chosen professions and industries.

In line with this perspective, Eisenberger et al. (1997) surveyed employees from a wide range of organisations and found that job enrichment conditions were seen as most under rganizational control, while “stress and pressures” ranked last. In this way, Perceive Organizational Support is affected not just by the effect of treatment but also by the organization's ability to exert control over and the motivations for either positive or negative treatment.

Wrzesniewski and Dutton (2001) highlighted the importance of “task crafting” and “relationship crafting” in light of job requirements and available resources. While others have defined proactive behaviour as employees “attacking problems” or “searching for solutions” (Frese et al., 1997), we add to these definitions by expanding upon the concept of job crafting, which is typically defined as the modification of job tasks or relationships (Wrzesniewski and Dutton, 2001).

II.2.8 Karasek Model (Job Demand-Control)

Lastly, this theory is used to explain the mechanism of organizational role (i.e., job control, organizational support) toward individual's work engagement and active learning. Regarding to that, the job–demand–control (JDC) model (Karasek 1979; Karasek and Theorell 1990), advises us to focus on two major work characteristics: job demands and job control. Combining these two characteristics in scheme of high versus low demands and high versus low control, the model defines two axes.

The strain axis postulates effects of demands and control on health and psychological well-being, whereas the active learning axis postulates effects of demands and control on learning, activation, and skill improvement. Surprisingly, although this bifocal perspective on effects of job characteristics is an outstanding feature of the Job-Demand Control model, the great majority of studies have focused on the strain axis exclusively.

The strain-hypothesis was a popular theory, but the learning-hypothesis, the other major tenet of the Karasek model, received less attention. Workers in “active” jobs, those with a lot of responsibility and autonomy over their work, are more likely to be “motivated,” “learn new skills,” and “develop adaptive coping mechanisms” (Karasek et al., 1998).

Like the strain hypothesis, this one can be broken down into three hypotheses about the impact of different factors on employee outcomes. Workplace outcomes are thought to be positively influenced by both job demands and job control. Further, the third null hypothesis predicts that the highest levels of motivation, novel learning behaviour, and coping will be found in situations organizations by both high demands and high control.

Karasek's (1979) Job Demand-Control model is widely considered to be the preeminent framework for investigating how various aspects of work environments affect workers' satisfaction, health, and productivity (Luchman and Gloria, 2013). Different employees will have different experiences in terms of job strain and active learning depending on the nature and extent of job demands and employee control. Karasek and Theorell (1990) provide a useful definition of job demands as the emotional investment required to complete the work successfully. Workload is the key element. The term "job control" describes an employee's level of autonomy in devising methods for completing assigned tasks. "Decision latitude" and "skill discretion" are two sub-dimensions that have traditionally been separated.

The key to "successful job design, according to an argument developed by Karasek and Theorell (1990), is to strike a balance between giving employees challenging work and allowing them to exercise discretion over their work environment. The Karasek model's learning hypothesis states that if you put pressure on workers while also keeping a close eye on their every move, they'll be more motivated and creative.

Karasek (1979) argues that "active jobs," those that "set high demands and provide decision latitude," are optimal settings for active learning to take place. Our results contribute to this body of work by demonstrating that conducive learning environments can be created on one's own. Instead, Karasek discovered that workers who have high expectations for themselves (as opposed to conscientiousness) and who voluntarily put in extra effort at work are more likely to actively engage in learning (cf. vigor, dedication, absorption). The level of employees' involvement in their work is both a crucial outcome and a powerful predictor of their actions. As such, research found positive relations of work engagement with work performance (Salanova et al., 2005), pro-active behavior and learning (Sonnettag, 2003) and organization oriented organizational citizenship behavior (OCBO) (Saks, 2006).

II.3 Industry Context

II.3.1 Managing Employee in Media and App Development Companies

This research's sampling of data is derived from the media and app development companies that also known as one of the creative industries sectors. Specifically, the creative industry space, Hodgson and Briand (2013) explores video game development and describes how, similar to the film industry, the majority of work is project-based and highly conducive to "post-bureaucratic methods" which offer more flexible, empowering alternatives. The managerial challenge "lies in the integration of artistic and technical creativity and in negotiating the complex relationships between management, art and technology." They found in this related yet separate Games industry that despite the deployment of an agile methodology (i.e., Scrum), projects were undermined by regular interventions from senior management (Seymour and Coyle, 2016).

Creative industry organizations are pioneers in innovation, but they are inherently confronted by paradoxical management challenges that result from tensions between their creative and industrial aspects (Jones et al., 2012). Research in creative industry can therefore provide important insights that are relevant to main-stream research on strategy, management, and organization. Moreover, the impact of technological change on individual competences is highly visible and challenging, because creative and artistic expression merges with changing technological progress (Potts & Cunningham, 2008).

Because of technology unleashing (e.g., devices, infrastructure, applications), even sector professionals find it difficult to keep pace with the frequent emergence of new technological developments, new services, new business models, new user behavior, and competition between more traditional media companies and companies with their origins in the Internet (Bartosova, 2011). Preston et al. (2009) show that the mixture of heterogeneous knowledge plays an important role when the technological environment changes.

Meanwhile, Kettunen and Laanti (2017) explained that future competitive companies as agile and sustainable, as well as more fundamentally software-based with respect to both their outcomes (products and services) and operations. Especially, to maintain company's competitive advantage is need a working environment that facilitate for implementation of creative ideas (Reeves & Deimler, 2011),

Engaged workers are more creative, more productive and more willing to go the extra mile (Bakker et al., 2020). Recently, Bakker (2011) concluded that engaged employees take care of their own work engagement by proactively shaping their work environment. Social learning which offers an understanding from a social and collaborative process of learning (Rae, 2006). The creative industry mainly used entrepreneurial learning can be seen as experiential and social learning process (Rae, 2005; Cartland & Maras, 2021).

Harris signals the importance of whole of institution creativity audits, curriculum innovation, pedagogical approaches and evaluative systems that focus on “ecosystems of knowledge transfer and behavioral development” (deBruin and Harris, 2017). Creative professional practice can utilize ecological principles with regard to developing adaptable partnerships for enhancing creative industry encounters through self-organization of knowledge networks (Snepvangers, 2018).

II.4 Literature Review Method

The literature review is divided into three stages of literature search process. This section illustrates the proposed research framework based on the research objective. Overall, this section showed the hierarchical process of literature searching to build the causal model. It was start with the literature search of individual adaptive performance, active learning, and work engagement sequentially. This literature search process aims to identify the research gap and build the research framework to add theoretical and practical contribution in creative industry context (See Figure II.1 and Table I.1).

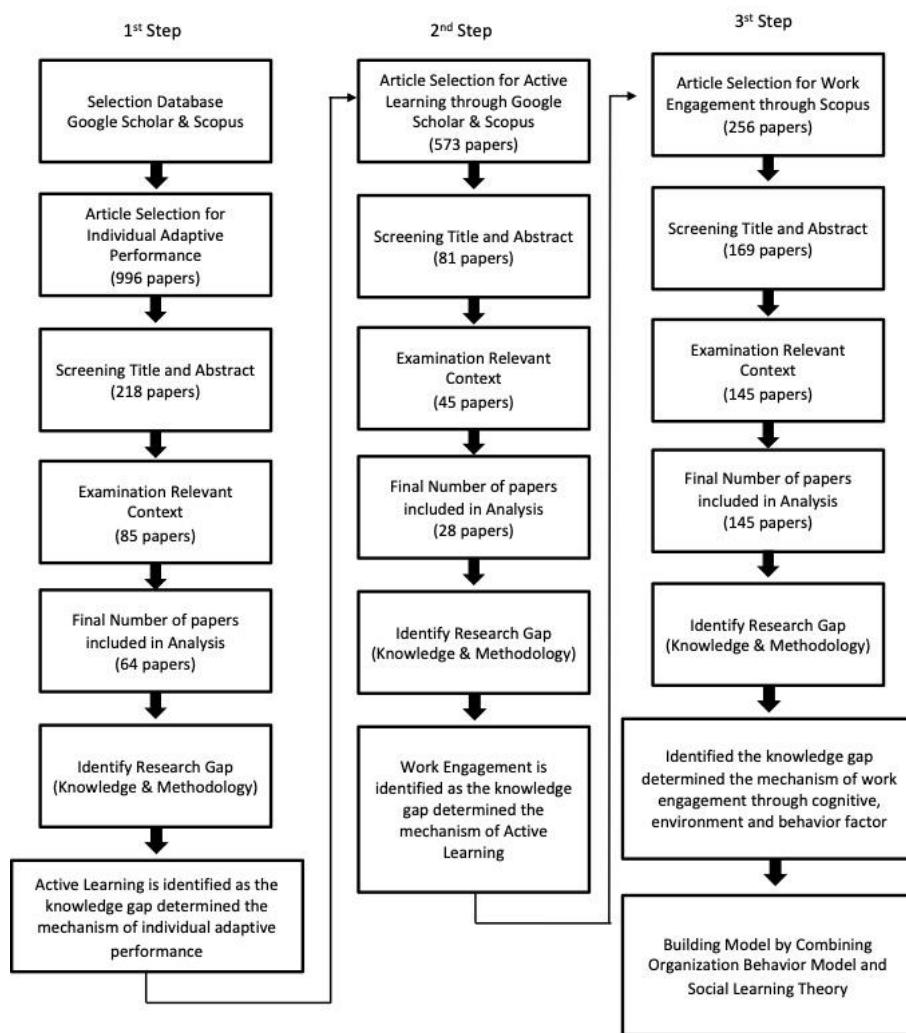


Figure II. 5 The Literature Review Method.

Table II. 1 Literature Search Process.

Stage	Process	"Individual Adaptive Performance" (Google Scholar)	"Adaptive Performance" (Scopus)	"Active Learning" (Google Scholar)	"Active Learning" (Scopus)	"Work Engagement" open access (Scopus)	"Social Learning Theory & Reciprocal Determinism" (Scopus)	"Reciprocal Determinism & Bandura" (Scopus)
1	Search Electronic Database	229	667	500	73	256	20	24
2	Reading Abstract and Conclusion	35	183	23	58	169	16	20
3	The Relevant Article	28	57	15	30	145	12	20
4	The Same Article	15	15	10	10	-	4	4
5	The Article used	64		28		145		24

II.4.1 Past Studies on “Individual Adaptive Performance”

Individual adaptive performance is affected by five dimensions. Without a doubt, individual differences have been the most extensively studied antecedents of Adaptive Performance. This emphasis stems from the assumption that individual differences in capability and proclivity to engage in Adaptive Performance are stable. Researchers have primarily concentrated on cognitive ability, the Big Five personality factors (and their facets), and trait goal orientations. Training studies have identified improved mastery and metacognition as mediators of the cognitive ability and adaptive performance relationship (Bell and Kozlowski, 2008; Kozlowski et al., 2001). These studies, however, did not explicitly examine how cognitive ability influences the adaptive performance beyond initial learning because they were primarily interested in the effectiveness of training design.

Griffin and Hesketh (2003) discovered that openness to experience positively predicted supervisor ratings of AP in a public service organisation but not in a multinational IT organisation. In either sample, conscientiousness did not predict ratings significantly. In a sample of military personnel, Pulakos et al. (2002) discovered that emotional stability positively and significantly predicted supervisor ratings of AP, whereas openness to experience did not. Neal et al. (2012) examined each of the Big Five traits in a large sample of government workers and discovered that only emotional stability and conscientiousness showed significant associations with individual AP, both positive but weak.

A variety of approaches to improving adaptive transfer have been investigated by training researchers (i.e., the degree to which trainees can adapt newly acquired knowledge and skills in a changed task environment). Several studies, for example, looked at the effects of error-management training (Frese and Altman, 1989), which encourages trainees to make mistakes during learning rather than avoid them. Meanwhile, Bell and Kozlowski (2008) investigated how different training features (such as exploratory learning, error framing, and emotion-control strategies) influenced adaptive transfer via metacognition and self-efficacy. They discovered that exploratory learning was linked to higher metacognition, which in turn influenced adaptive transfer via strategic knowledge development.

The most important mechanism of adaptive performance is to maintain individuals motivation and achievement to learning new tasks, technologies and procedures following the market demand (Pulakos, 2002). Also, as explained by Moss & Dowling (2009) showed that individuals had intuitive behavior control to enhance their social skills and interpersonal adaptability through their regulation mechanism. Align with that, individual adaptive performance also determined by individual's positive behavior such as job crafting through negotiation with supervisor (Niessen et al., 2016). Strengthen by the research from Greco et al. (2019) and Hashemi et al. (2019) showed that the effectiveness of individual adaptive performance is also determined by individual's choice on training and learning strategies. Also, the organization needs to build a positive learning climate for growth to enhance both employee engagement and adaptive performance (Eldor & Harpaz, 2015). Thus, it is showed the importance of individual's learning and training aspect to enhance positive behavior and climates at the workplace to boost individual adaptive performance.

Several studies in the training literature used cognitive and skill-based learning outcomes at the end of training as predictors of post-training AP (Kraiger et al., 1993). The underlying premise is that trainees who acquire knowledge and skills more effectively can apply them in environments that require adaptation. This assumption is consistent with Baldwin and Ford's (1988) model, which identified learning and retention as proximal antecedents to adaptation, as well as the earlier mentioned cognitive ability studies. According to research, greater knowledge and behavioural strategies acquisition can improve one's subsequent ability to adapt these cognitive processes and behavioural strategies. Adaptive Performance was found to be positively related to task declarative knowledge, knowledge structure complexity, and training performance (a skill measure) by Kozlowski et al. (2001).

II.4.2 Past Studies on “Active Learning”

There are several variables determined individual's active learning process such as psychological states, job demand, job control. Individual psychological states like wellbeing affected individual active learning (Nikolova et al, 2014). This relationship was explained with Conservation of Resources (COR) theory and the Job Demands-Resources (JD-R) model. In other hand, Individual active learning also explained with Job Demand-Control from Karasek Model. It was found self-directed learning orientation and high scores for the job characteristics job demands, job control and social support would be associated with more work-related learning behavior (Gijbels et al., 2010). Meanwhile, Jonge et al (2012) found that cognitive demands, resources, and lack of detachment affected active learning and creativity.

The importance of employee's learning is to build company's competitive advantage through the mechanism of individual adaptive performance (Kanten et al., 2015). Thus, companies need to build their policy to support employee's learning and adaptive behavior (Schraub et al., 2011).

Moreover, Joung et al. (2006) emphasized individuals needs to had a training approach that allows learning from mistake process in order to gain higher individual adaptive performance. Thus, it helps them to evaluates and build better adaptation according to the demand or the challenges at workplace at that time (Hesketh & Ivancic, 2002). It is showed that learning that allows exposure toward error and reflective thinking such as active learning are the main center to help individuals had high adaptive performance that beneficial for company's sustainability (Greco et al., 2019). Not only that, but individual active learning is also determined by company's managerial practice in building worker's engagement toward the company. Farndale et al.'s (2014) study found that both work and organizational engagement affected employee outcome, especially their active learning. Work engagement is also found to affect individual active learning especially when they had higher conscientiousness (Bakker et al., 2012).

Other individual factor that affected employee active learning are personality and cognitive ability. Naveh et al. (2015) found that openness to experience and conscientiousness as one of big five personality affected individual active learning. It was also found a positive association between guided learning climate and number of errors. In other hand, Bell (2008) found that individual's cognitive ability shaped active learning process.

II.4.3 Past Studies on “Work Engagement”

One study found a negative correlation between employee engagement and self-ratings of workaholism and burnout, and a positive correlation between engagement and self-reports of perceived health, well-being, and social relationships (Schaufeli et al., 2008). Another study involving over 10,000 people in the UK found that employees' levels of engagement varied not only by industry but also by demographics and life events outside of work (Robinson et al., 2004). Managers and executives have a higher engagement rate than those in support roles, highly educated and skilled workers are engaged but more loyal to their profession than the organisation they work for, and engagement rates decrease with length of service. Success in one's job is an important factor in determining one's level of dedication to their work.

Specifically, the Job Demands and Resources (JD-R) model explains that it is possible to maintain employee engagement through the promotion of an environment conducive to knowledge and learning (Demerouti et al., 2001). In the face of adversity, an employee who is truly flourishing experiences a surge of energy (Carver, 1998). Therefore, such workers draw on their vast store of long-term resources to confidently foresee outcomes (Halbesleben et al., 2009) and avoid becoming anxious, stressed, or pressured by difficult circumstances (Hakanen et al., 2008).

Bandura (1977) argues that individuals will mimic the actions of influential members of their social group. Particularly likely to be imitated are the actions of significant others with whom one has a strong sense of identification (Bandura, 1977). Coworkers are likely to mimic one another because they spend so much time together and engage in similar pursuits outside of work (Voorpostel et al., 2010). By conducting a meta-analysis on the topic of technology acceptance, Schepers and Wetzels (2007) demonstrated the robust relationship between subjective norms and behavioural intentions. So, there was a strong correlation between wanting to use technology and actually doing so. Related to that theory, organizational support also becomes one of the factors determining individual learning behavior.

One study found a negative correlation between employee engagement and self-ratings of workaholism and burnout, and a positive correlation app development industry and are the managers in those companies. So, they are aware of the dynamic changes in the media industry and understand well of their company's production process. The information obtained by the case studies was supplemented by an analysis of information from external organization documents and observation (Lewis, 1998; Meredith, 1998). Also, based on the literature search process the researcher identified the lack of used social learning theory to bridging the work engagement with individual positive job outcomes. Most of them was used job-demand resources model as the underlying mechanism of work engagement with various individual's job outcomes.

II.4.4 Research State of The Art

This proposed research based on the literature searching process of Individual Adaptive Performance, Active Learning and Work Engagement. The prior research identified the learning mechanism to higher individual adaptive performance. The literature search process in this research is divided into three stages. In the first stage, the researcher tries to do a literature search on individual adaptive performance and seek the knowledge gap. It is found that training and learning factors as the knowledge void. Thus, in the second stage, the researcher does a literature search on “active learning”. Active learning was the most effective learning approach to adapting to dynamic changes and new job demands (Bell & Kozlowski, 2009; Hui et al., 2019). Based on the second literature search, this research identified that work engagement as the knowledge gap based on previous research. By combining the organizational behavior model and social learning theory, the author identifies the knowledge gap in work engagement. Those variables that identify as a knowledge gap in work engagement’s previous research are reflected as the determinant of social learning theory (i.e., cognitive, behavior, and environmental factor.

Table II. 2 Antecedent of Individual Adaptive Performance.

No	Author	Year	Outcome of Individual Adaptive Performance	Antecedent					Research Context	Research Method
				ID	CP	M& SR	TL	CB		
1	Bruch M., Chesser E.S., Meyer V.	1989				1			Clinical Sample	Experiment (Quantitative)
2	Allworth & Hesketh	1999		1					Hotel	Questionnaire (Quantitative)
3	Lepine	2000		1					Student	Experiment (Quantitative)
4	Bell & Kozlowski	2001		1					Trainee/ Student	Experiment (Quantitative)
6	Gottfredson	2002	problem solving, learning, success	1					General	Secondary Data (Quantitative)
7	Pulakos	2002		1					Military	Questionnaire (Quantitative)
8	Griffin & Hesketh	2003		1					Hospital	Questionnaire (Quantitative)
9	Morgan	2003			1				Export Manufacture	Questionnaire (Quantitative)
10	De Jong A., De Ruyter K.	2004	service recovery satisfaction and loyalty intentions						Bank	Questionnaire (Quantitative)
11	Chen	2005		1		1			Student	Questionnaire (Quantitative)

Table II.2 Antecedent of Individual Adaptive Performance. (Cont.)

12	Griffin & Hesketh	2005		1				MNC	Questionnaire (Quantitative)
13	Joung	2006	task performance				1	1	Firefighter
14	Stewart	2006		1				Professional	Questionnaire (Quantitative)
15	Griffin	2007		1	1	1		Government	Questionnaire (Quantitative)
16	Han	2008	team adaptive performance				1		Lit Studies
17	Bell & Kozlowski	2008		1			1		Student
18	Moss S.A., Dowling N., Callanan J.	2009			1			Lit Studies	Lit Studies
19	Lang J.W.B., Bliese P.D.	2009					1	Faculty Member	Experiment (Quantitative)
20	Voirin	2010		1	1			Aeronautic Company	Questionnaire (Quantitative)
21	Ogunfowura	2010		1				Student	Experiment (Quantitative)
22	Griffin	2010		1	1	1		Public Sector	Questionnaire (Quantitative)
23	Minbashian A., Wood R.E., Beckmann N.	2010						Insurance, Bank, Airline, Broadcasting	Experimental (Quantitative)
24	Blickle	2011		1				Conventional, Social, Enterprising	Questionnaire (Quantitative)

Table II.2 Antecedent of Individual Adaptive Performance. (Cont.)

25	Schraub	2011		1			German Employee	Questionnaire (Quantitative)
26	Charbonnier-Voirin A.,	2011		1			French Employee	Questionnaire (Quantitative)
27	Shoss	2012		1	1		Call Center	Questionnaire (Quantitative)
28	Hauschildt, K., & Konradt, U	2012		1			German Companies	Questionnaire (Quantitative)
29	Sauer J., Kao C.-S., Wastell D.	2012		1			Student	Experiment (Quantitative)
30	Bartone	2013			1		Military	Questionnaire (Quantitative)
31	Ghitulescu	2013		1				
32	Hughes M.G., Day E.A., Wang	2013		1		1	Student	Experimental (Quantitative)
33	Huang	2014		1			Various Job	Secondary Data (Quantitative)
34	Naami	2014		1		1	Nurses	Questionnaire (Quantitative)
35	Sahin	2014		1		1	Turkish Troop Deploy	Questionnaire (Quantitative)
36	Sherehiy & Korwowski	2014		1			Small Size Manufacturing	Questionnaire (Quantitative)

Table II.2 Antecedent of Individual Adaptive Performance. (Cont.)

38	Kanten	2015			1		1		Hotel	Questionnaire (Quantitative)
39	Marques-Quintero	2015		1		1			Portuguese Worker	Questionnaire (Quantitative)
40	Goštaitaitė	2015		1	1				Bank	Questionnaire (Quantitative)
41	Costa	2016	job satisfaction		1				Participant Global Challenge	Questionnaire (Quantitative)
42	Niessen	2016			1	1			Student	Experiment (Quantitative)
43	Eldor & Harpaz	2016			1		1		Tech, Finance Company	Questionnaire (Quantitative)
44	Kossek E.E., Perrigino M.B.	2016				1			Lit Studies	Lit Studies
45	Piorkowska	2016		1				1	Lit Studies	Lit Studies
46	Javed	2017		1	1				Hospitality Industry	Questionnaire (Quantitative)
47	Stanczyk	2017			1				Polish Employee	Questionnaire (Quantitative)
48	Pan	2017		1	1	1		1	Manufacturing Firms	Questionnaire (Quantitative)
49	Demerouti	2017		1					Hotel Employee	Questionnaire (Quantitative)
50	Christian J.S., Christian M.S.,	2017			1				Lit Studies	Lit Studies
37	Jundt	2014		1	1	1	1	1	Lit Studies	Lit Studies

Table II.2 Antecedent of Individual Adaptive Performance. (Cont.)

51	Pradhan R.K., et al.	2017				1	1	Manufacturing	Questionnaire (Quantitative)
52	Hoandră M.G.	2017			1			Medical, Telecommunication	Questionnaire (Quantitative)
53	Marques-Quintero	2018	job satisfaction	1				Bank	Experimental (Quantitative)
54	Lichtenthaler P.W.,	2018			1			Police Department	Questionnaire (Quantitative)
55	Tabiu A., Pangil F.,	2018			1			Government	Questionnaire (Quantitative)
56	Ashraf M., Vveinhardt	2018			1			Faculty Member	Questionnaire (Quantitative)
57	Krauter	2019		1		1		HR Manager	Questionnaire (Quantitative)
58	Howe M.	2019					1	Student	Experiment (Quantitative)
59	Greco L.M.,	2019		1			1	Lit Studies	Lit Studies
60	Hashemi S.E.,	2019				1		Railway Company	Questionnaire (Quantitative)
61	Toader A.F.,	2019	performance				1	Student	Experiment (Quantitative)
62	Rousseau V.,	2019			1			Public Organization	Questionnaire (Quantitative)
63	Stasielowicz L.	2019		1		1		Student	Experiment (Quantitative)
64	Park	2019		1	1	1	1	Lit Studies	Lit Studies
Total Paper				30	29	17	10	11	

Notes:

ID (Individual Differences), CP (Job and Contextual Performance), M&SR (Motivation and Self -Regulation), TL (Training and Learning), CB (Cognitive Processes and Behavior).

The bold number is showing the knowledge gap that aims to explore in this research.

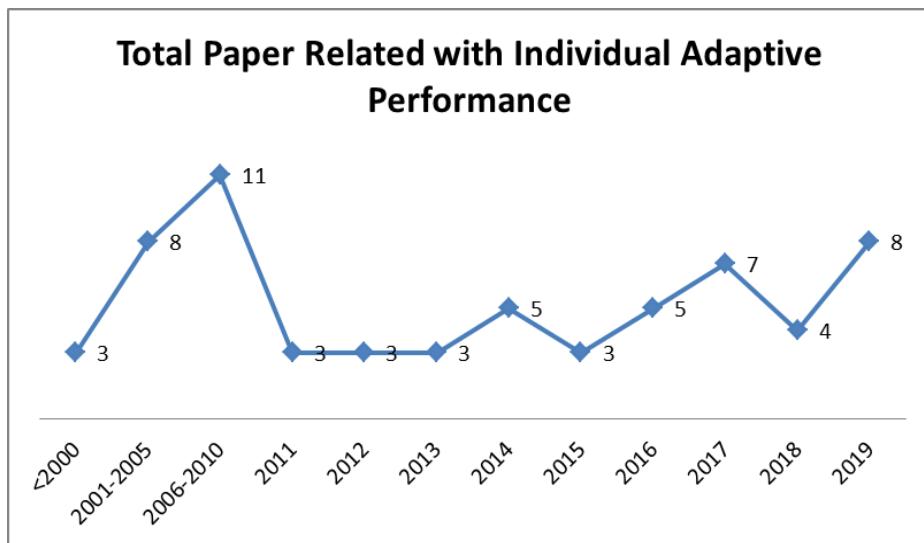


Figure II. 6 Total Paper Individual Adaptive Performance.

The prior research of individual adaptive performance was gradually increasing from 2012 to 2019. It was found that was five dimension determined individual adaptive performance. The dimensions are Individual Differences, Job and Contextual Performance, Motivation and Self-Regulation, Training and Learning, Cognitive Processes and Behavior. It was found that training and learning is still limited being explored in this area. Therefore, this research aims to filling the knowledge gap in the learning context (i.e., active learning process) as the determinant of individual adaptive performance. Active learning approach allowed individual to had continual learning process and lead to better adaptive mechanism in workplace (Bell and Kozlowski, 2001).

Table II. 3 Antecedent of Active Learning.

No	Author	Year	Antecedents									Research Context	Method
			PS	JD	JR	WE	PR	CA	LP	MC	JC		
1	Vahtera J., Pentti J.	1996		1	1						1	Municipal Employees	Questionnaire (Quantitative)
2	Sadler-Smith	2001								1		Manufacturing, Service Firm	Questionnaire (Quantitative)
3	Taris	2003		1							1	Teacher	Questionnaire (Quantitative)
4	Mikkelsen A	2005		1	1						1	Electric Companies	Questionnaire (Quantitative)
5	Jonge	2006		1								Healthcare	Questionnaire (Quantitative)
6	Van Mierlo H.	2007	1	1								Healthcare	Questionnaire (Quantitative)
7	LiAnHo	2008							1	1		Technological company	Questionnaire (Quantitative)
8	Bell	2008	1				1	1				Student	Experiment (Quantitative)
9	Navon	2009								1		Teaching Hospital	Questionnaire (Quantitative)
10	Ouweneel	2009		1								Homecare Organization	Questionnaire (Quantitative)
11	Taris	2009	1		1						1	Domiciliary Organization	Questionnaire (Quantitative)
12	Gijbels	2010		1							1	Student	Questionnaire (Quantitative)

Table II.3 Antecedent of Active Learning. (Cont.)

13	van Ruyseveldt J.,	2010		1							Flemish Worker	Secondary Data (Quantitative)
14	Bradley G.L.	2010		1						1	teacher	Questionnaire (Quantitative)
15	Bakker	2012			1	1					Chemical, consultancy, education, telemarketing, catering	Questionnaire (Quantitative)
16	Jonge	2012	1	1	1		1				Service organization, healthcare, recreation	Questionnaire (Quantitative)
17	Xanthopoulou D.,	2012							1		gamers	Questionnaire (Quantitative)
18	Nikolova	2014	1						1		Dutch Wage Earners	Questionnaire (Quantitative)
19	Farndale E.,	2014			1				1		Multinational Companies	Questionnaire (Quantitative)
20	Todorova G.,	2014						1			Healthcare	Questionnaire (Quantitative)
21	Naveh	2015				1					Hospital	Questionnaire (Quantitative)
22	Toderi S., Balducci C.	2015		1						1	Service firm	Questionnaire (Quantitative)

Table II.3 Antecedent of Active Learning. (Cont.)

23	Bova N.	2015			1							Service Firm	Questionnaire (Quantitative)
24	Prince M.,	2015							1			Student	Experiment (Quantitative)
25	Tereševičienė M.,	2017							1			Student	Questionnaire (Quantitative)
27	Zhu Y.-Q.,	2018								1		Market Research Firm	Questionnaire (Quantitative)
28	Daniels	2019	1						1			Lit Studies	Lit Studies
Total Paper			PS	JD	JR	WE	PR	CA	LP	MC	JC		
			6	11	5	2*	3	2	4	8	7		

Notes

PS (Psychological States), CM (Commitment)

JD (Job Demand), JC (Job Control), LP (Learning Process)

JR (Job Resources), DC (Dedication), MC (Managerial Context)

WE (Work Engagement), PR (Personality), CA (Cognitive Ability)

The bold number is showing the knowledge gap that aims to explore in this research*

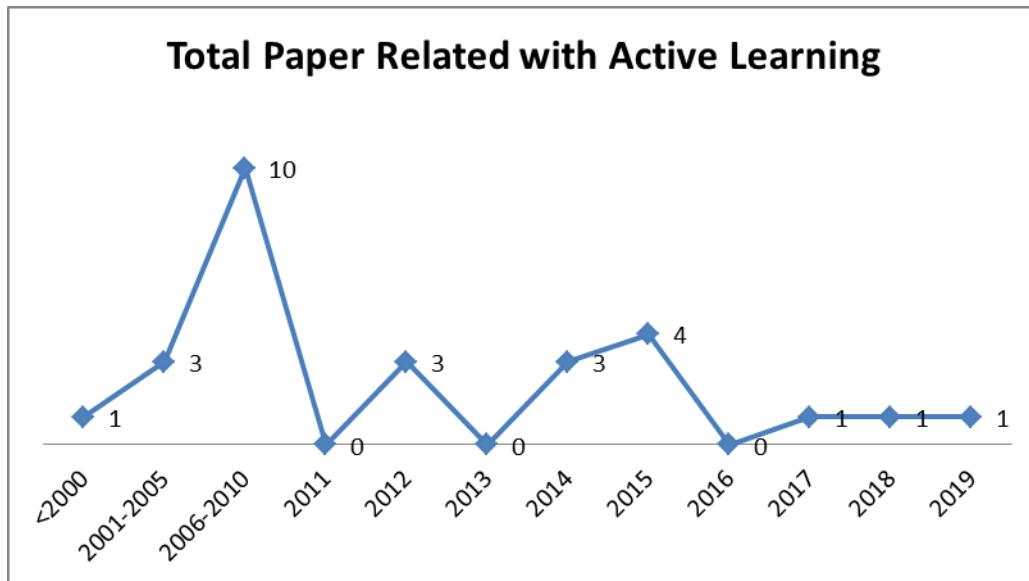


Figure II. 7 Total Paper Active Learning (<2000-2019).

The prior research of active learning was stagnant from 2017 to 2019. It was found that was 10 variables determined individual's active learning. The variables are psychological states, commitment, job demand, job control, learning process, job resources, dedication, work engagement, personality and cognitive ability. It was found that the variable that still limited explored are cognitive ability and work engagement. The detail result of literature search work engagement showed in Appendix III. Therefore, this research aims at filling the knowledge gap through the mechanism of work engagement to active learning and individual adaptive performance. It was also supported based on preliminary research that individual's work engagement helps worker to had better adaptive performance based on their higher initiative learning process.

Table II. 4 Literature Search the Antecedent of "Work Engagement".

Dimension/ Variables	Year									Total Paper
	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Individual Motivation	0	0	1	0	0	0	1	1	2	5
Job Resources	2	2	4	2	3	2	9	6	9	39
Leadership	1	1	0	2	0	1	1	6	5	17
Job Demand	0	1	1	3	0	2	5	5	5	22
Individual Characteristic	0	0	0	0	1	0	0	1	1	3
Self-Efficacy	1	0	1	1	0	0	1	5	3	12
Job Crafting	0	0	0	0	0	1	3	4	3	11
Deep Acting	0	0	0	0	0	0	0	0	1	1
Perceive Organizational Support	0	0	0	0	0	0	0	0	1	1
Personal Resources	0	0	0	1	0	0	1	0	1	3

Table II.4 Literature Search the Antecedent of "Work Engagement". (Cont.)

Emotional Intelligence	1	0	0	0	0	0	0	0	1	2
Knowledge/Skill	0	0	0	0	0	0	0	1	1	2
Diversity	0	0	0	0	0	0	0	0	1	1
Career Adaptability	0	0	0	0	0	0	0	0	1	1
Guanxi	0	0	0	0	0	0	0	0	1	1
Growth										
Mindset	0	0	0	0	0	0	0	0	1	1
Wellbeing	1	0	0	0	0	0	0	0	1	2
Psychological Detachment	0	0	0	1	0	0	0	1	1	3
Job Control	0	0	0	1	0	0	0	1	1	3
Personality	0	0	2	1	0	1	0	4	2	10
Meaningful Work	0	0	1	1	0	0	0	1	1	4
Management Practice	0	0	0	1	1	2	1	5	0	10

Table II.4 Literature Search the Antecedent of "Work Engagement". (Cont.)

Organization										
Climate	0	0	1	0	0	1	1	5	1	9
Resilience	0	0	0	0	1	1	0	2	0	4
Smartphone										
Use	0	0	0	0	0	0	0	1	0	1
Social Support	0	0	2	1	1	0	0	3	0	7
Organizational										
Justice	0	0	0	0	0	1	0	1	0	2
Readiness To										
Change	0	0	0	0	0	0	2	1	0	3
Psychological										
Capital	0	0	2	1	0	0	2	1	0	6
Trust	0	0	0	0	0	0	1	1	1	3
Learning	0	0	0	0	0	0	2	1	0	3
Thriving At										
Work	0	0	0	0	0	0	0	1	0	1
Empowerment	1	0	0	0	1	0	0	1	0	3

Table II.4 Literature Search the Antecedent of "Work Engagement". (Cont.)

Financial Reward	0	0	0	0	0	1	1	0	0	2
Bullying	0	0	0	0	0	0	1	0	0	1
Work Family Conflict	0	0	1	0	0	1	0	0	0	2
Spirituality	0	0	0	0	1	0	0	1	0	2

Note: The bold number is showing the knowledge gap this research aims to explore*

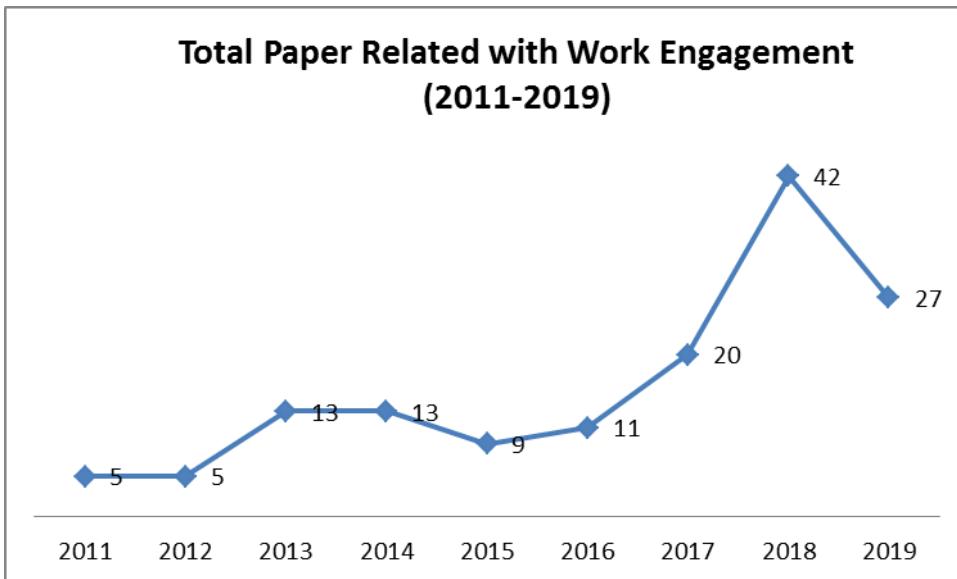


Figure II. 8 Total Paper Related Work Engagement.

The prior research of work engagement tends to decrease from 2018 to 2019. Therefore, it is important to seize the knowledge gap to found new mechanism that lies in work engagement. It was found that was several variables had knowledge gap to explain the work engagement mechanism. This research tries to explore the mechanism between work engagement, active learning and adaptive performance through social learning perspective from Bandura (1986). So that the determinant concept that will use in this research is the reciprocal determinant that consists of individual characteristic, behavior and environmental factors that will explain individual learning mechanism through work engagement. Therefore, this research will be focusing on the specific variables that known as knowledge gap in individual characteristics, behavior and environmental factors.

Table II. 5 Literature Search Social Learning Theory.

No	Author	Year	Research Context	Reciprocal Determinism		
				Cognitive	Behavior	Environment
1	Cheng & Ho	2019	Sales Organization	i.e., experience concerning job tenure and prior violations	information concealment violations	peer misconduct
2	Yoon H.J.	2019	HRD	human agency (intentionality, forethought, self-reactiveness, and self-reflectiveness)		
3	Chai et al	2019	Nurses	career motivation	attitude, anxiety, empathy	practice environment
4	Joseph & Padmanabhan	2019	review paper	a study of Helen Macdonald's heart-wrenching, talon-sharp memoir <i>H Is for Hawk</i> based on reciprocal determinism and triadic reciprocal causation		
5	Jones & Brewster	2017	LGBT	ally identity, social justice self-efficacy and outcome expectations, empathetic perspective taking, and gender	LGBT activism	social justice related supports and barriers, positive marginality, and education level

Table II.5 Literature Search Social Learning Theory. (Cont.)

6	Parry et al	2015	Nurses	person characteristic, experience	error behavior	Workload, work setting	
7	Rivituso J.	2014	Educational	psychological aspect, distrust	training cyber abuse	the value from friend	
8	Ross S.	2014	review paper	self-efficacy	self-leadership	leadership development program	
9	LePrevost et al	2013	Educational	self-efficacy	promote science	work affiliation	
10	Wardell & Read	2013	Educational	norms, belief	drinking behavior	friends	
11	Bektas et al	2010	Smokers	Self-efficacy	smoking behavior	interact with smokers	
12	Williams& Williams	2010	Educational	self-efficacy	mathematical achievement	support	
13	Biggs H.C.	2009	General	driving intention	safety behavior	not mentioned	
14	Lajoie S.P.	2008	review paper	Technology-rich environments are described that provide opportunities for assessing and validating metacognition, self-regulation, and self-regulated learning with future directions for assessing co-regulation of teams of learners.			
15	Reeley Jr. G.S.	2007	General	personality	search behavior	societal forces	
16	Bodenmann & Schaefer	2006	Review Paper	The Authors of Social Learning Theories (Bandura--> reciprocal determinism (cognitive, behavior, environment), Julian Rotter--> personality based on the interaction of the environment and individual and, Seligman--> depression states)			

Table II.5 Literature Search Social Learning Theory. (Cont.)

17	Crittenden W.F.	2005	Educational	expectation and enthusiasm	discussion environment, be prepared environment	cross-functional understanding
18	Read et al	2005	Educational	alcohol problem	alcohol drinking	social influences in alcohol
No	Author	Year	Research Context	Cognitive	Behavior	Environment
19	Reddan et al	2002	Children	student perceive eating breakfast increasing energy	breakfast behavior	USBP Program
20	Baranows ki et al	1993	Educational	liking vegetables	behavior eat	show the availability of vegetable
21	Creer et al	1988	Children	positive thought toward asthma	Self-management	participation asthma program
22	Brown & Schulte	1987	Review Paper	The consulting process, which involves relationship building, assessment, problem statement, goal setting, intervention, and evaluation, is also described		
23	Bandura A.	1979	Review Paper	Self-system in reciprocal determinism		
24	Pereboom A.C.	1979	Review Paper	social learning theory → evolutionary-ecological framework		

Overall, the table above explained the hierarchical process of literature searching to build the conceptual model on this research and the previous research related with the social learning theory. It started with the literature search of individual adaptive performance, active learning and work engagement sequentially. According to the literature searching process on adaptive performance, it was found from 1989 to 2019 only eleven paper (See Table I) discussed the impact of training and learning process toward individual adaptive performance. Therefore, this research will be focused on the impact of individual learning aspect toward their adaptive performance. Several variables of learning that determined individual adaptive performance is learning from other and continuous learning. As we can see in Table III, the previous research of social learning theory is focusing on children and educational, while this research focusing in different context the organizational and tried to elaborate more with the concept of organizational behavior model. In details this reciprocal determinism affected the mechanism of individual's work engagement, active learning and adaptive performance.

II.4.5 Integrating Social Learning Theory and Basic OB Model

Social Learning Theory and Basic Organizational Behavior Model used as the underlying theory of the organizing framework of Individual Adaptive Performance. According to the Social Learning Theory, three factors had a reciprocal relationship. Those three factors are Cognitive or Personal Factors, Behavior Factors and Environmental Factors. This mechanism in Social Learning Theory used as the determinant or independent factors in the model. According to this theory, those factors correlated strengthen each other determined human learning behavior. Meanwhile, the Basic OB Model used to explain the process of produced higher adaptive performance. In this context, according to the prior research, those three factors will affect individual's work engagement and active learning process as the process type. The mechanism of work engagement and active learning will lead to specific performance as this research identifies as the output type, which in this research is individual adaptive performance. The mechanism of work engagement, active learning and adaptive performance is explained by Job Demand Resources and Job Demand Control Model as explained on previous section.

This figure displays the general categories of antecedents examined in the extant the individual adaptive performance research. The figure explains the theoretical linkages among them from the prior research. This organizing framework explained based on the scope of individual adaptive performance through the perspective of the learning and engagement process in the organization based on the literature search process.

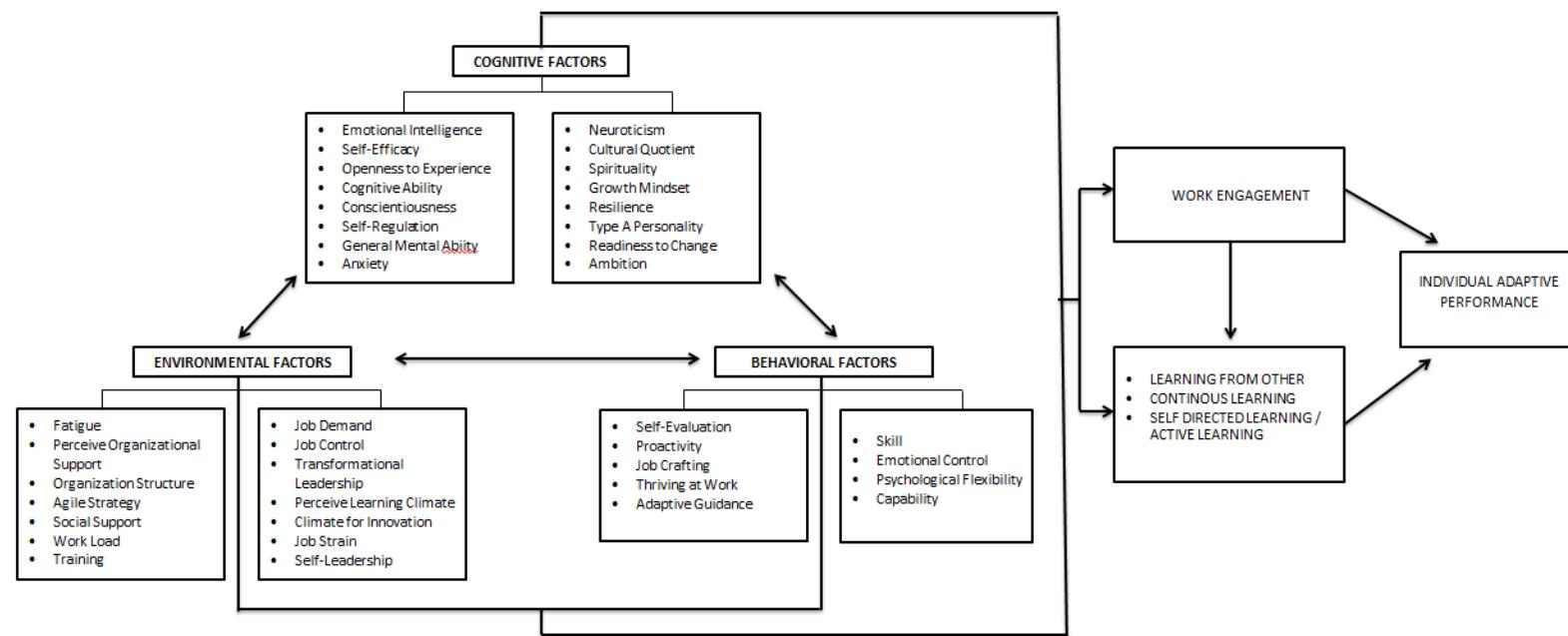


Figure II. 9 The Organizing Framework.

II.4.6 Identifying Research Gap

Based on the prior research of individual adaptive performance that there is still a minimal number of research on the mechanism of training and learning. It showed a potential for a researcher to explore the mechanism of individual adaptive performance through the learning and training perspective. It found only ten research that explored the mechanism of training and learning as the antecedent of individual adaptive performance. Most of them are on the manufacture and student context. In the context of creative industries, the process of active learning help worker to be collaborative and innovative. This aim is to align with the focus on the research objective to build an agile workforce in creative industries.

Therefore, this research aims to explore the antecedent and mechanism processes that boost an individual's adaptive performance in the creative industry. As explained, the creative industry focuses on new value creation that requires high creativity and innovation (Berg & Hassink, 2014). In this process, the individual urges to have high adaptive performance to boost their ability to work creatively, learn new skills, and manage the work pressure (Han & Williams, 2008; Pulakos et al., 2000). West et al (2003) explained that to build better innovation climates, organization need to encourage their employees to take initiatives, explore and develop new ideas. It has shown the importance of adaptive performance to enhance individual's creativity and innovation in organization.

The literature review of individual adaptive performance from Jundt et al. (2014) emphasized the studies have found consistent effects of individual differences such us mastery goal, performance orientation that suggest potential research on the individual differences as intervention variable shaped individual's adaptive performance through training or learning process. So that, in this research explored the antecedent of individual active learning as the predictive variable of individual adaptive performance. In the context of creative industries, the process of active learning help worker to be collaborative and innovative. This aim is to align with the focus on the research objective to build an agile workforce in creative industries.

Based on the literature search of active learning it was found that work engagement and cognitive ability still limited being research. It showed that research gap related active learning is the antecedent of work engagement and active learning. In other hand, the preliminary study found that those companies need their employee to be adaptive with their peers and customer's demand. Those companies also urge their employees to explore the opportunities in market through trial-error learning process. Therefore, the employee's learning process in their organization tend to be collaborative, explorative and had high self-regulated process. Those three factors are known as the critical intervention in active learning (Bell and Kozlowski, 2009). Therefore, this finding also emphasized the importance of active learning process toward employee's adaptive performance. It was also found that the importance of employee's engagement toward their worker that drive them to give more effort to fulfill the job demand.

The antecedent variables are work engagement and cognitive ability. Because this research is more focused on work-related context, the author did not explore the cognitive ability. In line with that, Bakker et al. (2012) emphasized that active learning became crucial component toward individual's job performance in today's rapidly changing work environment. Bell and Kozlowski (2001) pointed that due to the changing nature of work, individual need to be flexible enough. In order to occupy that demand, individual need an active approach to learning.

The two variables had similar process of active learning. In details, Active learning behavior in the context of work is also known as employee development (Simmering et al., 2003) and refers to self-initiated, self-directed behavior by means of which employees improve their competencies and work environment (London and Smither, 1999). Active learning is a valuable organizational outcome and relevant for contemporary learning organizations (Bakker et al, 2012). This mechanism between individual adaptive performance and active learning explained individual's double loop learning in organization.

Argyris (1999: 68) defined that single loop learning occurs 'whenever an error is detected and corrected without questioning or altering the underlying values of the system'. Also, double loop learning occurs 'when mismatches are corrected by first examining and altering the governing variables and then the actions.' The prior research of work engagement decreased from 2018 to 2019. It was found that was more than 40 variables determined individual's work engagement. It was found there are seven variable that are still limitedly explored. The variables are deep acting, perceive organizational support, diversity, career adaptability, *guanxi*, growth mindset, smartphone use, thriving at work and bullying. Then, there are several variables that are still limitedly being explored as work engagement's antecedent. The variables are deep acting, personal organizational support, age diversity, career adaptability, *guanxi*, growth mindset, thriving at work and smartphone use. The evidence showed the relationship between age diversity and work engagement is in the organization with a lot of older workers (Sousa et al., 2019). This research will be more focused on the individual adaptive performance mechanism in intellectual capital in creative industry. Because of this, age diversity will not be suitable with the whole research framework. Meanwhile, the deep acting variable is only suitable in the service industry and this research will focus on the intellectual capital, not how they handle the emotional demand.

Meanwhile, *guanxi* is a variable in Chinese context, which is not suitable in the Indonesian context. Career adaptability is a psychosocial construct that denotes an individual's resources for coping with current and anticipated tasks, transitions, and traumas in their occupational roles that alter their social integration to either a large or small degree (Savickas, 1997; Savickas and Porfeli, 2012). This definition overlaps with the measurement of individual adaptive performance. So that in this research will not explore the impact of career adaptability toward work engagement. Therefore, this research will explore the impact of personal organizational support, growth mindset and thriving at work toward individual's active learning and conscientiousness.

This research aims to identify the social learning factors toward individual's active learning process and the impact toward worker's adaptive performance. Bandura (1977) explained that in social learning theory had three underlying themes, namely environmental, personal, and behavioral. These three aspects are interconnected with one another and influence individual behavior. In this research environmental aspect explained by the organizational support and job control, personal aspect by individual's growth mindset and self- efficacy and behavioral explained by individual's thriving at work and job crafting behavior.

Thus, this research will explore the impact of individual's social learning factors toward their active learning and adaptive performance through work engagement process. Sherehiy and Karwoski (2014) explained that agile workforce performance explained by worker's adaptive performance (Sherehiy and Karwoski, 2014). It aims to build the conceptual model explained more the deep understanding to build workforce agility to produce higher innovation from individual mechanism. Overall, this conceptual model in this research contributes in filling the research gap of individual adaptive performance through the mechanism of an individual's work engagement and active learning process.

This mechanism contributed to explaining more how work engagement will boost an individual's active learning so they will have higher adaptive performance. The previous research only explored the relationship between work engagement and active learning without any further output. Meanwhile, previous research also tested the relationship of self-directed learning toward individual adaptive performance did not explain further the antecedent of the learning process. Not only that, from the literature search showed that there are still limited being research the creative industries context related to work engagement, active learning and adaptive performance. It also provides new ideas by combining the concept of social learning theory and basic organizational behavior model and indicate new theoretical linkages between cognitive, environmental and behavior factors toward work engagement, active learning process and individual adaptive performance.

It can be concluded that this research gives novelty toward new theoretical linkages of two concepts and combining various linkages on different research into one model. Not only that, but this research also contributed to giving originality through the research method and the context of creative industries. In details, the work practice in creative industries showed a collaborative learning process to produce innovation. The preliminary study also found the importance of individual's initiative and mindset toward their learning process and adaptive performance. It also found that organization support especially toward positive learning climate also becoming pivotal point to drive their worker to had continual learning process so that they can automatically enhance their skill and adapt with the market and customer demand. The conceptual model emphasized the new idea of building an agile workforce in creative industries through the mechanism of work engagement, active learning and adaptive performance from the social learning theory perspective. The previous research showed that both growth mindset, self-efficacy, job control, organizational support, thriving at work and job crafting behaviors are optimizing individual's process on active learning and enhancing work engagement so they can be agile workers with adequate adaptive performance.

II.4.7 Proposed Research

This proposed research based on the literature searching process of Individual Adaptive Performance, Active Learning and Work Engagement. According to the identified research gap, it was found that there is lack of the bridging between work engagement, active learning and adaptive performance based on the previous research. Thus, this research positioned the work engagement, active learning and adaptive performance as the main output. Also, the previous research showed that both growth mindset, self-efficacy, job control, organizational support, thriving at work and job crafting behaviors are optimizing individual's process on active learning and enhancing work engagement so they can be agile workers with adequate adaptive performance. Those variables that identify as a knowledge gap in work engagement's previous research are reflected as the determinant of social learning theory (i.e., cognitive, behavior, and environmental factor. This research will explore those determinant factors as a reciprocal relationship toward the mechanism of work engagement, active learning and adaptive performance

Chapter III Conceptual Model Development

III.1 Hypothesis Development

III.1.1 The Dynamic Interaction of Social Learning Theory

According to Bandura (1978), there are three main ways to think about the interaction processes at play in the field of social learning theory. Individual and contextual factors are mutually constitutive rather than mutually explanatory. Similarly, "people" cannot be treated as causes apart from the actions they take. To a large extent, people bring about the conditions in their environment that in turn influence their behaviour. Another view of interaction recognises the two-way nature of personal and environmental influences but maintains a unidirectional perspective on behaviour. Although people and contexts are both considered to play a role in shaping an individual's behaviour, the latter is largely disregarded in this analysis.

As Bandura (1977) explains, the social learning perspective on interaction views interaction as a process of reciprocal determinism in which one's behaviour, internal personal factors, and environmental influences all operate as interlocking determinants of each other. Bandura has previously noted that both individual action and environmental context act as mutually interacting determinants. Therefore, this study takes a reciprocal deterministic approach to elucidating the mechanisms underlying people's dedication to their jobs, their capacity for learning on the job, and their capacity for adaptive performance. It is also the case that one's internal factors and behaviour operate as mutual determinants of the others. For instance, people's beliefs about their own abilities and the likely results of their actions shape their behaviour, and the consequences of those actions on their surrounding environment in turn shape their beliefs and subsequent behaviour. People's physical characteristics and the roles, responsibilities, and social standing they've been assigned by society all contribute to setting off unique environmental reactions independent of their actions.

Conceptions of oneself and the nature of the environment are formed and then verified through various processes, according to the social learning analysis of cognitive development (Bandura, 1977). Most of what people know is learned through observation of the results of their own actions. With this idea, we can see how the viewpoint of social learning theory and the process of active learning are in harmony with one another. According to this theory, self-regulated incentives primarily affect performance because of their motivational effect (Bandura, 1976).

In addition to external motivation, Bandura (1978) argued that people can motivate themselves to complete tasks they have been putting off by associating the achievement of desirable outcomes with the achievement of the desired level of performance. By creating their own incentives, participants in self-directed change programmes are able to sustain their positive behavioural changes over time (Bandura, 1976; Goldfried and Merbaum, 1973; Mahoney and Thoresen, 1974).

Social learning theory postulates that individuals actively generate knowledge through their experiences and actively process and transform knowledge-generating stimuli. This involves interactions between cognition, behaviour, and environmental events that can't be captured entirely in a digital model. We humans are more than just observers, experts, and doers. They are also underappreciated information-processing theories because of their inherent capacity for introspective self-awareness as self-reactors.

The meaning of freedom is established within the context of reciprocal determinism (Bandura, 1977). People are neither helpless objects subject to environmental forces nor completely free agents who can do whatever they want because their ideas, actions, and surroundings all influence each other. From this concept, this research focusing the cognitive factors in growth mindset and self-efficacy, the behavior factors in thriving at work and job crafting behavior, and lastly the environmental factors in perceive organizational support and job control.

III.1.2 Bidirectional Relationship between Growth Mindset, Self-Efficacy, Job Crafting, Thriving at Work, Organizational Support and Job Control

Self-efficacy and a "growth mindset" have been shown to have a direct impact on an individual's success in the workplace and their proactivity in creating their own opportunities for advancement. Employees with a growth mindset are more likely to be enthusiastic about growth, believe that effort is useful, be attentive to new and useful information, and be more likely to view "failures" as challenging and energising opportunities to learn, rather than as threatening judgments of one's abilities, than those with a fixed mindset. Finally, a growth mindset guides people to deal with interpersonal difficulties, such as divergent goals and values, or differing views on what constitutes appropriate behaviour, in a way that fosters positive and productive interactions (Dutton and Heaphy, 2003).

Students with a growth mindset are more likely to come up with creative solutions to learning challenges and to continue to develop their intellectual potential (Blackwell et al., 2007). Guidelines for caring for children and the elderly (e.g., Bainbridge and Broady, 2017), mastering the prudent use of information technologies (Gadeyne et al., 2018), achieving successful recovery (Sonnentag et al., 2017), and maintaining a healthy balance of physical, emotional, mental, and spiritual health have all been developed through careers scholarship (Loehr and Groppe, 2008). In order to create a more accepting and nurturing social environment, it may be helpful to take on certain responsibilities in the professional and private spheres (see Fig. 1).

Research on proactive job crafting (Van Wingerden et al., 2017; Zhang and Parker, 2019), forming and maintaining high-quality connections (Dutton and Ragins, 2017), and negotiating customised work arrangements (idiosyncratic deals) (Rousseau et al., 2016) could all inform such efforts. Thus, a person with a growth mindset will exhibit behaviours such as thriving and job-crafting in the workplace.

Bandura (1997) argued that the cognitive, motivational, affective, and selective processes all work together to bring about the effects that people's beliefs in their own abilities are supposed to have. The agentic behaviours Spreitzer et al. (2005) identified as encouraging workplace success for employees. Self-efficacy has been shown to be a key factor in both task engagement and success, as argued by Porath et al. (2012). Therefore, having faith in one's own abilities on the job is essential to professional success.

Self-efficacy also correlates favourably with initiative and constructive coping (Speier & Frese, 1997). (Salanova et al., 2006). These cross-sectional analyses suggest that confidence in one's ability to take the initiative may be an important precursor to such actions. Therefore, before taking any kind of initiative, workers consider the likelihood of their actions' success (Morrison and Phelps, 1999). Employees engage in job crafting when they alter aspects of their jobs to better suit their needs or provide them with opportunities to learn and grow (Tims et al., 2012). As a result, it is intriguing to consider whether workers' self-efficacy is related to the results of their work. The Author hypothesise a positive correlation between self-efficacy and job crafting because workers who rate themselves highly in this area are more likely to take an active role in shaping their work environments. It's possible that this self-assurance is linked to the way people go about their day on the job. So that, individual's self-efficacy will have job crafting and thriving at work behavior in workplace. So, it can be hypothesized:

H1a: "Growth Mindset affected Thriving at Work positively";

H1b: "Self-Efficacy affected Thriving at Work and Job Crafting positively";

H1c: "Growth Mindset, affected Job Crafting positively";

H1d: "Self-Efficacy affected Job Crafting positively. "

However, the social exchange perspective provides empirical evidence for the link between internalised organisational support and job satisfaction. Both economic and social theories can shed light on the nature of the exchange relationship (Blau, 1964). The social nature of the exchange is predicated on trust and reciprocity on both sides, and it fosters the goodwill that is a hallmark of healthy connections. Management scholars have traditionally looked at the dyadic relationship between subordinates and superiors rather than at social exchange as a global exchange relationship between employees and the organisation. Employees around the world share a common belief, known as "perceived organisational support," that their employers appreciate their work and prioritise their well-being. However, the social exchange perspective provides empirical evidence for the link between internalised organisational support and job satisfaction.

Both economic and social theories can shed light on the nature of the exchange relationship (Blau, 1964). The social nature of the exchange is predicated on trust and reciprocity on both sides, and it fosters the goodwill that is a hallmark of healthy connections. Management scholars have traditionally looked at the dyadic relationship between subordinates and superiors rather than at social exchange as a global exchange relationship between employees and the organisation.

Employees around the world share a common belief, known as "perceived organisational support," that their employers appreciate their work and prioritise their well-being. This point of view also aligns with individual's thriving at work and job crafting behavior toward their perceive on organizational support in job control. Therefore, it can be hypothesized that:

- H2a: "Thriving at Work affected Organizational Support positively";*
- H2b: "Job Crafting affected Organizational Support positively";*
- H2c: "Thriving at Work affected Job Control positively";*
- H2d: "Job Crafting affected Job Control positively."*

The impact of personal factor (i.e. growth mindset, self-efficacy) toward the environment factor (i.e., organizational support job control) had reciprocal norms that employees's on what they should receive and give (Arshad et al., 2022). Moreover, it is also showed that individual belief (i.e., self-efficacy, growth mindset) had more positive perspective toward job stressor and challenges. It is showed that positivity in individual's personal factors attributes positive perspective toward their environment or company's role such as job control and organizational support (Ghandi et al., 2017; Tao et al., 2021). Therefore, it can be concluded that both environment factor as organization's role able to affect individual's personal factor and individual's personal factor able to affect to gain positive perspectives on organization's role. Therefore, it can be hypothesized that:

H3a: “Organizational Support affected Growth Mindset Positively”

H3b: “Job Control affected Growth Mindset Positively”

H3c: “Organizational Support affected Self-Efficacy Positively”

H3d: “Job Control affected Self-Efficacy Positively”

People, according to the concept of social learning theory, play an active role in creating information-generating experiences as well as processing and transforming informative stimuli that come into contact with them (Koenig & Sabbagh, 2013). This involves reciprocal transactions between thought, behaviour, and environmental aspect with capacities for reflective self-awareness, which are commonly overlooked in information-processing theories (Meichenbaum, 2017). Aligned with the social learning theory, personal and environmental factors do not function as independent determinants; rather they determine each other (Crittenden, 2005). Individual's experience generated by behavior also partly determines what individual's think, expect and can do which in turn affected their subsequent behavior (Gibson, 2004). According to that explanation, it can be concluded that individual's behavior able to affect individual's thinking and cognitive process. It can therefore be concluded that:

H4a: “Thriving at Work affected Growth Mindset positively”;

H4b: “Job Crafting affected Growth Mindset positively”;

H4c: “Thriving at Work affected Self-Efficacy positively”;

H4d: “Job Crafting affected Self-Efficacy positively.”

Align with the previous explanation, the impact of personal factors toward environment factors had a reciprocal way. It is building by the relationship between employees and organization's role. Arshad et al., (2012) that the relationship between individual and organization is received and give. Therefore, based on this concept, growth mindset and self-efficacy as personal resources affect individual's perspective toward the company's role in positive way. In details, growth mindset and self-efficacy allows individuals to higher effort and attentiveness that resulted a positive perspective toward their organization's role (Blackwell et al., 2007; Dutton & Heaphy, 2003). Therefore, based on those explanation, positive personal factor such as growth mindset and self-efficacy able to increase individual's positive perspective toward organizational support and job control as a policy to boost their individual development process. It can be hypothesized that:

H5a: “Growth Mindset affect Organizational Support positively”

H5b: “Self-Efficacy affect Organizational Support positively”

H5c: “Growth Mindset affect Job Control positively”

H5d: “Self-Efficacy affect Job Control positively”

It is emphasised that it is within the framework of reciprocal determinism that the concept of freedom takes on meaning (Bandura, 1977). Individuals are neither powerless objects controlled by environmental forces nor completely free agents who can do whatever they want because their conceptions, behaviour, and environments are mutually determinants of each other. As a result, from this perspective, it highlighted those individuals as powerless objects governed by environmental factors.

Chang-cheng et al. (2016) also stated that employees who perceive organisational support as high are more likely to be involved in job crafting. POS also assists in meeting critical employees' needs for emotional support, approval, and affiliation (Lee and Peccei, 2007), which increases their level of work engagement (Zacher and Winter, 2011). Employees with high POS are more willing to respond favourably to the organisation by displaying positive work attitudes or behaviours, in accordance with the principle of reciprocity (Rhoades and Eisenberger, 2002). Thus, high POS improves employee job satisfaction, organisational commitment, and job performance (Riggle et al., 2009). Therefore, it can be hypothesized that:

H6a: “Organizational Support affected Thriving at work positively”;

H6b: “Job Control affected Thriving at work positively”;

H6c: “Organizational Support affected Job Crafting positively”;

H6d: “Job Control affected Job Crafting positively.”

III.1.3 Growth Mindset, Self-efficacy and Work Engagement

Attitudes, beliefs, and values comprise an individual's mindset, which is defined as a deep psychological construct (Schein, 2015). Individual behaviour and decisions may be influenced by this mindset. Individuals with a fixed mindset have a lower capacity for learning, whereas those with a growth mindset have greater potential (Buchanan et al. 2017). This concept has gained popularity in the educational and business contexts; the mindset that individuals choose shapes their ability to learn (Harvard Business Review Staff, 2014). According to Dweck and Leggett (1988), the fixed and growth mindsets create frameworks for interpreting and responding to individual experience. Individuals with fixed mindsets have poor performance that is primarily attributed to a lack of intelligence, and their perceived prognosis for future success is poor (Vandewalle, 2012). Individuals with a growth mindset will interpret their poor performance as a signal that more effort and a better strategy are required.

Dweck and Legget (1988) discovered that mindsets have significant motivational implications for individuals. According to Dweck (2006), managers' mindsets can have a significant impact on business success, as well as motivation, productivity, and employee satisfaction. This demonstrated the importance of organisations developing a growth mindset oriented organisational culture, training and development programmes that ensure employees can admit they need training and development without feeling inadequate. This requirement corresponds to the current textile job demand, which tends to drive labour into higher skill levels in order to achieve higher productivity and a competitive advantage. Heslin (2010) introduces mindsets as a personal resource to explain why some employees are more engaged than others and more or less engaged at different times with others. Mindset can influence employee engagement through their drive for advancement, perception of effort, psychological presence, and interpretation of setbacks (Heslin, 2010).

People with a growth mindset believe that their abilities can be developed through targeted practise and other development initiatives. Individuals with a fixed mindset will see a difficult task as a test of their inherent abilities. According to Keating and Heslin (2015)'s conceptual study, employees who are eager to improve will have positive beliefs and values towards their work and will see daily challenges as opportunities for personal growth. Therefore, it can be hypothesized that:

H7a: "Growth Mindset will affect Work Engagement positively";

H7b: "Self-Efficacy will affect Work Engagement positively."

III.1.4 Thriving at work, Job Crafting and Work Engagement

Theoretical and empirical studies have shown that thriving has many positive individual and job outcomes (Spreitzer and Sutcliffe, 2007), such as job performance (Frazier and Tupper, 2016; Paterson et al., 2014; Porath et al., 2012; Shan, 2016; Spreitzer et al., 2005); general health; career development initiative (Porath et al., 2012); innovative work behaviour (Carmeli and Spreitzer, 2009; (Spreitzer et al., 2012).

It also reduced stress, burnout, and intention to leave (Porath et al., 2012). (Abid et al., 2015). When people thrive in the workplace, they have cognitive (learning) and affective (vitality) resources, which increases their engagement with their work. As a result, we included work engagement as an outcome of job satisfaction in this study.

Meanwhile, presents one important method for improving P-J fit with a particular emphasis on changes in the work environment. In their two-wave study of 2155 Finnish dentists, Hakanen et al. (2008) discovered that the experience of work engagement broadened dentists' coping and action repertoires, as well as their levels of personal initiative (i.e., active and initiative-taking behaviour beyond formal work requirements).

Their findings backed up the positive cross-lagged relationship between job engagement and personal initiative. Sonnentag (2003) discovered that day-level work engagement predicted day-level personal initiative and pursuit of learning using a daily survey design. Work engagement, according to Weigl et al. (2010), enables employees to mobilise their job resources. These empirical findings show that engaged employees are not passive recipients of their work environment; rather, they are proactive in implementing changes and taking initiative. Such initiative and proactive behaviours are reminiscent of job crafting (Wrzesniewski and Dutton, 2001). Recently, Tims et al. (2012) demonstrated that job crafting is positively related to work engagement. Therefore, it can be hypothesized that:

H8a: Thriving at work will affect Work Engagement Positively;

H8b: Job Crafting will affect Work Engagement Positively.

III.1.5 Organizational Support, Job Control and Work Engagement

A company's greatest asset is its employees, so it makes good business sense to do what it can to increase their enthusiasm for their work. In keeping with this viewpoint, numerous academics have sought to trace its roots. According to the Job Demands and Resources (JD-R) model (Bakker & Demerouti, 2008), social support plays a significant role in the development of work engagement (Llorens et al., 2006). Eisenberger and Stinglhamber (2011) agree with this view and propose that POS positively affects work

engagement by, among other things, bolstering employees' intrinsic interest in their tasks. To what extent do employees feel that "the organisation values their contributions and cares for their wellbeing"? (Eisenberger et al., 1986, p. 501). To my knowledge, there are surprisingly few studies that have empirically tested the positive correlation between POS and employee engagement in the workplace (e.g., Kinnunen et al., 2008; Sulea et al., 2012).

However, the job demands-resources model (Bakker and Demerouti, 2007; Demerouti and Bakker, 2011; Korunka et al., 2009) postulates a motivational process whereby job resources like job control influence work engagement. The satisfaction of fundamental human needs through one's work is thought to be an intrinsic motivator in and of itself (cf. Bakker and Demerouti, 2007; Deci and Ryan, 2000). To satiate the desire for independence, for instance, high levels of job control are necessary (Parker et al., 2010).

Employees in high-control jobs should be more invested in their work because of the increased opportunities for independent judgement and action that they receive. In addition, the ability to exercise significant influence in one's work environment is a necessary condition for developing a strong sense of loyalty to one's position. When people feel their work is meaningful, they are more likely to put in extra time and effort (cf. Bakker, 2009; Bakker and Demerouti, 2007; Kahn, 1990). Employees in low-control jobs, in contrast, should be less invested in their jobs because they have fewer opportunities to make decisions and less latitude to exercise their own judgement (Fay and Kamps, 2006). Therefore, job control is accounted for in the motivational and energising capacity section of the job demands-resources model. Therefore, it can be hypothesized that:

H9a: Organizational Support affected Work Engagement Positively;

H9b: Job Control affected Work Engagement Positively.

III.1.6 Work Engagement and Active Learning

Work engagement is suggested to be beneficial for both the individual and the organization as it is expected to influence how individuals do their work and fulfill their work tasks (Demerouti et al., 2010). Engaged employees had higher level of energy and enthusiastically involve in their work process (May et al., 2004). In short, engaged people have high levels of energy and are enthusiastically involved in their work. Moreover, they are often fully immersed in their work so that time flies (see also May et al., 2004). This behavior lead individuals more enthusiast and active in the process of achieving the goals related with work (Pulakos et al., 2000). Not only that, work engagement increases the variety of personal resources and job resources like supervisor support that lead them to develop new skills and knowledge and their needs to learn (Chughtai and Buckley, 2011; Sonnetag, 2003, Xanthopoulou et al., 2009). Therefore, it can be hypothesized that:

H10: “Work Engagement will affect Active Learning Positively.”

III.1.7 Work Engagement and Individual Adaptive Performance

First, previous research indicates that engagement, both individual and team-level, correlates positively with performance and individual satisfaction. Employees who are engaged in their work report a tendency to feel positive emotions. Adaptive performance (Pulakos et al., 2000) is a multidimensional construct defined by the capacity for creative problem solving, dealing with uncertain and unpredictable work situations, learning new tasks, technologies, and procedures, and interpersonal, cultural, and physical adaptability. Because adapting to new situations necessitates a degree of change (which necessitates cognitive, physical, emotional, and interpersonal resources), adapting may be facilitated when energy levels are high (Costa et al., 2016). As a result, adaptive performance and work engagement are likely to be positively related. Therefore, it can be hypothesized that:

H11: “Work Engagement affected Individual Adaptive Performance positively.”

III.1.8 Growth Mindset, Self-Efficacy and Active Learning

Theories of intelligence capture students' fundamental beliefs about their own capacity to learn through experience, describing how students approach the learning process (Dweck et al., 1995; Blackwell et al., 2007). Students with growth mindsets believe intelligence can be developed and honed over time, in contrast to those with a fixed mindset who think it remains mostly unaffected by life experiences. Students who hold fixed beliefs are more likely to believe that their intelligence is fixed, rather than malleable, and to use this belief to explain their own success or failure in school (Dweck, 1986). Motivation, goal-seeking, and classroom effort have all been linked to intelligence theories (Blackwell et al., 2007; Komarraju and Nadler, 2013).

The goal of the reform was to implement the principles of organisational change proposed by Fullan (1993), specifically "interconnectedness, active learning, shared decision making, professional development for the staff, and higher levels of thinking and achievement for all students." A negative correlation was found between principals' negative attitudes towards the change and their own negative thoughts about it.

Self-efficacy and feelings of mastery seem conceptually much more appropriate for testing the active learning hypothesis (Taris et al., 2003). These concepts refer to feelings of self-confidence, having effective coping strategies and adequate performance at work. High scores on these concepts are expected for incumbents of active jobs; conversely, low levels of efficacy and mastery should occur among employees in passive jobs (de Jonge et al., 2012). Consistent with this reasoning, Demerouti et al. (2001) and Dollard et al. (2000) reported that jobs combining high demands with high control produced the highest levels of personal accomplishment (a subscale of the Maslach Burnout Inventory (Maslach and Jackson, 1986) that reflects feelings of competence and successful achievement in one's work). In a carefully designed study, Parker and Sprigg (1999) found main effects of job control and job demands on perceived mastery (a measure tapping whether one felt able to resolve selected job-related problems) and role breadth self-efficacy (a concept reflecting one's confidence regarding carrying out a range of proactive or interpersonal tasks).

As expected, the highest levels of role breadth self-efficacy were found in active jobs. However, levels of perceived mastery were highest in low strain jobs (and not in active jobs). Finally, Holman and Wall (2002) reported main effects of demands and control on self-efficacy, such that incumbents of active jobs experienced the highest levels of self-efficacy. So, it can be hypothesized that:

H12a: Growth Mindset affected Active Learning positively;

H12b: Self-Efficacy affected Active Learning positively.

III.1.9 Thriving at work, Job Crafting and Active Learning

Thriving is defined as a psychological state involving the joint and simultaneous experience of vitality and learning (Spreitzer et al., 2005). Thriving individuals are characterized by experiencing “growth and momentum marked by both a sense of feeling energized and alive (vitality) and a sense that they are continually improving and getting better at what they do (learning)” (Porath et al., 2012, p. 250).

Proactivity, defined as the "tendency to initiate and maintain actions to influence the surrounding environment" (Bateman and Crant, 1993) is a key facilitator of flourishing, as stated by Porath et al. (2012). Since proactive people are more likely to initiate intentional constructive changes and recognise self-improvement opportunities like training and education, they are more likely to contribute to thriving sources, as stated by Porath et al. (2012). They state that proactive behaviour encourages people to pay closer attention to their surroundings, to actively learn, and to put themselves in situations where they can thrive (Porath and Bateman, 2006).

According to Lyons (2008), the likelihood of deciding to make changes to a job depends on how likely one is to be given the chance to do so. Leaders have the rare opportunity to teach their followers about Job Crafting and show them how to improve their own work lives (Bakker and Demerouti, 2014; Bakker and Demerouti, 2017). Leaders who inspire their teams to achieve great things are rewarded with greater responsibility and access to more social resources (Esteves and Lopes, 2017).

According to Petrou et al. (2012), a "active learning" environment that promotes individual initiative is one way in which empowering leadership can promote and encourage JC. As a result, we can make the following hypotheses about the relationship between work and learning:

H11a: Thriving at Work affected Active Learning;

H11b: Job Crafting affected Active Learning.

III.1.10 Organizational Support, Job Control and Active Learning

Nembard (2008) proposed that teams participating in Inter-organizational (IOR) could benefit from becoming active learning partners and maximising the benefits of IOR membership through the use of strategies aimed at increasing perceptions of organisational similarity, framing knowledge as transferrable, creating healthier team dynamics, and fostering greater collaborative identification and visible organisational support.

Practically all of the aforementioned studies used cross-sectional designs, which meant that they did not investigate the longitudinal change in students' understanding of learning-related concepts (but see Holman and Wall, 2002, for a notable exception). While cross-sectional studies can tell us how much people learn on the job in general, for each of the four Karasek job types, they can't show us how much people learn over the course of time, or how much their workloads change over the course of their careers. Changes in learning would be expected to covary with shifts in work characteristics if they have such an impact on workers. It stands to reason that moving from one category of work to another (say, from a passive to an active job) would necessitate a shift in the way one acquires knowledge.

It's worth noting that Karasek (1998) contends that workers' ability to learn is constrained by excessive job strain, while those whose jobs require more physical exertion tend to feel more accomplished and secure in themselves. The latter "helps the person cope with the inevitable stress-inducing situations of the job." As a result, residual stress is alleviated, and the ability to take in new information is increased indefinitely (Karasek and Theorell, 1990, p. 103).

Consequently, shifts in learning may result from repeated exposure to various aspects of a given job, or even the absence of any shifts at all. To date no study has tested this theoretically interesting and practically important prediction.

H14a: Organizational Support affected Active Learning Positively;

H14b: Job Control affected Active Learning Positively.

III.1.11 Active Learning and Individual Adaptive Performance

The rapid growth of technological advancement and high demands on higher skill labor in textiles industry urges continual learning, toward this adaptive performance becomes important determinants in achieving higher productivity. High adaptive performance showed that individual anticipate the future needs and ready to adapt with new job requirements by learning new tasks, technologies, procedures and roles (Pulakos et al., 2000).

According to Chao et al. (1994), a component of this performance includes learning about goals and values (formal rules and principles as well as unwritten, informal goals and values that govern behaviour), history (traditions, customs, myths, and rituals that convey cultural knowledge), and politics (formal and informal relationships and power structures within the culture).

In today organizational context, especially in textile industry tend to urge labor had higher productivity and adaptability toward changes. According to this demand, active learning played as pivotal point toward individuals' better performance (Bakker et al., 2012). The higher demand of business competition in textile industry nowadays urge labor enhance their skill and productivity which requiring high flexibility and adaptability of labors.

Additionally, individuals who engage toward their job tend had higher performance from their positive emotions and openness to new experiences (Bakker et al., 2012). growth. Therefore, it can be hypothesized that:

H15: "Active Learning will affect Adaptive Performance Positively."

III.2 Proposition Development

Regarding to that, this research will also explore the employee's active learning mechanism. Bell and Kozlowski (2008) identified two core assumptions of active learning approach. They explained that active learning approach allows individual to had control toward their learning process and lead team into inductive learning process. It is emphasized that active learning process had active knowledge construction and internalization of external knowledge differently in each individual.

Also known as learning by doing, active learning also based on self-regulatory process in exploratory learning and error-framing activities (Bell and Kozlowski, 2008). Therefore, it can be concluded that individual's active learning process tend to be dynamic and affected both in internal individual process and active social interaction from environment. Related to that mechanism, active learning process is also aligned with the concept in the perspective of social learning.

According to Bandura (1977), it is common for people to mimic the actions of influential members of their social group. Particularly likely to be imitated are the actions of significant others with whom one has a strong sense of identity (Bandura, 1977). It's reasonable to assume that coworkers will mimic one another's actions due to the shared social context, common interests, and frequent interactions that characterise their workplace (Voorpostel, van der Lippe, and Gershuny, 2010). Additionally, this study investigates external (i.e., job crafting, thriving at work) and internal (i.e., growth mindset, self-efficacy) factors in the context of employment (i.e., organisational support and job control).

As was discussed in the preceding section, prior research has only investigated these variables in a unidirectional fashion, as was demonstrated in the hypothesising section. Because of the two-way nature of the relationship being studied, this investigation will also take a qualitative approach to elucidating the underlying mechanisms at play. Thus, researchers could use both quantitative and qualitative methods to investigate the interplay between the aforementioned variables. Its ultimate goal is to provide superior understanding supported by abundant data from the field.

Consequently, those variables work as reciprocal determinism in this research. Align with that, those variables not only as bidirectional toward each other but rather had two-way relationship between each other. This process was emphasized in the mechanism of social learning theory that people's conceptions, their behavior and their environments are reciprocal determinants of each other, individuals are neither powerless objects controlled by environmental forces nor entirely free agents who can do whatever they choose. Therefore, the author propose that "in active learning process, there is a cycle loop from individual growth mindset, self-efficacy to job crafting and thriving at work to perceive organizational support and job control" as Proposition I.

Conversely, active learning processes typically feature dynamic mechanisms and high social interaction or collaboration among all of the factors within the organisation. Bandura (1977) aligned his theory of social learning with the idea that people actively create information-generating experiences and actively process and transform informative stimuli that happen to impinge upon them. This involves interactions between cognition, behaviour, and environmental events that can't be captured entirely in a digital model. Humans are more than just observers, experts, and doers. They are also underappreciated information-processing theories because of their inherent capacity for introspective self-awareness as self-reactors. This mechanism demonstrates how an individual's level of involvement with his or her job's demands or work process can have an impact on the individual's cognition, behaviour, and worldview.

Most of the prior literature demonstrated that the idea of reciprocal determinant was only studied in isolation within those mechanisms. Very little evidence has been found to date that demonstrates how these mechanisms will influence factors that are not directly related to the individual's internal state, behaviour, or the surrounding environment. Since that is the case, this study's authors are interested in speculating on how the reciprocal determinism at play here might influence people's dedication to their jobs and their motivation to learn. In details, People with growth mindset will construe their abilities to be cultivated through targeted practice and other development initiatives. Through the conceptual study from Keating and Heslin (2015) showed that employee who are eager to improve will had positive belief and values toward their work will see the daily challenges of work provide opportunities for personal growth. It is also reflected on how employees actively making changes and taking initiative and thriving at work. Job crafting resembles such initiative and proactive behaviors (Wrzesniewski and Dutton, 2001).

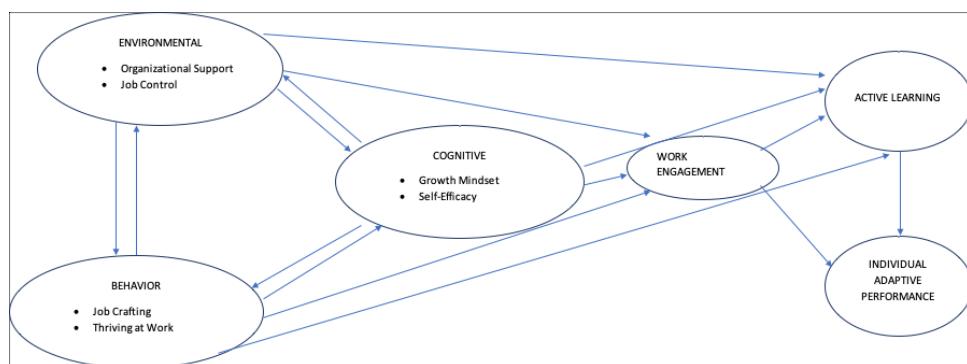


Figure III. 1 Proposed Initial Conceptual Model.

Related with the environmental factor, according to the job demand-resources model both job control and organizational support was managed by the employees to fulfill their job demand and lead them to higher engagement toward their work. It is emphasized that the mechanism within internal, behavior and environmental factors not only affected toward individual's work engagement and active learning. Hence, this research also proposes "Those cycle loop will affect individual's work engagement and individual's active learning process" as Proposition II. Consequently, the proposed model in this research is built by the hypothesis and proposition development in the previous sections (See Figure III.10).

Chapter IV Research Methodology

IV.1 Preconception

The researcher has studied management science of human capital in a bachelor's and master's degrees. The author has experience in the fields of training, journalism, and research. The author has produced various infographics in a data-based cyber media company and actively become the training facilitators in change management consultants in Indonesia. The researcher also have research experience both at the national level and international collaboration. Thus, the author is familiar with the work process of making creative products, collaborating with designers, and another specialist. So, it supports the understanding of researchers in the context of research in the field of creative industries so that they can produce more detailed and objective research results.

IV.2 Introduction

The structure of the explanation of the research methodology in this chapter is explained through the research onion developed by Saunders et al. (2007). In this scheme, the author can describe the process in a fundamental way starting from research philosophy, research approach, research strategy, research design to detailed data collection, and process processes. In the final section, the researcher explains the ethical consideration of responsibilities that must be followed to maintain ethics in research. A detailed description of the research onion chart can be seen in Figure 3.1.

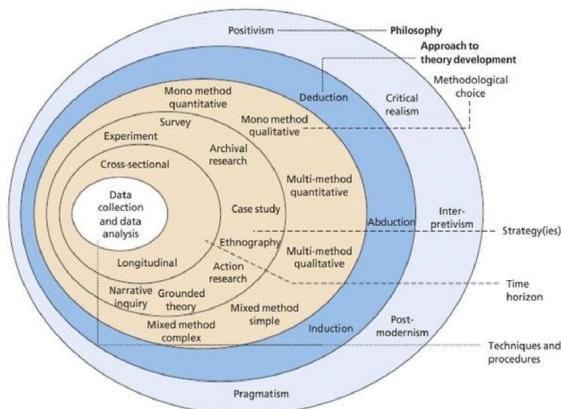


Figure IV. 1 The Research Onion (Saunders, 2007).

IV.3 Research Philosophy

Research philosophy is the primary basis for researchers to select research methods that will be used to solve the research questions. Ontology refers to the theory of reality what reality generally looks like is irrespective of our precise knowledge. In contrast, epistemology refers to the theory of knowledge of reality what specific properties and relations of reality the author can describe. No philosophical epistemology can be composed of self-evident truths, firm for all time (Hughes, 1987: 9).

Meanwhile, the relationship between philosophy of science and social research process is historical which depends on the logical and conceptual dimensions. Social research is concerned with exploring, describing, and explaining social phenomena involving human behavior (Sufian, 1998:3). It is carried out creating for something new about the world in terms of the basic concepts that characterized the discipline. Descartes and Locke have identified three commonplaces for granted: nature was fixed and stable and to be known by principles of understanding equally fixed, stable and universal; there was a dualism between mind and matter and finally, the criterion of knowledge (Hughes, 187:9). All the techniques, methods and tools of social research process should be self-validated, and their efficiency or effectiveness is depended on philosophical justification. (Uddin, 2009).

Regarding epistemology, knowledge is always based on the individual's experience. Based on pragmatism, those social experiences influence this perception of the world. Each person's knowledge is unique as her / his unique experiences create it (Morgan, 2014). Because the researcher tends to believe the mechanism in this research has its own unique experience, rather than defining how the reality in knowledge, the researcher is more focused on solving the problem according to the research question that has been developed to propose a better solution (Tashakkori & Teddlie, 1998). Nevertheless, much of this knowledge is socially shared as it is created from socially shared experiences. Therefore, all knowledge is social knowledge (Morgan, 2014).

This point is also emphasized based on the explanation that pragmatism rejects the traditional philosophical dualism of objectivity and subjectivity (Biesta, 2010) and allows the researcher to abandon the forced dichotomies, which are post-positivism and constructivism (Creswell & Clark, 2011). In pragmatism, an empirical is preferred over idealistic or rationalistic approaches (Frega, 2011).

In details, the perspectives of researchers with a pragmatist paradigm tend to see knowledge as a constantly revised product of experience (Dewey, 1998). Moreover, Pragmatist epistemology does not view knowledge as reality (Rorty, 1980). Instead, it is constructed with a purpose to better manage one's existence and to take part in the world (Goldkuhl, 2012). Specifically, this study explores the mechanism of adaptive mechanisms and learning processes are highly personalized to everyone's experience (Garbach & Morgan, 2017; Owiti et al., 2020). Thus, the research related to those topics owns a constantly changing experience and findings. Therefore, to claim the most objective result, it must obtain multiple mixed-method data to deliver multiple worldviews (Biddle & Schafft, 2015). So according to that, this research will use the pragmatism paradigm.

IV.4 Research Approach

Saunders (2009) explains that the research approach is the basis for determining research design. Research approaches are divided into deductive, inductive, and abductive. This approach will determine how researchers build and test hypotheses or related propositions. The research approach also plays a vital role in determining the process of data collection and analysis that will be carried out in the research. Related to this, the researcher uses the paradigm of pragmatism in seeing the whole reality, the truth in this study. In line with the variety of research questions and paradigms chosen, pragmatism. Researchers will use the abductive approach as a foundation for thinking, starting from the process of preparing the hypothesis to the data analysis stage.

Abductive reasoning, follows a pragmatist perspective, taking incomplete observation from experience and reality that may then lead to a best prediction of the truth, and perhaps even to a new theory.

At the same time, it has to be clarified that abductive reasoning is combining the deductive and inductive approaches in so far as it is applied to make logical inferences and construct theories. With the abductive approach, the research process starts with prior theoretical knowledge or facts then devoted to the explanation (Kovács and Spens, 2005). Meanwhile, then researcher might be found another new fact or phenomenon. With the abductive approach, researcher tends to choose the best explanation based all the facts or evidence.

In the research process, it usually starts with the literature review of the past or prior knowledge as the deduction process but also tried to matching it with the empirical evidence. Then, researcher will propose hypothesis or propositions and try to test it again in the field through the induction process. The detail process can be seen below from Mitchel (2018). This abduction approach is aligning with this research stages and objectives that will be explained detailly in the sub-chapter research design. Abductive approach helps better researcher to gain broader and deeper understanding toward the problem and proposed better solution from the best explanation both in inductive and deductive process.

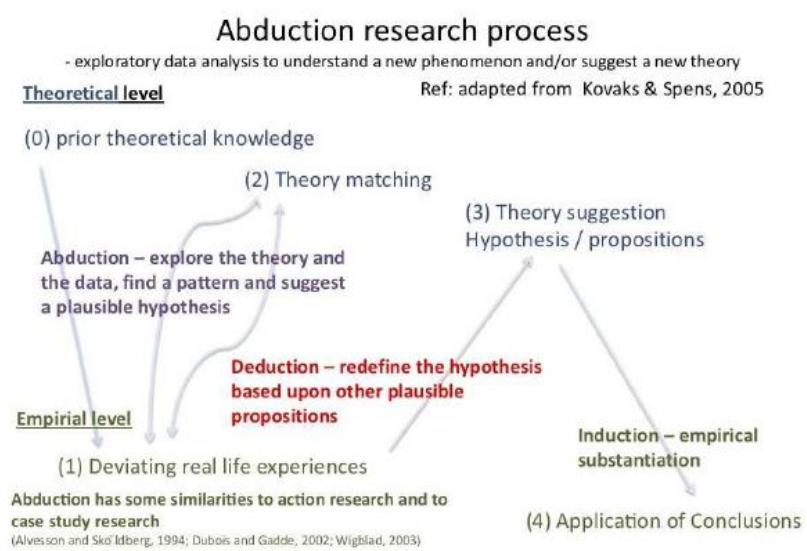


Figure IV. 2 Abduction Research Process (Mitchel, 2018).

IV.5 Research Strategy

The determination of the research strategy is based on the chosen research approach. This study uses an abductive approach. This approach is identical to the mixed-method research strategy. In line with abductive, mixed methods accommodate researchers to obtain data from both the inductive (qualitative) and deductive (quantitative) approach.

The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis (Wisdom and Creswell, 2013). Wisdom and Creswell (2013) also emphasized that those procedures include advancing rigor, offering alternative mixed methods designs, specifying a shorthand notation system for describing the designs to increase communication across fields, visualizing procedures through diagrams, noting research questions that can particularly benefit from integration, and developing rationales for conducting various forms of mixed methods studies.

IV.6 Research Design

The research began with a search of a past literature review so that researchers have formed independent concepts to be examined. So that, based on the literature review discussion, researchers have built a conceptual model based on various relationships between related variables. However, this study combines the direction of interaction in the model. Therefore, this study will use an abductive approach with an explanatory design. An explanatory sequential design according to Plano Clark (2011) consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The rational for this approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend or explain the general picture.

Explanatory mixed method used to understand why phenomenon is happened and the detail how the mechanism occurred. This research also tried to explore why the phenomenon of *adaptive performance* and *active learning* is occurred in the context of creative industries. Not only that, this research also tried to explore how the mechanism to build creative employee with high *active learning* and *adaptive performance*. Explanatory mixed methods are a special type of mixed methods research giving the analytical sociologist tools that allow for a closer inspection of both subjective (beliefs, preferences, emotions, heuristics) and objective (opportunities, resources, exogenous events) parts of the mechanisms and contextual factors involved (Stolz, 2016).

Combining mixed methods with the idea of one logic of inference gives us the philosophical backbone for the idea that triangulation of different types of data will help us eliminate validity threats linked to only one type of data. When analytical sociologists use mixed methods, it is because they think that triangulation will lead to better explanatory inferences, a way of better getting at the real causal mechanisms and contextual parameters at work (Collier and Brady, 2010).

The central idea of explanatory mixed methods is to weed out validity threats of mechanism explanations through the combination of different methods and data types. Much thought should therefore be given already in the research design and data collection phase to just how such validity threats are going to be addressed. Data analysis in explanatory mixed methods research takes the form of triangulation (Tashakkori, 1998, 41). Triangulation may be defined as a kind of data analysis that uses different types of data in order to make better and more valid inferences to an unobserved reality. We can distinguish (a) descriptive triangulation that combines different data sources in order to better describe a social fact, from (b) explanatory triangulation that combines data sources in order to make inferences to a causal mechanism or narrative (Freedman, 2010). In details, the explanatory mixed method that will be used in this research is explained below.

Table IV. 1 Research Design.

Research Objective	Research Question	RP	Methods & Data Analysis	Data Collection Techniques	Level of Analysis	Tools
This research investigates the mechanism between work engagement, active learning and individual adaptive performance.	What is the relationship among work engagement, active learning and adaptive performance?	1	Structural Equation Modelling	Survey	Individual	SMART-PLS
	How is the mechanism between work engagement, active learning and individual adaptive performance?	2	Narrative Structure, Within Case Analysis	Interview	Individual	NVIVO
	How is active learning and individual adaptive performance emerging in organization?	2	Narrative Structure, Within Case Analysis	Interview	Individual	NVIVO

Table IV.1 Research Design. (Cont.)

<p>This research investigates the cognitive, environment and behavior factors as reciprocal determinism toward that mechanism.</p>	<p>What is the relationship between environmental (organizational support, job control), behavior (job crafting, thriving at work) and cognitive (growth mindset, self-efficacy) toward work engagement and active learning?</p>	1	Structural Equation Modelling	Survey	Individual	SMART-PLS
	<p>How is the dynamic interaction between environmental (organizational support, job control), behavior (job crafting, thriving at work) and cognitive (growth mindset, self-efficacy) affected those mechanism?</p>	2	Narrative Structure, Within Case Analysis	Interview	Individual	SMART-PLS

*RP = Research Phase

There are several reasons, why it is better to use explanatory design in mixed-method explain as follows (Creswell, 2013):

- This research design serves to gain more in-depth understanding of the quantitative results;
- The research explored both subjective and objective parts of the mechanisms and contextual factors in *work engagement*, *active learning* and *individual adaptive performance*;
- This study begins with a strong quantitative theory orientation;
- The practical reason of using explanatory mixed-method research design sequentially is best used for single researcher due to the investigation process can be divided into two manageable task rather than multiple data collection.

IV.7 Data Collection Method and Process

In this research, researcher start with the process of literature search investigation within *the mechanism of work engagement, active learning and adaptive performance*. From the past literature evidence, this research builds the proposed initial model. Then, as a preliminary study, researcher does the interview to several managers in selected companies. Through this process, researchers confirming the proposed initial conceptual model based on that evidence. Researcher also tries to gain insight to understand more about the phenomenon in this research (i.e., *active learning* and *adaptive performance*). To gain this data, the researcher will use semi-structured interviews. According to the research design described above the process and method of data collection is divided into two stages, explained as follows:

IV.7.1 Quantitative Stage

At this stage, researchers will conduct pilot testing of the questionnaire that has been made. After that, the researcher will finalize the existing questionnaire in order to get the results of the data according to the facts and measurements of the concepts needed. Researchers will begin a survey by distributing questionnaires to workers in the organization that has been selected as a sample. At this stage, respondents selected are workers below the assistant manager level in their companies.

IV.7.2 Qualitative Stage

At this stage, researchers will begin to dig deeper into the meaning behind the results of quantitative data analysis through a qualitative approach with the face-to-face interview method. Researchers will conduct semi-structured interviews related to the research model and the results of existing quantitative data. Through this stage, researchers will get a more detailed understanding and explanation of why the phenomenon occurs and how the detailed process of the mechanism agile workers in creative industries who have high *active learning* and *adaptive performance*.

IV.8 Survey Design

This research will use survey for the quantitative approach. The detail how the sampling and about the measurement explained in the next sub-chapter. Surveys have many uses and take many forms like phone interviews, Internet opinion polls, and various types of questionnaires. In this research, the survey will be directly to the respondent with the appropriate and ethical procedure. Neuman (2014) emphasized that actually surveys can provide us accurate, reliable, and valid data, but to do this they require serious effort and thought.

General public familiarity with the survey technique and the ease of conducting a survey can be a drawback. Despite their widespread use and popularity, without care, surveys can easily yield misleading results. Therefore, to gain better and more valid data, in this survey will thoroughly check each operational definition and measure each variable to ensure there is no overlap in the questionnaire in this research. Not only that, this survey will be conduct first with pilot test to ensure that each item in the questionnaire reflects the existing operational definition. In details, this research will use cross sectional survey design, the researcher collects data at one point in a time to measure the attitude and behavior at that time.

IV.9 Interview Design

There are various forms of interview design that can be developed to obtain thick, rich data utilizing a qualitative investigational perspective (Creswell, 2007). For the purpose of this examination, there are three formats for interview design that will be explored which are summarized by Gall et al. (2003):

- Informal conversational interview;
- General interview guide approach;
- Standardized open-ended interview.

Turner (2013) explained that the general interview guide approach is more structured than the informal conversational interview although there is still quite a bit of flexibility in its composition (Gall et al., 2003). The ways that questions are potentially worded depend upon the researcher who is conducting the interview. Therefore, one of the obvious issues with this type of interview is the lack of consistency in the way research questions are posed because researchers can interchange the way he or she poses them. Therefore, this research will use the general interview guide approach with **one-to-one interview with semi-structured interview** to gain deep understanding about the phenomenon and the mechanism that occurred in that organization.

Adams (2005) also explained that on mixed methods research, semi-structured interview can be useful as an adjunct to supplement and add depth to other approaches. For example: If you need to conduct some in-depth reconnaissance before designing a large-scale survey, configuring a focus group agenda, or constructing an overall research strategy If, after drafting a standardized survey questionnaire, you discover that important questions cannot be effectively addressed without more open-ended questions and extended probing If you want to explore “puzzles” that emerge (or remain) after you have analyzed survey or even focus group findings. This approach will be used in the first stage as a preliminary research to understand the phenomenon, context, and concepts. It follows with the third stage as the explanatory stage to understand better and explain detail of the mechanisms and the quantitative result.

IV.10 Theoretical Sampling

IV.10.1 Defining and Framing Population

Neuman (2009) stated that population is the abstract idea of a large group of many cases from which a researcher draws a sample and to which results from a sample are generalized. In order to explained how to define and framing the population. In this section will explain the population units and distribution (Sage Publication, 2015). The first step in defining population is defined the units. This research explores the mechanism of individual's *work engagement*, *active learning* and *adaptive performance*. Therefore, the unit population in this research is in individual level. In other hand, population boundaries defined as the conditions that separate those who are of interest in the research from those who are not. Regarding to that, this research tries to explore the phenomenon of the dynamic business environment that will affected on how to maintain the employee through continual learning process such as *active learning*. So that, the population boundaries in this research are focusing on individuals in the organization with the characteristic explained as follows:

- Organization that had dynamic changes in their market;
- Organization that urges a continual and *active learning process*;
- Organization that had high collaborative in the product and learning process.

Those boundaries defined the characteristic of employee's organization that become the population in this research. Those characteristic aims to explore the phenomenon of today's business and workforce agility. It also aims to gain deeper insight how organization can survive in today's business situation. Regarding to that, this research also tries to filling the knowledge gap from organization's context perspective. Limited evidence of the creative industry's context related that mechanism was found in this research.

Basically, the creative industries were divided into three types of products. Those are service, content and artifact product. This research would like to focus on the sub sector with high disruptive innovation by digital technologies. In creative industries, the creation, production, distribution, discovery and consumption mechanism have all been completely revolutionized by the digital technologies (Miege, 1989; Levine, 2011).

Technological changes have disrupted industry business models and industry structures by altering cost structures, accessibility, reproducibility, and scalability (Rudman et al., 2015).

The content sector in creative industry consists of the publishing, radio & TV, computer service, music and film industry. Rudman (2015) emphasized that the sub sector in creative industry with high digital output and technology-aided in the creative process is the content product. Therefore, this research will use the sector content in creative industries. Related to that, disruptive technology innovation is divided into two categories such as the digital media and digital technologies. The digital media is consisting of the film, TV, journalism, architectural and advertising companies. Meanwhile, the digital technology type is consisting of the game and software companies. The challenge of how create value in digital landscape, where the technology and media companies have so far received the richest economic gains (Rudman, 2015).

Muller et al. (2014) also emphasized that most innovating creative enterprises have both product and process innovations. Publishing (Media) and Software sectors report particularly high shares of innovators. Moreover, Jones et al. (2015) also emphasized that Technological innovation often disrupts existing industries (Anderson and Tushman, 1990; Christensen, 1997) and once a new technology is established, older technologies become obsolete and tend to disappear whereas with semiotic codes, old codes can be reimported and re-used as classic designs while these characteristics are highly related with the condition of the media and software companies.

In details, media industry ecosystem has undergone fundamental changes due to emergence of disruptive innovations. These disruptive innovations construed as polymediation and media digitalization have transformed the rules dominating media industry (Bennett and Segerberg, 2012; Cacciatore and Iyengar, 2016; Herbig et al., 2015). Meanwhile, in software companies where the product is easily become obsolete, the change from proprietary software to open-source software (Bonaccorsi et al., 2006) is another example, as it offers an interesting opportunity for start-up companies, but

threatens established players' existence. Both cases show that software companies repeatedly find themselves facing potentially disruptive change. Therefore, these two sub-sectors fulfilled the population boundaries that explain before with the highest changes demand in their market. These two sub-sectors have been chosen to gain the importance insight on how to build an agile worker in dynamic business environment. Hence, it can be concluded that the population of this research is the employees in the sectors of technologies (software development) based on the technology innovation type and media industry based on digital media innovation type.

IV.10.2 Sampling Frame

One well-known basic mixed-method sampling strategy is stratified purposive sampling (quota sampling) (e.g. Teddie and Yu, 2007; Cresswell, 2010; Sandelowski, 2000). The stratified nature of this sampling procedure is characteristic of probability sampling, whereas the small number of cases typically generated through it is characteristic of purposive sampling. In this technique, the researcher first divides the group of interest into strata (e.g., above average, average, below average students) and then selects a small number of cases to study intensively within each stratum based on purposive sampling techniques. This allows the researcher to discover and describe in detail characteristics that are similar or different across the strata or subgroups. Patton (2002) described this technique as selecting “samples within samples”.

Teddy and Yu (2007) explained that the aim of sampling in quantitative research is to achieve representativeness. That is, the researcher wants the sample to reflect the characteristics of the population of interest, and typically this requires a sample of a certain size relative to the population (e.g., Wunsch, 1986). Meanwhile, an important sample size issue in qualitative research involves saturation of information (e.g., Glaser and Strauss, 1967; Strauss and Corbin, 1998).⁶ For example, in focus group studies the new information gained from conducting another session typically decreases as more sessions are held. Therefore, the sampling process in the first stage of research (quantitative) will use the stratified purposive sampling or known as quota sampling.

Sedwick (2012) also explain the process of sampling started with the sample was split between distinct subgroups or strata. Strata are combined in a hierarchical structure. Therefore, due to this research objective, the sampling process divided into the shifting characteristic in these two industries. This stratum aims to get the sample that reflect on the population boundaries and the phenomenon that allows researcher gain more insight based on the control variable. The survey respondent will be focusing on the employee in the main product development process. It aims to explore the relationships between variables in this research that related with dynamic changes in job and market demand.

As explained in Nygren (2014) that used sampling based on previous knowledge about the industry structure and type. Aligned with that, this research will be classified based the company used digital technology for customer in citizen level, company used software technology for various clients (organization based) and company used software technology for specific clients (store). Further, this research used Slovin Formula to identify the number of sample that will be use (Sugiyono, 2017).

Slovin Formula

$$n = N / (1 + (N \times e^2))$$

Description:

n=Number of Sample

N= Number of Population

e= estimates error level (0,05)

Therefore, combined by those two approach the author concluded the sampling design as follows:

Table IV. 2 Sampling Design.

Shifting Characteristic	Number of Population	Number of Sample (Slovin Calculation)	Estimate Number Interview Respondent
Broad customer	110 employees (1 March 2021)	86	5-10 managers/practitioners
Company based customer	50 employees (1 March 2021)	44	5-10 managers/practitioners
Spesific based customer (store)	20 employees (1 December 2021)	20	5-10 managers/practitioners

For the qualitative approach, the sampling process will be following the quota sampling design based on some characteristic that defined as the purposive sampling. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell and Plano Clark, 2011). In details, for qualitative approach this research will use homogenous purposive sampling. A homogeneous purposive sample is one that is selected for having a shared characteristic or set of characteristics.

The characteristics are defined as follows:

- Having more than five years of experience in that industry;
- Having a position as manager or above in their companies;
- Having credibility of experience and knowledge in Media and App Development Companies.

As explained by Smith, 2020 the selection bias could be avoided in the data collection stage through an initial check of current survey design, additional variables that includes negative control exposure that has been found significantly preventing the concern about bias and generalizability. In this research, specifically had a pre-initial survey testing to check the understanding and recommendation from several respondent. This research also includes negative consequence variables such as job control. The role of job control has negatively impacted to the other variables.

IV.11 Measurement

This research tries to explore the mechanism and relationships between nine variables. Those variables are *individual adaptive performance, active learning, work engagement, growth mindset, self-efficacy, thriving at work, job crafting, organizational support and job control* in organization. Based on proposed initial model, it was expected *work engagement* and *active learning* affected *individual adaptive performance*. It also expected that *growth mindset, self-efficacy, thriving at work, job crafting, organizational support* and *job control* as the reciprocal determinism that are known to have two-way interaction positively within them. Lastly, it also expected that the reciprocal determinism in this research will had positive impact toward work engagement and active learning. In order to answer the research question of “what is the relationship among work engagement, active learning and adaptive performance” and “what is the relationship between environmental (*organizational support, job control*), behavior (*job crafting, thriving at work*) and cognitive (*growth mindset, self-efficacy*) toward *work engagement* and *active learning*?” is using survey. In this survey, the researcher also collected the demographic data of the respondent. The demographic data that obtain by researcher are the type of gender, age, current position and division, the duration of experience in the industry and the company. Therefore, the detail measurement of the survey describes as follows in Table III.3 and Appendix 1.

Table IV. 3 Measurement (Quantitative).

Variable	Conceptual Definition	Operational Definition	Total Item	Measurement	Dimension	Expected Sign toward Dependent Variable
Individual Adaptive Performance	An individual's ability to adapt to dynamic work situations (Hesketh & Neal, 1999).	Individual adaptive performance is a flexible work behavior that helps employees adapt to change by demonstrating excellence in problem solving, uncertainty/stress control, new learning and adaptability toward people, culture and environment	7 items	Charbonnier-Voirin & Roussel (2012)	creativity, reactivity toward emergencies, interpersonal adaptability, training effort, handling work stress	Positive (+)
Work Engagement	work engagement as a positive, work-related state of well-being or fulfilment (Bakker et al., 2014).	As a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption.”	8 items	Schaufeli, 2006	vigor, dedication, absorption	Positive (+)

Active Learning	Self-initiated, self-directed behavior by means of which employees improve their competencies and work environment (London & Smith, 1999).	Active learning is incorporate on active learning strategies (i.e., adaptive learning, deep learning) and learning motivation beneath in individuals (Lin Tuan et al., 2005; Taris et al., 2003).	4 items	Khoiriyah et al. (2015)	-	Positive (+)
Growth Mindset	The belief that intelligence is not fixed and can be developed (Claro et al, 2016)	Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset (Dweck, 2000).	3 items	Dweck (2006)	-	Positive (+)
Self-Efficacy	Beliefs in one's capacities to organize and execute the courses of action required to produce given attainments (Bandura, 1997)	individuals are presented with items portraying different levels of task demands, and they rate the strength of their belief in their ability to execute the requisite activities (Bandura, 2006).	4 items	Bandura (2006)	-	Positive (+)

Job Control	Individual autonomy over work timing and methods (Karasek, 1979)	Job control is reflected as locus of control of individuals toward the work and job activities (Meier et al., 2018).	8 items	Totterdell et al. (2006)	Autonomy, Skill Discretion, Authority	Positive (+)
Perceive Organizational Support	Global beliefs concerning the extent to which the organization values their contributions and cares about their well-being (Eisenberger, 1986)	Employee's belief toward organization values their contributions and cares about their well-being (Eisenberger, 1986).	5 items	Eisenberger et al (1986)	-	Positive (+)
Job Crafting	Job crafting is defined as self-initiated change behaviors that employees engage in with the aim to align their jobs with their own preferences, motives, and passions (Tims et al., 2012).	A set of proactive behaviors in which employees may engage to shape their work in order to minimize hindering job demands and maximize resources and challenging demands (Nielsen & Abildgaard, 2012)	4 items	Tims et al (2012)	increasing, decreasing demand & job resources	Positive (+)

Thriving at Work	Individuals had a sense of feeling energized and alive and a sense that they are continually improving and getting better at what they do (Porath et al., 2012)	The psychological state in which individuals experience both a sense of vitality and learning (Porath et al, 2012)	5 items	Porath et al. (2012)	Learning latent, Vitality latent	Positive (+)
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To answer the research question of “how is the dynamic interaction between environmental (organizational support, job control), behavior (job crafting, thriving at work) and cognitive (growth mindset, self-efficacy) affected those mechanism”, “how is the mechanism between work engagement, active learning and individual adaptive performance”, and “how is active learning and individual adaptive performance is emerge in organization, this research used qualitative approach with semi-structured interview techniques. The detail procedure and the interview structure described as follows in Table III.4.

Table IV. 4 Measurement Qualitative -Managers.

Research Questions	Respondent Criterias	Interview Design
<p>How is active learning and individual adaptive performance helps companies to stay sustain in the dynamic business environment?</p>	<p>Experience in the field more than five years, In the managerial position, work in the core business process of his/her company</p>	<p>How do you define the business environment in your industry or field ? How do your organization's strategy or effort to sustain in today's business conditions?</p> <p>How do you manage your team/employee to help the organization's objectives ? How do you define an A-star employee? How those characteristic help your companies to sustain? How is your employee/team learning process in general?</p> <p>Why your employee need to had high creativity, reactivity and etc? Why your employee need to had active learning process? How important of individual's creativity, reactivity toward emergencies, interpersonal adaptability, training effort, handling work stress made them become an A Star Employee's in your organization?</p>

Table IV.4 Measurement Qualitative – Managers (Cont).

Research Questions	Respondent Criterias	Interview Design
How is the mechanism between work engagement, active learning and individual adaptive performance	Experience in the field more than five years, In the managerial position, work in the core business process of his/her company	<p>How is the employee engagement toward work in your team?</p> <p>How engaged worker help your companies to sustain?</p> <p>How important of your employee's engagement toward their work? How it helps them to had higher adaptive performance or become an A star employee in your organization?</p> <p>How is your employee learning process/habit that had higher engagement toward their job?</p> <p>How individual learning process that help your worker to be an A star employee?</p> <p>How an active learning behavior help your employees fulfill their job demand or becoming an A star in your company?</p> <p>How this learning behavior increase their adaptivity the changes in their job or customer's demand?</p> <p>How your employee's active learning process help your companies to sustain?</p>

Table IV.4 Measurement Qualitative – Managers (Cont).

Research Questions	Respondent Criterias	Interview Design
<p>How is the dynamic interaction between environmental (organizational support, job control), behavior (job crafting, thriving at work) and cognitive (growth mindset, self-efficacy) affected those mechanism</p>	<p>Experience in the field more than five years, In the managerial position, work in the core business process of his/her company</p>	<p>How you describe your best/worst performer in the team? Is his/her decision and behavior is determined on their own personal choice or based on your leads/organization direction ?</p> <p>How is organizational support practice in your companies enhance toward the employee continual learning process to maintain worker's job demand, engagement and learning process?</p> <p>How is individual's mindset that they can build their skill and need toward continual learning process to maintain their job demand, engagement and learning process?</p> <p>How is job control practice (is it better to high/low job control) in your companies enhance toward continual learning process to maintain worker's job demand, engagement and learning process?</p> <p>How is individual's belief that they are capable on doing something that they can build their skill and need toward continual learning process to maintain their job demand, engagement and learning process?</p> <p>How is individual's behavior to crafting their job toward continual learning process to maintain their job demand, engagement and learning process?</p> <p>How is individual's behavior energizing and thriving at work toward continual learning process to maintain their job demand, engagement and learning process?</p>

Table IV.4 Measurement Qualitative – Employees (Cont).

Research Questions	Respondent Criterias	Interview Design
How is the mechanism between work engagement, active learning and individual adaptive performance	Experience more than two years, perceive as the best and worst (not so good) performer based on the supervisors, stay in the organization more than one year	<p>How is your learning process/habit in the workplace ?</p> <p>How do you perceive your work/career toward your daily life ?</p> <p>How is your habit/process in the production or product development process?</p> <p>How do you build your relationship to your colleague or clients?</p> <p>How do you handle the demand from your supervisor or organization?</p>
How is the dynamic interaction between environmental (organizational support, job control), behavior (job crafting, thriving at work) and cognitive (growth mindset, self-efficacy) affected those mechanism	Experience more than two years, perceive as the best and worst (not so good) performer based on the supervisors, stay in the organization more than one year	<p>How do you perceive your ability or intelligent?</p> <p>How do you perceive your organization support to your work/career?</p> <p>How do your company affect your decision or behavior in the workplace ?</p> <p>How do your internal mindset affect your decision or behavior in the workplace?</p> <p>What factors affected your learning process or performance ?</p>

IV.12 Quality Criteria of Study (Make more contextual with the research)

IV.12.1 Quantitative

To ensure the quality criteria of the study in quantitative approach there are two measurement that has to fulfill to ensure the quality of the study are the validity through confirmatory factor analysis based on the factor loading value and its goodness fit index of this process. For the reliability it was ensure by the Cronbach alpha value. Thus, to obtain validity and reliability for the quantitative data, the researcher obtain model fit test through Smart-PLS to measure the value of CFA and Cronbach-Alpha.

IV.12.1.1 CFA

In this study, the validity and reliability test uses CFA (Confirmatory Factor Analysis). CFA, according to Joreskog and Sorborn (1993), is used to test unidimensional, validity of construct measurement models that cannot be measured directly.

Measurement model or also called descriptive model (Ferdinant, 2002), measurement theory (Hair et al., 2006), or confirmatory factor model (Long, 1983) which shows the operationalization of variables or research constructs into measurable indicators formulated in the form of equations and or a specific path diagram (Kusnendi, 2008: 98). In conclusion, the CFA result is able to measure the model fit that also test for validity of the quantitative data as the first step of quantitative data processing.

IV.12.1.2 Cronbach Alpha Value

Thus, the researcher used the PLS Algorithm in Smart-PLS to measure the Cronbach alpha result. The Reliability is an acceptance of a consistent degree between multiple measurements of a variable (Hair et al., 1998). In details, the

Cronbach Alpha classification, according to Triton P. B (2005), is as follows:

- The value of Cronbach's alpha between 0,00 – 0,20 means less reliable;
- The value of Cronbach's alpha between 0,21 – 0,40 means slightly reliable;
- The value of Cronbach's alpha between 0,41 – 0,60 means sufficiently reliable;
- The value of Cronbach's alpha between 0,61 – 0,80 means reliable;
- The value of Cronbach's alpha between 0,81 – 1,00 means highly reliable.

IV.12.2 Qualitative

Many qualitative researchers agree that data trustworthiness, whether collected from direct observations, focus groups, or interviews, is evidenced by the following (Lincoln and Guba, 1985). In this case, this research only used interviews data to be processing as the qualitative data.

IV.12.2.1 Credibility

Triangulation is defined as the idea that looking at something from multiple points of view improves accuracy (Neuman, 2009). This research will use triangulation of theory and method by using the mixed method research. As explained in Neuman (2009), triangulation of theory requires using multiple theoretical perspectives to plan a study or interpret the data meanwhile In the case of this research the triangulation method is measured by processing and analysing the both the qualitative and quantitative data.

IV.12.2.2 Dependability

To achieve dependability in this research, researcher will give detail explanation of the structure and the step in this research (Tobin and Begley, 2004). Thus, the detail process and step of the research is explained in research design.

IV.12.2.3 Confirmability

This research has three stages of data collection such as the preliminary stages, the survey and lastly the interview stage, which allowed the researcher to observe the sample in multiple times and in details (Gullivan and Sargeant, 2011).

IV.12.2.4 Transferability

Gullivan and Sargeant (2011) explained there are several things need to do to obtain data transferability. To gain this type of quality of the study in transferability, there are several things that have been done to obtain data that has been reported in the section of result as follows:

- Skilled and transparent interview technique;
- Detailed description of sample, setting and results;
- Rigorous sampling, data collection, and data analysis;
- Careful record of procedures;

IV.13 Data Analysis

IV.13.1 Quantitative

In order to test the hypothesis, this study will use SEM (Structural Equation Modeling) method. SEM is a combination of two separate statistical methods, namely factor analysis (factor analysis) developed in psychology and psychometrics and the simultaneous equation model (Simultaneous Equation Modeling) developed in econometrics (Ghozali, 2004). In the structural equation model, the key variable of concern is the latent variable, namely abstract psychological concepts such as attitudes and others (Ghozali, 2004) that correspond to the variables selected in this study. This research will use SMART-PLS to analyze the quantitative data from survey. As explained by Iqbal et al (2021), there is a growth prominence used of PLS-SEM in the study of human resource management. The advantages of using Smart-PLS is that it can be both used for prediction and theory testing, also model testing through the path analysis (Hair et al., 2012). Align with this research objective to test the model and theory through dynamic relationship between variables of social learning theory, the used of Smart-PLS is suitable. To test the reciprocal determinism within the model, this

research tested two different model based on two different path analysis following the underlying theories of social learning theory (i.e., active learner and passive learner mechanism). To expand the understanding of the quantitative result, this research obtains the second stage analysis using the qualitative data that explained in the section IV.13.2. In the last stage, this research re-analysis the quantitative data using the result of the qualitative data that becomes the guidance for the re-analysis process of the quantitative data to confirm the final model result.

IV.13.2 Qualitative

Data Analysis in this research used narrative structure to explore the phenomenon and detail chronological of the mechanism that will be explore in accordance with the initial model. Research labeled narrative is also closely related to phenomenology as well as case study research in the family of qualitative research designs. This research will use NVIVO to analyze the qualitative data.

This type of research is distinguished by the life story method, in which people describe their life experiences via storytelling. The task for the researcher is to create a written account (hence narrative) of a person's life from the stories to illuminate the meaning of his or her work or life experiences in ways that help us understand the complexities of, for example, the home environment as it relates to school, the classroom as it relates to the challenges of teaching, or the window-into-the-world chronology of rising from teacher to school superintendent. Far more than a historical record, narrative research captures the voice of the participant and offers a collection of themes that help us understand the phenomenon being investigated.

The outcome of narrative research is a researcher-generated story (a retelling) that answers "How" and "What" questions about the life story and meaningful experiences that have implications for others. This process is referred to as restorying, and the challenge for the researcher is to define the elements of the person's stories (the raw data), identify themes, uncover important sequences, and

retell the story in ways that provide insight (the meaning of the story). For the coding process, a critical procedure is the back-and-forth comparison within categories and their properties, between categories (to make tentative connections), and between other components of conceptualization. Whether in the field making observations or conducting interviews, qualitative data analysts use many different types of coding categories, including those connected to context, situation, ways of thinking, perspectives, processes, activities, events, strategies, and relationships, among others (Bogdan and Biklen, 2003).

The next level of abstraction involves axial coding (Corbin and Strauss, 2007), the grouping of open codes so that their categories (and properties) relate to each other in some analytical way. The guiding question in this step is, “How might these categories be related?” Might they reflect a causal chain? Do they interact? Are they instances of a broader context? These categories and their interdependence essentially become tentative answers to your research questions.

Suter (2012) explained further that the next higher level of abstraction is selective coding, the most theoretical. The task here is interpreting all other categories and classification schemes as representations of a single category—one that relates all others—so that you have draped the conceptual structure. You have answered the question “What is happening here?” by offering a central or core category that explains the patterns you have unearthed. The data have been cracked open and placed within a theoretical model. The core category functions as the emerging theory.

In this approach, this research will also try to do the within-case analysis. It aims to see the patterns within the case. Eisenhardt (1989) explained that this approach allows leap to conclusions based on limited data (Kahneman and Tversky, 1973), they are overly influenced by the vividness (Nisbett and Ross, 1980) or by more elite respondents (Miles and Huberman, 1984), they ignore basic statistical properties (Kahneman and Tversky, 1973), or they sometimes inadvertently drop disconfirming evidence (Nisbett and Ross, 1980).

The danger is that investigators reach premature and even false conclusions as a result of these information-processing biases. Thus, the key to good cross-case comparison is counteracting these tendencies by looking at the data in many divergent ways. Therefore, to mitigate this risk, this research will explore the data both from various semi-structured interview from several managers to gain more divergent data and combining it with the data from survey and open source data about the companies.

IV.14 Ethical Consideration

This research provides an ethical form as guide during gathering data process based on the procedure from the SBM Ethics Committee (See Appendix I). This study also emphasized several ethical considerations following the standard from Code of Ethics Guidance (Rector Decree No. 024/SK/K01/PL/2011) with the application to deal with it, it explains as follows:

Table IV. 5 Ethical Consideration.

No	Ethical Issues	Ethic Procedure
1	Disclose purpose of the study	Contact Participant and inform them of the general purpose of the study
2	Respect potential power imbalances and exploitation of participant	avoid leading questions, withhold sharing personal impression
3	Avoid siding with participant	report multiple perspectives
4	Avoid disclosing only positive result	report contrary findings
5	Share data with others	provides copy of report to participant and stakeholders
6	Keep raw data and other materials	store data and materials for 5 years

IV.15 Research Timeline

This section explains the research plan of the author from the first stage of preparation of the proposal until the data analysis and final writing of the dissertation document due to the delayed acceptance of the journal acceptance.

The final dissertation document has finished in October 2022 (See Figure IV.6).

Table IV. 6 Research Timeline.

Research Plan and Schedule	2019		2020			
	Q3	Q4	Q1	Q2	Q3	Q4
Preparation Proposal Examination						
Research Proposal Examination						
Research Phase						
Preliminary Study						
Presenting in IGC Conference (SK I)						
Collecting Data Phase 1 (Qualitative)						
Collecting Data Phase 2 (Quantitative)						
Writing First Paper (SK II)						
Publication Process First Paper						
Collecting Data Phase 3 (Qualitative)						
Writing Second Paper (SK III)						
Publication Process Second Paper						

Research Plan and Schedule	2021				2022			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Data Analysis								
Writing Dissertation								
Closed Dissertation Examination (SK IV)								
Writing Second Paper (SK III)								
Publication Process Second Paper								
Data Analysis								
Writing Dissertation								
Closed Dissertation Examination (SK IV)								

Chapter V Result

V.1 Introduction

This section will explain the results of the quantitative and qualitative data processing. This study used a mixed-method approach with an explanatory design. The quantitative method is used to answer the question, "What is the relationship between environmental (organizational support, job control), behavior (job crafting, thriving at work), and cognitive (growth mindset, self-efficacy) toward work engagement and active learning?" and "What is the relationship among work engagement, active learning, and adaptive performance?". Meanwhile, the qualitative approach is used to answer the question "How is the mechanism between work engagement, active learning, and individual adaptive performance?"; "How is the dynamic interaction between environmental (organizational support, job control), behavior (job crafting, thriving at work) and cognitive (growth mindset, self-efficacy) affected those mechanisms?" and " How is active learning and individual adaptive performance helps companies to build sustained competitive advantage?"

V.2 Descriptive Result

This research was conducted during the pandemic, so using an online survey followed by a semi-structured interview via google meet. It aims to explain in more detail the phenomena in the field. Overall, the survey data obtained were 180 employees in three companies. As for the semi-structured interview process, this study obtained a total of 25 interviewees consisting of 17 employees from the top-management level and eight from the staff level. The distribution of the number of respondents and interviews in each company can be seen in table IV.1

Table V. 1 List of Sample Firms and Number of Respondent and Interviewees.

Company	Number of Respondent	Number of Interviewees
A	86 employees	10 managers, 4 staff
B	44 employees	5 managers, 2 staff
C	20 employees	2 managers, 2 staff

Meanwhile, Figure IV.2 describes the descriptive result of respondent profile included in this study. Based on the total respondent above, we found that 52% of the respondent is female and 48% of the respondent is male. Most of them are in the productive age start from 20 years old to 30 years old. Most of the respondent has experience more than three years in the related industry and had work in the firm in our research 1-2 years. The aims for the total number of interviewees in the chapter three is to estimate the number of managers that related with the business process. Thus, in the case of Company C, only two department (i.e., marketing and IT) that directly related with the business process. Therefore, in our data collection we only obtain two managers and two staf in those two department. Meanwhile, both Company A and B is represented from five department that directly related with the business process.

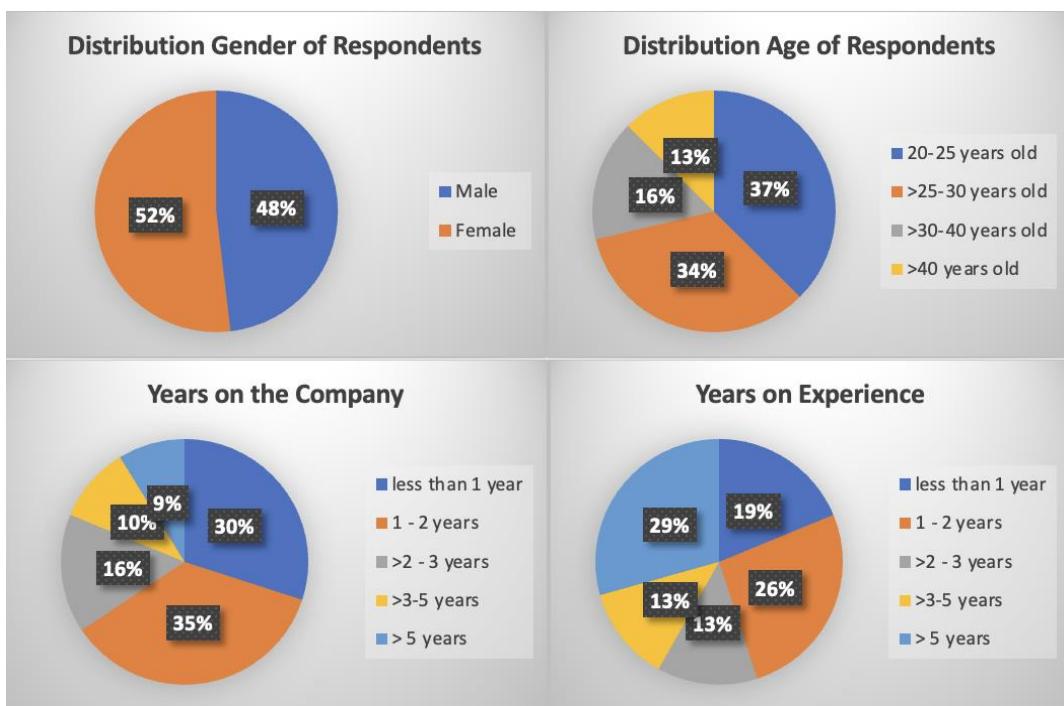


Figure V. 1 Respondent Profile.

V.3 Preliminary Research

Before the data collection process, this research conducted preliminary research based on semi-structured interviews with key informants in each company. It aims to provide the researcher with an overview of the research context in the field.

The main objective of this preliminary research is to examine the phenomenon of workforce agility, especially with the dimensions of individual adaptive performance in the context of media and software app industries. This preliminary research also examines the process of knowledge sharing and the specifically related context of learning in organizations, such as work engagement, individual mindset, organizational support, job control, and employee behavior identified in the initial conceptual model.

The preliminary research showed that the learning process in those industries tends to lead to explorative, collaborative, and self-regulated learning. Also, it was found that the process of knowledge sharing between the company's internal parties and external companies (i.e., clients, specialists) supports the learning process and product development in the organization (See Figure IV.1). It was found that the three companies in the preliminary research have dynamic market conditions and product types that tend to be quickly obsolete. Therefore, agility or adaptive performance plays a critical role in maintaining the sustainability of a company's competitive advantage. The author also identified that factors such as individual mindset, organizational support, job control, job crafting, and individual behavior play an important role in supporting employees to have higher adaptive performance and optimal learning processes for developing individual skills. It was found that job crafting behavior in the media industry needs to be reviewed again according to the existing demand conditions. At the same time, software app development company tend to encourage that work behavior positively.

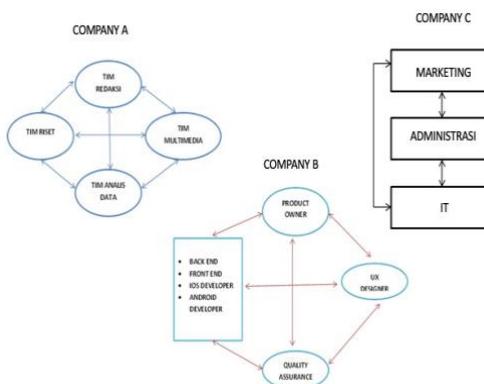


Figure V. 2 Knowledge Map of Company A, Company B, and Company C.

V.4 Quantitative Findings

V.4.1 Active Role in Learning Process

As explained before, the foundation mechanism used in this research is Bandura's reciprocal determinism of social learning theory (1978). He explained that there are two types of learners: a learner as an active and a passive agent. Active agent implies that individuals can choose their behavior based on their cognitive process as a coping mechanism to the high job demand in their work environment (Beasley, 2020).

The active agent mechanism in this research focused on the growth mindset and self-efficacy as the cognitive factors, job crafting and thriving at work as behavior factors, and organizational support and job control as environmental factors. Figure V.1 shows the result of structural equation modeling of active agent mechanism in an individual's work engagement, active learning, and individual adaptive performance as the output.

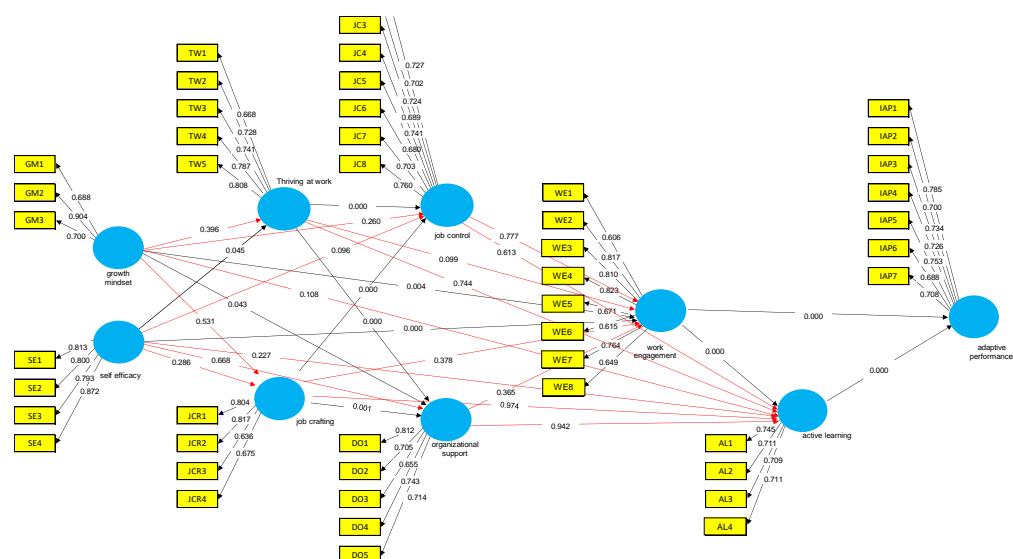


Figure V. 3 Structural Equation Modelling Result of Active Agent in Learning Process.

Table V. 2 Fit Summary Result.

Indicator	Value of Estimated Model
SRMR	0,078
Chi-Square	1917,135
NFI	0.571

In order to produce an adequate goodness of fit model, path analysis was performed as shown in Figure 1 and Table 2. The Standardized Root Mean Square calculation result was 0.093. This number is below 0.10, thus fulfilling the criterion for the existing fit model (Cangur and Ercan 2015). While the calculation results of the Normal Fit Index (NFI) model are 0.562. This figure is included in the fit because the NFI value is between 0 - 1 (Bentler and Bonett, 1980)

Table V. 3 Indicator reliability and convergent validity (Fig V.1).

Construct	Items	Loadings	Cronbach's Alpha	AVE	Composite R
Individual Adaptive Performance	IAP1	0.785	0.853	0.530	0.888
	IAP2	0.700			
	IAP3	0.734			
	IAP4	0.726			
	IAP5	0.753			
	IAP6	0.688			
	IAP7	0.708			
Self-Efficacy	SE1	0.813	0.839	0.673	0.891
	SE2	0.800			
	SE3	0.793			
	SE4	0.872			
Growth Mindset	GM1	0.688	0.685	0.593	0.812
	GM2	0.904			
	GM3	0.700			

Job Control	JC1	0.727	0.864	0.513	0.894
	JC2	0.702			
	JC3	0.724			
	JC4	0.689			
	JC5	0.741			
	JC6	0.680			
	JC7	0.703			
	JC8	0.760			
Job Crafting	JCR1	0.804	0.716	0.544	0.825
	JCR2	0.817			
	JCR3	0.636			
	JCR4	0.675			
Organization al Support	DO1	0.812	0.775	0.529	0.848
	DO2	0.705			
	DO3	0.655			
	DO4	0.743			
	DO5	0.714			
Thriving at work	TW1	0.668	0.802	0.559	0.863
	TW2	0.728			
	TW3	0.741			
	TW4	0.787			
	TW5	0.808			

From the table above, we can see some results from the analysis using SEM-PLS. To determine whether the results are reliable, it is necessary to ensure internal consistency reliability using Cronbach's Alpha and Composite Reliability. As for validity, use Convergent Validity by Average Variance Extracted. Convergent validity can prove that the respondent's statements of each latent variable in this purchase can be understood in the same way as intended by the researcher.

According to the result above, it can be stated that all items from loading are declared valid because they are above 0.5. The Outer Loading value limit > 0.5 is still acceptable as long as the construct validity and reliability meet the requirements and the model is still newly developed. So based on the validity of the outer loading, it is stated that all items or indicators have valid item validity. The active learning construct has a Cronbach value below 0.7. However, the composite reliability value is above 0.8, so it is declared reliable. Work Engagement has a Cronbach Alpha value above 0.7, so it can be declared reliable. Likewise, the AVE value of all constructs is above 0.5 and is declared valid. All constructs are declared valid and reliable because they have met the general provisions.

Also, it can be stated that all items from loading are declared valid because they are above 0.5. After taking measurements with SEM PLS, it was found that all constructs in the table above had an outer model value above 0.5. The Outer Loading value limit > 0.5 is still acceptable as long as the construct validity and reliability meet the requirements and the model is still newly developed. So based on the validity of the outer loading, it is stated that all items or indicators have valid item validity.

Table V.3 Indicator reliability and convergent validity (Fig V.1) – Cont

Construct	Items	Loadings	Cronbach's Alpha	AVE	Composite R
Active Learning	AL1	0.745	0.691	0.517	0.811
	AL2	0.711			
	AL3	0.709			
	AL4	0.711			
Work Engagement	WE1	0.606	0.867	0.525	0.897
	WE2	0.817			

	WE3	0.810			
	WE4	0.823			
	WE5	0.671			
	WE6	0.615			
	WE7	0.764			
	WE8	0.649			

The Growth Mindset construct has a Cronbach value below 0.7. However, the composite reliability value is above 0.8, so it is declared reliable. The reliability measurement on the Job Crafting and Organizational Support constructs is also declared reliable because the Cronbach alpha is above 0.7, and composite reliability, which has a number above 0.8, is declared reliable or relatively consistent.

The constructs of Individual Adaptive Performance, Job Control, Thriving at Work, and Self Efficacy in the table above are also included in the reliable category because they meet the requirements for the value of consistency. Individual adaptive performance has a Cronbach Alpha value above 0.7, so it can be declared reliable. Likewise, the AVE value of all constructs is above 0.5 and is declared valid. All constructs in the table above are valid and reliable because they have met the general provisions (Please see table below).

Based on the results of Table V.1, it can be stated that all items from the loading are declared valid because they are above 0.5. the construct of active learning and growth mindset has a Cronbach value below 0.7. However, the composite reliability value is above 0.8 so it is declared reliable. Likewise with the AVE value where all constructs are above 0.5 and are declared valid. All constructs were declared valid and reliable because they had met the requirements of the general provisions.

Based on the results of Table V.2, it can be stated that all items from the loading are declared valid because they are above 0.5. the construct of active learning and growth mindset has a Cronbach value below 0.7. However, the composite reliability value is above 0.8 so it is declared reliable. Likewise with the AVE value where all constructs are above 0.5 and are declared valid. All constructs were declared valid and reliable because they had met the requirements of the general provisions.

Table V. 4 Testing the significance of path coefficient relationships (Fig V.1).

Relationships	Beta	S.D	T-Stat	p-Value	Decision
growth mindset -> thriving at work	0,097	0,079	0,6	0,275	Not Supported (H1a)
self-efficacy_ -> thriving at work	-0,182	0,090	2012,0	0,045	Not Supported (H1b)
growth mindset -> job crafting	0,061	0,097	0,4	0,369	Not Supported (H1c)
self-efficacy_ -> job crafting	-0,094	0,088	1068,0	0,199	Not Supported (H1d)
thriving at work -> organizational support	0,274	0,081	4846,0	0,000	Supported (H2a)
job crafting -> organizational support	0,178	0,073	3487,0	0,001	Supported (H2b)
thriving at work -> job control	0,278	0,074	5414,0	0,000	Supported (H2c)
job crafting -> job control	0,235	0,076	4469,0	0,000	Supported (H2d)
growth mindset -> organizational support	0,108	0,077	2026,0	0,043	Supported (H5a)
self-efficacy_ -> organizational support	0,032	0,075	0,3	0,464	Not Supported (H5b)

growth mindset -> job control	0.071	0.063	1128,0	0,181	Not Supported (H5c)
self-efficacy_ -> job control	0.098	0.059	1666,0	0.096	Not Supported (H5d)
growth mindset -> work engagement	0,138	0.069	2881,0	0.004	Supported (H7a)
self-efficacy_ -> work engagement	-0.485	0.077	6308,0	0.000	Not Supported (H7b)
thriving at work -> work engagement	0,111	0.097	1652,0	0.099	Not Supported (H8a)
job crafting -> work engagement	-0.070	0.080	0,6	0,263	Not Supported (H8b)
organizational support -> work engagement	0.075	0.083	0,6	0,253	Not Supported (H9a)
job control -> work engagement	0.024	0.085	0,2	0,540	Not Supported (H9b)
work engagement -> active learning	0,275	0.084	4698,0	0.000	Supported (H10)
work engagement -> adaptive performance	0,233	0.059	5716,0	0.000	Supported (H11)
growth mindset -> active learning	0,087	0.078	1608,0	0,075	Not Supported (H12a)
self-efficacy_ -> active learning	-0.099	0.082	1208,0	0,158	Not Supported (H12b)
thriving at work -> active learning	0.027	0.084	0,2	0,517	Not Supported (H13a)
job crafting -> active learning	-0.003	0.083	0.032	0,676	Not Supported (H13b)

organizational support -> active learning	0.007	0.09 0	0.073	0,654	Not Supported (H14a)
job control -> active learning	0.052	0,07 2	0,4	0,426	Not Supported (H14b)
active learning -> adaptive performance	0,367	0.05 5	9689,0	0.000	Supported (H15)

The results of the regression test in the table above show that eleven relationships have a significant direct effect. The significant ones are those that display T-stat results above 1.96 and p-value results below 0.05. Based on this standard, there are nine significant direct relationships: growth mindset toward organizational support and work engagement, thriving at work and job crafting behavior toward organizational support and job control, work engagement toward active learning and adaptive performance. Lastly, the active learning toward adaptive performance.

V.4.2 Passive Role in Learning Processing Process

As explained before, the foundation mechanism used in this research is Bandura's reciprocal determinism of social learning theory (1978). From his theory, there are two learner types. Those are identified as active agents and passive agents. Figure IV.1 shows the result of structural equation modeling of passive agent mechanism toward individual's work engagement, active learning, and adaptive performance. The passive agent is shown by the impact of an individual's workplace environment (i.e., organizational support) toward behavior (i.e., job crafting, thriving at work). Continually, the behavior factor affects an individual's cognitive process, such as building their growth mindset and self-efficacy to be higher.

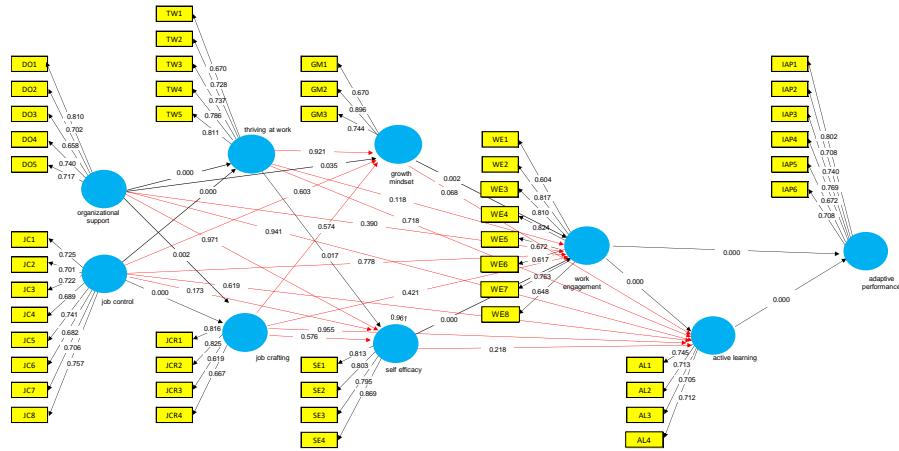


Figure V. 4 Structural Equation Modelling Result of Passive Agent in Learning Process.

From the results above, it can be stated that all items from loading are declared valid because they are above 0.5. the construct of active learning and growth mindset has a Cronbach value below 0.7. However, the composite reliability value is above 0.8 so it is declared reliable. Likewise with the AVE value where all constructs are above 0.5 and are declared valid. All constructs are declared valid and reliable because they have met the general provisions.

Table V. 5 Fit Summary Result.

Indicator	Value of Estimated Model
SRMR	0,078
Chi-Square	1917,368
NFI	0.571

In order to produce an adequate goodness of fit model, path analysis was performed, as shown in Figure 1 and Table 2. The Standardized Root Mean Square calculation result was 0.103. This number is more significant than 0.10. However, the results are above 0.10, the SRMR reasonable limit (Cangur & Ercan, 2015). Also, the measurement results from the Normal Fit Index are declared fit to the model. the calculation results of the Normal Fit Index (NFI) model are 0.558. This figure is included in the fit because the NFI value is between 0 - 1 (Bentler & Bonett, 1980).

Table V. 6 Indicator reliability and convergent validity (Fig V.2).

Construct	Items	Loadings	Cronbach's Alpha	AVE	Composite R
Active Learning	AL1	0.745	0.691	0.517	0.811
	AL2	0.713			
	AL3	0.705			
	AL4	0.712			
Work Engagement	WE1	0.604	0.867	0.525	0.897
	WE2	0.817			
	WE3	0.810			
	WE4	0.824			
	WE5	0.672			
	WE6	0.617			
	WE7	0.763			
	WE8	0.648			
Individual Adaptive Performance	IAP1	0.802	0.829	0.540	0.875
	IAP2	0.708			
	IAP3	0.740			
	IAP4	0.769			
	IAP5	0.672			
	IAP6	0.708			
Self-Efficacy	SE1	0.813	0.839	0.673	0.892
	SE2	0.803			
	SE3	0.795			
	SE4	0.869			
Growth Mindset	GM1	0.670	0.685	0.602	0.817
	GM2	0.896			
	GM3	0.744			

Job Control	JC1	0.725	0.864	0.513	0.894
	JC2	0.701			
	JC3	0.722			
	JC4	0.689			
	JC5	0.741			
	JC6	0.682			
	JC7	0.706			
	JC8	0.757			
Job Crafting	JCR1	0.816	0.716	0.544	0.824
	JCR2	0.825			
	JCR3	0.619			
	JCR4	0.667			
Organizational Support	DO1	0.810	0.775	0.529	0.848
	DO2	0.702			
	DO3	0.658			
	DO4	0.740			
	DO5	0.717			
Thriving at work	TW1	0.670	0.802	0.559	0.863
	TW2	0.728			
	TW3	0.737			
	TW4	0.786			
	TW5	0.811			

From the table above, it can be found that the four items from active learning are declared valid because all values are above 0.7. Meanwhile, the convergent validity of the average variance extracted has a value above 0.5 to meet the criteria requirements with a limit of 0.5. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8, even though it has a Cronbach alpha value below 0.7.

Eight items from Work Engagement were declared valid because five scores were above 0.7, and the rest were above 0.6. Some literature allows a range of 0.5-0.7 to be used as the basis for the validity of the loadings. Meanwhile, the convergent validity of the average variance extracted has a value above 0.5 to meet the criteria requirements with a limit of 0.5. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8.

The six items from Individual Adaptive Performance are declared valid because five values are above 0.7 and one is above 0.6. Meanwhile, the convergent validity of the average variance extracted has a value above 0.5 to meet the criteria requirements with a limit of 0.5. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8.

Four items from Self-Efficacy were declared valid because five values were above 0.7. Meanwhile, the convergent validity of the average variance extracted has a value above 0.5 to meet the criteria requirements with a limit of 0.5. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8. All items from job control and job crafting organizational support and thriving at work are declared valid because they have a loading value above 0.5, and most of them have a value above 0.7. AVE has a value above 0.5, so it is declared valid and reliable on composite reliability and Cronbach alpha.

All items from the Growth Mindset job are declared valid because they have a Loading value above 0.5, and most of them have a value above 0.7. AVE has a value above 0.5, so it is declared valid. This construct is also reliable at the composite reliability limit of 0.7, even though Cronbach's alpha is above 0.6. Alternatively, it can be interpreted to have a reasonably good internal consistency.

Table V. 7 Testing the significance of path coefficient relationships (Fig V.3).

Relationships	Beta	S.D.	T-Stat	p-Value	Decision
Organizational Support_> Growth Mindset	0,15	0,07	2.120	0,035	Supported (H3a)
Job Control_ -> Growth Mindset	0.053	0,07	0,3611	0,419	Not Supported (H3b)
Organizational Support_> Self-Efficacy_	-0.004	0,08	0,036	0,674	Not Supported (H3c)
Job Control_ -> Self-Efficacy_	0,10	0,08	1.363	0,120	Not Supported (H3d)
Thriving at Work -> Growth Mindset	-0.010	0,07	0,099	0,640	Not Supported (H4a)
Job Crafting -> Growth Mindset	-0.059	0,07	0,391	0,399	Not Supported (H4b)
Thriving at Work -> Self-Efficacy_	-0.247	0,07	2.397	0,017	Not Supported (H4c)
Job Crafting -> Self-Efficacy_	-0.054	0,097	0,3889	0,4	Not Supported (H4d)
Organizational Support_> Thriving at Work	0,24	0,076	4.505	0,000	Supported (H6a)
Job Control_ -> Thriving at Work	0,27	0,073	5.371	0,000	Supported (H6b)
Organizational Support_> Job Crafting	0,18	0,082	3.125	0,002	Supported (H6c)

Job Control_ -> Job Crafting	0,29	0.087	4.771	0.000	Supported (H6d)
Growth Mindset -> work engagement	0,14	0.062	3.162	0.002	Supported (H7a)
Self-Efficacy_ -> work engagement	-0.483	0.072	6.754	0.000	Not Supported (H7b)
Thriving at Work -> work engagement	0,11	0,07	1.564	0,082	Not Supported (H8a)
Job Crafting -> work engagement	-0.068	0.084	0,5597	0,292	Not Supported (H8b)
Organizational Support_ -> work engagement	0.073	0.085	0,5972	0,271	Not Supported (H9a)
Job Control_ -> work engagement	0.024	0.084	0,1958	0,540	Not Supported (H9b)
work engagement -> active learning	0,27	0.087	4.532	0.000	Supported (H10)
work engagement -> adaptive performance	0,22	0.062	5.059	0.000	Supported (H11)
Growth Mindset -> active learning	0,09	0.069	1.826	0.068	Not Supported (H12a)
Self-Efficacy_ -> active learning	-0.100	0.081	1.235	0,151	Not Supported (H12b)
Thriving at Work -> active learning	0.031	0.087	0,2507	0,499	Not Supported (H13a)
Job Crafting -> active learning	-0.005	0.086	0.057	0,663	Not Supported (H13b)
Organizational Support_ -> active learning	0.007	0.094	0.075	0,653	Not Supported (H14a)

Job Control_ -> active learning	0,052	0,07	0,3451	0,430	Not Supported (H14b)
active learning -> adaptive performance	0,38	0,053	10,214	0,000	Supported (H15)

The results of the regression test in the table above show that eleven relationships have a significant direct effect. The significant ones are those that display T-stat results above 1.96 and p-value results below 0.05. Based on this standard, there are nine significant direct relationships: organizational support toward growth mindset, thriving at work and job crafting; job control toward thriving at work and job crafting; growth mindset toward work engagement; work engagement toward active learning and adaptive performance; and lastly the active learning toward adaptive performance.

The above results also show that work engagement fully mediates the relationship between growth mindset on active learning and adaptive performance together with a partial active learning mediating relationship between work engagement and adaptive performance. Work engagement mediates the relationship between job crafting and thriving at work on active learning and adaptive performance with an insignificant relationship between the two dependent constructs on work engagement. Work engagement also mediates the relationship between job control and organizational support on active learning and adaptive performance which shows an insignificant relationship between these two constructs on work engagement.

The above results also show that active learning mediates the relationship between growth mindset on adaptive performance although the direct relationship of these two constructs is not significant for active learning. Active learning also mediates the relationship between organizational support on adaptive performance through the significant relationship of growth mindset toward work engagement.

V.5 Qualitative Findings

V.5.1 The Mechanism between Work Engagement, Active Learning and Adaptive Performance

This section explains the qualitative findings from manager and staff perspectives on their learning and work processes they experienced in their current companies. Table IV.9 shows the summary of coding result of the mechanism between work engagement, active learning, and adaptive performance. Meanwhile, the details coding process is explained in Appendix 3 for Manager and Staff Level.

Table V. 8 Coding Result of The Mechanism between Work Engagement, Active Learning and Adaptive Performance.

No	Transcript Interpretation	Categories	Themes
1	"Vigor and Absorption behavior lead individuals to had active learning process"	The Mechanism of Vigor and Arbsorption toward work and Active Learning	
2	"Dedication behavior lead individual to effective active learning process"	The Mechanism of Dedication at work and Active Learning	The Mechanism between Work Engagement and Active Learning
3	"Individuals needs to be engaged to their work, so they can continually to had an active learning process folllowing the technological changes and advancement in the market or demand from the clients"	The Mechanism of Work Engagement and Active Learning	
4	"Individuals who engaged with their work had lots of creative ideas regarding with his/her job assignment (solve clients problem, new idea product development) through exploration in new knowledge"	The Mechanism between Work Engagement and Creativity	The Mechanism between Work Engagement and Individual Adaptive Performance

5	"The vigor state of work engagement buffering the stress and able individuals to manage their stress"	The Mechanism between Work Engagement and Handling Work Stress	
6	"Work engagement leads to individual had positive psychological state and leads them to better interpersonal adaptability"	The Mechanism between Work Engagement and Interpersonal Adaptability	
7	"Individuals with high work engagement will had high initiative to take action to solve their job demand or problem at workplace"	The Mechanism between Work Engagement and Reactivity	The Mechanism between Work Engagement and Individual Adaptive Performance
8	"Individuals with high work engagement willing to take effort on training in new things"	The Mechanism between Work Engagement and Training & Learning Effort	
9	"Active learning process in trial-error generates creative ideas that added company revenues optimally"	The Mechanism between Active Learning and Creativity	
10	"Client Demand/Technological Advancement urge employees to had active learning process to help their reactivity that align with their client demand"	The Mechanism between Active Learning and Reactivity	
11	"Individuals who had active learning behavior had better self-regulation and it leads to better in stress management"	The Mechanism between Active Learning and Handling Work Stress	
12	"Individual with low active learning behavior tend to had low interpersonal adaptability during the production process"	The Mechanism between Active Learning and Interpersonal Adaptability	The Mechanism between Active Learning and Individual Adaptive Performance
13	"Individuals with high interest with his/her job, will had higher effort to do independent training and had effective active learning"	The Mechanism between Active Learning and Training & Learning Effort	

Based on the evidence above, this research found that the dimension of work engagement (i.e., vigor, dedication, and absorption) affected active learning and adaptive performance (i.e. creativity, reactivity, training effort, handling work stress, interpersonal adaptability) in different mechanism.

In details, employee's do the active learning process due to their dynamic changing in the job demand (i.e., client demand or technological change) that need a quick skill shifting process. This research found that vigor or individual leads individual to higher self-initiative to do exploration in their learning process. Meanwhile, the mechanism of dedication and absorption allow them to be more open with changes and resulted them to effective skill enhancement process. Also, work engagement is beneficial to support individual adaptive performance. First, engaged employees tend to have lot of creative ideas through their exploration process in learning. Second, vigor allows individual to cope with the work pressure and leads them to better stress management and interpersonal skill. Third, engaged employees also tend to be direct in take action to optimize their work process more efficient. In the other hand, the author found that active learning allows individuals to had explorative and trial-error learning, self-initiative learning, and self-regulated learning. Explorative and trial error learning allows individual to generate more creative ideas in product development.

Meanwhile, the self-initiative learning allows individual to had better reactivity and higher training effort. The self-initiative learning is a individual's form adaptive mechanism toward technological change or high client's demand. Lastly, the self-regulated learning allows individual to had better regulation to maintain their positive psychological condition and motivation at workplace. It leads them to better stress-management mechanism and higher training effort. Based on the findings in staff level, the author identified two determinant factors that differentiate of work engagement, active learning and adaptive performance between high performer and low performer (See Appendix 3).

First, it was found that low performer did not engage with their job because he/she have intention to change his/her profession or division. Meanwhile, the high performer was excited by the profession or division they current had. Second, the low performer perceived their job demand as obstacles need to avoid. Meanwhile, the high performer perceives their job demand as a place to develop their own skills in the future.

This behavior allows the high performer to eager and be more open toward the new challenges from clients or their supervisor and leads them to the excitement during the trial-error and exploration in the learning and skill acquisition process. The high performer was also aware of the importance of interpersonal adaptability to generate creatives ideas or insight based on collaboration process with others. In the other hand, the low performer perceive creative process as the hard things to do, not ready with changes and highly reliance with their external environment such as supervisor support.

V.5.2 Social Learning Theory Mechanism

This chapter explained the mechanism of personal (i.e growth mindset, self-efficacy), behavior (job crafting, thriving at work) and environment (i.e organizational support, job control) in the reciprocal way based on social learning theory from qualitative findings

Table V. 9 Coding Result of The Mechanism between personal, behavior, and Environment factors interactions.

Growth Mindset and Organizational Support		
No	Coding	Interpretation
1	"People who have a mindset like growth mindset will use the resources, job assignment from us as the place to develop their skills"	"Growth mindset drive individual's perspective the high organization demand or policy as positive things to improve their skill"

Organizational Support AND Job Crafting		
No	Coding	Interpretation
1	"Our companies tries to facilitate employee's initiative to working outside his/her job description"	"Organizational support drive higher job crafting behavior at workplace"
Organizational Support AND Thriving at Work		
No	Summarize Transcript in English	Coding
1	"To maintain individual's mood to be energized at workplace, usually there will be support from HRD to minimize their stress"	HRD drives employees to had thriving at work behavior
Self-Efficacy AND Thriving at Work		
No	Coding	Interpretation
1	"Self-efficacy needs to follow company goals"	"High self-efficacy doesn't define individual's positive behavior at workplace"
Growth Mindset AND Job Crafting		
No	Coding	Interpretation
1	"Individual with growth mindset in my teams, needs to be led by their supervisor to take right new action to solve work problem"	High self-efficacy to produce job crafting behavior needs guidance from the supervisor support"
Job Control AND Job Crafting		
2	"If she/he would like to join new project or adding his/her workload, it has to be balance with their performance first, so we will have them opportunity and flexibility to arrange their own work"	"Lower job control allow flexibility to gain job crafting behavior"

Growth Mindset AND Thriving at Work		
No	Coding	Interpretation
1	"Even with growth mindset, with full of cup attitude, their training or learning process not used directly to their work"	"Growth mindset does not lead positive behavior of thriving at work with no openness to new knowledge"
Organizational Support AND Job Crafting		
No	Coding	Interpretation
1	"Our company led our employees sto actively gain new skill following new technology development align with the clients demand"	"Organization support to training new skill following job crafting behavior in initiate new solution for clients"
Organizational Support AND Thriving at Work		
No	Coding	Interpretation
1	"The rotation or changing in job demand allows my employees to be more energized at workplace, to solve the new challenges"	"Organization support for employee development allows more positive behavior like thriving at work"
Job Crafting AND Growth Mindset		
No	Coding	Interpretation
1	"if they excited at first to do more than what client expected, then they will exhausted by their demand later, eventhough they had growth mindset and high confidence at first"	"Growth mindset does not defined their initiative in job crafting behavior"
Job Crafting AND Self-Efficacy		
No	Coding	Interpretation
1	"if they excited at first to do more than what client expected, then they will exhausted by their demand later, eventhough they had growth mindset and high confidence at first"	"Growth mindset does not defined their initiative in job crafting behavior"

Job Control AND Thriving at Work		
No	Coding	Interpretation
1	"We give them flexibility to arrange their own working time to be more energized at workplace"	"Lower job control leads to more positive behavior such as thriving at work"
2	"if he/she energized at work, he/she tend to be more positive and creative at workplace, therefore we give them lower job control to explore"	"Individuals with high thriving at work had lower job control from supervisor"

Based on the findings above, it is shown that there are two mechanisms between personal factors (i.e., growth mindset, self-efficacy), behavior factors (i.e., job crafting and thriving at work), and environmental factors (i.e., organizational support, job control) toward individuals. work engagement. The first mechanism is learning initiative and work engagement caused by personal factors. Individuals with a growth mindset will take more initiative and be more active so as to encourage them to have high engagement such as dedication toward their work and higher creativity in product development and help them to adapt in the workplace.

Meanwhile, based on the interview of the staff level found that differentiates between low and high performers is that even though they carry out the learning process on an initiative basis due to personal factor such as growth mindset, they both have different goals. High performers consciously do this to make their work process easier. However, low performers take the initiative due to pressure from clients and time constraints. While the second mechanism found is that individuals take the initiative to do work or do positive behavior in the workplace caused by behavior and environmental factors.

Based on the results of the interview, it shows that to be able to carry out the learning process and positive behavior to adapt, both factors are needed, both in terms of the environment, followed by the initiative of desire in the individual. At the staff level only low performers identified the role of the external environment to support their positive behavior and learning process inside the organization.

In more detail, the influence of personal factors, namely self-efficacy has no significant impact toward positive behavior at workplace specifically the thriving at work or job crafting behavior. Moreover, individual's self-efficacy does not encourage individuals to do job crafting. This is because job crafting behavior tends to be carried out by employees when they get approval and the level of job control given by their supervisors. As for the growth mindset, this factor does not significantly affect workplace behavior such as job crafting and thriving at work. This is because, the importance of the individual openness factor when having a growth mindset to produce positive behavior such as job crafting or thriving at work.

The growth mindset has more influence on a positive perspective on the role of the organization it has. Based on the results of the interview, it shows that their growth mindset leads them to a perspective that their job assignment as an opportunity to enhance their skills. Meanwhile, job control tends to be determined by individual's skill not only by their own mindset and self-efficacy. In details, self-efficacy cannot affect both environmental and behavioral factors.

Based on the results of the interview showed a reciprocal relationship between behavior (i.e., job crafting, thriving at work) and environment (i.e., organizational support, job control). In more detail, the behavior of job crafting and thriving at work is carried out by individuals who have a positive mental state at work, so that it will also provide a positive perspective on the roles given by the company such as organizational support and job control.

Based on the results of interviews, it shows that organizational support and job control encourage individuals to be eager to explore and give authority to their employees to do job crafting. Furthermore, thriving at work does not determine an individual's growth mindset. Based on the results of the interview, it was found that even though they have positive behaviors such as thriving at work and job crafting, they do not necessarily have a growth mindset. This can be seen through the output of the learning process which tends to be ineffective in product development or performance. Job crafting also cannot determine the level of individual self-efficacy because job crafting is formed by the authority given by the company and cannot move on its own from individual personal initiatives.

In addition, a reciprocal relationship was also found on personal factors to the environment, but only on the relationship between growth mindset and organizational support variables. It is found that organizational support from the three companies encourages employees to understand the importance of developing abilities or skills continuously which is more inclined to direct individuals to a growth mindset than a fixed mindset. However, organizational support does not prioritize on individual's self-efficacy since it has different impact in employees behavior on the work outcomes. It is underlined the insignificant impact of organizational support toward self-efficacy.

Thus, the overall reciprocal mechanism found is the relationship between growth mindset and organizational support; as well as behavior factors (i.e. job crafting, thriving at work) and environment (job control, organizational support).

V.5.3 Active Learning and Adaptive Performance for Building Sustained Competitive Advantages

This section describes the interpretation of transcript interview results from the perspective of each company on the concepts of active learning and adaptive performance. The coding process can be seen in Appendix 3.

Table IV.11 explains how companies perceive the pandemic phenomenon and how they respond to it. This table describes the different types of companies in the face of change. Meanwhile, Table IV.12 explains the importance of active learning and adaptive performance. The table explains why companies need active learning and adaptive performance for company sustainability.

Table V. 10 Companies Perspective and React toward Pandemic Situation.

Company	Perspective on Pandemic Situation	Respond to the Pandemic Situation
A	Pandemic seize new market opportunities to maximize organization shifting their digital product	Directly shifting work process to shifting their product
B	There is a significant amount of clients	Only adapt in working routine and drive clients to used scrum in production process, focus on user rather than clients
C	Decrease transaction due to government policy and to adapt with the working routine	Focus on develop new product features

As a digital media companies, company A see the pandemic situation as new opportunities to seize their market and product form innovation. Therefore, they take a direct and fast respond to shifting both their work processes and product features more focused on online market. Meanwhile, the company B as a software development companies had increasing significant of the amount of their clients. Therefore, they only tend to adapt their work processes virtually and drive clients to shifting the methods to scrum and focus on the user needs rather than client's orientation.

Table V. 11 Coding Result of The Importance of Active Learning and Adaptive Performance.

Similiarities of Company A,B,C	Company A Characteristics	Company B Characteristics	Company C Characteristics
<p>Technological Change urge exploration and independent process in learning</p> <p>Most of employees had high initiative in learning new things</p> <p>Most of employees actively search new knowledge</p> <p>-Openness with new knowledge and changes allows the to better collaboration and adaptive mechanism in the workplace</p> <p>-Interpersonal Adaptability is critical to produce new innovation in product development</p> <p>-Creativity is important to gain new solutions for clients</p> <p>-Training effort is important to seize new oppurtunities in the market</p>	<ul style="list-style-type: none"> -Active learning as tools for individual's skill development -Interpersonal skill is important for collaboration in production process -Urge employees to grab the new oppurtunities in the market -Effective active learning is define in employee's product innovation success 	<ul style="list-style-type: none"> -Underlined the importance of handling work stress of clients demand -Employees capabilities is the key for their organization capabilities 	<ul style="list-style-type: none"> -Interpersonal skill is important to deliver satisfaction in clients demand

The third company, Company C is a company that serve online payment for local store. Due to of government policy and decreasing of buying intention of consumers leads them to a significant decrease on their revenue. Therefore, they tried to diversify their product features to gain more attention from the consumers. But they failed to adapt with the virtual working situation. Based on the interview result, this company still prefer face to face communication in their working process.

Overall, both three companies aware the importance of active learning and adaptive performance for their organization. Active learning process allows their employees to had optimal active learning process through their initiative, exploration, independent learning to produce innovation and new sources of revenues in the dynamic market and technological change setting. This process allows organization to continually innovate to seize the market and search for new revenue streams that helps companies sustain in the long term, especially with the change's situation such as pandemic. Those companies also highlighted the importance of openness to the new knowledges and changes to deliver more effective output that resulted the right innovative product for the market from the active learning process. Meanwhile, those companies identified the importance of interpersonal adaptability, creativity, training effort for the successes of collaborative product between divisions.

From the findings in Table V.11 identified three different respond toward the change. In this case is pandemic situation. Company A directly take an initiate action to shifting their work process and product form adapt with the market needs. Therefore, this companies utilize the active learning to help them faster in shifting their employee's skill set to digital product and creates more innovative ideas. This company also highlighted that their top performer employees are fast to grab new opportunities in the market.

Their top performer employees also aware interpersonal adaptability as important thing in their production and collaboration process. It is showed that Company A urges the employee more reactive to the market changes compares to company B and C. In the other hand, Company B highlight aware of employee's capabilities as the main source of organization capabilities. Different, from Company A that perceive organization capabilities based on the collaboration process between divisions to produce the innovative product.

Lastly, only company C that used the interpersonal adaptability to gain satisfaction from their clients rather than to utilized it for exploration in new product development process. Consequently, the ideas to build product to be more innovative only based on the product features. Meanwhile, Company A build their innovative product through new market opportunities utilize the digital technological advancement and Company B build their innovative product through scrum method to delivering the right innovation for the right user rather than their client's expectations.

V.5 The Revised Perspective

The qualitative findings led us to justify that the insignificant relationship this research found based on the quantitative result. Therefore, the author proposed new model to be tested through structural equation modelling by remove the insignificant relationship. It refine the understanding of relationship between variables based on the case study in this research.

V.6 Re-Analysis of Quantitative Findings

The revised perspective also guidance for re-analysis of quantitative data. It appeared this research identified two significant path of active role in learning process and three significant path of passive role in learning process toward work engagement, active learning and adaptive performance. Thus, this research proposed the revised of quantitative model is explained in the section below. It is revised based on the new findings supported in the qualitative findings in section IV.3. The details of findings of the new model explained in the below sections as follows:

V.6.1 Active Role in Learning Process

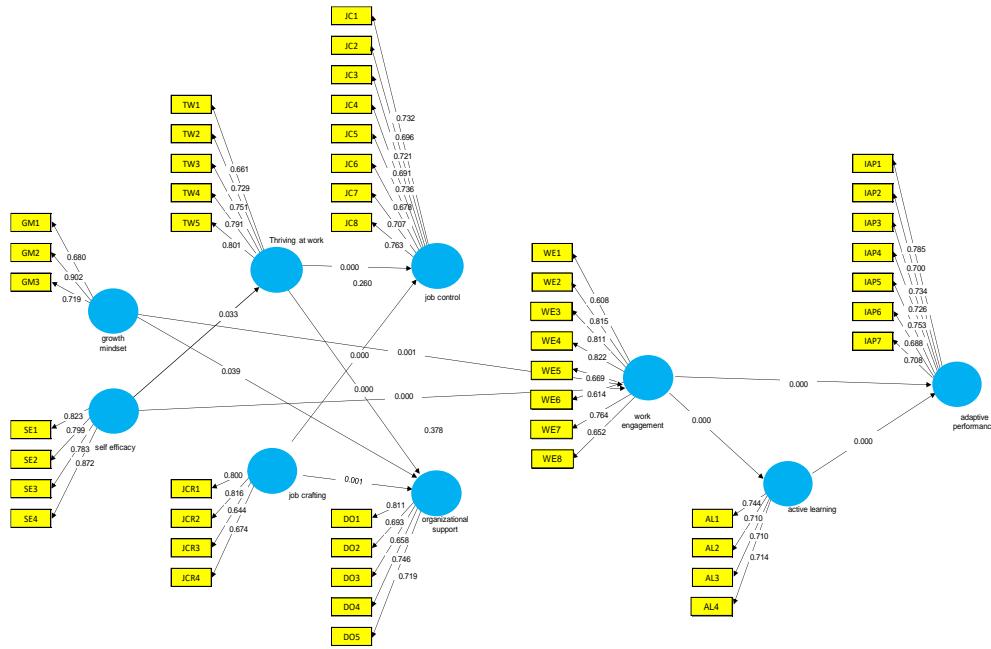


Figure V. 5 Re-Analysis Structural Equation Modelling Result of Active Agent in Learning Process

In the process of testing the above model, sixteen insignificant relationships were found. Based on these results, in the next step this research tested the same model by eliminating insignificant relationships (See Figure IV.3).

Table V. 12 Fit Summary Result.

Indicator	Value of Estimated Model
SRMR	0,078
Chi-Square	1823,950
NFI	0.576

To produce an adequate goodness of fit model, path analysis was performed as shown in Figure 1 and Table 2. The Standardized Root Mean Square calculation result was 0.08. This number is below 0.10, thus fulfilling the criterion for the existing fit model (Cangur and Ercan 2015). While the calculation results of the Normal Fit Index (NFI) model are 0.573. This figure is included in the fit because the NFI value is between 0 - 1 (Bentler and Bonett, 1980)

Table V. 13 Indicator reliability and convergent validity.

Construct	Items	Loadings	Cronbach's Alpha	AVE	Composite R
Active Learning	AL1	0.744	0.691	0.518	0.811
	AL2	0.710			
	AL3	0.710			
	AL4	0.714			
Work Engagement	WE1	0.608	0.867	0.525	0.897
	WE2	0.815			
	WE3	0.811			
	WE4	0.822			
	WE5	0.669			
	WE6	0.614			
	WE7	0.764			
	WE8	0.652			
Individual Adaptive Performance	IAP1	0.785	0.853	0.530	0.888
	IAP2	0.700			
	IAP3	0.734			
	IAP4	0.726			
	IAP5	0.753			
	IAP6	0.688			
	IAP7	0.708			
Self-Efficacy	SE1	0.823	0.839	0.672	0.891
	SE2	0.799			
	SE3	0.783			
	SE4	0.872			
Growth Mindset	GM1	0.680	0.685	0.597	0.814

	GM2	0.902			
	GM3	0.719			
Job Control	JC1	0.732	0.864	0.513	0.894
	JC2	0.696			
	JC3	0.721			
	JC4	0.691			
	JC5	0.736			
	JC6	0.678			
	JC7	0.707			
	JC8	0.763			
Job Crafting	JCR1	0.800	0.716	0.544	0.825
	JCR2	0.816			
	JCR3	0.644			
	JCR4	0.674			
Organization al Support	DO1	0.811	0.775	0.529	0.848
	DO2	0.693			
	DO3	0.658			
	DO4	0.746			
	DO5	0.719			
Thriving at work	TW1	0.661	0.802	0.560	0.864
	TW2	0.729			
	TW3	0.751			
	TW4	0.791			
	TW5	0.801			

From the table above, it can be found that the four items from active learning are declared valid because all values are above 0.7. Meanwhile, the convergent validity of the average variance extracted has a value above 0.5 to meet the criteria requirements with a limit of 0.5.

This proves that the respondents have a common understanding of the author. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8, even though it has a Cronbach alpha value below 0.7. It means the Active Learning construct has excellent internal consistency.

Eight items from Work Engagement were declared valid because four values were above 0.7, and the rest were above 0.6. Some literature allows a range of 0.5 - 0.7 to be used as the basis for the validity of the loadings. At the same time, the convergent validity of the average variance extracted has a value above 0.5 so that it meets the criteria requirements with a limit of 0.5, which means that the respondent understands the questionnaire questions. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8. Which means it has good internal consistency and reliability. Seven items from Individual Adaptive Performance are declared valid because six values are above 0.7, and one is above 0.6 and is still valid because it is above 0.5.

Meanwhile, the convergent validity of the average variance extracted has a value above 0.5 to meet the criteria requirements with a limit of 0.5. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8. Four items from Self-Efficacy were declared valid because five values were above 0.7. Meanwhile, the convergent validity of the average variance extracted has a value above 0.5 to meet the criteria requirements with a limit of 0.5. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8. All items from job control and growth mindset are declared valid because they have a loading value above 0.5, and most of them have a value above 0.7. AVE has a value above 0.5, so it is declared valid. This measurement is also reliable on composite reliability and Cronbach alpha because it has a composite value above 0.7.

All items from job crafting, organizational support, and thriving at work are declared valid because they have a loading value above 0.5, and most have a value above 0.7. AVE has a value above 0.5, so it is declared valid and reliable on composite reliability and Cronbach's alpha because the composite measurement value is above the 0.7 limits. Alternatively, it can be interpreted to have good internal consistency.

Table V.14 Comparison of R Square Result Active Learner Mechanism

First Model			Re-Analysis Model		
Variables	R Square	R Square Adjusted	Variables	R Square	R Square Adjusted
active learning	0,28	0,247	active learning	0,253	0,248
adaptive performance	0,57	0,565	adaptive performance	0,571	0,565
job control	0,415	0,4	job control	0,403	0,395
job crafting	0,014	0,001	organizational support	0,362	0,35
organizational support	0,362	0,345	thriving at work	0,038	0,032
thriving at work	0,047	0,034	work engagement	0,343	0,335
work engagement	0,377	0,353			

In conclusion, it can be stated that all items from loading are declared valid because they are above 0.5. the construct of active learning and growth mindset has a Cronbach value below 0.7. However, the composite reliability value is above 0.8 so it is declared reliable. Likewise with the AVE value where all constructs are above 0.5 and are declared valid. All constructs are declared valid and reliable because they have met the general provisions. Strengthen by the result of R Square result that the re-analysis model emphasized that the active learning, adaptive performance and organizational support has higher r square and explained higher variance explained the overall model on variable active learning, adaptive performance, and organizational support. Since the qualitative findings also support that job crafting behavior is operate in passive learner mechanism. Thus, the job crafting r-square result was not available.

Table V. 15 Testing the significance of path coefficient relationships.

Relationships	Beta	S.D.	T-Stat	p-Value	Decision
active learning -> adaptive performance	0.528	0.061	8.693	0.000	Supported
growth mindset -> organizational support	0.154	0.074	2.075	0.039	Supported
growth mindset -> work engagement	0.227	0.071	3.200	0.001	Supported
job crafting -> job control	0.339	0.079	4.283	0.000	Supported
job crafting -> organizational support	0.261	0.078	3.369	0.001	Supported
self-efficacy_ -> thriving at work	-0.195	0.091	2.132	0.033	Not Supported
self-efficacy_ -> work engagement	-0.515	0.077	6.715	0.000	Not Supported
thriving at work -> job control	0.391	0.078	5.020	0.000	Supported
thriving at work -> organizational support	0.386	0.077	4.988	0.000	Supported
work engagement -> active learning	0.503	0.059	8.517	0.000	Supported
work engagement -> adaptive performance	0.337	0.067	5.026	0.000	Supported

The results of the regression test in the table above show that all relationships have a significant direct effect. All significant values are those that display T-stat results above 1.96 and p-value results below 0.05. Based on this standard, there are nine significant direct relationships: active learning on adaptive performance, growth mindset on organizational support and work engagement, job crafting on job control and organizational support, thriving at work on job control and

organizational support and work engagement on active learning and adaptive performance. The above results also show that work engagement fully mediates the relationship between growth mindset on active learning and adaptive performance together with a partial mediation relationship between active learning and work engagement on adaptive performance. Work engagement mediates the relationship between growth mindset on active learning and adaptive performance through the mechanism of work engagement. Work engagement also mediates the relationship between job control and organizational support for active learning and adaptive performance which shows a significant relationship between these two constructs of work engagement.

Based on the results of Figure V.2 found a path from personal factors to work engagement, active learning, and adaptive performance mechanisms. In more detail, growth mindset directly affect work engagement, and furthermore, work engagement affects active learning and adaptive performance. This shows that the H7a, H10, H11, and H15 hypotheses can be accepted but H12a and H12b have an insignificant effect and hypotheses to be rejected.

Furthermore, the path found the insignificant relationship that is built between self-efficacy, thriving at work but the thriving at work is significantly affected the job control and organizational support. In this way, thriving at work has fully mediated the relationship between self-efficacy in individual learning environments, namely organizational support and job control. So, it can be concluded that the hypothesis H2a, and H2c are accepted and H5a is rejected.

The significant effect found in the above results is the relationship between job crafting on organizational support and job control. This shows that H2b and H2d are accepted. However, there is no significant effect of environmental factors (i.e., organizational support, job control) and behavior (thriving at work, job crafting) on the mechanism of work engagement, active learning, and adaptive performance in this model. So, it can be concluded that in the learner mechanism as an active

agent, the factors that play an important role in optimizing an individual's active learning process are self-efficacy and growth mindset. However, the existence of a direct mediating relationship from this influence shows the importance of the role of an individual's work engagement. Based on these findings, it can be concluded that learners with active agent criteria must be engaged with their work to learn and perform adaptively in an optimal manner in a good workplace. This full mediation relationship is supported by insignificant results between self-efficacy and a growth mindset on active learning. Based on these results H10a and H10b are rejected. Further, personal factors has no significant effect on both thriving at work and job crafting. Based on these results, H1a, H1b, and H1d produced insignificant effects and the three hypotheses were rejected. Meanwhile, in this study, only the growth mindset that affects the individual's perspective on the environment is organizational support. However, growth mindset and self-efficacy were found to have no significant effect on job control. So based on these findings, H5b, H5c, and H5d were rejected. In the active agent mechanism, it was also found that behavioral factors and environmental factors did not significantly affect work engagement and active learning. So, the hypothesis H8a-H9b and H13a-H14b are rejected.

V.6.2 Passive Role in Learning Process

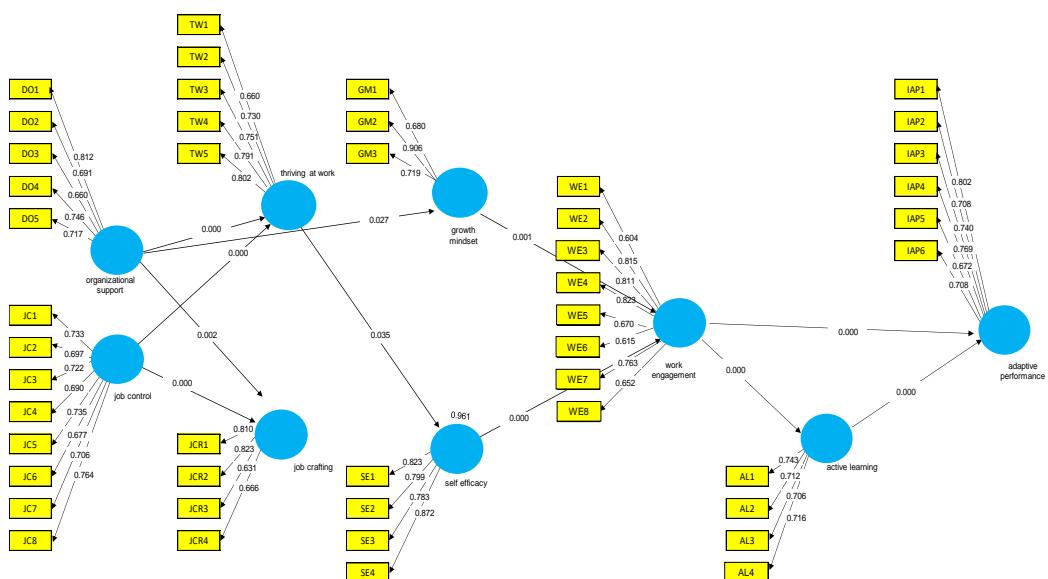


Figure V. 6 Re-Analysis Structural Equation Modelling Result of Passive Agent in Learning Process (2)

From the results above, it can be stated that all items from loading are declared valid because they are above 0.5. the construct of active learning and growth mindset has a Cronbach value below 0.7. However, the composite reliability value is above 0.8 so it is declared reliable. Likewise with the AVE value where all constructs are above 0.5 and are declared valid. All constructs are declared valid and reliable because they have met the general provisions.

Table V. 16 Fit Summary Result.

Indicator	Value of Estimated Model
SRMR	0,078
Chi-Square	1825,495
NFI	0.576

To produce an adequate goodness of fit model, path analysis was performed as shown in Figure 1 and Table 2. The Standardized Root Mean Square calculation result was 0.091. This number is below 0.10, thus fulfilling the criterion for the existing fit model (Cangur and Ercan 2015). While the calculation results of the Normal Fit Index (NFI) model are 0.568. This figure is included in the fit because the NFI value is between 0 - 1 (Bentler and Bonett, 1980)

Table V. 17 Indicator reliability and convergent validity (Fig V.4).

Construct	Items	Loadings	Cronbach's Alpha	AVE	Composite R
Active Learning	AL1	0.743	0.691	0.518	0.811
	AL2	0.712			
	AL3	0.706			
	AL4	0.716			
Work Engagement	WE1	0.606	0.867	0.525	0.897
	WE2	0.815			
	WE3	0.811			
	WE4	0.823			
	WE5	0.670			
	WE6	0.615			
	WE7	0.763			
	WE8	0.652			
Individual Adaptive Performance	IAP1	0.802	0.829	0.540	0.875
	IAP2	0.708			
	IAP3	0.740			
	IAP4	0.769			
	IAP5	0.672			
	IAP6	0.708			
	IAP7	0.802			
Self-Efficacy	SE1	0.823	0.839	0.672	0.891
Self-Efficacy	SE2	0.799			
	SE3	0.783			
	SE4	0.872			
Growth Mindset	GM1	0.680	0.685	0.597	0.814
	GM2	0.902			
	GM3	0.719			

Job Control	JC1	0.733	0.864	0.513	0.894
	JC2	0.697			
	JC3	0.722			
	JC4	0.690			
	JC5	0.735			
	JC6	0.677			
	JC7	0.706			
	JC8	0.764			
Job Crafting	JCR1	0.810	0.716	0.544	0.825
	JCR2	0.823			
	JCR3	0.631			
	JCR4	0.666			
Organizational Support	DO1	0.812	0.775	0.529	0.848
	DO2	0.691			
	DO3	0.660			
	DO4	0.746			
	DO5	0.717			
Thriving at work	TW1	0.660	0.802	0.560	0.864
	TW2	0.730			
	TW3	0.751			
	TW4	0.791			
	TW5	0.802			

From the table above, it can be found that the four items from active learning are declared valid because all values are above 0.7. Meanwhile, the convergent validity of the average variance extracted has a value above 0.5 to meet the criteria requirements with a limit of 0.5. This proves that the respondents have a common understanding of the author. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8, even though it has a Cronbach alpha value below 0.7. Eight items from Work

Engagement were declared valid because four values were above 0.7, and the rest were above 0.6. Some literature allows a range of 0.5 - 0.7 to be used as the basis for the validity of the loadings. In comparison, the convergent validity of the average variance extracted has a value above 0.5 so that it meets the criteria requirements with a limit of 0.5, which means that the respondent understands the questionnaire questions. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8. Which means it has good internal consistency and reliability.

Seven items from Individual Adaptive Performance are declared valid because six values are above 0.7, and one is above 0.6 and is still valid because it is above 0.5. Meanwhile, the convergent validity of the average variance extracted has a value above 0.5 to meet the criteria requirements with a limit of 0.5. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8. Four items from Self-Efficacy are declared valid because five values are above 0.7. Meanwhile, the convergent validity of the average variance extracted has a value above 0.5 to meet the criteria requirements with a limit of 0.5. This construct is also declared reliable or has good internal consistency because it has a composite reliability value above 0.8.

All items from job control and growth mindset are declared valid because they have a loading value above 0.5, and most of them have a value above 0.7. AVE has a value above 0.5, so it is declared valid and reliable on composite reliability and Cronbach alpha.

All items from job crafting, organizational support, and thriving at work are declared valid because they have a loading value above 0.5, and most have a value above 0.7. AVE has a value above 0.5, so it is declared valid and reliable on composite reliability and Cronbach alpha. Alternatively, it can be interpreted to have good internal consistency.

Table V.18 Comparison of R Square Result Passive Learner Mechanism

	First Model		Re-Analysis Model		
	R Square	R Square Adjusted		R Square	R Square Adjusted
Growth Mindset	0,046	0,022	Growth Mindset	0,046	0,04
Job Crafting	0,341	0,332	Job Crafting	0,342	0,334
Self-Efficacy	0,05	0,026	Self-Efficacy	0,038	0,032
Thriving at Work	0,405	0,398	Thriving at Work	0,403	0,395
active learning	0,28	0,247	active learning	0,252	0,247
adaptive performance	0,57	0,565	adaptive performance	0,57	0,565
work engagement	0,376	0,352	work engagement	0,343	0,335

Strenghten by the result of R Square result that the re-analysis model emphasized that the active learning, job crafting and self-efficacy has higher r square and explained higher variance explained the overall model on variable active learning, job crafting and self-efficacy.

The results of the regression test in the table above show that all relationships have a significant direct effect. All significant values are those that display T-stat results above 1.96 and p-value results below 0.05. Based on this standard, there are eleven significant direct relationships: Job control on job crafting and thriving at work, Organizational support on growth mindset, thriving at work and job crafting, self-efficacy on work engagement, thriving at work on self-efficacy, active learning on adaptive performance, and work engagement on active learning and adaptive performance.

Table V. 19 Testing the significance of path coefficient relationships (Fig V.4).

Relationships	Beta	S.D.	T-Stat	p-Value	Decision
Growth Mindset -> work engagement	0.227	0.068	3.353	0.001	Supported
Job Control_ -> Job Crafting	0.410	0.079	5.166	0.000	Supported
Job Control_ -> Thriving at Work	0.394	0.075	5.226	0.000	Supported
Organizational Support_ -> Growth Mindset	0.215	0.097	2.220	0.027	Supported
Organizational Support_ -> Job Crafting	0.260	0.084	3.086	0.002	Supported
Organizational Support_ -> Thriving at Work	0.339	0.074	4.550	0.000	Supported
Self-Efficacy_ -> work engagement	-0.515	0.080	6.449	0.000	Not Supported
Thriving at Work -> Self-Efficacy_	-0.195	0.092	2.118	0.035	Not Supported
active learning -> adaptive performance	0.545	0.056	9.704	0.000	Supported
work engagement -> active learning	0.502	0.062	8.081	0.000	Supported
work engagement -> adaptive performance	0.316	0.067	4.719	0.000	Supported

The above results also show that work engagement fully mediates the relationship between growth mindset on active learning and adaptive performance together

with a partial active learning mediating relationship between work engagement and adaptive performance. work engagement mediates the relationship between job crafting and thriving at work on active learning and adaptive performance with a significant relationship between the two dependent constructs on work engagement. work engagement also mediates the relationship between job control and organizational support on active learning and adaptive performance which shows a significant relationship between these two constructs on work engagement. Based on the results of Figure IV.4 found a path from the environment factor to the mechanism of work engagement, active learning and adaptive performance. The first is the path that connects organizational support on work engagement through a growth mindset mechanism. The results of data processing show a significant effect between organizational support and growth mindset and growth mindset on work engagement.

In addition, it was also found that the growth mindset fully mediates the relationship between organizational support and work engagement. So based on these evidences, it can be concluded that H3a and H7a are accepted and H9a is not significant and rejected. Thriving at work behavior did not affect individual's self-efficacy and ultimately affects work engagement. In this path, it was found that thriving at work behavior was insignificant mediator between job control and self-efficacy, So based on these evidences, it can be concluded that H4c, H3d, H7b abd H8a are significant and disapproved. In addition to these path analysis, this model found that job control significantly affects job crafting and thriving at work behavior so that H6b and H6d are accepted. Not only that, but organizational support also affects significantly so that H6c is accepted. However, in this model, it is found that there is no pathway from job control to work engagement, active learning, and adaptive performance mechanisms due to insignificant impact of job crafting toward growth mindset and self-efficacy. This shows that H4b and H4d are rejected. In addition, it was also found that behavioral factors did not affect individual growth mindset. This is indicated by the insignificant relationship between Job Control and Thriving at work and a Growth Mindset. So H3b and H4a are rejected.

V.7 Triangulation Findings

V.7.1 Active Role in Learning Process

Based on the quantitative study (See section IV.4.1) showed that growth mindset and self-efficacy has direct mechanism toward individuals work engagement. The qualitative study also show supports by the findings that Individual's growth mindset allows individuals to had high self-initiative and more active, and excitement to dedicate and being absorb with their work (See Section IV.3.2). Consequently, it allows individual to use their resources, time and energies to their work. Therefore, it resulted with an effective active learning process through their dedication and absorption behavior that also known as the dimension of work engagement.

Thus, the effective active learning process in individuals leads to higher adaptive performance through the quick skill and behavior shifting following the changes from their environment (i.e., technological change, clients demand). Individual's self-efficacy did not determine their job crafting and thriving at workbehavior, because in those three companies' employee's behavior is determined by job control and organizational support from their companies.

However, the insignificant quantitative result of the impact of growth mindset toward behavior factor is explained by the qualitative study. It is due to the form of job crafting is depends on the organization's job control (See Section V.2.1). Meanwhile people with growth mindset differ to people who had openness to new knowledge and changes, that affect on their thriving atwork behavior.

Furthermore, the relationship between personal factor toward environment factor was only found significant based on the quantitative study is growth mindset and organizational support. Based on the qualitative study, we highlighted that people with growth mindset will perceive their job demand as an opportunity to growth,

therefore the organization's support related with their work processes will be perceive positively.

The qualitative study also showed that job control in those three companies is determined by employee's skill and experience, therefore personal factor such as growth mindset and self-efficacy was not determined the level of the job control in their organization. Finally, the qualitative study also strengthen that individual's self-efficacy highly determined by their supervisor support rather than organizational support. Later, the evidence of quantitative study from V.4.1 showed a significant impact of behavior (i.e., thriving at work, job crafting) toward environment (i.e., organizational support, job control). Strengthen by the qualitative findings, it is showed that company's role as an external environment tend to adjust on their employee's behavior.

For example, individuals with high job crafting and thriving at work behavior had lower job control, and more support from their companies such as new resources or job assignment. But, those relationships does not evidently affected individual's work engagement, active learning and adaptive performance. This findings is emphasized the relationship built in the determinant factors toward the research outcomes (i.e., work engagement, active learning, adaptive performance). Therefore, it showed the importance of personal factors to maximize individual's creativity to create more innovative product. This model built in Figure V.3 also emphasized the company's role is following based on their employee's behavior.

V.7.2 Passive Role in Learning Process

The result from quantitative data and qualitative data showed the importance of personal factor toward individual's work engagement behavior, active learning process and adaptive performance. Based on the evidence of quantitative study section V.4.2 showed that the importance of environment factors drive individual's positive work behavior and change individual's personal factor such as growth mindset to enhance and optimize individual's work engagement, active learning and adaptive performance. Based on those sections, it was found that

environment factors (i.e., organizational support, job control) are significantly impact individual behavior at workplace such as job crafting and thriving at work behavior.

Based on the quantitative study combining figure V.3 and V.4, this research found that the relationship between environment and behavior was significantly reciprocal. The quantitative findings explained that the underlying mechanism is the environment factors are found drives individuals to behave positively at workplace such as thriving at work and job crafting behavior. For example, the level of job control determined on the opportunities for that employee to do the job crafting behavior. In addition, based on qualitative data that employee's behavior also determined the environment factors that they will receive or perceive.

For example, people with job crafting behavior will had an adjustment of job control from their supervisor to maintain their good performance so they won't be overwhelmed with the job demand he/she received.

These situations affect their perspective toward their organization's support. Also, individuals with thriving at work behavior will also had positive perspective toward the organizational support and job control. But only organizational support that found significantly affected individual's growth mindset. The quantitative study also found that the organizational support directly affected on individual's growth mindset. Meanwhile, organizational support also affected adaptive performance through the mechanism of growth mindset, work engagement and active learning.

The qualitative study explained that the organizational support allows individuals to had growth mindset. This mindset states states able to enhance individual's work engagement. Thus, through passive role in learning process emphasized, we can be concluded that only organizational support is the main factors that able shifting individual's cognitive processes to have a growth mindset. Consequently,

based on the active and passive role mechanism in active learning highlights the bidirectional relationship between environment factors (i.e., organizational support, job control) toward behavior factors (i.e., job crafting, thriving at work). It is showed that the organization's role not only to drive behavior but also to comply with employee's behavior at workplace.

However, the author only found the bidirectional relationship between growth mindset toward organizational support. This dynamic relationship is highlighted the importance of cognitive shifting process to optimize individual's work engagement, active learning and individual adaptive performance through organization's environment support. Finally, the growth mindset is able to drive individuals to proactive behavior such as active learning and adaptive performance through the mechanism of work engagement.

Aligned with previous section, consequently the individual belief and mindset was critical toward individual's work engagement, active learning, and adaptive performance. This reciprocal evidence implicated that the critical role of environment factors as a facilitator to shifting individual's to had growth mindset and leads it to positive behavior, learning and adaptive mechanism in the workplace.

V.7.3 The Mechanism of Work Engagement, Active Learning and Adaptive Performance

The quantitative findings found the significant relationship between work engagement, active learning and adaptive performance (See Fig V.3 & V.4). Additionally, the qualitative findings also emphasized that those three variables is beneficial to maintain company's innovation and building company's sustained competitive advantage through product innovation process. It is showed that mechanism between those three variables are allows companies to build continua's capabilities to maintain organization's competitive advantage through employee's capabilities.

The qualitative study explained that employee's do the active learning process due to their dynamic changing in the job demand (i.e., client demand or technological change) that need a quick skill shifting process. This research found that vigor or individual leads individual to higher self-initiative to do exploration in their learning process. Meanwhile, the mechanism of dedication and absorption allow them to be more open with changes and resulted them to effective skill enhancement process. Also, work engagement is beneficial to support individual adaptive performance. This research also found that interpersonal adaptability, creativity, and training effort are critical toward collaboration process inside organization.

Also, based on the qualitative findings, The author emphasized that individual's vigor, dedication and absorption allow higher initiative and excitement that optimized individual's active learning process. Specifically, the result of the active learning is innovation in new product development that following with the market demand and technological change. In details, employee's capabilities here is an employee's active learning process that resulted innovative ideas and skill upgrading of everyone.

This process allows employees to create new revenue streams and building the competitive advantage following the new opportunities in the market. Therefore, the combination of work engagement and active learning is resulted a quick skill shifting process inside organization. Consequently, this process leads to the employee's adaptive mechanism such as individual adaptive performance. This research also found the critical factors that beneath in those mechanism is openness toward new knowledge and changes that leads them to positive perspectives toward the high job demand. This research also highlighted the active learning as mediator between work engagement and adaptive performance.

FINAL MODEL

Therefore, based on the explanation of triangulation result it can be concluded the final model of this research is shown in the figure below.

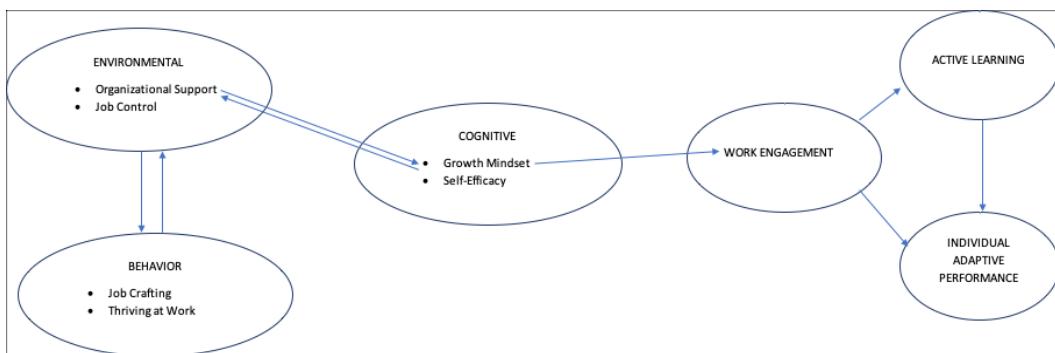


Figure V. 7 Final Model.

Chapter VI Conclusion

VI.1 Introduction

This section describes a discussion between the findings and the current literature. The findings of this study are divided into three parts: an active role in the learning process, a passive role in the learning process, and work involvement mechanisms, active learning, and adaptive performance. In addition, this chapter explains the conclusions, contributions, and novelty of the results of this research. Meanwhile, the end of this chapter will explain the related practical implications, limitations, and recommendations for future research.

VI.2 Discussion

VI.2.1 Active Role in Learning Process

The influence of growth mindset on work engagement is based on a motivational mechanism built on the concept of job-demand resources. Based on this theory, growth mindset are personal resources individuals own to deal with high job demands (Caniels et al., 2018; Orgambidez et al., 2019). This findings broader the views of the role implicit theory toward the job-demand resources. In details, this

research emphasized the role of growth mindset to build individual's initiative to take proactive behavior that reflects on work engagement dimension as a motivational process (Xanthopoulou et al., 2007). Thus, it can be concluded that personal resources that derived from individual's belief played critical role to boost individual's positive job outcome in the workplace through work engagement. This evidence also showed that motivational process is able to boost their creativity to solve various challenges in the workplace (Leiter & Bakker; 2010). Thus, this research is explained the bridging mechanism between cognitive, metacognitive and behavior derived in employees. Extended to that point of view, it is showed that growth mindset and work engagement as a critical role of an effective active learning for new skill acquisition process (Bandura, 2012).

The findings in Figure IV.2 show that the role of growth mindset allows individuals to perceive high opportunity to grow at their company and directly create positive perspective on organizational support (Cai et al., 2022). Also, those evidence showed the cognitive process able to positively impacted the individual's perception toward their environment. Compared to the inconsistent findings on previous research, based on active agent in learning process showed a solid and direct impact of growth mindset toward work engagement (Caesens & Stinglhamber, 2014; Guglielmi et al., 2012; Caniëls et al., 2018).

Thus, this finding of this study contributes to the social learning theory proposed by Bandura (1978), that in the individual learning mechanism as an active agent, personal factors significantly affect the active learning mechanism through a positive mental state at work, such as work engagement (Bakker et al., 2014; Hardy III et al., 2014; Vakola et al., 2021).

In addition, the findings in Figure IV.2 also explain the significant influence of individual's behavior toward environment factors. This finding supports the

theoretical approach from the social exchange perspective that the positive behavioral interactions of employees result from the positive roles assigned by the company (Blau, 1994). This impact had a reciprocal dyadic relationship that will be emphasized in the discussion in section V.2.2.

Figure IV.2 show that only the growth mindset affected organizational support significantly. It is shown that a growth mindset has significantly increased an individual's positive perspective based on the company's support as the policy to increase their personal development. Overall, this model explains the mechanism of the active agent; an individual's learning process will be determined by personal factors such as growth mindset.

In detail, the mechanism for the influence of growth mindset does not need to go through a process of motivational and behavioral change but directly encourages a high level of work engagement and adaptive performance through the effectiveness of the active learning process. Thus, it can be concluded that this research contributes to providing new findings that the role of a growth mindset on work engagement mechanisms, which research is still limited to date (Caniëls et al., 2018; Liu et al., 2021). Finally, the mechanism of active learning showed the mechanism of individual's learning in creative industries context. To follow with market demand, the resource of creative industries in this research heavily relies on employee's capability (Rozentale et al., 2021). Therefore, an optimal skill acquisition process that involves a motivational process are critical to maintain organization's competitive advantage (Noe et al., 2010).

VI.2.2 Passive Role in Learning Process

The result of Figure IV.3 explains the passive role of the individual in the learning process. According to that, an individual's work engagement, active learning, and adaptive performance mechanism are affected by the role of environmental factors (i.e., organizational support) toward personal factors (i.e., growth mindset). The

first path is the significant effect of organizational support on a growth mindset, which then affects an individual's work engagement. The results of this data processing show that the growth mindset fully mediates the relationship between organizational support and work engagement. So, it can be concluded that the role of organizational support can optimally increase employee work engagement through shifting mindset such as growth mindset.

The finding of qualitative research shows that the organizational support in the three companies encourages individuals to have a growth mindset. This is important in increasing employee excitement and initiative towards their work. This condition is referred to as a high level of work engagement. So, it can be concluded that H3a and H7a are accepted, but H4a, H4b, and H9a are rejected.

This finding contributes to highlighting the role of building an individual's positive perspective on their work processes and job demand and importance, a mindset shifting process from a fixed mindset to the growth mindset (Ghandi et al., 2017; Tao et al., 2021). Later on, the work engagement affected the active learning process and individual adaptive performance through the dynamic relationship between growth mindset and organizational support. It is showed the critical underlying process that beneath in individuals such as cognitive process as the ladder for individual's willingness to positive behavior such as learning and adaptive efforts.

Overall, the literature search process in this research showed the emergence of social learning theory used in the mechanism of individual adaptive performance is still limited. Therefore, this research underlined two mechanisms of active and passive agents in the learning process. This research also emphasized that the connections between environment, personal, and behavioral factors toward the individual's active learning process are fully mediated by the mechanism of work engagement. Swanson & Holton, 2009 explained that social learning theory highlights that learning needs a changing behavior process to deliver new roles

that can also be specified as new knowledge or skills. The result above showed that if individuals as the passive agent in their learning process, to result in optimal learning, they need to changes their mindset to be growth mindset through the role of organizational support (Heimlich & Ardoin, 2008). Therefore, it can be concluded that passive agents need to change their internal process through the environment factors to optimize their learning and adaptive performance. It is showed that

The reciprocal relationship was found between environment factors (i.e organizational support, job control) toward behavior factors (i.e., job crafting, thriving at work). But based on passive agent mechanism, those reciprocal relationship affected toward work engagement, active learning and adaptive performance.

It is showed that the positive environment leads to positive behavior at workplace. Regarding to that, to enhance individual's learning and adaptive process the cognitive factors such as growth mindset still needed as the bridging mechanism between behavior and environment factors.

Meanwhile the other reciprocal relationship between organizational support and growth mindset showed a cognitive shifting process (Lynch & Corbet, 2021). Compared to individuals as active agents, they did not need a specific change internal process because their optimal learning process relies highly on their internal processes such as growth mindset. The unique approach of social learning theory also identified the importance of interpersonal relationships in the learning process in the context of technology-based (Chuang, 2021).

Thus, this research found the importance of interpersonal skills in learning to develop their skills independently and produce new innovations based on the collaboration process (Dacko, 2001; Konrad et al., 2021). Thus, this research contributed to explaining the perspective of a learner-centered learning process

based on social interaction in the working setting (Boyadzhieva, 2006; Breuer et al., 2014). This research also found a reciprocal relationship between environment and personal factors but only in the relationship between growth mindset and organizational support. It is showed that organizational support not only drives individuals to had growth mindset, but also individuals with growth mindset will had positive perspective toward their company's support (Keating & Heslin, 2015; Allevato, 2020).

Lastly, we found a significant reciprocal relationship between behavior factors (i.e., job crafting, thriving at work) and environment factors (i.e., organizational support, job control). It is showed a double role from organization's role to drive and adjust individual's behavior at workplace (Janssen, 2000; Ellis et al., 2017).

VI.2.3 The Mechanism of Work Engagement, Active Learning and Adaptive Performance

Bakker et al. (2012) emphasized that individuals with high work engagement had proactive behavior in their learning process. It showed their openness to new knowledge that led them to self-directed learning based on social interaction that optimized their skill acquisition process (Noe et al., 2013). Specifically, this research showed that work engagement affected both active learning and adaptive performance. Thus, this research confirms that work engagement affects active learning significantly. It is shown that vigor, dedication, and absorption allow individuals to have an optimal active learning process, resulting in higher adaptive performance. Previous research also highlighted the importance of an individual's high personal effort, which leads to positive moods in the workplace that foster adaptive mechanisms (Vakola et al., 2021). Therefore, our research emphasized that work engagement is beneficial for improving individual adaptive performance.

Meanwhile, the exploration self-regulatory, error-framing, and exploration process in learning allows individuals higher adaptive performance (Baard et al., 2014). It shows that the active learning mechanism gives the individual higher adaptive performance. This research highlighted that individual's active learning process allows a learning ambidexterity toward the current new knowledge (i.e., exploration and exploitative) that resulted a higher adaptive performance and leads to innovative ideas and effective new skill acquisition process (Aziati et al., 2014; Costa et al., 2022). Thus, it can be clarified that active learning allows a double-loop learning process for new skill acquisition process to had higher adaptive performance and produce innovation (Jaaron et al, 2021).

It is also emphasized that the active learning and adaptive performance are critical to maintaining companies' sustainability in the context of the technology-based company (Macvaugh & Norton, 2012; Park et al., 2020). However, it has different priorities and approaches to cope with the market or technological change.

VI.3 Conclusion

This research shows that active learning and adaptive performance are pivotal points in an individual's skill development and innovation following technology advancement, market opportunities, and demand. This research found two mechanisms underlies on work engagement, active learning, and adaptive performance. The first mechanism is a learner as an active agent. This mechanism showed that an individual's growth mindset can directly enhance their work engagement and optimize their active learning and adaptive performance. Meanwhile, the second mechanism is a learner as a passive agent. This mechanism showed that a cognitive shifting processes are required to direct individuals to have high work engagement, an optimal active learning process, and adaptive performance. The process is a cognitive shifting process that derived from the role of the company environment such as organizational support allows individuals to have high growth mindset and direct them to higher work engagement.

By combining the findings of the revised of quantitative findings, it emphasized the reciprocal relationship between personal factors (i.e., growth mindset) and environment factors (i.e., organizational support); behavior factors (i.e., job crafting, thriving at work) and environment factors (i.e., organizational support, job control).

The findings of this research also highlighted that work engagement is critical in optimizing an individual's active learning process and adaptive performance. The role of work engagement is bridging the social learning theory determinant toward active learning and adaptive performance. In details, our findings emphasized that active learning is derived from self-regulatory, error-framing and exploration process that allows a learning ambidexterity process for an optimal skill acquisition process to produce innovation inside organizations.

Lastly, this research found a significant relationship between work engagement, active learning, and adaptive performance. Thus, this research is emphasized the importance of shifting the training and learning orientation in the workplace that involving a learner-centered mechanism.

VI.4 Research Novelty and Contributions

Based on the previous literature search on active learning shows limited evidence of the role of work engagement in the active learning process. The novelty of this research is to show a significant impact of work engagement and active learning. Not only that, but this research also emphasized the role of work engagement as a critical mediator between social learning theory determinants (i.e., growth mindset, organizational support, job crafting and thriving at work) to optimize an individual's active learning process and adaptive performance. The novelty of this research also contributes to expanding the current understanding of the mechanism between active learning and adaptive performance.

Previous research showed the current research needs to explain an individual's adaptive mechanism through learning perspectives (Bell & Kozlowski, 2008; Han, 2008). Later, Greco et al., 2019 expanded this need by building a conceptual model of explorative and exploitative learning toward adaptive performance. This idea emphasized the importance of the double-loop learning process in increasing an individual's capability to adapt (Jackron & Backhous, 2017). Thus, individuals needs a learning process that contains of self-regulatory, error-framing and exploration to had high adaptive performance.

This research novelty also explains the reciprocal way of social learning theory determinant toward individual's work engagement, active learning and adaptive performance. The current previous research that explored the reciprocal way of social learning theory has only focused on the general learning context.

Therefore, this research contributes to extending the use of social learning theory to specific learning approaches such as active learning to the further impact such as adaptive performance (Rumjaun & Narod, 2020; Bell et al., 2020). Our analysis concluded that the organizational support affected individual's active learning and adaptive performance through the shifting process toward the individuals with growth mindset and work engagement. Overall, this research emphasized three psychological processes that involved individuals in having a skill acquisition process. The first is the impact of organizational support toward a growth mindset. Second is the impact of a growth mindset on an individual's work engagement toward active learning—lastly, the impact of work engagement toward active learning and adaptive performance.

The novelty of this research is also shown by the different mechanisms of learner perspective, such as passive and active agents in the learning process. An active agent directly impacts active learning and adaptive performance through the mechanism of work engagement. Meanwhile, a passive agent has internal shifting from organizational support and job control to drive them becoming an employee

with high growth mindset (Moloney et al., 2020; Christensen-Salem et al., 2021). Therefore, they will have high work engagement, an optimal active learning process, and adaptive performance (Ghandi et al., 2017). This evidence showed the links between implicit theory as personal resources in the job-demand resources (Ebrahimi et al., 2021). Also, it is showed the importance of cognitive process on individuals learning process for quick skill acquisition that urges for a shifting learning and training orientation in organizations to be more learner centered.

This research also showed the role of company support to build individual's growth mindset by facilitating their personal goals. Therefore, growth mindset is played as a critical aspect to change individuals behavior and willingness to give their effort and energies more for the company's objectives or sustainability (Mrazek et al., 2018).

Lastly, this research evidently showed the importance role of the interpersonal relationship as the phenomenon of social learning theory toward an individual's adaptivity mechanism.

VI.4 Practical Implication

There are several managerial implications derived from the findings of this study as presented bellows:

1. This research found the importance of active learning to build individual adaptive performance through organizations role such as job control and organizational support. Therefore, organizations need to modify their job control and organizational support to shifting their employee's learning and training pedagogy to be learner-centered orientation and facilitate their active learning processes, such as allowing an optimal mentoring process, lower job control, and opportunities to seize the new market to an optimal innovation production process.

2. This research finds the critical factors of cognitive factors (i.e., growth mindset) and work engagement toward employee's learning and adaptive performance that derived from individual's growth mindset that derived from personal goals. Therefore, organizations need to facilitates their employee's personal goals and drive their employee's orientation and career aspirations following their job assignment to shift employees to growth mindset and maintain high work engagement.

VI.5 Limitations and Future Research Recommendation

This study has several limitations. First, this research is obtains from three companies in the sectors of media and software app. This conditions affected on how the phenomenon that capture in this research. Therefore, the result of this research is only generalized to those two sectors. Regarding to that, the survey data that obtains in this data does not meet the data supply standards on the structural equation modeling method (Hair et al., 2010).

However, the results of model fit, validity and reliability tests have sufficient result and meet the existing standart that needs to fulfil based on hypothesis and fit model testing (Sander & The, 2014). It is evidently shown that the result of the case study in this research meets the standard for generalizability to other organizational contexts (Tsang, 2014). Moreover, Tsang (2014) explained that the analysis of 25 case studies published in the Academy of Management Journal showed that case studies have strength in generalizing the theory by providing helpful information and deeper exploration of the phenomenon in the field. Subsequently, these research findings emphasized the learning and adaptive mechanism between organizations with a specific context, such as following the digital technologies advancement in their new product creation. Therefore, these research findings can be generalized in the context of companies highly affected by digital technologies. However, an organization with strong culture and policy needs different adjustments to apply the result of this research because the

organization's form in this research has flexible policy and work arrangements between divisions.

This research is not only based on the quantitative data but also obtain rigorous qualitative data to gain deeper insights on the research phenomenon. Consequently, the result of this research is produced data with sufficient validity and reliability. Whereas, the lesson learned from this research can also be adopted to other sectors of industries that has dynamic market and fast technological change.

Second, the several variables not included in this research have high potential and are relevant to be explored as the other determinant factors toward work engagement that represent cognitive, environment, and behavior based on the literature search process. So that future research can explore environmental factors and other behaviors that can examine the phenomenon of active and passive agents in individual learning processes such as trust, organization climate, and job resources (Pradhan et al., 2017; Park & Park, 2021; Pelaez-Fernandez et al., 2022).

Thus, future research also may employs an exploration toward the learning and training approach that had learner-centered orientation to optimize individual's skill acquisition and innovation inside organizations. The other limitations of this research are that it only focused on the media and software app sector. Thus, the result of this research is only able to be a key takeaways for to the other sector industries with dynamic changes and needs for digital transformation, such as banking and manufacturing (Zhang et al., 2021; Trenerry et al., 2021). Future research may explore other mechanisms of the impact of work engagement on the type of organizational commitment to grasp deeper insight into why individual's learning and adaptivity process (Gustomo et al., 201

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Appendices.

Appendix 1. List of Questionnaire

Measurement : Active Learning Strategy (Lin Tuan et al, 2005)

In active learning strategies scale, we incorporated both constructivist learning with Patterns of Adaptive Learning Survey surface and deep learning strategies. A sample item related to this domain is 'During the learning process, I attempt to make connections between the concepts that I learn'. Finally, in learning environment stimulation, we incorporated previous research finding such as 'teachers pay attention to me' and 'teachers use a variety of teaching methods' (Tuan and Chin 2000) in designing items. An exemplar item is 'I am willing to participate in this science course because the teacher pays attention to me'.

No	English	Indo
7	When I meet science concepts that I do not understand, I still try to learn them.	Bila ada hal baru yang tidak saya pahami, saya tetap berusaha mempelajarinya.
8	When new science concepts that I have learned conflict with my previous understanding, I try to understand why.	Bila hal baru yang saya pelajari bertentangan dengan hal yang telah saya pelajari sebelumnya, saya berusaha memahami penyebab atau alasannya.

Measurement : Active Learning in Employee's Research (Taris et al, 2003)

Further, Karasek and Theorell (1990, p. 32) define worker learning in terms of the 'motivation to learn new behavior patterns'. Consistent with this definition, a new 3-item Learning Motivation scale (LM) was developed to measure the motivation for learning new behaviour patterns.

2	I am constantly looking for new challenges in my job	Saya mencari tantangan baru dalam pekerjaan saya secara terus-menerus.
4	When things seem to go wrong, I increase my efforts and keep on trying	Bila ada teori atau sebuah pemahaman yang saya rasa kurang tepat, saya terus berupaya untuk memahaminya.

Growth Mindset (Dweck, 2000)

Growth	You can always substantially change how intelligent you are.	Kita selalu dapat mengubah kecerdasan kita.
Growth	No matter what kind of person you are, you can always change substantially.	Apa pun karakteristik yang kita miliki, kita selalu dapat banyak mengubah hal tersebut.
Growth	You can always change basic things about the kind of person you are.	Kita selalu dapat mengubah hal-hal dasar dari karakteristik diri kita.

Charbonnier-Voirin & Roussel, 2012

An individual's ability to adapt to dynamic work situations (Hesketh & Neal, 1999).

Creativity		
No	English	Indonesian
3	I use a variety of sources/types of information to come up with an innovative solution	Saya menggunakan berbagai sumber atau jenis informasi untuk memperoleh solusi yang inovatif.
4	I develop new tools and methods to resolve new problems	Saya mengembangkan alat bantu atau metode baru dalam menyelesaikan masalah.
Reactivity to emergency		
No	English	Indonesian
2	I quickly decide on the actions to take to resolve problems	Saya dapat dengan cepat memutuskan tindakan yang diambil untuk menyelesaikan masalah
Interpersonal Adaptability		
No	English	Indonesian
1	Developing good relationships with all my counterparts is an important factor of my effectiveness	Membangun hubungan yang baik dengan semua rekan kerja yang terkait merupakan hal penting dalam mencapai efektivitas kinerja saya.
Training Effort		
No	English	Indonesian
2	I am on the lookout for the latest innovations in my job to improve the way I work	Saya sering mencari inovasi terbaru dalam pekerjaan saya guna meningkatkan cara kerja saya.

3	I look for every opportunity that enables me to improve my performance (training, group project, exchanges with colleagues, etc.)	Saya mencari berbagai kesempatan yang mendukung saya untuk meningkatkan kinerja seperti pelatihan, proyek dalam kelompok, <i>sharing</i> bersama kolega, dll.
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Handling Work Stress

No	English	Indonesian
1	I keep my cool in situations where I am required to make many decisions	Saya tetap tenang dalam situasi di mana saya diharuskan untuk membuat banyak keputusan.

Self-Efficacy (Bandura, 2006)

No	English	Indonesian
1	I give up easily	Saya mudah menyerah.
2	When trying to learn something new, I soon give up if I am not initially successful	Ketika mencoba belajar hal baru, saya mudah menyerah jika tidak langsung berhasil.
3	If something looks too complicated, I will not even bother to try it	Ketika ada hal yang terlihat terlalu rumit, saya cenderung tidak ingin mencobanya.
4	I give up on things before completing them	Saya cenderung menyerah sebelum target saya terselesaikan.

Job Control - Karasek (1989)

Decision latitude – Autonomy

No	English	Indonesian
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6	I can determine my own work pace	Saya dapat menentukan kecepatan kerja saya.
7	I can set the time when I start and finish my work	Saya dapat mengatur waktu pekerjaan saya
Skill discretion		
No	English	Indonesian
1	My job requires me to be creative	Pekerjaan saya mengharuskan saya agar lebih kreatif.
2	My job requires me to assimilate new knowledge	Pekerjaan saya mengharuskan saya memahami berbagai informasi/ilmu baru.
3	My work involves a high level of qualification	Pekerjaan saya melibatkan kualifikasi kerja yang tinggi.
4	I have the opportunity to develop skills	Saya memiliki kesempatan untuk mengembangkan keterampilan saya.
Decision latitude – Authority		
No	English	Indonesian
2	I have much to say about what happens in my work	Banyak hal yang dapat saya ceritakan terkait pekerjaan saya.
4	I can determine the order in which I perform my tasks	Saya dapat menentukan urutan bagaimana saya melakukan tugas.

Eisenberger (1986)

No	English	Indonesian
1	My organization really cares about my well-being	(Nama Perusahaan) sangat peduli dengan kondisi kesejahteraan saya.
2	My organization strongly consider my goals and values	(Nama Perusahaan) sangat mempertimbangkan nilai-nilai dan tujuan saya.
4	My organization cares about my opinions.	(Nama Perusahaan) peduli terhadap pendapat saya.
5	My organization is willing to help me if I need a special favor	(Nama Perusahaan) bersedia untuk membantu saya jika saya butuh bantuan khusus.
6	Help is available from my organization when I have a problem	Saat saya memiliki masalah, bantuan dari (Nama Perusahaan) selalu ada.

Tims et al (2012)

A set of proactive behaviours in which employees may engage to shape their work in order to minimize hindering job demands and maximize resources and challenging demands (Nielsen & Abildgaard, 2012)

Increasing structural job resources

No	English	Indonesian
1	I try to develop my capabilities	Saya berusaha meningkatkan kemampuan saya.

Decreasing hindering job demands		
No	English	Indonesian
2	I try to ensure that my work is emotionally less intense	Saya mencoba membuat pekerjaan saya tidak terlalu menegangkan.
Increasing social job resources		
No	English	Indonesian
3	I look to my supervisor for inspiration	Saya mencari inspirasi dari supervisor saya.
Increasing challenging job demands		
No	English	Indonesian
4	I regularly take on extra tasks even though I do not receive extra salary for them	Saya rutin melakukan pekerjaan tambahan meskipun tidak ada tambahan upah.

Porath et al, 2012

The psychological state in which individuals experience both a sense of vitality and learning (Porath, 2012)

Learning latent factor			
No		English	Indonesian
3	At Work	I see myself continually improving	Selama bekerja, saya melihat diri saya terus berkembang.
5	At Work	I am developing a lot as a person	Selama bekerja, saya berkembang menjadi pribadi yang lebih baik.
Vitality latent factor			
No		English	Indonesian
1	At Work	I feel alive and vital	Saat bekerja, saya merasa lebih hidup dan berarti.
2	At Work	I have energy and spirit	Selama bekerja, saya memiliki energi dan bersemangat.
5	At Work	I am looking forward to each new day	Saya selalu menantikan hal baru pada pekerjaan saya setiap harinya.

UWES (Schaufeli et al, 2006)

Dimension	English	Indo
Vigor	When I get up in the morning, I feel like going to work	Begitu bangun tidur di pagi hari, saya langsung merasa ingin bekerja.
Vigor	At my work, I feel bursting with my energy	Saya merasa giat dan bersemangat ketika bekerja
Vigor	At my job, I feel strong and vigorous	Dalam menyelesaikan pekerjaan, saya merasa sangat bersemangat
Dedication	I am enthusiastic about my job	Saya merasa antusias terhadap pekerjaan saya
Dedication	My Job Inspires me	Pekerjaan saya menginspirasi saya
Dedication	I am proud of the work that I do	Saya merasa bangga dengan apa yang saya kerjakan
Absorption	I feel happy when I am working intensely	Saya merasa senang melakukan pekerjaan dengan intens.
Absorption	I am immersed in my job	Ketika bekerja, pikiran saya fokus pada pekerjaan yang saya lakukan.

Appendix 2. Quantitative Data

divisi	Perusahaan	AL1	AL2	AL3	AL4	AL5	AL6	AL7	AL8	AL9	AL10	AL11	AL12	CAP1	CAP2
Androids	Gits Indonesia	Sering	Sering	Selalu	Kadang-kadang	Kadang-kadang	Kadang-kadang	Sering	Sering	Sering	Sering	Sering	Sering	Tidak Setuju	Sering
iOS	Gits Indonesia	Sering	Selalu	Sering	Sering	Sering	Kadang-kadang	Selalu	Sering	Kadang-kadang	Selalu	Selalu	Sering	Setuju	Sering
Back End	Gits Indonesia	Sering	Selalu	Sering	Kadang-kadang	Selalu	Sering	Selalu	Sering	Sering	Selalu	Selalu	Sering	Setuju	Sering
Back End	Gits Indonesia	Kadang-kadang	Sering	Sering	Kadang-kadang	Kadang-kadang	Jarang	Sering	Sering	Kadang-kadang	Selalu	Sering	Sering	Netral	Sering
Back End	Gits Indonesia	Sering	Kadang-kadang	Kadang-kadang	Sering	Kadang-kadang	Sering	Sering	Kadang-kadang	Kadang-kadang	Sering	Sering	Sering	Netral	Sering
QA	Gits Indonesia	Sering	Sering	Kadang-kadang	Jarang	Kadang-kadang	Kadang-kadang	Sering	Kadang-kadang	Sering	Selalu	Sering	Sering	Netral	Kadang-kadang
Androids	Gits Indonesia	Sering	Sering	Kadang-kadang	Jarang	Kadang-kadang	Kadang-kadang	Sering	Kadang-kadang	Sering	Sering	Selalu	Selalu	Netral	Selalu
Product Owner	Gits Indonesia	Sering	Sering	Kadang-kadang	Sering	Kadang-kadang	Sering	Sering	Sering	Kadang-kadang	Selalu	Sering	Sering	Setuju	Sering

Back End	Gits Indonesia	Sering	Sering	Sangat Sering	Selalu	Sering	Selalu	Sering	Sering	Sering	Sering	Sering	Jarang	Jarang	Setuju	Jarang
Operational	Gits Indonesia	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Sering	Jarang	Selalu	Sangat Setuju	Selalu	
iOS	Gits Indonesia	Sering	Sering	Sangat Sering	Selalu	Selalu	Selalu	Sering	Sering	Sering	Jarang	Jarang	Jarang	Setuju	Jarang	
Front End	Gits Indonesia	Sering	Selalu	Selalu	Sering	Selalu	Sering	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Setuju	Jarang	
Androids	Gits Indonesia	Sering	Selalu	Sangat Sering	Selalu	Sering	Selalu	Sering	Sering	Selalu	Selalu	Sering	Jarang	Setuju	Jarang	
Operational	Gits Indonesia	Sering	Sering	Sangat Sering	Setuju	Sering										
Front End	Gits Indonesia	Sering	Selalu	Sangat Sering	Sering	Selalu	Sering	Sering	Jarang	Sering	Sering	Selalu	Selalu	Setuju	Sering	
Back End	Gits Indonesia	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Sering	Selalu	Selalu	Sering	Sering	Sering	Setuju	Jarang	
Operational	Gits Indonesia	Sering	Selalu	Sangat Sering	Jarang	Jarang	Setuju	Jarang								
Back End	Gits Indonesia	Selalu	Sering	Sangat Sering	Jarang	Sering	Sering	Setuju	Sering							
Back End	Gits Indonesia	Sering	Sering	Sangat Sering	Selalu	Sering	Setuju	Sering								
Support	Gits Indonesia	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Sering	Sering	Selalu	Jarang	Sering	Sering	Setuju	Jarang	
iOS	Gits Indonesia	Selalu	Selalu	Sangat Sering	Sering	Selalu	Selalu	Selalu	Sering	Selalu	Sering	Sering	Selalu	Setuju	Sering	

Operational	Gits Indonesia	Sering	Sering	Sangat Sering	Selalu	Sering	Selalu	Sering	Sering	Sering	Sering	Sering	Jarang	Selalu	Setuju	Jarang
QA	Gits Indonesia	Sering	Sering	Selalu	Selalu	Sering	Jarang	Setuju	Jarang							
Androids	Gits Indonesia	Selalu	Selalu	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Sering	Sering	Jarang	Selalu	Setuju	Jarang	
Front End	Gits Indonesia	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Sering	Selalu	Sering	Tidak Setuju		Jarang	
Androids	Gits Indonesia	Selalu	Selalu	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Sering	Sering	Sering	Jarang	Setuju	Sering	
Back End	Gits Indonesia	Selalu	Sering	Selalu	Sering	Selalu	Selalu	Sering	Sering	Sering	Jarang	Jarang	Selalu	Setuju	Jarang	
Support	Gits Indonesia	Sering	Sering	Selalu	Selalu	Sering	Selalu	Sering	Sering	Sering	Sering	Sering	Sering	Setuju	Sering	
iOS	Gits Indonesia	Selalu	Selalu	Selalu	Sering	Sering	Selalu	Sering	Sering	Sering	Sering	Sering	Jarang	Setuju	Jarang	
Operational	Gits Indonesia	Sering	Selalu	Sangat Sering	Selalu	Selalu	Sering	Sering	Selalu	Sering	Sering	Selalu	Sering	Sangat Setuju	Sering	
QA	Gits Indonesia	Sering	Jarang	Sangat Sering	Selalu	Selalu	Selalu	Sering	Sering	Sering	Jarang	Jarang	Jarang	Setuju	Jarang	
Androids	Gits Indonesia	Jarang	Selalu	Sangat Sering	Sering	Sering	Selalu	Sering	Sering	Jarang	Jarang	Selalu	Setuju	Tidak Pernah		
Front End	Gits Indonesia	Sering	Selalu	Selalu	Jarang	Sering	Sering	Selalu	Selalu	Sering	Selalu	Selalu	Sering	Tidak Setuju	Jarang	
Androids	Gits Indonesia	Selalu	Sering	Sangat Sering	Sering	Selalu	Selalu	Selalu	Sering	Selalu	Sering	Sering	Sering	Setuju	Jarang	

BakoelWeb Indonesia (BWI)	Bakoel Indonesia	Selalu	Selalu	Sering	Sering	Selalu	Selalu	Selalu	Selalu	Selalu	Sering	Sering	Selalu	Setuju	Sering
Bakoel Sembako	Bakoel Indonesia	Sering	Sering	Sering	Sering	Selalu	Selalu	Sering	Sering	Sering	Jarang	Sering	Sering	Setuju	Sering
PT Bakoel Nusantara	Bakoel Indonesia	Sering	Sering	Selalu	Selalu	Sering	Selalu	Sering	Selalu	Jarang	Sering	Sering	Sangat Setuju	Sering	Sering
Operasional	Bakoel Indonesia	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Selalu	Sering	Sering	Sering	Jarang	Jarang	Tidak Setuju	Jarang
Software Engineering	Bakoel Indonesia	Selalu	Jarang	Sering	Setuju	Jarang									
Frontliner	Bakoel Indonesia	Sering	Selalu	Sering	Sering	Selalu	Selalu	Sering	Selalu	Selalu	Sering	Sering	Jarang	Sangat Setuju	Sering
Front liner	Bakoel Indonesia	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Sering	Selalu	Sering	Jarang	Sering	Jarang	Setuju	Sering
BWI	Bakoel Indonesia	Selalu	Sangat Setuju	Jarang											
Operasional Holding	Bakoel Indonesia	Sering	Selalu	Selalu	Sering	Sering	Selalu	Sering	Jarang	Selalu	Sering	Jarang	Jarang	Setuju	Jarang

Staff Finance	Bakoel Indonesia	Sering	Jarang	Sering	Sering	Jarang	Sering	Sering	Jarang	Sering	Jarang	Jarang	Jarang	Setuju	Jarang
Frontliner	Bakoel Indonesia	Sering	Sering	Sering	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Sering	Jarang	Jarang	Setuju	Jarang
Front Liner	Bakoel Indonesia	Sering	Jarang	Sering	Selalu	Sering	Sering	Selalu	Selalu	Sering	Jarang	Sering	Sering	Setuju	Tidak Pernah
FINANC E AND ACCOU NTING	Bakoel Indonesia	Sering	Sering	Sering	Sering	Jarang	Selalu	Sering	Sering	Jarang	Jarang	Jarang	Tidak Pernah	Tidak Setuju	Jarang
Frontliner	Bakoel Indonesia	Selalu	Sering	Sering	Sering	Sering	Sering	Selalu	Sering	Sering	Jarang	Sering	Jarang	Setuju	Jarang
frontliner	Bakoel Indonesia	Selalu	Sering	Selalu	Jarang	Sering	Sangat Setuju	Sering							
Accounting	Bakoel Indonesia	Sering	Selalu	Sering	Sering	Sering	Selalu	Sering	Sering	Sering	Jarang	Jarang	Jarang	Setuju	Jarang
FrontLiner	Bakoel Indonesia	Selalu	Sering	Selalu	Jarang	Sangat Setuju	Jarang								
Bakoel Web I	Bakoel Indonesia	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Selalu	Selalu	Sering	Sering	Sering	Selalu	Setuju	Sering
Technica l Support	Bakoel Indonesia	Selalu	Selalu	Selalu	Sering	Selalu	Sering	Sering	Selalu	Selalu	Jarang	Jarang	Jarang	Setuju	Jarang
bakoel kompute r	Bakoel Indonesia	Selalu	Setuju	Jarang											

Finance	Bakoel Indonesia	Selalu	Sering	Sering	Sering	Tidak Pernah	Setuju	Sering							
FL	Bakoel Indonesia	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Sering	Sering	Selalu	Selalu	Setuju	Jarang
Human Capital	Bakoel Indonesia	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Selalu	Sering	Sering	Selalu	Sering	Sering	Setuju	Sering
Legal	Bakoel Indonesia	Selalu	Jarang	Jarang	Selalu	Setuju	Jarang								
Customer service	Bakoel Indonesia	Jarang	Jarang	Sering	Jarang	Sering	Selalu	Selalu	Sering	Sering	Jarang	Jarang	Tidak Pernah	Setuju	Tidak Pernah
Online Payment	Bakoel Indonesia	Selalu	Sering	Selalu	Jarang	Sering	Setuju	Selalu							
Shared Service	Katadata Indonesia	Selalu	Sering	Sering	Sering	Setuju	Sering								
Sales & Marketing	Katadata Indonesia	Selalu	Sering	Sering	Setuju	Jarang									
Research and Content Strategist	Katadata Indonesia	Sering	Jarang	Selalu	Sering	Selalu	Sering	Selalu	Sering	Jarang	Sering	Sering	Jarang	Setuju	Jarang
Shared Service	Katadata Indonesia	Sering	Sering	Sering	Jarang	Jarang	Sering	Sering	Sering	Sering	Sering	Sering	Setuju	Jarang	
Finance & Billing	Katadata Indonesia	Selalu	Jarang	Selalu	Sering	Sering	Selalu	Selalu	Sering	Jarang	Jarang	Jarang	Tidak Setuju	Jarang	

Katadata Insight Center	Katadata Indonesia	Sering	Sering	Sering	Selalu	Sering	Selalu	Sering	Jarang	Sering	Sering	Sering	Jarang	Setuju	Jarang
Research and Content Strategis t	Katadata Indonesia	Sering	Sering	Sering	Selalu	Sering	Selalu	Sering	Jarang	Selalu	Jarang	Selalu	Jarang	Setuju	Jarang
News	Katadata Indonesia	Sering	Sering	Sering	Jarang	Sering	Sering	Selalu	Sering	Sering	Selalu	Jarang	Jarang	Tidak Setuju	Jarang
Sales & Marketing	Katadata Indonesia	Sering	Selalu	Selalu	Selalu	Sering	Selalu	Sering	Sering	Sering	Sering	Sering	Sering	Setuju	Jarang
Katadata Insight Center	Katadata Indonesia	Jarang	Sering	Sering	Selalu	Sering	Jarang	Setuju	Tidak Pernah						
Research and Content Strategis t	Katadata Indonesia	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Selalu	Selalu	Sering	Sering	Sering	Sering	Setuju	Sering
News	Katadata Indonesia	Selalu	Selalu	Sering	Sering	Sering	Selalu	Selalu	Selalu	Sering	Selalu	Sering	Setuju	Setuju	Jarang
News	Katadata Indonesia	Sering	Sering	Sering	Sering	Sering	Jarang	Sering	Selalu	Selalu	Sering	Selalu	Selalu	Setuju	Sering

News	Katadata Indonesia	Sering	Jarang	Selalu	Sering	Selalu	Sering	Selalu	Jarang	Sering	Sering	Selalu	Selalu	Selalu	Setuju	Sering
Multimedia	Katadata Indonesia	Selalu	Sering	Sering	Selalu	Sering	Selalu	Sering	Selalu	Sering	Selalu	Jarang	Selalu	Setuju	Jarang	
Sales & Marketing	Katadata Indonesia	Selalu	Sering	Selalu	Sering	Sering	Selalu	Selalu	Selalu	Sering	Sering	Sering	Sering	Setuju	Sering	
Digital Product Development	Katadata Indonesia	Sering	Sering	Selalu	Selalu	Sering	Sering	Selalu	Sering	Selalu	Jarang	Jarang	Jarang	Setuju	Jarang	
Digital Product Development	Katadata Indonesia	Sering	Sering	Selalu	Selalu	Sering	Sering	Selalu	Sering	Selalu	Jarang	Jarang	Jarang	Setuju	Jarang	
Sales & Marketing	Katadata Indonesia	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Sering	Selalu	Sering	Selalu	Sering	Sering	Setuju	Jarang	
Multimedia	Katadata Indonesia	Sering	Selalu	Selalu	Sering	Sering	Sering	Sering	Sering	Selalu	Sering	Jarang	Sering	Setuju	Jarang	
News	Katadata Indonesia	Selalu	Sering	Sering	Sering	Sering	Sering	Selalu	Sering	Sering	Selalu	Selalu	Jarang	Tidak Setuju	Tidak Pernah	
Multimedia	Katadata Indonesia	Selalu	Selalu	Selalu	Tidak Pernah	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Selalu	Sering	Setuju	Selalu	
News	Katadata Indonesia	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Selalu	Sering	Selalu	Sangat Setuju	Sering	

Finance & Billing	Katadata Indonesia	Selalu	Selalu	Selalu	Sering	Selalu	Sering	Sering	Selalu	Sering	Sering	Jarang	Jarang	Setuju	Sering
Sales & Marketing	Katadata Indonesia	Selalu	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Selalu	Sering	Selalu	Jarang	Jarang	Setuju	Jarang
Katadata Insight Center	Katadata Indonesia	Selalu	Sering	Sering	Selalu	Sangat Setuju	Jarang								
Katadata Insight Center	Katadata Indonesia	Selalu	Sering	Sering	Selalu	Sangat Setuju	Jarang								
Shared Service	Katadata Indonesia	Selalu	Setuju	Jarang											
News	Katadata Indonesia	Sering	Setuju	Jarang											
Data & Technology	Katadata Indonesia	Sering	Selalu	Selalu	Selalu	Sering	Selalu	Sering	Sering	Sering	Sering	Selalu	Setuju	Jarang	
Sales & Marketing	Katadata Indonesia	Sering	Sering	Selalu	Selalu	Sering	Sering	Sering	Selalu	Sering	Sering	Jarang	Setuju	Sering	
Multimedia	Katadata Indonesia	Selalu	Selalu	Sering	Selalu	Sering	Selalu	Sering	Jarang	Selalu	Sering	Jarang	Setuju	Jarang	
News	Katadata Indonesia	Selalu	Selalu	Sering	Jarang	Selalu	Selalu	Sering	Sering	Selalu	Sering	Selalu	Jarang	Setuju	Jarang

Sales & Marketing	Katadata Indonesia	Selalu	Sering	Selalu	Sering	Sering	Sering	Sering	Jarang	Selalu	Jarang	Sering	Jarang	Setuju	Jarang
News	Katadata Indonesia	Selalu	Sering	Setuju	Sering										
Data & Technology	Katadata Indonesia	Selalu	Selalu	Sering	Sering	Selalu	Selalu	Sering	Selalu	Sering	Sering	Sering	Jarang	Tidak Setuju	Jarang
Sales & Marketing	Katadata Indonesia	Selalu	Sering	Selalu	Sering	Selalu	Selalu	Sering	Sering	Sering	Jarang	Jarang	Jarang	Setuju	Jarang
Multimedia	Katadata Indonesia	Sering	Sering	Sering	Selalu	Sering	Selalu	Sering	Jarang	Sering	Sering	Jarang	Tidak Pernah	Setuju	Jarang
News	Katadata Indonesia	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Sering	Sering	Selalu	Selalu	Selalu	Selalu	Setuju	Sering
News	Katadata Indonesia	Selalu	Selalu	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Sering	Sering	Jarang	Setuju	Jarang	
Sales & Marketing	Katadata Indonesia	Selalu	Selalu	Selalu	Selalu	Sering	Sering	Sering	Sering	Sering	Sering	Jarang	Jarang	Setuju	Tidak Pernah
Data & Technology	Katadata Indonesia	Selalu	Setuju	Jarang											
Katadata Insight Center	Katadata Indonesia	Selalu	Selalu	Selalu	Sering	Sering	Sering	Selalu	Selalu	Sering	Selalu	Sering	Jarang	Setuju	Jarang

Data & Technology	Katadata Indonesia	Sering	Selalu	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Sering	Sering	Sering	Sering	Sering	Setuju	Tidak Pernah
News	Katadata Indonesia	Selalu	Sering	Selalu	Sering	Sering	Sering	Sering	Sering	Jarang	Sering	Jarang	Setuju	Tidak Pernah		
Data & Technology	Katadata Indonesia	Sering	Selalu	Sering	Sering	Selalu	Sering	Sering	Selalu	Selalu	Selalu	Sering	Sangat Setuju	Sering		
Shared Service	Katadata Indonesia	Selalu	Sangat Sering	Selalu	Selalu	Sering	Selalu	Selalu	Sering	Sering	Kadang-kadang	Kadang-kadang	Netral	Kadang-kadang		
Research and Content Strategis t	Katadata Indonesia	Selalu	Sering	Selalu	Sering	Sering	Selalu	Sering	Selalu	Sering	Jarang	Sering	Jarang	Setuju	Jarang	
Research and Content Strategis t	Katadata Indonesia	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Selalu	Tidak Setuju	Jarang	
Katadata Insight Center	Katadata Indonesia	Selalu	Sering	Sangat Sering	Sering	Sering	Sering	Selalu	Sering	Sering	Sering	Sering	Jarang	Setuju	Jarang	
Shared Service	Katadata Indonesia	Selalu	Selalu	Selalu	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Sering	Sering	Sering	Setuju	Sering	

Multimedia	Katadata Indonesia	Selalu	Jarang	Selalu	Sering	Sering	Sangat Setuju	Selalu							
Data & Technology	Katadata Indonesia	Selalu	Jarang	Jarang	Sangat Setuju	Jarang									
Research and Content Strategist	Katadata Indonesia	Selalu	Sangat Setuju	Sering											
Sales & Marketing	Katadata Indonesia	Sering	Sering	Selalu	Sering	Setuju	Jarang								
News	Katadata Indonesia	Selalu	Sering	Sering	Selalu	Sering	Setuju	Sering							
Sales & Marketing	Katadata Indonesia	Selalu	Selalu	Sering	Selalu	Selalu	Selalu	Sering	Selalu	Selalu	Selalu	Selalu	Jarang	Sangat Setuju	Selalu
Katadata Insight Center	Katadata Indonesia	Selalu	Sangat Setuju	Sering											
News	Katadata Indonesia	Sering	Sering	Selalu	Sering	Jarang	Jarang	Setuju	Sering						
Katadata Insight Center	Katadata Indonesia	Selalu	Sering	Sering	Selalu	Selalu	Selalu	Sering	Jarang	Sering	Sering	Sering	Jarang	Setuju	Jarang

News	Katadata Indonesia	Selalu	Sering	Selalu	Sering	Sering	Selalu	Selalu	Jarang	Sering	Sering	Sering	Sering	Sering	Setuju	Jarang
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Divisi	Perusahaan	TAP1	TAP2	TAP3	TAP4	GM9	CAP3	CAP4	
Androids	Gits Indonesia	Sering	Sering	Sering	Kadang-kadang	Setuju	Setuju	Sering	
iOS	Gits Indonesia	Sering	Kadan g-kadan g	Sering	Selalu	Netral	Setuju	Sering	
Back End	Gits Indonesia	Sering	Sering	Selalu	Selalu	Sangat Setuju	Setuju	Sering	
Back End	Gits Indonesia	Sering	Kadan g-kadan g	Sering	Sering	Netral	Setuju	Kadan g-kadan g	
Back End	Gits Indonesia	Sering	Sering	Sering	Kadang-kadang	Netral	Sangat Setuju	Kadan g-kadan g	
QA	Gits Indonesia	Sering	Sering	Sering	Selalu	Netral	Setuju	Kadan g-kadan g	
Androids	Gits Indonesia	Selalu	Selalu	Selalu	Sering	Tidak Setuju	Setuju	Sering	
Product Owner	Gits Indonesia	Sering	Kadan g-kadan	Sering	Selalu	Setuju	Setuju	Sering	

			g					
Back End	Gits Indonesia	Jarang	Sering	Jarang	Sering	Tidak Setuju	Selalu	Sering
Operational	Gits Indonesia	Jarang	Selalu	Sering	Selalu	Sangat Tidak Setuju	Selalu	Sering
iOS	Gits Indonesia	Jarang	Jarang	Sering	Sering	Tidak Setuju	Jarang	Jarang
Front End	Gits Indonesia	Selalu	Sering	Sering	Selalu	Tidak Setuju	Selalu	Sering
Androids	Gits Indonesia	Jarang	Sering	Jarang	Sering	Tidak Setuju	Sering	Sering
Operational	Gits Indonesia	Jarang	Jarang	Sering	Sering	Tidak Setuju	Sering	Jarang
Front End	Gits Indonesia	Selalu	Selalu	Sering	Jarang	Tidak Setuju	Sering	Sering
Back End	Gits Indonesia	Selalu	Sering	Sering	Sering	Tidak Setuju	Selalu	Jarang
Operational	Gits Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Sering
Back End	Gits Indonesia	Jarang	Sering	Jarang	Sering	Tidak Setuju	Sering	Jarang
Back End	Gits Indonesia	Sering	Selalu	Sering	Sering	Tidak Setuju	Sering	Jarang

Support	Gits Indonesia	Jarang	Jarang	Jarang	Sering	Tidak Setuju	Jarang	Jarang
iOS	Gits Indonesia	Sering	Selalu	Selalu	Selalu	Setuju	Sering	Jarang
Operational	Gits Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Sering
QA	Gits Indonesia	Jarang	Jarang	Sering	Sering	Tidak Setuju	Sering	Jarang
Androids	Gits Indonesia	Selalu	Selalu	Selalu	Selalu	Sangat Tidak Setuju	Sering	Jarang
Front End	Gits Indonesia	Jarang	Selalu	Selalu	Selalu	Tidak Setuju	Selalu	Jarang
Androids	Gits Indonesia	Jarang	Sering	Jarang	Jarang	Tidak Setuju	Selalu	Sering
Back End	Gits Indonesia	Sering	Sering	Sering	Sering	Sangat Tidak Setuju	Selalu	Jarang
Support	Gits Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Sering
iOS	Gits Indonesia	Sering	Selalu	Jarang	Sering	Tidak Setuju	Sering	Sering
Operational	Gits Indonesia	Jarang	Jarang	Jarang	Sering	Tidak Setuju	Selalu	Sering
QA	Gits Indonesia	Sering	Jarang	Jarang	Selalu	Setuju	Tidak Pernah	Jarang

Androids	Gits Indonesia	Jarang	Sering	Jarang	Tidak Pernah	Tidak Setuju	Sering	Jarang
Front End	Gits Indonesia	Jarang	Selalu	Selalu	Jarang	Sangat Tidak Setuju	Sering	Jarang
Androids	Gits Indonesia	Jarang	Sering	Jarang	Sering	Sangat Tidak Setuju	Sering	Jarang
BakoelWeb Indonesia (BWI)	Bakoel Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Sering
Bakoel Sembako	Bakoel Indonesia	Jarang	Sering	Jarang	Sering	Tidak Setuju	Sering	Sering
PT Bakoel Nusantara	Bakoel Indonesia	Jarang	Jarang	Selalu	Sering	Setuju	Jarang	Jarang
Operasional	Bakoel Indonesia	Jarang	Jarang	Jarang	Sering	Tidak Setuju	Sering	Jarang
Software Engineering	Bakoel Indonesia	Sering	Jarang	Jarang	Sering	Tidak Setuju	Jarang	Jarang

Frontline r	Bakoel Indonesia	Sering	Sering	Jarang	Sering	Tidak Setuju	Sering	Sering
Front liner	Bakoel Indonesia	Jarang	Sering	Jarang	Jarang	Tidak Setuju	Sering	Selalu
BWI	Bakoel Indonesia	Selalu	Sering	Sering	Selalu	Tidak Setuju	Sering	Sering
Operasional Holding	Bakoel Indonesia	Jarang	Jarang	Sering	Sering	Tidak Setuju	Sering	Sering
Staff Finance	Bakoel Indonesia	Tidak Pernah	Jarang	Jarang	Tidak Pernah	Tidak Setuju	Sering	Jarang
Frontline r	Bakoel Indonesia	Sering	Sering	Sering	Selalu	Tidak Setuju	Sering	Jarang
Front Liner	Bakoel Indonesia	Jarang	Sering	Sering	Jarang	Tidak Setuju	Jarang	Jarang
FINANC E AND ACCOU NTING	Bakoel Indonesia	Tidak Pernah	Tidak Pernah	Jarang	Sering	Tidak Setuju	Sering	Tidak Pernah
Frontline r	Bakoel Indonesia	Sering	Selalu	Selalu	Jarang	Tidak Setuju	Sering	Sering
frontline r	Bakoel Indonesia	Selalu	Selalu	Sering	Selalu	Tidak Setuju	Selalu	Selalu
Accounting	Bakoel Indonesia	Jarang	Jarang	Jarang	Sering	Setuju	Sering	Jarang

FrontLiner	Bakoel Indonesia	Sering	Selalu	Selalu	Selalu	Tidak Setuju	Selalu	Selalu
Bakoel Web I	Bakoel Indonesia	Sering	Sering	Sering	Selalu	Tidak Setuju	Selalu	Sering
Technicall Support	Bakoel Indonesia	Jarang	Sering	Jarang	Jarang	Sangat Tidak Setuju	Sering	Sering
bakoel komputer	Bakoel Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Sering
Finance	Bakoel Indonesia	Jarang	Sering	Jarang	Selalu	Setuju	Sering	Sering
FL	Bakoel Indonesia	Sering	Sering	Selalu	Sering	Tidak Setuju	Selalu	Sering
Human Capital	Bakoel Indonesia	Sering	Sering	Sering	Selalu	Tidak Setuju	Sering	Sering
Legal	Bakoel Indonesia	Jarang	Selalu	Selalu	Jarang	Tidak Setuju	Selalu	Jarang
Costomer service	Bakoel Indonesia	Jarang	Jarang	Jarang	Sering	Tidak Setuju	Tidak Pernah	Tidak Pernah
Online Payment	Bakoel Indonesia	Sering	Selalu	Sering	Selalu	Tidak Setuju	Selalu	Selalu
Shared Service	Katadata Indonesia	Jarang	Sering	Jarang	Sering	Tidak Setuju	Selalu	Sering

Sales & Marketing	Katadata Indonesia	Sering	Sering	Sering	Selalu	Tidak Setuju	Sering	Sering
Research and Content Strategis t	Katadata Indonesia	Jarang	Sering	Jarang	Sering	Tidak Setuju	Sering	Sering
Shared Service	Katadata Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Sering
Finance & Billing	Katadata Indonesia	Jarang	Jarang	Jarang	Jarang	Tidak Setuju	Sering	Sering
Katadata Insight Center	Katadata Indonesia	Jarang	Sering	Sering	Sering	Sangat Tidak Setuju	Sering	Jarang
Research and Content Strategis t	Katadata Indonesia	Jarang	Sering	Jarang	Jarang	Tidak Setuju	Jarang	Jarang
News	Katadata Indonesia	Sering	Sering	Sering	Selalu	Tidak Setuju	Sering	Sering
Sales & Marketing	Katadata Indonesia	Jarang	Selalu	Sering	Sering	Tidak Setuju	Selalu	Sering

Katadata Insight Center	Katadata Indonesia	Jarang	Sering	Sering	Sering	Tidak Setuju	Sering	Jarang
Research and Content Strategis t	Katadata Indonesia	Sering	Sering	Sering	Sering	Sangat Tidak Setuju	Sering	Sering
News	Katadata Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Sering
News	Katadata Indonesia	Jarang	Sering	Sering	Jarang	Setuju	Sering	Selalu
News	Katadata Indonesia	Selalu	Jarang	Sering	Selalu	Sangat Tidak Setuju	Selalu	Jarang
Multimedia	Katadata Indonesia	Jarang	Sering	Tidak Pernah	Jarang	Sangat Tidak Setuju	Sering	Jarang
Sales & Marketing	Katadata Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Sering
Digital Product Development	Katadata Indonesia	Jarang	Jarang	Jarang	Sering	Tidak Setuju	Sering	Jarang

Digital Product Development	Katadata Indonesia	Jarang	Jarang	Jarang	Sering	Tidak Setuju	Sering	Jarang
Sales & Marketing	Katadata Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Jarang
Multimedia	Katadata Indonesia	Sering	Sering	Sering	Jarang	Tidak Setuju	Sering	Jarang
News	Katadata Indonesia	Jarang	Sering	Jarang	Sering	Tidak Setuju	Sering	Jarang
Multimedia	Katadata Indonesia	Selalu	Selalu	Sering	Selalu	Tidak Setuju	Selalu	Sering
News	Katadata Indonesia	Jarang	Selalu	Sering	Sering	Tidak Setuju	Selalu	Selalu
Finance & Billing	Katadata Indonesia	Sering	Sering	Jarang	Sering	Tidak Setuju	Sering	Sering
Sales & Marketing	Katadata Indonesia	Jarang	Jarang	Sering	Selalu	Setuju	Jarang	Jarang
Katadata Insight Center	Katadata Indonesia	Sering	Sering	Sering	Sering	Sangat Tidak Setuju	Sering	Sering
Katadata Insight Center	Katadata Indonesia	Sering	Sering	Sering	Sering	Sangat Tidak Setuju	Sering	Sering

Shared Service	Katadata Indonesia	Selalu	Selalu	Selalu	Selalu	Sangat Tidak Setuju	Selalu	Selalu
News	Katadata Indonesia	Jarang	Sering	Sering	Jarang	Sangat Tidak Setuju	Sering	Sering
Data & Technology	Katadata Indonesia	Sering	Sering	Sering	Selalu	Tidak Setuju	Selalu	Sering
Sales & Marketing	Katadata Indonesia	Jarang	Jarang	Sering	Sering	Tidak Setuju	Sering	Jarang
Multimedia	Katadata Indonesia	Jarang	Sering	Jarang	Sering	Tidak Setuju	Sering	Jarang
News	Katadata Indonesia	Jarang	Jarang	Sering	Sering	Sangat Tidak Setuju	Jarang	Sering
Sales & Marketing	Katadata Indonesia	Jarang	Sering	Jarang	Sering	Tidak Setuju	Sering	Jarang
News	Katadata Indonesia	Sering	Selalu	Selalu	Selalu	Tidak Setuju	Selalu	Selalu
Data & Technology	Katadata Indonesia	Jarang	Selalu	Sering	Selalu	Tidak Setuju	Sering	Sering

Sales & Marketing	Katadata Indonesia	Jarang	Sering	Jarang	Sering	Sangat Tidak Setuju	Selalu	Jarang
Multimedia	Katadata Indonesia	Jarang	Sering	Jarang	Jarang	Tidak Setuju	Sering	Sering
News	Katadata Indonesia	Sering	Sering	Sering	Sering	Setuju	Selalu	Sering
News	Katadata Indonesia	Jarang	Selalu	Jarang	Jarang	Sangat Tidak Setuju	Selalu	Sering
Sales & Marketing	Katadata Indonesia	Tidak Pernah	Jarang	Tidak Pernah	Jarang	Tidak Setuju	Jarang	Tidak Pernah
Data & Technology	Katadata Indonesia	Sering	Sering	Selalu	Selalu	Tidak Setuju	Selalu	Selalu
Katadata Insight Center	Katadata Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Jarang
Data & Technology	Katadata Indonesia	Sering	Selalu	Sering	Sering	Setuju	Sering	Jarang
News	Katadata Indonesia	Jarang	Sering	Sering	Selalu	Sangat Tidak Setuju	Sering	Jarang

Data & Technology	Katadata Indonesia	Sering	Sering	Sering	Selalu	Sangat Tidak Setuju	Sering	Sering
Shared Service	Katadata Indonesia	Kadang-kadang	Kadang-kadang	Sering	Sering	Tidak Setuju	Sering	Kadang-kadang
Research and Content Strategis t	Katadata Indonesia	Jarang	Jarang	Jarang	Jarang	Tidak Setuju	Sering	Jarang
Research and Content Strategis t	Katadata Indonesia	Selalu	Selalu	Selalu	Selalu	Tidak Setuju	Selalu	Selalu
Katadata Insight Center	Katadata Indonesia	Jarang	Jarang	Jarang	Jarang	Sangat Tidak Setuju	Sering	Jarang
Shared Service	Katadata Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Selalu	Sering
Multimedia	Katadata Indonesia	Sering	Selalu	Sering	Selalu	Sangat Tidak Setuju	Sering	Sering

Data & Technology	Katadata Indonesia	Jarang	Selalu	Selalu	Selalu	Sangat Tidak Setuju	Jarang	Jarang
Research and Content Strategis t	Katadata Indonesia	Sering	Selalu	Sering	Selalu	Sangat Tidak Setuju	Selalu	Selalu
Sales & Marketing	Katadata Indonesia	Jarang	Sering	Sering	Sering	Tidak Setuju	Sering	Jarang
News	Katadata Indonesia	Sering	Sering	Sering	Sering	Tidak Setuju	Sering	Sering

Appendix 3. Qualitative Data.

Work Engagement and Active Learning		Total Ref 59 Total Cases 17	
No	Quotes (Example)	Summarize Transcript in English	Coding
1	<p>Oke. Tadi kan mungkin disinggung sedikit bahwa di Divisi Data & Technology ini penting untuk si karyawan itu terikat sama pekerjaannya atau mungkin kalau bahasa ininya kan engaged sama kerjaanya. Dia mau kerja lama, dia mau mengulik, istilahnya begitu. Kalau menurut Mas Agus—ini cuma ingin memvalidasi saja—jadi kalau menurut Mas Agus, ketika dia terikat sama pekerjaannya, kira-kira berpengaruh banget tidak ke proses belajar atau performance-nya dia? Atau sebenarnya itu fifty-fifty? Atau bagaimana menurut Mas Agus dari evidence di divisi ini? B : Kalau orang yang terikat begitu, jadi misalnya dia menghadapi data apa itu, jadi dia diminta buat cari [...] jumlah penduduk tenaga kerja, misalnya. Kalau dia suka dan interest dengan data itu.. A : Hmm, topiknya. B : [...] selaras, nih. "Wah, saya juga ingin tahu nih. Tertarik. Jumlah pekerja di Indonesia itu berapa, sih?". Dia tentu akan mencari, akhirnya mencari sendiri. Tidak perlu diperintah juga dia cari sendiri. Kalau ada masalah juga akhirnya terus, "Ini kok tidak bisa sih diginiin?". Akhirnya dia bekerja sendiri. Nanti kalau tidak bisa, baru tanya, "Mas, ini tidak bisa, Mas. Ini diginiin kurang tepat", atau "Mas, ini sumbernya salah", begitu misalnya.</p>	<p>"Individu yang suka dengan pekerjaannya atau engage dengan pekerjaannya selain mau mengulik lebih dalam dan lama tugasnya. Ia akan berusaha mencari cara sendiri tanpa harus diperintah, jadi dia akan inisiatif untuk mencari cara dan belajar untuk menyelesaikan tugasnya lebih cepat"</p>	<p>Dedication and Absorption Behavior lead Individuals to Active Learning Process</p>

Work Engagement and Adaptive Performance			
No	Quotes (Example)	Summarize Transcript in English	Coding
Work Engagement AND Creativity		Total 41 References 16 Cases	
1	<p>A : Jadi yang Mas Agus tadi bilang. Jadi kayak misalnya dia mau kerja lama, mau mengulik. Istilahnya senang sama pekerjaannya dan interest sama pekerjaannya. Itu bakal mempengaruhi proses belajarnya dia atau kinerjanya dia di tim, atau membangun tim lebih oke, atau bagaimana? B : Iya. Harusnya iya, ya? A : Hmm. Kalau di... B : Kalau orang yang terikat begitu, jadi misalnya dia menghadapi data apa itu, jadi dia diminta buat cari [...] jumlah penduduk tenaga kerja, misalnya. Kalau dia suka dan interest dengan data itu.. A : Hmm, topiknya. B : [...] selaras, nih. "Wah, saya juga ingin tahu nih. Tertarik. Jumlah pekerja di Indonesia itu berapa, sih?". Dia tentu akan mencari, akhirnya mencari sendiri. Tidak perlu diperintah juga dia cari sendiri. Kalau ada masalah juga akhirnya terus, "Ini kok tidak bisa sih diginiin?". Akhirnya dia bekerja sendiri. Nanti kalau tidak bisa, baru tanya, "Mas, ini tidak bisa, Mas. Ini diginiin kurang tepat", atau "Mas, ini sumbunya salah", begitu misalnya.</p>	<p>"Ketika ia suka mengulik tugas atau data yang diberikan, ia jadi punya banyak ide baru terkait pekerjaannya"; "Harus mau ngulik lama dan belajar hal baru, soalnya perubahan knowledge di teknologi itu cepet banget. Dan hal ini membantu dalam membentuk ide-ide baru penyelesaian masalah atau memenuhi permintaan dari klien"; "Makin lama engaged atau eksplor dengan pekerjaannya, akan menemukan kreatifitas dalam penyelesaian masalahnya"; "Kalau dia suka sama proses risetnya, terus dia eksplor mendalam, dia akan nemuin insight baru yang kreatif untuk nyelidik permintaan dari klien"; "Individu yang engaged dengan pekerjaannya akan memiliki banyak ide untuk improve produk di divisi kami"; "Biasanya, orang yang engaged dengan pekerjaannya akan lebih mau untuk mempelajari teknologi-teknologi baru yang mengarahkan ia pada penyelesaian terkait teknis di apps yang lebih kreatif"; "Kalau di divisi kami, ga enjoy ga akan keluar ide kreatif untuk bikin desainnya dan akhirnya ga jadi-jadi desainnya"</p>	<p>"Individuals who engaged with their work had lots of creative ideas regarding with his/her job assignment (solve clients problem, new idea product development) through exploration in new knowledge"</p>

No	Quotes (Example)	Summarize Transcript in English	Coding
	Work Engagement AND handling work stress	Total Ref 26 Total Cases 11	
1	mungkin itu ya, penting, karena pada saat desain harus enjoy dan interest sama topiknya. Kalau nggak gitu stress dia dan hasilnya bagus. Kalau redaksi jelas load kerjanya. Tapi kalau di klien ini load kerjanya lebih banyak, jadi tim dibentuk dulu dan harus enjoy 22:54	"Harus enjoy karena load kerjanya disini sudah pasti tinggi dan bikin stress"	"The vigor state of work engagement buffering the stress and able individuals to manage their work stress better"
No	Quotes (Example)	Summarize Transcript in English	Coding
	Work Engagement AND Interpersonal Adaptability	Total Ref 25 Total Cases 12	

1	<p>A : Jadi yang Mas Agus tadi bilang. Jadi kayak misalnya dia mau kerja lama, mau mengulik. Istilahnya senang sama pekerjaannya dan interest sama pekerjaannya. Itu bakal mempengaruhi proses belajarnya dia atau kinerjanya dia di tim, atau membangun tim lebih oke, atau bagaimana?</p> <p>B : Iya. Harusnya iya, ya?</p> <p>A : Hmm. Kalau di-..</p> <p>B : Kalau orang yang terikat begitu, jadi misalnya dia menghadapi data apa itu, jadi dia diminta buat cari [...] jumlah penduduk tenaga kerja, misalnya. Kalau dia suka dan interest dengan data itu-..</p> <p>A : Hmm, topiknya.</p> <p>B : [...] selaras, nih. "Wah, saya juga ingin tahu nih. Tertarik. Jumlah pekerja di Indonesia itu berapa, sih?". Dia tentu akan mencari, akhirnya mencari sendiri. Tidak perlu diperintah juga dia cari sendiri. Kalau ada masalah juga akhirnya terus, "Ini kok tidak bisa sih diginiin?". Akhirnya dia bekerja sendiri. Nanti kalau tidak bisa, baru tanya, "Mas, ini tidak bisa, Mas. Ini diginiin kurang tepat", atau "Mas, ini sumbernya salah", begitu misalnya.</p>	<p>"Kalau dia engaged sama topik atau pekerjaannya, dia bisa mengkomunikasikan ide/masalahnya dengan baik ke orang lain"</p>	<p>"Work engagement leads to better interpersonal adaptability"</p>
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No	Quotes (Example)	Summarize Transcript in English	Coding
	Work Engagement AND Reactivity	Total Ref 38 Total Cases 14	
1	Misalnya di kita, teman-teman sudah sesuai dengan passionnya dan segala macamnya, jadi misalnya seperti dari segi kreatif, dari segi mereka bisa berinisiatif, misalnya mereka sudah enjoy dengan social media. Lebih gampang untuk mereka itu punya improvisasi untuk tahu ini yang sedang ramai, ini yang cocok untuk dinaikkan ke social media. Jadi kita tidak perlu maksudnya untuk harus memerintahkan seperti tadi	"Kalau dia enjoy atau engaged sama pekerjaanya, dia akan lebih gampang inisiatif dan improvisasi ide pengembangan produknya"; "Kalau dia suka sama pekerjaanya atau enjoy dia akan lebih cepet koordinasi ke kita dan menyelesaikan masalah-masalah terkait pekerjaanya"	"Individuals with high work engagement will had high initiative to take action to solve their job demand or problem at workplace"
	Work Engagement and Training Effort	Total Ref 35 Total Cases 14	
No	Quotes (Example)	Summarize Transcript in English	Coding

1	<p>Lalu yang pertama itu kan yang kemudian menjadi sangat penting ketika hal-hal itu dimiliki, yaitu kemampuan itu, oleh masing-masing individu. Ya tentunya akan berdampak positif bagi perusahaan. Jadi, justru itu yang—kalau dari sisi saya—itu saya dorong untuk mereka [...] kapasitas di luar.. dari luar, begitu ya. Bukan hanya dari dalam atau sekadar dorongan dari dalam, tapi juga pada hal- hal yang menarik di luar yang mungkin [...]. Kalau saya pribadi, ketika ada kawan-kawan atau karyawan yang punya keinginan untuk [...] training dari luar, [...] hal-hal baru yang bisa diterapkan di produk internal.</p>	<p>"Ketika dia suka sama topik atau pekerjaan yang dia punya saat itu, dia akan langsung ambil inisiatif untuk belajar hal baru untuk menyelesaikan pekerjaan tersebut"</p>	<p>"Individuals with high work engagement willing to take effort on training in new things"</p>
Active Learning AND Adaptive Performance			
No	Quotes (Example)	Summarize Transcript in English	Coding
Active Learning AND Creativity			
Total 41 References 16 Cases			

1	<p>Tapi kalau ada kreativitas, misalnya bisa menggunakan tools atau pemahaman terhadap power query di Excel, itu bisa sangat cepat. Apalagi kalau pakai coding, ini malah hanya butuh waktu dua jam atau tiga jam. Apalagi pengumpulan data yang sifatnya sudah sangat mudah. Kalau istilah di [...] itu, bisa di-strapping itu sangat ini sekali. Kalau teman-teman freelance kita order begitu, bisa sepekan tidak kelar-kelar. Tapi kalau di-strapping itu cuma butuh waktu paling tiga jam sudah selesai. Jadi, kreativitas itu makanya tadi kita inginnya meng-upgrade teman-teman itu bisa sampai ke kemampuan pemrograman buat mereka yang mengerjakan data, supaya itu bisa lebih memotong yang tadinya mungkin kesulitan [...] A : Bisa lebih cepat proses pengerjaannya? B : Iya, terinspirasi, "Oh, ini data ini bisa dibeginikan. [...], bisa lebih cepat", begitu.& Dengan cara harus terus belajar, harus kreatif dan inovatif. Ketika klien punya masalah apa, ya kita harus bisa menganalisis solusinya seperti apa. Solusi bisa tercipta dari jam terbang dan juga dari knowledge yang kita punya. Kalau kita knowledge-nya tidak ada, ya sudah. Tidak bisa memberikan solusi untuk klien. Itu sangat penting untuk membangun kualitas dan reputasi Gits di mata luar. Baik di sisi klien maupun calon klien.</p>	<p>"Contohnya, kalau ditempat kita modelnya adalah learning by doing cases, dari proses mengulik atau mendalami dataset yang baru. Dia akan keluar berbagai ide kreatif untuk resolve data cleaningnya, mempermudah proses kerjanya agar lebih cepat juga" & "Dengan belajar teknologi dan knowledge baru terus, kita bisa jadi lebih kreatif dan inovatif dan menyediakan solusi untuk klien lebih baik"</p>	<p>"Active learning process enhance individual's new skill/knowledge that generate creative idea to solve the job demand or better solution for clients"</p>
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No	Quotes (Example)	Summarize Transcript in English	Coding
Active Learning AND Reactivity		Total Ref 78 Total Cases 17	
No	Quotes (Example)	Summarize Transcript in English	Coding
1	<p>Kayak gimana ya, pastinya basic-nya beda-beda untuk tiap orang, karena begitu pas masuk knowledge yang dipegang tiap orang itu beda- kadang pengalaman juga pasti beda. Cuma, kita semacam bikin standar gitu teknologi apa saja yang kita pakai- jadinya sambil dimunculkan juga di kriteria buat apply gitu; Jadinya calon karyawan yang mau apply itu sudah paham teknologi apa saja yang- gambaran teknologi yang kita pakai disini, gitu. Terus begitu awal masuk gitu kita juga ada onboarding untuk ngenalin teknologi yang kita pakai disini. Biasanya yang pertama masuk kita pairing dulu gitu- dikenalin teknologi-teknologi di kita seperti apa, cara buat ini cara buat itu gimana, gitu. A : Berarti biasanya proses pairing dulu ya Pak, terus baru selama berjalan ikut project gitu ya, atau gimana biasanya? B : Sambil ikut project langsung sih, sebenarnya kalau pribadi sih saya idealnya mungkin nggak langsung ke project sih; Misalnya dikasih waktu seminggu untuk coba- atau inilah, dibiarin eksplor teknologinya sebelum dia masuk- ya nggak perlu lama sih, mungkin seminggu. Tapi kalau di GITS sekarang kasusnya memang langsung dimasukkan project</p>	<p>"Karena setiap standar teknologi yang ada itu berbeda, jadi kita harus mau belajar sendiri teknologi yang akan dipakai. Langsung based on project demand, disitu akan mengambil tindakan atau keputusan sesuai tipe klien dan teknologi yang digunakan dan cenderung berbeda-beda"; "Situasi klien kita berbeda-beda, jadi harus selalu aktif belajar sendiri sesuai dengan kebutuhan knowledge/skill untuk react secara tepat dalam rangka solve clients demand"</p>	<p>"Client Demand/Technological Advancement urge employees to had active learning process to help their reactivity that align with their client demand"</p>

	<p>begitu, cuma mungkin kebanyakan jadi support dulu sih nggak langsung jadi tim inti begitu. -- Tadi kan terkait proses belajar ya, kalau menurut Bapak sendiri-karena kan tadi dinamika kliennya tadi kan cukup fluktuatif... jadi mau nggak mau juga tiap-tiap karyawan itu kan harus belajar hal baru, dalam tanda kutip si klien ini tipe yang begini, si klien ini tipe begini. Nah menurut Pak Alvons sendiri kemauan individu untuk mau aktif belajar itu bermain penting nggak di organisasi GITS saat ini?</p> <p>B : Ya, penting banget. Cuma untungnya memang personil GITS saat ini yang saya lihat keinginan belajarnya cukup tinggi, karena masih mudah-mudah juga... jadi memang drive untuk learning-nya, drive untuk improve-nya itu masih tinggi banget jadi buat adaptasi segala macem masih bisa. Apalagi dibantu juga untuk kalau berhadapan dengan klien kan sama PO-nya... sama Product Owner ya kayak di-briefing atau dikasih gambaran yang bagus gimana cara handling klien ini, gitu- jadi ada langkah-langkahnya yang dipersiapkan ketemu klien yang beda-beda.</p>		
No	Quotes (Example)	Summarize Transcript in English	Coding
Active Learning AND handling work stress		Total Ref 28 Total Cases 9	

1	<p>Ngaruh. Antara orang yang aktif dan orang yang tidak aktif akan kelihatan - mana orang yang mau ambil tantangan dan yang tidak mau mengambil tantangan. Orang yang mau mengambil tantangan, ya sudah ini sama saya aja. Walaupun dia sendiri belum tahu ya akan bagaimana, tapi dia berusaha untuk men-challenge dirinya sendiri di mana kalau dia berhasil dia akan level up. Mungkin dari sisi knowledge akan level up, dari sisi kemampuan yang lain juga pasti dia akan level up. Termasuk dia level up dalam hal memanage dirinya sendiri</p>	<p>"Individu yang aktif belajar, akan cenderung mampu mengelola diri sendiri lebih baik"</p>	<p>"Individuals who had active learning behavior had better self-regulation and it leads to better in stress management"</p>
No	Quotes (Example)	Summarize Transcript in English	Coding
Active Learning AND Interpersonal Adaptability		Total Ref 37 Total Cases 15	

1	<p>Kalau kira-kira nih, kan pasti ada tipe-tipe orang yang dia cenderung dekat atau suka sharing terkait pekerjaan sama mbak Diani. Ada yang misalnya dia memang agak pasif dalam berkomunikasi. Kalau di tim mbak Diani, dua karakteristik itu bisa berpengaruh ke kinerja atau proses pengembangan diri tidak? Atau sebenarnya itu tidak terlalu penting? B : Itu berpengaruh, karena dia jujur di awal. Saya punya dua anggota tim yang pasif - nggak pernah ngomong kalau tidak ditanya. Dia cenderung diam, kan saya jadi bertanya-tanya "Apakah dia mengerti, atau bahkan dia kediaman itu dia tidak mengerti?." Kan jadi pertanyaan besar, yah. Akhirnya saya ajak bicara 1 on 1, berdua gitu. Istilahnya saya juga pendekatan secara personal, "Sebenarnya kenapa kok nggak ngomong?" Ternyata dari dua orang ini, mereka malu. Mereka nggak percaya diri untuk ngomong, "Saya takut salah, teh kalo ngomong. Karena saya di sini masih junior." Kata saya, junioritas dan senioritas tidak mempengaruhi orang untuk bisa dihargai dalam berbicara. Karena setiap orang itu punya, apa ya... interpersonal yang bisa, uh... sebenarnya dia tidak sadar bahwa dia mampu. Karena terbendung oleh tadi itu - malu, takut salah. Ya sudah, jadi mereka diam dan itu sangat ber-impact terhadap proses pengembangan aplikasi - pekerjaan kita sehari-hari. Karena misunderstanding dan miscommunication-nya akan tinggi. Kita tanggapannya, dia nih...kita</p>	<p>"Orang yang cenderung pasif untuk belajar di tim saya, dia juga cenderung pasif mengutarakan idenya, dan kurang bagus dalam mengkomunikasikan idenya, jadi sering terjadi miskomunikasi, konflik selama proses penyelesaian project"</p>	<p>"Individual with low active learning behavior tend to had low interpersonal adaptability during the production process"</p>
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	nggak bisa mendeskripsikan...istilahnya nggak bisa berkesimpulan dia seperti apa - "Ngerti atau nggak ngerti, sih?" - dua itu yang kita simpulkan. Di situ kadang orang salah untuk menerjemahkan apa yang menjadi kebutuhan atau yang menjadi requirements yang harus dia kerjakan. Dengan dia tidak ngomong atau tidak bertanya...misunderstanding, miscommunication-nya akan tinggi. Itu akan mempengaruhi banget terhadap performa tim, dan proses pengembangan dia sendiri. Karena dia cenderung menutup diri. Kayak introvert jatuhnya. Kayak ngikut aja, gitu doang.		
Active Learning and Training Effort		Total Ref 66 Total Cases 15	
No	Quotes (Example)	Summarize Transcript in English	Coding

1	<p>“Wah, saya juga ingin tahu nih. Tertarik. Jumlah pekerja di Indonesia itu berapa, sih?”. Dia tentu akan mencari, akhirnya mencari sendiri. Tidak perlu diperintah juga dia cari sendiri. Kalau ada masalah juga akhirnya terus, “Ini kok tidak bisa sih diginiin?”. Akhirnya dia bekerja sendiri. Nanti kalau tidak bisa, baru tanya, “Mas, ini tidak bisa, Mas. Ini diginiin kurang tepat”, atau “Mas, ini sumbernya salah”, begitu misalnya.</p>	<p>"Casenya biasanya, ketika dia sudah interest sama topiknya, dia akan lebih mau eksplor lebih dalam terkait datanya, dan inisiatif cari knowledge atau training secara independen untuk solve pekerjaanya sendiri"</p>	<p>"Individuals with high interest with his/her job, will had higher effort to do independent training and had effective active learning process"</p>
Growth Mindset AND Organizational Support		Total Ref 8 Total Cases 6	
No	Quotes (Example)	Coding	
1	<p>"Orang yang memiliki mindset seperti growth mindset will use the resources, job assignment from us as the place to develop their skills"</p>	<p>"Growth mindset drive individual's perspective the high organization demand or policy as positive things to improve their skill"</p>	
Growth Mindset AND Job Control		Total Ref 6 Total Cases 4	
No	Quotes (Example)	Coding	

1	"The job control in our company is based on their skill, not based on their belief on what they can do"	Based on those evidence, it can be concluded that growth mindset does not define or affect the job control inside those companies. Job control is affect based on their skill, company objectives and workloads.
Self-Efficacy and Organizational Support		Total Ref 4 Total Cases 4
No	Quotes (Example)	Coding
1	"In our company its 50:50, we appreciate their yes attitude but it has to follow company objectives or policy"	Based on those evidence, in those three companies maximized their organization support based on company objectives or clients deman, thus It leads the high role of supervisor to shape their self-efficacy to align with those objectives"
Self-Efficacy and Job Control		Total Ref 4 Total Cases 3
No	Quotes (Example)	Coding
1	"Job control in our company ditentukan berdasarkan their skill not their self-efficacy"	"Job control is determined by their skill and experience, not their self-efficacy"
Job Control AND Job Crafting		Total Ref 5 Total Cases 4
No	Quotes (Example)	Coding
1	"If she/he would like to join new project or adding his/her workload, it has to be balance with their performance first, so we wil have them opportunity and flexibility to arrange their own work"	"Lower job control allow flexibility to gain job crafting behavior"
Job Control AND Thriving at Work		Total Ref 4 Total Cases 4

No	Quotes (Example)	Coding
1	"We give them flexibility to arrange their own working time to be more energized at workplace"	"Lower job control leads to more positive behavior such as thriving at work"
Organizational Support AND Job Crafting		Total Ref 3 Total Cases 3
No	Quotes (Example)	Coding
1	"Our companies tries to facilitate employee's initiative to working outside his/her job description"	"Organizational support drive higher job crafting behavior at workplace"
Organizational Support AND Thriving at Work		Total Ref 4 Total Cases 3
No	Quotes (Example)	Coding

1	Oke-oke. Jadi menurut Pak Alvons tipe Android developer yang dia energized di tempat kerja, semangat, positif, itu mempengaruhi kinerja dia nggak? Atau sebenarnya dengan tipe kerja Android tidak terlalu menentukan kinerjanya dia di tempat kerja? B : Mempengaruhi sih, Cuma nggak besar mungkin. Sebenarnya nggak Android aja sih, rata-rata yang salah lihat kalau yang teknologi pengaruhnya itu nggak massive banget. Pengaruhnya cukup lumayan tapi nggak besar gitu. Mungkin besar kalau memang si orangnya agak moody. Kalau sudah signifikan sih biasanya orangnya ngobrol kalau nggak sama PO, sama tim HJD- tim HRD gitu.	"To maintain individual's mood to be energized at workplace, usually there will be support from HRD to minimize their stress"
Self-Efficacy AND Thriving at Work		Total Ref 4 Total Cases 3
No	Quotes (Example)	Coding
1	"Self-efficacy needs to follow company goals"	"High self-efficacy doesn't define job crafting behavior of individuals, it is shown that some people with high self-efficacy does not follow by positive work behavior such as thriving at work"
Growth Mindset AND Job Crafting		Total Ref 3 Total Cases 2
No	Quotes (Example)	Coding

1	"Individual with growth mindset in my teams, needs to be led by their supervisor to take right new action to solve work problem"	High self-efficacy to produce job crafting behavior needs guidance from the supervisor support"	
Growth Mindset AND Thriving at Work			Total Ref 4 Total Cases 2
No	Quotes (Example)		Coding
1	"Even with growth mindset, with full of cup attitude, their training or learning process not used directly to their work"	"Growth mindset does not lead positive behavior of thriving at work with no openness to new knowledge"	
Organizational Support AND Job Crafting			Total Ref 3 Total Cases 3
No	Quotes (Example)		Coding
1	"Our company led our employees sto actively gain new skill following new technology development align with the clients demand"	"Organization support to training new skill following job crafting behavior in initiate new solution for clients"	
Organizational Support AND Thriving at Work			Total Ref 8 Total Cases 4
No	Quotes (Example)	Coding	
1	"The rotation or changing in job demand allows my employees to be more energized at workplace, to solve the new challenges"	"Organization support for employee development allows more positive behavior like thriving at work"	

Job Crafting AND Growth Mindset		Total Ref 2 Total Cases 2
No	Quotes (Example)	Coding
1	"if they excited at first to do more than what client expected, then they will exhausted by their demand later, eventhough they had growth mindset and high confidence at first"	"Growth mindset does not defined their initiative in job crafting behavior"
Job Crafting AND Self-Efficacy		Total Ref 3 Total Cases 2
No	Quotes (Example)	Coding
1	"if they excited at first to do more than what client expected, then they will exhausted by their demand later, eventhough they had growth mindset and high confidence at first"	"Growth mindset does not defined their initiative in job crafting behavior"
Thriving at Work AND Growth Mindset		Total Ref 4 Total Cases 2
No	Quotes (Example)	Coding
1	"People with thriving at work behavior has positive and negative mindset at workplace"	"Thriving at work behavior emerge positive and negative mindset at workplace. It means it doesn't define individual's growth mindset"
Thriving at Work AND Self-Efficacy		Total Ref 6 Total Cases 3
No	Quotes (Example)	Coding

1	"In my team, my employees needs to had to be energized and positivity at workplace to maximized their creativity and collaboration and adding her confidence in work"	"Thriving at work behavior leads to boost individual's confidence in collaborate with others people"
Organizational Support AND Growth Mindset		Total Ref 28 Total Cases 16
No	Quotes (Example)	Coding
1	"Our company policy is to drive individuals to had growth mindset, therefore we facilitate them to had those mindset and leads to optimal performance and creativity"	"Company support and facilitation leads individual to growth mindset"
Organizational Support AND Self-Efficacy		Total Ref 4 Total Cases 4
No	Quotes (Example)	Coding
1	"Our company highlighted the importance of collaboration instead of building individual's self-efficacy"	Organization support does not focused on building individual's self-efficacy,so that it found insignificant impact
Job Control AND Growth Mindset		Total Ref 6 Total Cases 4
No	Quotes (Example)	Coding

1	"We've tried to give flexibility in our policy to change the fixed mindset for some people, but it has no impact"	"Eventhough lower control leads to more creativity and exploration toward individual development, it still has no direct impact toward individual's fixed mindset"
Job Control AND Self-Efficacy		Total Ref 4 Total Cases 3
No	Quotes (Example)	Coding
1	"People with high self-efficacy we will carefully maintain his/her work decision"	"High self-efficacy does not define their skill or experience, most of this company used the job control based on their skill/experience"
Self-Efficacy AND Work Engagement		Total Ref 20 Total Cases 11
No	Quotes (Example)	Coding
1	"Confidence in our ability played important part to drive them to their best effort, to explore the job"	"Self-efficacy leads individuals to dedication and absorption behavior of work engagement"
Growth Mindset AND Work Engagement		Total Ref 26 Total Cases 13
No	Quotes (Example)	Coding
1	"our teams to excited to explore the new technologies cause they would like to improve their skill following the technological advancement"	"growth mindset allows dedication, vigor and absorption behavior of work engagement"
Organizational Support AND Work Engagement		Total Ref 14 Total Cases 11

No	Quotes (Example)	Coding
1	"organizational support does not sufficient enough to build engagement of my team because of their own business or personal aims"	"organizational support fail affect work engagement cause their personal factors has more strength impact to employees positive behavior such as work engagement"
Job Control AND Work Engagement		Total Ref 14 Total Cases 10
No	Quotes (Example)	Coding
1	"flexibility make individuals behave differently, there is people do things as only they want and not optimilize their perfprmance)	"Job control failed derive individual's work engagement and tend to led them to low dedication and arbsorption behavior of work engagement"
Thriving at Work AND Work Engagement		Total Ref 14 Total Cases 10
No	Quotes (Example)	Coding
1	"My teams with good interpersonal adaptability not showing the difference of work engagement behavior with their excitement or energized behavior at workplace""	There is no significant different between people thrive at work and didn't thrive at work to their behavior at workplace, they still had high work engagement
Job Crafting AND Work Engagement		Total Ref 4 Total Cases 4
No	Quotes (Example)	Coding

1	"Eventhough he/she active in a lot of project, it does not defined the output of his/her work. Because he/she thinks that easy things to do and underestimate that"	"Job Crafting behavior does not defined individual's work engagement depend on their mindset and openness toward new things and eagerness to explore new things"
Self-Efficacy AND AL		Total Ref 32 Total Cases 15
No	Quotes (Example)	Coding
1	"Eventhough he/she is confidence it is only defined his/her interest or knowledge, sometimes it is not align with his/her practice related with the job"	"Self-Efficacy does not defined individual's active learning behavior because its only in their internal process"
Growth Mindset AND AL		Total Ref 39 Total Cases 15
No	Quotes (Example)	Coding
1	It really depend on how the environment allows the learning initiative eventhough he/she has growth mindset"	"Growth mindset does not drive individual's active learning behavior as long there is no support from the organization toward it and personal motivation such as their engagement"
Organizational Support AND AL		Total Ref 29 Total Cases 14
No	Quotes (Example)	Coding
1	"eventhough we give support their new materials, it does not directly drive them to do independent learning by themselves"	"organizational support does not sufficient enough to drives individuals active learning behavior, it must follow other factors to increase their interest to build their skill not only knowledge"

Job Control AND AL		Total Ref 13 Total Cases 9
No	Quotes (Example)	Coding
1	"Job control defined by their experience and skill"	"Job control defined by their skill and experience not by their active learning behavior through their openness to new knowledge"
Thriving at Work AND AL		Total Ref 12 Total Cases 7
No	Quotes (Example)	Coding
1	"energized at workplace does not defined his/her attitude toward learning, in learning process if they have no engagement they just know the knowledge not experiencing the active learning process"	"Thriving at work behavior does not directly impact the active learning, it bridging by the work engagement mechanism"
Job Crafting AND AL		Total Ref 13 Total Cases 8
No	Quotes (Example)	Coding
1	"Their active learning behavior not define by their behavior on initiate in other project or active discuss with the supervisor. They usually innitiate to learned independently. And it also those behavior may lead to positive development or negative performance "	"Job Crafting behavior does not affect active learning behavior but by their own interest from personal factors"

Internal VS Environment		
INTERNAL		
No	Quotes (Example)	Coding
1	"Individual behave or learn based on their own personal factor will be more active , initiative and had optimal result toward their performance compares to the person behave or learned by the urge of the environment"	"Individual learn or behave based on their personal factors will be more active, had high initiative, high engagement (Dedication) and generate creative ideas and solution. Therefore, it able to maximize their performance"
No	Quotes (Example)	Coding
1	"Most of people in my division that highly related with technology more likely introvert, so they need to be urge or drive by their environment such as like they supervisor"	"Some people still needs encouragement from their external environment such as organization and their supervisor demand. So it better the combination of both internal and environment factors that derived their behavior or learning process so it still aligned with company's purpose."
A Start Employee (Help)		
No	Coding	
1	"Active learning behavior is become the key for individual development that also increase company's capabilities"	
2	The first characteristic is patient and having good listening skill, third is fast to mapping the problem and initiate new solution, fourth not selfish, strong mentality being under-pressure and work-stress"	

3	"He/she had initiative to search opportunity, actively seek for new knowledge and skills, aware his/her own weakness"
4	"skill problem-solving, learn new things fast, high initiative in learning"
5	"communicative, easily to generate good solution for others, and learning independently"
A Start Employee (Learning)	
No	Coding
1	"The client's demand is fluctuating and we have to give the better solution to solve their problem, the characteristic of clients is also diverse, so it leads us to be more adaptive with changes, eager to learn new things following the technological change and market opportunities"
2	"the A star employee tend to have high initiative and independent learning, but he/she must open with new knowledge, with changes so he/she still can collaborate well with their peers"
3	"Clients' fluctuate demand urge individuals in my teams eager to learn new things fast"
4	"our production process is based on collaboration not only with internal but also with external like clients, so interpersonal skill is very important to maintain good collaboration and deliver best result"
A Start Employee (Creativity)	
No	Coding
1	the competitiveness and changes in this industry is very fast, and you have to be innovative. So, active learning is crucial to help companies survive, you have independently learning new skill fast.
2	The importance of creativity and generating new ideas to give best solutions and satisfaction for clients"

3	"Training effort is important to aware with the current industry situation and seize new opportunities"
4	he/she should has good interpersonal skill, improve idea, creative, had high self-initiatives
5	"had initiative from personal factors to gain innovative solution and ideas that beneficial for company's advancement or sustainability"
6	"Must fast and identify the right opportunity and creative to optimize the current opportunity in the market to seize new revenues because of the pandemic"
Business Environment	
No	Coding
1	"during the pandemic, there is significant increase of clients demand to digitilized their company"
2	"Due to pandemic, the increasing role IT is significant according to the opportunities and needs from the market"
3	"Due to pandemic, this is big opportunity for our industry. Moreover, the government also shifting into more digitilized"
4	"Our company market is more centralized as digital media, especially because of pandemic most of our event is based on virtual event such as webinar"
5	"Its quite different before and after pandemic, during the pandemic client transaction is decrease significant due to of their buy intention, government policy"
6	"Due to pandemic, we have dismissed some of our employee. And adapt with the system of working from home. The pandemic also affect some of our facilities, therefore it also decrease our revenue"

7	The media industry has decrease revenue especially with the printing product. Therefore the previous business model has to change to follow the online market.
8	"I think this industry is quick to change and advance, this industry produce innovation significantly in several period time and gain more attention from the user and market"
Company Strategy React to Change	
No	Coding
1	"Due to the pandemic, we have to quick shifting our product to be digitilized and online form and seize the new opportunity in the market. We also tried to quickly shifting our revenue to the online event if the printing revenues is stuck during pandemic"
2	"Due to the pandemic, most of business sector needs application to be adapt so the opportunities of the IT industry is increase significantly"
3	"We tried to adding product feature, promo, discount and used social media optimally"
Why Need AL	
No	Coding
1	"Active learning is beneficial for individual skill's development and also leads to company's capabilities"
2	"The success active learning is appears on their product output that has been developed and gain new innovation"
3	"Active learning is important to problem soving process to cope with clients demand"
4	"Data and technology is quickly change and grow, therefore our capabilities must follow those advancement. It is important to had active learning and knowledge sharing inside in our company to stay update and allow quick knowledge and skill acquisition";

Appendix 4. SEM Result.

items	active learning	adaptive performance	growth mindset	job control	job crafting	organizational support	self-efficacy_	thriving at work	work engagement
AL10	0,745								
AL12	0,711								
AL7	0,709								
AL8	0,711								
DO1						0,812			
DO2						0,705			
DO4						0,655			
DO5						0,743			
DO6						0,714			
GM4			0,688						
GM6			0,904						
GM8			0,700						
IAP14		0,785							

IAP15		0,700							
IAP17		0,734							
IAP3		0,726							
IAP4		0,753							
IAP6		0,688							
IAP7		0,708							
JC10				0,727					
JC11					0,702				
JC12					0,724				
JC14						0,689			
JC15						0,741			
JC16							0,680		
JC17							0,703		
JC9								0,760	
JCR1									0,804
JCR2									0,817

JCR4					0,636				
JCR5					0,675				
SE1						0,813			
SE2						0,800			
SE3						0,793			
SE4						0,872			
TW10							0,668		
TW3							0,728		
TW5							0,741		
TW6							0,787		
TW7							0,808		
WE1								0,606	
WE2								0,817	
WE3								0,810	
WE4								0,823	
WE5								0,671	

WE6									0,615
WE7									0,764
WE8									0,649

Construct Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
active learning	0,691	0,693	0,811	0,517
adaptive performance	0,853	0,857	0,888	0,530
growth mindset	0,685	0,851	0,812	0,593
job control	0,864	0,865	0,894	0,513
job crafting	0,716	0,730	0,825	0,544
organizational support	0,775	0,775	0,848	0,529
self-efficacy_	0,839	0,851	0,891	0,673
thriving at work	0,802	0,807	0,863	0,559
work engagement	0,867	0,874	0,897	0,525

Fit
Summary

	Saturated Model	Estimated Model
SRMR	0,078	0,093
d_ULS	7,165	10,218
d_G	2,413	2,570
Chi-Square	1917,135	1958,591
NFI	0,571	0,562

Path Coeffiecient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
active learning -> adaptive performance	0,528	0,532	0,055	9,689	0,000
growth mindset -> active learning	0,125	0,126	0,078	1,608	0,108
growth mindset -> job control	0,071	0,071	0,063	1,128	0,260
growth mindset -> job crafting	0,061	0,061	0,097	0,627	0,531
growth mindset -> organizational support	0,155	0,153	0,077	2,026	0,043
growth mindset -> thriving at work	0,097	0,098	0,114	0,849	0,396

growth mindset -> work engagement	0,198	0,202	0,069	2,881	0,004
job control -> active learning	0,052	0,061	0,103	0,506	0,613
job control -> work engagement	0,024	0,022	0,085	0,283	0,777
job crafting -> active learning	-0,003	-0,014	0,083	0,032	0,974
job crafting -> job control	0,339	0,345	0,076	4,469	0,000
job crafting -> organizational support	0,256	0,254	0,073	3,487	0,001
job crafting -> work engagement	-0,070	-0,068	0,080	0,882	0,378
organizational support -> active learning	0,007	0,004	0,090	0,073	0,942
organizational support -> work	0,075	0,088	0,083	0,906	0,365

engagement						
self-efficacy_ -> active learning	-0,099	-0,098	0,082	1,208	0,227	
self-efficacy_ -> job control	0,098	0,100	0,059	1,666	0,096	
self-efficacy_ -> job crafting	-0,094	-0,092	0,088	1,068	0,286	
self-efficacy_ -> organizational support	0,032	0,031	0,075	0,429	0,668	
self-efficacy_ -> thriving at work	-0,182	-0,183	0,090	2,012	0,045	
self-efficacy_ -> work engagement	-0,485	-0,480	0,077	6,308	0,000	
thriving at work -> active learning	0,027	0,032	0,084	0,327	0,744	
thriving at work -> job control	0,401	0,402	0,074	5,414	0,000	

thriving at work -> organizational support	0,395	0,397	0,081	4,846	0,000
thriving at work -> work engagement	0,160	0,148	0,097	1,652	0,099
work engagement -> active learning	0,396	0,399	0,084	4,698	0,000
work engagement -> adaptive performance	0,336	0,331	0,059	5,716	0,000

Appendix Fig IV.2

	active learning	adaptive performance	growth mindset	job control	job crafting	organizational support	self-efficacy ₋	thriving at work	work engagement
AL10	0,744								
AL12	0,710								
AL7	0,710								
AL8	0,714								

DO1						0,811		
DO2						0,693		
DO4						0,658		
DO5						0,746		
DO6						0,719		
GM4			0,680					
GM6			0,902					
GM8			0,719					
IAP14		0,785						
IAP15		0,700						
IAP17		0,734						
IAP3		0,726						
IAP4		0,753						
IAP6		0,688						
IAP7		0,708						
JC10				0,732				

JC11				0,696				
JC12				0,721				
JC14				0,691				
JC15				0,736				
JC16				0,678				
JC17				0,707				
JC9				0,763				
JCR1				0,800				
JCR2				0,816				
JCR4				0,644				
JCR5				0,674				
SE1						0,823		
SE2						0,799		
SE3						0,783		
SE4						0,872		
TW10							0,661	

TW3							0,729	
TW5							0,751	
TW6							0,791	
TW7							0,801	
WE1								0,608
WE2								0,815
WE3								0,811
WE4								0,822
WE5								0,669
WE6								0,614
WE7								0,764
WE8								0,652

Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
active learning	0,691	0,692	0,811	0,518
adaptive performance	0,853	0,857	0,888	0,530
growth mindset	0,685	0,845	0,814	0,597
job control	0,864	0,866	0,894	0,513
job crafting	0,716	0,728	0,825	0,544
organizational support	0,775	0,776	0,848	0,529
self-efficacy_	0,839	0,856	0,891	0,672
thriving at work	0,802	0,806	0,864	0,560

	Saturated Model	Estimated Model
SRMR	0,078	0,103
d_ULS	7,190	12,477
d_G	2,414	2,603
Chi-Square	1918,368	1977,172
NFI	0,571	0,558

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
active learning -> adaptive performance	0,528	0,525	0,061	8,693	0,000
growth mindset -> organizational support	0,154	0,158	0,074	2,075	0,039
growth mindset -> work engagement	0,227	0,235	0,071	3,200	0,001
job crafting -> job control	0,339	0,352	0,079	4,283	0,000
job crafting -> organizational support	0,261	0,261	0,078	3,369	0,001
self-efficacy -> thriving at work	-0,195	-0,200	0,091	2,132	0,033
self-efficacy -> work	-0,515	-0,510	0,077	6,715	0,000

engagement					
thriving at work -> job control	0,391	0,389	0,078	5,020	0,000
thriving at work -> organizational support	0,386	0,390	0,077	4,988	0,000
work engagement -> active learning	0,503	0,512	0,059	8,517	0,000
work engagement -> adaptive performance	0,337	0,337	0,067	5,026	0,000

Appendix Fig IV.3

Outer Loading

	Growth Mindset	Job Control_	Job Crafting	Organizational Support_	Self-Efficacy_	Thriving at Work	active learning	adaptive performance	work engagement
AL10							0,745		
AL12							0,713		
AL7							0,705		
AL8							0,712		
DO1				0,810					
DO2				0,702					
DO4				0,658					
DO5				0,740					
DO6				0,717					
GM4	0,670								
GM6	0,896								
GM8	0,744								

IAP14								0,802	
IAP15								0,708	
IAP3								0,740	
IAP4								0,769	
IAP6								0,672	
IAP7								0,708	
JC10		0,725							
JC11		0,701							
JC12		0,722							
JC14		0,689							
JC15		0,741							
JC16		0,682							
JC17		0,706							
JC9		0,757							
JCR1			0,816						
JCR2			0,825						

JCR4				0,619				
JCR5				0,667				
SE1					0,813			
SE2					0,803			
SE3					0,795			
SE4					0,869			
TW10						0,670		
TW3						0,728		
TW5						0,737		
TW6						0,786		
TW7						0,811		
WE1								0,604
WE2								0,817
WE3								0,810
WE4								0,824
WE5								0,672

WE6										0,617
WE7										0,763
WE8										0,648

Construct Validity and Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Growth Mindset	0,685	0,823	0,817	0,602
Job Control_	0,864	0,866	0,894	0,513
Job Crafting	0,716	0,737	0,824	0,544
Organizational Support_	0,775	0,775	0,848	0,529

Self-Efficacy_	0,839	0,848	0,892	0,673
Thriving at Work	0,802	0,808	0,863	0,559
active learning	0,691	0,693	0,811	0,517
adaptive performance	0,829	0,836	0,875	0,540
work engagement	0,867	0,874	0,897	0,525

Fit Model

	Saturated Model	Estimated Model

SRMR	0,078	0,080
d_ULS	6,879	7,303
d_G	2,271	2,314
Chi-Square	1823,950	1839,303
NFI	0,576	0,573

Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Growth Mindset -> active learning	0,126	0,131	0,069	1,826	0,068
Growth Mindset -> work engagement	0,198	0,204	0,062	3,162	0,002
Job Control_ -> Growth Mindset	0,053	0,050	0,102	0,520	0,603
Job Control_ -> Job Crafting	0,413	0,417	0,087	4,771	0,000
Job Control_ -> Self-Efficacy_	0,148	0,158	0,109	1,363	0,173
Job Control_ -> Thriving at Work	0,393	0,392	0,073	5,371	0,000
Job Control_ -> active learning	0,052	0,052	0,105	0,497	0,619

Job Control_ -> work engagement	0,024	0,017	0,084	0,282	0,778
Job Crafting -> Growth Mindset	-0,059	-0,063	0,106	0,563	0,574
Job Crafting -> Self-Efficacy_	-0,054	-0,055	0,097	0,560	0,576
Job Crafting -> active learning	-0,005	-0,007	0,086	0,057	0,955
Job Crafting -> work engagement	-0,068	-0,071	0,084	0,806	0,421
Organizational Support_ -> Growth Mindset	0,215	0,227	0,101	2,120	0,035
Organizational Support_ -> Job Crafting	0,256	0,259	0,082	3,125	0,002
Organizational Support_ -> Self-Efficacy_	-0,004	-0,009	0,108	0,036	0,971

Organizational Support_ -> Thriving at Work	0,342	0,349	0,076	4,505	0,000
Organizational Support_ -> active learning	0,007	0,008	0,094	0,075	0,941
Organizational Support_ -> work engagement	0,073	0,079	0,085	0,860	0,390
Self-Efficacy_ -> active learning	-0,100	-0,096	0,081	1,235	0,218
Self-Efficacy_ -> work engagement	-0,483	-0,477	0,072	6,754	0,000
Thriving at Work -> Growth Mindset	-0,010	-0,011	0,100	0,099	0,921
Thriving at Work -> Self-Efficacy_	-0,247	-0,247	0,103	2,397	0,017
Thriving at Work -> active learning	0,031	0,033	0,087	0,361	0,718

Thriving at Work -> work engagement	0,164	0,164	0,105	1,564	0,118
active learning -> adaptive performance	0,546	0,543	0,053	10,214	0,000
work engagement -> active learning	0,395	0,395	0,087	4,532	0,000
work engagement -> adaptive performance	0,315	0,318	0,062	5,059	0,000

Appendix Fig IV.4

Outer Loading

	Growth Mindset	Job Control_	Job Crafting	Organizational Support_	Self-Efficacy_	Thriving at Work	active learning	adaptive performance	work engagement
AL10							0,743		
AL12							0,712		
AL7							0,706		
AL8							0,716		
DO1				0,812					
DO2				0,691					
DO4				0,660					
DO5				0,746					

DO6					0,717				
GM4	0,680								
GM6	0,902								
GM8	0,719								
IAP14								0,802	
IAP15								0,708	
IAP3								0,740	
IAP4								0,769	
IAP6								0,672	
IAP7								0,708	
JC10		0,733							
JC11		0,697							
JC12		0,722							
JC14		0,690							
JC15		0,735							
JC16		0,677							

JC17		0,706						
JC9		0,764						
JCR1			0,810					
JCR2			0,823					
JCR4			0,631					
JCR5			0,666					
SE1					0,823			
SE2					0,799			
SE3					0,783			
SE4					0,872			
TW10						0,660		
TW3						0,730		
TW5						0,751		
TW6						0,791		
TW7						0,802		
WE1								0,606

WE2									0,815
WE3									0,811
WE4									0,823
WE5									0,670
WE6									0,615
WE7									0,763
WE8									0,652

Construct Validity and Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Growth Mindset	0,685	0,844	0,814	0,597

Job Control_	0,864	0,866	0,894	0,513
Job Crafting	0,716	0,733	0,825	0,544
Organizational Support_	0,775	0,776	0,848	0,529
Self-Efficacy_	0,839	0,856	0,891	0,672
Thriving at Work	0,802	0,806	0,864	0,560
active learning	0,691	0,692	0,811	0,518
adaptive performance	0,829	0,836	0,875	0,540
work engagement	0,867	0,874	0,897	0,525

Fit Model

	Saturated Model	Estimated Model
SRMR	0,078	0,091
d_ULS	6,891	9,305
d_G	2,271	2,344
Chi-Square	1825,495	1858,870
NFI	0,576	0,568

Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation	T Statistics (O/STDEV)	P Values
Growth Mindset -> work engagement	0,227	0,238	0,068	3,353	0,001
Job Control_ -> Job Crafting	0,410	0,419	0,079	5,166	0,000
Job Control_ -> Thriving at Work	0,394	0,393	0,075	5,226	0,000

Organizational Support_> Growth Mindset	0,215	0,239	0,097	2,220	0,027
Organizational Support_> Job Crafting	0,260	0,260	0,084	3,086	0,002
Organizational Support_> Thriving at Work	0,339	0,344	0,074	4,550	0,000
Self-Efficacy_> work engagement	-0,515	-0,509	0,080	6,449	0,000
Thriving at Work -> Self-Efficacy_	-0,195	-0,203	0,092	2,118	0,035
active learning -> adaptive performance	0,545	0,546	0,056	9,704	0,000
work engagement -> active learning	0,502	0,509	0,062	8,081	0,000
work engagement -> adaptive performance	0,316	0,317	0,067	4,719	0,000

PBE Tanda Merah

R Square

Variables	R Square	R Square Adjusted
active learning	0,280	0,247
adaptive performance	0,570	0,565
job control	0,415	0,400
job crafting	0,014	0,001
organizational support	0,362	0,345
thriving at work	0,047	0,034
work engagement	0,377	0,353

PBE Hilang Merah

R Square

	R Square	R Square Adjusted
active learning	0,253	0,248
adaptive performance	0,571	0,565
job control	0,403	0,395
Job crafting	0,014	
organizational support	0,362	0,350
thriving at work	0,038	0,032
work engagement	0,343	0,335

EBP Tanda Merah

R Square

	R Square	R Square Adjusted
Growth Mindset	0,046	0,022
Job Crafting	0,341	0,332
Self-Efficacy_	0,050	0,026
Thriving at Work	0,405	0,398
active learning	0,280	0,247
adaptive performance	0,570	0,565
work engagement	0,376	0,352

v
h

R Square

	R Square	R Square Adjusted
Growth Mindset	0,046	0,040
Job Crafting	0,342	0,334
Self-Efficacy_	0,038	0,032
Thriving at Work	0,403	0,395
active learning	0,252	0,247
adaptive performance	0,570	0,565
work engagement	0,343	0,335

Appendix 5. Table of Literature Search .

APPENDIX (TABLE LITERATURE SEARCH OF WORK ENGAGEMENT)

Autho rs	Year	I M	J R	L D	J D	I C	S E	J C	D A	P O S	P R	E I	K S	D S	C A P	G X	G M	W B	W V	P D	J C	P N	M W	M P	O C	R L	S U	S O	R J	P C	T R	L R	T W	E W	F R	W F	S R
Suan C.L.,	2011																																				
Federi ci R.A	2011						1																														
de Braine R	2011		1		1																																
Field L.K.,	2011																																				
Mende s F.,	2011			1																													1				
Suan C.L.,	2012		1																																		
Fong T.C.- T.	2012																																				
Den Hartog D.N.	2012				1																																
Chirkow ska- Smola k T.	2012		1		1																																

Autho rs	Year	I M	J R	L D	J D	I C	S E	J C	D A	P O S	P R	E I	K S	D S	C A P	G X	G M	W B	W V	P D	J C	P N	M W	M P	O C	R L	S U S	S O J	R C	P C	T R	L R	T W	E W	F R	W F	S R
Orgam bídez- Ramos A.,	2014					1																															
Hayati D.,	2014					1																															
Barkh uizen N.,	2014																																				
Gelde nhuys M.,	2014																																				
Alzyo ud A.A.Y .,	2015			1																																	
Ross B.,	2015																																				
Czerw A.,	2015						1																														
Nel T.,	2015																																	1			
Orgam bídez- Ramos A.,	2015																																				
Sharm a R.R.,	2015																																	1			
Ahma	2015																																	1			

Autho rs	Year	I M	J R	L D	J D	I C	S E	J C	D A	P O S	P R	E I	K S	D S	C A P	G X	G M	W B	W V	P D	J C	P N	M W	M P	O C	R L	S U S	S O J	R C	P C	T R	L R	T W	E W	F R	W F	S R
Knight C.,	2017		1	1																																	
Sakura ya A.,	2017	1		1																																	
Kooij D.T.A .M.,	2017	1		1			1																														
Kuok A.C.H .,	2017						1																														
Chrup ała- Pniak M.,	2017	1																														1					
Korsa kienė R.,	2017		1		1																																
Costan tini A.,	2017															1																1					
Yongx ing G.,	2017		1																																		
Lin H.-C.,	2017																															1					
Lovak ov A.V.,	2017																																				
Kim W.,	2017																																1				

Notes :

JR (Job Resources)	CA (career adaptability)	RL (resilience)	WF (Work Family Conflict)
LD (Leadership)	GX (guanxi)	SU (smartphone use)	POS (Perceive Organizational Support)
JD (Job Demand)	GM (growth mindset)	SS (social support)	DS (Age Diversity)
IC (individual characteristic)	WB (wellbeing)	OJ (organizational justice)	
SE (Self Efficacy)	DS (Diversity)	RC (readiness to change)	
JC (Job Crafting)	WV (work values)	PC (psychological capital)	
DA (deep acting)	PD (psychological detachment)	TR (trust)	
PR (personal resources)	JC (job control)	LN (learning)	
EI (emotional intelligence)	PN (personality)	TW (thriving at work)	
KS (knowledge/skill)	MW (meaningful work)	EW (empowerment)	
SR (spirituality)	MP (management practice)	FR (financial rewards)	

Appendix 6. Ethics Statement

Ethics Statement

(Submitted for Approval to Conduct Research

in Katadata Indonesia)

Name(s) of Staff :

1) Widya Nandini (Principal Researcher)

Address, phone and e-mail address: Jl. Ganesa 10, Bandung Tel.: 022-2531923

e-mail: widya-nandini@sbm-itb.ac.id

Title of Research: A Social Learning Theory Perspective: The Mechanism of Work Engagement, Active Learning, and Adaptive Performance in Creative Industry (Case of Media and App Development Companies)

Brief description of Research

Dates of Research (from - to): From April 2020 to April 2022

This research explored individual and team learning process in the organization to understand the context of social learning theory and active learning process. This research also tries to explore individual's psychological and collaboration process in their production process. It aims to understand the mechanism between cognitive, behavior and environmental factors as the reciprocal determinism toward individual's work engagement, active learning and adaptive performance process.

This research will also tries to explore the collaboration process between organization and their clients in product development.

Sites(s) where research will be conducted:

Among employees, managers and practitioners

1. Katadata Indonesia
2. Gits Indonesia
3. Bakoel Nusantara

Ethics Code(s) consulted in preparation for this application for approval:

Is the Description of Research Particulars being submitted with this form? **YES**

Declaration by the Investigator/s:

I/We have considered the ethical implications of the proposed research and have consulted relevant ethical codes of practice, and accept responsibility for the conduct of the research detailed in this application according to the practice described in acknowledged codes of practice as detailed in the proposal.

Name:

Date:



Widya Nandini

[20 April 2020]

(Signature of Principal Investigator)

I have read the statement concerning the ethical implications of the proposed research and confirm that it complies with the regulations regarding the course and that appropriate consideration has been given to ethical issues which may arise in the research.

Name:

Date:



Prof. Dr. Aurik Gustomo, S.T., M.T

[20 April 2020]

(Signature of Course Convenor)

Declaration by the Katadata Indonesia

The project set out in the attached application, including the adequacy of its research design and compliance with recognised ethical standards, has the approval of the Katadata Indonesia. I certify that I am prepared to have this project undertaken in this company.

Name:

Date: [20 April 2020]



Martdiana Helda Pietersz

(Signature of Katadata Indonesia)

Company:

Katadata Indonesia

Extn:

Declaration by the Gits Indonesia

The project set out in the attached application, including the adequacy of its research design and compliance with recognised ethical standards, has the approval of the Gits Indonesia. I certify that I am prepared to have this project undertaken in this company.

Name:

Ditandatangani secara digital oleh: MOHAMAD R.I
Ditandatangani pada 6 Desember 2022 09:18:59



(Signature of Gits Indonesia)

Date: [20 April 2020]

Company: Gits Indonesia

Extn:

Declaration by the Bakoe Nusantara

The project set out in the attached application, including the adequacy of its research design and compliance with recognised ethical standards, has the approval of the Bakoe Nusantara. I certify that I am prepared to have this project undertaken in this company.

Name:



Date: [20 April 2020]

(Signature of Bakoe Nusantara)

Company: Bakoe Nusantara

Extn:

Description of Research Particulars

(To include information on the headings below to be submitted with the application for approval)

Section A: Details of participants

1. **Number, type, age range, any special characteristics of participants:**
It is expected, this research will be participated by around 60-70 participants. The participants consist of the reporter, researcher, designer, IT specialist, marketing team.
2. **Source of participants (attach written permission where appropriate):**
The participants mainly are from employee in Katadata Indonesia, Bisnis Indonesia, GITS and practitioners in media and app development industry
3. **Means by which participants are to be recruited:**
(the employees and managers in Katadata Indonesia, Bisnis Indonesia, and GITS)
4. **Are any of the participants "vulnerable" or in a dependent relationship with any of the investigators, particularly those involved in recruiting for or conducting the project?**
The participants are not vulnerable and in a dependent relationship with the investigator

Section B: Risk classification and estimation of potential risk to participants

1. **Please identify the risk classification for your project by assessing the level of risk to participants or (if any) to the researcher on a scale of 1 -5 (1=minimal risk, 5= very high risk). 3**
[The scale depends on the level of risk to participants/the researchers. Referring to answer below in No. 2a, level of 3 should be acceptable.]
2. **If you believe the project should be classified level 2 or level 1 please explain why you believe there are minimal risks to the participants.**

OR

If you believe the project is classified level 3 please identify all potential risks to participants associated with the proposed research. Please explain how you intend to protect participants against or minimize these risks.

There is a possibility after interviewing the participants withdraw their participations. To overcome, participants names will be anonymized. Letter of consent will be given prior to the interview or observation.

4. Please explain how the potential benefits to the participant or contributions to the general body of knowledge outweigh the risks.

The research is designed to benefit the participants mostly for the employees and managers in Katadata Indonesia, Bisnis Indonesia and GITS. It is expected the research contribute the understanding of interaction or engagement between employees and managerial. The understanding can benefit for improving or enhancing the current learning and collaboration process in Katadata Indonesia, Bisnis Indonesia and GITS.

5. Contingency planning: first aid /steps taken to avoid health and safety risks to researcher/ debriefing.

It is unlikely there will be any health and safety risks to the researchers.

5

Adverse Events: Are procedures in place to manage, monitor and report adverse and/or unforeseen events that may be associated with your research, for example names of contact persons in case of emergency? Give details:

Any adverse events which might occur during the course of interviews or discussions – for example, sudden illness - will be immediately be reported to administrative staff responsible for issues of health and safety, in the first place to the departmental administrator

6.

Please complete this checklist by placing Y (Yes) or N (No) and give details of any other ethical issues that may be associated with this project.

	Yes	No
a Is deception to be used?		/No
b Does the data collection process involve access to personal or sensitive data without the prior consent of participants?		/No
c Will participants have pictures taken of them eg, photographs, video recording, radiography?	Yes	/
d Will participants come into contact with any equipment which uses an electrical supply in any form eg, audiometer, biofeedback, electrical stimulation, etc?		/No
e If interviews are to be conducted will they be tape-recorded?	Yes	/
f Do you plan to use an interpreter?		/No
g Will participants be asked to commit any acts which might diminish self-esteem or cause them to experience embarrassment or regret?		/No
h Does the research involve any stimuli, tasks, investigations or procedures which may be experienced by participants as stressful, noxious, aversive or unpleasant during or after the research procedures?		/No
i Are the participants in any sort of dependent relationship with the investigator/s?		/No
j Are participants asked to disclose information that may leave them feeling vulnerable or embarrassed?		/No
k Are there in your opinion any other ethical issues involved in the research?		/No

Where you have answered Yes to any of the questions on the checklist, please give details and state what action you intend to take to ensure that no difficulties arise for your participants.

See c and e above: the employees will be observed when they have their production and communication process. Managers will be interviewed and asked to articulate their experiences and opinions about the learning, collaboration and production process in their organization. The observation and interview will be assured of confidentiality and the value and usefulness of their frankness will be stressed.

Section C: Informed consent

- 1. Attach to the application your explanatory statement & an example of the consent form (statement and form to be designed by researchers themselves*) ie the form you will be asking informants to sign. Please note that the following should be considered in the consent form.**

***NB If your informants are not able to understand academic English then the explanatory form which you compose must be in the native language of the informant.**

Checklist: does the explanatory statement cover the following:

The identity of the organisation collecting the information and how to contact it?	Yes <input type="checkbox"/>
The purposes for which the information is being collected?	Yes <input type="checkbox"/>
The period for which the records relating to the participant will be kept?	Yes <input type="checkbox"/>
The steps taken to ensure confidentiality and secure storage of data?	Yes <input type="checkbox"/>
How privacy will be protected and confidentiality be ensured in any publication of the information?	Yes <input type="checkbox"/>
The fact that the individual may access that information?	Yes <input type="checkbox"/>
Any law that requires the particular information to be collected/disclosed? (eg notifiable diseases or mandatory reporting obligations re child abuse)	Not Applicable <input type="checkbox"/>
The consequences (if any) for the individual if all or part of the information is not provided? (eg any additional risks if a participant does not fully disclose his/her medical history)	Not Applicable <input type="checkbox"/>

If you answered "No" to any of these questions, give the reasons why this information has not been included in the explanatory statement.

Dissemination of results (Say how results will be disseminated, for example providing a summary of report; oral presentation; thesis; conference paper; uploaded onto web-site)

It is planned that the results of the research will be written and submitted to an academic journal and possibly in conference. The result also will be presented to the two hospitals that supported to the study which are Katadata Indonesia, Bisnis Indonesia and GITS Indonesia

Section D: Collection of Information

(a) Does the project involve collection of information directly from individuals about themselves? Yes

Yes – answer the following questions: [their learning and collaboration process within team]

(b) What type of information will be collected? (Tick as many as apply)

No - personal information

Is there any further information regarding ethical issues which those who are signing the approval form need to be aware of? **NO**

Explanatory Statement and Consent Form for Informants

Relating to Research Topic:

A Social Learning Theory Perspective: The Mechanism of Work Engagement, Active Learning, and Adaptive Performance in Creative Industry (Case of Media and App Development Companies)

There are two copies of this statement, one to be signed by the informant and returned to the researchers, one to be kept by the informant for any possible future reference.

This research on individual learning process, engagement and adaptive performance is being conducted between April 2020 to April 2021 by main researcher, Widya Nandini

Any enquiries about the research may be addressed directly to the Dean of the School of Business Management or Prof.Dr. Aurik Gustomo ST,MT as the promotor in this research

The intention of the research is to explore and individual and team learning process in the organization to understand the context of social learning theory and active learning process. This research also tries to explore individual's psychological and collaboration process in their production process. It aims to understand the mechanism between cognitive, behavior and environmental factors as the reciprocal determinism toward individual's work engagement, active learning and adaptive performance process. This research will also tries to explore the collaboration process between organization and their clients in product development. The result of this research based on survey, interview, organization document and observation.

All informants will have access to the any papers in the public domain relating to the research, and any individuals requesting copies of any paper or papers will be provided with one.

Researchers:

- 1) Widya Nandini
- 2) Prof.Dr. Aurik Gustomo ST,MT
- 3) Dedy Sushandoyo S.T., MA, Ph.D