

The Urgency of Adaptive Performance in Supporting the Transformation of Military Educational Institutions in the Digital Age: A Case Study of Army Polytechnics

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Abstract

Digital transformation has disrupted the organization of the Indonesian Armed Forces in Indonesia. The Indonesian National Army needs to produce reliable personnel to respond to technological developments. The mandate for developing the competence of the personnel is, among others, handed over to the Army Polytechnic. Thus, personnel in the Army Polytechnic, both military and non-military, are also required to have adaptive performance. This article discusses the urgency of adaptive performance for the Army Polytechnic in particular and military educational institutions in general and the key factors that influence the development of adaptive performance capabilities in military educational institutions. By applying the study of literature, this article shows that with the transformation of the organization and duties of the Army Polytechnic as a military educational institution, the concept of adaptive performance plays a key role. This cannot be separated from the competence and role of human resources, which are no longer sufficient and do not follow changes in responsibilities, especially with the evolution of human resource competencies and traditional technical skills towards digital. Based on the literature review results, four key factors significantly influence adaptive performance in an organization, namely the characteristics of individuals, jobs, groups, and organizations.

Keywords

adaptive performance;
determinants of adaptive
performance; military education
institutions



I. Introduction

There has been a rapid development in the digital industry in the last decade. As a result of these developments, people's daily lives have changed along with changes in the service industry, logistics, information industry, consumer culture, mass media, and social media. Therefore, almost all industries explore and utilize new technologies such as artificial intelligence, blockchain, big data, and the internet of things (Crittenden, Biel, & Lovely, 2019). This is referred to as the phenomenon of digital transformation that changes the organization due to the adoption of digital technology to readjust the existing processes within the organization. With digital transformation, organizations are revolutionizing the way they work concerning their relationships with stakeholders, running organizational business processes, understanding new organizational business models, and managing themselves (Trittin-Ulbrich et al., 2021). This phenomenon seems to be an absolute thing that organizations need to do to maintain the organization's survival and have a competitive advantage compared to other organizations.

Digital transformation, in its development, has had a disruptive effect on various types of organizations, including military organizations, which are known to have a standardized format. Dynamics continue to occur in the strategic security environment

along with this digital transformation phenomenon which then military technology ultimately needs to be improved by the state (Ali, Legionosuko, & Nuraini, 2020). Therefore, there are also efforts to find various innovative digital-based solutions in military organizations. In practice, to support the functions and services of military organizations, information and communication technology (ICT) continues to be utilized.

The Indonesian National Army is one of the main components of military organizations in Indonesia that must undergo digital transformation. The Indonesian National Military As a reaction to digital transformation, the Army must grasp cutting-edge technologies, such as information technology and military hardware. In addition, the mastery of this technology plays a vital part in its capabilities; specifically, the Indonesian National Army and the Army are tasked with empowering land defensive zones and preserving land border security with neighboring nations. The Indonesian National Military As the official branch of the Indonesian military, the Army is responsible for establishing a terrestrial force plan and constructing land defenses (Chin, Chan, & Lam, 2008).

One form of adaptation to environmental changes, especially technological changes in the Indonesian Armed Forces, is a change that occurs in one of the educational institutions within the Indonesian Army. Currently, the educational institution is known as the Army Polytechnic (Army Polytechnic). Before its current organizational form, the Army Polytechnic has its history, which shows a transformation due to technological developments.

Initially, the Army Polytechnic had an organizational form in the form of the Army Engineering Institute. In accordance with Kasad Decree Number: Kep/1/V/1988, issued May 9, 1988, which ordered the construction of a university in technology inside the Indonesian Armed Forces, the Indonesian Army National Army Instek was established. The establishment of the Indonesian Army's National Armed Forces Institute is a result of the extremely rapid and extraordinary development of science and technology, which necessitates the modernization of materials and the primary weapon systems (Alutsista) within the Armed Forces of the Indonesian Army. In addition, the scarcity of employees with scientific skills in technology prompted the founding of the Indonesian Army National Army Institute of Technology. This was supported by the findings of a survey conducted at the time by a number of institutions/colleges, which concluded that the maintenance, repair, and development of materials and defense equipment owned by the Indonesian Armed Forces of the Indonesian Armed Forces could not be carried out optimally due to the inadequate quality of the Indonesian National Armed Forces' human resources (Kodiklat Indonesian National Army Army, 2014).

Ups and downs occurred in the course of the Indonesian Army's National Army Instek organization, so it was decided to convert it into a proper university following applicable laws and regulations. The need for human resources who have qualifications and competencies in the field of engineering (mechanical, electrical, telecom and ballistics) in supporting the modernization of defense equipment and realizing independence, and achieving an effective, efficient, modern, and professional organizational posture and tasks for the Indonesian Army to support the task The main points of the Indonesian Army's National Army are the consideration of the need to change the form and type of technical higher education within the Indonesian Army's National Armed Forces. This was reinforced by demands for reform, including within the Indonesian Army, resulting in a change or change in the name of the Indonesian Army National Army Institute of Technology to the Institute for the Study of Technology (Lemjiantek) with the legal basis of Kasad Decree Number Kep/4/IV/2001 dated March 6, 2001.

In its development, Lemjiantek also needs to be optimized. To optimize Lemjiantek, the Indonesian Army 2014 coordinated with the Director-General of Higher Education, Ministry of Education and Culture. The coordination results recommended the establishment of a Polytechnic (Kodiklat Indonesian Army National Army, 2014). Therefore, on May 14, 2014, the Kasad application was submitted to the Director-General of Higher Education with Letter No. B/1259/V/2014 concerning the operating permit of the Army Polytechnic (Army Polytechnic), accompanied by the completeness of the specified requirements. The hope is that the Army Polytechnic will become a technical college academically fostered by the Director-General of Higher Education of the Ministry of Education and Culture of the Republic of Indonesia and functionally fostered by the Indonesian Army Headquarters. Two years later, through Perkasad Number 18 of 2016, dated July 11, 2016, the Army Polytechnic was legally established and replaced the role of Lemjiantek.

At the beginning of its establishment, the Army Polytechnic was one of the educational institutions within the Army Doctrine, Education and Training Command (Kodiklatad), which carried out science and technology education. The education system that applies within the Indonesian Army and the education system that applies in the higher education environment is the education system applied in this institution. The Three Basic Education Patterns application continues to apply and is integrated with the semester credit system, which is commonly applied in universities. The output of this education, soldiers, acquire superior attitudes and behavior, mastery of reliable knowledge and skills, and equal soldiers and obtain a bachelor's degree recognized by the Ministry of Research, Technology and Higher Education.

In its development, to be more adaptive to developments, especially the modernization of defense equipment, an evaluation of the organization and tasks that the Army Polytechnic has carried out was carried out, so that it was found that the formulation of articles in the organization and tasks of the Army Polytechnic was not following the demands as a university faced with the burden of tasks. Science and technology studied the need to fulfill accreditation standards and the demands of developing a strategic environment. This discrepancy affects the implementation of the main tasks of the Army Polytechnic. In 2020, the Army Polytechnic was transformed into a separate work unit and was no longer under the Kodiklatad.

With these changes, personnel in the Army Polytechnic must perform adaptively. For the adaptive performance of personnel in the Army Polytechnic to be optimal, the factors that affect the adaptive performance need to be considered. Many factors can affect the adaptive performance of Army Polytechnic personnel. The factors that affect the adaptive performance above are critical to consider amid changes in the Army Polytechnic. With the Army Polytechnic as a military educational institution transforming so that it can be contextualized in general to other military educational institutions, the question now is, "To what extent is the urgency of adaptive performance in supporting the transformation of military educational institutions in the digital era?", and "Factors- What are the key factors that support the development of adaptive performance capabilities in military educational institutions?".

II. Research Method

This paper employs a qualitative methodology. The technique employed is a literature review. The purpose of this article was to answer the questions: what is the urgency of adaptive performance in supporting the transformation of military educational institutions in the digital era, and what are the key factors that support the development of adaptive performance capabilities in military educational institutions? Data was collected from reputable journals and books and then analyzed to answer these questions.

III. Results and Discussion

3.1 The Urgency of Adaptive Performance for the Transformation of Military Educational Institutions

Scholars have used a variety of terms to describe adaptive performance, including adaptability (Smith, Ford, and Kozlowski, 1997), adaptive ability (Karaevli & Hall, 2006), adaptive behavior (Karaevli & Hall, 2006), adaptable abilities (Chen, Thomas, and Wallace, 2005), and adaption (Griffin, Parker, & Mason, 2010). As a result of the several organizational situations in which it has been investigated, a general definition of adaptable performance is difficult to formulate (Pulakos et al., 2002).

Ployhart and Bliese (2006) focused on personal qualities, whereas Pulakos et al. (2002), Karaevli and Hall (2006), and Ilgen and Pulakos (1999) included eight aspects of adaptive performance. According to Chen, Thomas, and Wallace, knowledge and skills can be altered (2005) Although it may be described in a variety of ways, adaptive performance is all about describing how individuals act and respond to changing work environments and expectations.

The best method to convey adaptive performance is to stress its complexity, according to Pulakos and colleagues (2002). Employees that are able to adapt to change through problem-solving, anxiety/stress management, new learning, and flexibility in their work environment and people's cultures, as defined by this study (Pulakos et al. 2002), have demonstrated adaptive performance.' Creative problem-solving, dealing with uncertain or unpredictable work situations, learning new tasks and procedures; interpersonal adaptability; cultural adaptability; physical adaptability; dealing with stress in the workplace, and dealing with emergencies or crises are eight of the eight dimensions of adaptive performance that were used in this study.

Many organizations, including military organizations, operate in a fast-paced and collaborative environment. Individual adaptive behavior plays an essential role in managing challenges and meeting military organizational goals (Ohlsson, 2020). Organization must have a goal to be achieved by the organizational members (Niati et al., 2021). Although individual adaptive behavior has previously been identified as having an essential role in organizational productivity and flexibility, recent research has focused on various adaptive behaviors and skills that can assist in the success of existing organizational processes. This was also confirmed by Untari, Suhariadi, and Budiharjo (2021) about the importance of adaptive performance amid a military organizational environment that has high job demands and the rapid development of the organization's strategic environment.

It's important to emphasize that present human resources are no longer enough and incompatible with their growing duties, which is why adaptive performance is so important today. HR competencies are defined by Rastgoo (2016) as personal traits and skills that help employees excel in their jobs and reach their full potential. However, in today's digital

age, the human resources function is critical in leading transformation and adding strategic value to firms (Bokelberg et al., 2017). Human resources must be able to mobilize all of their abilities in accordance with the ever-increasing development of digital technology in order to meet the challenges of today's business environment. Overall, the organization's human resources must have the skills needed as digitalization progresses to be empowered in almost any job (Curtarelli et al., 2016).

In the current era, Mazurchenko and Marsikova (2019) explain that there is an evolution of human resource competencies from traditional technical competencies and skills to digital ones, which must also occur in Army Polytechnic personnel in particular and military educational institutions in general. Military educational institutions expect personnel to have a wide range of competences, including interpersonal skills, business acumen, understanding of human resources, workforce planning, and change management, diversity management and cultural awareness, and critical thinking. But also must have additional competencies related to digital contexts such as digital literacy, digital communication, data analysis, cloud technology, multitasking, working in an agile/creative way, learning to improve skills continuously, and digital-based solutions that can solve organizational problems (Mazurchenko & Marsikova, 2019). With this in mind, adaptive performance finds its relevance.

3.2 Key Factors Supporting the Development of Adaptive Performance Capability

Modern jobs are often characterized by jobs where adaptive performance is critical for employees to succeed, given the demands of a new or changed task. Based on the literature review results, some factors can support the development of adaptive performance capabilities, which can also apply to military educational institutions.

Jundt, Shoss, and Huang (2015) explained that there are 2 (two) predictors of adaptive performance, namely distal and proximal predictors. Distal predictors relate to people's characteristics (cognitive abilities, personality factors, and goal orientation traits), training programs (training techniques and learning strategies), or work/task environments that are relatively stable over time (leader support and transformational leadership styles). The proximal predictors relate to motivation and self-regulation (self-efficacy and metacognition) and cognitive processes and behavioral strategies (declarative knowledge, coherence of knowledge structures, and adaptive experience).

On the other side, according to Tabiu, Pangil, and Othman (2018), organizations that place a high value on staff development, career planning, and work autonomy see an increase in their ability to adapt. In order to encourage more adaptable behavior in businesses, managers and practitioners must take human resource management strategies into account as important predictors of employee adaptive performance. Therefore, Bednall and Henrick (2021) include employee selection, training, job design, leadership behavior, and organizational climate as factors that affect employee adaptive performance.

From some of the literature above, a reasonably comprehensive opinion regarding the factors that support the development of adaptive performance abilities is the opinion of Park and Park (2019). In addition to representing the opinions of Jundt, Shoss, and Huang (2015) and Tabiu, Pangil, and Othman (2018), the opinions of Park and Park (2019) were also adapted by Bednall and Henrick (2021) in their study.

There were 317 papers that met the two requirements of peer-reviewed scientific articles and quantitative empirical research in Park and Park (2019)'s first literature search. Due to their focus on adaptable performance aspects, Park and Park (2019) omitted qualitative investigations from their research. Only literary and conceptual research were included in the screening procedure, which rejected any non-empirical investigations. Of

the 317 original research investigations, 34 publications published between 1999 and 2016 were included in the review. As a nod to the year when the phrase "adaptive performance" originally originated, Park & Park (2019) cite an early year of 1999. They also classified the 34 empirical studies for author, year of publication; title; journal name; and their antecedents in order to make it easier for researchers to find relevant studies. Adaptive performance, measurement, technique of analysis, sample size, industry type, and place of origin. A Microsoft Excel spreadsheet is used to store all of the data. It is important to note that only those factors that have been proved to have an impact on a person's adaptive performance were considered by Park and Park (2019). A total of 22 significant predictors were identified. Individual (nine), occupational (6), group (three), and organizational (four) components of adaptable performance are outlined by Park and Park in 2019.

It has been found that four kinds of adaptive performance antecedents have been established by Park & Park: (2019). All of the study, including job, group, and organizational characteristics, was completed after 2010. Han and Williams stood out as an exception (2008). Research conducted between 2000 and 2010 has found a link between adaptive performance and a person's personality, talents, and knowledge and skills. In the years after 2010, more individual factors, such as learning goal orientation and self-leadership, were examined." Seven research looked at openness to new experiences, and six studies looked at mindfulness to see whether there were any links to improved adaptive performance. Self-efficacy was examined in six research and shown to have a connection to adaptive performance. Only one research for each antecedent reported antecedents at the occupational, group, and organizational levels. All but four of the research investigations were undertaken in Australia, with the majority taking place in the US. In Asia, just seven research projects were carried out. The sectors studied consist of various industries, including manufacturing, banking, IT, hotels, healthcare, sales, military, government, and education sectors.

With its scope in military organizations, Park and Park's (2019) opinion can be adopted as a factor that supports the development of adaptive performance capabilities at the Army Polytechnic or other military educational institutions. The formulated model can identify what the organization can do to improve the adaptive performance of employees. Therefore, these four dimensions of adaptive performance antecedents can be of concern to improve adaptive performance capabilities in Army Polytechnics or other military educational institutions.

People's personality traits can influence their capacity to adapt. A person's traits include a variety of things, such as their individuality, background knowledge, abilities, and interests, as well as their motivation, learning objectives, and sense of self-direction. Personality attributes such as openness to new experiences, emotional stability, conscientiousness, and extraversion are critical for adaptive performance, and organizations and managers must take this into account when allocating jobs requiring considerable change or uncertainty to their staff. If employees' temperaments aren't suitable to the intended change, organizations and managers can utilize other precursors to adaptive performance, such as educating them to make small modifications or providing them with help.

Adaptive performance is also influenced by one's abilities and knowledge. Personnel who must learn new or different abilities in the job might get training at Army Polytechnics or other military educational institutes. For employees that need to be more adaptive, organizations and supervisors may want to explore giving appropriate experiences. As an additional means of increasing employee engagement, engagement training may be offered by organizations.

In the second dimension, the features of the work, such as decision-making autonomy and discretion, job insecurity, social links, and task interdependence, are included. Employees' sense of control and capacity to do their duties are influenced by their work characteristics, which can help or impede their ability to change their performance (Bindl & Parker, 2010). Allowing Army Polytechnic employees to make their own decisions and use their own judgment on the job might help businesses foster adaptable performance. Access to knowledge that employees need to enable change and be more adaptable at work can also be provided via social ties (Oreg, Vakola, & Armenakis, 2011). Adaptive performance can be improved by varied degrees of task interdependence since individual labor is dependent on the success of other people's work. In addition, firms might provide employees greater time and chances to adjust to the ambiguity of their work environment. Uncertainty at work may have a negative effect on employee motivation and behavior.

Third-dimension traits include coworker and supervisor support, an atmosphere of team learning, and leadership that transforms. Organizations need to urge managers to give additional assistance, such as promoting involvement in decision making, asking for proposals for change, providing positive feedback, and praising employees (Chiaburu, Lorinkova, & Van Dyne, 2007). 2013). Organizations should also stress the need of fostering an atmosphere of team learning and transformational leadership, and they can do this by offering training to employees on how to do so. Training can also help develop more effective methods of leading transformational change.

One of the most well-researched leadership styles, transformational leadership has been shown to be helpful in resolving workplace conflicts and boosting overall productivity (Avolio, Walumbwa, & Weber, 2009) (Bass & Riggio, 2003). 2006). Research on transformational leadership has shown it to have a significant impact on a number of organizational outcomes, including better performance by managers (Waldman et al. 1987), employees (Zohar, 2002), and teams (Bass et al. 2003; Avolio et al. 1993), among other things.

Organizational change, such as the adoption of new practices, is a particularly critical time for transformational leadership theories (Bass, 1985; Bass et al., 2003; Bass & Riggio, 2006; Pawar & Eastman, 1997). As a transformational leader, you can perceive the need for change, encourage your followers to go beyond their personal interests for the sake of the team or the organization, and naturally drive your followers to achieve superior performance levels (Bass, 1999 and Piccolo, 2004). There has been a lot of empirical study done on transformational leadership and change implementation. According to Aarons, Sommerfeld, and Willging, transformative leadership is essential in establishing a positive organizational climate in organizations that are facing large-scale system change. According to other studies, leaders and their subordinates benefit from enhanced connections during organizational transformation, which in turn leads to better performance from those under their direction.

An organization's ability to clearly articulate its goals and foster an environment that encourages innovation is the last component. Personnel might become more open and receptive to work if the business has a clear goal and leader (Griffin, Parker, & Mason, 2010). To inspire employees to take the initiative, adapt to changing circumstances, and fulfill their jobs successfully, organizations must develop an innovative atmosphere (Charbonnier-Voirin, El Akremi, & Vandenberghe, 2010). Organizations may assist their employees become more responsible and accountable while coping with change by giving tools to promote new ideas (Chiaburu, Lorinkova, & Van Dyne, 2013). Increasing the

ability of employees to change and adapt is also a priority for organizations (Kanten, Kanten, & Gurlek, 2015).

IV. Conclusion

With changes in the organization and duties of the Army Polytechnic as a military educational institution, adaptive performance has an urgency for the Army Polytechnic. Personnel resources are unable to fill the void and fail to adapt to their evolving roles, which is inextricably linked. Moreover, human resource competencies evolve from traditional technical competencies and skills to digital ones, which must also occur in Army Polytechnic personnel. To implement adaptive performance to be optimal at the Army Polytechnic, factors that influence individual, work, group, and organizational characteristics need to be considered. According to the literature review, these four factors are key factors that have a positive and significant influence on adaptive performance in an organization.

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