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THE EFFECT OF QUALITY OF WORK LIFE ON WORK ENGAGEMENT WITH WILLINGNESS TO FACE CHANGE AS A MEDIATING VARIABLE

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ABSTRACT
This study examines the effect of quality of work life on work engagement, with readiness for change as a mediating variable, among lecturers at University X in Medan. An explanatory quantitative approach was employed, using Structural Equation Modeling (SEM) with AMOS 21. The analysis involved Confirmatory Factor Analysis (CFA) to assess the measurement model, followed by structural model testing to evaluate causal relationships. Model fit was assessed using Goodness of Fit (GOF) indices, while hypotheses were tested based on path coefficients and significance levels. The findings reveal that quality of work life positively and significantly affects work engagement ($\beta = 0.285$; $p < 0.001$) and readiness for change ($\beta = 0.679$; $p < 0.001$). Readiness for change also positively influences work engagement ($\beta = 0.553$; $p < 0.001$) and mediates the relationship between quality of work life and work engagement. These results highlight the importance of improving lecturers' quality of work life to strengthen their preparedness for organizational change and engagement at work. Accordingly, higher education institutions should prioritize supportive working conditions to enhance lecturers' adaptability and professional involvement.

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INTRODUCTION

Human resources play a crucial role in organizational success, particularly in higher education institutions. Lecturers are responsible for implementing the *Tri Dharma Perguruan Tinggi*, which includes education, research, and community service. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers emphasizes that lecturers must possess professional competence to fulfill these responsibilities effectively.

One important factor supporting lecturers' performance is work engagement. Robbins (2015) defines work engagement as the degree to which individuals identify with their jobs and consider their performance important to

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their self-esteem. Lecturers with high work engagement demonstrate enthusiasm, dedication, and commitment to achieving organizational goals. Conversely, low engagement may be reflected in limited teaching enthusiasm, inadequate feedback on student assignments, and insufficient commitment to teaching responsibilities.

Preliminary observations at University X in Medan indicate several issues related to lecturers' work engagement. These include seeking substitutes for scheduled classes, frequently rescheduling lectures, showing limited enthusiasm in delivering course materials, and assigning tasks without providing feedback. Such conditions suggest the need to identify factors that may strengthen lecturers' engagement and improve the quality of academic services.

According to Bakker et al. (2010), work engagement is influenced by job resources and personal resources. One relevant factor is quality of work life (QWL), which refers to individuals' perceptions of their physical and psychological well-being in the workplace (Nawawi, 2008). Cascio (2006) explains that a supportive work environment, safe working conditions, social support, and opportunities to meet employees' needs can foster positive attitudes toward the organization. A good quality of work life may therefore encourage lecturers to become more involved in their work.

Previous research by Oktafiendkk (2023) and Sajitha (2023) indicates a significant relationship between quality of work life and work engagement. However, lecturers must also be prepared to respond to organizational changes. Readiness for change refers to an individual's willingness to accept and support organizational transformation. Greenberg (in Jex, 2018) explains that willingness to change develops when individuals recognize the potential benefits of organizational change. Bernerth (in Bohlander et al., 2010) also emphasizes that employee readiness is an important factor in successful organizational change.

Lecturers who perceive their work environment positively and are prepared to face organizational changes may demonstrate stronger work engagement. Therefore, readiness for change is proposed as a mediating variable linking quality of work life to work engagement. Examining this relationship is important for understanding how universities can improve lecturers' professional involvement and support organizational development.

Based on the background described above, the research problems focus on whether quality of work life significantly affects lecturers' work engagement at University X in Medan, whether quality of work life influences their readiness for change, and whether readiness for change affects work engagement and mediates the relationship between quality of work life and work engagement. Accordingly, this study aims to analyze the effect of quality of work life on lecturers' work engagement, examine its influence on readiness for change, and determine the effect of readiness for change on work engagement, including its mediating role in the relationship between quality of work life and work engagement.

METHOD

The research method that will be used in the research is quantitative. Descriptive research aims to accurately describe the characteristics of a particular individual, condition, symptom, or group, or to determine the frequency of a certain relationship between a certain symptom in society. In this case, there may already be hypotheses, maybe not, depending on how little knowledge about the problem in question(Sugiyono, 2019).

The variables in this study are *work engagement*, and *quality of work lives and* readiness to face change. The functions of each of these variables are as follows:

1. Dependent variables : Work Engagement(Y)
2. Variabel bebas : Quality of Work Life (X)
3. Mediation variable : Readiness to Face Change (M)

Population is a group of subjects that we want to generalize based on the results of the research (Rukajat, 2021). Thus, it can be said that the population is the whole of the research subject that we will use as an area for

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generalization, where the research subject will be measured and researched(Sugiyono, 2019). For this reason, the population in the study is 150 lecturers at university X. The sample of this study is 150 people. In this study, the sampling technique used is *total sampling*, which is the entire population is used as a sample, thus the number of samples is 150 people.

The data analysis method used in this study with the help of a computer uses the SEM program. SEM is a multivariate statistical analysis method. Processing SEM data is different from processing regression data or path analysis. SEM data processing is more complicated, because SEM is built on measurement models and structural models. In SEM, there are 3 activities at the same time, namely checking the validity and reliability of instruments (*confirmatory factor analysis),* testing the relationship model between variables (*path analysis*), and obtaining a model that is suitable for prediction (structural model analysis and regression analysis). A complete modeling in dasamya consists of a measurement *model* and *a structural model* or *causal model*. The measurement model is carried out to produce an assessment of the validity and validity of the discriminator, while the structural model, which is a modeling that describes the hypothesized relationships. To process SEM data more easily, you can use the help of statistical software.

In this study, what will be tested is how much the role of *work engagement* is influenced by *the quality of work life* and *readiness to face change* as a moderator variable. By paying attention to the characteristics of the variables to be tested, the statistical test is carried out using the *Structural Equation Model* (SEM) approach. The test was carried out to determine the influence of the independent variables X1 and M on Y.

The model used in this study is the causality or influence relationship model. To test the research hypothesis, the analysis technique used is SEM or *Structural Equation Modelling* which is operated through the SEM_PLS program. Research modeling through SEM allows a researcher to answer research questions that are dimensional (i.e. measuring indicators of a concept) and regression (measuring the influence or degree of relationship between factors whose dimensions have been identified). The SEM method can be used to analyze studies that have several independent (*exogenous*), dependent (*endogenous*), moderating and intervening variables partially and simultaneously.

The work engagement scale is compiled based on the aspects of work engagement according to Bakker and Schaufeli et al, (2013), namely; vigor, dedication and absorption. The following is a blueprint table of the work engagement scale before the trial.

Table 3.1. Blue print Work Engagement Scale Before Trial

No	Dimensions	Indicator	Item Distribution		Total
			Favourable	Unfavourable	
1	*Vigor*	The individual possesses enthusiasm for their work.	1, 2, 3	8, 9	5
		The individual has the desire to exert their best effort while working.	4, 5	10	3
		The individual remains committed to their job, even during difficult circumstances.	6,7	11, 12	4
2	*Dedication*	The individual feels a sense of responsibility toward their work	13	20	2
		The individual takes pride in the work they perform.	14, 15	21	3
		The individual finds the aspects of their job challenging.	16, 17	22	3
		The individual feels that their work is beneficial to others.	18, 19		2

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No	Dimensions	Indicator	Item Distribution		Total
			Favourable	Unfavourable	
3	*Absorption*	The individual finds it difficult to detach themselves from their work	23, 24	29	3
		The individual enjoys being so engrossed in their work that time passes quickly.	25, 26	30, 31	4
		The individual is able to concentrate on completing their tasks.	27, 28	32	3
Total			20	12	32

The scale used uses the Likert scale, namely; favorable statements consisting of 4 categories, namely: strongly agree (SS) with a value of 4, agree (S) with a value of 3, disagree (TS) with a value of 2, strongly disagree (STS) with a value of 1 and use unfavorable statements consisting of 4 categories strongly agree (SS) with a value of 1, agree (S) with a value of 2, disagree (TS) with a value of 3 and strongly disagree (STS) with a value of 4. The Likert scale model uses rating and scaling as the basis for determining the scale. Subjects are asked to respond to statements by choosing one of the available alternative numbers 1-4. Scoring is done by summing each subject's answer according to the previously determined value. The highest value of the item is 4 and the lowest value is a value of 1.

1. Quality Of Work Life Scale

The indicators for measuring the "quality of work life" variable are based on Flippo, Wether, and Davis (as cited in Himam & Pratiwi, 2014), namely: 1) growth and development, 2) participation, 3) innovative rewards, and 4) the work environment. The questionnaire instrument employs a four-point Likert scale. The layout of the quality of work life instrument used in this study is presented in the following table:

Tabel 3.2. Distribution of Quality of Work Life Scale Scores

No	Aspects of Quality of Work Life	Indicator	Item Number		Total
			Favorable	*Unfavorable*	
1.	Growth & Development	Possibility of developing skills	1, 2, 3	10, 11	5
		Availability of opportunities to utilize skills or knowledge	7, 8, 9	4, 5, 6	6
2.	Participation	Individual involvement in the decision-making process	12	17, 18, 19	4
		Providing opportunities for individuals to put decisions into practice	15, 16	13, 14	4
3.	Innovative rewards	Remuneration commensurate with an individual's standard of living	20	25	2
		Remuneration in line with wage standards	24	21, 22, 23	4
4.	Work environment	Physical environment	26	27, 28	3
Total			12	16	28

2. Readiness to Change Scale

To measure the attitude toward willingness to change, the construct is assessed based on the aspects proposed by Daft (2017): preparation, acceptance, and institutionalization. A Likert scale is employed, consisting of four categories for favorable statements: "strongly agree" (SA) assigned a value of 4, "agree" (A) assigned 3, "disagree" (D) assigned 2, and "strongly disagree" (SD) assigned 1. For unfavorable statements, the scoring is reversed: "strongly agree" (SA) is assigned 1, "agree" (A) is assigned 2, "disagree" (D) is assigned 3, and "strongly disagree" (SD) is

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assigned 4. This Likert-type model utilizes rating and scaling as the basis for measurement. Subjects are asked to respond to each statement by selecting one of the available options (1–4). The total score is calculated by summing the values assigned to each of the subject's responses. The maximum possible score for an item is 4, and the minimum is 1. The following table presents the blueprint (specification grid) for the distribution of items in the willingness-to-change scale :

Tabel 3.3. Blue print Penyebaran item Skala Kesediaan Berubah

No.	Aspect	Indicator	Item Distribution		Total
			Favourable	Unfavourable	
1	Preparation	Upon hearing about an impending change, individuals immediately become aware of it and respond in a positive manner.	1, 2, 3, 4, 21, 22, 23	12,13, 14	10
2	Acceptance	Individuals carry out the implementation of those changes.	5, 6, 7, 8, 24, 25, 26	15, 16, 17	10
3	Institutionalization	Individuals view change as a normal occurrence and an integral part of the organization.	9, 10, 11, 27, 28, 29, 30	18, 19, 20	10
Total			21	9	30

Augusty (2006) stated that some of the reasons for using the SEM program as an analysis tool are that SEM is suitable to be used to: (1) Confirm the unidimensionalization of various indicators for a dimension/construct/concept/factor; (2) Testing the suitability/determination of a model based on the empirical data studied; and (3) Testing the suitability of the model as well as the causality relationship between the factors constructed/observed in the research model.

SEM analysis in this study uses a *two-step approach technique. The first stage* is the measurement of variables using *the Confirmatory Factor Analysis* (CFA) technique so that a fit combined exogenous and endogenous construct is obtained so that it can be accepted. The CFA model is acceptable if it has good match of model data validity and reliability. *The second stage* of the *two-step approach* is to measure or test the structure *of the full* SEM model. The way to get the *full SEM model* structure is to combine CFA models from combined exogenous and endogenous constructs that are fit into one overall model (*hybrid model*) or full model to be estimated and analyzed. The model is said to be good or *fit* if it meets the overall model fit test (*GOF test)* and the evaluation of the structural model so that an acceptable model is obtained.

Table 3.4.*Goodness-of-Fit Index*

No	*Goodness of fit index*	*Cut off Value*
1	*X^2-chi square*	≤ α.df (smaller than the Chi-square table value)
2	*Probability*	≥ 0,05
3	GFI	≥ 0,90
4	AGFI	≥ 0,90
5	CFI	≥ 0,95

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6	TLI	≥ 0,95
7	CMIN/DF	≤ 2,0
8	RMSEA	≤ 0,08

Source: Haryono (2017)

RESULTS AND DISCUSSION

Result

Comparison of Hypothesis Values and Empirical Values

The descriptive analysis begins with the determination of hypothetical categorization norms to classify the level of achievement of each construct in lecturers. The calculation of hypothetical parameters utilizes the theoretical value of the measuring tool, where the hypothetical mean value is obtained from adding the minimum scale value plus the maximum score and then dividing it in half, while the hypothetical standard deviation is calculated by dividing the total score range into six units of normal distribution. Furthermore, the determination of category boundaries is carried out by the standard formula of normal curve deviation (hypothetical mean ±hypothetical SD) which divides the data into three levels, namely the low category is *the empirical mean* < *(*hypothetical mean – hypothetical SD), the high category is the empirical mean > (hypothetical mean + hypothetical SD) and the medium category is in the range of both.

Table 4.1 Categorization of Variables by *Hypothetical – Empirical* Mean

Variabel	Hipotetis		Empirical	Category
	Mean	SD	*Mean*	
Quality of Work Life	70	7,94	74,63	**Medium** (62,06<*mean empiris* <77,94)
Work Engagement	85	8,75	94,23	**High** (*mean empiris* >93,75)
Readiness for change	65	7,65	70,5	**Medium** (57,35<*mean empiris* <72,65)

Source: Author's Research Results

a. Quality of Work Life (QW): The empirical mean is 74.63, indicating a Medium category. This suggests that lecturers' work-life quality is fairly good but still requires improvement in participation, growth, compensation, and self-development.
b. Work Engagement (WE): The empirical mean is 94.23, indicating a High category. This reflects lecturers' strong enthusiasm, dedication, and absorption in performing their academic and non-academic duties.
c. Readiness for Change (RC): The empirical mean is 70.5, indicating a Medium category. This shows that lecturers have moderate readiness for organizational change, which can be enhanced through organizational support, effective communication, and involvement in decision-making.

Evaluation *of the Outer Model* (*Measurement Model*)

Convergent and discriminant validity were used to evaluate the *outer model* (*measurement model*) in the SEM-PLS analysis. Hair et al. (2022) said there are two criteria to determine whether *the outer model measurement meets the convergence validity requirements for reflective constructs: (1) the outerloading* must be greater than 0.7 and (2) the *Average Variance Extracted* (AVE)> value 0.50. *The outer loading of 0.4–0.7 in this study can be*

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maintained considering the AVE limit is 0.50 and the composite reliability is 0.7. Meanwhile, the criteria for discriminant validity were determined with an HTMT value of < 0.80, while the feasibility of the model was indicated by an SRMR value of ≤ 0.08 (Hair et al., 2022; Hu & Bentler, 1999).

Tabel 4.2 Outer Loading Initial Testing

Item	Outer Loading	Item	Outer Loading	Item	Outer Loading
QW1	0,779	RC1	0,318	WE1	0,807
QW10	0,785	RC10	0,719	WE10	0,444
QW11	0,411	RC11	0,738	WE11	0,538
QW12	0,709	RC12	0,692	WE12	0,322
QW13	0,671	RC13	0,786	WE13	0,821
QW14	0,668	RC14	0,158	WE14	0,876
QW15	0,725	RC15	0,461	WE15	0,839
QW16	0,549	RC16	0,625	WE16	0,817
QW17	0,614	RC17	0,771	WE17	0,334
QW18	0,639	RC18	0,464	WE18	0,783
QW19	0,229	RC19	0,732	WE19	0,828
QW2	0,608	RC2	0,409	WE2	0,827
QW20	0,791	RC20	0,734	WE20	0,366
QW21	0,574	RC21	0,336	WE21	0,335
QW22	0,782	RC22	0,423	WE22	0,699
QW23	0,245	RC23	0,422	WE23	0,781
QW24	0,536	RC24	0,741	WE24	0,302
QW25	0,259	RC25	0,699	WE25	0,334
QW26	0,750	RC26	0,630	WE26	0,682
QW27	0,677	RC3	0,312	WE27	0,149
QW28	0,646	RC4	0,477	WE28	0,248
QW3	0,285	RC5	0,751	WE29	0,553
QW4	0,416	RC6	0,742	WE3	0,790
QW5	0,374	RC7	0,639	WE30	0,624
QW6	0,573	RC8	0,770	WE31	0,315
QW7	0,301	RC9	0,381	WE32	0,645
QW8	0,316			WE33	0,748
QW9	0,805			WE34	0,777
				WE4	0,775
				WE5	0,792
				WE6	0,554
				WE7	0,399

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Item	Outer Loading	Item	Outer Loading	Item	Outer Loading
				WE8	0,333
				WE9	0,741

Source: Source: SEM-PLS Data Analysis

Table 4.3 Initial Testing of CA, CR, and AVE Values

Variabel	CA	CR (rho_a)	CR (rho_c)	AVE
QW	0,920	0,941	0,931	0,350
RC	0,920	0,941	0,931	0,363
WE	0,945	0,965	0,952	0,400

Notes: QW = *Quality of Work Life*; WE = *Work Engagement;* RC=*Readiness for change*
Source: Source: SEM-PLS Data Analysis

The initial stage measurements showed a number of indicators of *the value of outer loading* below the threshold of 0.70. However, based on the recommendations of Hair et al. (2022), *outer loading* that has a value of 0.4 – 0.7 can still be maintained as long as the AVE and CR values have met the threshold, namely AVE > 0.5 and CR > 0.70. Based on table 4.3, the AVE values for all variables have not met the threshold, so several items are eliminated to achieve AVE values to meet the fit and good *outer model*. Indicators that do not meet need to be eliminated to improve the quality of the model. Elimination is done because items with low *loading* have the potential to degrade convergent validity and construct reliability. Elimination was carried out on 12 items on the *quality of work life* (QW) variable, 11 items on the *work engagement* (WE) variable, and 10 items on the *readiness for change* (RC) variable. After elimination, some indicators still have *an outer loading* between 0.40 and 0.70. The indicator is maintained because the AVE value of each construct has exceeded 0.50 and the reliability of the composite has exceeded 0.70.

Tabel 4.4 *Outer Loading* Final

Item	Outer Loading	Item	Outer Loading	Item	Outer Loading
QW1	0,786	RC10	0,734	WE1	0,806
QW10	0,793	RC11	0,739	WE10	0,475
QW12	0,721	RC12	0,688	WE11	0,552
QW13	0,673	RC13	0,782	WE13	0,819
QW14	0,668	RC15	0,505	WE14	0,875
QW15	0,740	RC16	0,660	WE15	0,838
QW17	0,633	RC17	0,772	WE16	0,818
QW18	0,638	RC19	0,753	WE18	0,781
QW2	0,599	RC20	0,746	WE19	0,829
QW20	0,807	RC24	0,738	WE2	0,837
QW22	0,779	RC25	0,742	WE22	0,695
QW26	0,767	RC26	0,667	WE23	0,783
QW27	0,699	RC5	0,744	WE26	0,700
QW28	0,661	RC6	0,747	WE29	0,572
QW6	0,583	RC7	0,637	WE3	0,788
QW9	0,819	RC8	0,774	WE30	0,636
				WE32	0,650

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Item	Outer Loading	Item	Outer Loading	Item	Outer Loading
				WE33	0,757
				WE34	0,785
				WE4	0,769
				WE5	0,790
				WE6	0,527
				WE9	0,759

Source: SEM-PLS Data Analysis

Table 4.5 Reliability Results, AVE and *Model Fit Indices*

Variabel	CA	CR (rho_a)	CR (rho_c)	AVE	Model Fit Indices
QW	0,935	0,941	0,943	0,510	
RC	0,936	0,942	0,944	0,515	0,063
WE	0,961	0,967	0,965	0,548	

Source: SEM-PLS Data Analysis

Table 4.6 HTMT Results

Variabel	QW	RC	WE
QW			
RC	0,714		
WE	0,680	0,772	

Source: SEM-PLS Data Analysis

Tabel 4.7 Fornell-Larcker Criterion

Variabel	QW	RC	WE
QW	0,714		
RC	0,679	0,718	
WE	0,661	0,707	0,740

Source: SEM-PLS Data Analysis

After elimination, the remaining indicators show consistency with the *outer loading value* that meets. These results ensure that the construct *of work engagement* (WE), *quality of work life* (QW) and *readiness for change* (RC) are valid convergently. In addition, the reliability of the construct shows *a Composite Reliability* value above 0.90 and AVE above 0.50, indicating excellent internal consistency. The discriminant validity of HTMT shows a meet value (<0.8), as well as a *Fornell-Larcker value is* met because the value of the square root of AVE on the main diagonal is higher than the correlation between constructs in the same row and column. The feasibility of the model is also classified as fit with an SRMR value of 0.063.

Evaluation *of Inner Model (Structural Model*) and Hypothesis Test

The internal evaluation of the model was carried out to assess the structural relationship between the construct and the overall strength of the model. The internal assessment of the model takes into account the Variance Inflation Factor (VIF) values below 5, substantial F-square and R-square, and the predictive Q-square value greater than 0 for predictive relevance. In addition, the value of the path coefficient between variables must meet a significance of less than 0.05, so that it can be continued in the bootstrapping process to test the hypothesis.

Table 4.8 Value of *Variance Inflation Factor* (VIF)

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Item	VIF	Item	VIF	Item	VIF
QW1	2,674	RC10	2,225	WE1	2,968
QW10	2,704	RC11	2,186	WE10	1,659
QW12	2,240	RC12	1,877	WE11	1,925
QW13	1,930	RC13	2,528	WE13	3,113
QW14	1,855	RC15	1,393	WE14	4,767
QW15	2,396	RC16	2,125	WE15	4,116
QW17	1,847	RC17	2,493	WE16	4,359
QW18	1,834	RC19	2,475	WE18	2,676
QW2	1,593	RC20	2,201	WE19	3,515
QW20	3,000	RC24	2,149	WE2	3,691
QW22	2,424	RC25	2,227	WE22	2,264
QW26	2,472	RC26	2,085	WE23	2,628
QW27	2,035	RC5	2,311	WE26	2,267
QW28	1,781	RC6	2,420	WE29	1,773
QW6	1,525	RC7	1,752	WE3	2,926
QW9	2,961	RC8	2,590	WE30	1,959
				WE32	1,922
				WE33	2,848
				WE34	3,295
				WE4	2,789
				WE5	3,149
				WE6	1,811
				WE9	2,754

Source: SEM-PLS Data Analysis

Table 4.9 *R-Square* and *Q-Square Values*

Variabel	*R-square*	*R-square adjusted*	*Q-Square predict*
RC	0,461	0,458	0,443
WE	0,601	0,596	0,419

Source: SEM-PLS Data Analysis

Tabel 4.10 Nilai *F-Square*

Jalur	f^2	Kategori
QW→ RC	0,856	Besar
QW→ WE	0,110	Kecil
RC → WE	0,414	Besar

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Source: SEM-PLS Data Analysis

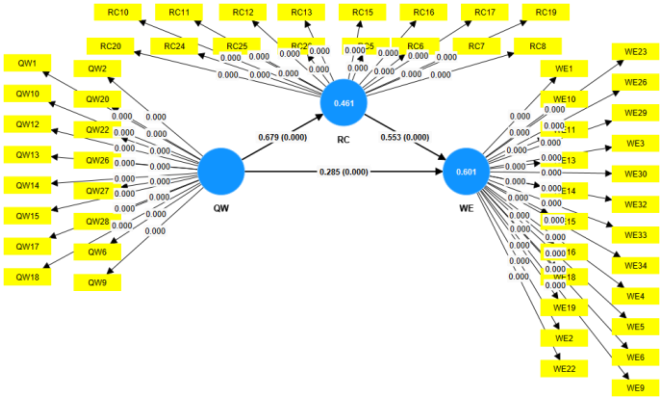


Figure 4.1 Model Test Diagram

The internal model analysis shows that Quality of Work Life (QW) and Readiness for Change (RC) explain 60.1% of Work Engagement (WE) variance ($R^2 = 0.601$), while QW explains 46.1% of RC variance ($R^2 = 0.461$). Both variables have good predictive relevance, with Q^2 values above zero. QW has a small effect on WE ($f^2 = 0.110$), RC has a large effect on WE ($f^2 = 0.414$), and QW has the strongest effect on RC ($f^2 = 0.856$). These findings indicate that QW strengthens RC, which serves as a key mediator in increasing lecturers' WE at University X.

Table 4.11 Value *Path Coefficient*

Direct Effect	***β***	***T statistics***	***P-values***	**Keterangan**
QW -> RC	0,679	15,318	0,000	Signifikan
QW -> WE	0,285	3,612	0,000	Signifikan
RC -> WE	0,553	7,456	0,000	Signifikan

Source: SEM-PLS Data Analysis

The direct effect test shows that all hypothesized relationships are positive and significant ($p < 0.001$). Quality of Work Life (QW) positively affects Work Engagement (WE) ($\beta = 0.285$) and Readiness for Change (RC) ($\beta = 0.679$). Meanwhile, RC positively affects WE ($\beta = 0.553$). These findings indicate that better work-life quality increases lecturers' readiness for change and work engagement, while readiness for change plays an important role in strengthening work engagement at University X.

Table 4.12 Specific *Indirect Effect Values*

Indirect Effect	***β***	***t-statistics***	***p-values***	**Keterangan**
QW -> RC -> WE	0,376	6,784	0,000	Signifikan

Source: SEM-PLS Data Analysis

Based on the results of the indirect *effect* test in table 4.12, it shows that *readiness for change* (RC) significantly mediates the influence of *quality of work life* (QW) on *work engagement* (WE), which is shown by the indirect coefficient value of 0.376 with *a t-statistical* value of 6.784 and *a p-value* by 0.000 (< 0.05). These findings indicate that improving the quality of lecturers' working lives will encourage the formation of readiness to change, which in turn significantly increases their work attachment. Given the direct and indirect paths, it shows that *readiness for change* plays a role as *partial mediation*. This shows that *the quality of work life* can increase lecturers' *work engagement* directly or indirectly through *readiness for change*. Increased readiness to change strengthens this

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relationship, even though the quality of work life itself has been able to encourage lecturers' work attachment independently.

Discussion

Outer loading indicates how strongly each grain represents its construct. Average Variance Extracted (AVE) indicates the magnitude of the variance of the grain described by the construct; values above 0.50 mean adequate convergent validity. Effect size (f^2) indicates the magnitude of the contribution of one variable to another variable beyond statistical significance: about 0.02 small, 0.15 medium, and 0.35 large (Cohen, 1988).

Quality of Work Life on Work Engagement

Quality of work life (QWL) has a positive and significant effect on the work engagement (WE) of lecturers at University X ($\beta = 0.285$; $t = 3.612$; $p = 0.000$), though the effect size is small ($f^2 = 0.110$). This direction aligns with findings among lecturers in Europe and Saudi Arabia (Žnidaršič & Marič, 2021; Subbarayalu & Al Kuwaiti, 2018, 2019) as well as in other organizational contexts (Y. Lee et al., 2020), while the small effect size is consistent with the observations of Urbanaviciute and Lazauskaite-Zabielske (2023).

Based on the research findings, the author argues that the quality of work life (QWL) plays a role in enhancing the work engagement (WE) of lecturers at University X, although its influence is relatively modest. This suggests that a high-quality work life can support lecturers' engagement in carrying out their academic duties, yet it is not sufficiently strong to serve as the primary determinant of such engagement. Consequently, improvements in well-being, a comfortable work environment, and work-life balance must be accompanied by the fulfillment of professional needs and adequate organizational support.

In the context of higher education in Indonesia, the author posits that lecturer engagement is influenced by the complexity of job demands such as the implementation of the *Tri Dharma* (the three pillars of higher education), requirements for scholarly publication, and the need to adapt to digitalization. Therefore, higher education institutions should not focus solely on increasing remuneration; they must also address workload distribution, career development opportunities, the provision of academic facilities, and the recognition of lecturers' performance. Such efforts are expected to foster sustainable lecturer engagement while simultaneously helping to mitigate the risks of burnout and the intention to leave the institution. The author concludes that while the quality of work life is a significant organizational resource, its effectiveness in boosting lecturer engagement depends on the support provided by the work environment and the lecturers' own capacity to utilize the available resources.

Quality of Work Life on Readiness for Change

QW has the strongest influence on readiness for change (RC) ($\beta = 0.679$; $t = 15.318$; $p = 0.000$; $f^2 = 0.856$, large effect size). This result is consistent with studies that identify compensation, competency development, support, and organizational justice as determinants of readiness for change (Widyastuti & Ardiyanti, 2024; Ahmad & Cheng, 2018; Kebede & Wang, 2022).

Based on the preceding discussion, the author argues that the quality of work life plays a significant role in shaping faculty members' readiness to face changes within the higher education environment. A high-quality work life encompassing fair compensation, opportunities for competency development, organizational support, and equity in the workplace—can assist faculty in adapting to various institutional demands and shifts. These findings further suggest that the quality of work life exerts a greater influence on readiness for change than does work engagement. Consequently, faculty readiness for change depends not only on individual motivation and engagement but also on a supportive work environment.

In the context of higher education, the author posits that the implementation of outcome-based curricula and the fulfillment of accreditation standards require faculty to be prepared not merely in technical terms, but also psychologically and organizationally. Therefore, higher education institutions must provide competency development and training, offer psychological support, establish equitable work systems, and foster supportive leadership. Simply mandating change is insufficient without the provision of adequate support. The author concludes that enhancing the quality of work life serves as a vital strategy for strengthening faculty readiness to navigate change in an adaptive and sustainable manner.

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Readiness for Change on Work Engagement

Based on the research findings, the author argues that readiness for change (RC) has a positive and significant influence on the work engagement (WE) of university lecturers. A path coefficient of 0.553, with a t-value of 7.456 and a p-value of less than 0.001, indicates that readiness for change contributes to an increase in lecturers' work engagement. Furthermore, an effect size (f^2) of 0.414 signifies a substantial impact. These findings suggest that lecturers who are cognitively and affectively prepared for change are better able to maintain their enthusiasm, dedication, and engagement while carrying out their professional duties. The results also indicate that readiness for change exerts a stronger influence on work engagement than the direct impact of the quality of work life.

In the context of higher education in Indonesia, the author posits that lecturers' readiness for change has become increasingly critical, given the implementation of the *Merdeka Belajar Kampus Merdeka* (MBKM Freedom to Learn, Independent Campus) policy, digital transformation, and the evolution of learning systems. Lecturers who understand the objectives of such changes and possess the mental readiness to adapt are better equipped to meet job demands without losing their professional enthusiasm. Consequently, higher education institutions should foster readiness for change through effective communication, the inclusion of lecturers in decision-making processes, the strengthening of self-efficacy, and the provision of psychological and organizational support. The author concludes that readiness for change is not merely a response to institutional policy, but rather a psychological resource that can bolster lecturers' work engagement. Nevertheless, the relationship between the two should be understood in a balanced manner, as work engagement may, in turn, reinforce a lecturer's readiness to embrace change.

Mediation of Readiness for Change

Based on the research findings, the author argues that readiness for change (RC) partially mediates the influence of quality of work life (QW) on work engagement (WE), with an indirect effect value of 0.376. This value exceeds the direct effect of 0.285, indicating that readiness for change serves as a crucial mechanism for enhancing the work engagement of faculty members. In other words, the quality of work life not only directly fosters faculty engagement but also bolsters their readiness to adapt to organizational changes.

Consequently, higher education institutions should strive to improve the quality of work life while simultaneously strengthening faculty readiness through training in adaptive competencies, change management, and transparent policy communication. However, these findings should be interpreted with caution, given the study's limitations: its cross-sectional design, a sample drawn from only a single institution, and the reliance on self-reported data. Therefore, future research should incorporate a broader range of institutions and utilize objective data to further substantiate these findings..

CONCLUTION

This study demonstrates that the quality of work life plays a significant role in enhancing the work engagement of university lecturers, both directly and through their readiness for change. A high-quality work life fosters an academic environment that supports lecturers' well-being while strengthening their preparedness for institutional change. Lecturers who possess cognitive and affective readiness for change tend to exhibit greater enthusiasm, dedication, and engagement in fulfilling the three pillars of higher education (*Tri Dharma Perguruan Tinggi*). In practical terms, university leadership should improve the quality of work life by focusing on career development, providing psychological support, offering training for adapting to change, and implementing policies that promote a healthy work-life balance. Furthermore, transparent communication regarding policies and the active involvement of lecturers in change processes should be strengthened to build adaptive readiness. Future research is encouraged to employ a longitudinal design and include lecturers from various higher education institutions to provide a more comprehensive understanding of the relationships between quality of work life, readiness for change, and work engagement among lecturers.

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