Ishel
International Seminar on Humanity, Education, and Language
Universitas Negeri Jakarta | Online Conference |
eISSN 3124-9396
Volume 2 , July 2026

INNOVATIVE PEDAGOGY OF CHARACTER LEARNING IN MANAGING CHANGE: THE ARA MODEL (AWAKEN, REFLECT, ACT).

Nurmansyah[1], Khaerudin[2], Endry Boeriswati[3]
Universitas Negeri Jakarta, Educational Technology
Email: nurmansyah_adiwidya@yahoo.com, khaerudin.tik@gmail.com, endry.boeriswati@unj.ac.id.

ABSTRACT
Managing change has become an essential competency for public organizations operating in the VUCA/BANI era, where rapid transformation requires employees to adapt continuously while sustaining organizational performance. However, conventional training approaches often emphasize cognitive knowledge rather than the character strengths needed to navigate change effectively. This study developed and evaluated the ARA (Awaken–Reflect–Act) model, an innovative pedagogical framework that integrates Experiential-Blended Learning, the Aware–Explore–Apply (AEA) character model, psychological approaches to change, and the PROSCI ADKAR change management model. A descriptive quantitative pretest–posttest design was employed involving 27 Junior Expert Civil Servants from the Indonesian Ministry of Transportation. Data were collected through knowledge tests and a 32-item character-strength questionnaire and analyzed using descriptive statistics, the Wilcoxon Signed-Rank Test, and Normalized Gain (N-Gain). The findings demonstrated significant improvements in learning achievement ($Z = -4.371$, $p < .001$; N-Gain = 0.7876, high) and managing-change character strength ($Z = -4.205$, $p < .001$; N-Gain = 0.506, moderate). These results indicate that the ARA model effectively enhances both cognitive learning outcomes and adaptive character competencies. The study contributes a novel pedagogical framework for character-based change management training and offers practical implications for developing adaptive civil servants who can lead sustainable organizational transformation.
Keywords: *ARA model; character learning; managing change; experiential-blended learning; pedagogical innovation.*

INTRODUCTION
In an era characterized by rapid technological advancement and organizational transformation, the ability to manage change has become a fundamental prerequisite for both personal and professional success. Training and development institutions play a strategic role within organizations by developing employees' skills, knowledge, and competencies to enable them to adapt to change and foster innovation. Within the context of VUCA (Volatility, Uncertainty, Complexity, Ambiguity) and BANI (Brittle, Anxious, Nonlinear, Incomprehensible), organizations must continuously transform to address the challenges of the modern era (Dieffenbacher et al., 2024).

© 2026 Nurmansyah, Khaerudin, Endry Boeriswati.
Published by Universitas Negeri Jakarta. This work is licensed under a Creative Commons Attribution 4.0 International License

DOI: https://doi.org/10.21009/ishel.v2i1.70481

Training and development institutions are therefore challenged to develop innovative pedagogical approaches that not only deliver knowledge but also cultivate the character strengths required to cope effectively with change (Paniagua & Istance, 2018). Pedagogy describes what is being learned and refers to how theories and teaching practices are implemented. It establishes the relationship between learning methods and culture, which is shaped by educators' beliefs regarding how learning should take place (K. G. Srinivasa et al., 2022). Traditional pedagogical methods are often less effective in addressing the emotional, cognitive, and behavioral dimensions of change management (Kolb, 2015). This gap has encouraged the development of more holistic and adaptive pedagogical models. Across all levels of education, teaching methods (pedagogy) constitute an effective means of strengthening an institution's cultural identity (K. G. Srinivasa et al., 2022).

This study develops a character learning model for managing change from the perspective of the individual. The ARA (Awaken, Reflect, Act) character learning model for managing change was developed in response to the need for individuals to act as agents of change, offering a structured yet flexible framework that enables them to navigate change using appropriate strategies. The novelty of this model lies in its harmonization of several foundational concepts, namely experiential-blended learning, the Aware–Explore–Apply (AEA) character model, psychological approaches to managing change, and the PROSCI ADKAR change management model (Hiatt, 2006; Niemiec, 2018).

Theoretical Framework.

Character Traits for Managing Change.

Character is a set of personal qualities, moral values, and virtues reflected in how a person thinks, feels, makes decisions, and acts consistently across situations. Etymologically, the term character comes from the Greek word kharassein , meaning "to carve," implying that character is formed through habituation and life experiences (Bohlin, 2005). The classical perspective also places character as the foundation of human life; Heraclitus stated that character is destiny, Aristotle defined character as a life lived with righteous behavior, while Cicero emphasized that the well-being of a nation rests on the character of its citizens (Koellhoffer, 2009). In a contemporary perspective, character is seen as the integration of values, virtues, motivations, emotions, and behaviors that shape a person's moral identity and encourage them to take righteous and responsible actions (Lickona, 2019; Berkowitz & Bier, 2014; Arthur, 2020; Niemiec & McGrath, 2019).

Meanwhile, managing change is an individual's ability to adapt, lead, and direct the change process effectively through a planned, communicative approach oriented toward achieving organizational goals. In the context of the State Civil Apparatus, change management competencies include the ability to adapt to new situations, support and lead change initiatives, and ensure effective change implementation (Ministerial Regulation of Administrative and Bureaucratic Reform Number 38 of 2017). Change management literature also emphasizes that the success of change is determined by the ability to manage the human aspect through communication, stakeholder engagement, capacity building, and managing the emotional dimension during the change process (Voehl & Harrington, 2016; Stolzenberg & Heberle, 2022; Singh & Khatri, 2024).

Based on these two concepts, the character of managing change can be synthesized as personal qualities and competencies that enable a person to effectively navigate, lead, and

eISSN 3124-9396
Volume 2 , July 2026

adapt to change at the individual, team, and organizational levels. This character is manifested through the ability to accept change as a continuous process, act proactively, make decisions responsibly, build collaboration, manage emotional aspects, and implement change systematically to achieve the desired goals. Thus, the character of managing change not only reflects adaptive abilities but also demonstrates the integration of moral values, leadership, and social competencies that support the success of change in various organizational contexts.

The Importance of Character in Managing Change.

Change is an unavoidable condition in the lives of both organizations and individuals, so the success of a transformation is largely determined by the individual's ability to accept, adapt, and implement the change. According to Hiatt and Creasey (2012), organizational change will not produce the expected benefits if it is not accompanied by changes in individual behavior, mindset, and skills. Therefore, the character of managing change is a crucial factor because it can reduce resistance, build commitment to change, and increase the successful implementation of various organizational initiatives. Thus, the success of change depends not only on technical aspects, but also on the readiness of the individual's character as the change agent.

At the individual level, change often creates physical, cognitive, and emotional stress that can impact a person's ability to perform their duties. Scott and Jaffe (2009) explain that change can elicit various responses in the form of bodily signals, thoughts, and feelings as part of the adaptation process to new situations. Individuals who have the character of managing change are able to recognize these responses constructively, develop resilience, maintain productivity, and remain goal-oriented even in the face of uncertainty. This character trait allows change to be viewed not as a threat but as an opportunity to learn, develop, and enhance one's capacity.

The urgency of character management in managing change is also supported by the findings of the Future of HR's Role in Managing Corporate Culture & Change Survey (2022), which showed that most organizations still experience difficulties in managing change, particularly in gaining leadership commitment, developing change strategies, determining those responsible, and communicating change effectively. Conversely, effective change management has been shown to contribute to improved employee performance, organizational effectiveness, and organizational agility in facing environmental dynamics. Therefore, the character of managing change is a strategic competency that needs to be developed systematically because it plays a crucial role in enhancing individual adaptability while supporting the success of sustainable organizational transformation (Hiatt & Creasey, 2012; Scott & Jaffe, 2009; Future of HR's Role in Managing Corporate Culture & Change Survey, 2022).

Key Character Skills Managing Change.

Managing Change skills are personal qualities and competencies that enable individuals to effectively navigate, lead, and adapt to change at the individual, team, and organizational levels. These skills are manifested through a set of skills reflected in concrete behaviors to systematically manage change processes. In a dynamic organizational context,

DOI: https://doi.org/10.21009/ishel.v2i1.70481

these skills are critical to the success of transformation, as change depends not only on technical aspects but also on an individual's ability to influence, mobilize, and maintain stakeholder commitment.

HR Research Institute findings (2022–2023) indicate that the main barriers to successful organizational change stem from weak leadership, communication, and a lack of vision for change, as well as low employee engagement. Furthermore, many organizations lack clarity regarding the role of change managers and are limited in building internal capacity to lead transformation. These findings emphasize that the success of change is largely determined by the quality of individual leadership and management skills, not solely by the availability of resources or technology.

Various studies provide complementary perspectives on core competencies in managing change. Scott and Jaffe (1995) identified four key competencies: communication about change, handling resistance, enhancing team engagement, and visionary leadership. Carnall (2003) emphasized the importance of decision-making skills, coalition building, driving action, and sustaining change momentum. Furthermore, Kotter (2012) and Palmer et al. (2022) emphasized that transformation success is heavily influenced by the ability to build strong leadership coalitions. McCalman, Paton, and Siebert (2016) added the importance of communication, motivation, facilitation, negotiation, planning, influence, and the ability to manage multiple stakeholders. Meanwhile, Marr (2022) identified adaptability and flexibility as future competencies that enable individuals to remain effective in the face of ongoing change.

Based on the synthesis of various perspectives, the key character skills for managing change can be formulated into six main dimensions, namely: (1) Decision Making , namely the ability to analyze information, consider various alternatives, and determine the right decision in a changing situation; (2) Effective Communication , namely the ability to convey the vision, goals, and information about change clearly, openly, persuasively, and accompanied by the ability to listen actively; (3) Building Coalitions , namely the ability to build networks, gain support, and drive collaboration across individuals and work units to strengthen the implementation of change; (4) Adaptability and Flexibility , namely the ability to adjust mindsets, behavior, and work strategies to the dynamics of a constantly changing environment; (5) Motivation and Leadership , namely the ability to inspire, empower, influence, and direct individuals and teams to commit to change; and (6) Maintaining Momentum , namely the ability to maintain consistency in implementing change through strengthening commitment, providing feedback, continuous learning, and managing short-term success.

These six skills form integrated core competencies that support effective managing change. Mastery of all these dimensions enables individuals not only to adapt to change but also to become change agents, capable of building commitment, reducing resistance, and ensuring sustainable change and resulting in improved organizational performance.

Psychological Approaches to Managing Change.

The approach to managing change at the individual level essentially focuses on how a person understands, accepts, and adapts to change so that they can maintain performance and achieve desired goals. Cameron and Green (2024) suggest that there are four main approaches to managing individual change: behavioral, cognitive, psychodynamic, and

eISSN 3124-9396
Volume 2 , July 2026

humanistic. These four approaches have different theoretical foundations, but complement each other in explaining the process of individual change from the aspects of behavior, mindset, emotional dynamics, and self-potential development.

The behavioral approach views change as a process of modifying behavior through a system of rewards, consequences, and reinforcement of desired behaviors. This approach emphasizes identifying key behaviors, measuring them, intervening, and evaluating them to produce changes aligned with organizational goals (Cameron & Green, 2024). In contrast, the cognitive approach focuses on changing ways of thinking through reframing, goal setting, affirmations, visualization, and coaching to build confidence and internal motivation in facing change. This perspective is reinforced by the Transtheoretical Model, which explains that change occurs gradually through the phases of precontemplation, contemplation, preparation, action, maintenance, and termination. Therefore, behavioral change is the result of a transformation in thought processes and decision-making (Prochaska, Norcross, & DiClemente, 2006).

The psychodynamic approach places emotional aspects as a primary factor in the change process. Individuals are seen to experience various psychological responses, such as denial, anger, bargaining, depression, and acceptance before being able to adapt to new conditions (Kübler-Ross, 1969; Cameron & Green, 2024). A similar perspective is put forward by Scott and Jaffe (1995) through the Transition GridSM , which describes an individual's transition from denial, resistance, exploration, to commitment as a natural process in dealing with change. Meanwhile, the humanistic approach views change as a process of developing human potential that emphasizes self-awareness, personal growth, authentic relationships, and self-actualization. This approach is rooted in Maslow's theory of needs, Rogers' client-centered approach, and the Gestalt approach, which emphasizes awareness of present-moment experiences as the basis for developing adaptive behavior (Cameron & Green, 2024).

Thus, each approach offers a distinct contribution to managing change. The behavioral approach is more effective in shaping adaptive behavior through reinforcement, the cognitive approach encourages change through transformation of mindsets and motivation, the psychodynamic approach helps individuals manage emotional dynamics during the transition process, while the humanistic approach facilitates personal growth and ongoing capacity development. Therefore, effective change management requires the integration of these four approaches to accommodate the behavioral, cognitive, emotional, and holistic dimensions of human development (Cameron & Green, 2024).

Experiential-Blended Learning.

Experiential Learning (EL) is a learning approach that places experience as the primary source of knowledge formation through a cycle of concrete experience, reflection, conceptualization, and active experimentation (Kolb, 1984, 2015). This approach not only develops cognitive aspects but also shapes character, social skills (soft skills), and an individual's ability to adapt to change through active engagement, critical reflection, and the application of experience to real-life situations (Kolb & Kolb, 2018). Various studies have shown that EL contributes significantly to the development of intrapersonal and interpersonal competencies, leadership, communication, collaboration, self-efficacy, empathy, and

DOI: https://doi.org/10.21009/ishel.v2i1.70481

readiness to face challenges and changes in the workplace and real life (Voukelatou, 2019; Gartland, 2021; Chong, 2020; Segarra & Gentry, 2021; Azeez & Aboobaker, 2024). Thus, experiential learning is a relevant approach to character development and behavioral change because it integrates experience, reflection, values, and action in a single, cohesive learning process.

In the context of pedagogical innovation, Experiential-Blended Learning (EBL) integrates the power of experiential learning with blended learning so that learning experiences take place synchronously and asynchronously through a combination of face-to-face learning, online learning, field practice, simulation, reflection, and digital collaboration (Bonk & Graham, 2006; Chaeruman, 2018). This integration aligns with the Five C's framework and the Clusters of Innovative Pedagogies, which position experiential learning and blended learning as complementary innovative pedagogies to create contextual, flexible, and change-oriented learning (Paniagua & Istance, 2018). Several studies have shown that blended learning can increase student engagement, learning effectiveness, collaboration, and readiness for digital transformation (Wongwuttiwat et al., 2020; Austin & Turner, 2019; Siraj & Al Maskari, 2019). Therefore, Experiential-Blended Learning is seen as an effective learning strategy to develop the character of managing change through a combination of authentic experiences, systematic reflection, social interaction, and the integrated use of digital technology.

The Aware-Explore-Apply (AEA) Character Model.

The Aware–Explore–Apply (AEA) model developed by the VIA Institute on Character is a character strengths-based character learning framework that emphasizes the process of recognizing, deepening, and applying character strengths in everyday life (Niemiec, 2018). Character strengths are viewed as positive capacities that are universal, valued across cultures, reflect individual identity, and contribute to well-being, positive interpersonal relationships, achievement, and the common good (Niemiec, 2018). Therefore, the AEA model is a relevant foundation in character learning to manage change because it facilitates the development of self-awareness, reflection, and sustainable behavioral change.

The AEA model consists of three interconnected stages. The Aware stage focuses on increasing participants' awareness of their character strengths as a basis for change. The Explore stage encourages participants to reflect on the relationship between character strengths and past experiences, successes, challenges, and future goals, thereby gaining a deeper understanding of their identity and potential. Next, the Apply stage emphasizes implementing character strengths through action plans and concrete practices in daily life, so that reflection develops into consistent behavioral change (Niemiec, 2018: 88–91). Thus, the AEA model not only develops awareness and understanding of character but also ensures the internalization of values through concrete actions that support individuals' ability to manage change.

PROSCI ADKAR Change Management Model.

The PROSCI ADKAR model is an individual-oriented change management model developed based on Prosci's research on more than 2,600 organizations over 14 years (Hiatt, 2012). This model emphasizes that the success of organizational change depends on the success of each individual in undergoing the transition process. ADKAR consists of five

eISSN 3124-9396
Volume 2 , July 2026

stages: Awareness (awareness of the need for change), Desire (willingness to support change), Knowledge (knowledge of how to make change), Ability (ability to implement change), and Reinforcement (strengthening so that change can be maintained). These five stages form a systematic framework for diagnosing barriers to change and designing appropriate interventions in the individual change process (Hiatt, 2012, 2013).

In its implementation, the Awareness stage aims to build an understanding of the urgency of change, thereby reducing individual resistance to change (Blokdijk, 2012; Hiatt, 2012; Singh & Khatri, 2024). The Desire stage focuses on building individual commitment and motivation to participate in change, while the Knowledge, Ability, and Reinforcement stages facilitate individuals in acquiring competencies, implementing new behaviors, and sustaining change (Voehl & Harrington, 2016). Thus, the ADKAR model provides a comprehensive framework for managing change at the individual level through a structured process, from building awareness to ensuring change becomes a permanent behavior.

The ARA (Awaken, Reflect, Act) Character Model Framework for Managing Change.



Figure 1. ARA (Awaken, Reflect, Act) Character Model Framework for Managing Change.

The ARA (Awaken, Reflect, Act) Character Model Framework is a character learning model designed to facilitate gradual behavioral change through a process of building awareness, reflecting, and implementing concrete actions. This model integrates three main foundations, namely Experiential-Blended Learning as a learning approach, Aware–Explore–Apply (AEA) as a character development framework, and PROSCI ADKAR as an individual change model. This integration produces a systematic and participant-centered learning syntax, so that learning not only produces conceptual understanding but also encourages character and behavioral transformation in facing change. Each stage of ARA is designed to follow an experiential learning cycle so that participants gain authentic experiences, conduct critical reflection, build meaning, and implement change sustainably.

The Awaken stage aims to build awareness of the urgency of change while fostering initial motivation to participate in the change process. This stage integrates the Aware element of the AEA model with the Awareness and Desire dimensions of PROSCI ADKAR, as well as the Concrete Experience and Reflective Observation stages of the Experiential Learning cycle. Participants engage in real-life experiences or simulations and then reflect

DOI: https://doi.org/10.21009/ishel.v2i1.70481

on the impact of change on individuals and organizations. The learning focus is directed at developing effective communication skills and building coalitions as a foundation for gaining support for change. Through this process, participants are expected to understand the reasons for change, recognize the challenges faced, and build an initial commitment to active involvement.

The Reflect (Reflect and Explore) stage focuses on the process of analyzing, evaluating, and developing change strategies based on the experiences gained. This stage integrates the Explore element of the AEA model with the Knowledge and Ability dimensions of PROSCI ADKAR, as well as the Reflective Observation and Abstract Conceptualization stages in the Experiential Learning cycle. Participants reflect on various alternative problem-solving options, analyze obstacles and opportunities, and develop change strategies that are appropriate to the organizational context. Skills developed at this stage include decision-making, adaptability, and flexibility, enabling participants to develop change plans that are realistic, evidence-based, and responsive to environmental dynamics. This stage serves as a bridge between conceptual understanding and readiness to act.

The Act (Acting with Purpose) phase is an implementation phase that emphasizes the application of change strategies in real situations and ensures the sustainability of change through behavioral reinforcement. This phase integrates the Apply element of the AEA model with the Ability and Reinforcement dimensions of PROSCI ADKAR, as well as the Active Experimentation and Concrete Experience stages in the Experiential Learning cycle. Participants apply the skills they have learned through practice, simulations, change projects, and action plans in the workplace. The learning focus is directed at developing motivation, change leadership, and the ability to maintain momentum so that change can take place consistently. Thus, the Act phase ensures that learning outcomes do not stop at increasing knowledge, but are transformed into behaviors, habits, and character that support individual success in managing change sustainably.

Ishel
International Seminar on Humanity, Education, and Language
Universitas Negeri Jakarta | Online Conference |
eISSN 3124-9396
Volume 2 , July 2026

Table. 1 Harmonization of Components of the Character Model Framework for Managing Change ARA (Awaken, Reflect, Act)

Harmonization Components	**AWAKEN (Awakening Awareness)**	**REFLECT (Reflect and Explore)**	**ACT (Act with Purpose)**
Learning objectives	Building awareness and commitment to change	Evaluate, understand, and design change strategies	Implementing and maintaining change
Main Approach Theory	Cognitive, Psychodynamic	Cognitive, Psychodynamic	Behavioural, Humanistic
Caracter Model (Aware–Explore–Apply)	Aware	Explore	Apply
PROSCI ADKAR Change Management Elements	Awareness, Desire	Knowledge, Ability	Ability, Reinforcement
Elements of the Experiential Learning Cycle David A. Kolb	Concrete Experience, Reflective Observation	Reflective Observation, Abstract Conceptualization	Active Experimentation, Concrete Experience
Key Skills Developed	Effective Communication, Building Coalitions	Decision Making, Adaptability and Flexibility	Motivation and Leadership, Maintaining Momentum
Learning Environment	Awareness and readiness to change	Adaptive change strategies	Sustainable behavior change

© 2026 Nurmansyah, Khaerudin, Endry Boeriswati.
Published by Universitas Negeri Jakarta. This work is licensed under a Creative Commons Attribution 4.0 International License

Ishel
International Seminar on Humanity, Education, and Language
Universitas Negeri Jakarta | Online Conference |
eISSN 3124-9396
Volume 2 , July 2026

Development of the ARA (Awaken, Reflect, Act) Character Learning Model for Managing Change.

The ARA model is an innovative and holistic learning framework designed to manage change at both the individual and organizational levels. It integrates experiential-blended learning, the Aware-Explore-Apply (AEA) character learning model, psychological approaches to managing change, and the PROSCI ADKAR change management model to create an adaptive and effective learning process.

The ARA model consists of three main phases:

1. **Awaken Phase (Raising Awareness).**
   a. Focus: building awareness of the importance of change and cultivating motivation and commitment to change.
   b. Skills Developed: Effective Communication and Coalition Building.
   c. Model Integration
      – Character Model: Aware.
      – PROSCI ADKAR: Awareness and Desire.
      – Experiential Learning: Concrete Experience and Reflective Observation.
   d. Psychological Approaches Used
      – Cognitive Approach: Helps participants understand the benefits and urgency of change through effective communication. *Example Activity:* Participants attend a presentation session highlighting the benefits of change (e.g., how digital transformation increases productivity) and engage in discussions to connect change with their personal goals (*Concrete Experience*, *Reflective Observation*).
      – Psychodynamic Approach: Helps participants recognize and manage emotions such as fear or resistance to change. *Example Activity:* Facilitated group discussions where participants share emotional experiences related to change (*Concrete Experience*) and reflect on how to manage those emotions (*Reflective Observation*).
   e. Expected Outcomes Participants understand why change is necessary, are motivated to support change, and are ready to engage in the change process.
2. **Reflect Phase (Reflecting and Exploring).**
   a. Focus: evaluating the current condition, exploring alternative solutions, and developing realistic change strategies.
   b. Skills Developed: Decision-Making and Adaptability and Flexibility.
   c. Model Integration:
      – Character Model: Explore.
      – PROSCI ADKAR: Knowledge and Ability.
      – Experiential Learning: Reflective Observation and Abstract Conceptualization.
   d. Psychological Approaches Used

© 2026 Nurmansyah, Khaerudin, Endry Boeriswati.
Published by Universitas Negeri Jakarta. This work is licensed under a Creative Commons Attribution 4.0 International License

eISSN 3124-9396
Volume 2 , July 2026

- Cognitive Approach: Helps participants think critically, analyze problems, and develop strategies. *Example Activity:* Participants conduct a SWOT analysis to evaluate opportunities and obstacles to change (*Reflective Observation*) and formulate a strategic plan (*Abstract Conceptualization*), such as a strategy for implementing new technology.
- Psychodynamic Approach: Helps participants understand the emotional factors influencing decision-making. *Example Activity:* Guided reflection sessions where participants identify emotions that arise when planning change (e.g., anxiety about outcomes) and develop strategies to overcome emotional barriers.

e. Expected Outcomes Participants are able to analyze challenges, select appropriate strategies, and design change plans that align with the organization's conditions.

3. Act Phase (Acting with Purpose).

a. Focus: Implementing the change plan, Leading the execution of change, and Sustaining change.
b. Skills Developed: Motivation and Leadership and Maintaining Momentum.
c. Model Integration
   - Character Model: Apply.
   - PROSCI ADKAR: Ability and Reinforcement.
   - Experiential Learning: Active Experimentation and Concrete Experience.
d. Psychological Approaches Used
   - Behavioral Approach: Strengthens new behaviors through practice, feedback, and positive reinforcement. *Example Activity:* Participants lead a simulation of a change project, such as managing a team to implement a new system, and provide recognition to reinforce engagement (*Active Experimentation*). Results are evaluated to improve behavior (*Concrete Experience*).
   - Humanistic Approach: Encourages the development of personal potential, responsibility, and empowering leadership. *Example Activity:* Participants design a team recognition plan to enhance motivation (*Active Experimentation*) and reflect on its impact on personal and team growth (*Concrete Experience*).
e. Expected Outcomes: Participants are able to implement change effectively, lead teams, sustain new behaviors, and ensure the continuity of change.

Learning Flow for the Managing Character Model.

The learning process is conducted through two modalities: asynchronous and synchronous.



Figure 2. Learning Flow for the Managing Character Model

Phase 1: Pre-Training Assessment.

DOI: https://doi.org/10.21009/ishel.v2i1.70481

Phase 1: Pre-Training Assessment.

Participants take a pre-test to measure their initial understanding of the character-based change management training. The pre-test consists of a 20-item multiple-choice questionnaire. Additionally, a pre-assessment of character strengths in managing change is conducted to determine the initial level of individual character strengths. This assessment covers six key skills:

1) Effective Communication.
2) Coalition Building.
3) Decision-Making.
4) Adaptability and Flexibility.
5) Motivation and Leadership.
6) Maintaining Momentum.

The instrument is a 32-item questionnaire with a 5-point rating scale.

Phase 2: Asynchronous Online Learning.

This phase lasts for 2 days and involves self-paced learning. Participants independently study using the provided learning modules and structured assignments, accessible via:

1. Google Site.
2. Google Form The main activities include reading modules and completing individual assignments for the character-based change management training.

Phase 3: Synchronous Learning.

This phase consists of 3 days of virtual face-to-face training with facilitators and all participants via Zoom video conference. The main activities include:

1. Group discussions.
2. Group and individual case studies.
3. Developing personal change action plans.
4. Enrichment assignments.
5. Daily reflection assignments.
6. Final reflection assignments.

Phase 4: Post-Training Assessment.

Participants take a post-test to measure their final understanding of the character-based change management training. The post-test consists of a 20-item multiple-choice questionnaire. Additionally, a post-assessment of character strengths in managing change is conducted to determine the final level of individual character strengths. This assessment covers the same six key skills as the pre-assessment:

1) Effective Communication.
2) Coalition Building.
3) Decision-Making.
4) Adaptability and Flexibility.
5) Motivation and Leadership.
6) Maintaining Momentum.

eISSN 3124-9396
Volume 2 , July 2026

The instrument is a 32-item questionnaire with a 5-point rating scale. Furthermore, participants complete a field trial instrument to evaluate the effectiveness of the instructional design for the character-based change management training.

METHOD

Research Design

The subjects of this study are 27 Civil Servants (Pegawai Negeri Sipil) from the Ministry of Transportation of the Republic of Indonesia, holding the functional position of Junior Expert (Ahli Muda). The Character-Based Change Management Training was conducted at the Character Development Training Center for Human Resources in Transportation (Balai Diklat Pembangunan Karakter Sumber Daya Manusia Transportasi) from June 15–19, 2026.

The research data is primary data, obtained from the distribution of research instruments specifically designed by the researcher in accordance with the study's objectives. The instrument used is a questionnaire administered to training participants at the beginning and end of the training.

The data analysis technique used in this study is descriptive quantitative analysis, processing the primary data from the pre-test and post-test

Research Questions.

The following main and sub-research questions are designed to structure the investigation and explain the focus of the study:

1. How effective is the character-based change management learning model in improving the learning achievements of training participants?
2. How effective is the character-based change management learning model in enhancing the character strengths of training participants in managing change?

RESULTS AND DISCUSSION

Based on data from 27 participants in the Managing Change Character Training, several statistical analyses can be performed to evaluate the effectiveness of the learning. Calculations have been conducted on the data you provided.

Description of the results training participants' learning outcomes before and after the managing change character training program.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pre-test	.218	27	.002	.884	27	.006
Nilai Post-test	.377	27	.000	.700	27	.000

a. Lilliefors Significance Correction

DOI: https://doi.org/10.21009/ishel.v2i1.70481

Descriptives

			Statistic	Std. Error
Nilai Pre-test	Mean		78.15	3.033
	95% Confidence Interval for Mean	Lower Bound	71.91	
		Upper Bound	84.38	
	5% Trimmed Mean		78.98	
	Median		85.00	
	Variance		248.362	
	Std. Deviation		15.759	
	Minimum		45	
	Maximum		95	
	Range		50	
	Interquartile Range		25	
	Skewness		-.554	.448
	Kurtosis		-.985	.872
Nilai Post-test	Mean		97.04	.855
	95% Confidence Interval for Mean	Lower Bound	95.28	
		Upper Bound	98.79	
	5% Trimmed Mean		97.47	
	Median		100.00	
	Variance		19.729	
	Std. Deviation		4.442	
	Minimum		85	
	Maximum		100	
	Range		15	
	Interquartile Range		5	
	Skewness		-1.298	.448
	Kurtosis		.629	.872

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Nilai Pre-test	27	100.0%	0	0.0%	27	100.0%
Nilai Post-test	27	100.0%	0	0.0%	27	100.0%

eISSN 3124-9396
Volume 2 , July 2026

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Nilai Post-test - Nilai Pre-test	Negative Ranks	1[a]	4.00	4.00
	Positive Ranks	25[b]	13.88	347.00
	Ties	1[c]		
	Total	27		

a. Nilai Post-test < Nilai Pre-test
b. Nilai Post-test > Nilai Pre-test
c. Nilai Post-test = Nilai Pre-test

Test Statistics[a]

	Nilai Post-test - Nilai Pre-test
Z	-4.371[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	27	-1.00	1.00	.7876	.43210
NGain_Persen	27	-100	100	78.76	43.210
Valid N (listwise)	27				

In general, the research results are described first, then there is a discussion section. If necessary, to separate the results section and the discussion section, sub-headings can be added *results* And *discussion* written separately.

Articles may contain tables and/or images. Tables or figures should not be too long, too big and too numerous. Tables or pictures should use a variety of presentations. The tables and figures presented must be referenced in the text.

Description of Pre-test and Post-test Results.

The results of the descriptive analysis showed an increase in participants' scores after participating in the learning process. The average pre-test score was 78.15 with a standard deviation of 15.76, while the average post-test score increased to 97.04 with a standard deviation of 4.44. This indicates that after participating in the learning process, participants' abilities significantly improved and became more homogeneous compared to before the learning process.

DOI: https://doi.org/10.21009/ishel.v2i1.70481

The pre-test score variation was relatively high, with a range of 45–95 (range = 50), while the post-test score range was much narrower, at 85–100 (range = 15). This narrowing of the score range indicates that almost all participants achieved a high level of mastery of the material after participating in the learning process.

Additionally, the median score increased from 85 in the pre-test to 100 in the post-test. This indicates that more than half of the participants achieved the maximum score after participating in the program, indicating the program's effectiveness in improving participants' learning outcomes.

Normality Test Results.

Normality tests using Kolmogorov–Smirnov and Shapiro–Wilk showed that both pre-test and post-test data had significance values less than 0.05. The Shapiro–Wilk significance value for the pre-test was 0.006, while the post-test was 0.000. Thus, the data were not normally distributed, so the difference analysis used a nonparametric statistical test, namely the Wilcoxon Signed Ranks Test.

Results of the Wilcoxon Signed Ranks Test.

The results of the Wilcoxon test showed that there were 25 participants (92.6%) who experienced an increase in their scores after participating in the learning, only 1 participant (3.7%) experienced a decrease in their scores, and 1 participant (3.7%) obtained a constant score. The test statistic value yields $Z = -4.371$ with a significance value of Asymp. Sig. (2-tailed) = 0.000 ($p < 0.05$). These results indicate that there is a significant difference between the pre-test and post-test scores. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, which means that the learning provided has a real influence on improving participants' learning outcomes.

N-Gain Analysis Results.

To determine the level of effectiveness in improving learning outcomes, a Normalized Gain (N-Gain) analysis was conducted. The analysis results showed that the average N-Gain Score was 0.7876 or equivalent to 78.76%. Based on Hake's (1999) criteria, this value is included in the high category, which means the applied learning is very effective in improving participant learning outcomes.

Meaning of Research Results.

Overall, the research results indicate that the implemented learning program was effective in improving participant learning outcomes. This is reflected in several key indicators, namely:

1. There was an increase in the average value from 78.15 to 97.04.
2. The variation in participants' scores decreased, indicating that participants' abilities became more even after the learning.
3. As many as 92.6% of participants experienced an increase in their scores, while only one participant experienced a decrease and one participant experienced no change.
4. The Wilcoxon test showed that the increase was statistically significant ($p < 0.001$).
5. The N-Gain value of 0.7876 (78.76%) indicates that learning has high effectiveness in improving participant learning outcomes.

eISSN 3124-9396
Volume 2 , July 2026

Description of analysis the results of the character strength measurement of managing change character before and after training.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Assesment	.125	27	.200*	.940	27	.121
Post-Assesment	.201	27	.006	.827	27	.000

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Descriptives

			Statistic	Std. Error
Pre-Assesment	Mean		126.41	3.973
	95% Confidence Interval for Mean	Lower Bound	118.24	
		Upper Bound	134.57	
	5% Trimmed Mean		127.36	
	Median		130.00	
	Variance		426.251	
	Std. Deviation		20.646	
	Minimum		76	
	Maximum		155	
	Range		79	
	Interquartile Range		29	
	Skewness		-.684	.448
	Kurtosis		-.180	.872
Post-Assesment	Mean		143.41	2.910
	95% Confidence Interval for Mean	Lower Bound	137.42	
		Upper Bound	149.39	
	5% Trimmed Mean		143.74	
	Median		150.00	
	Variance		228.712	
	Std. Deviation		15.123	
	Minimum		120	
	Maximum		160	
	Range		40	

DOI: https://doi.org/10.21009/ishel.v2i1.70481

	Interquartile Range	31	
	Skewness	-.239	.448
	Kurtosis	-1.793	.872

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-Assesment	27	100.0%	0	0.0%	27	100.0%
Post-Assesment	27	100.0%	0	0.0%	27	100.0%

Ranks

		N	Mean Rank	Sum of Ranks
Post-Assesment - Pre-Assesment	Negative Ranks	2[a]	5.00	10.00
	Positive Ranks	24[b]	14.21	341.00
	Ties	1[c]		
	Total	27		

a. Post-Assesment < Pre-Assesment
b. Post-Assesment > Pre-Assesment
c. Post-Assesment = Pre-Assesment

Test Statistics[a]

	Post-Assesment - Pre-Assesment
Z	-4.205[b]
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Description of Character Strengths in Managing Change Before and After Training.

The results of the descriptive analysis showed an increase in the strength of the character in managing change after the participants attended the training. Before the training, the average score (mean) of the participants was 126.41 with a standard deviation of 20.65. After the training, the average score increased to 143.41 with a standard deviation of 15.12. Thus, there was an average increase of 17 points, which indicates that the training made a positive contribution to strengthening the character in managing change of the participants.

In addition to the increase in average scores, the spread of participants' scores also became smaller. The standard deviation decreased from 20.65 to 15.12, while the score range narrowed from 79 points (76–155) to 40 points (120–160). This indicates that after the training, participants' abilities became more evenly distributed, with most participants achieving a relatively high level of change management skills.

eISSN 3124-9396
Volume 2 , July 2026

This improvement was also reflected in the median score, which rose from 130 to 150. This means that more than half of the participants scored significantly higher on the change management trait than before the training. Substantively, these results indicate that participants experienced improvement not only in a small number of individuals, but also across nearly the entire group.

Normality Test Results.
Normality testing using Kolmogorov–Smirnov and Shapiro–Wilk showed that the pre-assessment data were normally distributed based on the Shapiro–Wilk test ($p = 0.121 > 0.05$), while the post-assessment data were not normally distributed ($p = 0.000 < 0.05$). Therefore, testing for differences in scores before and after training was carried out using the Wilcoxon Signed Ranks Test, a nonparametric test suitable for paired data that do not meet the assumption of normality.

Change in Character Strengths Managing Change.
The Wilcoxon test results showed that of the 27 participants, 24 (88.9%) experienced an increase in their managing change character scores after attending the training. Only 2 (7.4%) experienced a decrease in their scores, while 1 (3.7%) maintained their score. This indicates that nearly all training participants experienced an increase in their managing change character scores.

Statistically, the Z value was obtained = -4.205 with a significance value of Asymp. Sig. (2-tailed) = 0.000 ($p < 0.05$). These results indicate that there is a significant difference between the character scores of managing change before and after training. Thus, the null hypothesis is rejected and the alternative hypothesis is accepted, so it can be concluded that the training has a significant effect on increasing the strength of the character of managing change in participants.

N-Gain Analysis Results.
The N-Gain value of 0.506 (50.61%) is considered moderate. This indicates that the training was quite effective in improving participants' change management character strengths. On average, participants achieved approximately 50.6% of the potential character improvement, which was still achievable based on their initial scores.

Meaning of Research Results.
The research results showed that the training not only increased participants' knowledge but also strengthened their character and ability to manage change as a personal capacity to navigate the dynamics of change in the workplace. An average score increase of 17 points indicates a development in participants' attitudes, mindsets, and readiness to face change in a more positive and adaptive manner.
The reduced variation in scores after training indicates that the training had a relatively even impact on participants. In other words, the training was not only effective for certain

DOI: https://doi.org/10.21009/ishel.v2i1.70481

participants, but also benefited nearly all participants, narrowing the ability gap between individuals.

The dominance of participants who experienced an increase in scores (88.9%) and the significant Wilcoxon test results provide empirical evidence that the changes that occurred were not just random fluctuations, but rather the impact of the training intervention provided. These findings indicate that the implemented training design successfully developed important aspects of character in managing change, such as (1) Decision Making, (2) Effective Communication, (3) Building Coalitions, (4) Adaptability and Flexibility, (5) Motivation and Leadership, and (6) Maintaining Momentum.

CONCLUSION

The research results indicate that the developed training was effective in improving both the participants' learning outcomes and their change management character strength. In terms of learning outcomes, the mean score increased from 78.15 before the training to 97.04 after the training, supported by the results of the Wilcoxon Signed-Rank Test, which showed a significant difference ($Z = -4.371$; $p < 0.001$), with 25 out of 27 participants demonstrating improved scores. Furthermore, the N-Gain value of 0.7876 indicates high-category learning effectiveness, suggesting that the training was able to enhance the participants' mastery of competencies optimally. Meanwhile, in terms of change management character strength, the mean score increased from 126.41 to 143.41, with the Wilcoxon Signed-Rank Test also showing a significant difference ($Z = -4.205$; $p < 0.001$), where 24 out of 27 participants experienced an increase in their character scores. The N-Gain value of 0.506 indicates moderate-category effectiveness, meaning that the training successfully strengthened the participants' change management character, although the improvement was not as rapid as the improvement in the cognitive aspect. These findings indicate that the designed learning program was not only effective in improving the participants' knowledge and understanding but was also capable of developing adaptive character as an essential foundation for dealing with changes in the workplace. The difference in the level of effectiveness between learning outcomes and character development further indicates that character change requires a longer process of internalization, habituation, reflection, and experience than the process of acquiring knowledge. Therefore, the developed training model can be considered effective as a learning approach that integrates competency development and character development in preparing human resources who are adaptive to change.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to the Center for Character Development Training of Human Resources in Transportation (Balai Diklat Pembangunan Karakter SDM Transportasi), Human Resources Development Agency of the Ministry of Transportation, Republic of Indonesia**,** for providing institutional support and facilitating the implementation of this research and the field trial of the ARA (Awaken, Reflect, Act) Character Learning Model for Managing Change.

The authors also extend their appreciation to all Civil Servants (ASN) serving in the functional position of Junior Expert (Ahli Muda) who voluntarily participated in this study.

eISSN 3124-9396
Volume 2 , July 2026

Their active engagement, valuable feedback, and commitment throughout the training program made this research possible.

Finally, the authors sincerely thank colleagues, reviewers, and all individuals who provided constructive suggestions and academic support during the development and refinement of this research. Their contributions have significantly improved the quality of this study.

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

References

Arthur, J. (2020). *Character Education in the 21st Century*. Routledge.

Austin, R., & Turner, R. (2019). Blended learning and digital transformation in education.

Azeez, A., & Aboobaker, N. (2024). Experiential learning and workplace readiness.

Berkowitz, M. W., & Bier, M. C. (2014). Research-based character education. *The ANNALS of the American Academy of Political and Social Science*.

Blokdijk, G. (2012). *Change Management 100 Success Secrets*. Emereo Publishing.

Bohlin, K. E. (2005). *Teaching Character Education Through Literature: Awakening the Moral Imagination in Secondary Classrooms*. Routledge.

Bonk, C. J., & Graham, C. R. (2006). *The Handbook of Blended Learning*. Pfeiffer.

Cameron, E., & Green, M. (2024). *Making Sense of Change Management* (6th ed.). Kogan Page.

Carnall, C. A. (2003). *Managing Change in Organizations* (4th ed.). Pearson Education.

Chaeruman, U. (2018). *PEDATI: Model Desain Sistem Pembelajaran Blended*.

Chong, E. (2020). Experiential learning and leadership development.

Dieffenbacher, S. F., Hüttinger, C., Zaninelli, S. M., Lines, D., & Rein, A. (2024). *How to Create Innovation: The Ultimate Guide to Proven Strategies and Business Models to Drive Innovation and Digital Transformation*. John Wiley & Sons.

Future of HR's Role in Managing Corporate Culture & Change Survey. (2022). HR Research Institute.

Gartland, M. (2021). Experiential learning and professional competence.

Hiatt, J. (2006). *ADKAR: A Model for Change in Business, Government and Our Community*. Prosci Learning Center Publications.

Hiatt, J. (2012). *Employee's Survival Guide to Change* (3rd ed.). Prosci Inc.

Hiatt, J., & Creasey, T. J. (2012). *Change Management: The People Side of Change* (2nd ed.). Prosci Learning Center Publications.

HR Research Institute. (2022). *The Future of HR's Role in Managing Corporate Culture & Change 2022–2023*.

Koellhoffer, T. (2009). *Being Fair and Honest*. Chelsea House.

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.

Kolb, D. A. (2015). *Experiential Learning: Experience as the Source of Learning and Development* (2nd ed.). Pearson Education.

Kolb, A. Y., & Kolb, D. A. (2018). *The Experiential Educator: Principles and Practices of Experiential Learning*. EBLS Press.

DOI: https://doi.org/10.21009/ishel.v2i1.70481

Kotter, J. P. (2012). *Leading Change*. Harvard Business Review Press.
Kübler-Ross, E. (1969). *On Death and Dying*. Macmillan.
Lickona, T. (2019). *Educating for Character*. Bumi Aksara.
Marr, B. (2022). *Future Skills: The 20 Skills and Competencies Everyone Needs to Succeed in a Digital World*. John Wiley & Sons.
McCalman, J., Paton, R., & Siebert, S. (2016). *Change Management: A Guide to Effective Implementation* (4th ed.). Sage.
Ministerial Regulation of Administrative and Bureaucratic Reform Number 38 of 2017 concerning Standards for State Civil Apparatus Competencies.
Niemiec, R. M. (2018). *Character Strengths Interventions: A Field Guide for Practitioners*. Hogrefe.
Niemiec, R. M., & McGrath, R. E. (2019). *The Power of Character Strengths*. VIA Institute on Character.
Palmer, I., Dunford, R., & Buchanan, D. A. (2022). *Managing Organizational Change: A Multiple Perspectives Approach* (4th ed.). McGraw-Hill.
Paniagua, A., & Istance, D. (2018). *Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies*. OECD Publishing.
Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (2006). *Changing for Good*. HarperCollins.
Scott, C. D., & Jaffe, D. T. (1995). *Managing Change at Work: Leading People Through Organizational Transitions*. Crisp Publications.
Scott, C. D., & Jaffe, D. T. (2009). *Managing Personal Change* (3rd ed.). Axzo Press.
Segarra, P., & Gentry, D. (2021). Experiential learning and professional development.
Singh, C., & Khatri, A. (2024). *Principles and Practices of Management and Organizational Behavior*. Routledge.
Siraj, S., & Al Maskari, A. (2019). Blended learning in higher education.
Srinivasa, K. G., et al. (2022). Pedagogy and innovative learning in the digital era.
Stolzenberg, K., & Heberle, K. (2022). *Change Management: Successfully Shaping Change Processes*. Springer.
Voehl, F., & Harrington, H. J. (2017). *Change Management: Manage the Change or It Will Manage You*. CRC Press.
Voukelatou, G. (2019). The contribution of experiential learning to personal development.
Wongwuttiwat, J., et al. (2020). Blended learning effectiveness in digital education.