

Volume 11
Number 2, 2025
Page: 117-125
DOI:10.22146/gamajop.95784

Received 28 April 2024
Revised 29 November 2024
Accepted 10 March 2025
Published 31 October 2025

Keywords:
job satisfaction; job insecurity; prevention/promotion focus; skill development; task changes

***Author for correspondence:** Email: tommys@fpsi.untar.ac.id

Skill Development: Government Officials' Efforts to Face Bureaucratic Reform in the Digital Economy Era

P. Tommy Y. Sumatera Suyasa,* Raja Oloan Tumanggor, and Anna Nurbani

Faculty of Psychology, Universitas Tarumanagara, Indonesia

Abstract

To improve performance, the government has made various efforts for a bureaucratic reform. As a result, the state civil apparatus (ASN) or civil servants experience various changes in duties. In changing tasks, there are positive/negative perceptions regarding the new way of completing tasks. This research aimed to find out how ASNs anticipate various changes in these tasks. Changes in tasks can cause job insecurity, which is accompanied by a decrease in job satisfaction. Job insecurity is related to worries about losing valuable aspects work. Meanwhile, job satisfaction is an employee's assessment of various aspects of work. The impact of task changes on job insecurity and job satisfaction is facilitated by skills development. Skills development by ASN includes anticipation by increasing knowledge and abilities. Participants in this research were 258 government agency employees in Jakarta. Based on the test results, it was found that task changes can either increase or decrease job satisfaction. When task changes increase the individual's efforts to develop skills; job satisfaction will ultimately increase. On the other hand, if task changes trigger qualitative job insecurity, then job satisfaction will decrease; especially for individuals with prevention focus.

The bureaucratic reform agenda, which is leading to the digitization of the bureaucracy, requires a human resource development strategy for the civil service so that civil servants (also known as state civil apparatus or *Aparatur Sipil Negara*/ASN) can deal with the digital economy era. This target can be achieved if ASNs have integrity, professionalism, nationalism, information and technology proficiency, multilingual capability, spirit of hospitality, entrepreneurship, and networking capacity (Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi, 2019). Efforts to nurture ASNs with readiness to face dynamic changes, otherwise known as Smart ASN, must align with the direction and strategic policies of government agencies in improving public services (Khaeromah et al., 2021).

Based on 2023 civil service statistics, the total number of civil servants in Indonesia is 4,465,768, comprising 3,466,703 regional civil servants (78%) and 999,065 central government servants (22%). From this data, ASNs currently comprise four different generations: baby boomers, born from 1946-1964 (150,105; 3%), Gen X, born from 1965-1976 (1,717,982; 38%), Gen Y, born from 1977-1994 (2,328,761; 52%), and Gen Z, born from 1995-2010 (268,920; 6%). (Badan Kepegawaian Negara, 2025). These data reflect the varying profiles and backgrounds of civil servants. Each generation certainly has particular characteristics and responds differently toward dynamic challenges and changes.

In addition, to achieve the sustainable development goals (SDGs), which include poverty eradication, improved health, and well-being, the government continues to strive to boost economic productivity (Alisjahbana & Murniningtyas, 2018). Economic productivity is pursued through increased investment from stakeholders. The government is reforming bureaucracy in various institutions to accelerate the achievement of these goals, including in ministries overseeing the field of investment. In the digital economy era, bureaucratic reform in government agencies is carried out through the implementation of the Electronic-Based Government System (SPBE). These bureaucratic reforms have resulted in changes in tasks and various work mechanisms (task changes).



© GamaJOP 2025. This is an open access article under the CC BY-SA license (<https://creativecommons.org/licenses/by-sa/4.0/>), which permits unrestricted re-use, distribution, and reproduction in any medium, provided the original work is properly cited.

Task changes have been found to decrease job satisfaction (Nikolova et al., 2023). Job satisfaction is an employee perception, either positive or negative, toward various aspects of their work environment (Hoppock, 1937). Based on data from Jobstreet (2022) and Randstad (2020), around 83% of employees are satisfied with their jobs. Meanwhile, based on the results of a survey in Indonesia, out of 17,623 respondents, more than 73% of employees are dissatisfied with their jobs (Jobstreet, 2022).

Task changes can either decrease or increase job satisfaction through two mechanisms (Nikolova et al., 2023). First, task changes can cause anxiety (a sense of insecurity) about various aspects of work, known as qualitative job insecurity (Hellgren et al., 1999). Qualitative job insecurity is anxiety about various aspects of work, including concerns that valuable aspects of work are becoming less attractive, diminishing, or even disappearing. These aspects include, for example, comfortable working conditions, career opportunities, or opportunities for increased benefits. Qualitative job insecurity will increase when individuals perceive task changes negatively. Higher qualitative job insecurity will predict a decline in job satisfaction.

The second mechanism is that changes in tasks lead to the anticipation of skill development among employees. Skill development happens through the acquisition of knowledge and abilities related to task completion (Van Den Broeck et al., 2014). Skill development encompasses two aspects, namely skills related to task/job performance (hard skills) and skills related to interpersonal relationships (soft skills). Skill development will improve when individuals perceive task changes positively. Higher skill development will predict increased job satisfaction.

A recent study Nikolova et al. (2023) explained that job satisfaction can be predicted by task changes, and the relationship is mediated by job insecurity and skill development. Increased job insecurity occurs when employees have a prevention focus, which is a perspective that focuses more on how to prevent losses than on gaining profit opportunities. The higher the job insecurity, the lower the job satisfaction. Meanwhile, an increase in skill development occurs when employees have a promotion focus; that is, a willingness to spend more time working harder in facing work challenges.

However, Nikolova et al. (2023) did not explain how the task change model could be applied in the context of government bureaucracy. The participants in the study (Nikolova et al., 2023) had diverse characteristics and came from various employee groups across different private sectors. The characteristics of the participants in the study (Nikolova et al., 2023) appeared to be different from those of the civil servants. There are at least two differences between the two, namely employment status and opportunities for skill improvement.

Based on employment status, ASNs may have low job insecurity because their employment status is more stable than that of private sector employees. In terms of opportunities for skill improvement, ASNs also appear to have more opportunities (Badan Kepegawaian Negara, 2023). Based on these two differences, if the research

model (Nikolova et al., 2023) is applied to ASNs, it may produce different findings.

Study by Nikolova et al. (2023) also did not elaborate on the concept of job satisfaction comprehensively. The concept of job satisfaction described in the latest research still focuses on one aspect of job satisfaction (Steijn, 2004). The concept of job satisfaction used has not considered various aspects of job satisfaction (Weiss & Cropanzano, 1996). The more comprehensive job satisfaction concept includes aspects like salary, promotion, communication with superiors, benefits, rewards, work rules and procedures, coworkers, workload, and others.

Thus, this study explained how civil servants or ASNs deal with bureaucratic change or reform. ASNs may experience job insecurity, but they may also engage in skill development. Increased job insecurity and skill development depend on the focus of the civil servants, whether it is a prevention focus or a promotion focus. This study is expected to benefit civil servants by better preparing them to face various changes in their duties, and to help achieve the goals of bureaucratic reform across government institutions.

Task Changes and Job Insecurity

The emergence of insecurity during the task change process can be explained through the transactional model of stress and coping Lazarus and Folkman (1984). When faced with task changes (as a situational factor that can potentially cause stress), employees tend to experience anxiety about the potential loss of valuable aspects of their work (e.g., reduced comfort/quality of working conditions, hindered promotion opportunities, or tasks becoming less interesting), which is an appraisal of existing situational factors. Employees become stressed because they try to maintain their existing working conditions and perceive task changes as a threat to their well-being (Valle Pico & Larzabal Fernández, 2022).

Due to changes in duties, employees experience job insecurity, particularly qualitative job insecurity. Qualitative job insecurity is defined as employees' concerns about certain valuable aspects of their current jobs (e.g., workload, working conditions/environment, job opportunities, salary/benefits, and work relationships) that may be lost or reduced when job changes occur (Hellgren et al., 1999). Qualitative job insecurity can be seen as a characteristic closely related to the concept of change. The process of change can have an impact on increasing qualitative job insecurity (Kottwitz et al., 2021). Thus, the first hypothesis we proposed was:

H1a: Individual task changes increase qualitative job insecurity. The more task changes employees experience, the higher their qualitative job insecurity.

Task Changes and Employee Skill Development

Besides potentially triggering job insecurity (qualitative job insecurity), task changes can also encourage employees to engage in skill development (Nikolova et al., 2023). Task changes typically create gaps in knowledge and skill, as

there are competencies that may not have been mastered in previous tasks, and some competencies may be insufficient to perform the new tasks.

Skill development becomes a proactive response to address the changes in task/job features or characteristics that demand urgent learning. From the perspective of the transactional model of stress and coping Lazarus and Folkman (1984), knowledge/skill development is categorized as a form of problem-focused coping. Through knowledge/skill development, employees can adapt to new task characteristics or overcome existing challenges.

Skill Development

Skill development encompasses two aspects: the acquisition of new knowledge and skills in the workplace, and the use of existing capacities in one's work that leads to increased mastery of knowledge/skills. Thus, we hypothesized that

H1b: Task changes are positively related to skill development. The more significant the task changes are, the higher the employee's tendency to engage in skill development.

Qualitative Job Insecurity and Job Satisfaction

Explanatory models of work behavior are generally based on individual psychological well-being. Job insecurity (qualitative job insecurity) is a factor that triggers negative feelings about work conditions, or what is termed job satisfaction (Nikolova et al., 2023). Job satisfaction can have an impact on organizational commitment (Blom, 2020; Romeo et al., 2020; Wang et al., 2020); (b) organizational performance (Abawa & Obse, 2024), and (c) turnover intention (Skaalvik & Skaalvik, 2023; Stemmer et al., 2022). According to Wang et al. (2020), employee job satisfaction has a strong positive relationship with organizational commitment. Meanwhile, according to research by Abawa and Obse (2024), job satisfaction is very important for improving organizational performance. An employee with a high level of job satisfaction will have a positive attitude toward their work. Furthermore, according to Skaalvik and Skaalvik (2023), job satisfaction also has an impact on low turnover intention; the more satisfied employees are, the less likely they are to leave their jobs.

Based on the affective event theory (Weiss & Cropanzano, 1996), job satisfaction is an evaluative judgment of an individual's work, which is partially, but not entirely, a result of emotional experiences at the workplace. It is also partially derived from more abstract beliefs about one's job. Affective experiences and belief structures generate an evaluation known as job satisfaction. Furthermore, various negative evaluations of events experienced by an individual can impair or decrease motivation, well-being, and job satisfaction. Based on this explanation, the researchers proposed the following hypothesis:

H2a: Qualitative job insecurity is negatively related to job satisfaction. The higher the qualitative job insecurity, the lower the job satisfaction.

Skill Development and Job Satisfaction

The mechanism by which employees motivate themselves to develop optimally in the face of changing tasks can be explained through the broaden and build theory by Fredrickson (2004). The B&B theory states that positive emotions can broaden one's thinking. In a positive emotional state, the mind tends to be more open to new ideas, experiences, and thoughts. This condition will make individuals ready to experience improvements in skills, knowledge/cognition, and problem-solving abilities. In this case, when individuals with positive emotions experience changes in tasks at work, they will view this situation as an opportunity to develop skills (Fredrickson, 2004). The various skills gained during training will become additional resources needed to enhance positive emotions or satisfaction.

Research has shown that there is a positive relationship between skill development and job satisfaction (Dalgas et al., 2024; Zubairi & Khan, 2018). The positive relationship between these two variables can be explained by the need for competence. Learning new things and experiencing mastery are important aspects that can help individuals fulfill their basic psychological needs for competence (Dalgas et al., 2024). According to Maurer and Chapman (2013), individuals who invest heavily in themselves by dedicating themselves to professional development reported that they showcase a more positive work attitude, engagement, and effort to build value. The process of skill development can generate positive affect/feelings and self-confidence. Therefore, the researchers proposed the following hypothesis:

H2b: Individual skill development is positively related to job satisfaction. The more skill development an individual engages in, the higher their job satisfaction.

Mediation in the Relationship between Task Changes and Job Satisfaction

The first and second hypotheses indicated two possible processes that might occur when employees face task changes: (a) task changes cause tension, anxiety, and ultimately decreases job satisfaction; and (b) task changes motivate skill development, which ultimately leads to job satisfaction. The mechanism by which task changes can decrease and increase job satisfaction is explained through the mediation by qualitative job insecurity and skill development.

The process of task changes reflects the debate over whether individuals respond to task changes through emotion (Kottwitz et al., 2021) and/or through cognition (Nikolova et al., 2023) related to change (Fugate et al., 2008; Korunka et al., 2015; Rafferty & Griffin, 2006). Task changes can either increase perceptions of the threat of losing valuable aspects of work or motivate individuals to improve their knowledge and skills, which requires a cognitive process. Emotional processes and cognitive evaluation in responding to task changes will have an impact on job satisfaction. Thus, the researchers formulated the following hypotheses:

H3a: Qualitative job insecurity mediates the relationship between task changes and job satisfaction.

H3b: Skill development mediates the relationship between task changes and job satisfaction.

Prevention Focus and Promotion Focus as Moderators

Focus regulation theory (Higgins et al., 1997) can be used to explain employee reactions to task changes. There are two types of focus/orientation in how individuals are motivated, namely prevention and promotion focus/orientation. Prevention focus is a condition in which one's focus is driven by the need for safety, security, or a sense of responsibility. Prevention-oriented individuals aspire to avoid losses and formulate their goals based on the presence or absence of losses. Meanwhile, promotion focus is a condition in which the individual's focus is guided by the need for personal growth and development, and they strive to reach their full potential. Promotion-oriented individuals set their goals based on the presence or absence of gains.

Lanaj et al. (2012) said that individuals who focus on promotion are more confident and better at controlling situations (Langens, 2007). Individuals who focus on promotion can interpret an independent self-image because of their tendency to form opinions based on subjective and internal information (Pham & Avnet, 2004). Meanwhile, individuals who focus on prevention have a view of external data and rely on an interdependent self-image (Lee et al., 2000).

Based on the elaboration, the researchers argued that when facing task changes, there are employees who have a promotion focus (seeing task changes as benefits and development prospects) and employees who have a prevention focus (seeing changes as potential harm or damage to their careers, e.g., potentially losing valuable aspects of their work).

Employees who are focused on promotion do not seem to rely too much on others for support and guidance. Changes in tasks will actually activate them (Lalot et al., 2025), so they are more likely to take advantage of these changes for skill development. Those who are more confident, creative, extroverted, and "gain"-oriented employees tend to be more focused on promotion and see such circumstances as conducive to their development (Gorman et al., 2012). Employees with promotion focus are more easily attracted to (and identify) factors in their environment that are consistent with their individual regulatory orientation (Higgins et al., 1997; Taylor-Bianco & Schermerhorn, 2006).

On the other hand, individuals who focus on prevention, due to their tendency to be anxious and avoid losses when facing task changes, become more vulnerable when evaluating task change situations. They view task changes as a potential threat to valuable aspects of their work. They will likely experience greater job insecurity. They view task changes as a threat that needs to be avoided, so they are less likely to identify opportunities. Therefore we formulated the following hypotheses:

H4a: The role of task changes as a predictor of job insecurity is moderated by prevention focus. For employ-

ees with a prevention focus orientation, task changes will increase job insecurity.

H4b: The role of task change as a predictor of skill development is moderated by promotion focus. For employees with a promotion focus orientation, the number of task changes will increase skill development. Figure 1 further clarifies the proposed hypotheses.

Methods

This study is quantitative, non-experimental, and has received ethical clearance from the University Ethics Committee. This study aimed to test the correlation model between variables based on the hypotheses presented above.

Participants

There were 258 employees/civil servants in Jakarta who participated in this study. Most of the participants were female (69.8%), aged 20-29 years (46.9%), had been working for four years (38.8%), and held at least a bachelor's degree (54.7%). Participants generally performed administrative tasks/work and occasionally conducted field visits. However, due to bureaucratic reform or government policy and the increasing advancement of digital technology, participant had seen various changes in their job tasks. The study used the convenience sampling method to select participants.

Measurement

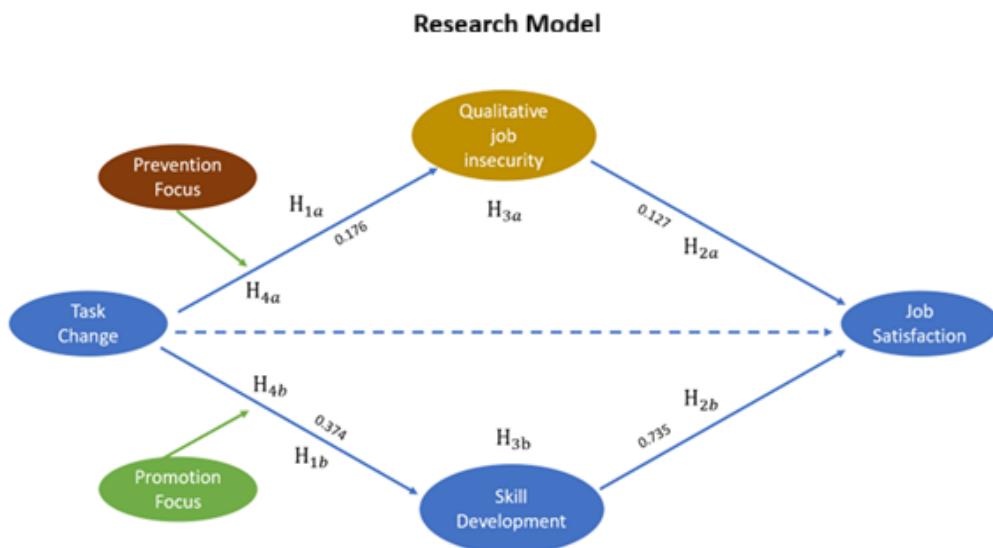
This study used five different measurement tools to assess task changes, job satisfaction, skill development, job insecurity, and promotion/prevention focus.

The task change measurement instrument used was the Task Change Scale (Nikolova et al., 2023). The instrument consists of six positive statements. A sample of the items is "In recent times, I have been asked to use work concepts that are (...different / not different...) compared to previous work concepts." The measurement method uses a summated rating scale ranging from 1 to 5. The internal reliability coefficient (Cronbach's alpha) of the six task change statement items is 0.885.

The job satisfaction was measured with the Minnesota Satisfaction Questionnaire (Short-Form) designed by Weiss and Cropanzano (1996). The MSQ-short scale consists of 20 positive questions that measure employee job satisfaction, with a sample statement like: "My business at work makes me (... dissatisfied/satisfied...)". The measurement uses a summated rating scale ranging from 1 to 5. The internal reliability coefficient (Cronbach's alpha) of the MSQ is 0.958.

The skill development was measured using the Employability Skills Scale (Sharma & Bhattarai, 2022). The ESS scale consists of 30 statements arranged in a closed-ended format. The ESS scale consists of six dimensions. The first dimension is communication skills, with a sample item: "In the past year, I (...did not develop/developed...) my speaking/verbal communication skills." The second

Figure 1
Diagram of the Research Model



dimension is thinking skills, with a sample item: “In the past year, I (...did not develop/developed...) creative and innovative thinking.” The third dimension is interpersonal skills/teamwork, with a sample item: “In the past year, I (...was able/was not able...) to work in diversity and coworkers from various backgrounds.” The fourth dimension is technology/information technology skills, with a sample item: “In the past year, I (...did not learn/learned...) how to download and use necessary information/documents from the internet.” The fifth dimension is planning and resource management skills, with a sample item: “In the past year, I (...did not learn/learned...) how to efficiently manage the materials and facilities available at my workplace.” The sixth dimension is personal qualities, with a sample item: “In the past year, I (...did not develop/developed...) my self-confidence and maintained a positive sense of self.” All dimensions showed satisfying reliability coefficients: communication skill ($\alpha=0.888$); the thinking skill ($\alpha=0.900$); interpersonal skill/teamwork ($\alpha=0.906$); technology/information technology skills ($\alpha=0.915$); planning and resource management skill ($\alpha=0.895$), and personal qualities ($\alpha=0.926$).

The job insecurity measurement tool used was the Qualitative Job Insecurity Measure (QJIM) (Blotenberg & Richter, 2020). The QJIM scale consists of 11 positive statements that measure employees’ job insecurity qualitatively, with a statement like: “I am (...not worried/worried...) that the quality of my work will decline in the future.” The measurement uses a summated rating scale ranging from 1 to 5. The internal reliability coefficient of the instrument is 0.932.

To measure promotion and prevention focus, the researchers used the Promotion/Prevention Scale (Lockwood et al., 2002). There are nine statements measuring promotion focus and nine measuring prevention focus. An example of a promotion focus statement is: “I focus on

achieving my hopes and aspirations.” An example of a prevention focus statement is: “I imagine bad things that I fear and that might happen to me.” The measurement method uses a summated rating scale ranging from 1 (not focused) to 5 (focused). The Cronbach’s alpha of the promotion focus scale is 0.930, while the prevention scale is 0.838.

Results

Data processing was performed using descriptive statistics to examine task change, job satisfaction, skill development, qualitative job insecurity, prevention focus, and promotion focus. The researchers then performed inferential statistics to test Hypotheses 1 to 4. Based on descriptive statistical analysis and Spearman’s correlation test, the results are presented in Table 1.

Hypothesis Testing

Hypothesis 1a (H1a). Based on the results of path analysis, task changes positively predict qualitative job insecurity ($r(256) = 0.176, p < 0.05$). Thus, Hypothesis 1a (H1a) could be accepted. The more task changes the employee perceives, the higher anxiety/qualitative job insecurity will be.

Hypothesis 1b (H1b). Based on the results of path analysis, task changes positively predict skill development ($r(256) = 0.374, p < 0.01$). Thus, the study accepted Hypothesis 1b (H1b). The more task changes the employee experiences, the greater the efforts made in skill development.

Hypothesis 2a (H2a). Based on the results of path analysis, qualitative job insecurity negatively predicts job satisfaction ($r(256) = 0.127, p < 0.01$). Thus, Hypothesis 2a (H2a) was accepted. The higher the qualitative job insecurity experienced by the employee, the lower the job

Table 1*Means, Standard Deviations, and Correlation Matrix (Above the Diagonal)*

| Variable | M | SD | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------------|------|------|--------|--------|--------|--------|--------|--------|
| 1. Task Changes | 3.27 | .929 | (.885) | | | | | |
| 2. Job Satisfaction | 3.71 | .729 | .321** | (.958) | | | | |
| 3. Skill Development | 3.86 | .727 | .311** | .675** | (.975) | | | |
| 4. Qualitative JI | 3.20 | .907 | .177** | .191** | .072 | (.932) | | |
| 5. Prevention Focus | 3.79 | .696 | .220** | .629** | .610** | .288** | (.942) | |
| 6. Promotion Focus | 3.56 | .586 | .269** | .617** | .651** | .244** | .713** | (.858) |

Note. The midpoint of the measurement scale = 3. * $p < 0.05$; ** $p < 0.01$. The numbers in parentheses on the diagonal represent the coefficients of internal consistency. JI = Job Insecurity.

satisfaction will be.

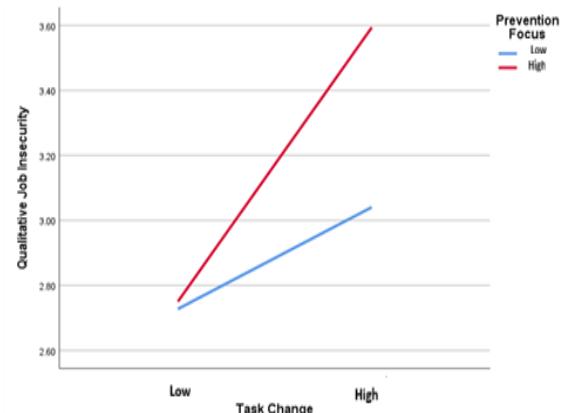
Hypothesis 2b (H2b). Based on the results of path analysis, skill development positively predicts job satisfaction ($r(256) = 0.735, p < 0.01$). Therefore, Hypothesis 2b (H2b) could be accepted. The more skill development employees engage in, the higher their job satisfaction will be.

Hypothesis 3a (H3a). Based on the results of the Sobel test, qualitative job insecurity does not mediate the relationship between task changes and employee job satisfaction ($z\text{-value}=0.620, t < 1.96; p > 0.05$). Thus, the formulated hypothesis (H3a) was not supported by the analysis results. The more task changes perceived by employees do not necessarily mean higher qualitative job insecurity, nor lower job satisfaction.

Hypothesis 3b (H3b). Based on the results of the Sobel test, skill development mediates the relationship between task change and employee job satisfaction ($z\text{-value}=4.891, t > 1.96; p < 0.01$). Thus, hypothesis (H3b) was supported by the data analysis. The more employees perceive task changes, the more they want to develop skills, and the higher their job satisfaction will be.

Hypothesis 4a (H4a). Based on the results of moderated regression analysis, it was found that prevention focus moderates the role of task changes on qualitative job insecurity. The correlation between task changes and qualitative job insecurity in employees with a high prevention focus differs from that in participants with a low/no prevention focus. Among individuals with high prevention focus, there is a positive relationship between task changes and qualitative job insecurity ($r(256) = 0.281, p < 0.05$). However, among those with low prevention focus, task changes have no relationship with qualitative job insecurity ($r(256) = 0.158, p > 0.05$). Thus, hypothesis (H4a) was supported by the results of the data analysis. The role of prevention focus in moderating the relationship between task change and qualitative job insecurity can be seen in Figure 2.

Hypothesis 4b (H4b). Based on the results of moderated regression analysis, it was found that promotion focus acts as a moderator between task changes and skill development. When employees have a high promotion focus, no correlation between task changes and qualitative job inse-

Figure 2*The Moderating Role of Prevention Focus in the Relationship Between Task Changes and Qualitative Job Insecurity*

curity is observed ($r(256) = 0.158, p > 0.05$). However, when employees have a low promotion focus, task changes and qualitative job insecurity are positively correlated ($r(256) = 0.281, p < 0.05$). Therefore, the data analysis supported Hypothesis 4b (H4b). The role of promotion focus in moderating the relationship between task changes and qualitative job insecurity can be seen in Figure 3.

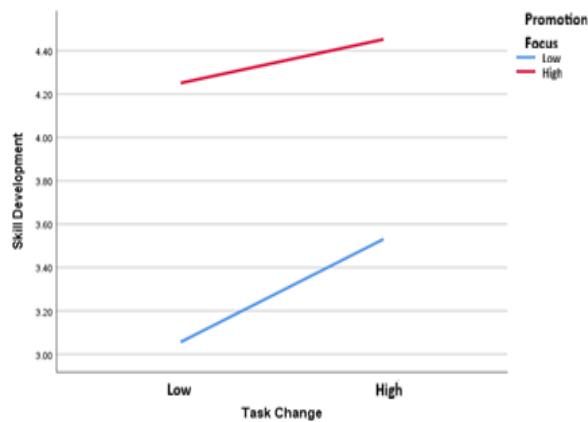
Discussion

This study investigated whether employees view task changes as organizational events that stimulate skill development or cause qualitative job insecurity, thereby affecting employee job satisfaction. The results of the analysis showed that task changes positively predict qualitative job insecurity. The more task changes there are, the more intense anxiety/qualitative job insecurity experienced by employees, resulting in lower job satisfaction.

This study aligns with previous research (Nikolova et al., 2023), which showed that task changes increase skill development. The relationship between task changes and job satisfaction is mediated by skill development. The more employees perceive task change, the more they want to develop their skills; ultimately leading them to have higher job satisfaction.

Figure 3

The Moderating Role of Promotion Focus on the Relationship between Task Changes and Skill Development



In this study, changes in the tasks assigned to employees played a significant role in improving skill development. Task changes were not found to play a significant role in qualitative job insecurity. This was because the participants were employees working in government agencies and not easily subject to dismissal, so employees did not fear losing their jobs. In this case, employees only felt concerned that certain aspects of their jobs would be lost. The study found no moderating effect from promotion focus; task changes remain to have a significant positive relationship with skill development regardless of the level of promotion focus. Meanwhile, the prevention focus was found to moderate the relationship between task changes and qualitative job insecurity, particularly for participants with low prevention focus, who reported higher qualitative job insecurity than participants with high prevention focus.

There are several limitations and differences with the previous study because the data collected by previous researchers was only recorded at certain time intervals (time series), whereas in this study, data was only collected at one point in time and only involved employees in central government agencies. Meanwhile, the types of professions in Nikolova et al. (2023) study were very diverse, and the number of respondents involved was much greater than in the present study. The measurement tools for the variables of job satisfaction, skill development, and qualitative job insecurity used in this study differed from those used in the previous study because the measurement tools in the previous study did not describe aspects of job satisfaction and skill development in detail neither did it adequately describe qualitative job insecurity, so the researchers used tools that were more relevant to the variables measured in the present study. In addition, the software used to process the data was different from that used in the preceding study, and the data produced did not contain the same items, making it impossible to compare them.

Future researchers can recruit participants from various backgrounds, including employees from private companies and government agencies. The number of research

participants should be increased to more than 258 people to provide a broader picture of job satisfaction.

Civil servants should be ready to face the digital economy era. This study provides civil servants with an insight into the importance of a positive perception of rapid and dynamic changes in the work environment. Civil servants must adapt and anticipate these dynamics by improving and developing their skills. This study is expected to benefit ministries that administer government affairs in the field of investment, as well as the Ministry of State Apparatus Empowerment and Bureaucratic Reform (PANRB). Furthermore, it can help other government agencies anticipate the consequences of the bureaucratic reforms that are being carried out.

Limitations

This study has several limitations compared to previous studies: (a) the data used by the researcher was only collected at one point in time, whereas in previous studies the data was collected several times at specific time intervals (time series); (b) the number of participants in this study was smaller and only involved employees in central government agencies, whereas in previous studies the number of participants was larger and came from different occupational backgrounds. Therefore, for future research, the author suggests that the research be conducted over a continuous period and that a larger sample size be used.

Conclusion

Based on this study, it can be concluded that task changes have a significant effect on job satisfaction. Individuals with a low prevention focus will be likely to feel anxious and insecure when experiencing task changes. On the other hand, when encountering task changes, individuals with a high promotion focus will strive to improve their skills so that they can perform their tasks well, thereby increasing job satisfaction.

Implication

This research is expected to provide benefits for the Ministry that organizes government affairs in the investment sector and also for the Ministry of Administrative and Bureaucratic Reform (PANRB) and various government institutions in formulating policies related to the role of ASN in the digital economy era as a consequence of the bureaucratic reforms carried out.

Recommendations

Future research should involve participants from various backgrounds, not only civil servants, but also employees working in other private sectors, such as industry, services, and others. This will help obtain a more comprehensive picture of the role of task changes on employee job satisfaction.

Declaration

Acknowledgments

This research was made possible with the support of various parties, including Tarumanagara University and the ministries overseeing the investment sector. The authors would like to express their sincere gratitude to all those who contributed to the successful completion of this study.

Funding

The funding for this research was provided by a grant from the Ministry of Education, Culture, Research, and Technology.

Author Contributions

AN contributed to identifying the phenomenon, preparing the measurement instruments, collecting participant data, conducting analysis, and discussing the interpretation/results of the study with the principal investigator. ROT contributed to offering input on participant selection, content validation of the measurement tools, data analysis, and interpretation/results of the study.

PTYS contributed to providing input on the research topic, formulation of the research problem, research questions, theoretical framework/hypotheses, analysis, and interpretation/results of the study.

Conflict of Interest

There are no conflicts of interest in this study.

Use of Artificial Intelligence

The authors used ChatGPT 4.0 in the preparation of this article. All outputs from the artificial intelligence have been reviewed and edited. The authors take full responsibility for the content presented in this article.

Orcid ID

P. Tommy Y. S. Suyasa  <https://orcid.org/0000-0001-7513-7851>
 Raja Oloan Tumanggor  <https://orcid.org/0000-0002-6860-2214>
 Anna Nurbani  <https://orcid.org/0009-0009-2097-4674>

References

Abawa, M., & Obse, H. (2024). Organizational culture and organizational performance: does job satisfaction mediate the relationship? *Cogent Business and Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2324127>

Alisjahbana, A., & Murniningtyas, E. (2018). *Sustainable development goals in Indonesia: Concepts, targets and implementation strategies [Tujuan Pembangunan Berkelanjutan di Indonesia: Konsep, Target dan Strategi Implementasinya]*. SDG Center Unpad.

Badan Kepegawaian Negara. (2023). *Law of the Republic of Indonesia Number 20 of 2023 concerning State Civil Apparatus [Undang-Undang Republik Indonesia No. 20 Tahun 2023 tentang Aparatur Sipil Negara]*. <https://Jdih.Bkn.Go.Id/>

Badan Kepegawaian Negara. (2025). *State Civil Apparatus Statistics Book Semester II of 2024 [Buku Statistik Aparatur Sipil Negara Semester II Tahun 2024]*.

Blom, R. (2020). Mixed feelings? Comparing the effects of perceived red tape and job goal clarity on (HRM) satisfaction and organizational commitment across central government, government agencies, and businesses. *Public Personnel Management*, 49(3), 421–443. <https://doi.org/10.1177/0091026019878204>

Blotenberg, I., & Richter, A. (2020). Validation of the (QJIM): A measure of qualitative job insecurity. *Work and Stress*, 34(4), 406–417. <https://doi.org/10.1080/02678373.2020.1719553>

Dalgas, B. W., Elmose-Østerlund, K., & Bredahl, T. V. G. (2024). Exploring basic psychological needs within and across domains of physical activity. *International Journal of Qualitative Studies on Health and Well-Being*, 19(1). <https://doi.org/10.1080/17482631.2024.2308994>

Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 359(1449), 1367–1377. <https://doi.org/10.1098/rstb.2004.1512>

Fugate, M., Kinicki, A. J., & Prussia, G. E. (2008). Employee coping with organizational change: An examination of alternative theoretical perspectives and models. *Personnel Psychology*, 61(1), 1–48.

Gorman, C. A., Meriac, J. P., Overstreet, B. L., Apodaca, S., McIntyre, A. L., Park, P., & Godbey, J. N. (2012). A meta-analysis of the regulatory focus nomological network: Work-related antecedents and consequences. *Journal of Vocational Behavior*, 80(1), 160–172. <https://doi.org/10.1016/j.jvb.2011.07.005>

Hellgren, J., Sverke, M., & Isaksson, K. (1999). A two-dimensional approach to job insecurity: Consequences for employee attitudes and well-being. *European Journal of Work and Organizational Psychology*, 8(2), 179–195. <https://doi.org/10.1080/135943299398311>

Higgins, E. T., Shah, J., & Friedman, R. (1997). Emotional responses to goal attainment: Strength of regulatory focus as moderator. *Journal of Personality and Social Psychology*, 72(3), 515–525. <https://doi.org/10.1037/0022-3514.72.3.515>

Hoppock, R. (1937). Job satisfaction of psychologists. *Journal of Applied Psychology*, 21(3), 300–303. <https://doi.org/10.1037/h0057579>

Jobstreet. (2022). 73% karyawan tidak puas dengan pekerjaan mereka [73% of employees are dissatisfied with their jobs]. <https://id.jobstreet.com/id/career-advice/article/73-karyawan-tidak-puas-dengan-pekerjaan-mereka>

Kementerian Pendayagunaan Aparatur Negara dan Reformasi Birokrasi. (2019). Menciptakan smart ASN menuju birokrasi 4.0 [realizing intelligent ASN towards bureaucracy 4.0]. <https://www.menpan.go.id/site/berita-terkini/menciptakan-smart ASN-menuju-birokrasi-4-0>

Khaeromah, S., Yuliani, F., & As'ari, H. (2021). Digitalisasi Birokrasi Melalui Pembangunan Smart ASN di Kantor Regional XII BKN Pekanbaru [Bureaucracy Digitalization Through the Development of Smart ASN at Regional Office XII BKN Pekanbaru]. *Jurnal El-Riyasah*, 12(2). <https://ejournal.uin-suska.ac.id/index.php/elriyasah/article/view/14492>

Korunka, C., Kubicek, B., Paškvan, M., & Ulferts, H. (2015). Changes in work intensification and intensified learning: Challenge or hindrance demands? *Journal of Managerial Psychology*, 30(7), 786–800. <https://doi.org/10.1108/JMP-02-2013-0065>

Kottwitz, M. U., Otto, K., Elfering, A., Garrido Vásquez, M. E., Braun, S., & Kälin, W. (2021). Why do illegitimate tasks cause pain? Qualitative job insecurity as an underlying mechanism. *Scandinavian Journal of Work and Organizational Psychology*, 6(1). <https://doi.org/10.16993/SJWOP.125>

Lalot, F., Greifeneder, R., & Abrams, D. (2025). Motivated to trust? Promotion and prevention focus are distinctly related to the tendency to trust others. *Journal of Trust Research*, 1–26. <https://doi.org/10.1080/21515581.2025.2486940>

Lanaj, K., Chang, C. H., & Johnson, R. E. (2012). Regulatory focus and work-related outcomes: A review and meta-

analysis. *Psychological Bulletin*, 138(5), 998–1034. <https://doi.org/10.1037/a0027723>

Langens, T. A. (2007). Regulatory focus and illusions of control. *Personality and Social Psychology Bulletin*, 33(2), 226–237. <https://doi.org/10.1177/0146167206293494>

Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal and Coping* (Vol. 1). Springer Publishing Company.

Lee, A. Y., Aaker, J. L., & Gardner, W. L. (2000). The pleasures and pains of distinct self-construals: The role of interdependence in regulatory focus. *Journal of Personality and Social Psychology*, 78(6), 1122–1134. <https://doi.org/10.1037/0022-3514.78.6.1122>

Lockwood, P., Jordan, C. H., & Kunda, Z. (2002). Motivation by positive or negative role models: Regulatory focus determines who will best inspire us. *Journal of Personality and Social Psychology*, 83(4), 854–864. <https://doi.org/10.1037/0022-3514.83.4.854>

Maurer, T. J., & Chapman, E. F. (2013). Ten years of career success in relation to individual and situational variables from the employee development literature. *Journal of Vocational Behavior*, 83(3), 450–465. <https://doi.org/10.1016/j.jvb.2013.07.002>

Nikolova, I., Vander Elst, T., De Jong, S. B., Baillien, E., & De Witte, H. (2023). Can task changes affect job satisfaction through qualitative job insecurity and skill development? *European Journal of Work and Organizational Psychology*, 32(4), 520–537. <https://doi.org/10.1080/1359432X.2023.2189104>

Pham, M. T., & Avnet, T. (2004). Ideals and oughts and the reliance on affect versus substance in persuasion. *Journal of Consumer Research*, 30(4), 503–518. <https://doi.org/10.1086/380285>

Rafferty, A. E., & Griffin, M. A. (2006). Perceptions of organizational change: A stress and coping perspective. *Journal of Applied Psychology*, 91(5), 1154–1162. <https://doi.org/10.1037/0021-9010.91.5.1154>

Randstad. (2020). *Randstad Workmonitor 2020 Report* (tech. rep.). <https://workforceinsights.randstad.com/hubfs/Workmonitor/Randstad-Workmonitor-December2020.pdf>

Romeo, M., Yepes-Baldó, M., & Lins, C. (2020). Job satisfaction and turnover intention among people with disabilities working in special employment centers: The moderation effect of organizational commitment. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.01035>

Sharma, B. K., & Bhattarai, A. (2022). Employability skills scale. *Annual Educational Journal Siksha*, 38(52), 159.

Skaalvik, E. M., & Skaalvik, S. (2023). Shared goals and values in the teaching profession, job satisfaction and motivation to leave the teaching profession: The mediating role of psychological need satisfaction. *Social Psychology of Education*, 26(5), 1227–1244. <https://doi.org/10.1007/s11218-023-09787-x>

Steijn, B. (2004). Human resource management and job satisfaction in the Dutch public sector. *Review of Public Personnel Administration*, 24(4), 291–303. <https://doi.org/10.1177/0734371X04269187>

Stemmer, R., Bassi, E., Ezra, S., Harvey, C., Jojo, N., Meyer, G., Özsaban, A., Paterson, C., Shifaza, F., Turner, M. B., & Bail, K. (2022). A systematic review: Unfinished nursing care and the impact on the nurse outcomes of job satisfaction, burnout, intention-to-leave and turnover. *Journal of Advanced Nursing*, 78(8), 2290–2303. <https://doi.org/10.1111/jan.15286>

Taylor-Bianco, A., & Schermerhorn, J. (2006). Self-regulation, strategic leadership and paradox in organizational change. *Journal of Organizational Change Management*, 19(4), 457–470. <https://doi.org/10.1108/09534810610676662>

Valle Pico, M. I., & Larzabal Fernández, A. (2022). Stress, psychological distress, psychological well-being and life satisfaction according to work modalities in mothers of families. *Ciencias Psicológicas*, 16(2). <https://doi.org/10.22235/cp.v16i2.2794>

Van Den Broeck, A., Sulea, C., Vander Elst, T., Fischmann, G., Iliescu, D., & De Witte, H. (2014). The mediating role of psychological needs in the relation between qualitative job insecurity and counterproductive work behavior. *Career Development International*, 19(5), 526–547. <https://doi.org/10.1108/CDI-05-2013-0063>

Wang, P., Chu, P., Wang, J., Pan, R., Sun, Y., Yan, M., Jiao, L., Zhan, X., & Zhang, D. (2020). Association between job stress and organizational commitment in three types of Chinese university teachers: Mediating effects of job burnout and job satisfaction. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.576768>

Weiss, H. M., & Cropanzano, R. (1996). Affective Events Theory: A theoretical discussion of the structure, causes and consequences of affective experiences at work. In B. M. Staw & L. L. Cummings (Eds.), *Research in Organizational Behavior: An Annual Series of Analytical Essays and Critical Reviews* (pp. 1–74, Vol. 18). Elsevier Science/JAI Press.

Zubairi, M. N., & Khan, T. Z. (2018). The effect of training and development on job satisfaction, skill enhancement and motivation of employees. *International Journal of Research - Granthaalayah*, 6(11), 290–298. <https://doi.org/10.29121/granthaalayah.v6.i11.2018.1130>