

Factors Influencing Organizational Readiness for Change in Indonesian Private Universities

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Abstract. The first objective of this study is to empirically reveal the influences of self-efficacy, knowledge sharing, and adaptability on the readiness to change as a key novel aspect. The second objective is to analyze the capacity of adaptability to mediate self-efficacy and knowledge sharing against readiness to change. This study is conducted against the backdrop of the low ability of the private higher educational institutions in their governance to improve their accreditation grade to the grade of "Excellent." Therefore, private tertiary institutions must improve their skills and abilities to anticipate and create sustainable changes. They need to improve their performance and their readiness to face the changes that will occur. The involvement of their management as subjects and objects of change is undeniably important in order to be able to compete both nationally and internationally. The samples of this study consist of 16 private tertiary institutions in South Sumatra, Indonesia. The unit of analysis in this study is the head of the study program, totaling 195 respondents. The equation model used is the Structural Equation Modeling (SEM). The Confirmatory Factor Analysis was used to test the hypothesis of the study. The test results reveal that self-efficacy and knowledge sharing do not directly impact the readiness to change. While adaptability directly affects readiness to change. Adaptability has been proven to mediate self-efficacy and knowledge sharing against readiness to change. The results of the final test of the model show that the adaptability variable is a mediating variable. Meanwhile, the study results show that the external environmental change variable does not mediate between adaptability and readiness to change.

Keywords: adaptability, external environmental change, knowledge sharing, self-efficacy, readiness to change.

1. Introduction

An organizational reform requires a transformational change towards a new country ('The Origins of Lewin's Three-Step Model of Change', 2020). The three-step model of organizational change (Lewin, 1947) consists of thaw, change, and refresh. The process of organizational change involves three sequential stages by begins with the thaw phase, the organization acknowledges the need for change and readies itself by challenging established beliefs, behaviors, and practices. This paves the way for the change stage, during which fresh methods, processes, or structures are introduced and implemented to bring about the desired transformation. Finally, the process concludes with the refresh stage, which focuses on reinforcing and stabilizing the changes, ultimately embedding them as the new norm within the organization's framework (Bashori et al., 2020; Barrow et al., 2017). According to Holt *et al.*, (2007) a change is the ability, the power, and the involvement in a change. This to be known as Holt's model present the ability involves the necessary skills, empowering both individuals and organizations to navigate and adapt to change readiness. Power relates to the authority and resources that enable decision-making, resource allocation, and influencing others to endorse and engage in the change effort. Involvement signifies active participation, driven by open communication, input solicitation, and a shared sense of ownership and commitment to the change initiative (Rismansyah et al., 2022; Stevens, 2013). Franklin, (2016) states that a change is a process of transition or transformation of changing conditions that cause organizations to adapt to their environment to survive as a result of the impact of changing times. The books dealing with management of change among others are Burnes, (2017) "change management is interdependent organizational change"; organizational transformation (Leigh, 2020); institutional change theory (Robbins et al., 2020). Robbins & Coulter (2021) state that modification is a common thread that must be maintained to change organizational and managerial features (Kai, 2017). But the impact of change will lead to a renewal. Without any organizational change, it will be difficult to bring organizational progress to adapt to future conditions (Armenakis et al., 1993). Some experts also state the importance of researching organizational intelligence readiness (Alami et al., 2021). Weiner's theory of organizational readiness for change emphasizes the importance of establishing organizational readiness for change and recommends various strategies for creating it. Organizational readiness for change is defined as organizational members' psychological and behavioral preparedness to implement change (Weiner, 2009).

The results of observations of the objects of the study reveal that the private higher educational institutions in South Sumatera are facing the problems having a low ability in managing the institutions to improve their accreditational grade into the grade of "Excellent". Therefore, the private tertiary institutions in South Sumatera are required to improve their skills and their ability to anticipate in order to create sustainable changes. In order to improve the performance of the private tertiary institutions and their readiness to face the changes that will occur, management involvement as the subject and object of change is undeniably important. The improvement of their performance is expected to increase their competitiveness both nationally and internationally.

In order to increase competitiveness to attract prospective students in particular, it is necessary to make several efforts such as massive promotions that state the advantages of the Private University (Suhardi et al., 2022). Several ways to state the advantages of these private universities such as informing prospective students about various study programs, activities, etc. to motivate prospective students to be interested in the programs carried out by these private universities (Imran et al., 2022). Furthermore, marketing orientation, market suitability and commercial relevance of modules and degree programs of the graduate programs of private universities also need to be added (Pradipta, 2022). These things can be a strategy to encourage prospective students to choose a private campus.

The problem of having a low ability in managing the institutions to achieve an "Excellent" grade of accreditation as shown by the results of the observations conducted for this study requires the institutions to improve the abilities and the skills of their management to adapt to changes and to anticipate the changes that will occur in the future. The upgrading of the performance will improve their

competitiveness both nationally and internationally. The data obtained from the observations are described in the following paragraph.

The following data of the private tertiary educational institutions cover 4 provinces in the Southern part of Sumatera during the period from 2017 to 2021:

1. Lampung Province has a total of 13 (thirteen) private tertiary educational institutions; 2. Bengkulu Province has a total of 5 (five) private tertiary educational institutions; 3. South Sumatera Province has a total of 17 (seventeen) private tertiary educational institutions; and 4. Bangka Belitung Province has a total of 1 (one) private tertiary educational institution. The accreditation grades of the 36 private tertiary educational institutions and the percentages of those which attain each grade are described as follows: There are 5 (13.9%) private tertiary educational institutions that attain an accreditation grade of BS (Very Good); There are 17 (33.3%) private tertiary educational institutions that attain an accreditation grade of B (Good); There are 6 (16.7%) that attain an accreditation grade of C (Adequate); There are 4 (11.1%) that attain an accreditation grade of TT (Unaccredited). Meanwhile, 16 private universities in South Sumatera Province, Indonesia, could only attain accreditation grades of "Adequate" and "Good". So far, none has achieved an accreditation grade of "Excellent". This should be the concern of the management of the private tertiary educational institutions.

Cognitive social behavior change theory, Bandura & Adams, (1977) explains "the level of self-efficacy is determined by one's belief in one's own ability to complete tasks and achieve goals". Self-efficacy is higher when individuals have collective confidence, they can implement organizational changes (Jeffrey, 2012). Previous research by Cunningham et al., (2002); Cummings & Worley, (2009) and Waddell et al., (2019) confirmed that efficacy is the belief that an organization is capable of dealing with change. Based on the description above, we can argue that self-efficacy is a necessary factor to complete tasks more effectively and produce learning changes and create a good academic environment, so that self-efficacy has abilities in various situations (Yang, 2019).

The practice of knowledge management to increase the capability and sustainability of organizational performance (Nonaka, 1994; Kianto et al., 2016) has the same opinion, namely knowledge generation, knowledge sharing, knowledge acquisition, and knowledge codification. The process of sharing knowledge in several universities allows the occurrence transition from individual knowledge to organizational knowledge. Research conducted (Robbins & Judge, 2008a) states knowledge as an asset to exploit and support continuous improvement in organizations. In the opinion of the experts above, knowledge sharing is important to ensure gradual change in the continuity of higher education.

However, the fact arises that not all government programs are implemented by every tertiary institution, due to the limited knowledge capabilities of each. Meanwhile Robert & Bliese, (2015) success and failure of organizations have knowledge accompanied by the ability to adapt to change by having sophisticated technology. However, this will be a problem, because not all organizations can take advantage of new technological knowledge resources, so it will be difficult to get information that is so fast, they will even be unable to compete with others.

According to Schmid, (2004) organizational adaptation theory is able to adapt to an ever-changing environment. Some previous research on adaptability adapted to environmental changes, Pulakos *et al.*, (2006) confirmed that organizational adaptability is very important. Adaptability is the ability to adapt to the environment, for survival, both human resources (individuals), groups and organizations (Lee & Young, 2018).

Based on the results of observations at several tertiary institutions that the problems that occur in tertiary institutions require a long process to adapt, because old pattern habits are difficult to change, one of which is the need for sophisticated technological innovation because of the importance of inputting internal and external data. The results of our findings argue that the ability of organizations to adapt to environmental changes whose conditions are caused by crises, in terms of stakeholder relations (Diab et al., 2018). However, to overcome the problem of change, it is important to be involved in

managing organizational change, so that their adaptability to anticipate changes that continue to change at any time, otherwise it will become an obstacle to organizational survival.

According to Stoner *et al.*, (1995) "the external environment is the external factors of the organization that exchange resources with the organization and depend on each other". Changes in the organizational environment make efforts to be able to develop and try to prevent the organization from experiencing failure Schmid, (2004) confirms that this organizational change is mostly caused by the external environment. Changes in the organizational environment are a condition where the organization makes efforts so that it can develop the organization or trying to prevent the organization from experiencing failure (Mattar, 2021).

The world of education is required to face change readiness which must be of high quality and competitive. The interesting thing about this research that relates to changes in the external environment is that it is heavily influenced by regulations/regulations (Kemdikbudristek) to be applied to tertiary institutions and cannot be avoided. The impact of the change of leadership at the Ministry of Education and Culture, was that the internal regulations/rules and policies that had to be implemented by each tertiary institution also changed. One of them is based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 74/P/2021 concerning Recognition of Semester Credit Units for the Merdeka Minister Campus Learning Program, (2021). Based on the description above, changes in the external environment of tertiary institutions are strongly influenced by regulations/regulations that will be implemented and cannot be avoided. However, it is not only state universities that are making changes, the private universities referred to by the researcher also see this as making the university's vision and mission to make changes towards national-scale and international-scale universities. Thus starting a movement to change the mindset of the entire academic community and stakeholders and changing the independent campus culture to make changes as various new breakthroughs.

2. Literature Review

According to Bandura & Adams, (1977) and Maddux & Stanley, (2010), self-efficacy is a person's ability in his competence to achieve a goal to overcome an obstacle and anxiety in the specific situation he faces. Based on several research studies that have examined the differences in the results of research conducted Armenakis *et al.*, (1993) job change self-efficacy does not contribute to readiness for organizational change. Meanwhile Cunningham *et al.*, (2002) found that job change self-efficacy independently contributes to readiness for organizational change. Continued Luszczynska *et al.*, (2005), the findings that self-efficacy is a factor that significantly influences readiness for change. Maddux & Stanley, (2010) showed that self-efficacy significantly influences readiness to change.

Thus, the research findings are different, and need to be studied further on the grounds that implementing self-efficacy at the individual and manager levels is not easy, because it requires adaptation to a new job. It can be said that the higher the self-efficacy in carrying out work tasks, the faster self-efficacy overcomes work problems, while the lower their self-efficacy in carrying out work, the more difficult they will even experience failure in completing tasks desired job. Therefore, according to the above arguments, the following hypothesis is built:

H1: Self-efficacy has a direct effect on readiness to change

The pioneers of knowledge management (Fernandez & Sabherwal, 1960; Sabherwal & Becerra-Fernandez, 2013) explained "what knowledge sources are needed." Sharing knowledge is a stage for sharing and disseminating knowledge that is already owned by the organization (Kianto et al., 2019). Several research studied, Luszczynska *et al.*, (2005) state the creation and sharing of knowledge in innovation networks with advances in digital technology. The role of knowledge sharing to address the challenges of implementing organizational change. Aslam *et al.*, (2018) states that the role of sharing knowledge is important to ensure gradual change. Sharing knowledge involves the exchange of information, ideas, and insights between individuals or groups. It enables individuals to learn from each

other's experiences and expertise, leading to improved decision-making and problem-solving (Al-Kurdi et al., 2018). Knowledge sharing fosters a culture of collaborative learning, where individuals actively contribute their knowledge and learn from others. It promotes a sense of collective intelligence and enables the organization to adapt and innovate (Eletter et al., 2022). Various factors can either enable or hinder knowledge sharing. Enablers include supportive organizational culture, leadership, technology infrastructure, and incentives for sharing knowledge. On the other hand, barriers such as lack of trust, fear of losing competitive advantage, and inadequate communication channels can impede knowledge sharing (Karim & Majid, 2019). Based on the description above, knowledge sharing has an important role and must be implemented in various tertiary institutions. Because one of the creations of advances in digital technology is to speed up obtaining information and internal and external implementation in tertiary institutions.

This is supported by some previous research that sharing knowledge is very important to apply to special higher education organizations. Rusly *et al.*, (2014) stating that sharing knowledge influences readiness for change. Meanwhile, Kokt & Makumbe, (2020) found that university innovation has a significant relationship to knowledge sharing. This needs to be investigated further. For this reason, it is necessary to build a hypothesis based on the information presented above as follows:

H2: Knowledge sharing has a direct effect on readiness to change.

According to Bandura, (1977) explains the factors of self-efficacy are influenced by the high and low in each task varies greatly due to individual self-ability. Several key variables and factors intersect with the concept of self-efficacy according to Bandura's Social Cognitive Theory are successful experiences serve as pivotal contributors, as they provide individuals with tangible accomplishments upon conquering challenges, subsequently bolstering their self-assuredness. This momentum is amplified through successive experiences, which leverage previous achievements to elevate self-efficacy even further. Verbal or social stimuli, such as encouragement and support from peers, play a noteworthy role, fostering a positive influence on an individual's self-efficacy. Moreover, the intricate interplay of emotional and physiological conditions cannot be discounted; these elements intricately shape an individual's self-efficacy by intertwining emotional states and physical well-being into the fabric of their belief in their capacity to enact change (Virginia Koutroubas & Michael Galanakis, 2022; Schunk & DiBenedetto, 2020). However, the ability to adapt requires a process that is not for a moment and even has to learn knowledge about new things, for example, technological sophistication, which is always changing all the time. In reality, not all of them are able to adapt to change, due to limited capabilities and lack of available resources in each individual, group or organization (Lokuge et al., 2019; Gacs et al., 2020) based on research findings, it is necessary to continue to build the hypothesis as follows:

H3: Adaptability has a direct effect on readiness to change

Organizational adaptation theory is actively able to adapt to environmental changes. Lawrence & Lorsch, (1967) and Lewontin, (1978) explains the theory of self-efficacy is defined as a person's belief in one's own ability to perform certain actions needed to achieve the desired results. This is a gap in the literature considering that there is a link between self-efficacy and adaptation which is very important for increasing self-confidence in completing tasks with new job adaptations (Duffy et al., 2015). However, until now there have been no research results that examine how knowledge sharing and self-efficacy directly relate to adaptability. Adaptability refers to the ability to adjust and respond effectively to changes in the environment or circumstances. In the context of organizational change, adaptability refers to an individual or organization's capacity to adapt to and embrace changes in order to thrive and succeed (Imran & Iqbal, 2021; Chughtai et al., 2023). It involves being open to new ideas, being flexible in one's thinking and behavior, and being able to learn and grow in the face of change (Lee & Jung, 2022). It is necessary to build a research hypothesis as follows.

H4: Self-efficacy has a direct effect on adaptability

Adaptability refers to the ability to adjust to new situations, learn from experience, and cope with

change (Ambiel et al., 2018). Self-efficacy, on the other hand, refers to an individual's belief in their ability to perform a specific task or achieve a specific goal (Agoes Salim et al., 2023). The relationship between self-efficacy and adaptability has been studied in various contexts, including academic adaptation (Matijaš & Seršić, 2021). Overall, the evidence suggests that self-efficacy is an important factor in adaptability, but its exact relationship may depend on other factors as well.

H5: Knowledge sharing has a direct effect on adaptability

According to Nonaka & Von Krogh, (2009), "Knowledge Sharing is defined as the exchange of experiences, facts, knowledge and skills throughout the organization". Malik & Kanwal, (2018) proves that knowledge sharing has an impact on interpersonal adaptability. Subsequent findings Budhiraja, (2021) changes in self-efficacy significantly mediate the relationship between continuous learning in change management. Adaptability influences change readiness and is able to mediate between individual proactivity (Tan & Nadarajah, 2021). Change readiness refers to the organization's ability and willingness to embrace and implement a proposed change (Combe, 2014). Change readiness is still a subjective concept, and there is a lack of clarity on a scientific method to measure an organization's willingness to go on a journey of change. However, it can be defined as the extent to which an organization is confident to take on change. Until now, there has been no research that discusses adaptability as a mediating variable. Investigating adaptability as a mediator is important because it can provide a more comprehensive understanding of the processes underlying organizational change readiness. Understanding the mediating role of adaptability can help identify the factors that influence an organization's readiness to change and can lead to more effective change management strategies (Nilforooshan & Salimi, 2016). Specifically, investigating the mediating role of adaptability in the context of tertiary institutions can help identify the factors that influence the academic community's readiness to change and can help develop strategies to promote a culture of change and innovation (Di Maggio et al., 2020). Therefore, the importance of creating readiness for organizational change in this study will be tested further with adaptability as a mediating variable, the following hypotheses will be built:

H6: Self-efficacy has an indirect effect on readiness to change through adaptability as a mediating variable.

Self-efficacy is believed to have an indirect effect on readiness to change through adaptability as a mediating variable (Meria et al., 2022; Albrecht et al., 2023). Specifically, self-efficacy is thought to influence adaptability, which in turn affects readiness to change (Albrecht et al., 2023). This relationship has been studied in the context of employee empowerment (Runa, 2023) and internal locus of control (Yiming et al., 2023). In these studies, self-efficacy was found to have a significant positive influence on readiness for change, and adaptability was identified as a mediator between self-efficacy and readiness for change. These findings suggest that building self-efficacy and adaptability may be important factors in promoting readiness for change in organizations.

H7: Knowledge sharing indirectly affects readiness to change through adaptability as a mediating variable.

The concept of adaptation Lewontin, (1978) explains "adaptation of an organization is a state in which it can survive in changing environmental conditions." Individual adaptability Chan, (2014) organizational adaptation in order to find ways to realign the organization with a changing environment. The implications of environmental change for human populations and their adaptive capacities Shinn *et al.*, (2014) the findings of this study in the transformative adaptation literature suggest that adaptive responses are effective against global environmental changes. Adaptation environment governance for change systems, based on findings (Shinn, 2016) argues that if adaptation management becomes a viable option for people in a changing environment. The result of the fact that phenomena in several educational institutions must be able to adapt to changing climatic conditions (Acs et al., 2021).

Based on the description above, changes in the external environment of tertiary institutions are strongly influenced by regulations/regulations that will be implemented and cannot be avoided. Starting

a movement to change the mind-set of the entire academic community and stakeholders and changing the independent campus culture by making various breakthroughs. Organizational change readiness encompasses a complex and multifaceted framework, contingent upon the extent to which members within an organization embrace the proposed change and assess three pivotal aspects of implementation feasibility: the demands of the task, the availability of resources, and situational considerations. According to the theory of organizational readiness for change, this readiness is characterized by the joint determination of organizational members to embrace and enact a change (termed change commitment), as well as their collective conviction in their competence to effectively achieve this change (referred to as change efficacy) (Weiner, 2020b). Therefore, the importance of creating organizational change readiness in this study will be tested further with changes in the external environment as a moderating variable, the following hypotheses will be developed:

H8: Changes in the external environment moderate the relationship between adaptability and readiness to change.

The novelty in this study is the readiness to change by adding the dimension of involvement of the change manager, while the adaptability variable is adding the dimension of technological sophistication. Based on previous research, so far no novelty model has been found in this study that links self-efficacy, knowledge sharing to readiness for change and adaptability to function as intervening variables. Meanwhile, the external environment change variable acts as a moderator between adaptability and readiness for change.

2.1. Frame of mind

This framework is produced while presenting research concepts as a basis, so the research thinking model can be formulated as follows:

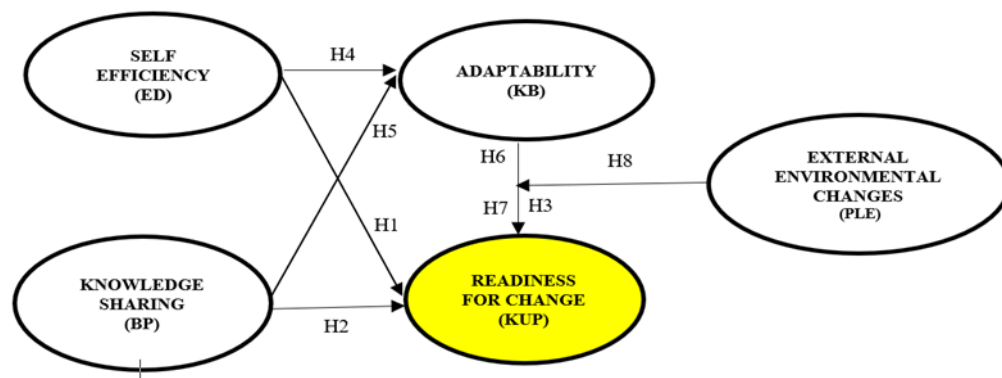


Fig. 1: Flow of Thought
(Source: Developed by Researchers, Year 2023)

3. Method

This type of research is descriptive quantitative, the research design is an explanatory study that explains the relationship between research components through hypothesis testing. Furthermore, the study tested the structural equation model based on the covariance structural equation model (SEM) in this study to examine the relationship between mediating and moderating variables with exogenous and endogenous factors.

According to Yamane, (1973), the participants in this study were Indonesian private universities covering the provinces of Lampung, Bengkulu, South Sumatera and Bangka Belitung that has minimum accreditation level is moderate from The Ministry of Education, Culture, Research and Technology of

the Republic of Indonesia in order to improve the quality of higher education is the National Accreditation Board for Higher Education (BAN-PT). The target demographic of this research is 36 universities. The type of sample method used is simple random sampling and volunteering to be respondents. Data collection techniques were carried out by first observing the research object, namely 16 private tertiary institutions within the Higher Education Service Institution. The unit of analysis is the head of the study program representing Indonesian private tertiary institutions totaling 230 respondents, having taken the initial pre-test with a total of 30 (Pilot test), so that the respondents who filled out the questionnaire were 195 respondents, while the respondents who did not filled out the questionnaire were 5 respondents. The sample in the study amounted to 195 respondents. Data collection techniques are carried out using instruments by asking for responses from respondents, and supporting data can be obtained, namely a questionnaire by giving respondents a set of questions or statement instruments to answer. Data was collected by observing the research object, namely 16 private universities. Second, distributing questionnaires to the analysis unit online using an online form application. Third, documentation. The data collection time is carried out by distributing questionnaires based on a research permit. Questionnaires with standardized answers and data collection in the form of open questions support quantitative data. The statements listed in the questionnaire are measured using a Likert scale by using a questionnaire, and the variables to be measured are translated into variable indicators. Then the indicator is used as a benchmark for preparing items of questions or statements; the answer to each item used is a Likert scale. For quantitative analysis purposes, the answer will be given the first alternative score of the value interval range. The quantitative descriptive in this study is to see, review and describe with numbers the object under study; the quantitative descriptive analysis was calculated using the Statistical Package for the Social Sciences (SPSS) program.

4. Results

The distribution of respondents who will be in this study, namely based on, gender, marital status, age, last education and tenure. Based on the questionnaires distributed, the frequency distribution of data from the respondents was obtained as follows:

Table. 1: Respondent Data

No	Respondent Profile	Frequency	Percentage
Gender of Respondents			
1	Man	79	40.5%
2	Woman	116	59.5%
3	Single	23	11.80%
Respondent Status			
1	Marry	166	85.10%
2	Widower/widow	6	3.10%
Respondent Age			
1	15 - 28 Year	9	4.60%
2	29 - 39 Year	79	40.50%
3	40 - 50Year	66	33.80%
4	51 - 61 Year	38	19.50%
5	More than> 62	3	1.50%
Respondent Education			
1	Bachelor degree	0	0.0%
2	Grade 2	162	83.1%
3	Grade 3	33	16.9%
Respondent Service Period			
1	< 1 tahun	22	11.3%

Source: Output calculate SPSS For Window, 2022 Year

The descriptive results of the majority of respondents show that the female gender is 116 (59.5%). Robbins, (2009) state that women are more willing to obey authority, and men are more aggressive and more likely than women to have expectations of success. Marital status as many as 166 respondents or (85.10%). Robbins & Judge, (2008) marital status feel more stable with their jobs. The majority of this age group is 29–39 years, amounting to 79 respondents (40.50%). This condition is an asset for higher education because younger workers tend to be physically stronger and work harder, have high enthusiasm, and are always diligent in learning. New things and like work as it is. Challenge for change. The majority of respondents at the educational level in this study were at the master's level (grade 2) with a total of 162 respondents (83.1%). This condition illustrates that the strata 2 education level of master degree (S2) is still trusted by management for structural positions as head of the study program. However, a person's level of education will affect the mindset that will have an impact on the level of

job satisfaction (Kreitner & Kinicki, 2010). The majority of the working period is 5 to 8 years with 45.6% conditions indicating that they are quite experienced.

4.1. Results of Structural Model Analysis on the Full Model

After conducting a Confirmatory Factor Analysis (CFA) for each variable, then an analysis of the full model was carried out for the structural model (Hair *et al.*, 2014; Hoyle, 2012). The overall test results for the full model analysis are shown in Figure 2 as follows.

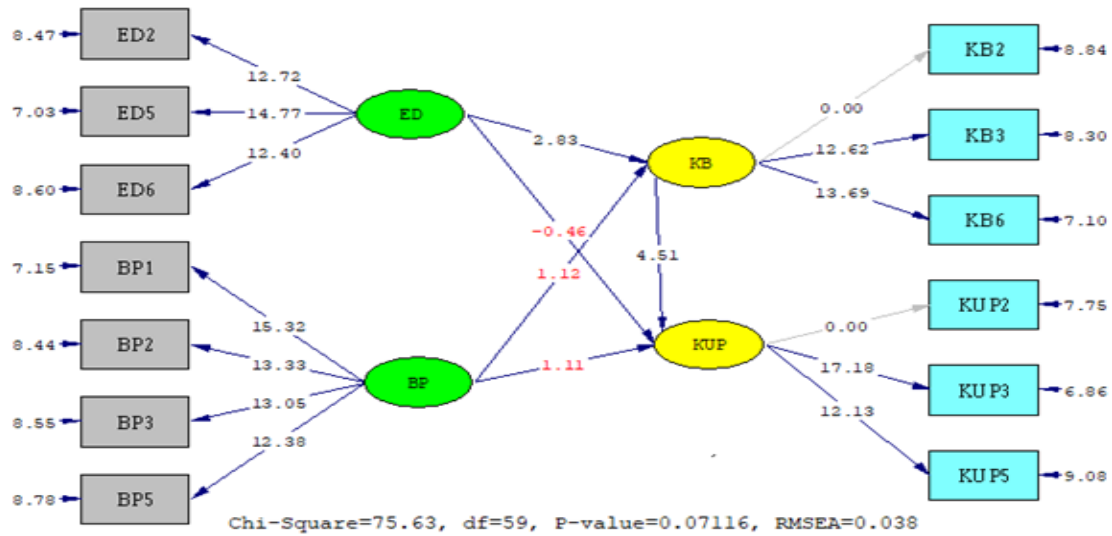


Fig. 2: Full Model Test Results

(Source: Data Output Results of SEM Analysis with LISREL, 2022)

Based on the results of the full model in Figure 2, the final CFA full model, the estimated values of the factor loading indicators are all greater than 0.5. The final full CFA model meets the criteria with the estimated value of the CFA model, namely the chi-square of 75.63. $df = 59$, $p\text{-value} = 0.07116$, $RMSEA = 0.038$. The results of the Goodness of Fit test in the final full model test obtained the results as shown in Table 2.

Table 2: Results of Goodness of Fit (GOF) Full Final Model

No	Criteria	Limit Value	Results	Conclusion
1	χ^2 -chi square, Significance probability	$p\text{-value} \geq 0,05$	0,071	Fit
2	GFI	$> 0,90$	0,94	Fit
3	AGFI	$> 0,90$	0,91	Fit
4	CFI	$> 0,95$	1,00	Fit
5	TLI atau NFI	$> 0,95$	0,99	Fit
6	RMR	$\leq 0,10$	0,017	Fit
7	RMSEA	$\leq 0,08$	0,038	Fit

(Source: Data Output Results of SEM Analysis with LISREL, 2022)

In Table 3 some of the statistical criteria for goodness of fit (GOF) fit with the statistical criteria for goodness of fit (GOF) already meet the criteria. The chi-square value is greater than ≥ 0 . Several goodness of fit (GOF) statistical criteria such as GFI, AGFI, CFI, TLI, RMR and RMSEA, so that the final full model measurement model meets the criteria of a good measurement model (fit) and can be used as a manifest for construct variables. The test results for each structural model parameter are shown in Table 3.

Table. 3: Results of Testing the Direct Effect between Latent Variables

Hypothesis	Endogenous Variables	Exogenous/Endogenous Variables	Estimate	t- Value	Information	R ²
H1	Readiness For Change (KUP)	← Self-Efficacy (ED)	-0,12	-0,46	Not significant	0,94
H2	Readiness For Change (KUP)	← Knowledge Sharing (BP)	0,22	-1,11	Not significant	
H3	Readiness For Change (KUP)	← Adaptability (KB)	0,89	4,51	Significant	
H4	Adaptability (KB)	← Self-Efficacy (ED)	0,67	2,83	Significant	
H5	Adaptability (KB)	← Knowledge Sharing (BP)	0,26	1,12	Not significant	

(Source: Data Output Results of SEM Analysis with LISREL, 2022)

Based on Table 3 it can be seen that of the 5 hypotheses proposed for direct influence, there are 2 hypotheses that are accepted (significant) and there are 3 hypotheses that are not significant. The following is an explanation of each hypothesis:

Statistically it can be stated that Self-Efficacy has no effect on Readiness for Change because the t count is smaller than t table (1.96). Hypothesis 1 is rejected. The results of this study do not support the theory of knowledge sharing (Park & Kim, 2015) knowledge sharing is one step of the knowledge management cycle method which is necessary to provide opportunities for group members, organizations to share the knowledge they have. However, some previous research results prove that Rusly *et al.*, (2015) their findings prove that self-efficacy, sharing knowledge determines readiness to change to share knowledge; Leith & Yerbury, (2017) the importance of sharing knowledge and expertise as well as the ability of the subject to apply the knowledge sharing process

Adaptability to readiness for change is stated to be significant because the t-count value is greater than t-table (1.96). Hypothesis 3 is accepted. The results of this study support the theory of adaptation (Helson, 1964) which shows organizational efforts to adapt to a changing environment to ensure organizational effectiveness and survival. According to Pulakos *et al.*, (2006) explains the following perspectives (1) Adaptability as task performance (2) Adaptability as changes in cognitive processes (3) Adaptability as coping, and adaptability as a response to organizational changes.

Self-Efficacy on Adaptability is stated to be significant because the t-count value is greater than t-table (1.96). Hypothesis 4 is accepted. This is supported by several previous studies by Răducu & Stănculescu, (2021) whose findings show that self-efficacy affects online adaptability; Pumtrow & Brahm, (2021) explains that the use of academic self-efficacy and digital media self-efficacy in higher education can be conceptualized as impacting other aspects of teaching and learning; Rismansyah *et al.*, (2022) states that self-efficacy and adaptability are very important, for the success of coping with job demands and environmental change problems.

While knowledge sharing on Adaptability is stated to have an effect because the t-count value is greater than t-table (1.96). This means that the higher the Knowledge Sharing, the better the Adaptability. The results of this study do not support the theory of knowledge sharing (Nonaka, 1994) knowledge sharing is one step of the knowledge management cycle method which is necessary to provide opportunities for group members, organizations to share the knowledge they have with other members.

4.2. Intervening Effect Analysis Results

The results of the analysis obtained the magnitude of the direct influence, indirect influence and the total effect of each variable relationship is shown in Table 4.

Table. 4: Direct and Indirect Effects of Each Relationship

No	Relationship	Direct Influence	Indirect Influence Through : Adaptability	Total Impact
1	ED --> KB	0,67	-	0,67
2	BP --> KB	0,26	-	0,26
3	KB--> KUP	0,89	-	0,89
4	ED --> KUP ^{ns)}	-0,12	$0,89 \times 0,67 = 0,60$	$-0,12 + 0,60 = 0,48$
5	BP --> KUP ^{ns)}	0,22	$0,89 \times 0,26 = 0,23$	$0,22 + 0,23 = 0,45$

Information : ED = Self-Efficacy, BP = Knowledge Sharing, KB = Adaptability, KUP = Readiness For Change
ns) = Not Significant level 5%

(Source: Data Output Results of SEM Analysis with LISREL, 2022)

Based on Table 4. The results of the calculation above show that the indirect effect of Self-Efficacy (ED) on Readiness to Change (KUP) through Adaptability (KB) is 0.60. While the direct effect of Self-Efficacy (ED) on Readiness for Change (KUP) is -0.12, then the result value obtained is $(0.60 > -0.12)$. From the findings it can be concluded that Adaptability (KB) is an intervening variable or capable of mediating between Self-Efficacy (ED) and Readiness for Change (KUP), so hypothesis 6 is accepted.

The calculation results show that the indirect effect of Knowledge Sharing (BP) on Readiness to Change (KUP) through Adaptation (KB) is 0.23, while the direct effect of Knowledge Sharing (BP) on Readiness to Change (KUP) is 0.22, so the value obtained result $(0.23 > 0.22)$. From these findings it can be concluded that Adaptability (KB) is an intervening variable or able to mediate Knowledge Sharing (BP) on Readiness for Change (KUP), so hypothesis 7 is accepted.

The results of the full model test show that adaptability is a perfect mediating variable, because if after adding the intervening and exogenous variables to the endogenous variables, the initial effect becomes insignificant, meaning that the direct influence of exogenous variables has no effect, but does not have a direct effect (Kenny, 2008). In one study conducted by Rusly et al., (2014), assessed the influence of change readiness on the knowledge sharing process and proposed that readiness for knowledge sharing indirectly affects readiness to change through adaptability as a mediating variable. The finding that change readiness positively affects knowledge sharing, which in turn positively affects adaptability, which ultimately positively affects readiness to change. Another study by Taylor & Wright, (2004), investigated knowledge sharing in one public service context and identified factors that influence the readiness of an organization to share knowledge. The finding that factors such as leadership support, organizational culture, and employee motivation affect organizational readiness for knowledge sharing. Overall, the relationship between knowledge sharing and readiness to change is complex and mediated by factors such as adaptability and organizational culture.

4.3. Results of Moderating Variable Analysis

Estimation results for structural model analysis by including moderating variables (External Environmental Change) are shown in Figure 3.

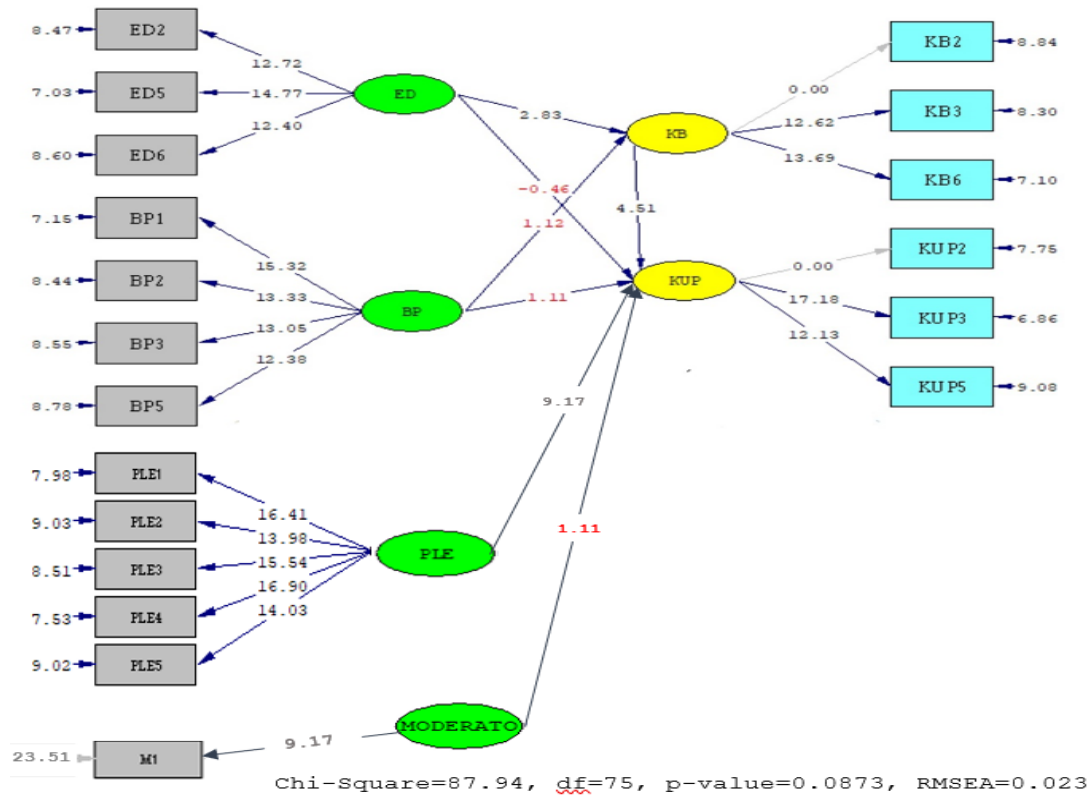


Fig. 3: Moderating Model Test Results

(Source: Data Output Results of SEM Analysis with LISREL, 2022)

The effect of moderation can be tested, among others, by modeling the interaction between the independent variables and the moderating variable. Then proceed with the Goodness of Fit test in the final full model test, the results are as shown in Table 5 below.

Table. 5: Results of Goodness of Fit (GOF) Full Final Model

No	Criteria	Limit Value	Results	Conclusion
1	χ^2 -chi square, Significance probability	$p\text{-value} \geq 0,05$	0,0873	Fit
2	GFI	$> 0,90$	0,92	Fit
3	AGFI	$> 0,90$	0,97	Fit
4	CFI	$> 0,95$	0,99	Fit
5	TLI atau NFI	$> 0,95$	0,98	Fit
6	RMR	$\leq 0,10$	0,018	Fit
7	RMSEA	$\leq 0,08$	0,060	Fit

(Source: Data Output Results of SEM Analysis with LISREL, 2022)

Table 5 show some of the Compatibility Statistical Criteria (GOF). According to the GOF that already fulfilling the criteria of the chi-square value is greater than ≥ 0.05 . Several Goodness Of Fit (GOF) statistical criteria such as GFI, AGFI, CFI, TLI, RMR and RMSEA, so that the final full model measurement model meets the criteria of a good measurement model (fit) and can be used as a manifest for construct variables.

Test results for both the measurement model and the structural model with the external environment change moderator variable (PLE). All parameters are tested with the t test statistic where the test is significant if the t value obtained is more than 1.96. The results obtained are $1.11 < 1.96$. Based on the

analysis of the data above, it was found that change in the external environment (PLE) is not a good moderating variable, the relationship between adaptability and readiness to change so that (H8 is not accepted). A study from Rismansyah et al., (2022), found that adaptability is an organization's ability to respond to changes in the external environment by making internal changes to the organization. Changes in the external environment moderate the relationship between adaptability and readiness to change (Yean et al., 2022). This means that the ability to adapt to changes in the external environment is important for an organization's readiness to change. By becoming aware of and open to change, organizations can maintain control over uncertainty before pressures build to the point where altering course is much more difficult, or even futile.

According to a study by De La Cruz et al., (2021), self-efficacy did not directly predict change readiness. The study found that autonomous motivation, rather than self-efficacy alone, drives change readiness. This suggests that self-efficacy may not be enough to motivate individuals to change, and that autonomous motivation may be a more important factor. Other studies have also examined the relationship between self-efficacy and readiness for change (Emsza et al., 2016; Andersen, 2008). However, it is important that readiness for change is a complex construct that is influenced by multiple factors, including importance and self-efficacy. Organizational readiness for change, for example, is influenced by change commitment and change efficacy (Weiner, 2009). Therefore, it is important to consider multiple factors when examining readiness for change.

5. Discussion

The findings reveal that self-efficacy has no effect on readiness to change, the hypothesis is rejected. Research results do not support Bandura & Adams, (1977): social cognitive theory (Jeffrey, 2012). The findings show that the respondents' answers were not able to overcome the difficulty of the task given by the leadership. Another problem is the lack of awareness of work units to increase external knowledge or exchange information with others because the facilities of each private university are different (Choi & Ruona, 2010). We argue that university management is a unit of study program analysis, not yet fully experiencing changes and demands for new work assignments (Maddux & Stanley, 2010). This study shows that knowledge sharing has no significant effect on readiness to change, the hypothesis is rejected. These results do not support the theory of knowledge sharing (Nonaka & Takeuchi, 1996). There are several findings that management in private tertiary institutions has not fully experienced knowledge externalization. The opinion that several private universities in the study program analysis unit have not yet received support for change. However, this is due to the different facilities and capabilities of each private university.

The results of this investigation support the theory of adaptation (Helson, 1964), which shows an organization's efforts to adapt to a changing environment so that the organization can survive. In this regard, we think it is important for private tertiary institutions to increase their adaptability by adapting to new technologies (Pulakos et al., 2006) one of which is trying to create superior human resources, especially in the field of higher education to deal with change. These findings imply that interventions to boost adaptability skills may facilitate organizational change readiness. By Provide training sessions and workshops to enhance adaptability skills among employees. These programs can focus on developing skills such as problem-solving, critical thinking, and flexibility. Encourage open communication and collaboration among employees. This can be done through team-building activities, cross-functional projects, and regular feedback sessions. By fostering a culture of collaboration, employees will be more open to change and willing to adapt. Ensure that leaders within the organization are supportive of change and actively promote adaptability. Leaders should lead by example, demonstrate a positive attitude towards change, and provide guidance and support to employees throughout the change process. Study programs are important to be involved, because they are the subject and object of change. Observations and findings show that it is very important to involve human resources in dealing with change readiness to overcome resistance in organizational change (Trowler, 2015). Jones, (2013) explains that human resources are an important asset. In this study, researchers added a dimension of involvement in change management to change readiness for further research.

The study's limitations encompass several key aspects. Firstly, a significant limitation arises from relying on a lone respondent for data collection, potentially introducing single respondent bias. A singular perspective may inadequately mirror the broader institution or program stance on readiness to change due to personal biases, misinterpretations, or an incomplete grasp of the intricate organizational

dynamics. Secondly, the study's reliance on self-report measures presents another constraint, as participants' reporting of their perceptions, beliefs, and behaviors is susceptible to response bias influenced by factors like social desirability, memory recollection, and personal biases, potentially leading to skewed or excessively positive depictions of readiness to change and other studied constructs. Lastly, the adoption of a cross-sectional design poses limitations by capturing data at a single instance, impeding the establishment of causal relationships or the assessment of temporal changes in variables. The absence of longitudinal data restricts the determination of whether observed relationships are genuinely predictive or coincidental, and the design's inability to factor in evolving attitudes, behaviors, and external influences further curtails its explanatory capacity.

6. Conclusion

According to research findings, self-efficacy and important knowledge sharing do not directly affect readiness to change, so hypothesis testing is rejected. However, adaptability directly influences readiness to change. While self-efficacy and knowledge sharing have a direct effect on adaptability, hypothesis testing is accepted. The test results indirectly show that self-efficacy and knowledge sharing affect readiness to change media using adaptability, meaning that the hypothesis is accepted. Adaptability is proven to be able to mediate self-efficacy and knowledge sharing towards readiness to change. So adaptability is the perfect mediation. Because the indirect effect is larger in size than the direct effect, the dependent variable is not influenced by the independent variable.

Then adaptability is a perfect intervening variable (perfect mediation), because if after adding the intervening and exogenous variables to the endogenous variables that initially had an effect, they had no effect, meaning that the direct influence of exogenous variables had no effect, but had an effect. has no immediate effect.

The research findings that the external environment change variable is not a moderating variable for Adaptability to readiness to change, then changes in the external environment as a moderator in this study are quasi moderator variables, namely variables that moderate the relationship/interaction between the independent variables and the dependent variable which is also an independent variable.

6.1. Theory Implications

Change is a transition or a state that is different from before, the model of change is no longer in the form of disbursement, change, or refreshment. Change is a phenomenon that occurs in the life of an organization that is experiencing a transition (Lewin, 1947); change management (Burnes, 2017) states "organizational change that is interdependent". The connecting thread organization that must be passed is change (Leigh, 2020). Change management (Robbins, & Coulter, 2021) states that the involvement of human resources is the subject and object of change. Jones (2013) states that human resources are an important and very valuable asset because they are related to skills and capabilities.

Holt et al., (2007) readiness to create change in an organization; (Weiner, 2020a) readiness for organizational change is focused on the level of organizational analysis, in order to prevent failure. Expert opinion above readiness to change can be interpreted as readiness in anticipating all possible changes that will occur at the individual, group or organizational level to prevent failure. Some previous research on employee readiness for change at State Universities, Gelaidan et al., (2018) explains that organizations must communicate by involving employees and ensuring participation to plan and implement change; Diab *et al.*, (2018) has a positive relationship between organizational readiness and manager behavior in managing change (Yeap et al., 2020) organizations must communicate, participate and involve employees to implement change.

6.2. Practical Implications

The implication is that the world of education in Indonesia demands higher quality changes and seeks to transform digital education, to always make changes continuously from time to time with all the risks because you have to adapt and learn new things. Able to adapt to new technological sophistication (Robert & Bliese, 2015), but it takes a long time, because old habits are difficult to change. The implication of the readiness for change in private tertiary institutions, especially in the governance unit, is the issue between the internal policies of private tertiary institutions and government policies. The facts found in several private tertiary institutions still resist change and don't even want to get involved

because it is related to the fear that change will fail. The implications of readiness for change in private tertiary institutions, especially in the governance unit, are issues between the internal policies of private tertiary institutions and government policies. The fact found in several private tertiary institutions is that there are still those who resist change, don't even want to get involved because it is related to the fear that change will fail.

6.3. Research Limitations and Future Direction

This research uses quantitative methods based on structural equation models, this research does not use qualitative analysis, to obtain data about this research phenomenon using online interview instruments. This research generally does not describe the overall condition, because there are still many private tertiary institutions that have just been established as a result of changes from high schools to institutes and even tertiary institutions, especially study programs that have to increase their accreditation ratings which are always increasing. changing continuously. Research will be more interesting if private tertiary institutions are included in the form of institutes and high schools, so that they become comparisons and improve the performance of private tertiary institutions, in order to face readiness for changes that will occur continuously and sustainably. In moving forward, there are several promising avenues for deeper exploration. Firstly, adopting a multi-method and multi-sample approach could alleviate limitations related to single respondent bias and self-report measures, enhancing the robustness of the findings by integrating objective measures and diverse participant perspectives. Secondly, employing longitudinal studies to track variables over time would illuminate the dynamic interactions between them, enabling a clearer grasp of causal relationships and the intricate dynamics of change processes. Moreover, incorporating mixed-methods research involving qualitative methods like interviews and focus groups could unveil underlying motivations behind observed trends, providing richer insights into participants' experiences and behaviors regarding readiness for change and adaptability. Delving into mediation and moderation mechanisms, further probing how adaptability mediates the link between self-efficacy, knowledge sharing, and readiness to change, while also exploring alternative moderators affecting the adaptability-readiness connection, could offer nuanced insights. Cultural and contextual factors should also be considered, acknowledging their role in influencing these constructs, and cross-cultural comparisons could unearth valuable cross-context insights. Additionally, investigating the interplay between leadership styles, change management strategies, and the fostering of an adaptable organizational culture holds potential to guide effective change initiatives. Intervention studies focusing on training programs to enhance adaptability skills offer practical applications, complemented by assessing their impact on readiness for change. The implications of technology on readiness and adaptability warrant exploration, particularly within the context of virtual work environments. Leveraging interdisciplinary approaches, by integrating insights from diverse fields, could provide a more comprehensive grasp of the intricate factors steering organizational change and readiness. Lastly, the influence of external factors beyond the organizational sphere, such as economic shifts, political dynamics, and societal changes, merits investigation for a broader understanding of the subject.

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