

# How Prepared Are Universitas Lampung's Academic Community and Stakeholders for the PTNBH Transition? Embracing Change for a New Educational Era

Ida Nurhaida<sup>1</sup>, Andi Windah<sup>2</sup>, Arif Sugiono<sup>3</sup>, Nina Yudha Aryanti<sup>4</sup>

{[ida.nurhaida@fisip.unila.ac.id](mailto:ida.nurhaida@fisip.unila.ac.id)<sup>1</sup>, [andi.windah@fisip.unila.ac.id](mailto:andi.windah@fisip.unila.ac.id)<sup>2</sup>, [arif.sugiono@fisip.unila.ac.id](mailto:arif.sugiono@fisip.unila.ac.id)<sup>3</sup>, [nina.yudha@fisip.unila.ac.id](mailto:nina.yudha@fisip.unila.ac.id)<sup>4</sup>}

Department of Communication Studies, Faculty of Social and Political Studies, Lampung University, Lampung, Indonesia,<sup>1,4</sup> Department of Librarianship, Faculty of Social and Political Studies, Lampung University<sup>2</sup> Department of Business Administration, Faculty of Social and Political Studies, Lampung University<sup>3</sup>

**Abstract.** The transformation of PTN BLU to PTN BH at Unila requires the cooperation of the organization, management, academia, and external stakeholders, including secondary schools and regional authorities. Understanding their availability and adoption is critical to creating a successful transformation model. This study aims to determine the readiness of the academic community of Unila for these changes, focusing on cognitive, emotional, and organizational aspects, and to collect empirical data from internal and external stakeholders about their perception of change. The results of the survey of 100 members of the Unila community show a strong confidence in their ability to implement the necessary changes, reflecting the will and optimism for transformation. Research shows that the academic community sees the transition to PTN BH as both a challenge and an opportunity for growth, which highlights the importance of considering changes in an evolving academic environment.

**Keywords:** PTNBH, readiness of change, educational transformation

## 1 Introduction

The PTN BH (Legal Entity State Universities) concept in Indonesia is an advanced higher education management model that gives universities a status similar to that of state-owned enterprises (BUMN). This status gives universities autonomy in the field of financial management and use of resources in order to provide quality educational services and achieve profit by increasing the value of the educational entity[1]. There are different levels of university management in Indonesia, with PTN BH representing the highest level, followed by PTN BLU (Public Service Agency) and PTN working units at the lower level. The transition from PTN BLU to PTN BH is significant and requires preparation and adaptation at multiple levels[2]–[4], including management [5], individuals [6], organization [7], and external

stakeholders [8]. Lampung University, widely known as Unila, a university in Lampung province, is an example of this transformation. Unila has evolved from Working Unit State University to PTN BLU and is now aiming for PTN BH status and has grown and developed significantly. In 2021, Unila reported having 1,307 lecturers and 1,241 high-income students, indicating that it is ready for the next phase of transformation. The transition to PTN BH status involves not only internal changes within the university [9], but also the involvement and willingness of external stakeholders, including secondary education units, regional governments, and the community.

This study focuses on the assessment of readiness to transition from PTN BLU to PTNBH based on the analysis of each individual's desire, organizational desire and stakeholders involved in management at different levels of roles, both as members of the organization and as members of the organization. organization decision-makers and implements. The study follows Varkey and Antonio's [10] change management model, starting with assessing the opportunity to change (measuring the willingness to change), creating a sense of urgency (creating a sense that change is important), assembling an initiative group (forming a steering group), preparing an implementation plan (preparing implementation plan), implement and evaluate the pilot project (implementation of the plan in the pilot project), spread the change (spread the changes) and finally consolidate the changes, create cultural changes (supporting the change in all parts of the organization). In the first years of this study, the focus was on the initial stages of change management, i.e. readiness for change (measurement of readiness for change) at the individual and organizational level, for both internal and external stakeholders. At the individual level, the internal stakeholders are the academic community of Unila, which consists of staffs, lecturers, and students. At the organizational level, it consists of 34 facility managers and a team of experts. Meanwhile, the external stakeholders of the Department of Secondary Education, which is the direct actor of higher education, will be examined, and at the political level, the regional government and the DPRD as community representatives.

Weiner [11] further explains that according to sociocognitive theory, if the level of organizational readiness for change is high, organizational members will be readily willing to implement change. In this way, the members of the organization can automatically take the initiative to implement the change (initiation), be persistent in implementing the change (persistence), demonstrate a cooperative attitude in every attempt to implement the change (behavioral cooperative). Based on the list above, it is necessary to create a model ready to take over the transformation from PTN BLU to PTN BH. If the developed model is robust and reliable, it can be used to predict the efficiency of transformation from PTN BLU to PTN BH.

Research into the readiness of Unila's academic community and external stakeholders is crucial. It serves as a foundational step in developing a comprehensive model for adopting the PTN BH transformation. This model would facilitate a smoother transition, ensuring that the university's evolution into a PTN BH not only enhances its internal capabilities but also aligns with the broader educational and societal objectives. If this model is reliable, it can be used as a tool to assess willingness to adopt among other PTNs that are prepared and transformed into PTN BHs. For insurers, this can be the basis for development and targeted action plans for PTN to become PTN BH, in order to improve the quality of graduates and the independence of higher education.

## **2 Theoretical Background**

### **2.1 Background and definitions**

Varkey and Antonio [10] state that change management is a term that describes the various actions taken to ensure that business processes move smoothly from current conditions to expected future conditions, both at individual and organizational levels. Change management is essentially innovation because innovation is change for the better. Kotter [12] states that change management is a term often used to describe a structure to control any change effort. Preparation is the first step in managing change. This is why measuring readiness for change is important and fundamental. Readiness for change can be measured at both the individual and organizational levels. Cunningham et al. [13] state that individual readiness for change is a readiness that implies the need to demonstrate change when a person feels able to achieve change (self-efficacy) and has the opportunity to participate in the change process.

In contrast to Holt et al. [14] individual willingness to change consists of structural and psychological factors. Rafferty et al. [14] refer to psychological factors related to individuals as cognitive and affective. cognitive factors that explain an individual's status as an individual in initiating change efforts and affective factors that explain an individual's attitudes, beliefs, and intentions as an individual. According to Holt et al. [15] cognitive factors, manifested in the form of individual readiness for change, consist of the alignment of knowledge, skills, and abilities (individual knowledge, competence and abilities related to the essence of change), i.e. extent of knowledge, skills, and abilities. organization members are fit for the change (to what extent the individual's knowledge, skills and abilities match the knowledge, skills and abilities required for the change).

Meanwhile, the affective factor of an individual's desire to change consists of adequacy, i.e. the individual's belief that the changes to be implemented meet the requirements of the future situation and the support of management, i.e. the individual's belief that the organization's leaders are serious about making the change a success. Self-efficacy (belief in personal abilities), i.e. the individual's belief that the individual can adapt to support the change across the organization and personal benefits (benefits of the change to the individual), i.e. individual's belief that changes will bring personal benefit (benefit to the individual). At the organizational level, according to Weiner [11], organizational readiness for change refers to organizational members' commitment to change and confidence in implementing change in the organization.

An organization's willingness to change consists of commitment to change and change effectiveness (belief in the ability to change). Commitment to change and change effectiveness are contextually related to and influenced by change valence (benefits of the change to the organization), i.e. a set of decisions by organizational members about the benefits of change to the organization, from information assessment, i.e. the extent to which organizational members are able to identify the gap between the current state of the organization and the expected conditions when change is implemented in three dimensions, i.e. task requirements, perceptions of organizational resources and situational factors, as well as possible contextual factors (contextual enabling factors) arising from organizational culture (organizational culture), policies and procedures (policies and procedures), previous experience (past experience), organizational resources (availability of organizational resources) and organizational structure (organizational structure). These five factors can influence an organization's readiness for

change through the value of change and the evaluation of information. Weiner (2009) further explains that according to sociocognitive theory, if the level of organizational readiness for change is high, organizational members will be readily willing to implement change. In this way, organizational members can automatically take the initiative to implement change (initiation), be persistent in implementing change (persistence), and demonstrate a cooperative attitude in any change effort (behavioral cooperativeness).

## **2.2 Adoption Readiness and Change Management**

Change management is a multifaceted concept that encompasses a range of interventions implemented to facilitate the seamless transition of organizational procedures from their present condition to projected future conditions [16]–[18]. The aforementioned transition plays a pivotal role in impacting both the individual and team dynamics. The fundamental significance of change management resides in its capacity to serve as a strategic approach in facilitating the transition of individuals [19], teams [20], and entire organizations [20] towards the realization of intended future objectives.

Varkey and Antonio [10] have conducted a comprehensive analysis to outline seven distinct stages of change management. The aforementioned stages denote a methodical approach to effectively oversee and execute change. The following stages have been identified as follow. In the initial stage, the assessment of readiness for change includes the evaluation of individuals and the organization's readiness to embrace change. The significance lies in assessing the inclination and capacity to acclimate to novel circumstances and procedures [21]–[23]. Secondly, it is crucial to establish a sense of urgency in order to create awareness of the significance and necessity of the proposed changes. The objective of this phase is to inspire and garner backing from the complete organization by emphasizing the crucial significance of the change [24]. Additionally, the formation of a steering team is necessary for overseeing the change process. The aforementioned group contributes significantly to strategizing, planning, and implementing change initiatives [25].

The fourth stage involves the development of an implementation plan. This stage entails the creation of a detailed and comprehensive plan that outlines the necessary steps, timelines, and resources needed to successfully execute the proposed change [26]. This plan functions as a strategic guide for the comprehensive change initiative. The fifth step in the change process entails the implementation and assessment of a pilot program, which necessitates the initial execution of the change plan on a limited scale. The objective of this study is to assess the feasibility of the proposed plan and implement any required modifications prior to its widespread implementation. The sixth stage involves the dissemination of change, focusing on the widespread implementation of the change throughout the entire organization. The process entails the effective communication of changes, providing training for staff, and integrating new processes and practices into the organizational structure [27], [28].

The implementation of anchor change is crucial for facilitating a cultural shift within an organization. The final stage of this process is dedicated to the consolidation of the changes and the establishment of mechanisms to ensure their long-term sustainability. This process entails fostering a transformation in the organizational culture to facilitate the adoption and endorsement of novel approaches to working. Each of the aforementioned stages assumes a

pivotal role in the comprehensive process of change management. Collectively, they guarantee that the transition is not only strategically planned but also effectively executed and thoroughly embedded in the organizational culture.

In the context of evaluating readiness for change, numerous scholars have presented their viewpoints. Eby and colleagues [29] state that individual readiness for change can be defined as an individual's subjective perception of their work environment and the organization's level of preparedness for change. According to Cunningham and colleagues [13], the focus of this discussion is on individual readiness, which pertains to a person's confidence in their capacity to effect change (self-efficacy) and their access to opportunities for involvement in the process of change. Holt and colleagues [15] confirm that individual readiness can be defined as the degree to which individuals are mentally and emotionally prepared to embrace and implement new initiatives designed to alter the current state of affairs. This research will further discuss the concept of individual readiness, with particular emphasis on the structural (cognitive) factors such as knowledge, skills, and the alignment of abilities. Moreover, it will explore the psychological factors including beliefs about the appropriateness of changes, the level of management support, self-efficacy, and the perceived personal benefits from the change.

Following to that, Weiner discusses organizational readiness for change as being contingent upon the commitment of members to the proposed change and their collective confidence in its successful implementation. The study conducted by Rafferty and colleagues [14] demonstrated that the aforementioned sentiment can be conceived as a collective perception shaped by social interaction, with the potential to significantly influence the organization at a macro level. Organizational readiness is contingent upon key components such as change commitment and change efficacy. The concept of change commitment encompasses the collective understanding of the need for change and its potential advantages, whereas change efficacy pertains to the shared confidence in the organization's capacity to effectively execute the change process. The aforementioned elements are subject to influence from various factors including change valence, informational assessment, and potential contextual influences such as organizational culture, politics, procedures, past experiences, resources, and structure. The myriad of factors identified herein play a critical role in shaping an organization's preparedness for change, exerting a direct influence on the effectiveness of change management endeavors. According to the social cognitive theory, a high level of organizational readiness is associated with a greater propensity to adopt change, marked by the initiation, persistence, and cooperative behavior in the implementation of the change initiatives.



\* Briefly mentioned in text, but not focus of the theory

**Fig. 1.** Possible Contextual Factors that can influence an organization's readiness.

### 2.3 Management of State Universities

Higher Education is the level of education after secondary education which includes diploma programs, bachelor's programs, master's programs, doctoral programs, and professional programs, as well as specialist programs, which are organized by universities based on Indonesian culture [30]–[32]. In implementing and organizing higher education, it is necessary to manage funding that comes from higher education income. In higher education organizations, according to Law No. 12/2012 concerning Higher Education, article 61 paragraph 1 states, the organizing organization is a higher education work unit that jointly carries out Tridharma activities and resource management functions. In higher education organizations there are administrators or administrators. What is meant by administration is how to manage non-academic activities on campus in accordance with applicable regulations. One of them is the activity of managing university income funds. In managing state universities, there is autonomous management of state universities, that is, the autonomy of higher education management is carried out in accordance with the foundations, objectives, and capabilities of higher education institutions. The autonomy of higher education management is carried out based on the principles of accountability, transparency, non-profit, quality assurance and effectiveness and efficiency (UU. 12/2012).

Management autonomy in the non-academic sector as referred to in paragraph (1) includes the determination of operational norms and policies as well as implementation, organization, finance, student affairs, personnel, and infrastructure (UU. 12/2012). In finance, namely income in state universities can be managed independently according to applicable regulations, especially for Legal Entity State Universities (PTNBH)[7], [33]–[35]. Legal Entity State Universities, hereinafter referred to as PTHBHs, are state universities established by the Government with the status of autonomous public legal entities (PP 26/2015). These universities can manage their own revenue funds in an accountable[36], effective [2], efficient[27], and transparent manner in accordance with applicable regulations [7]. Therefore, this part will discuss the Procedures for Managing Income Funds at Legal Entity State Universities (PTNBH). Literature Review According to PP 26/2015 concerning Forms and Mechanisms of Legal Entity State Higher Education Funding.

Legal Entity State Universities, hereinafter referred to as Legal Entity State Universities, are state universities established by the Government with the status of autonomous public legal entities. The autonomy referred to here is the autonomy of higher education management covering academic and non-academic fields (UU. 12/2012). In the field of management autonomy in the academic field, it includes establishing operational norms and policies as well as implementing the Tridharma. Management of Non-APBN Fund Sources In PTN-BH, sources of funds obtained from non-APBN are often referred to as Community Funds (DM) or often referred to as DAMAS (Community Funds). This is related to the source of funds obtained which is not related to the APBN. So PTN-BH can manage these funding sources themselves.

Community Funds (DM) are funds sourced from non-APBN which consist of the community, education costs, endowment fund management, legal entity PTN business, higher education tridharma cooperation, legal entity PTN wealth management, regional income, and expenditure budgets and/or loans (PP 26/2015). However, in its management it is obliged to uphold generally accepted accounting principles. Because all of this income is part of state finances (UU 17/2003). As a result, in managing PTN-BH's income, it is not uncommon for it to still be treated

as its own source of income. In addition, there is no clear form and rules regarding the procedures for preparing PTN-BH financial reports. So, the management of income from PTN-BH is currently still different in various universities which are legal entities (PTN-BH).

Thus, it can be concluded:

- a. PTN-BH is the highest level because it has full autonomy in managing finances and resources, including lecturers and staff. This type of PTN operates similarly to a state-owned company.
- b. PTN-BLU is an institution with the second level in terms of autonomy. The management of this institution is similar to a state-owned hospital. All non-tax revenues are managed autonomously and reported to the state.
- c. PTN-Satker as a ministry work unit. All income, including student tuition fees, must go into the state account (Ministry of Finance) first before being used.

The basic differences between PTN-BH and PTN-BLU are :

- a. Aspects of status determination

The determination of PTN-BH is carried out by government regulations, while the determination of PTN-BLU is carried out by Decree of the Minister of Finance at the suggestion of the Minister of Research, Technology and Higher Education.

- b. Management reference

PTN-BH refers to the PT Law, PP no. 4 of 2014 with technical guidelines for the PP regarding the PTN Statute concerned. BLU refers to the PT Law, PP no. 74 of 2012 in conjunction with PP no. 23 of 2005 with the technical guidelines of the Minister of Finance Decree regarding the determination of BLU status at the PTN concerned.

- c. Basis of Determining Service Fees

For fees and service rates, BLU service rates are determined by the Minister of Finance based on proposals from the BLU leadership considering aspects of service continuity and development, people's purchasing power, principles of justice and propriety, and healthy competition.

- d. Financial Reporting Patterns

BLU income is reported as PNBPN, while PTN Legal Entity income is not PNBPN. In terms of assets, BLU assets are assets that must be consolidated in BMN, while assets obtained from PTN BH businesses become PTN BH assets which are separate state assets, while assets in the form of land under the control of PTN BH obtained from the APBN are country's property.

- e. Implementation of Study Program

In terms of campus autonomy, PTN-BH can be independent in opening and closing study programs at its institution, while PTN-BLU cannot.

- f. HR Management (educators and staff)

PTN-BH refers to article 25-point 4 PP no. 4 of 2014, namely the authority to determine, appoint, develop, and dismiss non-civil servant permanent staff. For PTN-BLU, the authority to appoint permanent non-PNS staff is contained in article 33 of PP no. 74 of 2012 in conjunction with PP no. 23 of 2005. Thus, for Permanent Non-PNS Lecturers at PTN-BH or PTN-BLU who meet the requirements of article 10 of Permendikbud no. 84 of 2013 can propose NIDN with the criteria set out in Ministerial Decree no. 26 of 2015 in conjunction with no. 2 of 2016 concerning educator registration.

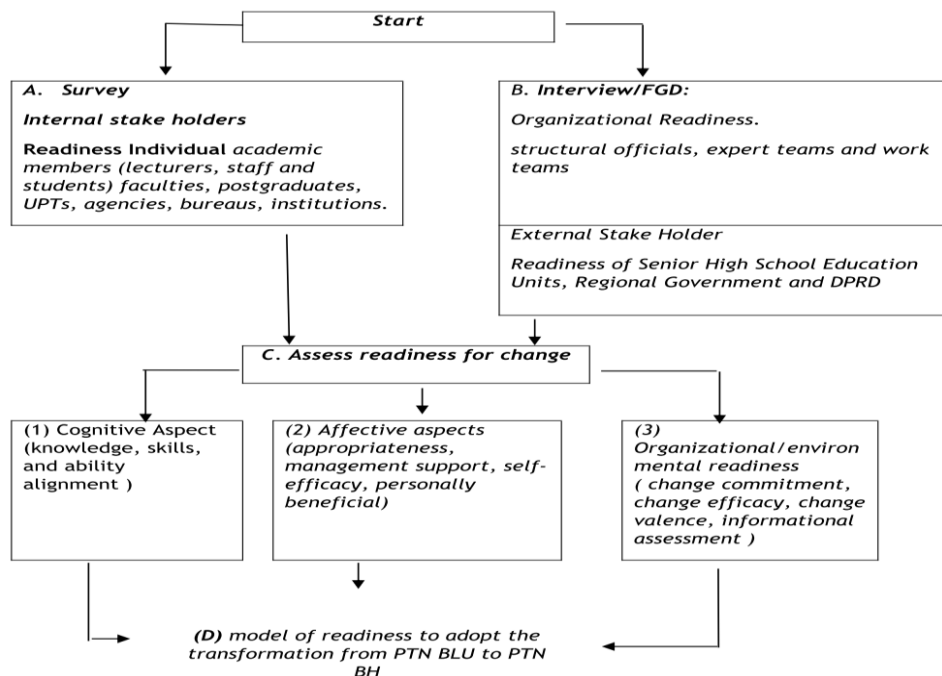
### **3 Method**

The research was conducted at the University of Lampung, high school education units, local government and DPRD in Lampung Province in 2021. This research is an observational analytical study with a cross-sectional design. The population in this research is the Unila academic community at various levels, namely teaching lecturers, lecturers with additional structural duties, lecturers with additional duties in expert/work teams, staff with structural positions, non-structural staff, and students. Unila's external parties included in the stakeholder category are higher secondary education units, both general and vocational, the Regional Government and the Lampung Province DPRD which are related to education.

The methods chosen were surveys, interviews, documentation, and Focus Group Discussion (FGD) by a team of experts. The data collected is quantitative and qualitative data. Quantitative data was obtained from a specially designed questionnaire and distributed directly to respondents (Lampung academic community; lecturers, staff and students) to obtain individual readiness of the academic community (lecturers, staff and students) faculties, postgraduates, UPTs, agencies, bureaus, institutions with investigate cognitive aspects (knowledge, skills, and ability alignment), affective aspects (appropriateness, management support, self-efficacy, personally beneficial) Qualitative data obtained from interviews and FGDs obtained from internal stakeholders (structural officials, founders/former rectors) and external stakeholders (high school education units, regional government and Lampung Provincial DPRD) to get an overview of organizational/environmental readiness (change commitment, change efficacy, change valence, informational assessment). These three sub-data produce Unila's readiness to change (Assess readiness for change) and a model of readiness to adopt the Transformation of PTN BLU to PTN BH can be created.

The sampling technique used in this research was proportional stratified random sampling (CI 10%,  $\alpha=0.1$ ). Samples were taken randomly from the population. Data were collected using a questionnaire from Holt et al. (2007) which has been modified and tested for validity and reliability. The data analysis technique used to test the relationship between individual readiness variables and organizational readiness to adopt Unila's change management to become PTNBH is the chi-square test.





**Fig. 2.** Research Procedure

## 4 Result and Discussion

### 4.1 Towards Unila – legal entity state university (PTN BH)

Based on the 2005-2025 RPJP document, Unila has the vision "In 2025, the University of Lampung will become the 10th Best University in Indonesia". This vision serves as a guide for Unila's leadership and the entire academic community in carrying out the dharma of education and teaching, research, and community service (PkM). Apart from that, achieving the vision also becomes a reference for Unila leadership in preparing Unila's strategic plans and future development. Efforts to achieve this vision require Unila to continue to transform into a better university in terms of management and governance, as well as continuous quality improvement. Unila's vision has encouraged Unila's movement from a learning university to a research university, and currently Unila is ready to become a global university.

The Higher Education Law in article 62 explains that: (1) Higher education institutions have the autonomy to manage their own institutions as centers for implementing the tridharma; (2) The autonomy of higher education management as referred to in paragraph 1 is carried out in accordance with the foundations, objectives and capabilities of higher education institutions; and (3) The basis and objectives as well as the ability of the Higher Education Institution to

carry out autonomy as referred to in paragraph 2 are evaluated independently by the Higher Education Institution.

Article 63 states that higher education management autonomy is carried out based on the principles of: (a) accountability; (b) transparency; (c) non-profit; (d) quality assurance; and (e) effectiveness and efficiency. Then in Article 64 paragraph 1 it is said that the autonomy of higher education management as referred to in Article 62 covers the academic and non-academic fields.

PTN BH is a transformation in the implementation of higher education autonomy. This is confirmed in article 65 of the Higher Education Law which states that:

- 1) The implementation of Higher Education autonomy as intended in Article 64 can be provided selectively based on performance evaluation by the Minister for PTNs by implementing the Public Service Agency Financial Management Pattern or by forming PTNs as legal entities to produce quality Higher Education.
- 2) PTNs that implement the Public Service Agency Financial Management Pattern as referred to in paragraph 1 have governance and management authority in accordance with the provisions of statutory regulations.
- 3) PTN legal entities as referred to in paragraph 1 have: (a) Initial assets in the form of separate state assets except land; (b) Independent governance and decision making; (c) Units that carry out accountability and transparency functions; (d) The right to manage funds independently, transparently and accountably; (e) Authority to appoint and dismiss lecturers and educational staff; (f) Authority to establish business entities and develop endowment funds; and (G) Authority to open, organize and close study programs.
- 4) The government assigns legal entities to PTNs to carry out higher education functions that are affordable to the public.

There are 3 important points that need to be underlined in the context of PTN BH, namely: (1) The autonomy of higher education management is carried out in accordance with the foundations, objectives and capabilities of higher education institutions; (2) The basis and objectives as well as the ability of the Higher Education Institution to implement autonomy are evaluated independently by the Higher Education Institution; and (3) Implementation of Higher Education autonomy can be granted selectively based on performance evaluation by the Minister for PTNs by implementing the Public Service Agency Financial Management Pattern or by forming PTNs as legal entities to produce quality higher education.

Unila as one of the major universities has a far-sighted vision. The BLU financial management pattern that has been implemented so far has succeeded in making Unila one of the top classes PTNs along with PTNs that have previously transformed into PTN BH. The development of education at the global level requires Unila to not only be responsive and adaptive, but to be more proactive in order to survive in the long term. For this reason, the competitive map that Unila is targeting is no longer at the national level, but regional and international, in accordance with Unila's 2020 - 2024 strategic plan. Therefore, the direction of Unila's development towards a World Class University (WCU) is a strategic step. Unila has made various efforts to oversee WCU, including: (1) opening international classes; (2) establishing international cooperation in the academic and research fields; (3) student exchange programs, and (4) international accreditation.

With various achievements in the fields of academics, research, and publications, Unila has succeeded in placing itself in a superior position in the world ranking of the Cybermetric Laboratory owned by The Consejo Superior de Investigaciones Cientificas (CSIC) based in Spain which released Unila's ranking in 15th position of all existing universities in Indonesia in 2019. During the period September 2020 to August 2021, Unila succeeded in winning various national and international awards which increasingly placed Unila as a university that deserves to be considered in the higher education arena in Indonesia and in the world. Starting with achieving 7th and 10th national rankings according to the 4th International Colleges and Universities (4ICU) ranking agency in 2020 and 2021 (previously in 2017 = 18, 2018 = 13, 2019 = 9) from the assessment of 572 reputable universities throughout Indonesia. Unila is the only university outside Java that has managed to penetrate the top 10 of the 4ICU ranking. Followed by the position of the 10 best universities in Indonesia from the Scimago Institution Ranking (SIR), which is a ranking institution from Spain that assesses leading universities and research institutions in the world. . Based on SIR's assessment, Unila has quality research in the quarter-1 (Q1) category and is ranked 715th in the world according to the Scimago Institution Ranking. Furthermore, in 2021, Unila was also included for the first time in the 2021 Times Higher Education Impact Ranking at 601-800 in the world .

Apart from that, Unila is also in 10th position, according to Webometrics and 18th position according to UI Green Metric. Based on the ranking carried out by the Directorate General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia in 2020, Unila was in 29th position and cluster 2 or an improvement in position compared to 2019 which was in 45th position. Currently, Unila continues to strive to achieve the vision of the top 10 best universities in Indonesia by 2025. Apart from that, to become one of the internationally recognized universities (QS World Class University Ranking).

Even though Unila has achieved various achievements and good performance in organizing higher education, BLU's financial management pattern does not allow Unila to achieve its vision as one of the WCUs. There are several obstacles faced by Unila to achieve this vision, namely: First, BLU's financial management pattern hampers the process of establishing a Treasury Single Account as regulated in article 16 of Government Regulation Number 23 of 2005 concerning BLU Financial Management which states that BLU is given the authority to obtain income other than from the APBN/APBD, namely in relation to services, grants, and donations. The rules conflict with article 12 paragraph 2 and article 13 paragraph 2 of the State Treasury Law which states that all state/regional revenues and expenditures are made through the State/Regional General Treasury Account, so that BLU collects funds outside the APBN and APBD and is not included in the work plan deemed to have violated the State Treasury Law. Second, the existence of BLU as a non-tax subject has the potential to limit Unila's future development because of the many regulations that limit Unila BLU's room for movement.

Considering the various achievements and performance that Unila has achieved with BLU's financial management patterns as well as the various obstacles faced, it is time for Unila to take a leap in efforts to achieve its future vision. Unila's performance and achievements have proven that Unila has the ability to implement higher education autonomy as mandated in the Higher Education Law, article 62 paragraph, that higher education management autonomy is carried out in accordance with the foundations, objectives, and capabilities of higher education institutions. This self-evaluation document also proves Unila's ability to carry out higher education autonomy. In order to realize quality higher education as mandated in the Higher Education Law article 65 paragraph 1, it is time for Unila to have broader autonomy by

transforming from the financial management pattern of BLU to PTN BH. This transformation is very relevant when Unila sees WCU as an opportunity for future institutional development.

#### 4.2 Readiness to Adopt the University of Lampung Academic Community in the Context of Transforming Unila to PTN - BH

In this research, 100 respondents filled out a questionnaire via Google Form. The recapitulation of respondents' answers based on demographic aspects includes respondent data relating to type of study program/section/sub-section, age, gender, education, length of work and experience of organizational change which can be expressed in the following table.

Based on the results obtained by the researcher through the respondents' answers, the researcher compiled assessment criteria for each question item based on percentages. The steps are as follows:

- 1) The cumulative value is the total value of each statement which is the answer from each respondent.
- 2) The percentage is the cumulative value of the item divided by its frequency value multiplied by 100%.
- 3) The number of respondents in the study was 100 people and the largest measurement scale value was 5 while the smallest measurement scale value was 1.

So, the following results are obtained:

- a. Largest cumulative number:  $100 \times 5 = 500$
- b. Smallest cumulative sum:  $100 \times 1 = 100$
- c. The largest percentage value is:  $(500 : 500) \times 100\% = 100\%$
- d. The smallest percentage value is:  $(100 : 500) \times 100\% = 20\%$
- e. Range Value =  $100\% - 20\% = 80\%$
- f. Score Range =  $80\% : 5 = 16\%$

In this study, researchers distributed or distributed questionnaires to 100 respondents where in the questionnaire there were 40 question items. Based on the value data categories above, a scoring table for each question on the variable is obtained as follows:

**Table 3. Change Efficacy - Confidence in One's Own Ability in Carrying Out the Transformation of Unila to PTN BH**

| No | Statement   | Total Value | Percentage |
|----|---|-------------|------------|
| 1  | Respondents' Confidence in Achieving the Goals of Unila's Transformation to PTN BH                    | 161         | 87.03      |
| 2  | Respondents' Confidence Can Complete Unila's Transformation Task to PTN BH                            | 155         | 83.78      |
| 3  | Respondents' Confidence in Obtaining Important Results in Supporting Unila's Transformation to PTN BH | 161         | 87.03      |

| No | Statement  | Total Value | Percentage |
|----|--|-------------|------------|
| 4  | Respondents' Confidence Can Be Maximally Successful in Carrying Out Each Set Target of Unila's Transformation to PTN BH        | 157         | 84.86      |
| 5  | Respondents' Confidence in Having the Skills to Implement Unila's transformational changes to PTN BH                           | 163         | 88.11      |
| 6  | Respondents' Confidence Can Work Effectively on Many Different Unila Transformation Tasks to PTN BH                            | 158         | 85.41      |
| 7  | Respondents believe they can carry out most of the tasks of Unila's transformation into PTN BH very well                       | 148         | 80.00      |
| 8  | Respondents' Confidence Can Handle Challenges That May Arise in Implementing Unila's transformational changes to PTN BH        | 155         | 83.78      |
| 9  | Respondents' confidence in being able to track their own progress in implementing Unila's transformational changes to PTN BH   | 153         | 82.70      |
| 10 | Confidence in being able to coordinate tasks so that the implementation of Unila's transformation into PTN BH can run smoothly | 159         | 85.95      |

Analysis of the change effectiveness dimension in the context of the transformation of Unila into PTN BH, based on the responses of 100 participants, reveals interesting insights into the mindset and confidence of the interviewees. The survey results show a general trend of strong agreement on most issues, which indicates a general positive vision of the transformation process. This consensus is an encouraging sign of the collective readiness of the Unila community to embrace and drive change.

Delving into specific findings, the study emphasizes the respondents' particularly high confidence in their personal abilities. This is reflected in the high score of 163 (88.11%) for question 5, which measures respondents' confidence in their ability to make the necessary changes. Such a strong vote of confidence is critical to the success of any organizational transformation, as it underscores respondents' confidence in their ability to contribute effectively [37], [38].

However, the survey also reveals some areas where levels of trust are relatively lower, while still falling into the "strongly agree" category. The most prominent of them is question 7, which assesses respondents' confidence in the performance of specific tasks related to the transformation. This point is rated 148 (80%) and shows that the respondents' confidence in their general competences has slightly decreased. This difference is significant because it suggests that while respondents are confident in their general abilities, they may have some doubts or uncertainties about their effectiveness in specific transformational tasks [38], [39].

The contrast between the high confidence in general skills and the somewhat lower confidence in task-specific abilities warrants a closer examination. It opens up questions about the nature of the tasks that respondents feel less assured about and the possible reasons for this discrepancy, is it a lack of clear understanding of the specific tasks, or perhaps a perceived gap in the

necessary training or resources . Understanding these subtleties is vital for Unila's administration in fine-tuning their approach towards the transformation process.

In sum, the survey paints a picture of a community that is largely confident and optimistic about the transformation to PTN BH, but also indicates areas where further support and clarification might be needed. This nuanced understanding should guide Unila management in developing targeted strategies and interventions. Encouraging ongoing communication and providing additional support in areas of low trust [40] will not only ease the transition, but also ensure that the transformation is as inclusive and effective as possible.

**Table 4. Management Support - Management Support and Confidence That Organizational Leaders Are Committed to Implementing the Transformation of Unila to PTN BH**

| No | Statement  | Total Value | Percentage |
|----|--|-------------|------------|
| 1  | Respondents' Belief That Unila is Committed to Implementing Change   | 170         | 91.89      |
| 2  | Unila Respondents' Beliefs Are Motivated to Implement Change   | 164         | 88.65      |
| 3  | Unila Respondents' Belief in Wanting to Implement Change   | 168         | 90.81      |
| 4  | Respondents' Confidence Believes that Unila is Consistent in Implementing Change                                   | 164         | 88.65      |
| 5  | Respondents' Belief that Unila Can Support People as They Adapt to Change  | 160         | 86.49      |
| 6  | Unila Respondents' Confidence Can Make them Motivated in Carrying out the Transformation to PTN-BH                 | 157         | 84.86      |
| 7  | Respondents' Confidence that Unila Has the Resources Needed to Implement Transformation at PTN-BH                  | 158         | 85.41      |
| 8  | The Trust of Unila Respondents Can Bring Unila to Carry Out Unila's Transformation Program to PTN BH as Desired    | 156         | 84.32      |
| 9  | Respondents' Confidence in Unila's Current Policy is Enough to Support the Achievement of Transformation to PTN-BH | 152         | 82.16      |
| 10 | Respondents Trust Unila to Provide Opportunities to Provide Ideas Regarding Transformation to PTN-BH               | 151         | 81.62      |

In a comprehensive assessment of the management support dimension for Unila's shift to PTN BH, responses from 100 participants offer valuable insights into the perceived level of backing from the university's leadership. A majority of the respondents have shown a strong agreement with the statements presented, painting a broadly positive picture of the management's commitment to this significant transformation [41]–[43].

At the forefront of these findings is the response to Question 1, which sought to gauge the belief in Unila's commitment to implementing changes. Scoring an impressive 170 (91.89%), this item reflects a robust confidence among the respondents in the university leadership's dedication to the transformation. Such a high level of trust and belief in the management's commitment is a crucial factor in the success of organizational changes. It signifies that the staff, faculty, and possibly the student body, perceive the leadership as not only proponents but also as active

drivers of the change, a sentiment that can greatly influence the overall momentum and acceptance of new initiatives.

However, the survey also uncovers areas where the respondents' confidence wavers slightly, although still within the 'strongly agree' spectrum. A case in point is Question 10, which touches upon the respondents' perception of their opportunity to contribute ideas related to the transformation. With a score of 151 (81.62%), it is the lowest among the items, suggesting some reservations among the participants about their involvement in shaping the transformation process. This finding is significant as it hints at a potential gap between the management's directive approach and the inclusive participation of the broader university community in the transformation journey. The disparity between the strong belief in management's commitment and the comparatively lower confidence in participatory opportunities raises important considerations. While the leadership's commitment is crucial, the transformation is a multifaceted process that benefits significantly from diverse inputs and active engagement from all levels of the university. The relatively lower score on the opportunity to contribute ideas might indicate a need for more open, two-way communication channels where feedback and suggestions from various stakeholders are not just welcomed but actively sought out.

This aspect of the survey underscores the importance of not only leading the change but also nurturing an environment where every member of the university feels empowered to contribute. In responding to this feedback, Unila's administration could consider implementing more inclusive strategies, such as forums, workshops, or suggestion schemes, which could bridge this gap. By doing so, the transformation to PTN BH could evolve from being a top-down initiative to a more collaborative and holistic process[44]–[47] , enriching the journey with diverse perspectives and fostering a deeper sense of ownership and commitment across the university community. In conclusion, while the overall confidence in Unila's management's support for the transformation is encouraging, the nuanced responses suggest areas that could be strengthened. Addressing these aspects can enhance the effectiveness of the transformation process, ensuring that it is not only led with conviction from the top but is also shaped by the valuable insights and contributions of the wider Unila community.

**Table 5. Personal Valance - Belief that the implementation of the transformation of Unila to PTN BH will be personally beneficial.**

| No | Statement  | Total value | Percentage |
|----|--|-------------|------------|
| 1  | Respondent's Statement About Being Excited After the Transformation to PTN-BH  | 152         | 82.16      |
| 2  | Respondent's statement regarding the implementation of the transformation to PTN-BH will provide benefits in the future  | 154         | 83.24      |
| 3  | Respondent's Statement Regarding the Implementation of Transformation to PTN-BH Becoming a New Challenge   | 164         | 88.65      |
| 4  | Respondent's statement regarding not being reluctant to be involved in various activities of the Unila transformation program to PTN BH because the implementation of the transformation to PTN-BH is useful | 154         | 83.24      |

| No | Statement  | Total value | Percentage |
|----|--|-------------|------------|
| 5  | Respondent's Statement About Willingness to Work Harder to Achieve Successful Transformation to PTN-BH Because It Will Influence Success | 152         | 82.16      |
| 6  | Respondent's statement regarding the implementation of transformation to PTN-BH makes work easier  | 132         | 71.35      |
| 7  | Respondent's Statement Regarding If Successfully Implementing the Transformation to PTN-BH, Unila Will Assess the Performance Positively | 154         | 83.24      |
| 8  | Respondent's Statement Regarding the Implementation of Transformation to PTN-BH Will Provide New Career Opportunities                    | 150         | 81.08      |
| 9  | Respondent's statement about being happier with this situation than before the implementation of the transformation to PTN-BH            | 140         | 75.68      |
| 10 | Respondents' statements regarding experience will increase with the transformation to PTN-BH   | 165         | 89.19      |

The Personal Valence dimension's assessment in relation to Unila's transformation to PTN BH offers insightful revelations about how the respondents perceive this change on an individual level. Analysis of responses from 100 participants provides a detailed view of their personal attitudes towards the transformation, with a predominant lean towards strong agreement on various aspects of the change.

A key highlight from this assessment is the response to Question 3, which explores the respondents' view of the transformation as a new and beneficial challenge. The high score of 165 (89.19%) in this item reflects a significant enthusiasm among the participants for the changes that PTN BH implementation brings. This strong agreement suggests that the majority of respondents see the transformation not just as a mere change in processes or systems, but as an opportunity for personal growth and development [42], [48]–[50]. Such a perspective is vital in any organizational change, as it indicates an underlying optimism and readiness among individuals to embrace new challenges and adapt to new ways of working.

On the other hand, the survey also sheds light on some areas where the respondents' perceptions are more tempered. This is particularly evident in the response to Question 10, which deals with the belief that the transformation will make their work easier. Scoring 132 (71.35%), this item received the lowest score among the Personal Valence questions, suggesting a less pronounced agreement. Although still falling within the agree category, it indicates that a noticeable portion of the respondents does not view the transformation as a simplifying factor in their work. This perspective raises important questions about the nature of the changes being implemented and the support systems in place to aid in this transition.

The variation in responses between seeing the transformation as a beneficial challenge and not necessarily as a facilitator for easier work indicates a complex emotional and practical landscape. On one hand, the transformation is perceived positively as a growth and development opportunity, energizing, and motivating the respondents. On the other hand, there's a sense of



realism or perhaps caution about the immediate practicalities of the transformation[51], [52], specifically regarding how it impacts their day-to-day work.

This combination of enthusiasm for the challenge and caution about the practicalities provides a valuable perspective for Unila's management. It suggests that while the transformation is generally welcomed, there's a need to ensure that it is accompanied by adequate support, clear communication, and perhaps training, to help staff navigate the new systems and processes. Addressing these concerns and aligning them with the overall positive outlook towards the transformation could be key in harnessing the enthusiasm of the respondents while mitigating any apprehensions about the immediate impact on their work [53]–[55].

In conclusion, the Personal Valence dimension's assessment underscores the complex interplay of excitement and caution among the respondents regarding the transformation to PTN BH at Unila. Understanding and addressing these nuances can play a critical role in ensuring that the transformation journey is not only embraced but also effectively managed to align with the personal and professional aspirations of those involved.

**Table 6. Organizational Valance - Belief that the implementation of the transformation of Unila to PTN BH will benefit the organization.**

| No | Statement   | Total value | Percentage |
|----|---|-------------|------------|
| 1  | Respondent's Statement About Unila Gaining Benefits After Carrying Out Unila's Transformation Program to PTN BH   | 156         | 84.32      |
| 2  | Respondents' Statements About the Changes Brought by the Transformation to PTN-BH Will Make Unila's Work Easier   | 144         | 77.84      |
| 3  | Respondent's Statement About Unila Will Add Valuable Assets After Implementing Unila's Transformation Program to PTN BH   | 156         | 84.32      |
| 4  | Respondent's statement regarding the implementation of the transformation to PTN-BH will make it easier for Unila to achieve its vision and mission               | 161         | 87.03      |
| 5  | Respondent's statement regarding the implementation of Unila's transformation program to PTN BH will develop Unila's human resource potential as much as possible | 160         | 86.49      |
| 6  | Respondent's statement regarding the implementation of Unila's transformation program to PTN BH will increase efficiency at Unila as a whole                      | 154         | 83.24      |
| 7  | Respondent's Statement About Unila Will Be More Ready to Meet Stakeholders After Transforming to PTN-BH   | 156         | 84.32      |
| 8  | Respondent's Statement About Unila Being Able to Learn New Things Related to the Implementation of Transformation to PTN-BH                                       | 164         | 88.65      |
| 9  | Respondent's Statement Regarding Transformation to PTN-BH Prepares Unila for Change for the Better  | 162         | 87.57      |
| 10 | Respondent's statement regarding the implementation of the transformation to PTN-BH helps Unila develop the potential of its academic community                   | 161         | 87.03      |

The assessment of the Organizational Valance dimension, based on the responses of 100 participants regarding Unila's transformation to PTN BH, reveals a comprehensive understanding of how the respondents view the impact of this change on the institution as a whole. This evaluation is crucial as it reflects the collective perception of the academic community towards the transformative steps being taken and their expected outcomes.

A striking aspect of this assessment is the high score of 164 (88.65%) for Question 10, which queries the respondents' belief in the transformation's role in developing the potential of Unila's academic community. This strong agreement suggests a widespread optimism about the transformation's positive impact on Unila's academic environment. The majority of respondents appear to perceive this change as a catalyst for growth and development, providing opportunities for the academic community to enhance their capabilities and reach their full potential. This perception is vital for the success of the transformation, as it reflects a belief in the positive and progressive nature of the changes, indicating a forward-thinking and growth-oriented mindset within the university.

Conversely, the assessment also highlights a more moderate response to the transformation's impact on easing the tasks at Unila, as seen in the same question item (Question 10) scoring 144 (77.84%). While still falling within the agree category, this lower score compared to the other aspects suggests some reservations among the respondents about the practical benefits of the transformation in terms of simplifying existing tasks. This indicates that while there is confidence in the long-term benefits of the transformation, there may be uncertainties or concerns about its immediate practical implications. It raises questions about the nature of the changes being implemented and whether they are perceived as adding complexity to existing processes or as a means to streamline and enhance efficiency.

The variation in responses between the perceived development potential and the ease of tasks post-transformation paints a picture of cautious optimism. The academic community appears to be supportive of the transformation's potential to foster growth and development but is simultaneously cautious about how these changes will translate into their day-to-day work.[20], [56]–[58]. This insight is critical for Unila's management, as it points to the need for clear communication and support mechanisms. It suggests that while the transformation is positively viewed in terms of its potential for academic development, there needs to be a focus on ensuring that the transition is smooth and that the changes introduced are practical and beneficial in the immediate term.

In summary, the Organizational Valance dimension's assessment underscores a positive outlook towards the transformation's impact on the academic potential at Unila. However, it also indicates a need for careful management of the transformation process, ensuring that while it aims for long-term development, it also accounts for and eases the immediate practicalities faced by the academic community. Understanding and addressing these nuances can significantly contribute to a successful and holistic transformation process at Unila.

## **5. Conclusion**

The survey conducted among 100 respondents within the Unila academic community offers a comprehensive view of their readiness and attitudes towards the significant transformation of

Unila into PTN BH. These insights are invaluable as they provide a window into the collective mindset of those at the heart of this change. The findings in the Change Efficacy dimension reveal a notable confidence among the respondents in their ability to navigate and contribute to the transformation. This confidence is rooted in their belief that they possess the necessary skills to effectively implement the changes required for the transition to PTN BH. Such a perception is crucial as it reflects a preparedness and self-assurance within the academic community, setting a strong foundation for the successful implementation of the transformation. This confidence is not just a positive indicator of individual readiness but also a sign of potential success for the collective efforts needed in such a transformative phase.

Further reinforcing this positive outlook is the response in the Management Support dimension. The survey indicates a high level of trust and confidence in the university's commitment to the transformation process. This trust reflects the belief that the university's leadership is not only advocating for change but is also actively involved in ensuring its successful implementation. Such strong management support is a key factor in driving organizational change, as it fosters a sense of security and alignment among the staff and faculty with the university's strategic direction.

When it comes to the Personal Valance dimension, the academic community views the transformation to PTN BH as an exciting and beneficial challenge. This perspective is particularly important as it suggests that the community is not just ready to accept the change but is also positively inclined towards the growth and opportunities it brings. Embracing change as an interesting challenge indicates a forward-thinking attitude and a willingness to adapt, which are essential qualities in a dynamic academic environment.

Finally, the responses in the Organizational Valance dimension mirror this optimistic stance. The belief that the transformation will help in developing the potential of Unila's academic community underscores a collective vision for growth and progress. This trust in the transformation's potential to enhance the university's academic environment suggests a deep-seated belief in the positive outcomes of the change, transcending beyond personal benefits to encompass the broader institutional development.

### **Acknowledgments.**

We would like to extend sincere thanks to LPPM Unila for their invaluable guidance, FISIP for their essential contributions, and both internal and external stakeholders of Unila for their engagement and insights. Their collective support and dedication have been pivotal to the success of this research.

### **References**

- [1] A. Q. Muslim, A. Muttaqin, A. L. Aziz, and ..., "The twists and turns of state universities with legal entity status (PTN-BH) as a form of decentralization of higher education in Indonesia," ... *Conference on Public ...*, 2021, [Online]. Available: <https://www.atlantispress.com/proceedings/aicobpa-20/125961293>
- [2] M. W. M. Widodo, W. Beny, and ..., "Employee Resistance And The [Agent Of] Change Management Model On The Juridical Implications Of PTN-BH Status,"

- Journal of Social ...*, 2023, [Online]. Available: <https://joss.al-makkipublisher.com/index.php/js/article/view/109>
- [3] R. B. Riyanto and S. D. W. Prajanti, "The Grand Design of LPPM UNNES Innovation in Supporting UNNES Towards PTNBH," *Unima International Conference on ...*, 2023, [Online]. Available: <https://www.atlantis-press.com/proceedings/unicssh-22/125984020>
- [4] R. Firmansyah, A. P. Harjanto, and ..., "... IN THE FINANCIAL SYSTEM OF PUBLIC SERVICE AGENCY STATE UNIVERSITY (BLU) BECOME PTN LEGAL ENTITY (PTNBH)(STUDY AT UNIVERSITAS ...," *JMBI UNSRAT (Jurnal ...*, 2023, [Online]. Available: <https://ejournal.unsrat.ac.id/index.php/jmbi/article/view/49523>
- [5] S. Setiawan, D. Ariningrum, A. D. B. El Rizaq, and ..., "Professional Development of Functional Positions of Education Personnel at State University of Surabaya Towards a Legal Entity State University (PTNBH)," ... *Journal of Social ...*, 2022, [Online]. Available: <https://journal.unesa.ac.id/index.php/jpips/article/view/20405>
- [6] S. Tsauri, "Readiness to change state Islamic institute status to become state Islamic university from the aspect of lecturer human resources and education staff," *Journal of Social Studies Education Research*, 2022, [Online]. Available: <http://jsser.org/index.php/jsser/article/view/4431>
- [7] R. Firmansyah, A. P. Harjanto, and ..., "... THE READINESS FOR CHANGES IN THE FINANCIAL SYSTEM OF PUBLIC SERVICE AGENCY STATE UNIVERSITY (BLU) BECOME PTN LEGAL ENTITY (PTNBH) ...," *JMBI UNSRAT (Jurnal ...*, 2023, [Online]. Available: <https://ejournal.unsrat.ac.id/index.php/jmbi/article/view/49523>
- [8] D. W. Robinson, *Reframing higher education within the California State University: The faculty's readiness to embrace\* change*. search.proquest.com, 2006. [Online]. Available: <https://search.proquest.com/openview/c53f467e79c7040bec69c8416ea5c0d2/1?pq-origsite=gscholar&cbl=18750&diss=y>
- [9] A. P. Rizkia and D. Susilowati, "BLU Readiness Towards Legal Entity PTN: Analysis of Competence, Professionalism, Work Motivation and Good Government Governance: Case Study in PTN X," *International Students Conference On ...*, 2023, [Online]. Available: <http://www.jp.feb.unsoed.ac.id/index.php/scoab/article/view/3573>
- [10] P. Varkey and K. Antonio, "Change management for effective quality improvement: a primer," *American Journal of Medical Quality*, vol. 25, no. 4, pp. 268–273, 2010.
- [11] B. J. Weiner, "A theory of organizational readiness for change," *Implementation science*, vol. 4, no. 1, pp. 1–9, 2009.
- [12] J. P. Kotter, W. C. Kim, and R. A. Mauborgne, *HBR's 10 Must Reads on Change Management (including featured article "Leading Change," by John P. Kotter)*. Harvard Business Press, 2011.
- [13] C. E. Cunningham *et al.*, "Readiness for organizational change: A longitudinal study of workplace, psychological and behavioural correlates," *J Occup Organ Psychol*, vol. 75, no. 4, pp. 377–392, 2002.
- [14] A. E. Rafferty and A. Minbashian, "Cognitive beliefs and positive emotions about change: Relationships with employee change readiness and change-supportive behaviors," *Human Relations*, vol. 72, no. 10, pp. 1623–1650, 2019.
- [15] D. T. Holt, A. A. Armenakis, H. S. Feild, and S. G. Harris, "Readiness for organizational change: The systematic development of a scale," *J Appl Behav Sci*, vol. 43, no. 2, pp. 232–255, 2007.

- [16] M. Osborne, "Developing readiness for change.," *Professional Educator*, 2015, doi: 10.3316/aeipt.209450.
- [17] C. E. Clark, N. C. Cavanaugh, C. V Brown, and V. Sambamurthy, "Building change-readiness capabilities in the IS organization: Insights from the Bell Atlantic experience," *MIS quarterly*, 1997, [Online]. Available: [https://www.jstor.org/stable/249722?casa\\_token=p63BNnueJ2cAAAAA:FmAcH\\_71nH\\_dmHMirh13z2dV35KMf4S8GIbc-JZcwbDsKZWDZyIj7PQ4rfrq6q98xMoiZwCltZCrQC5YVDYGNgcx4txtgk5YsNMhDwaa0wsCRZ8CZkq50A](https://www.jstor.org/stable/249722?casa_token=p63BNnueJ2cAAAAA:FmAcH_71nH_dmHMirh13z2dV35KMf4S8GIbc-JZcwbDsKZWDZyIj7PQ4rfrq6q98xMoiZwCltZCrQC5YVDYGNgcx4txtgk5YsNMhDwaa0wsCRZ8CZkq50A)
- [18] G. S. Napier, D. J. Amborski, and ..., "Preparing for transformational change: a framework for assessing organisational change readiness," *International Journal of ...*, 2017, doi: 10.1504/IJHRDM.2017.085265.
- [19] M. Haffar, W. Al-Karaghoul, Z. Irani, R. Djebarni, and ..., "The influence of individual readiness for change dimensions on quality management implementation in Algerian manufacturing organisations," *International Journal of ...*, 2019, [Online]. Available: <https://www.sciencedirect.com/science/article/pii/S0925527316302183>
- [20] I. Prabawati, M. T. Yani, B. S. Widodo, and ..., "Developing Strategy Of Public Organization: A Study Of Faculty Of Social Sciences And Law State University Surabaya Effort Into State Universities Legal Entities," ... *Penelitian Sosial Dan ...*, 2022, [Online]. Available: <https://journals.unihaz.ac.id/index.php/mimbar/article/view/2658>
- [21] J. R. S. Reyes, J. D. L. Grajo, L. N. Comia, and ..., "Assessment of Filipino Higher Education Students' Readiness for e-Learning During a Pandemic: A Rasch Technique Application.," ... *Journal of Science*, 2021, [Online]. Available: <https://search.ebscohost.com/login.aspx?direct=true&profile=ehost&scope=site&authType=crawler&jnl=00317683&AN=151728707&h=eTQPaxSL1iaqt9%2FIduxol8t3EHdnRjn%2BF2PBNe2%2B07xQEx%2BKa%2Fd5OkT%2FGvKpPLmVvO9AU02aTqDqHegCGIEsOg%3D%3D&crl=c>
- [22] M. B. Cahapay and J. L. D. Anoba, "The readiness of teachers on blended learning transition for post COVID-19 period: An assessment using parallel mixed method," ... *of Teaching, Education and Learning*, 2020, [Online]. Available: [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3707889](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3707889)
- [23] T. Harry and W. T. Chinyamurindi, "'Still haven't found what I am looking for': rural black students' perceived work readiness and assessment of labor market access," *Education+ Training*, 2022, doi: 10.1108/ET-10-2021-0387.
- [24] L. Miettinen, *Sensemaking and strategic change: The impact of negative emotions on strategy implementation*. aaltodoc.aalto.fi, 2021. [Online]. Available: <https://aaltodoc.aalto.fi/handle/123456789/110499>
- [25] I. Maksum, T. H. Handoko, and N. L. Fikriah, "Group cohesiveness on performance: mediating effect of collective organization citizenship behavior," *Jurnal Manajemen*, 2020, [Online]. Available: <http://repository.uin-malang.ac.id/7065/>
- [26] D. Ishak, "Mechanism, Implementation, and Challenges in Independent Campus Education Policy in Indonesia," *International Journal of Science and Society*, 2021, [Online]. Available: <http://www.ijsoc.goacademica.com/index.php/ijsoc/article/view/393>
- [27] Y. Yulianto and N. Efendi, "Implementation Of Tracer Study At PTNBH In Indonesia," ... *Studies*, 2023, [Online]. Available: <http://www.journaltransnationaluniversalstudies.org/index.php/gp/article/view/24>

- [28] R. Rahmawati and J. Saputra, "The Implementation of the Independent Learning Campus Policy: Private Universities Dilemma," *Journal of Madani Society*, 2022, [Online]. Available: <https://journal.srnintellectual.com/index.php/jmsc/article/view/134>
- [29] L. Eby, D. Adams, J. Russell, and S. Gaby, "Perceptions of Organizational Readiness for Change: Factors Related to Employees' Reactions to the Implementation of Team-Based Selling," *Human Relations*, vol. 53, pp. 419–442, Mar. 2000, doi: 10.1177/0018726700533006.
- [30] H. Jimad, Y. Yuningsih, N. Mardina, and ..., "Educational Performance Management Model for Higher Education: Soft System Methodology Based Action Research Approach," *International Business ...*, 2021, [Online]. Available: <https://stebilampung.ac.id/journal/index.php/ibarj/article/view/201>
- [31] W. B. Laksono, B. S. Haryono, and M. Nuh, "Policy Implementation of Non Civil Servant Educator Training in Higher Education (Study of Implementation of Rector Regulation of Malang State University Number ...)," *Wacana Journal of Social and ...*, 2021, [Online]. Available: <https://wacana.ub.ac.id/index.php/wacana/article/view/798>
- [32] R. B. Sitepu, A. Eliyana, A. Raza, and ..., "The readiness of educational competency in higher education in connecting the era of industrial revolution 4.0," *SHS Web of ...*, 2020, [Online]. Available: [https://www.shs-conferences.org/articles/shsconf/abs/2020/04/shsconf\\_icsh2020\\_01045/shsconf\\_icsh2020\\_01045.html](https://www.shs-conferences.org/articles/shsconf/abs/2020/04/shsconf_icsh2020_01045/shsconf_icsh2020_01045.html)
- [33] T. F. Nur, A. Widodo, and R. Mutiara, "State university with legal entity and the impact to the rights and obligations of the tax transaction: Case of the university of Indonesia," *KnE Social Sciences*, 2018, [Online]. Available: <https://www.knepublishing.com/index.php/KnE-Social/article/view/2857>
- [34] A. Q. Muslim, A. Muttaqin, A. L. Aziz, and ..., "The twists and turns of state universities with legal entity status (PTN-BH) as a form of decentralization of higher education in Indonesia," ... *Conference on Public ...*, 2021, [Online]. Available: <https://www.atlantis-press.com/proceedings/aicobpa-20/125961293>
- [35] R. D. A. Lisdyantoro, A. B. Wicaksono, and ..., "... ) and Good Governance Policies in the Procurement Process at the Head Office of the State University of Surabaya Towards a State Universities Legal Entity (PTNBH)," *Asia Pacific Journal of ...*, 2022, [Online]. Available: <http://apjbet.com/index.php/apjbet/article/view/99>
- [36] I. Prabawati, Y. Riato, and S. Ladiqi, "... Report: Analysis of the Readiness of the Faculty of Social Sciences and Law (FISH), State University of Surabaya Towards Legal Entity State Universities (PTN-BH)," *Journal of Namibian Studies ...*, 2023, [Online]. Available: <https://namibian-studies.com/index.php/JNS/article/view/1375>
- [37] S. Budhiraja, "Change-efficacy: the glue that connects organizational change with employees' actions," *Development and Learning in Organizations: An ...*, 2021, doi: 10.1108/DLO-02-2020-0033.
- [38] M. K. Imran and S. M. J. Iqbal, "How change leadership affects change adaptability? Investigating the moderated mediation effect of cognitive resistance and change efficacy," *Pakistan Journal of Commerce and Social ...*, 2021, [Online]. Available: <https://www.econstor.eu/handle/10419/233769>
- [39] Z. Zamroni and A. Muthohar, *READINESS TO CHANGE DURING THE COVID-19 PANDEMIC: STUDY OF SELF-EFFICACY AND PERCEIVED ORGANIZATIONAL SUPPORT ON LECTURES ...*. repository.uinsi.ac.id, 2021. [Online]. Available: <https://repository.uinsi.ac.id/handle/123456789/2766>

- [40] Z. N. Haqq, "The Linkage Between Change Communication and Behavioral Resistance to change: Moderating Effect of Trust In Management," ... *Aktiva: Jurnal Ekonomi dan Manajemen*, 2021, [Online]. Available: <http://megaaktiva.umkendari.ac.id/index.php/Jurnal/article/view/209>
- [41] F. Mehboob and N. Othman, "Role of perceived management support and personal valence in promoting behavioral support for change: A social exchange theory perspective," *Jurnal Aplikasi Manajemen* ..., 2020, [Online]. Available: <http://jameb.stimlasharanjaya.ac.id/JAMEB/article/view/114>
- [42] I. Ullah, N. S. Elahi, G. Abid, and M. U. Butt, "The impact of perceived organizational support and proactive personality on affective commitment: Mediating role of prosocial motivation," *Business, Management and* ..., 2020, [Online]. Available: <https://www.ceeol.com/search/article-detail?id=945820>
- [43] R. N. Hafidhah and S. Martono, "The effect of perceived organizational support, job stress, and organizational culture on job performance," *Management Analysis Journal*, 2019, [Online]. Available: <https://journal.unnes.ac.id/sju/index.php/maj/article/view/25979>
- [44] J. R. Keup, A. A. Walker, H. S. Astin, and J. A. Lindholm, *Organizational Culture and Institutional Transformation. ERIC Digest*. ERIC, 2001. [Online]. Available: <https://eric.ed.gov/?id=ED464521>
- [45] L. Harvey and P. T. Knight, *Transforming Higher Education*. ERIC, 1996. [Online]. Available: <https://eric.ed.gov/?id=ED418640>
- [46] M. A. Sanchez, "University e-readiness for the digital transformation: the case of Universidad Nacional del Sur," *Revista Gestão &Tecnologia*, 2020, [Online]. Available: <http://revistagt.emnuvens.com.br/get/article/view/1848>
- [47] A. R. Iskandar, H. Nugroho, S. H. Muhammad, and ..., "Readiness for Measuring the Transformation of Higher Education Status," *Brawijaya* ..., 2020, [Online]. Available: <https://www.atlantis-press.com/proceedings/bicmst-20/125945355>
- [48] L. Sagiv and S. Roccas, "How do values affect behavior? Let me count the ways," *Personality and Social Psychology* ..., 2021, doi: 10.1177/10888683211015975.
- [49] F. Mehboob and N. Othman, "Role of perceived management support and personal valence in promoting behavioral support for change: A social exchange theory perspective," *Jurnal Aplikasi Manajemen* ..., 2020, [Online]. Available: <http://jameb.stimlasharanjaya.ac.id/JAMEB/article/view/114>
- [50] K. Kosak, *Employee's experiences of work: Emotional, cognitive, social, and personality factors*. twu-ir.tdl.org, 2021. [Online]. Available: <https://twu-ir.tdl.org/handle/11274/13025>
- [51] V. V. Degtyareva, V. N. Tarasova, M. A. Fedotova, and ..., "Creation of digital universities through interaction of higher education institutions and analysis of readiness for digitalization: an example of Russia," ... *Turismo Estudos e* ..., 2020, [Online]. Available: <https://geplat.com/rtep/index.php/tourism/article/view/695>
- [52] N. Erlyani and F. Suhariadi, "Literature review: readiness to change at the university," *Open Access Macedonian Journal of Medical* ..., 2021, [Online]. Available: <https://oamjms.eu/index.php/mjms/article/view/6203>
- [53] T. Budur, A. Demir, and F. Cura, "University readiness to online education during Covid-19 pandemic," *International Journal of Social Sciences* ..., 2021, [Online]. Available: <http://eprints.tiu.edu.iq/521/>

- [54] B. Jugembayeva and A. Murzagaliyeva, "Innovation readiness for digital learning within the University 4.0 Model," *Asia Pacific Education Review*, 2023, doi: 10.1007/s12564-023-09909-2.
- [55] W. K. Balzer, *Lean higher education: Increasing the value and performance of university processes*. books.google.com, 2020. [Online]. Available: [https://books.google.com/books?hl=en&lr=&id=BlUDwAAQBAJ&oi=fnd&pg=PP1&dq=readiness+of+change+higher+education+transformation&ots=\\_tHCJ\\_6vYh&sig=rVeeOW04A6mtKUoyg46EWHtDCHg](https://books.google.com/books?hl=en&lr=&id=BlUDwAAQBAJ&oi=fnd&pg=PP1&dq=readiness+of+change+higher+education+transformation&ots=_tHCJ_6vYh&sig=rVeeOW04A6mtKUoyg46EWHtDCHg)
- [56] C. S. Barkah, A. U. Dewi, A. Buchari, and ..., "Indonesian Higher Degree Education in the VUCA Era: Pathway to a Hybrid University?," *Open Society ...*, 2023, [Online]. Available: <http://conference.ut.ac.id/index.php/osc/article/view/1298>
- [57] H. Schütze, J. Bartyn, and A. Tapsell, "Increasing self-efficacy to improve the transition to university: An Australian case study," *Journal of Further and Higher ...*, 2021, doi: 10.1080/0309877X.2020.1826034.
- [58] W. Suhaedi and I. Fadah, "Towards An International Standard University: Strategies For Enhancing Academic Quality, Human Resources, And Governance," *International Social Sciences ...*, 2023, [Online]. Available: <http://proceeding.unmuhjember.ac.id/index.php/iss/ssh/article/view/421>