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EXAMINING THE IMPACT OF COMMUNICATION AND SELF-EFFICACY ON READINESS FOR CHANGE IN HIGHER EDUCATION INTERNATIONALIZATION IN INDONESIA

*Widya Parimita¹, Budi Santoso¹, Agus Wibowo¹, Datu Razali Datu Eranza², Hadziroh Ibrahim³, Febrisi Dwita⁴, Ardy Firman Syah⁵

ABSTRACT

In an effort to increase the competitiveness of higher education towards a world-class university, the Indonesian government encourages state universities towards internationalization, transforming the institution into a state higher education institution of an incorporated legal entity, or "Perguruan Tinggi Berbadan Hukum (PTN-BH)". This study aims to examine the role of agents of change, communication in change, and self-efficacy of readiness for change recipients at universities that will change their legal entity to PTN-BH. This study was quantitative, utilizing a self-administered survey from a sample of 194 employees of PTN-BH. The collected data was analyzed using PLS with SmartPLS version 3.2.9. The results indicated that communication in change and self-efficacy affected readiness to accept change, while the role of agents of change failed to moderate the influence of communication and self-efficacy on readiness for change. The study found that communication and self-efficacy significantly enhanced readiness for change among university employees during PTN-BH transformation, while the expected moderating role of agents of change was not supported. This is initial research and an open opportunity for future scholars to handle effective models in university change management for PTN-BH.

Keywords: Agent of change, communication in change, self-efficacy, readiness of change.

[1]

Faculty of Economic
and Business, State
University of Jakarta,
Indonesia

[2]

Faculty of Business,
Economic and
Accountancy,
University of Malaysia
Sabah, Malaysia

[3]

School of Business
Management,
University of Utara
Malaysia, Malaysia

[4]

Faculty of Economic
and Business,
University of Bina
Insani Jakarta,
Indonesia

[5]

Research Center for
Domestic Government,
National Research and
Innovation Agencies,
Indonesia

Corresponding Author:

*Faculty of Economic and
Business, State University
of Jakarta, Indonesia
widya_parimita@unj.ac.id*



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INTRODUCTION

The era of internationalization in higher education has arrived. Over the past 30 years, the internationalization of higher education has grown from a marginal and minor component to a global, strategic factor and has become mainstream in higher education (Knight & De Wit, 2018). Internationalization of higher education refers to the efforts and strategies adopted by universities to enhance the global dimension in education and collaboration with institutions and individuals globally (Ardakani et al., 2011; Jibeen & Khan, 2015). The goals of the university's internationalization include improving the quality of education, diversifying the student experience, increasing global competitiveness, and contributing to cross-border research and innovation (Jibeen & Khan, 2015; Knight & De Wit, 2018; Teichler, 2022). Higher education becomes transnational in character. Internationalization remains a priority in higher education institutions in some countries (De Wit, 2019; Knight & De Wit, 2018), including Indonesia.

Like other countries, the Indonesian government has realized the importance of internationalizing higher education in supporting national development. This vision is reflected in the Indonesian national medium-term development plan and various strategic plans for higher education. Hence, universities in Indonesia are required to improve their reputation and contribute globally. State universities are directed to change their legal entity status to legal entity state universities (PTN-BH). This began in 2005 and, per Government Regulation No. 58 of 2013, PTN-BH is a state university that has autonomy in financial management, organization, and academic program development. This needs to be provided because before the existence of PTN-BH, state universities in Indonesia were regulated with a centralized system that regulated financial aspects and administration.

Based on data from Statistics Indonesia (BPS), there were 4,004 universities in Indonesia in 2022. A total of 3,107 public and private universities are under the control of the Ministry of Education, Culture, Research, and Technology. The number of government-owned universities is 184, with various legal entity statuses. There will be 21 universities with PTN-BH status in 2023. While some are queuing for the process of legalizing changes in their legal entity status.

The internationalization process is prominent and will have an impact on various changes. Starting from aspects of strategic planning, modification of university structure, implementation of national policies, curriculum reform, and the process of delivering knowledge. To make this happen, it is necessary to develop the skills and competencies of human resources, such as within cross-cultural management, and a new mindset (Phylis Lan Lin, 2019). However, in practice, many critical challenges need to be addressed both from within the institution and outside the institutional environment, such as various issues, including sustainability principles, the political climate, and the different wishes of stakeholders (Žalėnienė & Pereira, 2021).

Change of legal entity of the state university to PTN-BH, as a process of organizational development. A common goal of change in conducting organizational development is adaptation to the environment (Leana & Barry, 2000). Organizational change requires empirical observation over time within organizational entities (Van de Ven & Poole, 1995). Higher education managers must implement new ways of thinking, acting or operating (Schalk et al., 1998). The autonomy of PTN-BH must be able to maximize the potential of existing resources, both tangible and intangible assets and human resources, and can be a source of funding for the development of higher education. This is a significant process of change. Employees, in this case, lecturers and students as recipients of change, must understand the change and make it happen.

Organizational changes often fail, and many failures in organizational change occur because existing human resources are not ready to change old paradigms. Theoretically, any badly managed change has failed (Klein & Sorra, 1996). It is hoped that the change process will receive the support of active employees. The process that makes employees have positive feelings towards change (Furst & Cable, 2008). Employee involvement will increase employee acceptance of the change process (Oreg, 2006). Employees who choose to support change during the



change process will encourage the organization to accelerate the change process (Armenakis & Harris, 2009).

How lecturers and educational personnel as a whole understand this change plan as change beneficiaries must be demonstrated by their willingness to accept change. The degree to which a person in an organization believes that change is required and that they can follow the change defines their level of readiness for the change (Armenakis et al., 1993). In this situation, being open to change is crucial to the process of change. The primary components of the change process, such as comprehending the need for change (Reinholz & Andrews, 2020), communicating change (Allen et al., 2007; Jabri et al., 2008; Kitchen & Daly, 2002), and the role of the change agent, need to be prepared by universities (Palumbo & Manna, 2019; Reinholz & Andrews, 2020).

This study has a human viewpoint on embracing change, as people will always resist change as it disturbs their familiarity. A state university's legal status will convert to PTN-BH in 2023. Internal human resources must be prepared to accept the change in order for the change to be successful. This study is crucial because, in the future, the government of Indonesia may direct and prepare as many as 163 state institutions to become internationally competitive by shifting their legal entity status to PTN-BH. Therefore, the findings of this study will assist the study of change management and serve as a reference for policymakers.

LITERATURE REVIEW

Change Management

Conceptually, the choice to transform Indonesia's state institutions into PTN-BH has been made strategically to enable colleges to adapt to the fast-changing global context. The world is changing remarkably in many different ways; thus, companies need to be able to adapt swiftly to ensure their survival and further growth (Alvesson & Sveningsson, 2008). No business is currently operating in a secure environment. According to complexity theory proponents (Gareis, 2010; Lorenzi & Riley, 2003; Reinholz & Andrews, 2020), all organizations are impacted by change in some way. To survive, organizations, which serve as locations of human activity, must enhance their capabilities and transform themselves continuously (Burnes, 2004).

There are four perspectives on comprehending the dynamics of change (Armenakis et al., 1993). First, be willing to adapt. The views, attitudes, and intentions of organizational members can be used to explain this. Second, a model is presented that illustrates how strategy affects readiness-building processes, as well as the significance of change agents' credibility, interpersonal relationships, and social dynamics. Third, consider staff preparation for the necessary adjustments and urgency. The fourth is an organization's efforts to develop a change-readiness model.

Change management is assumed to enable a change process to function successfully and accomplish its objectives. According to some scholars (e.g., Pardo Del Val & Fuentes, 2003; Simoes & Esposito, 2014), the phrase change management refers to all strategies for assisting teams, individuals, and organizations in undergoing organizational transformation. This comprises strategies that reroute the use of novel resources, industrial processes, or operational modes and materially alter the organization (Burnes, 2004).

Particularly, the incapacity of an organization to effectively communicate change concepts leads to recipients of the change being ill-prepared for the change process (Armenakis & Harris, 2009; Metwally et al., 2019). The attitudes, actions, and experiences of persons participating in the change are included as references to the outcomes of a change (Armenakis & Bedeian, 1999).

The literature frequently argues that the implementation stage, rather than the change initiative itself, is blamed for the failure to meet changing goals (Klein, 1996). Failure is frequently linked, in particular, to the organization's incapacity to deliver effective disbursement throughout the procedure (Lewin, 1997). In his study, Davenport (1995) discovered that 67% of attempts at business process reengineering had average, marginal, or unsuccessful outcomes.



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The transformation of Indonesia's state institutions into PTN-BH (State Universities with Legal Entity status) positively influences the institutions' change readiness and adaptability, as effective change management strategies, including communication, stakeholder engagement, and resource reallocation, significantly enhance the success of organizational transformation processes in response to dynamic global challenges.

Readiness for Change

Employee resistance is one attitude that is crucial to the change process (Stanley et al., 2005), which will hurt the change (Bordia et al., 2004). Employee participation in the change process is desired because it will increase their positive attitudes toward the change as those impacted by it (Furst & Cable, 2008). Employee participation will boost acceptance of the change process among staff members (Oreg, 2006). Employees who opt to support change will inspire the organization to continue with the transformation process (Armenakis & Harris, 2009).

Additionally, internal human resources must be trained for change to be ready for its implementation. The degree to which lecturers and other educational professionals who will be affected by the change are aware of this change plan. According to Armenakis et al. (2007), Simoes and Esposito (2014), and Van der Linde-de Klerk et al. (2019), the degree to which people within an organization believe that a change is required and that they can implement it is known as their level of readiness to change. Three factors—belief, attitude, and intention—show a person's readiness to accept change (Endrejat et al., 2020). Discussing readiness involves preparedness, willingness, commitment, and acceptance (Miake-Lye et al., 2020).

Various techniques are utilized to inspire people during the change process. Transparency leaders engage in affirmative actions that foster trust and boost employee involvement in organizational change, enabling staff to voice their thoughts and have a better grasp of how to manage the change process (Morgan & Zeffane, 2003).

The Force Field Analysis Method from Kurt Lewin is frequently utilized when implementing changes to overcome opposition that arises. This approach balances several variables that may help or hurt while making improvements (Cronshaw & McCulloch, 2008) whenever they are unwilling to change. Organizational culture and an effective culture can be shaped through leadership, which helps employees be more open to change. Leaders who offer direction and encouragement can lessen feelings of uncertainty (Metwally et al., 2019).

Employee resistance, participation, and readiness significantly influence the success of organizational change. It is hypothesized that higher levels of employee participation, readiness (in terms of belief, attitude, and intention), and supportive leadership behaviors will reduce resistance and enhance acceptance of change initiatives. Conversely, a lack of readiness and participation will increase resistance, hindering the transformation process. This relationship is moderated by organizational culture and the effectiveness of change management strategies, namely transparency, trust-building actions by leaders, and structured approaches such as the Force Field Analysis.

Communication in Change

According to Gilsdorf (1998), many failures in change management initiatives can be directly and causally linked to communication breakdowns. The role of communication in fostering transition readiness per Kitchen and Daly (2002), the definition of communication is discussed using various terms, including employee communication (Argenti, 1998), organizational communication (Grunig, 1992), and corporate or business communications (Rawlins, 1993; Oliver, 1997), all of which have the same general meaning or function.

The goal of communication during a change is to spread the word about the change to all organization members who are affected by it. According to Armenakis et al. (1993), change messaging should generally combine two elements: (a) the need for change, and (b) collective efficacy, or the perceived capacity for change on the part of individuals affected by the change attempt.

Communication is crucial to the change process because it prevents message repetition that affects how well



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change messages are remembered (Klein, 1996). Using communication to lessen uncertainty (or ambiguity). Change, per Weisbord (1992), is collective action. This entails shared accountability, unity, and coordinated action to overcome resistance. Making receivers aware of changes aims to increase their willingness and adaptability. It has been demonstrated in several earlier studies that effective communication about changes can increase readiness to accept change and decrease resistance (Allen et al., 2007; Endrejat et al., 2020; Verhulst & Lambrechts, 2015).

1. H1. Readiness for change is influenced by communication

Self-efficacy

Change agents must foster trust among those who will be impacted by the change to reduce the likelihood of counterproductive responses to change initiatives within the business. Boost their self-assurance that they can make these adjustments. Self-efficacy is the term used to describe this viewpoint (Bandura, 1982, 1986). Self-efficacy can be defined as one's belief in one's capacity to resolve differences. Individual opposition. Typically, this personal opposition is implicit. Usually impacted by several variables, including habit, comfort, perception, economic factors, and the fear element brought on by uncertainty (Robbin, 2003).

People will want to exert control over occurrences that have an impact on their lives, according to Bandura (1995). People try to have an impact in areas where they have some degree of power. People will make efforts to change preferred futures and stop unwanted ones from occurring. According to Judge et al. (1998), self-efficacy represents individuals' judgments of their ability to perform in diverse scenarios.

Self-efficacy in change is correlated with the environment of change and assists the process of accepting change (Armenakis & Harris, 2009; Roczniowska et al., 2022). Depending on the functional area and the conditions surrounding the behavior, such as when changes take place in the organization, different levels of specific self-efficacy apply. Because the individuals engaged lack sufficient training and self-efficacy for a certain form of change, many organizational change procedures fail (Bovey & Hede, 2001). According to findings from earlier studies, self-efficacy and transformation are connected (Bayraktar & Jiménez, 2020; Jiao et al., 2021).

Effective communication during the organizational change process will improve self-efficacy, lead to a more thorough understanding of the changes that take place, and enable people to adapt to change. Thus, the set of hypotheses is presented below.

2. H2. Self-efficacy is influenced by readiness for change
3. H3. communication is influenced by Self-efficacy
4. H4. Self-efficacy as a mediator between communication and change readiness

Agent of Change

However, it has long been understood that employees frequently resent change (John & Leonard, 2013). Employee cynicism is one of several probable causes of this resistance, one that has recently drawn more attention (Stanley et al., 2005). It takes the efforts of change agents to engage and persuade socially interacting groups of people to modify their ideas, attitudes, and intentions regarding aspects of non-conformity and efficacy for all parties in accepting change. Change agents must be aware of the distinction between individual and group readiness as well as the factors that affect how messages on readiness are interpreted by the group (Armenakis & Harris, 2009). Numerous earlier studies indicated that agents of change play a crucial role in change management (Benji-Rabinovitz & Berkovich, 2021; Holt et al., 2007; Men et al., 2020; Nikolaou et al., 2007).

Creating an organizational climate (Andrew et al., 2017; Bayraktar et al., 2020); encouraging employee efficacy in change; and being able to manage the issue of resistance (Oreg, 2006; Pardo Del Val & Martinez Fuentes, 2003) will all require the ability of change agents to provide information and communication about the importance of change



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(Endrejat et al., 2020). Planned change is the result of calculated, deliberate efforts made in collaboration with change agents to generate improvements in the system (Roussel, 2006).

For change plans to be successful, agents of change must establish communication (Klein, 1996; Van der Linde-de Klerk et al., 2019) and ensure that change recipients have self-efficacy (Bandura, 1995; Bayraktar & Jiménez, 2020; Jiao et al., 2021; Roczniowska et al., 2022) and are finally prepared to participate in the change process. Hence, the last set of hypotheses is presented as follows.

5. H5. Communication is moderates about readiness for change and preparation for change
6. H6. Agent of change moderates self-efficacy and readiness for change are correlated.

METHODOLOGY

This study employs a quantitative methodology and was conducted in 2023 with the goal of determining whether a state university would change its legal status to PTN-BH at the year-end. The government has received a number of complete documents that meet the requirements. The President of the Republic of Indonesia will soon make a decision regarding ratification. All lecturers and educational staff who were impacted by the modifications were the target respondents for this survey, which was conducted through questionnaires. A Google Forms-based questionnaire was used to gather data. There were 194 answers in all. Table 1 contains demographic information on the respondents.

Table 1. *Respondents' Demographic Information (PTN-BH Research)*

Respondent Data	Information	Sum	Percentage
Gender	Man	93	48%
	Woman	101	52%
Status	Lecturer	112	58%
	Staff	80	41%
	Other	2	1%
Education	Diploma	38	20%
	Bachelor (S1)	38	20%
	Master (S2)	61	31%
	Doctoral (S3)	57	29%
Age	20-30 Years	19	10%
	31-40 Years	57	29%
	41-50 years	58	30%
	51-60 years	36	19%
	>60 Years	24	12%
Period of Service	1-10 Years	65	34%
	11-20 Years	72	37%
	>20 Years	57	29%



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Position	Structural Officer	18	9%
	Lecturer/Ordinary Employee	154	79%
	Functional Specific	22	11%
Total Respondents		194	100%

The study's subjects willingly filled out the questionnaire while maintaining their privacy. Additionally, another University in Indonesian (X) grants ethical clearance.

Measurement

To measure people's attitudes, opinions, and perceptions of social phenomena, the questionnaire involved a Likert scale. A 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), was used to evaluate each component. The questionnaire used to assess the Readiness for Change (RFC) variable was derived from Bouckennooghe et al. (2009), Holt et al. (2007), and Bennis (1993). All instruments have been tested in the form of expert judgment to ensure that statements are pertinent to the study's aims. All instruments are in Indonesian because the respondents are Indonesian speakers.

Data Analysis

In this research, partial least squares-structural equation modeling (PLS-SEM) was used with the help of the SmartPLS software (version 3.2.9) to test the relationship between various variables. To determine the level of significance of the path, we used a bootstrapping function with 1000 resamples. The PLS-SEM approach in this study follows the framework proposed by Hair et al. (2017). There are four major components: (1) the evaluation of the measurement model (outer model); (2) assessing the structural model (inner model); (3) estimating goodness-of-fit (GoF); and (4) conducting hypothesis testing.

RESULTS

Measurement Model Assessment

According to the PLS-SEM steps, the beginning stage is the measurement model. Table 2 displays the results of testing composite reliability, average variance extracted (AVE), convergent validity, and discriminant validity. According to Hair et al. (2017), the construct score (factor loading) is higher than 0.7. All variables in this study had composite dependability scores above 0.8, meaning that all constructs satisfy the dependability requirements. According to Hair et al. (2019), the metric AVE is used to assess convergent validity. The AVE value is at least >0.5, which ensures adequate convergent validity (Fornell & Larcker, 1981). All of the study's variables have AVE values above 0.5, which indicates sufficient convergent validity. By using the Fornell-Larcker Criterion (Fornell & Larcker, 1981), discriminant validity was assessed. The correlation between the items of one construct and the square root of the AVE must be greater. The results in Table 3 support the study's discriminant validity (Hair et al., 2017).

Table 2. Construct Reliability and Validity

Variables	Cronbach's Alpha	rho_A	Composite Reliability	AVE)
AOC	0.925	0.941	0.942	0.734
COM	0.816	0.923	0.897	0.646
RFC	0.905	0.906	0.940	0.840
SE	0.881	0.888	0.919	0.740

Source. Authors own conception, based on Smart PLS software

Notes. AOC=Agent of Change; COM=Communication in Change; RFC=Readiness for Change; SE= Self-Efficacy



Table 3. Discriminant Validity (Fornell-Larcker Criterion)

	AOC	COM	MOD COM→RFC	MOD SE→RFC	RFC	SE
AOC	0.857					
COM	0.489	0.803				
MOD	-0.327	-0.288	1.000			
COM→RFC						
MOD SE→RFC	-0.252	-0.269	0.776	1.000		
RFC	0.470	0.631	-0.231	-0.227	0.916	
SE	0.496	0.490	-0.284	-0.347	0.540	0.860

Source. Authors own conception, based on SmartPLS software

Notes. AOC=Agent of Change; COM=Communication in change; RFC=Readiness for Change; SE= Self Efficacy

Structural Model Assessment

After the measurement model's reliability and validity tests indicated that the established conditions were met, the structural model was evaluated. To evaluate the importance of path coefficients in this work, the bootstrap resampling approach was used with 1000 replications (Hair et al., 2017). Table 4 shows the results of the t-test, which demonstrate the significance of the causal association if the test value is more than or equal to 1.96 and the p-value is less than 0.05.

Table 4. Results of Hypothesis Testing Using Bootstrapping

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics	P Values	Decision
COM → RFC	0.444	0.444	0.075	5.952	0.000	H1. Accepted
SE → RFC	0.265	0.263	0.082	3.231	0.001	H2. Accepted
COM → SE	0.490	0.492	0.082	5.985	0.000	H3. Accepted
COM → SE → RFC	0.130	0.129	0.048	2.709	0.007	H4. Accepted
MOD COM→ RFC → RFC	0.001	-0.007	0.060	0.024	0.981	H5. Rejected
MOD SE →RFC → RFC	0.008	0.014	0.056	0.150	0.881	H6. Rejected

The table presents the results of construct reliability, validity testing, and hypothesis testing in a study analyzing the relationships among agents of change, communication in change, self-efficacy, and readiness for change. The reliability and validity assessment showed that all constructs met the required thresholds, with Cronbach's alpha values above 0.8, composite reliability exceeding 0.89, and AVE values above 0.6, confirming the internal consistency and convergent validity of the measurement model. Discriminant validity was established using the Fornell-Larcker criterion, indicating that each construct was sufficiently distinct from the others. Structural model assessment through bootstrapping revealed that communication significantly influenced readiness for change (H1 accepted), self-efficacy significantly influenced readiness for change (H2 accepted), and communication significantly enhanced self-efficacy (H3 accepted). Moreover, self-efficacy partially mediated the relationship between



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communication and readiness for change (H4 accepted). However, hypotheses proposing that agents of change moderate the effects of communication and self-efficacy on readiness for change (H5 and H6) were rejected, suggesting that the role of change agents may not be as pivotal in this context as theorized.

DISCUSSION

In spite of the fact that the transformation of the colleges to PTN-BH incorporates a number of impacts, it is vital to begin by preparing those who will be influenced by the change to acknowledge it. Tolerating isn't the same as planning for it.

Table 4 illustrates that the three coordinate impact theories that were created deliver significant discoveries, showing that the theory is acknowledged. Preparation for alter is affected by communication in alter. This implies that clear communication around the alteration and all of its consequences between the university's authority and its staff will help workers who will be influenced by the alteration prepare themselves for it. Workers will get prepared for any emergencies that might happen. Uneasiness and numbness can be diminished through viable communication. Representative readiness to grasp alter will be quickened by open and corresponding communication (Theory 1).

Communicating what is anticipated with the university's move to PTN-BH is the essence of communication in alter. Their self-efficacy will thus rise as a result of communication amid these changes (H3). Employees' arrangement will be affected by their level of self-efficacy (H2). This proof recommends that self-efficacy, a sense of competence, might intervene in discussions which almost alter preparation. It can therefore somewhat intercede between communication and change-readiness.

Be that as it may, based on experimental discoveries, it is evident that communication and self-efficacy are not altogether directed by the work of the operator of alter when it comes to availability for alter (H4 and H5). Operator of the alter who will execute the alter arrangement, make communication (Klein, 1996; Van der Linde-de Klerk et al., 2019), and convince alter beneficiaries to have self-efficacy (Bandura, 1995; Bayraktar & Jiménez, 2020; Jiao et al., 2021; Roczniewska et al., 2022). The internationalization of colleges was a vital choice, but it was moreover a choice that required the beneficiaries of the alter to be prepared to acknowledge alter as a vital assignment.

The rejection of hypotheses related to the moderating role of agents of change in this study offers important insights into the dynamics of organizational transformation, particularly in the context of higher education internationalization in Indonesia. Contrary to expectations, agents of change did not significantly strengthen the link between communication, self-efficacy, and readiness for change. This suggests that in large-scale, policy-driven transformations like the PTN-BH initiative, structural forces and formal institutional mechanisms may play a more decisive role than individual change champions. From a theoretical standpoint, this finding invites a re-examination of existing models that place agents of change at the center of readiness frameworks, highlighting instead the primacy of systemic enablers, such as robust communication strategies and direct efforts to build self-efficacy. For policymakers, the results underscore the need to invest in institutional readiness infrastructure, focusing on transparent processes, participatory planning, and capacity-building programs rather than over-relying on individual agents. In practice, organizations should shift their emphasis from merely appointing change agents to fostering a broader culture of trust, openness, and empowerment, ensuring that readiness for change is embedded across the institution rather than dependent on a few key figures.

CONCLUSION

In Indonesia, the transition from a state university to a PTN-BH continues, but the transformation must be able to influence all employees' behavior and not simply be an institutional one. Therefore, thorough planning is required, including the creation of a change management team, selection of change agents, dissemination of change, and



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improvement of change recipients' self-efficacy. The research's flaw is that it only collects preliminary quantitative data regarding what occurred at one university prior to making adjustments. It is therefore possible to research more by observing the existing PTN-BH to create a change management model that may serve other institutions that decide to convert their legal entity status to PTN-BH.

This study is limited by the lack of detailed information regarding the sampling method, target population, and the specific number of universities involved in the research. Additionally, the cross-sectional design and reliance on data from a single university restrict the generalizability of the findings to broader contexts or different institutional settings.

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