Reducing Resistance To Organizational Change By Promoting Change Leadership: A Study Of The MBKM Curriculum Implementation In Higher Educational Institutions

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Abstract.

The purpose of this study is to investigate how change information affects resistance to organizational change in the context of MBKM Curriculum implementation. We also examine the moderating role of change leadership on the effect of change information on resistance to change in the MBKM Curriculum implementation. The population of this research is all lecturers in Indonesia. The number of samples used was 156 obtained by random sampling technique. Data processing was carried out using the SEM-PLS methode by the Warp-PLS 6.0 application. The results show that change information has a negative effect on resistance to changes in the MBKM Curriculum. Change leadership also has a negative moderating role in the relationship between change information and resistance to changes in the MBKM Curriculum. The results of this study enrich the literature on organizational change management in particular by clarifying the antecedents of resistance to organizational change, namely change information. This research shows the importance of higher education institutional leaders to implement change-oriented leadership in overseeing the implementation of changes to the MBKM Curriculum.

Keywords: *Change Information, Resistance to Organizational Change, Change Leadership, and MBKM Curriculum.*

I. INTRODUCTION

The Minister of Education, Culture, Research and Higher Education of Indonesia issued a policy that changed the previous national education curriculum to the MBKM Curriculum. One of the significant policies of the MBKM Curriculum relating to the implementation of education in tertiary institutions is that students have the right to take part in activities/programs outside the study program for a maximum of 3 semesters which can be converted into a maximum of 20 credits per semester. This curriculum change reaped pros and cons from educators, both teachers and lecturers (Hadi, 2020). Even in its implementation in tertiary institutions, this policy change received a lot of resistance from lecturers because it was considered not to match the currently established curriculum.Changes to the MBKM Curriculum are a form of organizational change in educational institutions, especially in tertiary institutions. Organizational members' resistance and lack of cooperation are common causes of organizational transformation failure (Onyeneke & Abe, 2021). Resistance to change itself is another factor contributing to the failure of many organizational change attempts (Erwin & Garman, 2010; Pardo del Val & Fuentes, 2003). The possibility for lecturers' opposition to organizational changes in the application of the MBKM curriculum could prevent this curriculum from producing the best possible results when it comes to implementation. The attitudes and behavior of educators play a significant role in educational institutions to assist organizational development and encourage institutional transformation and innovation (Ghavifekr & Adewale, 2019). To achieve successful implementation of these curriculum changes, it is necessary to have support from lecturers in accepting the MBKM Curriculum.

Educational institutions, especially universities, must try to minimize resistance to change from their teaching staff so that the implementation of the MBKM Curriculum is optimal. Resistance to change is something that must be seriously considered so that organizations can benefit from organizational transformation (Pardo del Val & Fuentes, 2003). Improper handling of resistance to change will have detrimental effects, including delays in organizational transformation, increased costs associated with the change process, and obstructions to organizational development and change (Damawan & Azizah, 2020; El-

taliawi, 2020).Finding the variables that affect resistance to change is essential to reducing its likelihood. Prior to implementing treatment to address these issues, it is necessary to map out the probable causes of resistance to change by studying its antecedents. Damawan dan Azizah (2020) grouped the results of various studies that tested the antecedents of resistance to change into two factors, namely individual factors and organizational factors. Various individual factors have proven to be antecedents of resistance to change including lack of self-confidence, lack of need for achievement, low motivation, fear of failure, low self-efficacy and low affective commitment (Damawan & Azizah, 2020). Organizational factors that influence the emergence of resistance to change include information ambiguity, lack of participation in change, high cynicism for change, inadequate information and communication, poor organizational culture and lack of organizational support (Damawan & Azizah, 2020).

However, there is no consensus among scientists regarding the exact antecedents of resistance to change (Amarantou et al., 2018).Lack of knowledge about changes, including change procedures, change urgency, and post-change rewards, can lead to resistance to organizational change. Individual perceptions of the necessity of change are influenced by their comprehension of the organization's changes (Erwin & Garman, 2010), whereas resistance to change emerges when change information is inadequate or poorly understood (Damawan & Azizah, 2020). People who receive insufficient information on organizational changes find it difficult to accept the changes that are being implemented. There are few empirical studies that demonstrate how knowledge a person receives affects their resistance to change. Lewis (2006) found that there is a negative effect of change information on resistance to change, where the higher the quality of information received about change initiatives, the less resistance to change. A study from Wanberg and Banas (2000) found a positive correlation between information received and openness to change, where more information received regarding change will encourage someone to be open to change, thus decreased resistance to change. On the other hand, (Oreg, 2006) discovered contradictory results, showing that resistance to change is not always diminished by sufficient change information. We attempt to clarify how resistance to organizational change is affected by adequate received change information.We atempt to clarify the inconsistency of these results studies by proposing moderator variables. Leadership is one of the factors that is predicted to be a moderating variable in the influence of information received on resistance to change. Leadership is a key success factor in organizational change, since leaders act as catalysts for effective and sustainable change (Ghavifekr & Adewale, 2019).

The ability to plan, implement and motivate members to deal with organizational change and the consequences that arise (such as uncertainty and ambiguity of circumstances), makes leadership a critical aspect, especially in public organizations such as educational institutions (Higgs et al., 2022). Studies on the role of leadership in influencing attitudes towards change are dominated by examining transformational leadership styles (i.e., Peng et al., 2021; Sánchez et al., 2022; van der Voet, 2016). The study conducted by Rahaman et al. (2020) focused on the impact of ethical leadership in having an impact on attitudes and behavior for change. However, there are still few studies that explore leadership that specifically focus on change in anticipating members reactions of organizational changes. From several existing studies (e.g., Ghavifekr & Adewale, 2019; Hechanova et al., 2018; Holten et al., 2020; Onyeneke & Abe, 2021), no one has specifically reviewed the role of change leadership in overcoming resistance to organizational change. Therefore, we propose change leadership as a factor that moderates the effect of information received by organizational members on resistance to organizational change.The aims of this study were: 1) to examine the influence of the adequacy of information received by lecturers on resistance to organizational change, especially to changes in the MBKM Curriculum, and 2) to examine the role of change leadership as a moderating variable on the influence of adequacy of information received by lecturers on resistance to organizational change, especially in changes to the MBKM Curriculum. This research has several contributions. First, we try to clarify the results of previous studies that examined the effect of information on resistance to change with more specificity on changing information in the context of changing the curriculum to the MBKM Curriculum. Second, we offer the concept of change leadership as a variable that has the potential to moderate the influence of change information on resistance to change.

II. METHODS

Population and Sample

The population of this study consisted of lecturers from Indonesia's public and private universities. The lecturers were selected as the population to study, in order to ascertain the degree of resistance to the implementation of the MBKM Curriculum in higher education institutions. The Structural Equation Model with Partial Least Square (SEM-PLS) technique was used to organize the data analysis. A random sampling technique was used to acquire the data, which included 156 respondents.The respondents' characteristics—gender, age, origin of institusion, work tenure, and education level—were taken into consideration while grouping the data. Out of 156 data points, the majority of respondents (61.6%) were male, 49.3% were between the ages of 20 and 30, and 69.2% were graduates of private universities. The majority of respondents (64.1%) had worked for fewer than five years, and 90.3% had completed a master's degree in their most recent schooling. Table 1 displays the respondents' specific characteristics.

Table 1. Characteristics of Respondent

Characteristics		Number	Percentage
Gender	Male	96	61.6%
	Female	60	38.4%
Age	20-30 years old	77	49.3%
	31-40 years old	56	35.9%
	41-50 years old	16	10.2%
	>50 years old	7	4.4%
Origin of Institution	Public universities	48	30.8%
	Private College	108	69.2%
Work Tenure	<5 years	100	64.1%
	6-10 years	26	16.7%
	11-15 years	21	13.4%
	16-20 years	9	5.8%
Education	Masters	141	90.3%
	Doctoral	15	9.7%

Measurements of Variables

In this study, resistance to change serves as a dependent variable, change leadership serves as a moderating factor, and change information is the independent variable. Instrument designed by Wanberg and Banas (2000) was adopted to measure change information, consisting of four questions. The measurement of change resistance variables was taken from Oreg (2006). The seven-item test from Herold et al. (2008) was used to measure change leadership. Counterproductive work behavior is measured using instruments developed by Kelloway et al. (2002).

Research Model and Data Analysis

The research design is an explanatory to examine the effect of change information on the resistance to change and test the moderating effect of change leadership. Prior to testing the hypothesis, validity and reliability tests were conducted. Using the Partial Least Square (PLS) method in conjunction with the Structural Equation Model (SEM) technique, the developed assumptions will be examined.

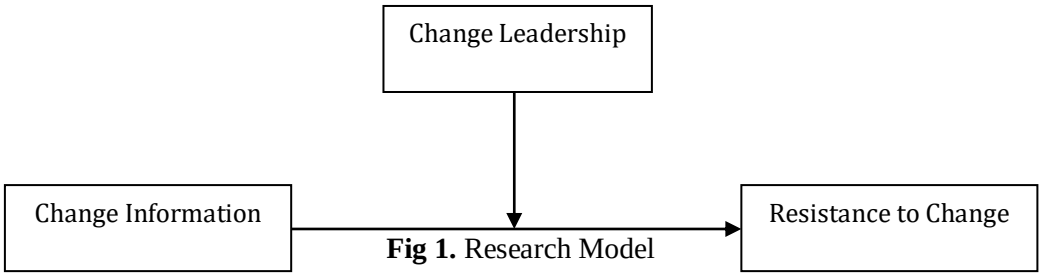

Fig 1. Research Model

H1: Change Information has a negative effect on Resistance to Change, the more Change Information received, the lower the level of Resistance to Change

H2: Change Leadership moderates the influence of Change Information on Resistance to Change, the higher the Change Leadership perceived by subordinates, the less negative influence the received Change Information has on Resistance to Change

III. RESULT AND DISCUSSION

Validity and Reliability Test

Convergent and discriminant validity tests were used to test the validity of the data. Each instrument item with a loading factor value larger than 0.7 and grouped based on the variable indicates convergent validity (Hair et al., 2010). Table 2 displays the loading factor value for each indication.

Tabel 2. *Loading Factor* Value

Indicator	CI	RC	CL	P Value
CI1	0.799			<0.001
CI2	0.704			<0.001
CI3	0.863			<0.001
CI4	0.822			<0.001
RC1		0.974		<0.001
RC2		0.986		<0.001
RC3		0.889		<0.001
RC4		0.854		<0.001
RC5		0.816		<0.001
CL1			0.844	<0.001
CL2			0.842	<0.001
CL3			0.999	<0.001
CL4			0.782	<0.001
CL5			0.650	<0.001
CL6			0.845	<0.001
CL7			0.885	<0.001

Note: IP = Change Information, RP: Resistance to Change, KP: Change Leadership

The Average Variances Extracted (AVE) value, which must be more than 0.5, is another prerequisite for evaluating convergent validity (Hair et al., 2010). The AVE values for the change leadership variable is 0.738, resistance to change is 0.569, and change information variable is 0.661 (Table 3). These results support the declaration of convergent validity for all variables.

Table 3. AVE Value

	IC	RC	CL
AVE	0.661	0.569	0.738

If a variable in the variable group has the largest square roots of AVE value, it is deemed discriminantly valid. Based on the data processing results, all variables are deemed discriminantly valid because the square roots of AVE for each variable are the highest correlation values for each group (Table 4). This indicates that every variable this study looked at has a distinct concepts from the others.

Table 4. Value of square roots of AVE Instrument

	IC	RC	CL
IC	**0.813**		
RC	-0.349	**0.754**	
CL	0.621	-0.174	**0.859**

Note: The value of square roots of AVE is shown in bold numbers

The reliability testing based on the criterias, i.e The Cronbach's Alpha and the composite reliability values should be greater than 0.6 (Hair et al., 2010). According to Table 5, every variable has a composite reliability value and a Cronbach's Alpha value more than 0.6, indicating their reliability.

Table 5. Variable Reliability Value

	IC	RC	CL
Composite reliability	0.886	0.867	0.951
Cronbach's Alpha	0.827	0.806	0.939

Hypothesis Testing

We performed the model fit test prior to testing the hypothesis. If a model has a significant Average Path Coefficient (APC), Average R-Squared (ARS), and Average Adjusted R-Squared (AARS), then it is considered fit when examined using the SEM-PLS approach. Furthermore, the Tenenhause of GoF value, which is higher than 0.36, indicates the model's strength. Table 6 show Tenenhause of GoF value of 0.362 and the APC, ARS, and AARS values were significant (<0.001), indicate that the model was constructed

robustly. The Average Variance Inflation Factor (AVIF) and Average Full Collinearity VIF (AFVIF) values can be used to determine whether there is multicollinearity between the variables. There is no multicollinearity in the model because the AFVIF value is 1.450 and the AVIF value is 1.008. The summary of the results of the model fit analysis is shown in Table 6.

Table 6. Model Fit Test

Indicators	Value	Requirements	Note
APC	0.268***	P sig.	Accepted
ARS	0.177***	P sig.	Accepted
AARS	0.166***	P sig.	Accepted
AVIF	1.008	Accepted if ≤ 5. Idea Value ≤ 3.3	Ideal
AFVIF	1.450	Accepted if ≤ 5. Idea Value ≤ 3.3	Ideal
GoF	0.362	*Small* ≥ 0.1. *Medium* ≥ 0.25. *Strong* ≥ 0.36	Strong Model

***P <.001, n= 156.

The SEM-PLS technique was used to evaluate the hypothesis by examining the path coefficient's (β) significant value. Table 7 displays the results of the hypothesis test.

Table 7. Hyphoteses Testing Result

Hyphoteses		SE	β	P value	f Square	Note
H1	IC → RC	0,074	-0,374	<0,001	0,146	Supported
H2	IC*CL → RC	0,077	-0,161	0,019	0,031	Supported
R^2 = 18%						

Discussion

Hypothesis 1 in this study is that change information has a negative effect on resistance to change. From Table 5, it is known that the value of the path coefficient (β) information on changes in resistance to changes is -0.374, with a significance value of <0.001. These results show that there is a negative effect of change information on resistance to change, so that H1 was supported. The results of this study inline with the research of Lewis (2006) and Wanberg and Banas (2000) which found a negative effect of change information on resistance to change. The negative path coefficient value indicates the relationship between the change information variable and the resistance to change is inverse. The tendency for resistance to change to arise is because a person does not get enough information to convince himself to follow the change (Damawan & Azizah, 2020). In an organizational context, providing individuals with clear, relevant, and useful information about impending change can help reduce uncertainty, increase understanding, and reduce resistance to change (Ford et al., 2008). Communication as a medium for disseminating information plays an important role in organizational change and is a critical factor influencing resistance to change. When the information provided to change recipients is clear and relevant to their needs, resistance to change can be reduced (Oreg et al., 2011). Stated differently, an individual's resistance to change will decrease with an increase in both the quantity and quality of change information they get. Conversely, a person who receives insufficient information about changes is likely to exhibit resistance to change. Regarding the MBKM Curriculum Change, the lecturer's knowledge of the curriculum will sufficiently lessen the likelihood to resistance to the change.

According to Hypothesis 2, the impact of change information received on resistance to change is mitigated by change leadership. The moderating effect of change leadership on resistance to change is influenced by change information (β= -0.161, p value = 0.019). According to Hair et al. (2010), the moderation variable's F square value is 0.031, indicating a moderate influence of moderation in the link between change information and resistance to change. These results indicate that the relationship between the two variables is negatively moderated by change leadership, so H2 is supported. This result is in line with Hechanova et al. (2018) which found that change leadership will indirectly prevent organizational members from being resistant to change. Change leadership has a weakening effect on the negative influence of change information on resistance to change. The negative impact of lack of information about the change plan received by members of the organization will be minimized when the leadership implements change-oriented leadership. Through communication to explain goals and various information on changes, change leadership can complement the lack of information received by members so that they can shape the intentions, attitudes and behavior of subordinates, one of which is by reducing the intention of resistance to

change (Sánchez et al., 2022). Lecturers who do not receive information about plans to change the curriculum to the MBKM Curriculum will not show resistance to these changes if the higher education institutions leadership is able to apply leadership oriented towards changing the curriculum.

IV. CONCLUSION

The results of this study answer the research objectives set by the support for Hypothesis 1 and 2. First, change information has a negative effect on resistance to organizational change. This negative effect indicates that the more and more adequate change information a person receives, the lower the level of resistance to change. In the context of changing the curriculum to become the MBKM Curriculum, lecturers who are adequately informed about these curriculum changes will tend to have low resistance to the implementation of the MBKM Curriculum. Second, change leadership is proven to have a moderating role in the effect of sufficient information received by lecturers on resistance to organizational change. Strong change leadership will weaken the negative impact that arises due to lack of information received by someone so that it will reduce the level of resistance to changes that arise. Especially in changing the MBKM Curriculum, higher education institution leaders who are able to apply change-oriented leadership will prevent the emergence of resistance to curriculum changes among lecturers.

There are several implications of this research. First, the results of this study enrich the literature on organizational change management in particular by clarifying the antecedents that influence the emergence of resistance to organizational change. Much literature explains the importance of organizations avoiding resistance from members of organizational change plans to prevent change failures. This research proves that resistance to change can arise from a lack of information about the change itself. Second, the importance of the role of change-oriented leadership in overseeing the implementation of organizational change. The results of this study prove that change leadership is able to minimize the negative impact that arises when the information about the change plan received by members of the organization is not sufficient. This is especially necessary for leaders in higher education who are in charge of ensuring that the MBKM Curriculum is implemented successfully and meets its objectives.This research has limitations, including the lack of response rates from the lecturers so that the amount of data collected is relatively small, even though it is sufficient for data processing with the selected technique and the respondents come from various cities in Indonesia. Future researchers who will examine the same context are advised to increase the sample size to further strengthen the statistical power of their research results. In addition, future research is also suggested to explore more factors that are likely to have a dominant influence on resistance to change.

V. ACKNOWLEDGMENTS

We express our gratitude to Universitas Dian Nuswantoro's Institute for Research and Community Service (LPPM) for funding this study under the Internal Grant Program for Higher Education Basic Research Schemes, grant number 049/A.38-04/UDN-09/V/2023.

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