



## Readiness for Change Scale in Higher Education: Adaptation and Validity of the Indonesia Version

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### ABSTRACT

**Objective:** The Readiness for Change Questionnaire was created to assess readiness and ability to face new things and change. It is still being determined whether this scale is also relevant in the context of governance changes in higher education, especially in Indonesia. **Method:** This study examines the scale of cross-cultural adaptation and assesses the modified version using higher education as an organizational context. Translation, synthesis, back-translation, engagement with subject experts, and an emphasis on readability were all part of the thorough scale adaptation process by the International Test Commission (ITC) Guidelines for Translating and Adapting Test. The researchers performed an anonymous self-administered survey and gathered 534 responses from two samples of non-academic staff working in different universities. **Results:** Results showed that the scale, consisting of 25 questions divided into four subscales, had acceptable fit indices using CFA and excellent internal consistency. **Novelty:** The findings show that the scale is appropriate for assessing organizational readiness for change and may contribute to research and practical implications for higher education institutions experiencing governance changes.

### INTRODUCTION

As change is constant, adapting helps us deal with changes more skillfully. The capacity to adapt to change is vital, as society and technology are rapidly changing in today's fast-paced world. Readiness for change has been widely studied in both individual and organizational contexts (Amon et al., 2021). Change must start by preparing employees to accept it, as humans are both subjects and objects of change, and resistance is possible (Anardi et al., 2023). The process of modifying employees' cognitions to promote organizational change is called readiness for change. The readiness of individuals in an organization to change is defined as a person's willingness to participate in an activity planned by the organization after experiencing change. Individual readiness for organizational change is about the belief that good change is needed and likely to be successful. Individual readiness for change is critical because it has been shown to play an essential role in any organizational transition and is the primary driver of successful change.

Currently, as the Indonesian government is accelerating improvements by conducting bureaucratic reforms in all ministries, there is a demand for readiness for change in Indonesia higher education institutions (HEIs) to remodel the old pattern so that education continues to develop and dares to enter an uncomfortable zone with unknown competencies (Herlina, 2021; Saputro et al., 2023). Given these dynamics, it has become imperative for these institutions to initiate independent financial and managerial reforms, positioning themselves to revolutionize. The existing educational paradigm (Inandriciya et al., 2021). This transformation encourages ongoing

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