

Demographic Perspectives and Status Quo Behavior toward Change in Universities: A Review of Industrial Psychology and Islamic Studies

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ABSTRACT

Dynamic change has occurred not only in business and governmental organizations but also in higher education. The implications are not merely practical but can also be studied psychologically. This study aimed to examine the impact of status quo behavior on change resistance in private higher education, including observing the role of lecturer demographics, namely gender and lecturing tenure, in the context of status quo and change resistance intensity. Data were collected from 100 lecturers using questionnaires. Hypotheses were tested by employing descriptive statistics, simple linear regression, and Kruskal-Wallis tests. The descriptive test results indicated that lecturers' status quo behavior was relatively moderate with a low level of change resistance. The regression test results proved the positive and significant impact of status quo on the intensity of change resistance. The Kruskal-Wallis test showed no significant difference in status quo behavior and change resistance intensity between male and female lecturers. Meanwhile, in Islamic perspective, positive change is considered the main key to achieving significant progress, improvement, and innovation. Lecturing tenure shows a significant difference in change resistance intensity, even though it is not significantly different in terms of status quo behavior.

INTRODUCTION

Along with the complexity of events and the rapid development of technology, organizations are urged to make changes (Yilmaz & Kilicoglu, 2013), often even being “forced” to change (Pakdel, 2016). In this stressful era, change in public organizations is a priority (Barnard, 2010) because the ability to respond to internal and external changes is important to face competition (Wiersema & Bantel, 1992). The dynamics of the environment demand changes in strategy, structure, process, and organizational culture (Punia & Rani, 2011). The decision to change must take into account the perceptions of organizational members, not just top-down decisions from leaders (Tushman & Romanelli, 1985). Change aims for organizational effectiveness using new methods but is often met with resistance (Dent & Goldberg, 1999; Yilmaz & Kilicoglu, 2013). Leaders and stakeholders need to understand that change can have both positive and negative effects (Barnard, 2010). The above aspects are an important part of the review of Industrial and Organizational Psychology as a sub-discipline of psychology used in an institution or organization, such as a college or university.

Thus, change is needed not only in for-profit organizations but also in non-profit institutions such as universities. Higher education faces the pressure of change due to the mass education system,

industry demands for competent graduates, competition between universities, and increasing research standards (Patria, 2012). Different from other organizations, universities have unique leadership, management, and governance structures, so the approach to change management must be adjusted (Patria, 2012). Faculty autonomy is deeply rooted in the tradition of academic freedom, which allows educators to make decisions regarding curriculum, research, and governance without external interference (Tanner & Fitzpatrick, 2006; Dee et al., 2000). In contrast, corporate employees often operate within a more hierarchical structure, where autonomy is limited by organizational goals and management directives (Langfred & Rockman, 2016; Tanner & Fitzpatrick, 2006). This distinction affects how each group responds to organizational change. Faculty resistance is often rooted in the perception that changes may undermine their autonomy or professional identity, and this resistance, which has been a longstanding issue in educational organizations, arises because changes are seen as challenges to established practices (Córica, 2020). Meanwhile, corporate employees may resist change due to a lack of skills, information, or psychological safety, rather than a threat to autonomy, with their resistance often being more about adapting to new processes than preserving their professional identity (Şendra, 2023). The independence and autonomy of lecturers can increase the potential for resistance to change because lecturers are not fully bound like corporate employees, so their resistance to change can be more complex.

Private and public universities face distinct financial and operational pressures that influence their management strategies. Private universities, largely funded by tuition and private contributions, are particularly vulnerable to fluctuations in enrollment and economic conditions, which require them to adapt quickly to changes in the market (Hunter, 2015). In contrast, public universities often benefit from government funding, providing more financial stability despite ongoing budget constraints (Malhotra et al., 2020). Additionally, the increasing industry orientation of private universities has driven them to adopt commercial practices, such as market-oriented program development, to meet evolving demands (Suci, 2017). Key drivers of change in private universities include new program offerings, capacity building, transformation into research institutions, regulatory demands, quality improvement, financial concerns, and reduced subsidies (Chandler, 2013). Both types of institutions, however, play a critical role in promoting sustainable organizational management (Ferrer-Balas et al., 2008)

Before implementing change in private universities, it is necessary to measure the readiness of organizational members to understand the aspects that are rejected or accepted (Susanto, 2008). Resistance to change usually appears on an individual or massive scale, often caused by organizational culture, territorial reasons, inter-unit friction, resource allocation, tradition, leadership, communication, and individual factors (Chandler, 2013). Therefore, it is important to understand the domestic context in private universities to evaluate the causes of resistance to change (Bache & Taylor, 2003). In this study, the domestic aspect that is the focus of attention is the behavior of lecturers in private universities related to the tendency of the status quo in responding to changes in the governance of private universities.

Examining the status quo is important to understand resistance to change in higher education, which takes place more slowly than in business organizations (Chandler, 2013). A study on 18 lecturers from 7 different universities in Indonesia shows that lecturers in Indonesian universities face significant challenges in adapting to organizational changes, particularly with shifts in roles and responsibilities. The adaptation process is complex because the lecturers need to address various dimensions and indicators to successfully transition themselves into new roles (Gede & Wayan, 2024). Status quo members prefer to maintain strategies that have proven successful (Muo, 2014). If

they feel they cannot influence the future of the organization, resistance to change will increase (Mariotti, 1998). Naturally, people will oppose a change if it is perceived to jeopardize their condition or safety (Pakdel, 2016). This resistance is also closely related to a sense of loss of power, prestige, and control due to change (Muo, 2014). Therefore, learning about resistance to change cannot be separated from how strong the status quo attitude is owned by organizational members in private universities.

Acceptance or rejection of change is significantly influenced by demographic factors such as race, gender, and profession (Kónya et al., 2016). Age and work experience can impact adaptability, communication, and risk acceptance, with older or more experienced individuals often being less adaptable (Wiersema & Bantel, 1992; McCain et al., 1983). In higher education, organizational traits like leadership style and task load affect lecturers' willingness to accept change, whereas supportive leadership fosters adaptability, but high task loads can reduce acceptance due to added stress (Yusuf, 2024; Prastyo & Hidayat, 2022).

Research is varied on demographics' role in change resistance: while some suggest senior staff are more resistant (Wiersema & Bantel, 1992; Hitt & Tyler, 1991), others argue older individuals are more adaptable (Punia & Rani, 2011; Pakdel, 2016). Gender studies also show contradictory findings, with some indicating men resist change more than women (Vakola & Nikolaou, 2005), while others conclude that men find it more difficult to accept change than women (Punia & Rani, 2011). These empirical contradictions highlighted a need for research on demographics' role in status quo behavior in private Indonesian universities, as prior studies mostly only address demographics, status quo, and change resistance separately. This study aimed to bridge the gap and contribute to the theories of organizational change and individual psychology.

Concept of Change

Change is a process that makes something different, especially in organizations, where the activities shift from the initial conditions (Pakdel, 2016). According to Lines (2005), organizational change involves a design that aims to change organizational structures, systems, and processes for the sake of achieving goals. External factors of change include regulation, globalization, demographics, socio-political pressures, and technology. On the other hand, internal factors are work technology, core tasks, human resources, administrative structure, procedures, hierarchy, and reward and disciplinary systems (Yilmaz & Kilicoglu, 2013).

Lewin (1951) states that change occurs in three stages, *unfreezing* → *moving* → *refreezing* which can be described as follows:

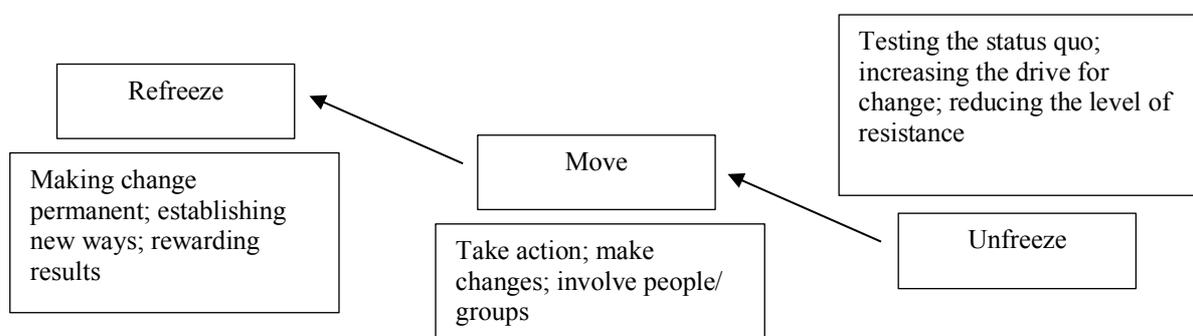


Figure 1. The Level of Change

The unfreezing stage prepares people for change, moving involves adapting to new conditions, and refreezing solidifies new methods (Lewin, 1951). Organizational members need to learn new work approaches, recognize the need for change, and stay motivated for a better future (Avey et al., 2008). Psychological capital — hope, self-efficacy, joy, and optimism — is crucial in fostering openness to change (Saragih, 2015; Luthans et al., 2006). Change encompasses the FLA model: Framework (culture, structure, technology), Level (desired outcome), and Actor (involved parties) (Jansen, 2003). These aspects influence acceptance or rejection, with resistance being a natural defense (Warrilow, 2010). Universities, adapting to external and internal demands, use structured frameworks for strategic planning, shift governance toward managerial structures, and engage stakeholders for sustainable changes (Fonseca et al., 2021; Hwang, 2023; Baker-Shelley et al., 2017). Readiness for change involves cognitive understanding and emotional acceptance, supported by a culture of joy and organizational support (Holt et al., 2007; Punia & Rani, 2011; Armenakis & Harris, 2002; Rafferty et al., 2013). Private universities need organizational readiness—shared vision, mutual respect, and change management ability—while leadership should understand campus culture, support connection with the environment, and positively manage resistance (Susanto, 2008; McBride, 2010).

Status Quo and Change Resistance in Demographic Perspective

The status quo reflects a desire to maintain current conditions due to fears of losing power, prestige, competence, security, and control (Muo, 2014). Status quo bias, the tendency to prefer familiarity over uncertainty, leads decision-makers to emphasize the risks of change over its benefits (Samuelson & Zeckhauser, 1988; Martin, 2017). In higher education, resistance to change can hinder growth and adaptation (McBride, 2010), and many institutions with conservative tendencies (Lane, 2007) find faculty concerned about change, favoring stability. So, it can be hypothesized that:

H1. The average lecturer in private universities has a tendency to have status quo.

Change resistance is behavior that challenges common assumptions discourses, and power (Boohene & Williams, 2012). Factors causing resistance in academia include strong traditional paradigms, weak need for change, autonomy of academics, conservative practices, lack of time and incentives, and fear of losing resources (Lane, 2007). Other barriers include ineffective change management, poor management support, lack of resources, and weak communication. Resistance can result from forced change, lack of clarity, simultaneous change, and concerns about the future (Franklin & Aguenza, 2016). Sudden and radical changes can increase resistance. Lewin (1945) states that unpreparedness for change leads to resistance. Resistance is now considered a psychological aspect (Dent & Goldberg, 1999), causing stress when hearing about change (Vakola & Nikolaou, 2005). In private universities today, many lecturers are less prepared to face changes in the increasingly complex Tridharma. So, it can be hypothesized that:

H2. The average lecturer in private universities has a high tendency to resist change.

Change is a complex process and can threaten the stability of power, roles, status, and control for individuals and organizations (Lane, 2007). Change generates fear of loss in the present and anxiety about the future (Lane, 2007). Pressure to change is often perceived as criticism of current conditions, which can trigger defensive reactions (Guze, 1995). Many organizations resist change because they are comfortable with the status quo, thus maintaining existing practices (Franklin & Aguenza, 2016). In universities, reluctance to change can weaken the institution's ability to face new challenges and hinder growth (McBride, 2010). The strong status quo among private university lecturers is a potential source of resistance to change. So, it can be hypothesized that:

H3. The stronger the status quo behavior, the higher the resistance to change by lecturers in private universities.

Demographics play an important role in the study of the status quo and resistance to change. According to Wiersema & Bantel (1992), demographic characteristics distinguish the level of acceptance of difference and risk, while McCain et al. (1983) showed that demographic differences can hinder change communication. Wiersema & Bantel (1992) state that strategic change is more easily accepted by younger generations with shorter tenure, as long tenure correlates with commitment to the status quo (Wiersema & Bantel, 1992). Punia & Rani (2011) found that men are more accepting of change than women. In the campus environment, the aspects of gender and tenure are important to study in the context of the status quo and resistance to change among lecturers of private universities. So, it can be hypothesized that:

H4a. There is a significant difference in the status quo due to gender differences in lectures.

H4b. There is a significant difference in the status quo due to differences in the length of lecturer services.

H4c. There is a significant difference in refusal to change due to differences in lecturer gender.

H4d. There is a significant difference in the rejection of change due to differences in lecturer years of work experience.

METHODS

Sample and Population

This study involved lecturers from Lancang Kuning University and Riau Islamic University as the population because these two universities can represent the diversity of lecturers in Riau Province. Referring to Roscoe (1975) theory in Sekaran (2006), a sample of 100 lecturers was taken, 50 from each university, selected from a total population of 850 lecturers from both universities. The author used the principle of demographic proportionality by categorizing the lecturers' length of service into two: less than 5 years (40-50%) and more than 5 years (50-60%). There were more senior lecturers to explore differences in perceptions based on experience with change in the university.

Data Analysis Technique

Hypothesis 1 (H1) and hypothesis 2 (H2) were obtained by administering the test using descriptive statistics to analyze the research data and evaluate the generalizability of the results to a single sample. If the alternative hypothesis (Ha) is accepted, the research results can be generalized (Siregar, 2011). The tools used were mean analysis and frequency tabulation. The average score is compared with the scale reference table to determine the tendency of respondents' responses to employee competency and mutation service performance variables, using the scale range formulation (Umar, 2009):

$$RS = \frac{(m - 1)}{m} \cdot \frac{(5 - 1)}{5}$$

$$RS = 0,8$$

Figure 2. Scale Range Formulation

RS = Scale range

n = Number of samples

m = Number of alternative answers for each item

From the interval values, a reference table can be compiled to serve as the basis for the following descriptive conclusions:

Table 1. Scale Range

Scale Range	Research Criteria	
	Status Quo	Refusal to Change
1,00 – 1,79	Very weak	Very weak
1,80 – 2,59	Weak	Weak
2,60 – 3,39	Neutral	Neutral
3,40 – 4,19	Strong	Strong
4,20 – 5,00	Very strong	Very strong

Hypothesis 3 (H3) was obtained by administering the test using simple regression analysis to determine the effect of the status quo on resistance to change. The hypothesis is accepted if the p-value < 0.05 or if the t-statistic $>$ the critical t-value (Sujarweni, 2014). Hypotheses 4 (H4a, H4b, H4c, H4d) were obtained by administering the Kruskal-Wallis test to determine significant differences in the status quo and resistance to change related to gender and tenure of lecturers. The hypothesis is accepted if the chi-square (χ^2) statistic $>$ the critical chi-square (χ^2) value and the asymptotic significance < 0.05 (Sujarweni, 2014).

Measurement Instruments

This study involves three types of variables. The independent variable, status quo, reflects the desire to maintain the current state due to feelings of threat associated with change, such as loss of power or security (Muo, 2014). Individuals with status quo tendencies exhibit a preference for stability and adherence to familiar strategies (Pakdel, 2016; Muo, 2014). Measurement was conducted using a Likert scale through a self-administered questionnaire. The instrument was validated, with validity scores ranging from 0.35 to 0.73, indicating moderate to good validity. Reliability was assessed using Cronbach's alpha, yielding a score of 0.87, which demonstrated a high level of internal consistency.

The dependent variable, rejection of change, is a behavior that opposes or disrupts assumptions, generally accepted discourse, and power structures (Boohene & Williams, 2012). Individuals who tend to resist change exhibit attitudes that oppose change, disrupt or deny its benefits, focus on risks, anticipate disorder or chaos, perceive change as complex, and feel pressured or stressed by change (Boohene & Williams, 2012; Pakdel, 2016; Vakola & Nikolaou, 2005). This indicator was measured using a Likert scale through a self-administered questionnaire.

The control variable, demographics, encompasses population studies related to race, gender, and profession. In this study, the focus is on gender and tenure (Kónya et al., 2016). Demographic data were collected using categorical scales through a self-administered questionnaire, specifically focusing on gender and years of experience.

RESULTS AND DISCUSSION

Gender and Years of Teaching

The two demographic aspects of lecturers examined in this study were gender and years of teaching experience. The results of descriptive analysis using frequency distribution are presented in the following table:

Table 2. Descriptive Statistics of Status Quo Behavior Variables of Private Univesity Lecturers

Category	Total	%
Gender		
Male	53	53
Female	47	47
Total	100	100
Length of Teaching (years)		
0.5	3	3
1	1	1
2	6	6
2.5	7	7
3	10	10
3.5	1	1
4	8	8
5	9	9
6	3	3
7	3	3
8	3	3
9	1	1
11	1	1
12	5	5
13	2	2
14	1	1
15	4	4
20	7	7
23	1	1
25	1	1
26	10	10
28	6	6
31	1	1
33	2	2
39	4	4
Total	100	100

Source: Processed Data, 2017

This study involved a relatively balanced population of male and female private university lecturers. This condition adequately reflects the gender composition of lecturers at Riau Islamic University and Lancang Kuning University. Therefore, gender is not a significant factor in this study, as the management of both universities does not impose gender restrictions on lecturer positions. Concretely, the management has never included gender as a prerequisite for lecturer vacancies or various academic and non-academic university activities.

Lecturers at both campuses exhibited a wide range of teaching experience, varying from less than a year to 39 years. For this study, lecturers with less than 5 years of experience were categorized into junior lecturers, while those with 5 or more years were considered senior lecturers. This categorization resulted in a sample comprising 45% junior lecturers and 55% senior lecturers.

Status Quo

Status quo behavior fundamentally reflects a lecturer's inclination to maintain the existing state, characterized by thoughts and actions for preserving the current conditions. In this study, status quo behavior was measured using five indicators:

Table 3. Descriptive Statistics of Status Quo Behavior Variables of Private Universities Lecturers

Indicator	Standard Deviation	Average	Status Quo Criteria
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Changes can threaten the comfort of the current lecturer conditions	1,09963	2,7700	Neutral
Current conditions are more appropriate to maintain than change	1,11537	2,7800	Neutral
Maintaining stability is more important than following changes	1,11844	3,0400	Neutral
The previous strategy is appropriate to achieve organizational goals	1,08148	3,1100	Neutral
Lecturers' current work behavior is appropriate to achieve organizational goals	1,01524	3,1400	Neutral
Average level of status quo	0,83032	2,9160	Neutral

Source: Processed Data

The results indicated that the average status quo behavior of lecturers fell within the neutral or moderate category, with an aggregate mean score of 2.9160 (on a 5-point scale), suggesting a relatively moderate level of status quo behavior. This finding does not support the first hypothesis, as the majority of lecturers do not perceive academic or non-academic changes as threats. In fact, many lecturers actively seek positive changes in teaching, research, and service.

This finding contradicts Pakdel's (2016) concept, which describes status quo behavior as a response to the threat of losing power and security due to change (Muo, 2014). However, the management at Riau Islamic University and Lancang Kuning University has effectively prepared lecturers for change through support in the form of training and competency improvement, thereby fostering a positive psychological outlook among lecturers. This supports Saragih's (2015) view on the importance of psychological capital in broadening insight and engagement with change and aligns with the crucial role of management in facilitating change (Holt et al., 2007; Armenakis & Harris, 2002).

However, the majority of lecturers still value stability, and therefore, change should be implemented gradually with adequate preparation to avoid culture shock, technological disruptions, and structural upheaval (Jansen, 2003). According to the lecturers' perspectives, old strategies and behaviors should not be immediately dismissed with the introduction of change. Instead, a period of adaptation is necessary. In this context, a tolerance for mistakes should be encouraged while implementing systematic improvements. This aligns with Lewin's (1951) theory, which posits that individuals need to be unfrozen from their current state by gradually releasing the old paradigm before introducing the new one, thereby minimizing potential conflicts during the refreezing stage.

Refusal to Change

The existence of refusal to change illustrates how high lecturers at private universities do not accept changes in various aspects, both academic and non-academic on campus. In this study, the measurement of rejection to change was measured through 6 indicators as follows:

Table 4. Descriptive Statistics of Change Refusal Variables

Indicator	Standard Deviation	Average	Refusal of Change Criteria
Lecturers must be brave enough to resist the current changes because they are very burdensome	0,97084	2,6300	Neutral
There are no positive benefits for lecturers from the current changes	0,88415	2,3100	Low
Changes will only bring negative risks for lecturers	0,89098	2,2100	Low
Change can cause administrative and academic chaos	1,05883	2,4900	Low

Changes cannot be made at this time because they are complex and difficult to implement	0,98586	2,7600	Neutral
Many lecturers feel physical and mental stress due to the current changes in univeristy	0,84537	2,2500	Low
Average Refusal to Change	0,72534	2,4421	Low

Source: Processed Data, 2017

Research showed that faculty members, on average, exhibit a low level of resistance to change, consistent with a moderate status quo behavior. The majority of faculty understand that change is inevitable for improvement, and although there may be potential disruptions, change is not seen as a threat. This belief helps prevent the physical and mental stress that can arise from change. These findings suggested that the second hypothesis was less supported.

The low resistance to change is influenced by the role of private university leaders who understand the campus culture, connect members with the ever-changing environment, and manage resistance positively (McBride, 2010). If this is achieved, not only will faculty accept change, but they will also welcome it enthusiastically (Punia & Rani, 2011). It is also crucial to involve faculty members as active participants in the change process (Jansen, 2003) without coercion (Franklin & Aguenza, 2016) or implementing sudden and radical changes (Gibson & Hodgetts, 2013). However, comprehensive and rapid change is less appropriate as it may trigger resistance, especially in institutions with strong traditions (Lane, 2007; Lewin & Grabbe, 1945). Such resistance is natural, serving as a self-defense mechanism (Warrilow, 2010). Therefore, all members of the organization should be given hope, optimism, confidence, and a sense of relaxation to ensure that change can be effectively embraced (Rafferty et al., 2013; Avey et al., 2008; Luthans et al., 2006).

The Influence of Status Quo Behavior on Resistance to Change

The measurement of the influence of status quo behavior on resistance to change exhibited by private university faculty in this study was analyzed using simple linear regression analysis, with the results as follows:

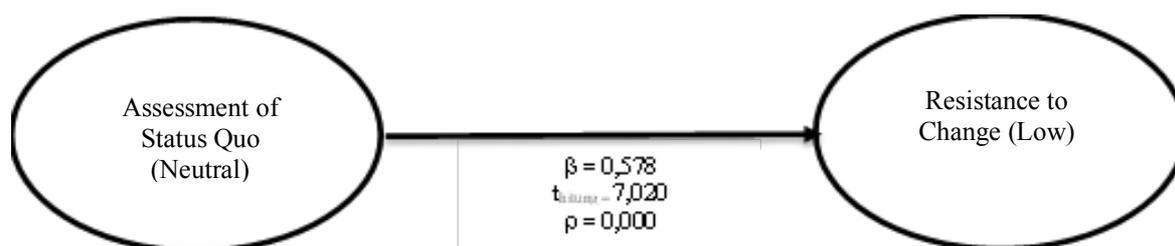


Figure 3. The Influence of Status Quo on Resistance to Change

The coefficient value (β) of 0.578 indicated that each increase in status quo behavior will raise resistance to change, with a p-value of $0.000 < 0.05$, signifying a positive and significant influence. This means that strong status quo behavior increases resistance, while weaker status quo behavior reduces resistance to change. To further clarify these findings, the regression coefficients are summarized in the table below:

Table 5. Regression Coefficients for Status Quo Behavior and Resistance to Change

Variable	Coefficient (β)	p-value	Interpretation
Status Quo Behavior	0.578	0.000	A positive and significant effect on resistance to change

Source: Processed Data

The coefficient (β) value of 0.578 indicated that for every unit increase in status quo behavior, resistance to change increases by 0.578 units. It showed a moderately strong positive relationship between status quo behavior and resistance to change. The p-value of 0.000, which is less than the significance level of 0.05, confirms that the relationship is statistically significant. Therefore, status quo behavior plays a crucial role in determining an individual's resistance to change.

These findings supported the third hypothesis and aligned with the results of Franklin & Aguenza (2016) which show that resistance to change often occurs because organizational members feel comfortable with the current conditions. At Universitas Islam Riau and Universitas Lancang Kuning, management successfully reduced the status quo, leading to the acceptance of change, consistent with the view of Martin (2017) on the importance of strategic interventions to address negative cognitive biases toward change. These findings also address the concern of McBride (2010) that campuses clinging to old traditions would struggle to face new challenges. The implication is that faculty members and the academic community need to be more open to change, in line with the perspective of Armenakis & Harris (2002) that change should be seen as an appropriate response, supported by the organization, confidence, and an understanding of the benefits change can bring to their work.

Differences in Status Quo and Resistance to Change Based on Gender and Teaching Experience of Private University Lecturer

Two demographic aspects—gender and teaching experience—were used to measure their ability to differentiate the intensity of status quo behavior and faculty resistance to change. The results of testing using the Kruskal-Wallis method are shown in the table below:

Table 6. Tendencies of Status Quo Behavior and Resistance to Change among Lecturer Based on Gender and Teaching Experience

Category	df	χ^2 table	χ^2 count	Asymp. sig	Hypothesis Testing Conclusion	Hypothesis
JK*SQ	1	3,84	0,001	0,975	There is no significant difference in status quo behavior between male and female lecturers	Rejected
JK*PP	1	3,84	0,001	0,975	There is no significant difference in resistance to change between male and female lecturers	Rejected
LM*SQ	22	33,92	32,066	0,076	There is no significant difference in status quo behavior between junior and senior lecturers	Rejected
LM*PP	22	33,92	44,170	0,003	There is a significant difference in status quo behavior between junior and senior lecturers	Accepted

Source: Processed Data, 2017

This study showed that gender does not significantly affect status quo behavior or resistance to change; both male and female faculty members exhibited moderate status quo behavior and low resistance, leading to the rejection of hypotheses 4(a) and (b). These results align with Pakdel (2016) but contrast with findings from Vakola & Nikolaou (2005) and Punia & Rani (2011). This may be due to the balanced gender composition at Universitas Islam Riau and Universitas Lancang Kuning, where sensitive gender issues did not arise. Additionally, when institutions focus on areas like work-family balance and diversity, they can create an environment where gender biases are minimized, leading to more equitable behavior and reduced resistance to change (Gorbacheva & Ramos, 2023).

For teaching experience, no significant difference was found in status quo behavior between junior and senior faculty, contrary to Wiersema & Bantel (1992), but senior faculty showed slightly more openness to change than expected. However, senior faculty demonstrated higher resistance to change than junior faculty, supporting hypothesis 4(d) and aligning with Wiersema & Bantel (1992) and McCain et al., (1983) on demographic impacts on change. This finding contrasts with Punia & Rani (2011), who suggested that experience aids in accepting change.

Resistance to Change, Status Quo Behavior, and Demographics in Private University from an Islamic Perspective

In Islam, change (al-taghyir) is often interpreted as “renewal” (al-tajdid). The concept of taghyir is deeply rooted in Islamic and Qur’anic values, emphasizing serious effort and commitment, rather than mere intention or desire (Wibowo, 2023). As Allah says in the Qur’an:

*“Indeed, Allah will not change the condition of a people until they change what is in themselves”
(QS. Ar-Ra’d: 11).*

Thus, from an Islamic viewpoint, positive change is considered key to achieving progress and improvement (Wibowo, 2023). Change in private universities not only supports advancement but is also aligned with Islamic principles that encourage innovation. On the other hand, status quo behavior among lecturers can maintain organizational stability and create balance (tawazun), which is consistent with Islamic values on patience and gradual change (tadarruj). This principle is demonstrated by the Prophet Muhammad SAW in spreading Islam. Islamic laws were not revealed all at once but gradually over approximately 23 years, establishing a comprehensive system of rules in Mecca and Medina (Ishak et al., 2021). Therefore, the gradual change among faculty in private universities reflects Islamic principles, emphasizing the importance of patience in each step of the change process to ensure organizational stability.

Islam also teaches respect for demographic differences, such as gender, age, and experience. In this study, demographic factors like gender and teaching experience can be linked to the concepts of ukhuwah (brotherhood) and amanah (responsibility). The experience of senior lecturers should be valued, while the perspectives of junior lecturers can be seen as bringing the spirit of change. In this regard, Allah says:

“Indeed, the most noble of you in the sight of Allah is the most righteous of you” (QS. Al-Hujurat: 13).

Ibn Kathir interprets this verse by explaining that “in terms of nobility, all of humanity is viewed equally in their descent from Adam and Hawwa’. However, they are distinguished based on their religiosity, obedience to Allah, and adherence to His Messenger” (Katsir, 2005). Therefore, demographic differences should not serve as barriers to collaboration in facing changes at private universities but rather as complementary strengths. Each group, whether senior or junior members, contributes unique insights and capabilities that can support positive change within the institution.

CONCLUSION

Universities face pressure to change due to the mass education system, the demand for competent graduates, competition between universities, and increasing demands for research quality. The decision to embrace change depends on how members perceive opportunities and obstacles, particularly when they exhibit status quo behavior, which can influence the level of resistance to

change. In this study, the effectiveness of campus leadership contributed to a moderate status quo among lecturers, resulting in low resistance to change. As a result, management support, training, facilities, and incentives are necessary to help them adapt. Lecturers need to be reassured that change will not threaten their well-being, provided that it is not implemented suddenly.

The study also showed that although teaching experience can affect resistance to change, demographic differences such as gender and teaching experience do not significantly influence status quo behavior or resistance to change. Whether male or female, junior or senior, lecturers are generally open to change, however, senior lecturers need to be reassured that their roles are still valued, and their experience can contribute to the success of the changes. Universities should view change as a paradigm shift rather than replacing long-standing actors. Thus, the findings of this study offer valuable insights for research in the field of Industrial and Organizational Psychology, addressing the challenges of campus governance and organizational management, which still require various solutions for effective administration.

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