

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

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Submission date: 31-Oct-2024 11:11AM (UTC+0700)

Submission ID: 2503527045

File name: Rev_Fikri_Revisi_2_Tahap_Editorial.docx (842.28K)

Word count: 6430

Character count: 37922

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Article Info

Article history:

Received mm-dd-yyyy

Revised mm-dd-yyyy

Accepted mm-dd-yyyy

Keywords:

Demographic, Status Quo,
Change Resistance

ABSTRACT

Dynamically changing has not only occurred in business and governmental organization, but also in higher education. The implication is not merely practical, but also can be studied psychologically. This study aims to examine the impact of status quo behavior towards change resistance in private higher education, including to observe lecturer's demographic role namely gender and lecturing tenor in the context of status quo and change resistance intensity. Data were collected from 100 lecturers by using questionnaires. Hypotheses tested by employing descriptive statistic, simple linear regression and Kruskal Wallis. The descriptive test result indicates that lecturer's status quo behavior is relatively moderate with low level of change resistance. The regression test result proves the positive and significant impact of status quo towards the intensity of change resistance. Kruskal Wallis test shows no significant difference towards status quo behavior and change resistance intensity among male and female lecturers. Meanwhile, in Islamic perspective, positive change is considered the main key to achieving significant progress, improvement and innovation, but lecturing tenor gives a significant difference towards change resistance intensity, even though it is not differently significant toward status quo behavior.

INTRODUCTION

Along with the complexity of events and the rapid development of technology, organizations are urged to make changes (Yilmaz & Kilicoglu, 2013:14), even often in some situations, organizations must be "forced" to change (Pakdel, 2016:440). 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, 1992:91). The dynamics of the environment demand changes in strategy, structure, process, and organizational culture (Punia & Rani, 2011:46). 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, 1999:29; Yilmaz & Kilicoglu, 2013:14). Leaders and stakeholders need to understand that change **33** 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, 2012:177). Different from other organizations, universities have unique leadership, management, and governance structures, so the approach to change management must be adjusted (Patria, 2012:177). The independence and autonomy of lecturers can increase the potential for

1

Published by : Program Studi Psikologi Islam Fakultas Psikologi Universitas Islam Negeri Raden Fatah Palembang
E-ISSN: 2549-6468, P-ISSN: 2502-728X



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resistance to change, because lecturers are not fully bound like corporate employees, so their resistance to change can be more complex.

Private universities need to keep up with changes because they are now more industry-oriented, so they need to pay attention to commercial aspects (Suci, 2017:217). Some of the drivers of change in private universities include market orientation, changes in institution type, new program offerings, capacity building, transformation into research institutions, regulatory demands, quality improvement, financial concerns, and the cutting of subsidies (Chandler, 2013:244). As a key stakeholder for a sustainable future, universities also set an example in sustainable organizational management. (Ferrer-Balas et al., 2008:295).

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, 2013:243). Therefore, it is important to understand the domestic context in private universities to evaluate the causes of resistance to change (Bache & Taylor, 2003:298). In this study, the domestic aspect that is the focus of attention is on 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, 2013:244). The senior members are often conservative and resistant to change (Lane, 2007:86), as they feel threatened by novelty and prefer stability (Pakdel, 2016:442). Status quo members prefer to maintain strategies that have proven successful (Muo, 2014:96-97). 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, 2016:442). This resistance is also closely related to a sense of loss of power, prestige and control due to change (Muo, 2014:97). 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 strongly influenced by aspects of individual demographics. Demographics include race, gender and profession (Kónya et al., 2016:122), which relate to an individual's experience in accepting change. For example, age often makes a person less adaptive to new technologies (Wiersema & Bantel, 1992:96). Demographic traits can affect risk acceptance and variation in information and creativity (Wiersema & Bantel, 1992:93), while age and years of work experience can be barriers to communication across demographics (McCain et al., 1983). Demographic similarity tends to maintain the status quo, while heterogeneity increases the potential for change acceptance (Wiersema & Bantel, 1992:96).

Although there is disagreement among researchers regarding the role of demographics in status quo behavior and change resistance, some studies suggest that more senior personnel tend to resist change at a higher rate than more junior ones (Wiersema & Bantel, 1992:97; Hitt & Tyler, 1991). However, Punia & Rani (2011:54) state that older individuals tend to be more adaptable, showing high acceptance of change. Pakdel (2016:439) adds that age has no significant effect on change resistance. In the aspect of gender, Vakola & Nikolaou (2005:166) concluded that men are more difficult to accept change than women, while Punia & Rani (2011:54) found that men are more accepting of change than women. It is natural then that Pakdel (2016:439) did not find a significant influence between gender and resistance to change.

The existence of this empirical contradiction is a greater attraction for the author to examine the role of demographics in addressing status quo behavior in response to change in private universities. As far as the author's literature observation goes, until now there has not been found an empirical model that integrates the relationship between status quo and rejection of change in the perspective of demographic differences in private universities, especially in Indonesia. Most of the relevant previous studies were only partially conducted related to demographic aspects, status quo, and resistance to change. Therefore, this research is expected to fill the theoretical void to enrich the concept of organizational change management as well as individual psychological concepts in organizations related to status quo and resistance to change.

THEORETICAL FRAMEWORK

Concept of Change

Change is a process that makes something different, especially in organizations, where the activities shift from the initial conditions (Pakdel, 2016:441). 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, while internal factors are work technology, core tasks, human resources, administrative structure, procedures, hierarchy, and reward and discipline systems (Yilmaz & Kilicoglu, 2013:15).

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

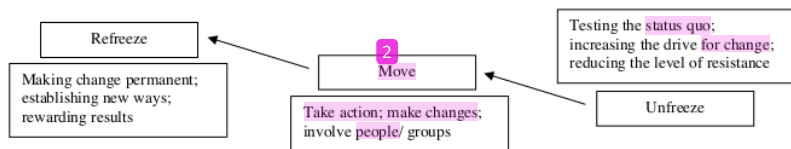


Figure 1. The level of change

The unfreezing stage prepares people to accept change, moving involves them in adapting to new conditions, and refreezing ensures that new methods can survive (Lewin, 1951). During change implementation, organizational members need to learn new ways of working, believe that change is necessary, be more motivated to improve efficiency, and believe in a better future (Avey et al., 2008). Psychological capital plays an important role in this process by broadening horizons, encouraging openness, and involvement in decision-making (Saragih, 2015:38). People require psychological capital such as hope, self-efficacy, joy, and optimism to deal with change (Luthans et al., 2006).

Change involves three aspects referred to as FLA (Lewin's Framework) (the framework of change includes culture, structure, technology), Level (the desired outcome of change) and Actor (includes how many parties are involved in the change process) (Jansen, 2003). The intensity of involvement of these three aspects has the potential to determine the direction of acceptance, or conversely, individual rejection of change. Rejection of change is a natural reaction as a defense mechanism (Warrilow, 2010).

12 Resistance to change is common, though not expected. Readiness to accept change means that individuals are cognitively and emotionally ready to adopt changes in the status quo (Holt et al., 2007:235). A culture of acceptance indicates that members not only accept, but welcome change with joy (Punia & Rani, 2011:47). Cognitive acceptance is based on understanding the need for change and organizational support (Armenakis & Harris, 2002), while affective acceptance involves hope, optimism, confidence, and relaxation (Rafferty et al., 2013). People who are ready to accept change feel able to implement it, are confident in leadership support, and believe that change will bring benefits to the organization (Holt et al., 2007:232)

Private universities that want to be successful in implementing change need to meet the conditions of organizational readiness, namely: perception of change; vision for change; mutual trust and respect; change initiative; management support; acceptance; and organizational ability to manage change (Susanto, 2008). In addition, leadership in higher education must also understand campus culture, help members connect with the changing environment, and manage resistance to change with positive motivation (McBride, 2010).

Status Quo and Change Resistance in Demographic Perspective

Status quo is the desire to persist in current conditions because of the threat of losing power, prestige, competence, security, and control due to change (Muo, 2014:97). People often experience status quo bias, which is the tendency to seek certainty in familiar situations, despite the loss or uncertainty of trying something new Samuelson & Zeckhauser (1988). According to Lewin (1951), people tend to seek a balance between encouraging and resisting change. This bias makes decision makers consider the disadvantages more than the benefits of change (Martin, 2017:125). In higher education institutions, resistance to change can weaken the ability to face new challenges and hinder growth (McBride, 2010). Many higher education institutions have a conservative character (Lane, 2007:86), and currently many lecturers feel worried about change, preferring the previous conditions. 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 and discourses, and is related to power (Boohene & Williams, 2012:136). 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, 2007:87). Other barriers include ineffective change management, poor management support, lack of resources, and weak communication. Resistance can result from forced change, lack of clarity, and simultaneous change, as well as concerns about the future (Franklin & Aguenza, 2016:23). 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, 1999:39), causing stress when hearing about change (Vakola & Nikolaou, 2005:160). 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 difficult process and can threaten the stability of power, roles, status and control for individuals and organizations (Lane, 2007:90). Change generates fear of loss in the present and anxiety about the future (Lane, 2007:85). 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, 2016:23-24). 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 status quo and resistance to change. According to (Wiersema & Bantel, 1992:93), 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 (1992:112) 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, 1992:98). Punia & Rani (2011:54) 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 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

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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 each from each university. The author used the principle of demographic proportionality by categorizing the length of service of lecturers 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 on the university.

Data Analysis Technique

Hypothesis 1 (H1) and hypothesis 2 (H2) testing was carried out with descriptive statistics to analyze research data and evaluate the generalizability of the results to one sample. If the hypothesis (Ha) is accepted, the research results can be generalized (Siregar, 2011). The tools used are mean analysis and frequency tabulation. The average score is compared with the scale reference table which shows the tendency of respondents' responses to employee competency variables and mutation service performance, using the scale range formulation (Umar, 2009):

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

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

$$RS = 0,8$$

10

RS = Scale range

n = Number of samples

m = Number of alternative answers for each item

From the interval value, a reference table can be compiled which can be used as the basis for the following descriptive conclusions:

Table 2. Scale range

Scale range	Research Criteria	
	Status Quo	Refusal of 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

31

Hypothesis 3 (H3) testing is done with 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 t -count $> t$ -table (Sujarweni, 2014:148). Hypotheses 4 (H4a, H4b, H4c, H4d) were tested using Kruskal Wallis to see significant differences in status quo and resistance to change related to gender differences and tenure of lecturers. The hypothesis was accepted if chi-square (χ^2) count $>$ chi-square (χ^2) table, and $asym.sig < 0.05$ (Sujarweni, 2014:95).

Instrumen Pengukuran

Measurement Instruments

This study involves three types of variables. The independent variable is status quo, which reflects the desire to remain in the current state due to feeling threatened by change, such as loss of power or security (Mujo, 2014:97). People with status quo tendencies show a desire for stability and adhering to familiar strategies (Pakdel, 2016:442; Mujo, 2014:96-97). Measurement was accomplished with a Likert scale through a self-administered questionnaire.

The dependent variable, namely rejection of change, is behavior that opposes or disrupts assumptions, generally accepted discourse and those related to power (Boohene & Williams, 2012:136). People who have a tendency to resist change are indicated by their attitudes that oppose change; disrupt or deny the benefits of change; worry more about the negative risks of change; believe there will be disorder or chaos; assume change is a very complex condition, and; feel pressure / stress with the arrival of change (Boohene & Williams, 2012:136; Pakdel, 2016:439; Vakola & Nikolaou, 2005:160). This indicator is measured using a Likert scale where it is collected using a self-administered questionnaire.

The distinguishing variable is demographics, which includes population studies related to race, gender, and profession, with a focus on gender and tenure in this study (Kónya et al. 2016:122). Demographic measurements in this study use gender and years of work indicators which are collected and analyzed based on the respondent's biography. Measurement utilized a categorical scale through a self-administered questionnaire.

RESULTS AND DISCUSSION

Gender and Years of Teaching

The two demographic aspects of lecturers that are the object of study in this study are gender and years of teaching. The results of descriptive analysis using frequency distribution show the results as shown in the following table:

Table 3. Descriptive Statistics of Status Quo Behavior Variables of Private University 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 used a relatively balanced population of private university lecturers between male and female. This condition is enough to provide a real picture of the gender composition of lecturers at Riau Islamic University and Lancang Kuning University. Therefore, in this case, the gender issue is not a significant problem, because the management in both universities does not set gender restrictions to be able to serve as a lecturer. To be concrete, management has never included gender prerequisites in informing about lecturer vacancies, as well as various academic and non-academic activities in the university environment.

The length of the teaching career for lecturers on each campus is relatively varied, ranging from less than a year to 39 years. This study itself sets subjective boundaries in distinguishing the seniority level of the lecturers, where lecturers who teach under 5 years are considered junior lecturers, and above 5 years are assumed to be senior lecturers. Looking at the composition, there were 45% junior lecturers and 55% senior lecturers as data sources.

Status Quo

Status quo behavior basically reflects a lecturer's thoughts and actions to choose to survive with the previous or current conditions. In this study, the measurement of status quo behavior is measured through 5 indicators as follows:

Table 4. Descriptive Statistics of Status Quo Behavior Variables of Private Universities Lecturers

Indicator	Standard Deviation	Average	Status Quo Criteria
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 showed that the average status quo behavior of lecturers was in the neutral or moderate category, with an aggregate mean score of 2.9160 < 3 on a scale of 5, indicating relatively low status quo behavior. This makes the first hypothesis unsupported, as the majority of lecturers do not perceive change-both academic and non-academic-as a threat. Many lecturers actually want better changes in teaching, research, and service.

This finding contradicts Pakdel (2016:442) concept that describes the status quo as a response to the threat of losing power and security due to change (Muo, 2014:97). In fact, management at Riau Islamic University and Lancang Kuning University has been quite successful in preparing lecturers for change with support in the form of training and competency improvement, which provides psychological strength to lecturers. This supports Saragih (2015:38) view that psychological capital is important for broadening insight and engagement change, and is also in line with the importance of management's role in facilitating change (Holt et al., 2007:232; Armenakis & Harris, 2002).

However, the majority of lecturers still want stability, so change should be gradual with adequate preparation so as not to cause culture, technology and structure shock (Jansen, 2003). According to lecturers' views, old strategies and behaviors are not immediately considered wrong when changes are made, but there needs to be time to adapt. In this case, tolerance of mistakes needs to be encouraged while making systematic improvements. This is in accordance with Lewin (1951) theory that individuals need to be *unfreeze* first by slowly releasing the old paradigm, before intervening with the new one, so that potential conflicts can be minimized when the *refreeze* stage is carried out.

Refusal of 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 of change is measured through 6 indicators as follows:

Table 5. 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 on University	0,84537	2,2500	Low
Average Refusal of Change	0,72534	2,4421	Low

Source: processed data, 2017

Research shows 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 suggest that the second hypothesis is 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, 2011:47). It is also crucial to involve faculty members as active participants in the change process (Jansen, 2003), without coercion (Franklin & Aguenza, 2016:23) 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, 2007:87; 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:

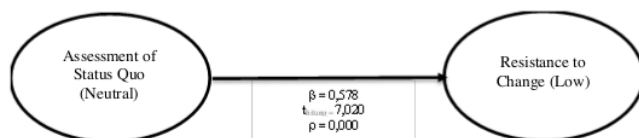


Figure 2. The Influence of Status Quo on Resistance to Change

The coefficient value (β) of 0.578 indicates 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.

These findings support the third hypothesis and align with the results of Franklin & Aguenza (2016:23-24) 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 Martin (2017:122) view on the importance of strategic interventions to address negative cognitive biases toward change. These findings also address McBride (2010) concern 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 Armenakis & Harris (2002), perspective 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:

Tabl3 4. 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 shows that gender does not have a significant impact on status quo behavior or resistance to change. Both male and female faculty members exhibit moderate levels of status quo behavior and low resistance to change, leading to the rejection of hypotheses four (a) and (b). These findings differ from Vakola & Nikolaou (2005:166) who stated that men are more inclined to resist change, and Punia & Rani (2011:54) who found the opposite. However, the results are in line with Pakdel (2016:439) who also found that gender does not influence status quo behavior or resistance to change. This may be due to the balanced gender composition at Universitas Islam Riau and Universitas Lancang Kuning, where sensitive gender issues did not arise.

Regarding teaching experience, no significant difference in status quo behavior was found between junior and senior faculty, despite initial assumptions that senior faculty would be more likely to maintain the status quo. This finding contradicts Wiersema & Bantel (1992:98) who argued that senior members tend to hold on to established policies and resist change. However, at private universities, senior lecturer appear to be more open to change than previously expected.

In terms of resistance to change, teaching experience does show a significant difference, with senior lecturer being more resistant to change compared to junior, supporting hypothesis four (d). This finding aligns with Wiersema & Bantel (1992:97) who noted that senior members prioritize security and are more likely to resist major changes, while junior members are more open to risks and change. It also supports McCain et al., 1983 theory on how demographic differences influence cross-generational communication during change. However, this result contrasts with Punia & Rani (2011:54) who argued that more experienced people are better prepared to accept change.

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

In Islam, change (*al-taḥyir*) as often interpreted as “renewal” (*al-tajdid*). The concept of *taḥyir* is deeply rooted in Islamic and the Qur'an values, emphasizing serious effort and commitment, rather than mere intention or desire (Wibowo, 2023:57). As Allah says in Al-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, 2023:58). Change in private university 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., 2021:15). 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 lecturer should be valued, while the perspectives of junior lecturer 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, 2005:496). Therefore, demographic differences should not serve as barriers to collaboration in facing changes at private university but rather as complementary strengths. Each group, whether senior or junior member, contributes unique insights and capabilities that can support positive change within the institution.

CONCLUSION

University face pressure for 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. Lecturer need to be reassured that change will not threaten their well-being, provided that it is not implemented suddenly.

The study also shows 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, are generally open to change. However, senior lecturer 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 a replacement of 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.

ACKNOWLEDGMENTS: Acknowledge anyone who have contributed to the research, authors can mention the source of funding for their research

AUTHORS' CONTRIBUTIONS: All authors should be indicated by their initials. For example, "SGH and K designed the study. SR, BW, ALD analyzed the data. All authors have read and approved the final version of the manuscript

CONFLICTS OF INTEREST: Declare conflicts of interest or state "The authors declare no conflicts of interest."

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