

Examining the Correlation of Self-Efficacy, Work Experience, and Openness to Change: Can Academia Embraces Change?

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ABSTRACT

HISTORY

Received

25 May 2024

Revised

13 July 2024

Accepted

30 August 2024

KEYWORDS

Openness to Change;

Organizational

Effectiveness; Self

Efficacy; Work

Experience.

This study aims to analyze the correlation between self-efficacy, work experience, and openness to change within the academic circle of the State Islamic Institute of Lhokseumawe. This study employs a quantitative research method with a correlational design. The research population includes all academic staff of the institution, consisting of lecturers and educational staff. The research sample consisted of 160 respondents, comprising 100 lecturers spread across four faculties —the Faculty of *Sharia* (21 people), the Faculty of Education and Teacher Training (44 people), the Faculty of Economics and Islamic Business (21 people), and the Faculty of *Ushuluddin, Adab, and Dakwah* (14 people)— and 60 educational staff. The sample was selected using convenience sampling techniques, taking into account the representation of each faculty and job category. The data were analyzed using descriptive analysis, Pearson's correlation, and multiple regression. The results showed a significant positive correlation between self-efficacy and openness to change, with a higher correlation coefficient in the lecturer group ($r = 0.50$) than in the educational staff group ($r = 0.38$). Furthermore, these findings indicate that individuals with high self-efficacy tend to be more open to change. In terms of work experience, respondents with less than five years of service showed more openness to change ($r = 0.50$) than respondents with more than ten years of service ($r = 0.35$). This indicates a tendency for resistance to change to increase with length of service.



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 : <https://doi.org/10.47766/idarah.v8i1.2425>

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INTRODUCTION

Change is an essential aspect of higher education institutions, including colleges and universities (Visvizi et al., 2023). During observations conducted within these institutions, it is indicated that an openness to change is crucial for enhancing institutional effectiveness (Amador et al., 2015). Self-efficacy—defined as an individual's belief in their ability to achieve specific goals—is understood to play a significant role in influencing attitudes toward change. Thus, individuals with high

self-efficacy typically exhibit greater openness to new approaches (Chen et al., 2025; Nguyen et al., 2022). Conversely, work experience might also affect an individual's openness, as those with more extensive experience could demonstrate resistance due to an established attachment to routines.

Equally significant, change is a constant in human life, and critical analysis demonstrates that individuals and groups must adapt to maintain their existence (Kraak et al., 2024; Martínez Larrechea & Chiancone, 2022). Within the organizational context, particularly for higher educational institutions such as State Islamic Institute of Lhokseumawe, rapid adaptation has become a necessity to ensure relevance and sustainability. For instance, technological transformations and the demands of globalization create challenges that reshape the dynamics of learning and management (Benavides et al., 2020; Rajaram, 2023). Therefore, openness to change must be instilled as an organizational culture, rather than solely as an individual attitude, to prevent hindrance by systemic barriers (Fadhli et al., 2023; Figurek et al., 2021).

Hence, higher educational institutions need to critically evaluate their approach to change. This involves assessing whether they are merely adopting new technologies without considering the specific needs of the academic circle or if they are actively engaging all stakeholders throughout the change process. To address these challenges, institutions are required to innovate by developing relevant curricula, providing comprehensive training for lecturers, and fostering inclusive learning environments. Therefore, this study contributes to ensuring that openness to change becomes integral to achieving success in an increasingly dynamic era.

State Islamic Institute of Lhokseumawe, as an Islamic higher education institution in Aceh, continually innovates to address contemporary demands and compete effectively with other educational institutions. These efforts are manifested through policies such as the adoption of the *Edlink* apps for online learning, optimization of data network infrastructure, integration of work units, and enhancement of administrative efficiency via centralized correspondence (Danial et al., 2021). While these policies are designed to foster greater effectiveness and efficiency, they frequently encounter resistance from some educators and administrative staff (Rahmah & Fadhli, 2021; Wilaphan et al., 2023). This circumstance highlights a discernible gap between the expectations for improvement and the practical challenges encountered during the implementation of organizational change.

The transformations undertaken at State Islamic Institute of Lhokseumawe encompass not only technological and procedural adjustments but also cultural and attitudinal shifts regarding change. Wanberg and Banas (2000) highlight that resistance to change frequently stems from individuals' discomfort associated with

departing from established routines, uncertainty about the potential impacts of change, and apprehension regarding future uncertainties (Wanberg & Banas, 2000). Consequently, in this dynamic context, openness to change is critical for comprehending how individuals perceive and react to organizational changes (Chughtai et al., 2023).

Self-efficacy and an individual's organizational tenure are two primary factors influencing openness to change. According to Tournaki, self-efficacy refers to an individual's belief in their capacity to succeed in specific situations (Woodcock & Tournaki, 2023). Within an organizational context, self-efficacy is associated with individuals' confidence in their ability to navigate the challenges of change and their belief that these changes will ultimately benefit both themselves and the organization (Campos et al., 2022). Research conducted by Ahmed and Elnadi consistently demonstrates that self-efficacy positively and significantly impacts individuals' readiness to adapt to change (Ahmed et al., 2022; Elnadi & Gheith, 2021).

Conversely, tenure—defined as the duration of an individual's employment within an organization—also influences their openness to change. Winardi observed that individuals with longer tenure within an organization are often more prone to resisting change (Winardi, 2014). This phenomenon is often attributed to long-standing habits and expectations formed over years of employment, which can make it difficult for individuals to adapt when confronted with organizational transformations (Satwita & Himam, 2014). As a consequence, extended work experience is frequently associated with difficulties in accepting and adapting to new changes.

Within the context of the State Islamic Institute of Lhokseumawe, these dynamics provide the primary foundation for research aimed at identifying the relationship between self-efficacy, work experience, and openness to change within its academic circle (Prasetyo et al., 2023). This study is expected to provide a deeper understanding of the psychological and contextual factors that shape attitudes toward change. Furthermore, it aims to offer practical recommendations for management and decision-makers on how to effectively manage change within this particular higher educational institution.

The research's primary objective is to investigate the correlation among self-efficacy, work experience, and openness to change among lecturers and staff at State Islamic Institute of Lhokseumawe. The research aims to provide valuable insights for developing policies and training programs that foster adaptability within higher education settings.

METHODS

This quantitative research aims to identify and analyze the correlations among self-efficacy, organizational tenure, and openness to change within the academic circle of State Islamic Institute of Lhokseumawe. The study employed a survey method, utilizing a structured four-point Likert scale questionnaire to measure self-efficacy and openness to change. Additionally, tenure data were systematically collected from human resources documentation.

The research involved 160 respondents, comprising lecturers and educational staff, who were selected via convenience sampling. Data collection encompassed the distribution of questionnaires in both physical and digital formats to ensure broad participation. Precise tenure information was obtained by accessing personnel documents. Further, content validity assessments were performed with experts in organizational behavior and educational management to validate the research instruments. Subsequently, reliability was evaluated using Cronbach's alpha coefficient through SPSS 25.0, in conjunction with item analysis, to ascertain the clarity and discriminant power of each question.

Multiple regression analysis was conducted to examine the relationships among self-efficacy, tenure, and openness to change, thereby offering insights into their interactions within the academic circle. Nevertheless, this study is subject to certain limitations, particularly concerning the sample size, which may restrict the generalizability of the findings to other institutions. Moreover, contextual factors such as organizational culture and external influences could potentially mediate the observed outcomes. Future research endeavors should attempt to incorporate a more diverse sample and explore varied contexts to enhance the relevance and applicability of findings across different academic settings.

RESULT

Table 1 presents the mean self-efficacy scores, mean openness to change scores, and the Pearson correlation coefficients between self-efficacy and openness to change, disaggregated by each unit at the State Islamic Institute of Lhokseumawe.

Tabel 1: The Correlation of Self-Efficacy with Openness

Participants	Average Self-Efficacy Score	Average Openness to Change	Pearson Correlation (r)
Lectures of Sharia Faculty	03.02	03.00	00.45
Lectures of Education and Teacher Training Faculty	03.04	03.02	00.50
Lectures of Economics	03.01	02.09	00.40

and Islamic Business Faculty			
Lectures of <i>Ushuluddin, Adab, and Dakwah</i> Faculty	03.03	03.01	00.47
Administrative staff	03.00	02.08	00.38

Table 1 revealed that lecturers from the Faculty of *Sharia* reported a mean self-efficacy score of 3.2, whereas lecturers from the Faculty of Education and Teacher Training exhibited the highest mean score at 3.4. In contrast, the administrative staff demonstrated a comparatively lower mean self-efficacy score of 3.0. Similarly, the mean scores for openness to change displayed comparable variations: Faculty of Education and Teacher Training lecturers again reported the highest mean score of 3.2, while administrative staff recorded the lowest mean score of 2.8.

Further, it can be seen from the table that Pearson correlation analysis yielded significant findings. A statistically significant positive correlation between self-efficacy and openness to change was observed consistently across all academic units and administrative staff categories. Faculty of Education and Teacher Training lecturers demonstrated the highest correlation coefficient with a value of $r = 0.50$, followed by lecturers from the Faculty of *Ushuluddin, Adab, and Dakwah* with $r = 0.47$. These findings suggest that higher levels of self-efficacy are associated with a greater propensity for openness to change within the academic environment. These results align with theoretical perspectives positing that robust self-efficacy can positively influence an individual's attitudes toward challenges and organizational transformations.

The interpretation of these results underscores the essential role of self-efficacy in shaping attitudes toward openness to change among the academic circle at State Islamic Institute of Lhokseumawe. Lecturers, particularly those with high self-efficacy levels—such as those within the Faculty of Education and Teacher Training—tend to be more prepared for and accepting of changes occurring within the academic context. This study indicates that interventions aimed at enhancing self-efficacy among educators could positively impact both their teaching quality and their adaptation to ongoing changes in higher education. The educational staff's comparatively lower correlation, while still positive ($r = 0.38$), highlights an opportunity for targeted development to bolster their self-efficacy and, consequently, their attitudes toward change. This positive correlation across all groups reaffirms the pervasive relevance of the relationship between self-efficacy and openness to change within all academic units and among educational staff.

The Correlation of Tenure with Openness to Change among the Academic Circle of State Islamic Institute of Lhokseumawe

Table 2 illustrates the distribution of tenure and the average scores for Openness to Change based on tenure, as well as the Pearson correlation values between tenure and Openness to Change.

Tabel 2: The Correlation of Tenure with Openness to Change

Length of Service	Number of Individuals	Openness to Change	Correlation (r)
< 5 years	40	03.02	00.50
5-10 years	60	03.01	00.48
> 10 years	60	02.09	00.35

Table 2 delineates the distribution of respondent tenures: 40 individuals possessed less than five years of service, 60 individuals had tenure ranging from 5 to 10 years, and another 60 individuals had over ten years of service. Further, the analysis showed that the mean openness-to-change score gradually decreased as tenure increased. Specifically, respondents with less than five years of service reported a mean score of 3.2, whereas those with five to ten years of service and those with over ten years of service exhibited mean scores of 3.1 and 2.9, respectively. The group with less than five years of service demonstrated the strongest correlation coefficient ($r = 0.50$), followed by the 5-10-year service group ($r = 0.48$), and the group with over ten years of service ($r = 0.35$).

Taken together, these correlation coefficients suggest that shorter tenure is associated with greater openness to change in the workplace. This inverse relationship between tenure and openness to change suggests that established experience and habits cultivated during extended periods of employment can contribute to resistance towards novel changes. Conversely, individuals with shorter tenures, or those who have recently joined, tend to exhibit greater flexibility and may adapt more rapidly to organizational transformations.

Thus, organizational tenure plays a crucial role in influencing attitudes toward change, thereby offering valuable insights for leaders and managers to design more effective strategies for managing organizational transformations. For instance, institutions could design targeted training and development programs to increase openness to change among long-serving staff. Conversely, for newly appointed staff, strategies emphasizing integration and acculturation into the organizational culture could foster greater engagement and successful adaptation to change. Furthermore, these findings reinforce existing literature that underscores the importance of the social and organizational context in shaping individual attitudes and behaviors.

Effective change management extends beyond merely implementing new policies and procedures; it necessitates a comprehensive understanding of the psychological and social dynamics involving all critical actors. Consequently, this research offers valuable contributions to enriching our comprehension of the factors influencing individuals' adaptability and responsiveness to organizational change.

Correlation of Self-Efficacy and Tenure with Openness to Change among the Academic Circle of State Islamic Institute of Lhokseumawe

The results of the regression analysis indicate that self-efficacy and tenure together have a significant effect on openness to change. Below is a table displaying the regression coefficients and average scores based on the combination of self-efficacy and tenure

Self-efficacy	Length of Service	Regression Coefficient (β)	Openness to Change
High	< 5 years	0.40 ($p < 0.01$)	03.04
High	5-10 years	0.40 ($p < 0.01$)	03.03
High	> 10 years	0.40 ($p < 0.01$)	03.00
Low	< 5 years	0.30 ($p < 0.05$)	03.00
Low	5-10 years	0.30 ($p < 0.05$)	02.09
Low	> 10 years	0.30 ($p < 0.05$)	02.07

The results of the regression analysis indicated that self-efficacy and tenure together had a significant effect on openness to change. Below is a table displaying the regression coefficients and average scores based on the combination of self-efficacy and tenure. Table 3 showed that the multiple regression analysis indicated that self-efficacy and tenure contributed positively to an individual's ability to accept and adapt to change. The regression coefficient for self-efficacy ($\beta = 0.40$, $p < 0.01$) indicated that the higher an individual's level of self-efficacy, the greater their openness to change. Meanwhile, the regression coefficient for tenure ($\beta = 0.30$, $p < 0.05$) suggested that work experience also positively contributed, although with a slightly lower impact than self-efficacy.

The mean scores derived from the combination of self-efficacy and tenure categories offered a more granular understanding of openness to change. Specifically, individuals characterized by high self-efficacy and less than five years of tenure exhibited a mean openness to change score of 3.4, indicative of a relatively elevated level of receptiveness. Conversely, those possessing high self-efficacy but with over ten years of tenure registered a mean score of 3.0, denoting a slightly

reduced, yet still positive, degree of openness. Furthermore, individuals demonstrating low self-efficacy combined with more than ten years of tenure yielded a notably lower mean score of 2.7, underscoring their attenuated openness to organizational changes.

The interpretation of these findings suggests that self-efficacy exerts a more dominant influence on attitudes toward openness to change compared to the effects of organizational tenure. Thus, this outcome emphasizes the critical importance of reinforcing individuals' beliefs in their capability to navigate novel challenges as a key determinant in responding to organizational transformations. While work experience also contributes significantly to this dynamic, its impact appears more circumscribed when juxtaposed with the profound influence of high levels of self-efficacy.

Given the frequent occurrence of organizational changes, individuals possessing robust self-efficacy are generally better equipped to confront such transitions effectively. These results align with established psychological theories that highlight the crucial role of self-belief in navigating new challenges (Plucker & Makel, 2021). The practical implications of this research can therefore inform institutions like State Islamic Institute of Lhokseumawe in formulating more effective professional development strategies. Such strategies should prioritize enhancing the self-efficacy of the teaching staff and administrative staff as a pivotal mechanism for cultivating positive responses to organizational changes.

DISCUSSION

The research findings indicated a significant positive correlation between self-efficacy and openness to change. Data obtained through questionnaires showed that academic staff with higher self-efficacy tended to be more open to change. The average self-efficacy scores for lecturers across various faculties ranged from 3.1 to 3.4, while for administrative staff, it was 3.0. On the other hand, the average scores for openness to change varied from 2.8 to 3.2. The strongest correlation was observed among lecturers in the Faculty of Education and Teacher Training ($r = 0.50$), indicating that greater confidence in handling complex tasks and resilience in completing tasks are closely associated with a more positive attitude toward change. Although the correlation for administrative staff was lower ($r = 0.38$), the results still showed a positive and significant correlation.

This study also explores the relationship between tenure and openness to change. The tenure distribution among academic staff varied, with most having 5 to 10 years of service. Correlation analysis showed that those with shorter tenure (< 5 years) exhibited higher openness to change ($r = 0.50$) compared to those who had worked longer (> 10 years), with a correlation value of $r = 0.35$. These results

suggested that longer tenure might be associated with resistance to change, while individuals with shorter tenure tended to be more flexible and adaptive.

A multiple regression analysis was conducted to understand how self-efficacy and tenure influenced openness to change. The regression analysis results indicated that both variables significantly affected openness to change. Self-efficacy had a more significant influence ($\beta = 0.40$, $p < 0.01$) compared to tenure ($\beta = 0.30$, $p < 0.05$). Academic staff with high self-efficacy and shorter tenure demonstrated higher openness to change. Conversely, those with low self-efficacy and longer tenure showed lower openness to change. This study highlighted the importance of developing self-efficacy in training and career development programs to enhance adaptability to change.

This study is grounded in Albert Bandura's self-efficacy theory. Self-efficacy refers to an individual's belief in their ability to organize and execute the actions necessary to achieve specific outcomes. Bandura explained that self-efficacy influenced how individuals thought, acted, and felt (Bandura, 2021). In an academic context, self-efficacy could affect how lecturers and educational staff face challenges, overcome obstacles, and maintain motivation in difficult situations (Woodcock & Tournaki, 2023). High self-efficacy was often associated with improved performance, stress resilience, and teaching methods innovation (Meissel & Rubie-Davies, 2016).

Openness to change was a concept related to how individuals or organizations were prepared to accept and adapt. According to organizational adaptation theory, change is a continuous and essential process for the survival and growth of organizations. In the context of higher education, openness to change included the adoption of new technologies, curriculum adjustments, and the development of innovative teaching methods (Woodcock & Tournaki, 2023). Openness to change is the willingness to alter one's thinking and actions based on feedback and new learning.

Tenure refers to the time an individual has worked in a specific institution or position. In many studies, tenure was often considered a factor influencing attitudes and work behavior (McPherson & Schapiro, 1999). A long tenure could provide deep experience and expertise, but it could also lead to resistance to change due to attachment to established working approaches. Conversely, shorter tenure was often associated with more flexible and adaptive attitudes toward change, as these individuals had yet to become fully imbedded in existing habits and procedures.

One of the innovations of this research was the integration of self-efficacy and tenure variables in the context of openness to change within the academic environment. Previous studies often focused solely on one variable: self-efficacy or tenure. By combining these two variables, this research provided a more

comprehensive understanding of how both factors jointly influenced openness to change. The results show positive correlations between self-efficacy and openness to change, as well as between tenure and openness to change. Self-efficacy had a more significant impact than tenure, suggesting that individuals with high self-efficacy were more likely to be open to change.

State Islamic Institute of Lhokseumawe had its characteristics and challenges, including managing change in a unique local and cultural context. This research contributed to developing theory and practice in change management within higher education settings. By understanding the dynamics at the institute, this study could help design more targeted interventions to enhance openness to change within the institution.

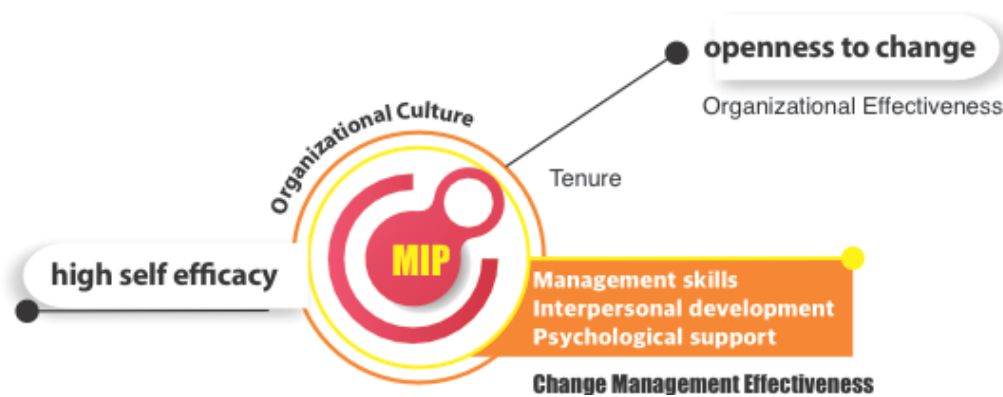


Figure 1: Understanding How Self-Efficacy and Work Experience Influence Openness to Change in Academic Settings

Figure 1 describes the relationship between high self-efficacy, work experience (tenure), and openness to change within the context of organizational culture and change management effectiveness in academic settings. In this context, high self-efficacy serves as a foundational factor, fostering individuals' confidence in their capacity to confront challenges and adapt to changes. Further, work experience contributes to the development of managerial skills, interpersonal growth, and psychological support, thereby enhancing individuals' ability to respond to change effectively. Furthermore, these processes are embedded within an organizational culture that promotes openness to change, which ultimately improves the organization's effectiveness in managing and implementing change. Therefore, this concept emphasizes that academia's readiness to embrace change depends significantly on the synergy among personal confidence, professional experience, and an adaptive organizational culture. Such integration is essential to ensure the sustainability and progress of educational institutions in a dynamic environment.

The research had implications for developing policies and programs at State Islamic Institute of Lhokseumawe and other higher education institutions. First, this

study emphasized the importance of developing self-efficacy in training and career development programs. High self-efficacy contributed to individuals' openness to change, supporting institutional transformation. Therefore, the institution needed to design training programs that enhanced faculty and staff confidence through management skills, interpersonal development, and psychological support, thereby increasing their adaptability to educational innovations.

Second, tenure played a significant role in openness to change, so institutions needed to create a work environment that supported flexibility, especially for experienced employees. Mentoring and coaching programs could help them remain open and develop new skills. Effective change management strategies should have involved the entire academic circle, considering differences in self-efficacy and tenure. These strategies included effective communication, active participation, and recognition of individual contributions, such as through discussion forums or workshops that allowed input from faculty and staff regarding upcoming changes, enhancing engagement and helping identify potential obstacles and solutions.

Further, the urgency of factors influencing self-efficacy and openness to change, such as social support and organizational culture, was crucial for creating an environment that helped individuals adapt to change (Habib, 2020; Meissel & Rubie-Davies, 2016). Institutions must provide adequate resources and facilities and recognize individual contributions to enhance self-efficacy and openness (Amin et al., 2021). Thus, this research provides insight into how self-efficacy and tenure influence openness to change within the academic environment, serving as a foundation for developing policies and programs that supported innovation and adaptability in higher education institutions. Such policies could have included training programs aimed at improving individuals' skills and confidence in facing new challenges and mentoring programs that allowed experienced faculty and staff to share knowledge with their newer colleagues, thus fostering a more dynamic and responsive work environment.

The policy implementation at State Islamic Institute of Lhokseumawe focused on creating a conducive work environment based on flexibility and adaptability, providing opportunities for professional development and lifelong learning. These programs might have included training in new skills and support for continuous learning initiatives, which would have enhanced the openness of faculty and staff to change. Thus, recognizing individual contributions, formally and informally, was essential for boosting motivation and engagement in the change process. Furthermore, effective communication strategies must be developed to ensure that the entire academic community understands the goals and benefits of change,

utilizing various communication channels to convey information and gather feedback from organizational members.

Individual development strategies at State Islamic Institute of Lhokseumawe focused on enhancing the self-efficacy of the academic community through training programs that built confidence and resilience in facing challenging tasks. Such training encompassed management skills, interpersonal skills, and psychological support to prepare individuals for change. Additionally, considering the influence of tenure on openness to change, institutions needed to create a work environment that fostered flexibility and adaptability through ongoing mentoring and coaching programs, particularly for experienced employees. Future research should expand the sample by incorporating demographic variables such as age and education level, as well as develop more detailed and context-specific measurement instruments. Further, employing mixed research methods that combined qualitative and quantitative approaches could also provide more comprehensive insights.

These findings have practical implications for other higher education institutions in developing responsive and adaptive change management strategies, ultimately improving the quality of education and overall organizational performance. This research contributed theoretically and practically to developing policies within the academic environment.

This study contributes to the literature on change management and organizational psychology. Also, it offers practical implications to assist institutions in manage and implement necessary changes to enhance educational quality and organizational competitiveness. Therefore, by deeply understanding self-efficacy, tenure, and openness to change, institutions were expected to optimize their strategies to achieve long-term goals more effectively and responsively in the face of the ever-evolving dynamics of the complex and diverse educational environment.

CONCLUSION

This study confirms a significant positive relationship between self-efficacy and openness to change among academic staff at State Islamic Institute of Lhokseumawe. The results of the correlation analysis show that lecturers have higher levels of self-efficacy (average score of 3.1–3.4) than educational staff (average score of 3.0), with the highest correlation found among lecturers at the Faculty of Education and Teacher Training ($r = 0.50$). These findings confirm that an individual's belief in their ability to face challenges is closely related to a positive attitude toward change. In addition, work experience was found to have an inverse relationship with openness to change, with respondents who had worked for less than five years showing a higher correlation ($r = 0.50$) than those who had worked for more than ten years ($r = 0.35$). This phenomenon indicates that comfort with routine and concerns about

uncertainty can be factors that hinder adaptability among senior academic staff. The results of multiple regression analysis reinforce these findings, with self-efficacy ($\beta = 0.40$; $p < 0.01$) showing a more dominant influence on openness to change than work experience ($\beta = 0.30$; $p < 0.05$). These findings are in line with psychological theories which state that individuals with high self-efficacy tend to be more adaptive in facing new situations.

Based on these findings, this study provides practical implications for the development of human resource development policies and programs at State Islamic Institute of Lhokseumawe. First, the institution needs to design intervention programs that focus on increasing the self-efficacy of academic staff, such as self-development training, mentoring, and coaching, especially for educational staff who show lower levels of self-efficacy. Second, a specific strategy is needed to improve the adaptability of senior academic staff through an approach that accommodates their experience while encouraging openness to innovation. The implementation of these recommendations is expected to support the realization of State Islamic Institute of Lhokseumawe vision as a campus of civilization committed to innovation and adaptability, while creating a conducive work environment to improve the quality of education and organizational performance in a sustainable manner.

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