

How Organizational Change Affects Lecturers' Innovative Learning Through The Moderating Openness To Experience

Ahmad Zarkasyi¹ Shakila Kausar²

1 Institut Agama Islam Miftahul Ulum Lumajang, Indonesia. zarkazee@gmail.com

2 Henan University, Zhengzhou, China: shakilakausar5@outlook.com

Abstract

Keywords:

Organizational Change, Lecturers' Innovative Learning, Openness To Experience, Islamic religious university.

Changes in the form of higher education are not only about departmental restructuring, but also about the university's role in managing human resources, organizational culture, and its openness to new experiences and methods. This study examines the effect of organizational change on lecturers' learning innovation, with a focus on the moderating role of openness to experience, in three private universities in East Java Province. The survey design used in this study is quantitative and non-experimental. Purposive sampling was used to choose 151 academics in total to take part in this survey study. The collected data were then analysed using the SmartPLS 4.0 application and the IBM Statistical Package for the Social Sciences (SPSS) version 23 for descriptive analysis of the frequency of respondents' answers. The results of the SMART-PLS 4.0 research showed that 1) organizational change had a 77.3% impact on openness to experience. 2) Learning innovation was 48.0% impacted by organizational change. 3) Learning innovation is impacted by openness to experience by 40.6%. Organizational change increases receptivity to experience, which has a 13.5% impact on learning innovation. The study's findings should motivate instructors to share more information, thereby enhancing their own capacity for innovation and positively impacting student achievement in higher education.

Abstrak

Kata kunci:
Perubahan Organisasi, Pembelajaran Inovatif Dosen, Keterbukaan Terhadap Pengalaman, Universitas Agama Islam.

Perubahan alih bentuk perguruan tinggi tidak hanya mengenai restrukturisasi departemen, melainkan juga mengenai peran universitas mampu mengelola sumber daya manusia, budaya organisasi, dan keterbukaan pada pengalaman atau cara baru. Artikel pada penelitian ini menganalisis dan menguji pengaruh perubahan organisasi terhadap inovasi pembelajaran dosen melalui peran intervening variabel openness to experience, di tiga perguruan tinggi swasta Provinsi Jawa Timur. Penelitian ini merupakan penelitian kuantitatif non-eksperimen dengan rancangan survey. Sebanyak 151 dosen dipilih secara purposive sampling ikut serta dalam penelitian survei ini. Aplikasi IBM Statistical Package for the Social Sciences (SPSS) versi 23 dan program SmartPLS 4.0 kemudian digunakan untuk menganalisis data yang terkumpul guna melakukan studi deskriptif mengenai frekuensi tanggapan responden. Hasil investigasi SMART-PLS 4.0 menunjukkan bahwa 1) perubahan organisasi berpengaruh terhadap openness to experience sebesar 77,3%. 2) Perubahan organisasi berpengaruh terhadap learning innovation sebesar 48,0%. 3) Openness to experience berpengaruh terhadap learning innovation sebesar 40,6%. Perubahan organisasi berpengaruh terhadap learning innovation melalui openness to experience sebesar 13,5%. hasil penelitian ini diharapkan mampu mendorong dosen untuk lebih meningkatkan aktivitas berbagi pengetahuan agar dapat meningkatkan kapabilitas inovasi individu dan berdampak pada kinerja perguruan tinggi

Article history:

Received: 08-05-2025

Revised 13-08-2025

Accepted 23-09-2025

Corresponding Author:

Ahmad Zarkasyi

Institut Agama Islam Miftahul Ulum Lumajang, Indonesia. zarkazee@gmail.com

INTRODUCTION

Based on PDDKTI data in the report of the Coordinator of Private Higher Education Region IV Surabaya, it was noted that East Java Province has the largest number of universities, both state and private (Ilhami et al., 2025). In 2024, as many as 26 private Islamic religious universities in East Java have been transformed, consisting of 5 state Islamic religious universities and 21 private Islamic religious universities (Mnguni et al., 2024). The details of the changes in the transfer of higher education institutions in East Java are as follows: for the Madura cluster, there are 9 PTS; for the Matraman cluster, there are 7 PTS; for the Pantura cluster there are 3 PTS, the Tapal Kuda cluster there are 7 PTS in the area (Yuniarti & Bahri, 2024).

(Gibbs, 2022) and (Bui et al., 2024) stated that there are three dimensions used to measure innovation in educational services carried out by an educator, including: 1) Development of learning that prioritizes reflective thinking skills with the ability to identify, analyze, find, and test alternative problem-solving methods; 2) Reinforcement innovation in fostering student initiative and providing appreciation and awards 3) Habitual innovation.

A strategic step in addition to encouraging innovation in educational services (Molina Roldán et al., 2024). Transforming an institution from a college to an institute to a university, and consistently assessing internal quality to increase sustainable quality, are two ways to enhance the academic culture of higher education in the face of global competition (Syukur et al., 2024; Yang et al., 2024; Yudhiantara et al., 2024, 2024; Za et al., 2024).

This study selected subjects at higher education institutions that have undergone a change in form from an institute to a university and are accredited at least Very Good, including Nurul Jadid Paiton Probolinggo University, Syarifuddin Lumajang University, and Darussalam Banyuwangi University. This selection consideration (Eckel, 2022), which states "A University is a Higher Education Institution that organizes academic education and can organize vocational education in various fields of Science and/or Technology and if it meets the requirements, the university can organize professional education" (Dalimunthe, 2021).

The large number of universities that are transforming with a variety of study program choices makes the competition increasingly tight. Tight competition requires every university to continue to be innovative to survive and compete (Attakumah, 2021; Muthohar et al., 2025; Qamariah & Hercz, 2025; Suwendi et al., 2024). Not a few universities, especially private managers, have finally lost their existence because they are unable to compete with universities that continue to innovate in providing services in education (Whittingham et al., 2024).

(Storberg-Walker & Torraco, 2022) claimed that changing an organization is a conscious, goal-oriented process. An organizational reaction to enhance the organization's capacity to adjust to changes in the environment and modify employee conduct is known as a planned change. Four areas can be used to classify indicators of organizational change: 1) people, 2) technology, 3) physical arrangement, and 4) structure.

The results of (Nkomo et al., 2022) and (Pervin, L. A., & John, 2019) that openness to experience indicators in this study refer to Pervin's theory, namely: 1) Imagination, 2) Aesthetics, 3) Emotional, 4) Interest in adventure, 5) Open-minded intellectuals, and 6) Freedom is the ability to accept and respect diversity and adapt to other cultures.

The findings of several earlier studies, such as those of (Rubeba, 2024), Ipseeta (Kusters et al., 2023), demonstrated that organizational change significantly affects

innovation in educational services in higher education. According to (Pilz et al., 2024) and (Kwangmuang et al., 2021) learning innovation in higher education is significantly influenced by the openness to experience variable, in addition to organizational change. Both (Abbasi et al., 2023) and (Lee, 2021) concluded that teacher learning innovation may be mediated by openness to experience.

Based on the description of previous research and the problems that have been described, and the lack of research that measures the innovation ability of educators among lecturers who are undergoing a transformation process in East Java Province, especially from an Institute to a University. This study offers a novelty of research, namely the development of a test model for organizational change variables on educational service innovation mediated by the variable openness to experience

Research Method

This study takes a quantitative method, which involves precisely capturing and analyzing data as well as utilizing statistical computations to analyze the data (Barroga & Janet, 2023). While the approach, when observed from the purpose of the study, is included in causal associative research (Siddiqua, 2019), which aims to determine the effect of organizational change on educational service innovation mediated by the variable openness to experience. The study took place in February and March 2025, lasting approximately two months.

Data sources were derived from primary data, which is the foundational data used in the research, with a collection technique using a Google form questionnaire made with a Likert scale having 5 levels of answers, each with a score of 1-5 (Caniago, 2021). The population in this study was all lecturers at the three universities with a total population of 226 lecturers at Nurul Jadid Paiton Probolinggo University, Syarifuddin Lumajang University, and Darussalam Banyuwangi University.

From the total population of 226, a sample size of 100 people was then determined using the Slovin sample-size formula as follows (Tosoni & Zuccalà, 2020):

$$n = N / (1 + N \times e^2)$$

Description:

n: Desired number of samples

N: Population size

e: Sampling error tolerance, for example (0.05):

Based on the formula above, the sample calculation is as follows: $n = 226 : (0.0025 + 1 = 1.495) = 226 : 1.495 = 151$. in order for each university's respondent distribution to be as follows:

Table 1: The Number of Samples in Every Subpopulation

No	Target Population University	Lecturer	Calculation	The quantity of samples
1	Syarifuddin University Lumajang	83	83: 226 X 151	55
2	Nurul Jadid University Probolinggo	64	64: 226X 151	43
3	Darussalam University Banyuwangi	79	79: 226 X 151	53

Number of Lecturers	226	Number of Samples	151
---------------------	-----	-------------------	-----

Source: Primary data processed. (2025)

The SMART-PLS (Partial Least Squares) method was employed for data analysis in this study. A structural equation modeling (SEM) model based on components or variations is known as SmartPLS. Henry claims that SMART PLS is an effective analytic technique since it does not rely on numerous normally distributed assumptions, and a big sample size is not necessary (Darwin & Umam, 2020).

Outer Model Analysis and Inner Model Analysis are phases of data analysis conducted using the SMART PLS version 4.0 application. To ensure the measurements are appropriate for the analysis (i.e., valid and reliable), an outer model analysis is performed (Ji et al., 2021). Convergent validity, discriminant validity, composite reliability, and Cronbach's alpha are some markers that show outer model analysis. R-square for dependent constructs, the Stone-Geisser Q-square test for predictive relevance, and the t-test and significance of the structural path parameter coefficients can all be used to assess the inner model analysis (Subhaktiyasa, 2024).

In contrast, when testing hypotheses using statistical values, the t-statistic value is 1.96, and the alpha value is 0.05 (Hair et al., 2011). The t-statistic must be greater than 1.96 in order for the hypothesis to be accepted (Ha) and rejected (H0). According to (Cheah et al., 2020), if the p-value is less than 0.05, the hypothesis is accepted.

Research Results

Characteristic Evaluation of the Variables

Organizational Change Variables Description (OC)

Four indicators make up the organizational change variable: 1) structures, 2) technology, 3) physical layout, and 4) people (human resources). The following are the outcomes of the organizational transformation description for each indicator.

Table 2: Overview of Organizational Change Factors

NO	Item	Mean Value
Structure		
1	Organizational change affects my performance	4,36
2	Changes in organizational structure affect the performance of each work unit's functions	4,32
3	Changes in organizational structure tend to affect me to be better	4,16
	Total Mean Indicator Structure	4,28
Technology		
4	Changes help me a lot to do everything better	4,30
5	The organization appreciates my hard work in completing work	4,54
6	The principle of teamwork is important when running or supporting organizational activities 4.15	4,15
	Total Mean Indicator Technology	4,33
Physical arrangement		
7	I do something better than my coworkers do	4,19
8	I feel that my career is developing quickly in this organization	4,46

9	My superior supervises the work I do	4,35
	Total Mean Indicator Physical Arrangement	4,33
	People (human resources)	
10	In doing my work, I am oriented towards success	4,41
11	I am interested in trying to innovate in my work, even though it is very risky	4,47
12	I devote all my abilities to every task according to the standards and values set by the organization	4,57
	Mean Number of Indicators Human Resources	4,48
	Mean Number of Organizational Change	4,35

Source: SPSS 21 processing of primary data (2025)

The average organizational change variable, as shown in the table, is 4.70. According to this finding, respondents overwhelmingly concur that 1) structure, 2) technology, 3) physical layout, and 4) people (human resources) are what shape organizational transformation. With a mean value of 4.57, the findings of the organizational change variable description demonstrate that the human resource indicator is reflected in the way employees carry out their work, giving every task their best effort in accordance with the standards and values established by the organization.

Description of the Openness to Experience Variable (Z1)

Six indications make up the openness to experience variable: 1) fantasy; 2) aesthetics; 3) feelings; 4) actions; 5) ideas; and 6) values. The following presents the findings from the description of openness to experience for each indicator.

Table 3: Openness To Experience (Z1) variable description

NO	Item	Mean Value
	<i>Fantasy</i>	
1	I apply a professional attitude in teaching	4,50
2	I am enthusiastic about every teaching activity	4,25
	Total Mean Indicator Fantasy	4,37
	<i>Aesthetics</i>	
3	I try to produce creativity in teaching activities	4,63
4	I try to create learning media by including artistic values	4,63
	Total Mean Indicator Aesthetics	4,63
	<i>Feelings</i>	
5	If there is a mistake, I try to realize and make improvements.	4,50
6	Even though my emotions and feelings are less stable, I still carry out my teaching duties carefully.	4,04
	Total Mean Indicator Feelings	4,27
	<i>Actions</i>	
7	I am actively involved in training to improve knowledge and competence as a teacher	4,79
8	I try to organize productive activities	4,57
	Total Mean Indicator Actions	4,68
	<i>Ideas</i>	
9	I always explore the latest ideas that can bring up innovation in learning activities	4,72

10	I try to apply new ideas in various learning activities	4,95
	Total Mean Indicator Ideas	4,83
	<i>Values</i>	
11	Even though I am busy, I still fulfill my religious obligations	4,50
12	In addition to working to meet family needs, I want to increase good deeds in devotion	4,23
	Total Mean Indicator Values	4,36
	Mean Indicator Variable Openness to Experience	4,56

Source: SPSS 21 processing of primary data (2025)

The average variable openness to experience is 4.56, as illustrated in the accompanying table. According to this finding, respondents overwhelmingly concur that (1) fantasy, (2) aesthetics, (3) sentiments, (4) actions, (5) ideas, and (6) values all contribute to an openness to experience. With the highest mean value of 4.95, the ideas indicator—which demonstrates the lecturer's efforts to apply new ideas in various learning activities—is the primary indicator that can measure openness to experience, according to the results of the description of the openness to experience variable. Active actions to participate in training to increase one's knowledge and competence as a lecturer rank second, with a mean value of 4.79.

The Innovation Learning Variable (Y)

Six variables make up the innovation learning variable: (1) innovation in the development of strategies for reflection and thinking, (2) innovation in the development of strategies for reinforcement, and (3) innovation in the development of strategies for habituation. The following presents the findings from the innovation learning description for each metric.

Table 4: Innovation Learning Variables (Y) Description

NO	Item	Mean Value
	<i>Reflection Thinking</i>	
1	Motivating students to identify problems	4,63
2	Encouraging students to find alternative solutions to problems	4,62
3	Motivating students to develop alternative ideas in solving problems	4,75
4	Motivating students to test alternative solutions to solving problems	4,75
	Total Mean Indicator Reflection Thinking	4,69
	<i>Reinforcement</i>	
5	Encouraging students to convey new information ethically	4,63
6	Encouraging students to complete assignments on time	4,74
7	Giving appreciation to students who have innovative ideas	4,63
8	Giving prizes to students who can complete assignments on time	4,76
	Total Mean Indicator Reinforcement	4,69
	<i>Habituation</i>	
9	Learning is carried out according to the teaching schedule	4,63
10	Learning begins and ends with prayer	4,60
11	Learning using correct and good language	4,73
12	Learning patterns are developed effectively and efficiently	4,84

Mean Number of Habituation Indicators	4,72
Mean Number of Innovation Learning (Y)	4,70

Source: SPSS 21 processing of primary data (2025)

Table 3 shows that the sharing knowledge variable has an average of 4.70. This finding indicates that respondents overwhelmingly concur that (1) introspection/ reflection, (2) reinforcement, and (3) habituation shape openness to experience. With a mean value of 4.84 and 4.76, respectively, the results of the innovation learning variable description demonstrate that the habituation indicator, as indicated by the learning pattern, is developed effectively and efficiently. This is followed by rewarding students who complete their assignments on time.

SMART-PLS Data Analysis

Measurement Model Testing (outer model)

If an idea or research model has not undergone the purification and measurement model stages, it cannot be assessed in a relational and causal relationship prediction model. The instrument's construct validity and reliability are examined using the measurement model, also known as the outer model. The following is a description of the data processing outcomes using the SMART-PLS application:

1) The validity test

Convergent validity (outer model) can be used to establish validity, and a loading factor value of 0.50 to 0.60 is deemed sufficient, according to Wiyono (2011) (in Lumbanraja, 2018, p. 90). The researcher employed a loading factor greater than 0.50 in this validity test. Following the distribution, WarpPLS 7.0 is used to process the questionnaire and provide the loading factor value shown in Table 5:

Table 5: Value of the Loading Factor

Variable	Item	Loadings Factors Value	Decision
Organizational Change (OC)	OC.1	0.725	Credible
	OC.2	0.942	Credible
	OC.3	0.861	Credible
	OC.4	0.797	Credible
	OC.5	0.703	Credible
	OC.6	0.795	Credible
	OC.7	0.662	Credible
	OC.8	0.635	Credible
	OC.9	0.852	Credible
	OC.10	0.752	Credible
	OC.11	0.730	Credible
	OC.12	0.852	Credible
Openness to Experince (OE)	OE.1	0.986	Credible
	OE.2	0.619	Credible
	OE.3	0.831	Credible
	OE.4	0.754	Credible
	OE.5	0.678	Credible
	OE.6	0.865	Credible
	OE.7	0.644	Credible

	Z1.8	0.690	Credible
	OE.9	0.730	Credible
	OE.10	0.676	Credible
	OE.11	0.819	Credible
Innovation	IL.1	0.792	Credible
Learning	IL.2	0.683	Credible
Model (IL)	IL.3	0.629	Credible
	IL.4	0.852	Credible
	IL.5	0.752	Credible
	IL.6	0.730	Credible
	IL.7	0.642	Credible
	IL.8	0.792	Credible
	IL.9	0.730	Credible
	IL.10	0.676	Credible
	IL.11	0.819	Credible
	IL.12	0.732	Credible

Source: SMART PLS 4.0 data processing (2025)

According to Table 4, any variable with statements and indicators has values greater than 0.50 and is deemed legitimate.

2) The Test of Reliability

The reliability test demonstrates the stability and consistency of the study's measuring tools. A construct is considered dependable if its composite reliability ratings are more than 0.60.

Table 6. Component Reliability and Cronbach's Alpha

No	Variable	Composite reliability	Decision
1	Organizational Change	0,664	Reliabel
2	Openness to Experience	0,639	Reliabel
3	Learning Innovation	0,744	Reliabel

Source: SMART PLS 4.0 data processing (2025)

Since the composite reliability ratings exceed 0.60, it is evident from the table that all variables are dependable. The Social Interaction variable has the lowest composite reliability value (0.639), while the variable with the highest composite reliability value is learning innovation.

Meaning of R² and Structural Model Testing (inner model)

1) R²Value-Based Structural Model Testing

The R-squared value measures the degree to which changes in independent variables account for variance in the dependent variable. The R² values listed below are used to evaluate how independent variables affect dependent variables:

Table 7. Value of R²

No	Variable	R ²
1	Openness to Experience	0,598
2	Learning Innovation	0,281

Source: SMART PLS 4.0 data processing (2025)

The table shows that the R² value for the Openness to Experience variable is 0.598, indicating that the organizational change variable accounts for 59.8% of the explanation for the openness to experience variable, with other variables not included in this study accounting for the remaining 40.2%. With an R² value of 0.281, the learning innovation variable can be explained by the organizational change and openness to experience variables to the extent of 28.1%, and by other variables not included in this study to the extent of 71.9%.

1) Hypothesis testing

The findings of the route coefficient estimation demonstrate how hypothesis testing is employed to determine the degree of significance (p-value) and the relationship between the variables in this research model. An image of the test results utilizing SMART-PLS 4.0 may be found below.

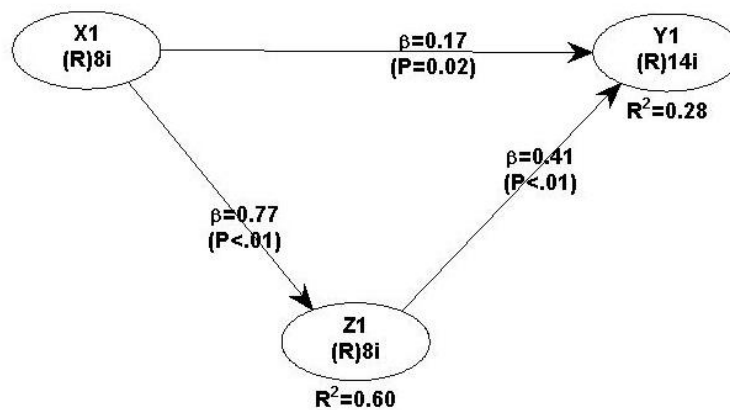


Figure 1. Testing the Indirect Effect Research Model with SMART-PLS 4.0

Source: SMART PLS 4.0 data processing (2025)

Figure Description:

- 1) X1: Organizational change (OC)
- 2) Z1: Openness to experience (OE)
- 3) Y1: Learning innovation (LI)

Based on the p-value, all of the study's hypotheses can be classified as significant or not. H₀ is rejected or there is a substantial influence if the p-value is less than or equal to 5% (≤0.05); if the p-value is greater than 5% (>0.05), then H₀ is accepted or the influence is not significant. However, the path coefficient estimation findings are used to evaluate the hardness of the relationship between variables and examine the degree of effect between them.

The findings of a hypothesis test based on the SMART PLS model, which was developed to examine the relationships between learning innovation (Y1), organizational change (X1), and openness to experience (Z1).

Table 8. Path Coefficient Estimation Results

No	Hypothesis	Path Coefficients	P Value	Description
1	X1 → Z1	0,773	<0,001	Signifikan
2	X1 → Y1	0,480	<0,002	Signifikan
3	Z1 → Y1	0,406	<0,001	Signifikan

4	X1 → Z1→Y1	0,315	<0,001	Signifikan
---	------------	-------	--------	------------

Source: SMART PLS 4.0 data processing (2025)

Hypothesis 1 examines how openness to experience is impacted by organizational change. P-values of $0.001 < 0.005$ were obtained from the test findings, allowing for the following choice to be made: It is acknowledged that openness to experience is significantly impacted by organizational transformation. The interpretation of the path coefficients with a value of 0.773 means that organizational change affects openness to experience by 77.3%.

The second hypothesis examines how organizational transformation affects learning innovation. The test findings showed p-values of $0.002 < 0.005$, allowing for the following choice to be made: Learning innovation is impacted by organizational change. According to the interpretation of the path coefficients, which have a value of 0.480, learning innovation is impacted by organizational change by 48.0%.

The third hypothesis examines how learning innovation is impacted by openness to experience. Given that the test results showed p-values of $0.001 < 0.005$, the following course of action can be taken: It is acknowledged that learning innovation is influenced by openness to experience. According to the interpretation of path coefficients, which have a value of 0.406, learning innovation is influenced by openness to experience to the extent of 40.6%.

The fourth hypothesis examines how organizational transformation influences learning innovation through experience openness. Given that the test findings indicate a p-value of $0.001 < 0.005$, the following conclusion can be drawn: The following is accepted: openness to experience, learning innovation, and organizational change. According to the path's indirect effect interpretation, which has a value of 0.315, organizational transformation has a 13.5% impact on learning innovation and openness to experience.

Discussion

The research findings show the existence of a new model and framework in improving learning innovation capabilities, with the theory of change stated by (Zhao et al., 2024) and (Bui et al., 2024) that organizational change is formed to strive to improve the organization's capacity to adjust to shifting environmental conditions and work toward behavioral changes among its employees. Indicators of organizational change can be grouped into four categories, namely 1) structure, 2) technology, 3) physical arrangement, and 4) people or human resources (Gibbs, 2022). The results of the study strengthen Pervin's theory in measuring the openness to experience variable, namely: 1) Imagination, 2) Aesthetics, 3) Emotional, 4) Interest in adventure, 5) Open-minded intellectuals, 6) Freedom is the ability to accept and respect diversity and adapt to other cultures. The study's findings support Graham Gibbs' hypothesis that three factors – reflection, reinforcement, and habituation – form the basis of learning innovation. (Pervin, L. A., & John, 2019)..

Meanwhile, the research findings in testing the first hypothesis showed that organizational change affected openness to experience by 77.3%. This means that the higher the change in improving the quality of lecturers to devote all my abilities in every task according to the standards and values set by the organization, the more willing lecturers are to be innovative with their ideas and concepts in the classroom's varied educational activities, the more open they are to new experiences.

The research findings strengthen the research of (Rubeba, 2024) and (Kusters et al., 2023), that raising the caliber of the teaching staff is crucial to helping people overcome the daily challenges they face. If people become more resilient, they will be able to control themselves better and manage stress by adjusting their thought processes in response to challenges and taking the actions they believe are most appropriate.

This implies that a lecturer's capacity for learning innovation, as demonstrated by the effective and efficient development of their learning pattern, increases with the degree to which the quality of lecturers is improved, allowing them to devote all their abilities to every task in accordance with the standards and values established by the organization. The results of the study support the findings of (Pilz et al., 2024) and (Zhao et al., 2024), which demonstrate that instructors who adhere to organizational standards and values are more likely to encourage creativity and innovation in the sharing of information with other instructors.

According to the third hypothesis test, learning innovation is 40.6% impacted by openness to experience. This implies that the more openness to experience a lecturer exhibits through their desire to use their own ideas and concepts in various classroom teaching activities, the less effective and efficient the habituation resulting from the learning pattern is. The results of this study contradict the findings of research by of (Abbasi et al., 2023) and (Lee, 2021), which claim that the primary indicator of the lecturer's capacity for innovation in carrying out learning effectively is the ideas indicator in the openness to experience variable, demonstrated by the lecturer's attempts to apply new ideas in various learning activities. For pupils to learn effectively and efficiently, learning innovation is crucial.

According to Hypothesis 4, the impact of organizational transformation on openness to experience and learning innovation (Y1) is 13.5%. Accordingly, the variable of innovation learning from the organizational change variable may be mediated by openness to experience. The desire of lecturers to be creative with their ideas and concepts in various teaching activities in the classroom is therefore influenced by the more substantial organizational changes in the arrangement of human resources, which aim to devote all their abilities to every task, following the standards and values set by the organization. This allows lecturers to innovate learning effectively and efficiently by rewarding students who can complete assignments on time. The results of this study support those of of (Pilz et al., 2024), Ipseeta Satpathy (2020), (Rubeba, 2024), and (Nkomo et al., 2022), demonstrating that openness to experience has a significant impact on learning innovation in higher education.

CONCLUSION

The results of the study show that existence of a new model and framework in improving the ability to innovate learning with the theory of change stated by Robbins and Vulpes in the dimension of organizational change by elaborating Pervin's theory through the variable openness to experience and Graham Gibbs' theory to improve the ability of lecturers learning innovation.

Considering the findings of the study, can be derived a conclusion that organizational change affects openness to experience by 77.3%. This means that the higher the change in improving the quality of lecturers to devote all my abilities in every task according to the standards and values set by the organization, higher levels of openness to experience are demonstrated by lecturers' propensity to use their own ideas and notions in a variety of classroom activities. Organizational change affects learning innovation by 48.0%. This means that the higher the change in improving the quality of

lecturers to devote all my abilities in every task according to the standards and values set by the organization, the higher the ability of lecturers to innovate in learning, which is indicated by the learning pattern being developed effectively and efficiently.

Openness to experience affects learning innovation by 40.6%. This means that the higher the attitude of openness to experience, which is indicated by the desire to be creative with the ideas and concepts that lecturers have in various teaching activities in class, the habituation exhibited by the learning pattern being created is less efficient and effective. 13.5% of organizations have changed their approach to learning innovation through experience-based openness. This means that openness to experience can be a mediator variable in influencing innovation learning from organizational change variables. This implies that the more strongly an organization changes its human resource allocation to allocate all of its skills to each task while adhering to its standards and values, the more it influences lecturers' desire to use their own ideas and concepts in a variety of classroom teaching activities so that they can effectively and efficiently innovate learning.

There are restrictions on the research object and subject of this study. This survey only included 151 respondents, a sample drawn from a number of teachers at three institutions of higher learning that were converted into universities. Where it would take more time and work to get a sample bigger than that number. Due to the researcher's exclusive use of colleges as the topic of the study, only three objects out of numerous similar objects were evaluated. Only a few theories that explain the relationship between linked variables are used in this investigation. Indeed, there are numerous alternative theories that can offer distinct perspectives on this area of study.

REFERENCES

- Abbasi, S. G., Alaghbari, M. A., Abbas, M., Beshr, B., & Al-Ghazali, B. M. (2023). Openness to Experience and Creativity: The Role of Promotion Focus. *Cogent Business and Management*, 10(3). <https://doi.org/10.1080/23311975.2023.2238390>
- Attakumah, D. (2021). Drivers of Policy Change in the Roles of Higher Education Institutions in a Contemporary society. *International Journal of Education and Research*, 9(3), 211-226.
- Barroga, E., & Janet, G. (2023). Conducting and Writing Quantitative and Qualitative Research. *Journal of Korean Medical Science*, 38(37), 1-16. <https://doi.org/10.3346/jkms.2023.38.e291>
- Bui, H. T. M., Bui, T., & Pham, B. T. (2024). The role of higher education in achieving sustainable development goals: An evaluation of motivation and capacity of Vietnamese institutions. *International Journal of Management Education*, 22(3), 101-118. <https://doi.org/10.1016/j.ijme.2024.101088>
- Caniago, F. (2021). Research methodology: Types in The New Perspective. *Manazhim: Journal of Management and Educational Sciences*, 3(3), 1-16.
- Cheah, J. H., Thurasamy, R., Memon, M. A., Chuah, F., & Ting, H. (2020). Multigroup analysis using smartpls: Step-by-step guidelines for business research. *Asian Journal of Business Research*, 10(3), I-XIX. <https://doi.org/10.14707/ajbr.200087>
- Dalimunthe, D. (2021). Proses Pembentukan Undang-Undang Menurut UU No. 12 Tahun 2012 Tentang Pembentukan Peraturan Perundang-Undangan. *-Jurnal Al-Maqasid*, 4(2), 59-75.
- Darwin, M., & Umam, K. (2020). Analisis Indirect Effect pada Structural Equation Modeling. *Nucleus*, 1(2), 50-57. <https://doi.org/10.37010/nuc.v1i2.160>

- Eckel, P. (2022). Assessing Change and Transformation in Higher Education: An Essential Task for Leaders. *Metropolitan Universities*, 13(2), 80–93.
- Gibbs, G. (2022). *Learning by Doing and Learning Innovation Theory* (First Edit). OCSLD Oxford Brookes University.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice*, 19(2), 139–152. <https://doi.org/10.2753/MTP1069-6679190202>
- Ilhami, F. B., Khasanah, M., Suprpto, N., & Widodo, B. S. (2025). Exploring perspective of impact ranking university trend in five universities in East Java Indonesia. *Social Sciences and Humanities Open*, 11(December 2024), 101284. <https://doi.org/10.1016/j.ssaho.2025.101284>
- Ji, R., Yue, X., & Zheng, X. (2021). Using PLS-SEM to Examine the Structure of First-year University Students. *Higher Education Studies*, 11(4), 7. <https://doi.org/10.5539/hes.v11n4p7>
- Kusters, M., van der Rijst, R., de Vetten, A., & Admiraal, W. (2023). University lecturers as change agents: How do they perceive their professional agency? *Teaching and Teacher Education*, 12(7), 104097. <https://doi.org/10.1016/j.tate.2023.104097>
- Kwangmuang, P., Jarutkamolpong, S., Sangboonraung, W., & Daungtod, S. (2021). The development of learning innovation to enhance higher order thinking skills for students in Thailand junior high schools. *Heliyon*, 7(6), e07309. <https://doi.org/10.1016/j.heliyon.2021.e07309>
- Lee, K. (2021). Openness and innovation in online higher education: A historical review of the two discourses. *Open Learning Elsevier*, 36(2), 112–132. <https://doi.org/10.1080/02680513.2020.1713737>
- Mnguni, L., Nuangchalerm, P., Zaky El Islami, R. A., Sibanda, D., Sari, I. J., & Ramulumo, M. (2024). The behavioural intentions for integrating artificial intelligence in science teaching among pre-service science teachers in South Africa and Thailand. *Computers and Education: Artificial Intelligence*, 7(6), 103–114. <https://doi.org/10.1016/j.caeai.2024.100334>
- Molina Roldán, S., Hernández-Egía, L. P., Natividad-Sancho, L., & Burgués-Freitas, A. (2024). Beyond the university walls. The impact on university researchers of bringing science closer to vulnerable groups. *International Journal of Educational Research*, 12(8), 331–352. <https://doi.org/10.1016/j.ijer.2024.102473>
- Muthohar, A., Raharjo, R., Thoha, A. M., & Nasikhin, N. (2025). Academic and Family Balance: A Comparative Study of Married Postgraduate Students in Islamic Higher Education in Indonesia and Brunei Darussalam. *Nazhruna: Jurnal Pendidikan Islam*, 8(1), 31–51. <https://doi.org/10.31538/nzh.v8i1.14>
- Nkomo, N. N., Ochiche, U. P., & Akpan, E. M. (2022). The Influence of Teachers Agreeableness and Openness to Experience on Secondary School Students' English Language Academic Achievement in Ogoja Education Zone of Cross River State, Nigeria. *Journal of Education and Practice*, 6(5), 21–28. <https://doi.org/10.47941/jep.1031>
- Pervin, L. A., & John, O. P. (2019). Personality Theory & Research. In *Handbook of Personality Psychology*. John Wiley & Sons, Inc. <https://doi.org/10.1016/b978-012134645-4/50022-6>
- Pilz, M., Tögel, J., Albers, S., van den Oord, S., Cramer, T., & Vítečková, K. (2024). Teaching with business cases in higher education: Expectations and practical implementation by lecturers of management. *International Journal of Management Education*, 22(3), 273–288. <https://doi.org/10.1016/j.ijme.2024.101068>

- Qamariah, H., & Hercz, M. (2025). How EFL Instructors Improve Their Professionalism: The Voice from Indonesian Higher Education Institutions. *Jurnal Ilmiah Peuradeun*, 13(1), 409–436. <https://doi.org/10.26811/peuradeun.v13i1.1507>
- Rubeba, A. M. (2024). Lecturers' teaching competencies towards improving teaching and learning process in universities in Tanzania: Students' perspectives. *Heliyon*, 11(1), 41–68. <https://doi.org/10.1016/j.heliyon.2025.e41683>
- Siddiqua, A. (2019). Critique of Research Methodologies and Methods in Educational. *World Journal of Education*, 13(4), 16. <https://doi.org/10.5430/wje.v13n4p16>
- Storberg-Walker, J., & Torraco, R. (2022). Change and Higher Education: A Multidisciplinary Approach. *Academy of Human Resource Development International Conference (AHRD)*, 19(3), 811–818.
- Subhaktiyasa, P. G. (2024). PLS-SEM for Multivariate Analysis: A Practical Guide to Educational Research using SmartPLS. *EduLine: Journal of Education and Learning Innovation*, 4(3).
- Suwendi, S., Mesraini, M., Azka, F. L., & Gama, C. B. (2024). Implementation of Knowledge Integration in Islamic Higher Education. *Jurnal Pendidikan Islam*, 10(1), 41–52. <https://doi.org/10.15575/jpi.v10i1.35385>
- Syukur, F., Maghfurin, A., Marhamah, U., & Jehwae, P. (2024). Integration of Artificial Intelligence in Islamic Higher Education: Comparative Responses between Indonesia and Thailand. *Nazhruna: Jurnal Pendidikan Islam*, 7(3), 531–553. <https://doi.org/10.31538/nzh.v7i3.13>
- Tosoni, S., & Zuccalà, E. (2020). The Research: Methods and Methodology. *Palgrave Studies in the History of Subcultures and Popular Music*, 7(3), 13–40. https://doi.org/10.1007/978-3-030-39811-8_2
- Whittingham, J., Krooi, M., & Beausaert, S. (2024). Introducing the 3P conceptual model of internal quality assurance in higher education: A systematic literature review. *Studies in Educational Evaluation*, 82(April), 101360. <https://doi.org/10.1016/j.stueduc.2024.101360>
- Yang, B., Tan, Y., Sarker, M. N. I., Deng, W., Yuan, J., & Firdaus, R. B. R. (2024). A model for evaluating the performance of compulsory education inputs in ethnic areas in China. *Heliyon Journal International*, 10(4), e26247. <https://doi.org/10.1016/j.heliyon.2024.e26247>
- Yudhiantara, R. A., Kurniawan, E., & Farisi, M. Z. A. (2024). A Metadiscourse Analysis of Research Article Abstracts Across English, Indonesian, and Arabic Authored by Indonesian Islamic Higher Education Scholars. *Jurnal Pendidikan Islam*, 10(2), 260–279. <https://doi.org/10.15575/jpi.v10i2.39165>
- Yuniarti, R., & Bahri, S. (2024). Factors Affecting the Research Productivity of Lecturers at the KOPERTAIS IV East Java, Indonesia. *International Journal of Applied Research and Sustainable Sciences (IJARSS)*, 2(6), 427–436.
- Za, T., Walidin, W., Idris, S., & Huda, M. (2024). Pancasila as the Core Value for Character Building in Islamic Higher Education Institutions. *Jurnal Ilmiah Peuradeun*, 12(2), 565–592. <https://doi.org/10.26811/peuradeun.v12i2.1212>
- Zhao, L., Hussam, E., Seong, J. T., Elshenawy, A., Kamal, M., & Alshawarbeh, E. (2024). Revolutionizing art education: Integrating AI and multimedia for enhanced appreciation teaching. *Alexandria Engineering Journal*, 19(3), 33–43. <https://doi.org/10.1016/j.aej.2024.03.011>