

CHANGE MANAGEMENT IN THE RESTRUCTURING OF LPTIK INTO THE ICT SERVICE UNIT (UPA TIK) AT THE UNIVERSITY OF JAMBI (STRATEGIES, CHALLENGES, AND OPPORTUNITIES)

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Abstract

Organizational restructuring serves as one of the key strategies to enhance the effectiveness of higher education governance, particularly in responding to the demands of digital transformation and national policies. This research aims to analyze change management in the restructuring of the Information and Communication Technology Development Agency (LPTIK) into the Technical Implementation Unit for Information and Communication Technology (UPA TIK) at Jambi University. The study focuses on the characteristics of the change, the change management strategies implemented, the challenges encountered, and the strategic opportunities arising from the restructuring. This research employs a qualitative approach using a case study method. Data collection was conducted through in-depth interviews with university leaders, UPA TIK leadership and staff, as well as information technology service users, complemented by document analysis. Data analysis was performed thematically, linking empirical findings to change management theories, including Lewin's model, Kotter's model, ADKAR, and McKinsey 7S. The findings indicate that the restructuring of LPTIK into UPA TIK constitutes a policy-driven and incremental organizational change, emphasizing structural adjustments and coordination pathways rather than comprehensive transformations in work processes and organizational culture. The implemented change management strategies were predominantly administrative and stability-oriented, successfully maintaining the continuity of information technology services in the short term. However, comprehensive implementation of change leadership, human resource management, persuasive communication, and change reinforcement systems remains lacking. This condition has led to symbolic resistance among staff and poses risks to the sustainability of the change in the long term. This study produces a conceptual model of change management, demonstrating that the success of organizational restructuring in higher education institutions is not solely determined by structural changes but is heavily dependent on the quality of change management strategies as a mediating variable. These findings contribute conceptually to the study of change management in higher education and provide practical implications for managing organizational restructuring in state universities.

Keywords: Change Management, Organizational Restructuring, UPA TIK, State Universities, Digital Transformation

Introduction

In today's rapidly evolving era, where technology and market dynamics continue to change, organizations are required to adapt to both external and internal environments in order to remain competitive and relevant. Change management is a systematic process designed to assist organizations in transitioning from their current state to a desired future state in a structured and controlled manner. Such changes may encompass various aspects, including technology, human resources, organizational structure, and operational processes.

Educational institutions, including universities, are now compelled to respond to rapid technological advancements. The success of these changes is highly dependent on the organization's ability to understand environmental dynamics and to adapt through appropriate and effective restructuring.

1. National Policies

- a. Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) No. 53 of 2023 on Quality Assurance in Higher Education, emphasizes the importance of digital transformation in higher education governance.
- b. Presidential Regulation No. 95 of 2018 on the Electronic-Based Government System (SPBE), mandates the digitalization of public services in government institutions, including universities.
- c. Information and Communication Technology Master Plan (RITIK) of the Ministry of Education, Culture, Research, and Technology, encourages the strengthening of ICT infrastructure in higher education institutions.

2. University of Jambi Policies (Internal)

- a. The Statute of the University of Jambi (Rector's Regulation), which regulates the restructuring of academic support units.
- b. The University of Jambi Strategic Plan (Renstra) 2021–2025, places emphasis on campus digitalization and the strengthening of ICT services.

c. Rector's Decree on Organizational Restructuring, serves as the legal basis for the transformation of LPTIK into the ICT Service Unit (UPA TIK).

The restructuring of LPTIK into the ICT Technical Implementation Unit (UPA TIK) at the University of Jambi is closely linked to policy frameworks that mandate change at both national and institutional levels. At the national level, Presidential Regulation No. 95 of 2018 on the Electronic-Based Government System (SPBE) requires the digitalization of public services, including those in higher education. In addition, Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) No. 53 of 2023 emphasizes the importance of utilizing digital technology in ensuring the quality of higher education. At the university level, the University of Jambi Strategic Plan (Renstra) 2021–2025 and the University of Jambi Statute explicitly position digital transformation as a strategic priority, which is subsequently implemented through the policy of restructuring LPTIK into UPA TIK.

Structural restructuring, as one form of organizational adaptation, is often employed to enhance operational effectiveness, particularly in the information and communication technology (ICT) sector. Over the past decades, higher education institutions have faced significant pressure to keep pace with technological changes, especially in the digitalization of educational and administrative processes. Universities are therefore required to continuously improve their ICT infrastructure and services in order to effectively support academic activities.

In Indonesia, universities encounter substantial challenges in undertaking digital transformation. The University of Jambi (UNJA) has responded to these challenges by restructuring its Information and Communication Technology Development Institute (LPTIK) into the Information and Communication Technology Technical Implementation Unit (UPA TIK). This restructuring aims to improve service efficiency, optimize the utilization of technology, and provide stronger support for both academic and administrative activities.

According to Whelan-Berry and Somerville (2010), restructuring represents a profound change that not only focuses on formal structures and work processes but also intrinsically affects organizational culture. This transformation extends far beyond technical aspects, as it requires changes in leadership, management practices, and service approaches. Therefore, it is essential to understand how change management is implemented within this context, with particular emphasis on how such changes significantly influence the performance of ICT services.

Within the organizational structure of the University of Jambi, the Institute for the Development of Information and Communication Technology (LPTIK) was placed under the coordination of the Vice Rector for General Affairs and Finance. This positioning indicates that LPTIK played a crucial role in supporting administrative functions and general services at the university. LPTIK bore significant responsibility for managing information and communication technology infrastructure, which is vital for enhancing the university's operational efficiency as well as supporting digitally based learning and research processes.

In the previous organizational structure, LPTIK indeed played a central role in the provision of ICT services; however, various issues and constraints emerged that triggered the need for restructuring. These constraints were reflected in several factors, such as:

1. Lack of Service Efficiency and Responsiveness: The complex bureaucratic structure within LPTIK resulted in ICT service request and problem-handling processes that were often slow, thereby hindering the smooth execution of academic and administrative activities across various units and faculties.
2. Limited Inter-Unit Coordination: Although LPTIK was connected to multiple organizational units, coordination and service integration remained suboptimal. This condition frequently led to disparities in technology utilization as well as inefficient duplication of efforts.

Resistance to Technological Change: There is a prevailing phenomenon in which staff members and service users demonstrate resistance or reluctance to adopt new systems or procedures, constituting a tangible barrier to the implementation of ICT innovations.

The restructuring of LPTIK into the Information and Communication Technology Technical Implementation Unit (UPA TIK) represents a change management strategy designed to address these identified constraints. This transformation does not solely target structural improvements but also seeks to foster changes in work culture toward greater adaptability and responsiveness. Accordingly, the restructuring is expected to enhance operational efficiency, improve coordination, and mitigate resistance to change, ultimately resulting in a significant and observable improvement in the quality of ICT services for the entire academic community of the University of Jambi.

Furthermore, this restructuring reflects the University of Jambi's commitment to accelerating digital transformation in alignment with global trends in higher education. With the establishment of UPA TIK, improvements are anticipated in service quality, responsiveness to technical issues, and technological innovation that supports more efficient university governance. Kannan and Garad (2021) emphasize the importance of digital leadership in the ICT transformation process within educational institutions; however, their study is more relevant to developed countries with well-established infrastructure. In the Indonesian context, in-depth research on how digital leadership is applied in the restructuring of ICT units, such as LPTIK, remains limited. Moreover, recent literature, such as that presented by Mouratidis et al. (2023),

indicates that the implementation of digital technologies in educational institutions requires a more systematic approach to address local challenges, including infrastructure limitations and resistance to change.

The experience of the University of Jambi in restructuring LPTIK into UPA TIK may therefore provide valuable new empirical insights for other universities in Indonesia that are planning or undertaking similar transformations. Consequently, this study not only offers a theoretical contribution but also presents empirical evidence of change management implementation within a local context, an aspect that has been rarely explored in the academic literature. This research is expected to enhance understanding of how higher education institutions in Indonesia apply effective change management in ICT restructuring, an area that remains underrepresented in both domestic and global empirical studies.

Based on the above background, the author intends to conduct a study entitled “Change Management in the Restructuring of LPTIK into UPA TIK at the University of Jambi (Strategies, Challenges, and Opportunities).”

Literature Review

Change management is a set of processes, tools, and techniques used to manage the human aspects of change in order to ensure that change is implemented smoothly and that organizational objectives are achieved. It involves understanding how individuals and groups respond to change, how to address resistance, and how to motivate and empower employees to effectively adapt to such change. (Hiatt, 2006)

Restructuring refers to changes in an organization’s structural and operational arrangements aimed at responding to external dynamics as well as internal needs. It may involve alterations in leadership lines, the reorganization of divisions or departments, and adjustments to work systems and individual roles within the organization. (Whelan-Berry & Somerville, 2010)

Laudon and Laudon (2012) define information and communication technology (ICT) as technologies that enable organizations to efficiently manage and integrate data in order to accelerate decision-making processes and enhance service quality. The appropriate implementation of ICT can increase productivity and improve existing work processes. A study by Ranjan and Ghosh (2012) demonstrates that ICT plays a crucial role in creating an ecosystem that supports educational innovation, access to digital resources, and the efficiency of academic administration. Digital transformation in universities is therefore not limited to the provision of technological infrastructure, but also requires changes in work practices and organizational culture.

Models of change management, in the restructuring process, several change management models are considered relevant and have been applied across various sectors, including higher education:

1. Lewin’s Model (1947), Lewin proposed a three-stage model of unfreezing, changing, and refreezing as a fundamental approach to assisting organizations in adapting to change.
2. Kotter’s Model (1996), Kotter developed a more detailed and sequential eight-step model for managing change. This model places strong emphasis on the human dimension of change and is highly relevant for large-scale organizational restructuring.
3. ADKAR Model (Hiatt, 2006), ADKAR is an acronym for Awareness, Desire, Knowledge, Ability, and Reinforcement. This model emphasizes that the success of change depends on individual change within the organization. ADKAR focuses on how each individual understands the change, develops the desire to change, acquires the necessary knowledge, builds the capability to implement the change, and receives the reinforcement or support required to sustain the change over time.

LPTIK and UPA TIK at the University of Jambi

The Institute for the Development of Information and Communication Technology (LPTIK) at the University of Jambi has functioned as the unit responsible for the development, management, and utilization of information and communication technology within the university. LPTIK has played a strategic role in supporting academic and administrative processes through the provision of ICT infrastructure, application development, as well as user training and assistance.

However, in response to the increasingly complex demands for ICT services and the need to enhance service quality, the University of Jambi has deemed it necessary to restructure LPTIK into the Information and Communication Technology Academic Implementation Unit (UPA TIK). UPA TIK is designed to adopt a more streamlined organizational structure, with a stronger focus on ICT-based academic services and more professional and integrated management.

This restructuring is expected to improve operational efficiency, accelerate decision-making processes, and enhance the quality of services provided to the academic community. Nevertheless, this transformation also requires effective change management to ensure that all stakeholders are able to adapt to and support the restructuring process.

Methods

Research Flow

To facilitate the implementation of this study, a clearly defined research flow outlining each stage of the research process is required. This research flow represents the sequential steps that will be undertaken to

address and resolve the research problem under investigation. The research flow is illustrated in the following figure.

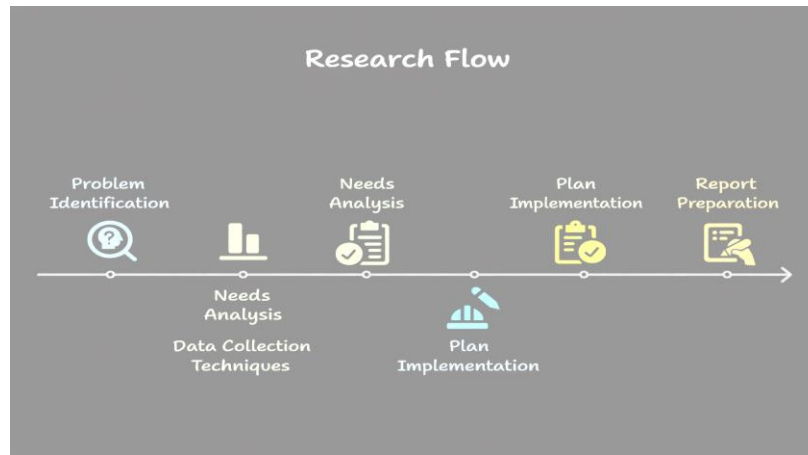


Figure 1. Research Flow

Population

Population refers to a generalized area consisting of objects or subjects that possess certain qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn (Sugiyono, 2015). According to Nawawi, as cited in Riduwan (2017), population is defined as the totality of all possible values, whether derived from quantitative or qualitative measurements, related to specific characteristics of a complete set of objects. In this study, the population comprises stakeholders who are users of LPTIK services at the University of Jambi.

Sample

The sample in this study was selected using a purposive sampling technique. The rationale for choosing this method was to identify key informants who were considered most relevant and possessed in-depth understanding of the phenomenon under investigation, namely the restructuring process of LPTIK. The sample consists of key stakeholders at the University of Jambi, including university leaders, LPTIK/UPA TIK staff, and ICT service users. A total of 20 respondents were selected based on the consideration of achieving data saturation, a condition in which no significant new information emerges from the interviews, indicating that the collected data are sufficient to comprehensively address the research questions.

Type of Research

Based on the research objectives, this study employs a descriptive research design. Descriptive research aims to provide a clear and detailed depiction of the phenomena under investigation. In this context, the study seeks to describe: the process of restructuring LPTIK into UPA TIK, the strategies applied in change management, the challenges encountered during the restructuring process and the opportunities that emerged as a result of the restructuring.

Type and Sources of Data

This study utilizes qualitative data, which are obtained through interview results. These data describe the observed phenomena and processes, collected and analyzed through systematic interpretation of interview findings. Primary data are collected directly from the sources through interviews with the research subjects. In this study, primary data are obtained from in-depth interviews with university leaders, LPTIK/UPA TIK staff, and ICT service users at the University of Jambi. Secondary data are collected from relevant literature, including books, articles, academic journals, and internet sources related to the research topic. These data are used to support and enrich the analysis of primary data.

Data Collection Techniques

Data in this study are collected using several techniques, in-depth interviews with university leaders and LPTIK and UPA TIK staff to obtain rich and detailed information regarding the change process; Participatory observation to directly observe activities and dynamics occurring during the restructuring process; and Documentation study, involving the analysis of official documents, reports, policies, and records related to the restructuring, which provide contextual insights and supporting data.

Data Analysis Techniques

Data reduction, the process of filtering and selecting data relevant to the research focus; Data presentation, which involves organizing data in the form of narratives, tables, and diagrams to facilitate understanding; and Verification and conclusion drawing, the process of re-examining and interpreting the data to ensure the validity and accuracy of the research findings.

Data validity to ensure data validity, this study employs triangulation techniques, including: Source triangulation, by comparing data obtained from different informants; Method triangulation, by integrating data from interviews, observations, and documentation; and Member checking, which involves confirming interview results and findings with informants to ensure accuracy and consistency.

Results and Discussion

The Nature and Characteristics of the Restructuring of LPTIK into UPA TIK

The research findings indicate that prior to the restructuring, ICT services at the University of Jambi were operating relatively stably and were well received by users. This fact reinforces the conclusion that the restructuring constituted a policy-driven change rather than a problem-driven change. From Kotter's (1996) perspective, this transformation can be understood as a form of organizational realignment, namely the adjustment of organizational structures to align with strategic directions and prevailing regulations. In terms of the nature of change, the restructuring of LPTIK into UPA TIK primarily emphasized changes in organizational structure and coordination lines, while technical work processes and service delivery patterns did not undergo significant changes.

The research findings indicate that the restructuring of LPTIK into UPA TIK was perceived by university leadership as a consequence of higher education organizational restructuring policies rather than as a response to deficiencies in ICT service performance. One of the university leaders stated that the change in nomenclature was implemented to align the organizational structure of the University of Jambi with the latest ministerial regulations, in which the information technology unit is positioned as a supporting unit for academic services. This underscores that the restructuring represents a policy-driven change oriented toward regulatory compliance and governance efficiency, rather than a change prompted by internal organizational crises.

Change Management Strategies in the Restructuring of LPTIK

Change communication strategy, the research findings indicate that change communication has not yet fully fostered a deep understanding of the urgency and significance of the change. Within the ADKAR framework (Hiatt, 2006), the awareness stage has been achieved; however, the desire stage has not been optimally developed. Communication efforts have primarily addressed the question of "what is changing" rather than "why this change is important."

The findings of this study indicate that a change leadership orientation emphasizing operational stability is reflected in statements from UPA TIK management, which affirm that the restructuring was not intended to alter technical work practices but merely to simplify coordination lines. One respondent explained that the primary difference before and after the restructuring lies in the shortening of instruction and command pathways, while work patterns remain unchanged. This condition suggests that change leadership has focused on control and structural efficiency, but has not yet been directed toward developing a transformative and participatory change vision, as recommended in Kotter's model.

Change oriented leadership, the study did not identify the formation of a guiding coalition or a form of collective change leadership as proposed by Kotter (1996). Instead, the change process was predominantly controlled through structural authority rather than driven by cross-role participation. As a result, the change has proceeded in a technically effective manner but has not been fully internalized or owned by all members of the organization.

An interview with the Head of UPA TIK revealed that "leadership ensures the readiness and competence of human resources in facing this institutional change through continuous technical training, IT competency certification, and the development of a service-oriented mindset among employees."

In the context of the University of Jambi, which exhibits a high level of institutional complexity, a change leadership approach oriented toward operational stability may limit opportunities for dialogue and collective reflection. Therefore, the research question concerning change leadership can be addressed by concluding that change leadership at the University of Jambi is functional and operational in nature, but has not yet become strategic and participatory

Human resource management and capability development, from the ADKAR perspective, the knowledge and ability components have not yet been optimally strengthened. Similarly, within the McKinsey 7S framework, changes to the structure element have not been sufficiently balanced by enhancements in skills and staff. This condition has the potential to lead to long-term stagnation in organizational capabilities.

Based on an interview with the Head of UPA TIK, it was stated that "the concrete steps taken to ensure a smooth transition of the organizational structure, human resources, assets, and data include conducting a digital asset audit, remapping human resource competencies in accordance with the UPA structure, and gradually migrating information system data without disrupting ongoing services."

Change reinforcement and incentive system, the study indicates that the change reinforcement system has not yet been institutionalized in a consistent manner. The provision of rewards and incentives has not been integrated with service performance or career development pathways. As a result, the change has not been accompanied by sustained reinforcement of desired behaviors and long-term commitment. Accordingly, the research question concerning the change reinforcement system can be addressed by concluding that the

mechanisms for reinforcing change remain weak and have not yet optimally supported the sustainability of the restructuring process.

Key challenges in change management of the restructuring process, the primary challenges in change management during the restructuring of LPTIK into UPA TIK did not manifest in the form of open resistance, but rather as symbolic resistance. This form of resistance is associated with staff perceptions of a decline in organizational status from an institute to a technical implementation unit, touching upon issues of organizational identity and institutional meaning.

Furthermore, resource constraints—particularly in human resource development and incentive systems—along with an organizational culture that has not yet fully adapted to change, constitute structural and cultural challenges. From Lewin's perspective, this condition indicates that the unfreezing process has not been fully completed at the psychological and cultural levels.

Strategic opportunities of the restructuring for the University of Jambi, despite the various challenges, the restructuring of LPTIK into UPA TIK has also created strategic opportunities. A more streamlined organizational structure enables greater efficiency and responsiveness in ICT service delivery. This, in turn, contributes to increased user satisfaction and enhances the operational legitimacy of the unit. Interview findings from faculty members as service users indicate that, prior to the formal transition to UPA TIK, they had already been informed about the restructuring. Their experiences in accessing internet services and the Academic Information System (SIKAD) over the past six months were described as smooth, stable, and user-friendly, supported by the widespread installation of Wi-Fi across campus and faculty areas. When technical issues or complaints arose, respondents reported that the ICT team responded promptly and resolved reported problems efficiently. Faculty members also expressed expectations that future digital services at the University of Jambi would become more integrated and easier to access.

Moreover, UPA TIK holds significant potential to serve as a driving force for the University of Jambi's digital transformation, in alignment with the university's vision of becoming a World-Class Entrepreneurship University. Through strengthened policies and enhanced institutional capacity, UPA TIK can assume a more strategic role in supporting digital learning systems, research management, and the integration of institutional data.

Discussion

The Oretical Synthesis and Conceptual Model of Research Findings

The synthesis of empirical findings and the theoretical framework indicates that the restructuring of LPTIK into UPA TIK has resulted in partial success. This success is primarily reflected in service stability and improved coordination efficiency as short-term outcomes (short-term wins). However, these operational achievements have not yet been fully accompanied by sustained cultural and psychological changes. To clarify

The relationship between the research findings and the theoretical framework of change management, Table 1 is presented to summarize the synthesis between theoretical concepts and the empirical findings of the restructuring of LPTIK into UPA TIK at the University of Jambi.

Table 1. Synthesis of Change Management Theory and Research Findings: LPTIK–UPA TIK Restructuring

Analytical Dimension	Theoretical Framework	Key Theoretical Concepts	Research Findings	Analytical Meaning (Synthesis)
Drivers of Change	Kotter (1996); Al-Haddad & Kotnour (2015)	Sense of urgency; policy-driven change	The restructuring was driven by SPBE policies and the reorganization of public university governance, rather than by a service crisis.	The change was structural–administrative in nature; therefore, psychological urgency was weak.
Nature of Change	Burnes (2017)	Incremental change	The organizational structure changed (from LPTIK to UPA TIK), while work processes remained relatively unchanged.	The change was operationally safe but limited in its capacity to drive transformative outcomes.
Change Communication	ADKAR (Hiatt, 2006)	Awareness → Desire	Change-related information was clearly communicated; however, it did not effectively construct the meaning and urgency of change.	The change was administratively accepted but not yet conceptually internalized.
Change Leadership	Kotter (1996)	Guiding coalition	Leadership emphasized operational stability, without the formation of a guiding coalition for change.	The change was controlled rather than collectively driven.

Human Resource Management	McKinsey 7S; ADKAR	Skills; Knowledge & Ability	Training initiatives were limited, and adaptation relied largely on prior experience.	There is a risk of stagnation in human resource capabilities.
Change Reinforcement System	Lewin (1947); ADKAR	Refreezing; Reinforcement	Reward and incentive mechanisms were inconsistent and not systematically integrated.	The change has not yet been institutionalized in a systematic manner.
Individual Responses	Whelan-Berry & Somerville (2010)	Symbolic resistance	No open resistance was observed; instead, symbolic resistance emerged.	Functional acceptance occurred without strong emotional attachment
Organizational Culture	Schein; Lewin	Cultural embedding	Work culture remained stable, while a culture of change has not yet been fully developed.	The change remained confined to the structural level.
Short-Term Impacts	Kotter (1996)	Short-term wins	Service delivery remained stable, response times were prompt, and user satisfaction was maintained.	Operational legitimacy has been achieved
Long-Term Impacts	Fullan (2001)	Sustainability of change	There is a potential risk of change stagnation in the long term	The sustainability of the change has not yet been ensured

Source: Various Sources, 2026

Table 1 indicates that the restructuring of LPTIK into UPA TIK has fulfilled most aspects of structural and operational change; however, it has not yet fully addressed the cultural and psychological dimensions as suggested in change management theory. The imbalance between changes in structure, leadership strategy, human resource management, and reinforcement systems explains why the change yields short-term stability, while leaving risks to long-term sustainability.

Conceptual Model of Change Management in the Restructuring of LPTIK into UPA TIK

This conceptual model asserts that organizational change does not occur in a simple linear manner, but rather through interrelated stages mediated by change management strategies. Therefore, the success of the restructuring is not only determined by structural decisions, but also by how the change is managed and internalized by organizational actors.

Table 2. Conceptual Model of Change Management in the Restructuring of LPTIK into UPA TIK

Model Components	Key Elements	Research Findings Description	Conceptual Meaning
Change Drivers	External pressures and internal policies	SPBE policy, PTN organizational structuring, UNJA strategic plan, and rector’s decision	The change is policy-driven rather than a response to a performance crisis.
Restructuring Form	Restrukturisasi structural	Change of status from LPTIK to UPA TIK, flatter structure, shorter instruction lines	The change is an incremental structural change.
Change Management Strategy (Mediating Variable)	Communication, leadership, human resources, reinforcement systems	Administrative communication, leadership stability, limited training, inconsistent rewards	The change strategy is not yet optimal and remains partial.
Individual Responses and Organizational Culture	Staff attitudes and work culture	No overt resistance, emergence of symbolic resistance, stable work culture	Acceptance of the change is functional rather than emotional.
Short-term Impact	Operational impact	Service stability, increased responsiveness, user satisfaction	Short-term wins have been achieved.

Long-term Impact	Sustainability of change	Potential change stagnation and symbolic fatigue	The sustainability of the change is not yet guaranteed.
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Source: Various Sources, 2026

It indicates that change management in the restructuring of LPTIK into UPA TIK occurs through five interrelated main components. Policy-driven change drivers serve as the starting point of the change; however, the incremental nature of the restructuring emphasizes stability rather than transformation. The change management strategy functions as a mediating variable that determines how structural changes are perceived and responded to by organizational members. When communication strategies, change leadership, human resource management, and reinforcement systems are not implemented optimally, individual responses and organizational culture tend to be pragmatic, accepting the change as long as it does not disrupt operational work.

Consequently, the restructuring produces positive short-term impacts in the form of service stability and increased responsiveness, but it leaves long-term risks in the form of change stagnation. This conceptual model emphasizes that the success of organizational restructuring in higher education institutions cannot be measured solely by service performance, but must be assessed in terms of the sustainability of change both managerially and culturally.

Conceptual Implications of the Study

The conceptual model generated in this study provides conceptual implications that organizational restructuring within public higher education institutions, particularly in information technology units, requires a comprehensive change management approach. Structural changes that are not accompanied by strengthened change leadership strategies, human resource development, and incentive systems risk resulting in merely administrative changes.

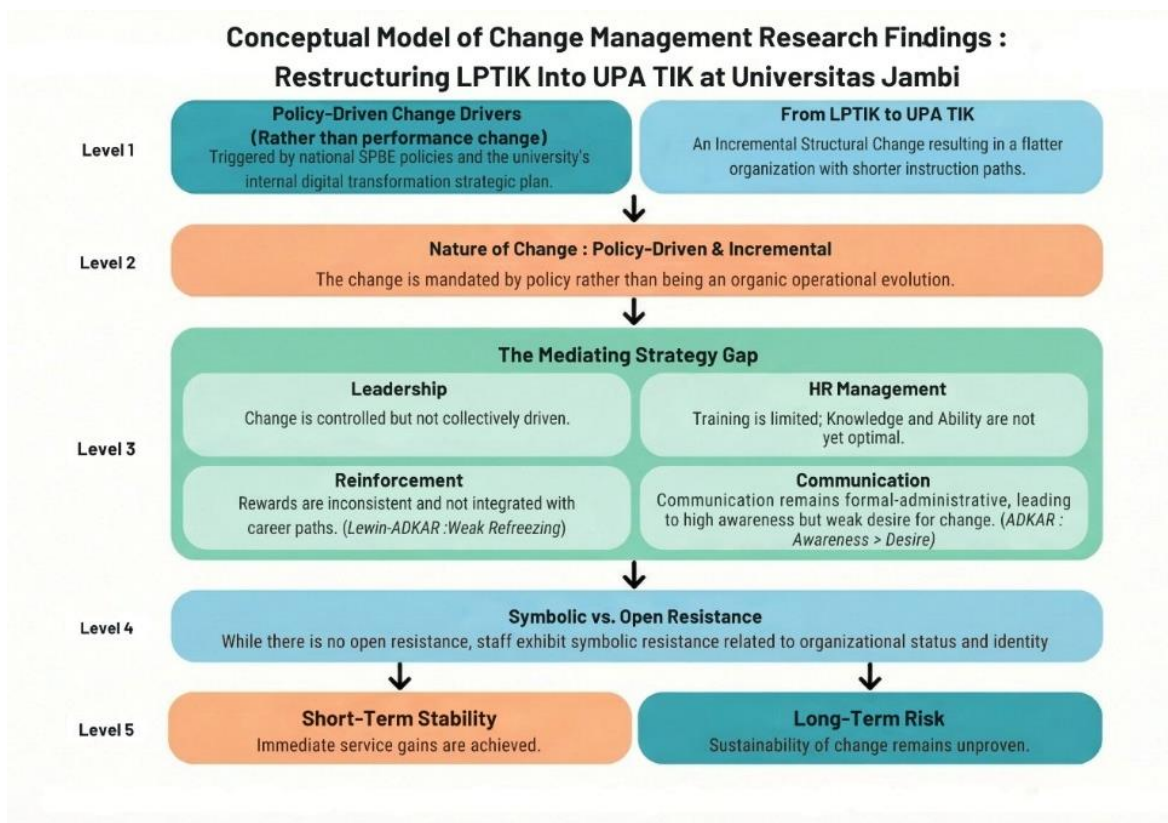


Figure 2. Conceptual Model of Change Management Research Findings

Another implication is the importance of understanding resistance not only as an overt behavioral phenomenon but also as symbolic resistance related to institutional identity and meaning. Therefore, this model can serve as a conceptual framework for future research as well as a practical reference for policymakers in managing organizational restructuring in higher education institutions.

This discussion confirms that the restructuring of LPTIK into UPA TIK at the University of Jambi is an important step in organizational realignment; however, its success is not determined solely by structural changes. The quality of change management becomes the decisive factor in ensuring that the restructuring can generate sustainable changes aligned with the university's strategic direction. The conceptual model of change management produced in this study represents an important academic finding because it can comprehensively explain the dynamics of organizational change within public higher education institutions that are policy-driven, incremental, and oriented toward service stability. This model not only confirms

established change management theories but also reveals a distinctive empirical pattern in the context of restructuring information technology units in higher education institutions.

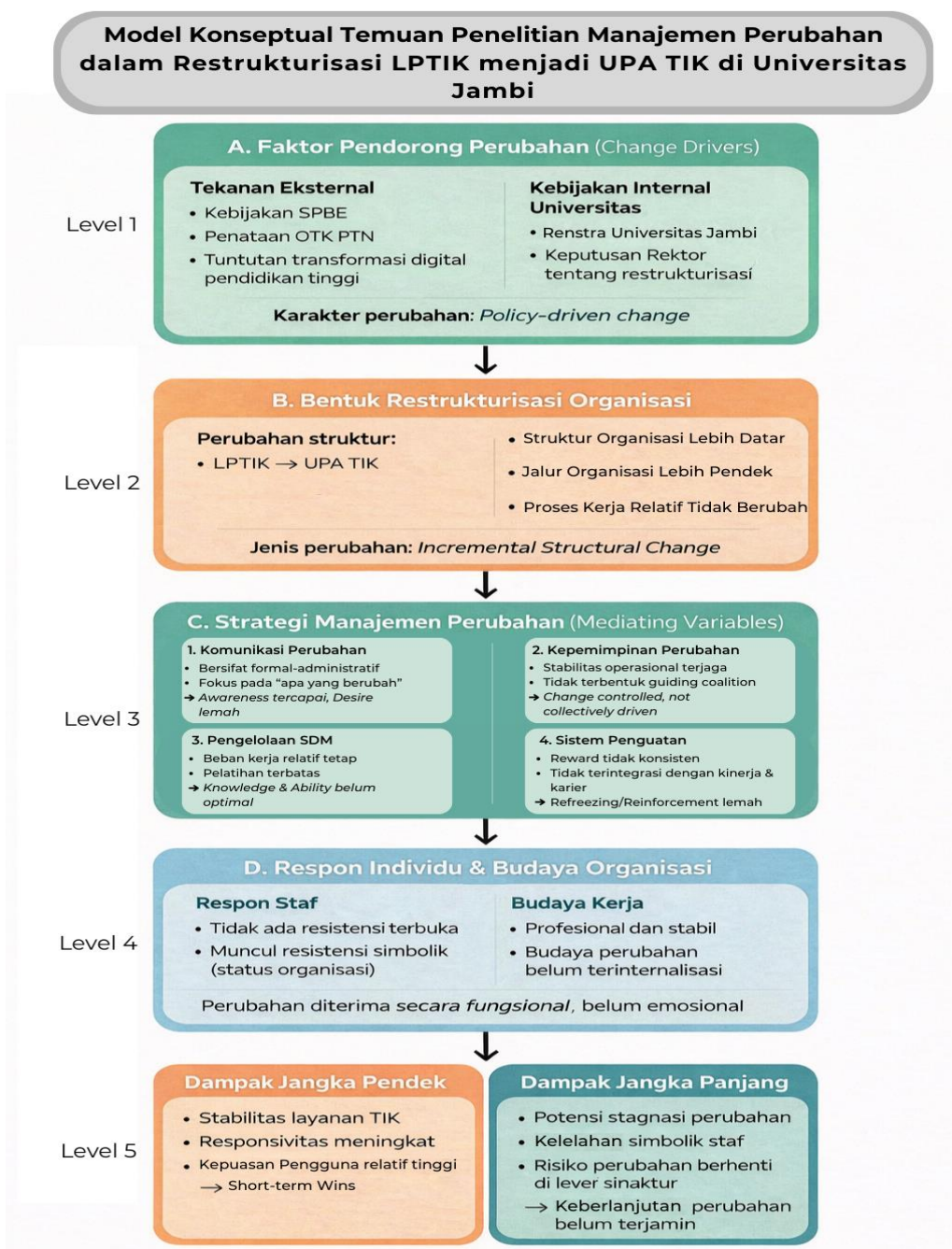


Figure 3. Conceptual Model of Change Management Research Findings in Restructuring

At Level 1, the model indicates that organizational change is initiated by policy-driven change drivers, namely external pressures in the form of the national Electronic-Based Government System (SPBE) policy as well as internal university policies related to digital transformation. This finding is academically significant because it reinforces that change is not triggered by declining performance or internal crises, but rather by demands for regulatory compliance and strategic alignment. Thus, the change falls within the realm of compliance-oriented change rather than performance-correction change. This broadens the discourse in organizational change theory, which has often emphasized crisis-based urgency as proposed by Kotter (1996).

At Level 2, the model identifies the nature of the change as policy-driven and incremental. The restructuring from LPTIK to UPA TIK primarily affects structural aspects, such as simplification of hierarchy and shortening of instruction lines, without being accompanied by significant transformation in technical work processes. This finding reinforces Burnes' (2017) classification of incremental change while

also highlighting its limitations in driving cultural change and innovation. Academically, the model confirms that incremental change tends to be operationally safe but has limited transformational momentum.

The main uniqueness of this model lies in Level 3, which identifies the mediating strategy gap as a determining factor for the long-term success or failure of change. The model shows that although structural changes have been implemented, change management strategies—including leadership, human resource management, communication, and reinforcement systems—have not been optimally or integratively implemented. Change leadership is characterized by control rather than collective mobilization; human resource management has not been directed toward strengthening new capabilities; communication is administrative and therefore only generates awareness without desire; and the weak reinforcement system prevents the refreezing stage from being adequately achieved. Conceptually, this finding enriches the integration of Lewin, Kotter, and ADKAR theories in the context of public sector change.

At Level 4, the model reveals the phenomenon of symbolic resistance, which does not manifest as overt rejection but rather as symbolic perceptions related to institutional status and identity. This finding is academically valuable because it demonstrates that the absence of overt resistance does not necessarily indicate successful internalization of change. The model emphasizes the importance of understanding the psychological and symbolic dimensions of organizational change, which are often overlooked in change management studies that focus on performance and structure.

Furthermore, at Level 5, the model clearly distinguishes between short-term impacts and long-term implications of change. The restructuring has proven to generate short-term stability, marked by service stability and increased responsiveness. However, at the same time, the model indicates a long-term risk, namely the uncertainty of change sustainability due to weak internalization of change at the cultural and human resource levels. This distinction is an important contribution because it shows that short-term operational success cannot be used as the sole indicator of change management success.

Overall, this conceptual model represents an academically interesting finding because it can explain the paradox of organizational change in the higher education sector: change can succeed structurally and operationally but remain fragile culturally and strategically. The model provides a conceptual contribution by offering an analytical framework that positions change management strategy as the main mediating variable between restructuring decisions and change sustainability. Thus, this model is not only relevant to the context of the University of Jambi but also has potential analytical generalization for studies of organizational restructuring in higher education and the public sector more broadly.

Conclusion

Based on the findings and discussion on change management in the restructuring of the Institute for Information and Communication Technology Development (LPTIK) into the Technical Implementation Unit for Information and Communication Technology (UPA TIK) at the University of Jambi, several conclusions can be drawn as follows:

1. The change management strategy for the restructuring of LPTIK into UPA TIK constitutes a structural organizational change driven by policy, both national policy and internal university policy. This change is not triggered by the failure of IT service performance but rather represents an adjustment of the University of Jambi's organizational governance to regulatory demands and the digital transformation agenda. Therefore, this restructuring can be categorized as a policy-driven and incremental change. The communication strategy is more informative-administrative and has not yet built a sense of urgency or meaning for the staff. Change leadership is oriented toward operational stability but has not yet established collective leadership. Human resource management and reinforcement systems are not yet systematically integrated to support change sustainability.
2. The challenges that emerge in the restructuring process are that the change is incremental and administrative, primarily affecting organizational structure and coordination pathways, while technical work processes and service patterns remain relatively unchanged. This characteristic of change successfully maintains ICT service stability but does not fully drive cultural transformation and organizational innovation. Individual responses and organizational culture show functional acceptance rather than emotional acceptance. Although no overt resistance to the restructuring was found, symbolic resistance emerged related to perceptions of organizational status and institutional identity. This indicates that the internalization process of change has not been fully completed at the psychological and cultural levels.
3. The opportunities that can be leveraged through organizational structural change: The restructuring of LPTIK into UPA TIK has produced short-term success but also left long-term risks. Short-term success is reflected in service stability, increased responsiveness, and user satisfaction. However, without strengthening change management strategies, the restructuring may remain at the structural level and face the risk of change stagnation in the long term. The conceptual model of the study findings emphasizes that the success of organizational restructuring in higher education institutions heavily depends on the quality of change management. Structural change that is not accompanied by strengthened change leadership, human resource capability development, and integrated incentive systems will result in partial and unsustainable change.

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