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PREPARAÇÃO DOS FUNCIONÁRIOS PARA ENFRENTAR O PERÍODO DE TRANSIÇÃO EM UMA ESCOLA INDONÉSIA
EMPLOYEE READINESS TO FACE THE TRANSITION PERIOD IN INDONESIAN SCHOOL
PREPARACIÓN DE LOS EMPLEADOS PARA AFRONTAR EL PERÍODO DE TRANSICIÓN EN LA ESCUELA INDONESIA

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RESUMO

Introdução: Mudanças na liderança são comuns, por isso os funcionários precisam preparar-se para enfrentá-las.

Objetivo: Avaliar o nível de preparação dos funcionários para enfrentar o período de transição, considerando os seus conhecimentos, habilidades, atitudes em relação à mudança e capacidade de lidar com as mudanças que vêm com a aquisição

Métodos: Esta pesquisa foi realizada numa escola na Indonésia, utilizando um método de amostragem intencional para selecionar informantes. As técnicas de recolha de dados foram a observação, as entrevistas e a documentação, e o NVivo 14 foi utilizado para analisar os dados das entrevistas.

Resultados: Os resultados da análise mostram que as palavras-chave "otimista", "confiante", "capaz de se adaptar" e "paixão" são as mais frequentes. Sabe-se que fatores externos, como o envolvimento e o comprometimento dos líderes na orientação e no desenvolvimento de competências de RH, bem como fatores internos, como a idade e a motivação individual, influenciam a prontidão desse indivíduo. Concluiu-se que esses fatores externos deram origem a reações positivas dos funcionários à mudança, influenciando assim sua prontidão, enquanto esses fatores internos criaram resistência ao autodesenvolvimento dos funcionários.

Conclusão: O comportamento deles influencia os resultados de desempenho durante o período de transição. Por isso, pesquisas adicionais são necessárias para avaliar o nível específico de preparação dos funcionários e identificar lacunas ou áreas de melhoria para melhor os apoiar durante a transição de aquisição.

Palavras-chave: aquisição; Indonésia; prontidão; escola; transição

ABSTRACT

Introduction: Changes in leadership are common, so employees need to prepare themselves to face them.

Objective: To assess the level of preparedness of employees to face the transition period, taking into account their knowledge, skills, attitudes toward change, and ability to cope with the changes that come with the acquisition.

Methods: This study was conducted at a school in Indonesia, using a purposive sampling method to select informants. Data collection techniques included observation, interviews, and documentation, and NVivo 14 was used to analyze the interview data.

Results: The results of the analysis show that the keywords optimistic, confident, able to adapt, and passion are the keywords that appear most often. It is known that external factors, namely the involvement and commitment of leaders in guiding and developing HR competencies, as well as internal factors, namely age and individual motivation, influence readiness. that individual. It was concluded that these external factors gave rise to employees' positive reactions to change, thus influencing their readiness, while these internal factors created resistance in the employees' self-development.

Conclusion: Their behavior influences performance outcomes during the transition period. Therefore, further research is needed to assess the specific level of preparedness among employees and identify gaps or areas for improvement in order to better support them during the acquisition transition.

Keywords: acquisition; Indonesia; readiness; school; transition

RESUMEN

Introducción: Los cambios en la dirección son habituales, por lo que los empleados deben prepararse para afrontarlos.

Objetivo: Evaluar el nivel de preparación de los empleados para afrontar el periodo de transición, teniendo en cuenta sus conocimientos, habilidades, actitudes ante el cambio y capacidad para gestionar los cambios que conlleva la adquisición.

Métodos: Esta investigación se llevó a cabo en un colegio de Indonesia, utilizando un método de muestreo intencional para seleccionar a los informantes. Las técnicas de recogida de datos fueron la observación, las entrevistas y la documentación, y se utilizó NVivo 14 para analizar los datos de las entrevistas.

Resultados: Los resultados del análisis muestran que las palabras clave «optimista», «seguro», «capaz de adaptarse» y «pasión» son las que aparecen con mayor frecuencia. Se sabe que factores externos, como la participación y el compromiso de los líderes en la orientación y el desarrollo de las competencias de RR. HH., así como factores internos, como la edad y la motivación individual, influyen en la preparación de cada individuo. Se concluyó que estos factores externos propiciaron reacciones positivas de los empleados al cambio, lo que influyó en su preparación, mientras que estos factores internos generaron resistencia en su desarrollo personal.

Conclusión: Su comportamiento influye en los resultados de rendimiento durante el periodo de transición. Por ello, es necesario realizar estudios adicionales para evaluar el nivel específico de preparación de los empleados e identificar las carencias o áreas de mejora, con el fin de prestarles un mejor apoyo durante la transición tras la adquisición.

Palabras clave: adquisición; Indonesia; preparación; escuela; transición

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INTRODUCTION

The role of skill levels in determining school success is significant, particularly in terms of long-term relationships with academic and social skills. Educational policy and practice, as well as future research directions, are also of great importance. In educational practice, the Individualized Classroom Assessment System (inCLASS) is an observation tool that targets individual preschool classroom engagement of students with teachers, peers, and assignments, in highly diverse samples and across demographic groups (gender, poverty status, ethnicity). This tool has been demonstrated to have a real relationship to date. There is a discrepancy in the educational system, whereby schools must have long-term objectives that extend beyond the student aspect, encompassing the teaching staff within it. These long-term objectives can be achieved through leadership that fosters relationships based on trust, emphasizing system-wide coherence, knowledge exchange, and collaborative work.

Leadership exerts a profound influence on strategic decision-making (Gamache et al., 2023). However, it is crucial for leaders to exercise caution regarding the frequency of organizational change. On the one hand, leaders must be able to envision the future and guide the organization in the optimal direction to ensure its success (Malhotra & Sharma, 2023). In social exchange theory, there is a condition of equality between costs and rewards, which creates a gap between leadership and social (transactional) exchange towards a long-term organizational vision. Organizations, in particular those that prioritize environmentally friendly human resource management, have a relationship with the quality of work life. Therefore, leaders are required to facilitate change. Among middle-level educational leaders, the authoritarian leadership style is the most commonly reported, followed by transformational and transactional leadership styles (Cheng & Zhu, 2023).

Educational leaders who are adept at navigating the complexities of modern education are essential to the successful execution of their institution's mission. Relational leadership is a crucial aspect of human resource management practices. The role of transformational leadership in encouraging companies to develop absorptive capacity is of great importance (Al-shami et al., 2023). Furthermore, the results orientation of managers in leadership has a significant influence on organizational performance (Ai, N.K.Do & Ho Nguyen, 2023). Leadership in developing countries is confronted with a number of challenges, including those related to human resources (HR), HR policies, and HR results, which are influenced by demographic factors (Malhotra & Sharma, 2023). Considering these challenges, it is evident that changes are necessary, leading to restructuring and the emergence of new forms of cooperation. One such example is the establishment of strategic alliances, mergers, and acquisitions, merger dan acquisition (Kabashi & Kabashi, 2023). His research aims to determine the readiness of employees to face the acquisition transition period in companies, with a particular focus on those operating in the education sector. This is because mergers and acquisitions (M&A) have become a popular strategy for companies to increase competitive advantage. However, despite the popularity of M&A, it is associated with various uncertainties. This research is crucial to undertake, as developing countries are confronted with significant challenges, particularly in the area of human resources (Malhotra & Sharma, 2023). Indonesia requires a suitable approach to effectively navigate the acquisition transition.

This study lies in extending the literature on organizational change by examining employee readiness during acquisition transitions within the education sector, a context that has received limited scholarly attention compared to corporate mergers and acquisitions. Unlike previous studies that predominantly emphasize transformational and transactional leadership, this research highlights the role of relational leadership, grounded in Social Exchange Theory, in fostering employee readiness through trust, collaboration, and long-term relationships. Furthermore, by providing empirical evidence from Indonesian educational institutions, this study enriches the limited understanding of acquisition-related organizational change in developing countries and offers a context-specific leadership framework for managing educational transformation.

Building individual readiness for change is the primary foundation for organizations to overcome resistance to change. The attitude shown by an individual regarding change will be largely determined by the individual's readiness to face the changes that are occurring in the organization. Individual readiness to change is an independent variable measured from life experiences, values, traits and psychology. Readiness to change is a comprehensive attitude that is influenced simultaneously by several factors such as what is changing, how the change is carried out, the circumstances in which the change will take place, and the characteristics of the person asked to make the change which are collectively reflected in the individual's cognitive and emotional aspects. tend to accept and adopt changes that are prepared to overcome current conditions. The role of psychological factors such as resilience, optimism, and well-being in facilitating employee readiness for change is still under-explored, so the influence of social support and workplace relationships on employee transition readiness and adjustment needs to be further investigated. There are psychological and structural factors that can influence readiness to change. The psychological factors in question involve individual and collective beliefs, attitudes and desires. Meanwhile, the structural aspect is meant to represent the circumstances of the changes that occur, either enhancing or hindering the implementation of change. Readiness for change in an organization is the extent to which organizational members are psychologically and behaviorally ready to accept and implement change. The research question is as follows: "What is the influence of readiness on employee performance in the transition from the acquisition of a school to another school?"

1. THEORETICAL FRAMEWORK

Social Exchange Theory (SET) proposes that social relationships are based on reciprocity (Blau, 1964), this indicates the need to surrender and receive resources in the hope of future benefits. This suggests the need to hand over and receive resources in the hope of future benefits. SET has been used to describe the motivation behind employee behavior and the formation of positive

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employee attitudes. His theory has been widely applied by researchers to explain the motivation behind employee behavior and the development of employees' affirmative mindset. The relationship between social exchange and human resources, particularly employee commitment, motivation, and the desire to remain in the organization, has a positive influence. Social exchange theory posits an alternative and complementary idea that HR activities influence the development of employee trust. Therefore, an additional approach is necessary if this theory is implemented in employee readiness to face existing changes.

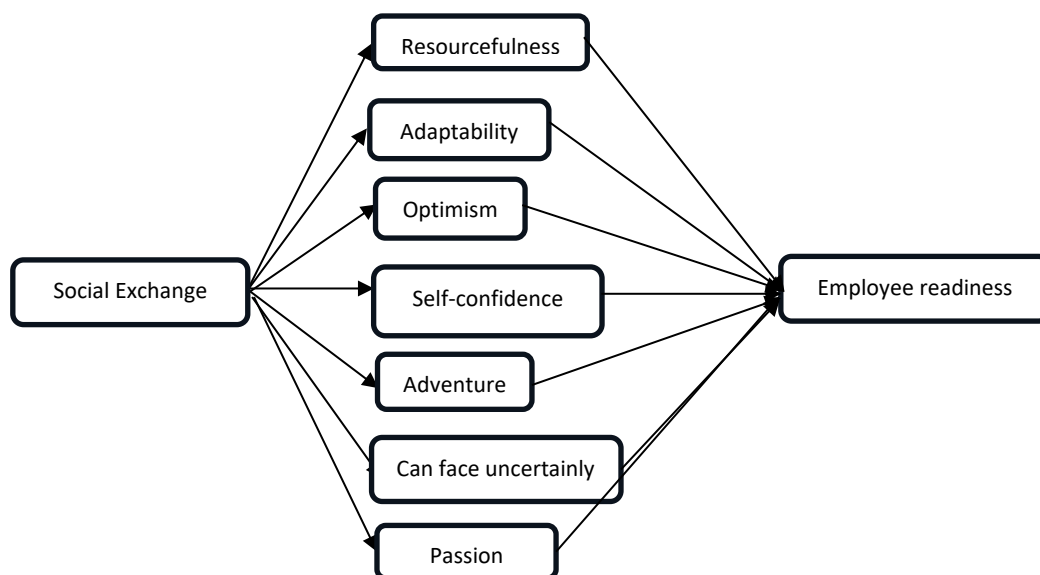


Figure 1 - Research Framework used in this study (Developed by authors)

Change readiness assessment includes seven dimensions: resourcefulness, adaptability, optimism, self-confidence, adventure, tolerance for ambiguity, and enthusiasm or encouragement (Kriegel, 2008). endorse this framework, especially regarding the integration of technology and language in recent innovations designed to enhance learning environments. External factors, including social, economic, political, and competitive influences, frequently drive change. In this context, readiness denotes the collective confidence of a group to implement proposed changes. The preceding theory can be utilized to develop a framework regarding social exchange. In this theory, the concept of change readiness is reduced to a variable, particularly in the context of employees. This variable is not solely defined by employee commitment, motivation, and desire to remain in the organization. Instead, it encompasses seven indicators, including resourcefulness, adaptability, optimism, self-confidence, adventure, tolerance for ambiguity, and passion. The objective is to identify an appropriate formulation of employee readiness in the context of existing changes.

2. METHODS

This research employs qualitative case analysis to comprehend collaborative ideas and practices that facilitate employee readiness for acquisition in developing countries with a survey method approach that gathers in-depth insights from participants.

Table 1 - Informant Data

No	Position	No of Years in the existing organization	Education	Time (minutes)
1	Director	2	Master's degree	50
2	Headmaster	2	Bachelor	45
3	Head of human resources	2	Bachelor	45
4	Infrastructure staff	2	Bachelor	45
5	Public relations staff	2	Bachelor	45
6	Wali Preschool excellence	2	Bachelor	40
7	Wali kind a integrity	2	Bachelor	40
8	Assistant preschool	2	High School	40
9	Assistant kindy	2	High School	40

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The research was conducted in Indonesia using a qualitative approach by targeting 9 informants who had credibility in answering questions. N-Vivo 14 was used at all stages, including data collection, coding, data reduction, data presentation, and drawing conclusions. The data display is then analyzed qualitatively and validated through secondary data, field observations, and theory to arrive at conclusions.

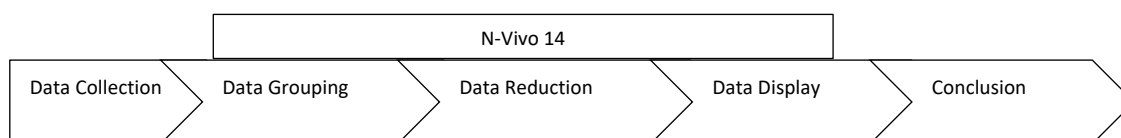


Figure 2 - Qualitative Method Process Framework Modified

Data collection in this research was conducted using a purposive sampling method through semi-structured interviews. The aim of these interviews was to obtain information from knowledgeable informants and identify the main problems of this research. The interview questions focused on employee performance readiness to face the acquisition transition, as well as on the internal and external factors that influence employee performance. In addition, researchers employed secondary data in the form of employee satisfaction indices and documents to analyze and conduct observations in the field, as well as to conduct data triangulation to test the validity of the data.

Data triangulation was conducted by integrating three sources of evidence, namely semi-structured interviews, field observations, and secondary documents. Interview transcripts were coded using NVivo 14, while observational notes and institutional documents were used to confirm and validate emerging themes. Cross-source comparison ensured consistency and enhanced the credibility and trustworthiness of the findings.

3. RESULTS

Readiness for Acquisition Transition

Readiness to face all changes is a fundamental requirement for any organization, including those in the field of education. High adaptive leadership and the implementation of high-performance work practices serve as the foundation for fostering individuals' affective commitment to change through their readiness to change. Readiness to change and the ability to keep pace with evolving trends must be tailored to teaching staff and educators. The two primary factors that influence behavioral readiness in the context of change are adaptability and engagement initiatives, as well as innovation in educational practices that facilitate an understanding of the digitalization process (Anggadwita et al., 2024). This is in accordance with a statement from a preschool assistant (personal communication, December 1, 2023). On December 1, 2023, the speaker expressed optimism about the challenges ahead, emphasizing the importance of learning and adaptation in the face of changing times. The speaker noted that staying in one's comfort zone is no longer an option, and that learning is essential for navigating the current environment. Regarding resources, the organization has identified three key areas of focus: human resources, infrastructure, and finance. In terms of human resources, there has been a notable shift in the number of personnel. Initially, there were only eight individuals, but this has since increased and improved. The human resources department is led by a director and an operational manager who oversees the operational aspects of HR, finance, and infrastructure. This information was obtained from the head of human resources (personal communication December 5, 2023).

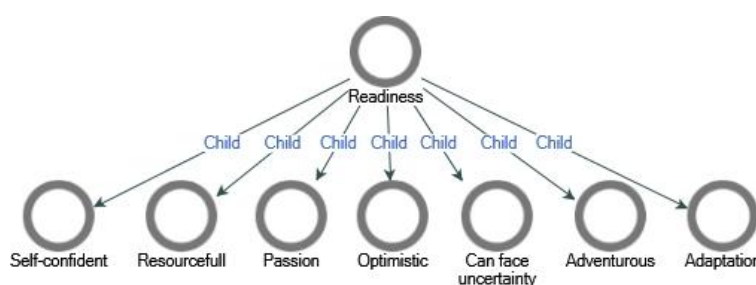


Figure 3 - Readiness Factors Facing Transitional Acquisitions

Readiness is found to have a significant relationship with employees' passion and optimism at work, as evidenced by the following statements from informants: "It is in line with my passion" and "I am optimistic that we will just go with it, there are changes we have to

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live with" (Director, Headmaster, Head of human resources, Guardian Preschool excellence, Assistant preschool, Guardian kind a integrity, Assistant kindly). The findings in the field indicate that there is a lack of readiness to face uncertainty at work, as not all employees are prepared to do so. "I am able to maintain composure when confronted with uncertainty because there are still solutions that we can pursue, whether by consulting with friends or superiors" Infrastructure staff, personal communication, December 7, 2023). This assertion was also corroborated by the Director. The head of human resources, public relations staff, and preschool guardians demonstrated excellence in interviews when asked about their readiness to face future uncertainty in the workplace.

In the face of challenges, four informants indicated a preference for and willingness to accept challenges. This was emphasized by the Head of Human Resources (personal communication, December 8, 2023), who stated, "Previously, they preferred to remain within their comfort zone. However, they are increasingly demonstrating a willingness to take on challenges, as our leaders here accept the input and opinions of their subordinates." In addition, the Director (personal communication, December 8, 2023) asserted that "85% of employees can adapt" to changes at a pace that is acceptable to them. The education service system must be in harmony with the existing emergency situation and identify the areas where these changes occur.

Factors that influence employee performance

The emergence of competitiveness in the external environment and the need for continuous adaptation have made organizations realize the importance of readiness for change. In the interview, external factors were identified that influenced employee performance, including training, the juxtaposition of old companies with new ones, management, leader commitment and involvement, and infrastructure. External factors are related to interpersonal skills, externalizing behavior, learning approaches, and perspective taking (Riser et al., 2024), emphasizing (Arias-Pastor et al., 2023) that external factors influence perception and readiness. Older employees who perceived organizational support tended to reciprocate positively, supporting Social Exchange Theory (Blau, 1964).

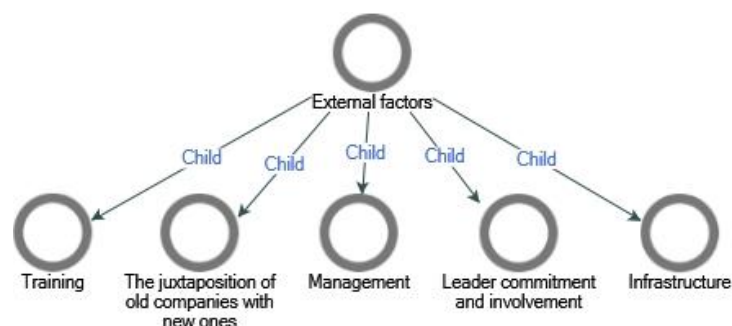


Figure 4 - External Factors that Influence Employee Performance

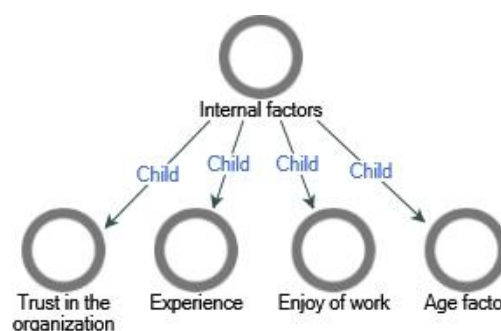


Figure 5 - Internal Factors that Influence Employee Performance

Internal factors based on interviews with informants indicated that trust in the organization, experience, enjoyment of work, and age were existing indicators. Early childhood teachers' internal motivation to teach and self-efficacy each mediate their readiness to teach (H. Li et al., 2023). The level of employee readiness can have a significant influence on employee performance during the transition period from the acquisition School. It is crucial for employees to be adequately prepared and equipped to handle the changes that occur as an organization transitions. Employees who are adequately prepared for the transition will adapt more quickly, accept new roles and responsibilities, and maintain high levels of performance. Conversely, employees who are not

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adequately prepared may have difficulty adjusting to new systems and processes, may have difficulty coping with changes in their roles and responsibilities, and may experience reduced performance.

Internal factors, such as organizational trust, experience, job satisfaction, and age, serve as indicators that influence various aspects of individual performance within an organization. Trust in the organization can have an impact on employee commitment and job satisfaction (Ng et al., 2016). Job satisfaction is of great importance for employee well-being and productivity. An understanding of these internal factors is crucial for the effective management of employee performance, particularly during periods of organizational transition, such as mergers and acquisitions.

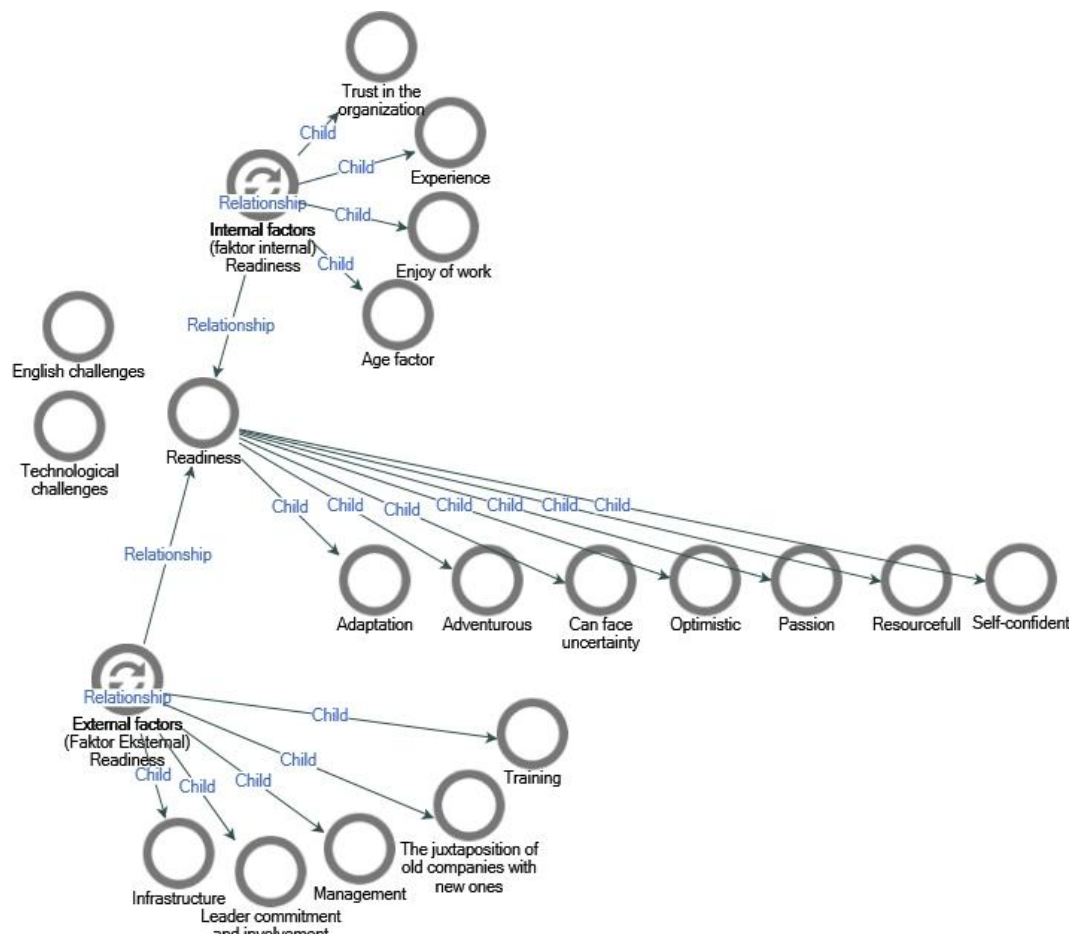


Figure 6 - Readiness Framework Facing Transition Acquisition

The figure indicates that readiness for change is significantly influenced by internal and external factors. Seven indicators demonstrate a real correlation and are influenced by other factors, namely internal and external. Management support for employees has a positive impact (Mutambik & Almuqrin, 2024), and internal factors mediate the readiness that employees and teachers will later use for the learning process (H. Li et al., 2023). The findings of this research indicate that two additional factors influence readiness to face the acquisition period: the challenge of English and technology. Language and technology challenges present significant obstacles to implementing new language-based learning and designing technology to overcome existing problems (Ongoro & Fanjiang, 2024).

4. DISCUSSION

Employee Performance Readiness in Facing the Acquisition Transition

"Employee Performance Readiness for Acquisition Transitions" identified technology and language challenges as new factors influencing acquisition transitions (Kriegel, 2008). Technology was found to be a critical component of organizational quality and readiness. The study further indicated that enthusiasm, optimism, and self-confidence significantly contribute to employee readiness for acquisitions. These results are consistent with prior research on achievement and success drivers, including (Britto et al., 2023).

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The concept of passion has been identified as a significant motivating factor for individuals in the workplace. This is supported by research findings from (Zapata et al., 2024) which indicate that employee trust, commitment, and enthusiasm are crucial in navigating current and future changes. A positive work environment, characterized by a positive spirit, has been identified as a key factor in employee retention. Emotional response (positive) and encourages continued enthusiasm for work (Arantzamendi et al., 2024). It can be posited that positive emotions, when supported by enthusiasm, will bring a positive aura to work in the long term.

Self-confidence is an indicator of readiness to face the transition period. In the workplace, a positive spirit can indeed be an important asset for employees in terms of resilience and overall well-being. (Arantzamendi et al., 2024) highlights the importance of positive emotions and enthusiasm in fostering a conducive work environment. This positive emotional response not only contributes to employee well-being but also encourages sustainable work morale, ultimately creating a positive aura in the workplace in the long term. Optimism, as a component of positive emotions, plays an important role in employees' readiness to face organizational changes and acquisitions. Research indicates that employees who have an optimistic outlook are better prepared to face periods of transition and change. This optimism not only influenced their individual resilience but also contributed to the organization's overall adaptability and success during the period. Furthermore, self-confidence was identified as an important indicator of an individual's readiness to face the transition period. Employees who demonstrate high levels of self-confidence are more likely to face change with a proactive and adaptable mindset. This sense of self-confidence enables them to navigate uncertainty and challenges with resilience, thereby contributing to their long-term survival in the workplace. The existence of a positive spirit, which is characterized by positive emotions, enthusiasm, optimism and self-confidence, is an asset for employees in the workplace. These attributes not only contribute to individual well-being and resilience but also foster a positive work environment and increase employee readiness to deal with organizational change and transition. Consequently, it is imperative that organizations acknowledge the significance of fostering and fostering a positive spirit among their employees to enhance resilience and long-term success in the workplace.

Furthermore, (Ye et al., 2022) explored the influence of knowledge sharing, innovation spirit, and absorptive capacity on employee innovation behavior, highlighting the interrelationship of these factors in driving innovation in organizations. It also employs a multidimensional approach to examine the role of self-efficacy on innovative work behavior, thereby providing insight into the complex nature of self-efficacy in driving innovation. Employee readiness to face the transition period is influenced by a combination of several factors, including leadership style, spirit of innovation, knowledge sharing, absorptive capacity, and self-efficacy. These factors collectively contribute to the creation of a positive psychological climate, which in turn encourages innovative work behavior among employees. This, in turn, increases their readiness to face organizational transitions and changes. Consequently, employees are prepared to face the transition period to some extent. However, their level of readiness may vary depending on the presence of empowering team leadership, platform leadership, knowledge sharing practices, self-efficacy beliefs, and overall organizational climate. Therefore, the level of employee readiness in facing the transition period depends on factors such as leadership style, spirit of innovation, knowledge sharing, absorptive capacity, and self-efficacy. The level of readiness can be influenced by a few factors, including the presence of empowering team leadership, platform leadership, knowledge sharing practices, self-efficacy beliefs, and the overall organizational climate. Consequently, organizations need to act. On the one hand, adaptiveness is an indicator that supports readiness for acquisition as emphasize recent studies in the task switching literature that have produced new insights into the contextual factors that drive flexibility adaptation. In addition, new skills, mindsets, and methods to drive growth, stay ahead, and lead organizations to success. Another indicator of readiness is the ability to face uncertainty, adventurousness, and resourcefulness. Non-traditional workers do not fit the identity of white-collar workers et there is little unrest. As highlighted by (Gordon et al., 2024) the pivotal role of mastery and vicarious experience in fostering high teacher self-efficacy is underscored (Ma et al., 2022) who posit that mastery experience is the primary source. Therefore, both workers are likely to confront challenges effectively if they possess adequate experience and relevant assignments.

This allows white-collar and blue-collar workers to truly work together. As highlighted by (Gordon et al., 2024) the significance of mastery and vicarious experience in fostering high teacher self-efficacy is paramount. Similarly, (X. Li et al., 2024) assert that mastery experience is the primary source of teacher self-efficacy. Therefore, it can be postulated that both workers will be able to overcome challenges if they possess adequate experience and assignments.

A willingness to face uncertainty, be adventurous, and be resourceful are important attributes that contribute to an individual's adaptability and resilience in the workplace. (Razmus et al., 2024) highlight the differences between non-traditional workers and the conventional identity of white-collar workers, suggesting that these non-traditional workers may have different work characteristics and approaches. Nevertheless, (Pérez Ahumada & Andrade, 2021) challenge the assumption that the distinction between manual and non-manual work has a significant impact on working-class consciousness, demonstrating that workers from diverse backgrounds can collaborate effectively.

Furthermore, (Gordon et al., 2024) underscored the pivotal role of mastery and vicarious experience in fostering high teacher self-efficacy, emphasizing the significance of experiential and observational learning in enhancing individuals' confidence in their

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abilities. Similarly, posit that mastery experiences serve as a primary source of self-efficacy, emphasizing the pivotal role of individuals' direct experiences and achievements in shaping their self-confidence and readiness to overcome challenges. Employees have the potential to face challenges effectively, provided they have accumulated sufficient experience and exposure to a variety of tasks. This indicates that the capacity to cope with uncertainty and to be resourceful is not confined to a specific occupational category; rather, it is shaped by an individual's experience, mastery, and self-efficacy. Consequently, organizations must acknowledge the diverse strengths and abilities of employees from diverse backgrounds and provide opportunities for experiential learning and skills development to foster a culture of adaptability and resilience at all levels of the workforce.

It is evident that the recognition of the diverse strengths and abilities of workers from diverse backgrounds, in addition to the provision of opportunities for experiential learning and skills development, is of paramount importance in fostering a culture of adaptability and resilience at all levels of the workforce. The advantages of embracing diversity in the workforce and emphasizing the significance of recognizing and leveraging the distinctive strengths and abilities of employees from diverse backgrounds underscore the role of experiential learning and skills development in creating a more adaptable and resilient organizational culture. The relationship between diversity, experiential learning, and organizational resilience (Chen et al., 2019). The study provides evidence of the positive impact of experiential learning opportunities in building resilience in diverse work environments and highlights the need for organizations to provide such opportunities to employees from diverse backgrounds.

The role of skills development in increasing adaptability in a multicultural workforce. the importance of recognizing and nurturing diverse skills and competencies, emphasizing the positive influence of skills development initiatives in encouraging adaptability at all levels of the workforce. organizations can gain valuable insight into the benefits of recognizing diverse strengths and capabilities, providing experiential learning opportunities, and investing in skills development to create a more adaptable and resilient workforce. These approaches can contribute to a more inclusive and dynamic organizational culture, ultimately improving overall performance and success.

Employees who exhibit adaptability are better equipped to navigate organizational transitions by embracing diversity, utilizing the strengths of a multicultural workforce, and developing skills essential for success in dynamic environments. Organizations support this process by identifying and fostering diverse talents, providing experiential learning opportunities, and investing in continuous skills development. Collectively, these strategies improve employees' preparedness for change and strengthen organizational resilience. Employees recognize the value of diversity and have adopted strategies to embrace it, leverage multicultural strengths, and build adaptability. This resourcefulness supports effective navigation of organizational transitions. Scientific literature confirms that these approaches help employees manage change successfully. Extensive evidence highlights the benefits of embracing diversity, leveraging multicultural strengths, and developing adaptive skills. Research shows that organizations can support employee transitions by nurturing diverse talents, offering experiential learning, and investing in skill development. As a result, employees are well-prepared to navigate change in dynamic environments.

In the study by it was found that the interaction between technological tools, learner self-efficacy, and language proficiency is of great importance for academic success. (Song, 2024) further explains that intelligent teaching is comprised of expert systems, image acquisition systems, and intelligent language systems, which indicates that technology and language play a pivotal role in the field of education (Abu Al-majd & Belton, 2024). The readiness of employees to face the acquisition transition is influenced by both internal and external factors (Paradis, 2023). This research yielded two findings: English language and technology challenges. These challenges emerged in the context of transition readiness to face acquisitions. Notably, these findings were observed in employees with a typical age of over 50 years. This suggests that as employees age, their readiness to face acquisitions may be affected, potentially leading to resistance.

CONCLUSION

The transition from a conventional school serving the lower middle class market segment to a National Plus school applying international standards and serving the upper middle class market segment in Indonesia resulted in significant changes, particularly in work culture, to achieve success. In this transition, the role of HR is crucial to meet the organization's goals. Employee readiness is essential during this period to navigate the changes effectively. Upon examining the readiness of employees experiencing such transitions in Indonesian schools, positive outcomes were observed. These employees displayed optimism, self-confidence, adaptability, and a passion for their work. Their positive response was largely attributed to their trust in the organization. They expressed confidence in their colleagues' competence, enthusiasm, and leadership policies aimed at developing human resource capabilities. Moreover, they valued a supportive work environment, which contributed to their readiness for change.

Future research could employ mixed methods to quantify the influence of acquisitions on employee readiness numerically. Furthermore, it is essential to acknowledge the limitations of this research. One significant limitation is the lack of external informants to identify additional factors in dealing with acquisitions. Incorporating such factors into future studies could provide a more comprehensive understanding of the impact of transitions in Indonesian schools on employee readiness.

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AUTHORS' CONTRIBUTION

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CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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