

## **Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment**



**Yulian Ahmadi<sup>1</sup>, Abdul Azis Bagis<sup>2</sup>, Akhmad Saufi<sup>3</sup>**

<sup>1,2,3</sup>Master of Management Study Program, Faculty of Economics and Business, University of Mataram, Indonesia

**ABSTRACT:** This research aims to investigate the acceleration of digital leadership and the use of knowledge Management towards readiness for change and strengthening the organizational climates of the academic community of Insan Cendikia Islamic High School in West Lombok. This type of research is causal and associative with research. The data collection tool used in this study was a questionnaire with 78 respondents from 340 population in Insan Cendikia Islamic High School. The data analysis technique uses PLS-SEM with Smart PLS version 3 software. The research results show that digital leadership and the use of knowledge Management have a positive and significant effect on readiness to change. Organizational climate moderates the positive and considerable influence acceleration of *digital and utilization knowledge Management toward* readiness to change. The study recommends that strengthening the conduciveness of the organizational climates is necessary to improve the practice of accelerating digital leadership and optimizing knowledge Management in Islamic High School environments throughout Indonesia.

**KEYWORDS:** Digital leadership, knowledge Management, readiness to change, organizational climate.

### **INTRODUCTION**

In today's fast-paced digital world, organizations face immense challenges for sustaining growth and competitive edge. The rapid evolution of technology compels members of these organizations to adapt and embrace innovative practices to remain relevant in the digital era. Experts in behaviour and Management assert that the necessary changes in organizational behaviour must focus on enhancing effectiveness and efficiency. The full potential within organizations is particularly vital in modern educational institutions. As digital technology continues to advance at an unprecedented rate, it demands that all stakeholders in education—educators, administrative staff, academic leaders, and students—possess essential digital skills. This requirement is no longer optional; it's a necessity for survival.

Educational institutions that fail to keep pace with these changes risk losing students and facing closure. In an age where digital competence is paramount, schools that wish to succeed must integrate digital technology into their learning activities. Additionally, improving administrative services through online platforms and information systems is essential. The transition to digital operations will not only optimize educational experiences but will also elevate the quality of services offered to students and the community at large. Embracing this digital transformation is crucial for the future of education. Digital leadership is crucial in helping organizational members adapt to changes, particularly during digital transformation. This process requires innovative and visionary leadership (Sousa & Rocha, 2019). Digital leaders are responsible for initiating change and for fostering a work environment that promotes effective knowledge Management. This is essential for general organizational innovation and sustainability (Kane et al., 2019).

Knowledge Management allows organizations to effectively absorb, store, and apply knowledge to enhance their ability to adjust to a dynamic business environment (Nonaka, 2009). When supported by leaders who embrace a digital approach and the implementation of knowledge Management more effectively, innovation bolsters the organization's readiness for change. However, the effectiveness of digital leadership and knowledge Management in enhancing readiness for change is closely linked to the organizational climate. The organizational climate reflects employees' perceptions of their work environment and can act as a moderating factor that influences how well digital leadership and knowledge Management initiatives promote change (Schneider et al., 2016). A supportive organizational climate—characterized by collaboration, innovation, and trust—tends to

## **Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment**

positively impact an organization's readiness for change (Denison, 1996).

Therefore, this research aims to analyze the influence of digital leadership and the use of knowledge Management on readiness to change by paying attention to the role of organizational climate as a moderating variable. This study is expected to provide theoretical and practical contributions to understanding the factors that support organizational readiness in facing the challenges of change in the digital era.

### **Readiness to Change**

The concept of readiness to change was first proposed by Armenakis. This concept refers to employee readiness to change in the context of implementing change. The capacity of an organization to change can increase if the organization has employees who are ready to change. This is the initial capital that must be owned by an organization. Thus, employee readiness to change here is related to the process of cognition, feelings, and behaviour of an employee in facing change (Armenakis, 1993). Individual readiness is a concept that includes the extent to which individuals in an organization are cognitively and emotionally ready to accept, embrace, and adopt plans that aim to change the status quo (Holt et al., 2007). This readiness to change reflects the individual's attitudes and beliefs towards the proposed change. Readiness to change states that readiness to change is defined as a series of thoughts and willingness of individuals to face certain changes (Madsen et al., 2005). Four dimensions of readiness to change, namely suitability, Management support, change efficacy and personal valence (Holt et al., 2007).

### **Digital Leadership**

Digital Leadership is leadership that directs, manages and optimizes the use of digital technology to achieve organizational goals (Van Wart et al., 2019). Digital leadership is the capacity to identify and develop the skills and talents necessary to engage everyone in the business in the digitalization process (Larjovuori et al., 2016). Researched digital transformation leadership involves "demonstrating the right behaviours for the business and business ecosystem to digitalize strategically" (El Sawy et al., 2020). Digital leadership is about leading and inspiring digital transformation, building and maintaining a digital learning culture, facilitating and enhancing technology-based professional growth, and providing and maintaining a digital organization (Zhong, 2017). Another opinion states that digital leadership is a leader's ability to use digital technology to exert influence as well as direction to the team members so that the goals they have set can be achieved (Submitter et al., 2020). According to Van Wart et al. (2019), digital leadership is divided into six dimensions: communication skills, social skills, team building, change Management skills, technological skills and trustworthiness.

From this foundation, the researcher presents the following compelling hypotheses:

H1: The enhancement of digital leadership will significantly improve the readiness for change among the academic community at Insan Cendikia Islamic High School in West Lombok.

### **Knowledge Management**

Nonaka and Takeuchi's view that knowledge Management is the process of applying a systematic approach to capturing, organizing, managing, and disseminating knowledge throughout an organization used to work faster, reuse 'best practices', and reduce expensive costs from project to project that has been worked (Kusumadmo, 2013). Knowledge Management is an effort to identify, capture, store, disseminate and apply knowledge to all parts of the organization so that business processes can be completed more quickly and efficiently (Gurteen, 2012). Knowledge Management is an effort to identify, capture, store, disseminate and apply knowledge to all parts of the organization so that business processes can be completed more quickly and efficiently (Mohapatra et al., 2018). Another opinion is that knowledge Management is an organizational activity in managing knowledge as an asset, wherein various strategies for the right knowledge are distributed to the right people in a fast time so that they can interact with each other, share knowledge and apply it in daily work to improve organizational performance (Wulantika, 2012).

H2: The effective application of knowledge Management will play a crucial role in fostering readiness for change in the academic community of Insan Cendikia Islamic High School in West Lombok.

### **Organizational Climate**

In addition to accelerating digital leadership and utilizing knowledge Management toward readiness for change, organizational climate also influences readiness for change. The organizational environment perceived by employees leads to aspects such as psychological safety and psychological meaningfulness of the work environment (Brown & Leigh, 1996). Another opinion put forward organizational climate is the perception of organizational members (individually or in groups) and those who are constantly in touch with the organization regarding what exists or happens in the internal environment of the organization periodically (Wirawan, 2015), which influences the attitudes and behaviour of the organization and the performance of the organization.

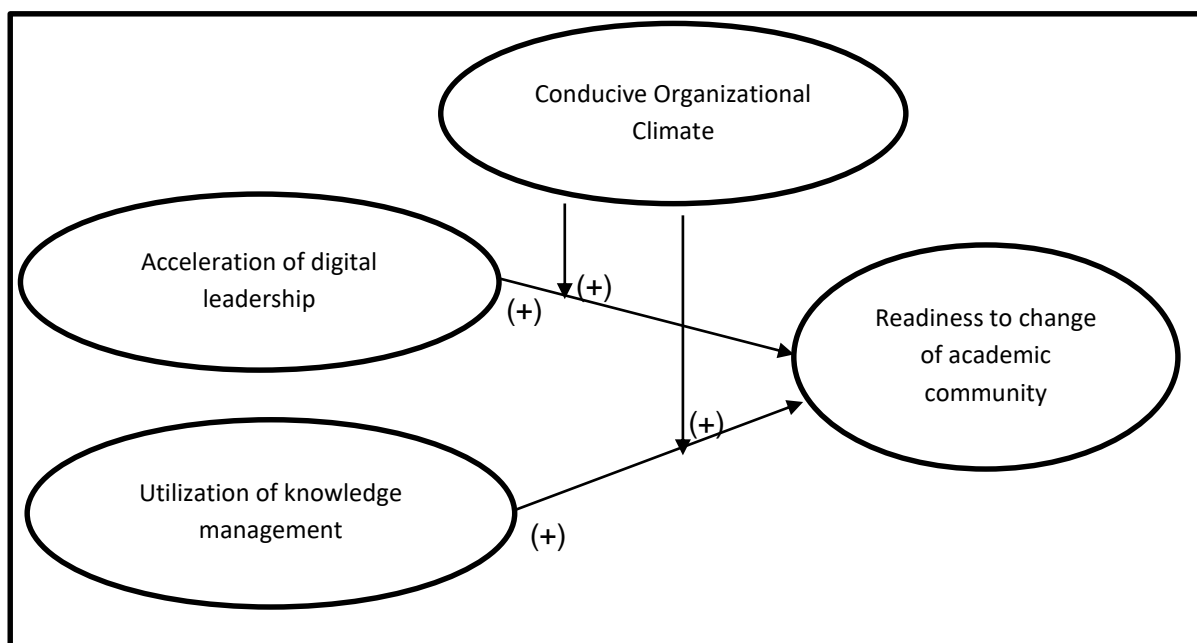
## Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment

organizational members which then determines organizational performance. Meanwhile, according to Reichers & Schneider, organizational climate is a shared perception or assumption regarding organizational policies, implementation of policies and procedures, both formal and informal, in the form of representations and goals of the organization, as well as tools and methods imitated and implemented to achieve the desired results (Hernawan, 2022). Thus, organizational climate is interpreted as a psycho-social condition experienced by members of the organization in the work environment (Bagis & Nasir, 2020), including in the school institution environment.

H3: A supportive organizational climate will notably amplify the positive effects of accelerated digital leadership on the academic community's readiness for change at Insan Cendikia Islamic High School in West Lombok.

H4: A nurturing organizational climate will meaningfully strengthen the impact of knowledge Management on the readiness for change within the academic community at Insan Cendikia Islamic High School in West Lombok.

This research is grounded in a robust conceptual framework, as depicted in the following figure:



Figure

Conceptual Framework

1.

## METHOD

This research is classified as causal associative research that employs a quantitative approach. The purpose of associative causal research is to determine whether there is a relationship or influence between independent and dependent variables (Sugiyono, 2019). This study aims to explain the interactions between the variables being examined, highlighting how they influence and are influenced by one another. A quantitative approach is utilized as the data for analyzing the relationships between variables is presented in numerical form. The population for this study consists of the entire academic community at Insan Cendikia Islamic High School in West Lombok, totalling 340 individuals, which includes teachers, educational staff, and students. Based on the population size, the sample was calculated using the Slovin formula, resulting in a sample size of 78, representing the population with a precision level of 10%. Respondents included teachers, educational staff, and students who were officially registered with the Ministry of Religion through EMIS and SIMPATIKA.

The sample was selected using Proportionate Stratified Random Sampling, ensuring that each group was proportionally represented. Data collection was conducted using a questionnaire designed to measure the level of readiness for change within the academic community of Insan Cendikia Islamic High School. The questionnaire was adapted from Holt et al. (2007). Additionally, measurements for digital leadership acceleration were based on the work of Van Wart et al. (2019), knowledge Management utilization was sourced from Gurteen (2012), and organizational climate assessment was derived from Brown & Leigh (1996). For data analysis, this research employs the Partial Least Squares (PLS) method. The PLS method is used to estimate and analyze the dependent variable based on the independent variables. This approach allows for the reduction of the dimensions of independent variables by creating a new linear combination that is more compact (Jogiyanto & Abdillah, 2009). PLS analysis is

## Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment

appropriate for this research as it accommodates small sample sizes and does not require strict normality conditions or other rigid prerequisites, as outlined by various statistical parameters (Ghozali & Latan, 2015).

### RESULTS

Convergent validity assesses the degree to which two measures of the same concepts are correlated. This explains that the value of Convergent validity can be seen from the loading factor of values where a good rule of thumb is that the standard loading estimate should be 0.5 or higher, but the ideal value is 0.7 or higher (Joseph Jr, 2014). Based on the external loading table above, it can be seen that the items from the variables of acceleration of digital leadership, utilization knowledge IHSagement, organizational climate and readiness to change have loading values of more than 0,7. Therefore, it shows that all indications used are valid.

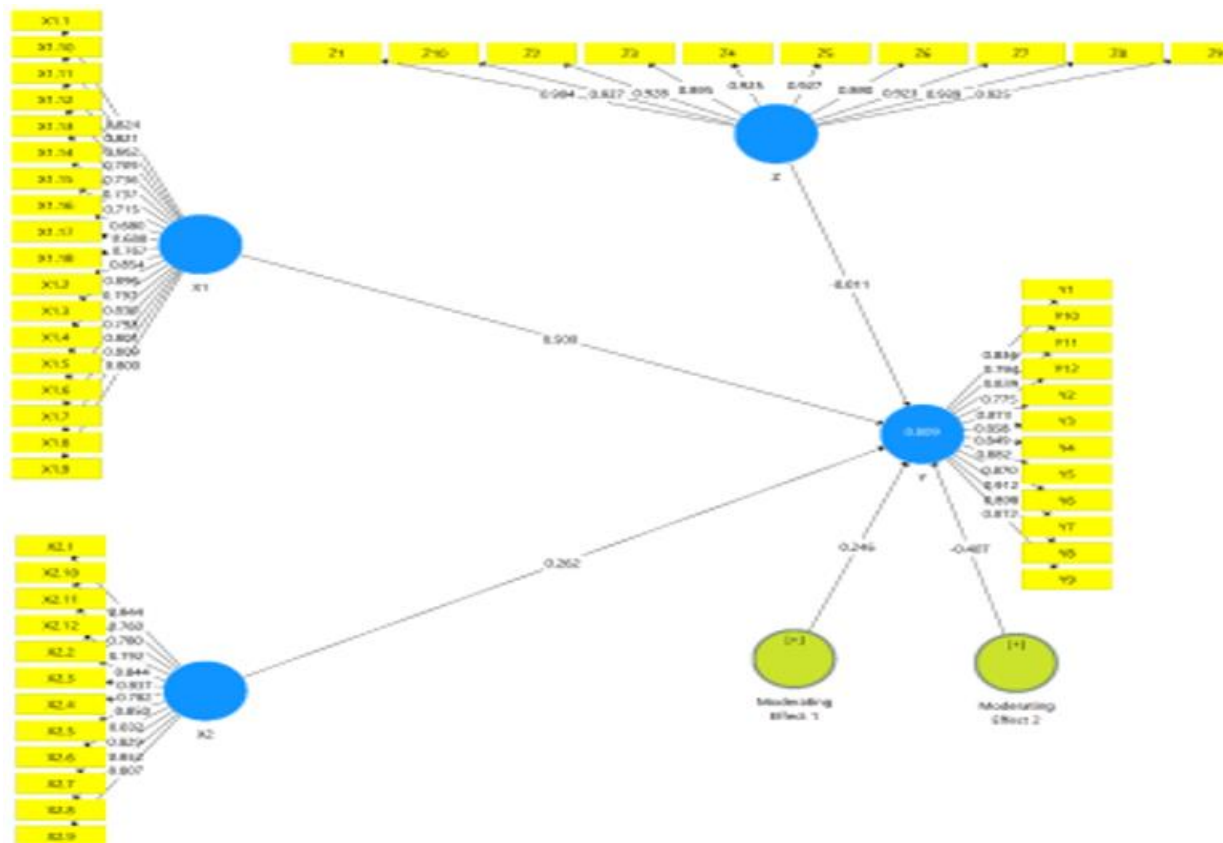


Figure 2. Outer Structural Model

### Composite Reliable Test

Reliability testing is used to measure the consistency of measuring instruments in measuring a concept or measure the consistency of respondents in answering statement items in questionnaires or research instruments. The criteria for a variable to be declared reliable is if the Cronbach's Alpha ( $\alpha$ ) and Composite Reliability (CR) values are  $> 0.700$ . CR is needed because Cronbach's alpha tends to interpret lower construct validity than CR, or in other words, CR is better at measuring internal consistency than Cronbach's alpha, while Average Variance Extracted (AVE) shows how far the overall variable can explain the variation in measurement items. The Cronbach Alpha, CR and AVE values can be seen in the following table:

Table 1. Cronbach Alpha and CR values

Variabel	Cronbach's alpha	Composite reliability	Information
Acceleration Digital Leadership (X1)	0,922	0,935	Reliabel
Utilization Knowledge Management(X2)	0,927	0,937	Reliabel
Readiness to Change Of Academic Community (Y)	0,939	0,947	Reliabel

## Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment

Variabel	Cronbach's alpha	Composite reliability	Information
Organizational Climate (Z)	0,935	0,944	Reliabel

Based on Table 1. that the Cronbach's alpha, rho\_a and composite reliability values for all research variables are more than 0.8, which indicates that the level of reliability is acceptable. Overall, the items measuring the digital leadership acceleration variable, utilization of knowledge IHSagement, readiness of the academic community and organizational climate are consistent in measuring these variables.

**Tabel 2. AVE Value**

Variabel	AVE
Acceleration Digital Leadership (X1)	0,602
Utilization of Knowledge Management(X2)	0,669
Readiness To Change ff Academic Community (Y)	0,732
Oranizational Climate (Z)	0,843

Based on table 2, it explains that the value *Average Variance Extracted* (AVE) for all research variables is more than 0.5, which means that the magnitude of variation in all items contained in this research variable meets the requirements for good convergent validity.

### Discriminant Validity Test

The discriminant validity test describes how far the variable or construct that is constructed is different from other variables/constructs and is tested statistically. This test can be carried out by looking at the values in table 3 of the Fornell Larcker Criterion below:

**Tabel 3. Fornell Larcker Criterion**

Variabel	X1	X2	Y	Z
Acceleration Digital Leadership (X1)	0,776			
Utilization of Knowledge Management(X2)	0,192	0,818		
Readiness To Change ff Academic Community (Y)	0,654	0,632	0,856	
Oranizational Climate (Z)	-0,131	0,390	0,130	0,918

Table 3 shows that the AVE root value of each variable is on the diagonal axis, where all variables have a larger AVE root compared to their correlation with other variables. So that the evaluation of the discriminant validity of the research variables is fulfilled

### R Square Value Test

In assessing the model with PLS, start by looking at the R-square for each SmartPLS 3.0 variable. Dependent latent.

**Table 4. Is the result of R-square estimation using**

Variabel	R Square
Readiness to Change of the Academic Community (Y)	0,809

Table 4. Shows that the R-square value is 0.809, which indicates that 80.9% of the variation in readiness to change can be explained by the acceleration of digital leadership and the use of knowledge IHSagement, which is included in the high category. This means that these two variables have a very significant influence on the readiness to change in the academic community. The remaining 19.1% of the variation in the change readiness of the academic community was caused by other factors not included in this research model.

# Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment

## F Square Value

The F-square value is used to determine the magnitude of the influence of exogenous variables on endogenous variables. The f square assessment criteria according to Henseler (2009) are as follows:  $0.02 \leq f \leq 0.15$  = small effect,  $0.15 \leq f \leq 0.35$  = medium effect,  $f \geq 0.35$  = large effect.

**Table 5. F-Square Value**

Variabel	Readiness to Change
Acceleration Digital Leadership	1,169
Utilization Knowledge IHSagement	0,142

Table 5 shows that Digital Leadership Acceleration has a large influence (F-square = 1.169) on the readiness to change of the academic community, while the use of Knowledge Management has a small influence (F-square = 0.142) on the readiness to change of the academic community.

## HTMT value

Standardized Root Mean Square Residual (SRMR) is a measure to describe the difference between the correlation matrix of empirical data and the correlation matrix of model estimates. This SRMR value can be seen in Table 6.

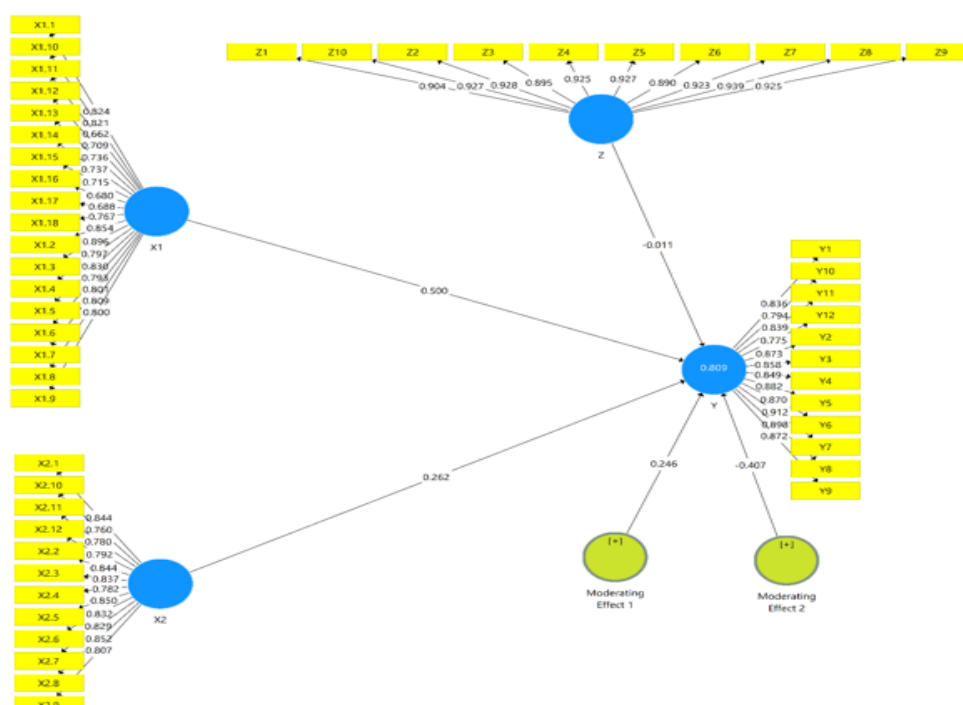
**Table 6. SRMR value**

Item	Estimated Model
SRMR	0,094

Based on Table 6. The SRMR value of this research model is 0.094 (smaller than 0.10). In accordance with the opinion (Schermelleh-Engel et al., 2003) that SRMR below 0.10 is still acceptable, which means that the model built in this study fits the empirical data.

## Hypothesis Testing

Structural model evaluation or hypothesis testing is carried out through a bootstrapping process (percentile method). The statistical test used in this method is the t test. The test results seen from the t-values for the 2-tailed test are 1.96 (significant level = 10%). The testing criteria with the t-test are if the tstatistic value > ttable or the significance value < 0.05 then it can be said that the hypothesis is accepted. The results of the structural model testing can be seen in Figure 4.2. and table 4.16. following :



**Figure. 4.2. Bootstrapping Path Coefficient Test (Original Sample Values and P-Values)**



## Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment

**Tabel 7. Hipotesis Test**

Relationship Variables	Between	Original Sampel (O)	Sample Mean (M)	Standar Deviation (STDEV)	T-statistic (IO/STDE VI)	P-value	Hypothesis
Acceleration Digital Leadership (X1) → Readiness to Change (Y)		0,500	0,511	0,098	5,104	0,000	Received
Utilization Knowledge Management(X2) → Readiness to Change (Y)		0,262	0,276	0,153	1,713	0,044	Received
Acceleration Digital Leadership (X1) × Organizational Climate (M) → Readiness to Change (Y)		0,246	0,219	0,093	2,644	0,004	Received
PeIHSfaatan Knowledge Management(X2) ×Organizational Climate(Z) → Readiness to Change (Y)		-0,407	-0,372	0,121	3,375	0,000	Received

## DISCUSSION

### Accelerating Digital Leadership towards Readiness to Change

The results of this research show that accelerated digital leadership has a significant positive effect on the readiness to change in the academic community, with the hypothesis testing coefficient value 1 showing the original sample value of 0.500, the T-statistic value of 5.104 > greater than 1.96, and the p-value is 0.000 <smaller than 0.05. Based on this value, it can be interpreted that the better the digital leadership acceleration will increase the change readiness response of the academic community in Insan Cendikia Islamic High School in West Lombok, and vice versa, the worse the digital leadership acceleration will reduce the change readiness response of the academic community in Insan Cendikia Islamic High School in West Lombok. This research is in line with the theories of several experts which state that leadership is an important factor in organizational change (Hersey & Blanchard, 1969; Hiatt, 2006; Kotter, 1996; Yukl, 2013)

The results of this research are also in accordance with several previous studies which found a very significant positive relationship between leadership and readiness to change. The higher the strength of leadership, the higher the readiness to change in the academic community, conversely, the lower the leadership, the lower the readiness to change in the academic community. (Efliyulia et al., 2022; Engida et al., 2022).

### Utilization of Knowledge Managementfor Readiness to Change

The results of this research show an original sample value of 0.262; The T-statistic value is 1.713 < smaller than 1.96, and the p-value is 0.044 < smaller than 0.05. This means that the better use of knowledge Managementwill increase the responsibility for change readiness of the academic community in Insan Cendikia Islamic High School in West Lombok. Likewise, on the contrary, the worse the use of knowledge IHSagement, the lower the responsibility of the academic community in Insan Cendikia Islamic High School in West Lombok.

The results of this research are in line with what was stated by previous research, that knowledge Managementhas benefits for organizations, including; (1) People, where the organization provides facilities for employees to develop gradually as a form of response to the market and technology to become more sensitive. So that employees will more easily obtain the information and knowledge needed to adapt to the organizational environment, both internal and external. (2) Process, where applying knowledge Managementin the organization will help individuals create innovative solutions to the problems they face and help in making strategic decisions to develop processes in the organization. (3) Product, in this case knowledge Managementwill help organizations adapt new services to suit the deIHSds of the times. As well as making it easier for organizations to access and combine the best knowledge in the context of adapting to change (4) Organizational PerforIHSce, with direct impact; KM is used to create innovative programs that create profits when linked to business strategy. Meanwhile, indirect impact; KM helps organizations to develop and exploit tangible and intangible resources better than other competitors (Fernandez & Sabherwal, 2010).

Apart from that, research conducted by (Chang & Lee, 2008) also supports the results of this research, knowledge Managementcapability has a significant positive influence on innovation. Apart from that, (Obeidat et al., 2016) also found that

## **Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment**

*knowledge Management* has a positive and significant influence on innovation. This is because the academic community exchanges direct knowledge and experience with the most knowledgeable. So that new knowledge will be obtained which can create new ideas so that innovation emerges within the organization. Other research that is in line with this research is research (Latupapua et al., 2021), that in the process of achieving performance as an illustration of business success, knowledge is a crucial organizational resource and knowledge is managed effectively by the organization in knowledge management. Guarantee of sustainable competitive advantage for an organization. Business organizations that have made knowledge management as a strategy to create value, increase organizational effectiveness and productivity, in order to improve business performance and organizational resilience as well as the organization's competitive advantage (Devi & Naser, 2018)

### **Digital Leadership Acceleration of Readiness to Change by Moderating Organizational Climate**

The results of this research show an Original sample value of 0.246; The T-statistic value is 2.644 > greater than 1.96, and the p-value is 0.004 < smaller than 0.05. This means that the better the conducive organizational climate will strengthen the influence of accelerated digital leadership on the responsiveness and readiness to change of the academic community in Insan Cendikia Islamic High School in West Lombok. And conversely, the worse the conducive organizational climate will weaken the acceleration of digital leadership towards the responsiveness and readiness to change of the academic community in Insan Cendikia Islamic High School in West Lombok.

This research proves that organizational climate can partially moderate the influence of digital leadership acceleration on the readiness to change of the Academic Community in IHS Lombok Timur. Organizational climate is said to be a partial moderator because the influence of the digital leadership acceleration variable on the readiness variable changes significantly.

The results of this research are in accordance with theory (Armenakis 1993, n.d.) which states that readiness to change is influenced by three main factors: assessment of the urgency of change, trust in the leadership leading the change, and the organization's ability to handle change. So when an effective Leader can increase change readiness by providing clear insight into the reasons for change, building a sense of urgency, and showing full support for the change initiative. However, the influence of leadership on readiness to change will be greatly influenced by the organizational climate. If the organizational climate does not support openness or change, even though the leadership has provided clear direction, readiness to change will be lower. A more inclusive and supportive climate will strengthen the relationship between leadership and readiness to change. In contrast, in a more hierarchical and rigid climate, even though leaders demonstrate commitment to change, change readiness tends to be lower.

This is in accordance with research by (Rafferty et al., 2013) identifying several antecedents of readiness to change at the individual level. These antecedents mainly come from the internal context of the organization, namely the individual's perception of the contexts of the organizational environment. Furthermore, according to Martin in (Cilliana & IHSsoer, 2008), academics who perceive the organization and work environment positively will find it easier to follow changes.

### **Utilization of Knowledge Management for Readiness to Change by Moderating Organizational Climate**

The results of this research show the original sample value is -0.407, the T-statistic value is 3.375 > greater than 1.96, and the p-value is 0.000 < smaller than 0.05. This means that the better the conducive organizational climate will strengthen the influence of the use of knowledge management on the responsiveness and readiness to change of the academic community in Insan Cendikia Islamic High School in West Lombok. And conversely, the worse the conducive organizational climate will actually weaken the influence of the use of knowledge management on the responsiveness and readiness to change of academic community the Insan Cendikia Islamic High School in West Lombok.

This research proves that organizational climate can partially moderate the influence of the use of knowledge management on the readiness to change of the IHS academic community of East Lombok Scholars. Organizational climate is referred to as partial moderator because the influence of the knowledge management utilization variable on the readiness variable changes significantly.

Empirical research that is in line with the results of this research is (Alavi & Leidner, 2001) which states that organizations that have an open climate and support knowledge sharing are better prepared to make changes, because better knowledge can help organizational members understand what changes are needed and how they can adapt to it.

Furthermore, the results of this research are also in line with research from (Jerez Gómez et al., 2005) which found that an organizational climate that supports innovation and continuous learning strengthens the relationship between knowledge management and readiness to change, by providing support to individuals and groups within the organization. to adapt to the challenges of change.

This is even reinforced by several other studies which are in line with the results of this research, including (Masduki, 2018;



## Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment

Suharti & Hartanto, 2009) which states that conducive organizational climate conditions will strengthen the influence of knowledge HIS agement on organizational members' readiness to change and vice versa. is not conducive to weakening the influence of knowledge HIS agement on organizational members' readiness to change.

### CONCLUSION

Based on the results of the research and discussion described above, the following conclusions can be drawn from this research:

1. Digital leadership acceleration has been proven to be able to build readiness to change of academic community in Insan Cendikia Islamic High School in West Lombok in a convincing IHS. By choosing the right strategies and tactics in using digital technology, digital leaders can increase organizational adaptability and innovation. Digital leaders can facilitate access to information, improve communication, and expand digital training and skills development opportunities so that the academic community becomes more responsive and ready to face ongoing changes.
2. The use of knowledge HIS agement helps accelerate the readiness to change academic community of Insan Cendikia Islamic High School in West Lombok. So the better the use of organizational knowledge HIS agement, the stronger the readiness for change of academic community in the Insan Cendikia Islamic High School in West Lombok. Optimal use of knowledge HIS agement can encourage a confident increase in the ability to adapt to environmental changes.
3. Conducive organizational climate of the Insan Cendikia Islamic High School in West Lombok Educational Institution has succeeded in strengthening the acceleration or acceleration of digital leadership towards the readiness to change of academic community Insan Cendikia Islamic High School in West Lombok, meaning that conducive environmental conditions are able to provide strengthening digital leadership acceleration in building adaptive responsiveness of the academic community towards change in Insan Cendikia Islamic High School in West Lombok.
4. A conducive educational institution climate can strengthen the influence of knowledge Management on the readiness to change academic community of the Insan Cendikia Islamic High School in West Lombok. The conducive organizational climate in the internal environment of Insan Cendikia Islamic High School in West Lombok can provide acceleration or acceleration, the contribution of knowledge HIS agement in encouraging readiness to change of academic community in the Insan Cendikia Islamic High School in West Lombok.

### RESEARCH LIMITATIONS

1. Respondents in this study were limited to a sample academic community in Insan Cendikia Islamic High School in West Lombok. This research shows different results when applied to organizations other companies or companies that have a diverse organizational climate, so that the academic community's readiness to change is higher.
2. This research only focuses on two variables, namely digital leadership and knowledge Management in influencing readiness to change and the moderating role of organizational climate on this relationship. Future research can examine other factors that influence readiness to change such as motivation, organizational commitment, organizational justice, work stress, work-life balance and use other moderating roles such as work experience and national culture.
3. In the research process, the information data provided by respondents through questionnaires is in the form of *google form* sometimes it does not fully show the true opinion of the respondent. It is hoped that in the future it will be necessary to provide assistance and conduct face-to-face meetings with respondents.
4. This research uses a survey method where the sample used is only 78 people from a population of 340, so it is possible that some academics who have high readiness to change will not participate in this research. Therefore, future research can use the census method so that the entire population can participate.

### RECOMMENDATION

Suggestions that can be recommended based on the results of this research are as follows:

1. Based on the results of mapping the answers of research respondents, there is an indicator with the lowest average value of 3.64, namely the Ability to build digital network indicator. In this case, the leaders/team leaders must continue to hone their abilities to master and understand the technological work processes used so that they can indirectly become role models for members of the organization. Insan Cendikia Islamic High School in West Lombok can encourage activities or programs to increase the digital competence of leaders/team leaders.
2. Based on the results of mapping the answers of research respondents, there are indicators with the lowest average values for the variables *knowledge Management* at Insan Cendikia Islamic High School in West Lombok, namely the technology

## Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment

indicator with an average value of 3.898. Therefore, it is recommended that Insan Cendikia Islamic High School in West Lombok pay special attention

- a. HR Management in terms of utilizing information technology. It is important to facilitate activities or programs that encourage collaboration and effective communication among finance team members. Management can provide training or workshops on improving the quality of huiHS resources in using information technology, strengthening relationships between members of the organization, and creating a work environment that supports collaboration and helping each other in strengthening competence in utilizing the latest information technology for collaboration. Thus, the level of knowledge Management is expected
- b. from the technological aspect it can be improved, which will contribute positively to the readiness to change the academic community of Insan Cendikia Islamic High School in West Lombok.
- c. Referring to the results of the distribution of research respondents' answers which showed the lowest average value of 3.06 on the organizational climate variable on the self-expression indicator, it is recommended that Insan Cendikia Islamic High School in West Lombok can increase the motivation of organizational members in expressing themselves. One step that can be taken is to provide career development and training programs that can increase the involvement of organizational members. In this way, it is hoped that the academic community will be able to express themselves without any fear or conditions Insan Cendikia Islamic High School in West Lombok organizational climate is even better in order to increase readiness for organizational change

## REFERENCES

- 1) *armenakis*1993. (n.d.).
- 2) Bagis, A. A., & Nasir, M. (2020). Academic Climate Reinforcement in an Effort of Establishing Start-ups Based on Student Business Determination. *Jurnal Pendidikan Bisnis Dan IHSajemen*, 6(3), 120–128.  
<https://doi.org/10.17977/um003v6i32020p120>
- 3) Brown, S. P., & Leigh, T. W. (1996). A new look at psychological climate and its relationship to job involvement, effort, and perforIHSce. *Journal of Applied Psychology*, 81(4), 358.
- 4) Denison, D. R. (1996). What is the difference between organizational culture and organizational climate? A native's point of view on a decade of paradigm wars. *Academy of Management Review*, 21(3), 619–654.
- 5) Efliyulia, L., Sari, E. Y. D., & Tentama, F. (2022). Hubungan antara Kepemimpinan Transformasional dengan Kesiapan Berubah pada Guru dan Karyawan. In *Jurnal Psikologi Islam: Al-Qalb* (Vol. 13, Issue 2).
- 6) El Sawy, O. A., Kræmmergaard, P., Amsinck, H., & Vinther, A. L. (2020). How LEGO built the foundations and enterprise capabilities for digital leadership. In *Strategic information Management*(pp. 174–201). Routledge.
- 7) Engida, Z. M., Alemu, A. E., & Mulugeta, M. A. (2022). The effect of change leadership on employees' readiness to change: the mediating role of organizational culture. *Future Business Journal*, 8(1), 31.
- 8) Ghozali, I., & Latan, H. (2015). Partial least squares konsep, teknik dan aplikasi menggunakan program smartpls 3.0 untuk penelitian empiris. *Semarang: Badan Penerbit UNDIP*, 4(1).
- 9) Gurteen, D. (2012). *Leading issues in social knowledge IHSagement*.
- 10) Hernawan, E. (2022). Pengaruh Iklim Organisasi dan Disiplin Kerja Terhadap Kinerja Pegawai PT. Dinamika Airufindo Persada Jakarta Dengan Pengawasan Sebagai Mediator. *Jurnal Kajian Ilmiah*, 22(3), 293–306.
- 11) Hersey, P., & Blanchard, K. H. (1969). *Management of organizational behavior: Utilizing huiHS resources*. Academy of Management Briarcliff IHSor, NY 10510.
- 12) Hiatt, J. (2006). *ADKAR: a model for change in business, government, and our community*. Prosci.
- 13) Holt, D. T., Armenakis, A. A., Feild, H. S., & Harris, S. G. (2007). Readiness for organizational change: The systematic development of a scale. *Journal of Applied Behavioral Science*, 43(2), 232–255.  
<https://doi.org/10.1177/0021886306295295>
- 14) Jogyianto, H. M., & Abdillah, W. (2009). Konsep dan aplikasi PLS (Partial Least Square) untuk penelitian empiris. *BPFE Fakultas Ekonomika Dan Bisnis UGM. Yogyakarta*.
- 15) Joseph Jr, F. (2014). Hair Jr., William C. Black, Barry J. Babin, Rolph E. Anderson.(2010). *Multivariate Data Analysis*, 7.
- 16) Kane, G. C., Palmer, D., & Phillips, A. N. (2019). *Accelerating digital innovation inside and out*. MIT Sloan Management Review.
- 17) Kotter, J. P. (1996). *Leading change*. boston, ma: Harvard business school press. kouzes, jm, & posner, bz (2002). *The Leadership Challenge*. San Francisco, CA.

## Acceleration of Digital Leadership and Utilization Knowledge Management on Readiness to Change by Strengthening the Educational Environment

- 18) Kusumadmo, E. (2013). *IHSajemen Strategik Pengetahuan*. Yogyakarta: *Cahaya Atma Pustaka*.
- 19) Larjovuori, R.-L., Bordi, L., Mäkinen, J.-P., & Heikkilä-Tammi, K. (2016). The role of leadership and employee well-being in organizational digitalization. *Tiziana Russo-Spena and Cristina Mele*, 1159.
- 20) Madsen, S. R., Miller, D., & John, C. R. (2005). *Readiness for Organizational Change: Do Organizational Commitment and Social Relationships in the Workplace Make a Difference?*
- 21) Mohapatra, S., Agrawal, A., & Satpathy, A. (2018). *Designing Knowledge IHSagement-Enabled Business Strategies: A Top-Down Approach*. Springer Publishing Company, Incorporated.
- 22) Nonaka, I. (2009). The knowledge-creating company. In *The economic impact of knowledge* (pp. 175–187). Routledge.
- 23) Schneider, B., Ehrhart, M. G., & Macey, W. H. (2016). *Organizational climate and culture*. Sage Publications, Inc.
- 24) Sousa, M. J., & Rocha, Á. (2019). Leadership styles and skills developed through game-based learning. *Journal of Business Research*, 94, 360–366. <https://doi.org/https://doi.org/10.1016/j.jbusres.2018.01.057>
- 25) Sugiyono, P. D. (2019). Metode Penelitian Kuantitatif Kualitatif dan R&D (M. Dr. Ir. Sutopo. S. Pd. ALFABETA, Cv.
- 26) Van Wart, M., Rolfs, A., Wang, X., & Liu, C. (2019). Operationalizing the definition of e-leadership: identifying the elements of e-leadership. *International Review of Administrative Sciences*, 85(1), 80–97.
- 27) Wirawan, W. (2015). *IHSajemen Sumber Daya IHSusia Indonesia: Teori, Psikologi, Hukum Ketenagakerjaan, Aplikasi dan Penelitian: Aplikasi dalam Organisasi Bisnis, Pemerintahan dan Pendidikan*. Jakarta: *Raja Grafindo Persada*.
- 28) Wulantika, L. (2012). Knowledge Management dalam meningkatkan kreasi dan inovasi perusahaan. *Majalah Ilmiah UNIKOM*.
- 29) Yukl, G. A. (2013). *Leadership in Organizations*. Pearson. <https://books.google.co.id/books?id=XFKFygAACAAJ>
- 30) Zhong, L. (2017). Indicators of digital leadership in the context of K-12 education. *Journal of Educational Technology Development and Exchange (JETDE)*, 10(1), 3.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.