

# Transforming Corporate University Learning Culture Through Cognitive Growth Mindset

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## ABSTRACT

The research investigates the direct and indirect impacts of Organizational Learning Culture (OLC) and Digital Literacy (DL) on employees' Readiness for Change (RFC) via a Growth Mindset (GM) during a Corporate University (CorpU) governance transformation. Utilizing an explanatory quantitative case study design, data from 357 lecturers and administrative staff at a State Islamic University are analyzed through Partial Least Squares-Structural Equation Modeling (PLS-SEM) and Importance-Performance Map Analysis (IPMA). The structural results reveal that OLC, DL, and GM significantly and directly enhance RFC, with GM operating as a complementary partial mediator. The core originality of this research lies in validating an asymmetric cognitive path, showing that an individual's localized technical capacity (DL) is a substantially stronger psychological activator of GM than macro-environmental learning cultures. However, the IPMA highlights that the behavioral dimensions of OLC severely underperform despite registering high institutional importance. Methodologically, the research acknowledges generalizability boundaries due to its single-locus, cross-sectional design. Practically, these findings imply that systemic digital overhauls within highly autonomous academic ecosystems cannot be forced via abstract cultural campaigns. Institutional leaders should formalize cross-faculty communities of practice and launch experimental artificial intelligence pedagogy incentive schemes to cultivate a tangible climate of digital psychological safety.

**Keywords:** readiness for change, growth mindset, digital literacy, organizational learning culture, Corporate University (CorpU)

## INTRODUCTION

The global higher education landscape is facing a massive skills disruption. The World Economic Forum projects that approximately 44% of workers' core skills will be disrupted due to the rapid acceleration of digital technology and Artificial Intelligence (AI) (World Economic Forum, 2023). This turbulence compels higher education institutions to move beyond traditional academic boundaries and fundamentally rethink human capital development. In response, the ASEAN Digital Masterplan (ADM) 2030 outlines a transformative regional vision for a

sustainable, green, and AI-driven digital community, emphasizing inclusive digital integration across member states (ASEAN, 2026). This roadmap places higher education at the center of change, mandating a paradigm shift toward adaptive learning organizations capable of producing digitally agile workforces aligned with ADM 2030 Desired Outcome 3: an empowered, safe, and inclusive digital society. In this context, the overarching macro-environmental pressures of digital transformation and widespread AI deployment represent forces that demand an urgent strategic response from higher education institutions.

At the national level, this regional imperative

is reinforced by Indonesia's Law (Undang-Undang) No. 20/2023 on state civil apparatus, which mandates integrated and continuous competency development across public institutions (Presiden Republik Indonesia, 2023). For State Islamic Universities (Perguruan Tinggi Keagamaan Islam Negeri (PTKIN)) like UIN Sunan Kudus, the urgency is further heightened by institutional status transformation under Presidential Regulation (Peraturan Presiden) No. 53/2025 (Presiden Republik Indonesia, 2025). This mandate requires a comprehensive overhaul of operational ecosystems toward digital governance aligned with international AI inclusivity standards (UNESCO, 2022).

This institutional restructuring serves as the catalyst for adopting a Corporate University (CorpU) human capital governance model, a strategic framework designed to align state civil apparatus competency development directly with macro institutional performance targets (Al Mahameed et al., 2024). Achieving this destination architecture, however, presupposes that individual state civil apparatus (Aparatur Sipil Negara (ASN)), including lecturers and administrative staff, possess sufficient Readiness for Change (RFC) (Pu et al., 2025; Russo et al., 2025). Most institutional strategies remain heavily biased toward the hard side of transformation, such as infrastructure procurement and system migration, while neglecting the soft side, the psychological and behavioral capacity of individual staff members to embrace change. The 2024 Performance Report of UIN Sunan Kudus (published when the institution was still operating under its former institutional status as Institut Agama Islam Negeri Kudus) reveals that despite massive infrastructure investment, widespread digital illiteracy continues to trigger psychological resistance among individual employees, pointing to deeper behavioral deficits that mere policy mandates or hardware updates cannot resolve (Institut Agama Islam Negeri Kudus, 2025).

To reconcile these structural and behavioral tensions, the research anchors its conceptual framework upon two complementary theoretical pillars: the Resource-Based View (RBV) and Social Cognitive Theory (SCT). From the macro-analytical perspective of the RBV, an Organizational Learning Culture (OLC) and Digital Literacy (DL) are conceptualized as intangible, internal strategic resources that generate a sustained competitive advantage when they are valuable, rare, and imperfectly imitable (Barney, 1991). Within this logic, an OLC operates as a dynamic organizational capability for value co-creation, enabling universities to continuously reconfigure their knowledge assets (Beier et al., 2025). Meanwhile, DL constitutes the technical resource base that determines an employee's capability to operationalize digital strategies. Together, these constructs function as foundational resource endowments that determine whether an institution possesses the internal capacity to foster change readiness.

To explain the micro-level mechanisms that operationalize these resources, SCT provides

a vital psychological lens. Human behavior is determined by a triadic reciprocal interaction among personal cognitive factors, behavioral patterns, and environmental influences (Bandura, 1986). Within this triadic framework, OLC serves as the critical environmental factor that facilitates individual adaptability and development. In alignment with this, empirical evidence demonstrates that organizational learning capacity acts as a vital mediating mechanism through which broader environmental and leadership resources are successfully translated into individual RFC (Syarif et al., 2024), while DL (Hwang et al., 2023) and GM (Dweck, 1999) represent the essential personal cognitive factors. As the foundational belief that intelligence and capabilities can be developed through effort and strategy, GM structurally activates change-specific self-efficacy within individual employees. Crucially, empirical insights suggest that such self-efficacy does not automatically translate into proactive behavioral change. Rather, it requires individual adaptability as a vital mediating mechanism to trigger RFC successfully (Rismanayah et al., 2024). Although OLC provides a supportive macro-environment and DL offers the necessary technical foundation, they are insufficient to trigger proactive behavioral patterns, specifically RFC, without these personal cognitive mechanisms. Without active engagement of these cognitive schemata (GM and DL), environmental resources (OLC) remain dormant, failing to manifest as the proactive behaviors required to successfully engage with a performance-driven CorpU strategy.

To establish rigorous conceptual boundaries, GM must be theoretically demarcated from alternative psychological constructs within the CorpU context. General self-efficacy, while representing a task-generalized confidence state, remains insufficient to capture the long-term developmental drive required for sustained self-regulated learning and performance alignment, as recent empirical work links self-efficacy more closely to self-regulated learning outcomes than to deeper developmental orientation (Can et al., 2022). Learning agility applies directly to employees' behavioral and performance domains by driving innovative work behaviors and adaptive skills in dynamic environments (Wolor et al., 2025). However, it prioritizes task-specific innovation and operational outcomes rather than the profound, self-regulated cognitive schema provided by Growth Mindset (GM). Digital mindset offers a robust IT-specific cognitive schema that buffers technostress and optimizes digital performance (Valta et al., 2024). Yet, it remains structurally tied to the technological domain, failing to provide the overarching, task-generalized developmental drive inherent in a GM. Finally, Psychological Capital (PsyCap) functions as a broad constellation of positive affective-motivational states (hope, efficacy, resilience, and optimism). However, within a training academy context, its sub-factors operate unevenly. Empirical evidence indicates that while optimism and self-efficacy act as significant

positive predictors of work engagement, resources like hope and resilience are statistically insignificant in directly driving such outcomes, meaning PsyCap alone lacks the uniform cognitive structure required to govern comprehensive self-regulated skill learning under strict performance mandates (Harris et al., 2025).

Consequently, GM operates uniquely as an individual cognitive self-regulation mechanism (Dweck, 1999). When an organization establishes a rich learning culture characterized by knowledge sharing and experimentation, employees operating with GM internalize these environmental cues as opportunities for self-development rather than threats to professional competence. This positive internalization activates self-regulated learning behaviors, which subsequently generate the behavioral and affective readiness necessary for institutional evolution. Conversely, employees with a fixed mindset are highly likely to perceive the exact same learning environment as evaluative and punitive, inhibiting the translation of organizational resources into individual adaptiveness.

Empirical literature steadily supports this specific mediating pathway across educational and cultural settings. GM significantly predicts self-regulated learning intentions, which subsequently enhance RFC within academic environments (Jiang et al., 2023), and growth-oriented professionals show a significantly higher willingness to engage in knowledge-sharing practices within learning organizations (Kucharska & Rebelo, 2022). Within the Southeast Asian context, GM successfully promotes proactive professional development engagement among educators, representing a direct behavioral manifestation of change readiness (Janudom, 2023). Self-directed learning stands as the highest-ranked strategy for digital competence development among university lecturers, aligning with the proposition that a growth-oriented disposition toward self-regulated learning is a mandatory cognitive precondition for translating technical literacy into tangible change readiness (Ha et al., 2026). Furthermore, the absence of growth-oriented cognition explains the historically inconsistent effects of digital literacy on adaptive behavior, precisely addressing the empirical gap this study targets (Guo et al., 2025).

Despite the breadth of existing research, two critical gaps remain unaddressed in contemporary academic discourse, which is currently polarized into structural-centric models and competence-centric models. Proponents of structural-centric models argue that macro-environmental infrastructures and formalized institutionalization layers are the primary drivers of digital adaptation (Nguyen & Hong, 2026), demonstrating that organizational transformation depends heavily on change leadership driving a digital organizational culture (Lukito et al., 2025). Conversely, the competence-centric camp argues that top-down investments and external mandates inevitably stagnate if micro-level actors lack psychological preparation, reporting severe empirical deficits in individual

performance, particularly within AI applications, even when comprehensive institutional frameworks are fully present (Ha et al., 2026). This polarization highlights the first gap. Studies examining the relationship between digital literacy and readiness frequently produce inconsistent findings because they treat digital literacy as a direct driver of adaptive behavior, overlooking the individual psychological mediators and cognitive conditions under which technical skills are converted into actual readiness (Guo et al., 2025).

Second, a significant contextual gap exists. Research on change readiness remains predominantly situated in corporate or secular higher education settings. The scarcity of empirical studies on State Islamic Universities, where digital modernization must be reconciled with deeply embedded religious values and distinct sociological characteristics (Hamami et al., 2021; Rauf et al., 2024), such as lecturers possessing high academic autonomy, limits the generalizability of existing models. This contextual uniqueness is compounded by the aspiration toward the CorpU model under Presidential Regulation No. 53 of 2025, which demands a level of institutional and individual readiness that has not previously been examined empirically in State Islamic Universities.

As the primary theoretical novelty of this research, it validates an asymmetric cognitive path, showing that individual technical capacity (DL) is a significantly stronger psychological activator of an employee's GM than the broader macro-environmental culture of the learning organization (OLC). Employees and lecturers with high autonomy need enactive mastery experience (hands-on mastery of AI applications and digital tools) to trigger the cognitive confidence needed to accept the CorpU system, rather than relying on abstract, slow-moving institutional cultural mandates.

Accordingly, this study addresses the following four interconnected research questions: To what extent do OLC and DL exert direct, partial influences on employees' RFC during the institutional transition toward a CorpU human capital governance model at UIN Sunan Kudus? Does GM, functioning as an individual cognitive self-regulation mechanism, mediate the respective impacts of OLC and DL on employees' RFC within this transitional framework? To validate the asymmetric cognitive path phenomenon, does an individual's technical capacity (DL) operate as a stronger cognitive activator of GM than the macro-environmental forces of the OLC? Which behavioral components of the OLC receive the lowest performance scores based on indicator-level Importance-Performance Map Analysis (IPMA), indicating priorities for managerial intervention to cultivate an institutional climate of digital psychological safety? To resolve these inquiries, an integrated conceptual model has been developed. This framework positions OLC and DL as direct antecedents, with GM serving as the primary mediating bridge, and employees' RFC as the primary outcome variable. The structural relationships and

proposed pathways of this model are illustrated in the research framework in Figure 1, which serves as the foundation for the formulated hypotheses:

- H1: OLC has a positive and significant effect on RFC
- H2: DL has a positive and significant effect on RFC
- H3: GM has a positive and significant effect on RFC
- H4: OLC has a positive and significant effect on GM
- H5: DL has a positive and significant effect on GM
- H6: GM mediates the relationship between OLC and RFC
- H7: GM mediates the relationship between DL and RFC

## METHODS

The research employs an explanatory quantitative case study design at UIN Sunan Kudus to examine the causal relationships and mediating mechanisms driving employees' RFC toward a CorpU-based human resource development strategy. The research locus is structurally anchored at UIN Sunan Kudus, an institution currently undergoing a fundamental legal status transition under Presidential Regulation No. 53 of 2025. This context demands highly customized institutional transformation across its administrative and academic ecosystem. The study population comprises 450 staff members, including both lecturers and administrative staff. To determine the minimum required sample size for this finite population, a standard sample size formula is applied with a 98% confidence level and a 4% margin of error, establishing a baseline threshold of 247 respondents. During the main data collection phase, 382 questionnaires are returned. To safeguard data integrity, all responses are subjected to a rigorous screening procedure to detect straight-lining and inattentive responding patterns. After excluding responses with identical scores across all items, 357 valid responses are retained for the final structural analysis, yielding a robust net response rate of 79.3%.

To bridge macro-institutional aspirations with individual behavioral realities, employees' RFC serves as the primary multi-dimensional outcome variable. It captures the workforce's cognitive, affective, and behavioral preparedness to embrace AI integration, digital governance, and the strategic transformation of human resource development through CorpU initiatives (Kim & Park, 2025; Starke & Ludviga, 2025). Within this digital transition, individual RFC acts as a vital mechanism that translates organizational capabilities, such as those structured by a CorpU, into sustained job performance. All constructs are measured using validated scales adapted from the literature and rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree), comprising 62 items in total. A pre-test pilot study ( $n = 44$ ) confirms strong psychometric properties: Cronbach's alpha ( $\alpha$ ) ranges from 0.941 to 0.984, Composite Reliability (CR) ranges from 0.943 to 0.985, and Average Variance Extracted (AVE) exceeds the 0.50 threshold across all latent variables (0.605–0.772). Borderline indicators (OLC-01, OLC-02, OLC-15, OLC-19) are linguistically refined and retained to preserve content validity (Hair et al., 2022). Table 1 details the operational matrix.

To proactively mitigate Common Method Variance (CMV) inherent in self-reported data, anonymity is guaranteed procedurally. Statistically, a full collinearity test is integrated into the analysis using the Variance Inflation Factor (VIF) in SmartPLS 4. All latent construct VIF values fell safely below the conservative threshold of 3.3, proving that the data are free from common method bias. The structural model is analyzed via Partial Least Squares-Structural Equation Modeling (PLS-SEM) using SmartPLS 4. PLS-SEM is selected for its ability to handle complex, multi-layered structural paths and its robust predictive power for exploratory behavioral frameworks, without requiring strict multivariate normality assumptions. The analysis is executed in two sequential stages. Hypothesis testing (H1–H7) uses a bootstrapping procedure with 10,000 subsamples to ensure precision and stable standard errors for mediation pathways (Hair et al., 2022). The model's explanatory and predictive capacity is assessed via path coefficients ( $\beta$ ),

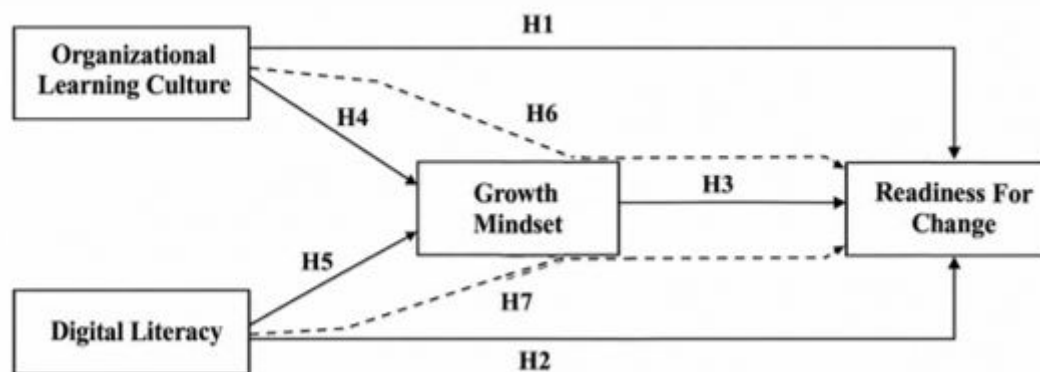


Figure 1 Research Framework

coefficient of determination ( $R^2$ ), effect sizes ( $f^2$ ), and the Stone-Geisser's  $Q^2$  predictive relevance statistic.

Finally, IPMA is conducted. By combining the total statistical effect of predictors (importance) with their actual latent variable scores (performance), IPMA isolates high-priority, micro-level behavioral indicators within the OLC construct. This provides institutional leadership with a granular, actionable roadmap to cultivate an optimal climate of digital psychological safety (Teeluckdharry et al., 2024).

## RESULTS AND DISCUSSION

The research involves 357 individual respondents from the UIN Sunan Kudus community. The demographic profile in Table 2 highlights a robust cohort of digital-native and digital-forward employees, primarily dominated by millennials (born 1977–1994) with 250 individuals (70% of the sample), and complemented by Generation Z (born 1995–2003) with 42 individuals (11.8%). These generations provide a solid foundation for digital adaptation within the institution. In terms of occupational distribution, most respondents are lecturers (222 individuals), while the remainder are administrative staff. Furthermore, the sample's educational attainment is highly concentrated

in Master's degrees (163 individuals) and Doctoral degrees (79 individuals).

This profile indicates substantial digital-native potential due to the millennial majority. However, the 37.3% of staff with over 11 years of service suggests potential structural inertia. Demographic profiles dominated by established lecturers in Indonesian higher education institutions post-pandemic often face significant cultural adaptation challenges when operational systems are required to shift entirely to digital models (Anggadwita et al., 2024).

The measurement model (outer model) is evaluated using SmartPLS 4 to verify psychometric properties (see Table 3). Factor loadings for most indicators exceed the 0.70 threshold. Indicator OLC-15 has an outer loading of 0.665, slightly below the 0.70 threshold, but it is retained in the model. Indicators with loadings between 0.40 and 0.70 should only be removed if their exclusion leads to a significant increase in AVE or CR (Hair et al., 2022). Because the AVE for the OLC construct (0.603) remains well above the 0.50 minimum requirement, and its CR (0.969) far exceeds the 0.70 benchmark, OLC-15 is retained to preserve the construct's content validity without compromising its psychometric integrity.

Table 1 Operationalization of Variables Matrix

| Construct                             | Indicator Dimensions                                                                                                                                       | Reference Source                                  |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Organization Learning Culture (OLC)   | Continuous learning, inquiry and dialogue, team learning, empowerment, embedded systems, connection system, and strategic leadership (21 items).           | Marsick and Watkins (1997) and Yang et al. (2004) |
| Digital Literacy (DL)                 | Technical, cognitive, and socio-emotional proficiencies required to navigate AI-integrated higher education workflows (10 items).                          | Ng (2012)                                         |
| Growth Mindset (GM)                   | Individual cognitive self-regulation mechanism; the implicit belief that professional capabilities can be developed through effort and strategy (6 items). | Dweck (1999) and Kılınç et al. (2025)             |
| Employees' Readiness for Change (RFC) | Appropriateness, management support, change efficacy, and personal valence (25 items).                                                                     | Holt et al. (2007)                                |

Table 2 Demographic Profile and Measurement Model Evaluation

| Category           | Characteristic           | Frequency | Percentage (%) |
|--------------------|--------------------------|-----------|----------------|
| Generation         | Millennials (1977–1994)  | 250       | 70.00%         |
|                    | Generation Z (1995–2003) | 42        | 11.80%         |
|                    | Others (1956–1976)       | 65        | 18.20%         |
| Functional Role    | Lecturer                 | 222       | 62.20%         |
|                    | Administrative Staff     | 135       | 37.80%         |
| Level of Education | Doctoral degree          | 79        | 22.10%         |
|                    | Master's Degree          | 163       | 45.70%         |
|                    | Undergraduate/Others     | 115       | 32.20%         |
| Length of Service  | ≤ 11 years               | 224       | 62.70%         |
|                    | > 11 years               | 133       | 37.30%         |

Discriminant validity is confirmed using the Fornell-Larcker criterion (see Table 4). The square root of the AVE for each construct in bold exceeds its correlations with other constructs. To ensure more rigorous testing, the Heterotrait-Monotrait (HTMT) ratio is evaluated. As presented in Table 5, the empirical HTMT values across all construct pairs range from 0.476 to 0.715, remaining strictly below the conservative threshold of 0.85. This provides robust evidence that each construct represents a distinct empirical entity in the structural model (Hair et al., 2022).

To control Common Method Variance (CMV) in self-reported survey data, a full collinearity test is integrated into the structural model via VIF in SmartPLS 4 (see Table 6). All full collinearity VIF values for the latent constructs remain safely below the conservative threshold of 3.3, confirming the statistical absence of common method bias (Hair et al., 2022). This empirical result guarantees that the observed relationships among organizational learning culture, digital literacy, and growth mindset are not artificially inflated by respondent measurement artifacts. Consequently, the dataset demonstrates high

Table 3 Measurement Model Results

| Variable | Outer Loading | Cronbach's Alpha | Composite Reliability (rho_a) | Composite Reliability (rho_c) | Average Variance Extracted (AVE) |
|----------|---------------|------------------|-------------------------------|-------------------------------|----------------------------------|
| OLC (X1) | 0.665–0.850   | 0.967            | 0.969                         | 0.969                         | 0.603                            |
| DL (X2)  | 0.785–0.860   | 0.948            | 0.950                         | 0.956                         | 0.683                            |
| RFC (Y)  | 0.717–0.890   | 0.984            | 0.984                         | 0.985                         | 0.719                            |
| GM (Z)   | 0.831–0.872   | 0.926            | 0.927                         | 0.942                         | 0.730                            |

Note: Organizational Learning Culture (OLC), Digital Literacy (DL), Readiness for Change (RFC), and Growth Mindset (GM)

Table 4 Results of Fornell-Larcker Criterion

| Variable Relationship | OLC (X1)     | DL (X2)      | RFC (Y)      | GM (Z)       |
|-----------------------|--------------|--------------|--------------|--------------|
| OLC (X1)              | <b>0.776</b> |              |              |              |
| DL (X2)               | 0.473        | <b>0.826</b> |              |              |
| RFC (Y)               | 0.523        | 0.616        | <b>0.848</b> |              |
| GM (Z)                | 0.457        | 0.673        | 0.579        | <b>0.854</b> |

Note: Organizational Learning Culture (OLC), Digital Literacy (DL), Readiness for Change (RFC), and Growth Mindset (GM)

Table 5 Heterotrait-Monotrait (HTMT) Ratio Matrix

| Variable Relationship | OLC (X1) | DL (X2) | RFC (Y) | GM (Z) |
|-----------------------|----------|---------|---------|--------|
| OLC (X1)              |          |         |         |        |
| DL (X2)               | 0.485    |         |         |        |
| RFC (Y)               | 0.532    | 0.633   |         |        |
| GM (Z)                | 0.476    | 0.715   | 0.604   |        |

Note: Organizational Learning Culture (OLC), Digital Literacy (DL), Readiness for Change (RFC), and Growth Mindset (GM)

Table 6 Common Method Bias Assessment using Full Collinearity Variance Inflation Factor (VIF)

| Relationship       | VIF Value | Result |
|--------------------|-----------|--------|
| OLC (X1) → RFC (Y) | 1.349     | Valid  |
| OLC (X1) → GM (Z)  | 1.288     | Valid  |
| DL (X2) → RFC (Y)  | 1.953     | Valid  |
| DL (X2) → GM (Z)   | 1.288     | Valid  |
| GM (Z) → RFC (Y)   | 1.917     | Valid  |

Note: Organizational Learning Culture (OLC), Digital Literacy (DL), Readiness for Change (RFC), and Growth Mindset (GM)

behavioral data integrity, making it structurally sound for subsequent hypothesis and mediation testing.

The structural model demonstrates strong explanatory power, yielding  $R^2$  values of 0.477 for RFC and 0.478 for GM. These coefficients indicate that nearly half of the variance in employees' psychological adaptation and cognitive growth is directly driven by the combined effects of organizational learning culture and digital literacy. Furthermore, the Stone-Geisser's  $Q^2$  values for both endogenous variables are well above zero, confirming robust cross-validated predictive relevance for individual change readiness (Hair et al., 2022). From a strategic human capital perspective, these metrics prove that target intervention in digital skill-building and cultural support offers substantial leverage in accelerating workforce readiness during major organizational transitions.

Tables 7 and 8 present the direct and specific indirect structural pathways evaluated through a nonparametric bootstrapping procedure with 10,000 subsamples. Because the direct effects of OLC and DL on RFC remain statistically significant even after introducing the growth mindset mechanism, GM establishes a complementary partial mediation model for both antecedents. This partial mediation structure indicates that while organizational culture and digital skills directly boost employees' willingness to change, their impact is significantly amplified when processed through an individual's cognitive self-regulation. Thus, holistic change management strategies must simultaneously target structural environmental resources and micro-level psychological empowerment to maximize adoption success.

The data confirms significant direct effects of both OLC ( $\beta = 0.256$ ,  $p < 0.001$ ) and DL ( $\beta = 0.336$ ,  $p < 0.001$ ) on employees' RFC, supporting H1 and H2. The results align with RBV, where OLC provides an organizational environment of psychological safety and knowledge exchange that reduces resistance to change. At the same time, DL acts as the technical resource base that enables individual state civil apparatus (lecturers and administrative staff) to engage confidently with digital systems (Barney, 1991). DL exerts a stronger direct effect, suggesting that individual staff members prioritize technical tool mastery as the immediate driver of readiness. At the same time, cultural permission to learn (OLC) functions as a secondary support structure. This finding resonates with Basalamah (2026), which argues that digital transformation outcomes in Indonesian higher education depend heavily on technical readiness as a proximate enabler.

The confirmation of H3, H4, and H5 shows that GM directly drives employees' RFC ( $\beta = 0.236$ ,  $p < 0.001$ ) and is significantly shaped by both OLC ( $\beta = 0.179$ ,  $p = 0.001$ ) and DL ( $\beta = 0.589$ ,  $p < 0.001$ ). Furthermore, the indirect pathways in H6 ( $\beta = 0.042$ ,  $p = 0.020$ ) and H7 ( $\beta = 0.139$ ,  $p = 0.001$ ) establish GM strictly as an individual cognitive self-regulation mechanism. According to SCT, human behavior and adaptation are governed by a triadic reciprocal interaction among personal cognitive factors, behavioral patterns, and environmental influences (Bandura, 1986). In this transitional context, GM acts as the internal personal-cognitive filter that processes environmental inputs (OLC)

Table 7 Results of Direct Effect

|    | Hypothesis                     | Path Coefficient ( $\beta$ ) | SD    | T-Statistics | P-Values | $f^2$ | Results   |
|----|--------------------------------|------------------------------|-------|--------------|----------|-------|-----------|
| H1 | OLC (X1) $\rightarrow$ RFC (Y) | 0.256                        | 0.054 | 4.697        | 0.000    | 0.093 | Supported |
| H2 | DL (X2) $\rightarrow$ RFC (Y)  | 0.336                        | 0.060 | 5.601        | 0.000    | 0.111 | Supported |
| H3 | GM (Z) $\rightarrow$ RFC (Y)   | 0.236                        | 0.065 | 3.624        | 0.000    | 0.056 | Supported |
| H4 | OLC (X1) $\rightarrow$ GM (Z)  | 0.179                        | 0.054 | 3.284        | 0.001    | 0.048 | Supported |
| H5 | DL (X2) $\rightarrow$ GM (Z)   | 0.589                        | 0.055 | 10.693       | 0.000    | 0.516 | Supported |

Note: Organizational Learning Culture (OLC), Digital Literacy (DL), Readiness for Change (RFC), and Growth Mindset (GM).

Table 8 Results of Indirect Effect

|    | Hypothesis                                          | Path Coefficient ( $\beta$ ) | SD    | T-Statistics | P-Values | Notes     |
|----|-----------------------------------------------------|------------------------------|-------|--------------|----------|-----------|
| H6 | OLC (X1) $\rightarrow$ GM (Z) $\rightarrow$ RFC (Y) | 0.042                        | 0.018 | 2.324        | 0.020    | Supported |
| H7 | DL (X2) $\rightarrow$ GM (Z) $\rightarrow$ RFC (Y)  | 0.139                        | 0.042 | 3.343        | 0.001    | Supported |

Note: Organizational Learning Culture (OLC), Digital Literacy (DL), Readiness for Change (RFC), and Growth Mindset (GM)

and localized technical resources (DL). Rather than treating lecturers or administrative staff as passive subjects of top-down mandates, the model shows that GM structurally activates the change-specific efficacy dimension within individuals. Employees internalize environmental resources to self-regulate skill learning under performance targets, addressing empirical gaps where digital literacy fails to manifest as adaptive behavior because cognitive mediators are omitted from the model (Guo et al., 2025).

This research's primary theoretical novelty lies in uncovering an asymmetric cognitive path that governs individual mindset modification within high-autonomy work environments. As demonstrated in the structural results, DL exerts a powerful, dominant direct effect on GM ( $\beta = 0.589$ ,  $p < 0.001$ ,  $f^2 = 0.516$  [Large]), whereas macro organizational culture (OLC) displays a surprisingly minor, distal influence ( $\beta = 0.179$ ,  $p = 0.001$ ,  $f^2 = 0.048$  [Small]). This asymmetry reveals that autonomous professionals require tangible, hands-on mastery experiences with digital tools to trigger cognitive self-efficacy rather than relying on abstract cultural campaigns. Consequently, human resource leaders must prioritize localized technical empowerment as the primary psychological catalyst for fostering an adaptive organizational learning culture during institutional overhauls.

To uncover the underlying sociological mechanism of this asymmetry, the researchers link these parameters directly to the distinct sociological realities of State Islamic Universities staff, particularly lecturers. Academics within the State Islamic Universities ecosystem possess an exceptionally high degree of academic autonomy. Consequently, generic organizational imbuelements, top-down bureaucratic mandates, or abstract cultural decrees about transformation are met with skepticism and take time to take hold.

However, these highly autonomous professionals require an enactive mastery experience (Bandura, 1997). It is a localized, tangible sense of personal triumph derived from independently mastering digital tools or AI-driven pedagogical software. When a lecturer successfully navigates an AI tool or digital learning management system, it creates an immediate psychological feedback loop that shatters cognitive inertia and directly cultivates a personal GM. True cognitive readiness for a systemic transformation (such as the CorpU model) cannot be

forced via abstract cultural campaigns. It must be built bottom-up through individual technical empowerment.

Critically, interpreting these findings beyond statistical significance requires examining the effect sizes ( $f^2$ ). While the direct path from DL to GM yields a massive effect ( $f^2 = 0.516$ ), the remaining supported paths (OLC  $\rightarrow$  RFC, DL  $\rightarrow$  RFC, and OLC  $\rightarrow$  GM) register low  $f^2$  values ( $< 0.15$ ). From a practical perspective, the results imply that while macro-environmental learning cultures are statistically meaningful, their standalone substantive strength in altering individual mindsets and readiness is minimal. Therefore, this asymmetry should not be overinterpreted as a wholesale refutation of classic organizational learning frameworks, but rather as an empirical boundary condition showing that autonomous professionals require proximate technical mastery over abstract cultural mandates to trigger cognitive adaptation.

To translate these structural insights into evidence-based strategic recommendations, an IPMA is executed at the construct level in Table 9. DL holds the highest importance score (0.475) alongside strong performance (85.011). However, OLC presents the most critical area for improvement. It records the lowest performance (77.783) despite its significant importance (0.298). Rather than offering broad, abstract institutional recommendations or suggesting generic IT hardware procurement, the research managerial implications are micro-structurally focused on the level of individual employee behavior, explicitly targeting the low-performance, high-importance OLC quadrant (Teeluckdharry et al., 2024). To achieve this, university leadership must first legally formalize cross-faculty Communities of Practice (CoP) to democratize digital expertise, creating structured, peer-led environments where lecturers can share digital techniques without bureaucratic surveillance to build horizontal knowledge structures that replace rigid vertical inertia. At the same time, management must introduce formal policy frameworks that establish AI-pedagogy incentive schemes and psychological protections. The schemes explicitly reward and protect lecturers who conduct experimental digital pedagogy using generative AI tools. By offering formal incentives for innovative teaching methods and ensuring absolute administrative safety against minor experimental systemic failures, leadership establishes a tangible climate of digital psychological safety,

Table 9 Importance-Performance Map Analysis (IPMA) Results at the Construct Level for Employees' Readiness for Change (Y)

| Variable | Total Effect | Performance |
|----------|--------------|-------------|
| OLC (X1) | 0.298        | 77.783      |
| DL (X2)  | 0.475        | 85.011      |
| GM (Z)   | 0.236        | 83.637      |

Note: Organizational Learning Culture (OLC), Digital Literacy (DL), and Growth Mindset (GM)

ultimately turning the abstract goals of a CorpU into accessible behavioral milestones.

## CONCLUSION

The structural model shows that while OLC and DL directly and significantly influence employees' RFC, GM operationalizes these macro-environmental and technological resources as a complementary partial mediation mechanism. Validation of the asymmetric cognitive path indicates that an individual's localized technical capacity (DL) is a stronger statistical activator of a growth mindset than the broader forces of an OLC. However, this theoretical advancement must be interpreted cautiously, given the small effect sizes ( $f^2$ ) of the organizational culture pathways. This asymmetry represents an empirical boundary condition for highly autonomous professionals rather than a definitive refutation of classic organizational learning frameworks. The indicator-level IPMA identifies that the behavioral components of OLC severely underperform despite their high institutional importance, thereby prioritizing immediate managerial interventions, such as cross-faculty peer networks and experimental AI pedagogy protections, to cultivate a definitive climate of digital psychological safety.

Methodologically, this research conceptualizes its external validity through analytical generalization rather than statistical projection. Varying fiscal capacities and leadership readiness across Islamic higher education institutions make these empirical scores highly context-dependent. Consequently, several critical limitations must be acknowledged. First, the single-locus design restricts the immediate generalizability of the findings to other State Islamic Universities in Indonesia or the wider ASEAN region, where distinct institutional sub-cultures may exist. Second, the cross-sectional data structure prevents the absolute establishment of temporal causality among the variables. Third, the reliance on self-reported questionnaires introduces potential subjectivity and vulnerability to common method variance. Although the full collinearity VIF remained controlled, social desirability bias cannot be entirely ruled out through statistical post-hoc tests alone.

To address these limitations, future researchers should prioritize longitudinal, comparative designs across multiple religious higher education institutions to cross-verify the structural stability of the asymmetric cognitive path over time. Future inquiries should also utilize objective behavioral metrics alongside self-reported scales and expand the current framework by integrating macro-structural variables such as digital leadership and knowledge management. Finally, future studies must deeply explore how the unique religious-traditional values, spiritual capital, and institutional hybridization of Islamic organizations actively condition or contingent individual psychological readiness during large-scale digital transformations.

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## AUTHOR CONTRIBUTIONS

Conceived the research idea and developed the initial conceptual framework for the study, M. A. F.; Designed and executed the field data collection process, M. A. F.; Prepared the field dataset and structured the measurement models for PLS-SEM analysis, M. A. F.; Conducted the PLS-SEM and IPMA, M. A. F.; Wrote the initial draft of the manuscript, including the introduction, methodology, and initial findings, M. A. F.; Supervised the overall research design and refined the conceptual framework, M. R.; Validated the statistical methodology, analytical results, and data interpretations, M. R.; Refined the discussion of findings and critically revised the manuscript for final submission, M. R.; Contributed to the theoretical synthesis and conceptual framework from a governance and managerial perspective, A. R. A. H.; and Enriched the discussion on organizational performance implications and provided critical reviewing and editing of the manuscript, A. R. A. H.

## DATA AVAILABILITY

The data that support the findings of this study are available from the corresponding author, Muh. Asdig Fanani, upon reasonable request. The dataset comprises primary survey responses from lecturers and administrative staff at UIN Sunan Kudus and is subject to institutional confidentiality protocols.

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