



THE RELATIONSHIP BETWEEN ASSESSOR TRAINING AND ORGANIZATIONAL READINESS FOR LSP IMPLEMENTATION IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This study aims to analyze the relationship between assessor training and *organizational readiness* for the implementation of Professional Certification Bodies (LSPs) in higher education institutions. The study employed a quantitative approach with a *cross-sectional* design. A total of 23 prospective LSP assessors at Universitas Darunnajah participated as respondents using a *saturated sampling* technique. Data were collected through a Likert-scale questionnaire and analyzed using *Partial Least Squares Structural Equation Modeling* (PLS-SEM). The measurement model evaluation showed that all indicators met the established validity and reliability criteria based on *outer loadings*, *Average Variance Extracted* (AVE), *Cronbach's alpha*, and *Composite Reliability*. The structural model analysis indicated that assessor training had a positive and significant relationship with *organizational readiness* for LSP implementation, with a *t-statistic* of 2.003 (>1.960) and a *p-value* of 0.045 (<0.05). The R-squared value of 0.321 indicates that the model explains 32.1% of the variance in *organizational readiness*, while the remaining 67.9% is not explained by the variables included in the model. These findings suggest that assessor training is one of the factors associated with organizational readiness in preparing for LSP implementation in higher education institutions. Therefore, comprehensive and continuous training, reinforced by organizational support and post-training mentoring, is an important aspect of strengthening readiness for LSP implementation. Future research may extend the model by incorporating organizational factors, management support, mentoring, and environmental factors to provide a more comprehensive understanding of *organizational readiness* for LSP implementation.

1. INTRODUCTION

Higher education institutions are increasingly expected to produce graduates who possess not only academic qualifications but also competencies that are relevant to the demands of the labor market. Academic degrees alone do not always adequately demonstrate an individual's ability to perform professional tasks. Consequently, competency certification has become increasingly important as a mechanism for formally recognizing individuals' competencies. Within this context, Professional Certification Bodies (LSPs) play a strategic role by ensuring that candidates' competencies are assessed against clear and accountable standards. The integration of professional certification into higher education can also strengthen the link between the learning process, competency attainment, and the needs of the professional world (Nugraha et al., 2026).

For higher education institutions, the establishment of a First-Party Professional Certification Body (LSP-P1) provides an opportunity to integrate educational processes with competency certification mechanisms. LSP-P1s function not merely as units responsible for conducting competency assessments but also as part of institutional efforts to ensure that graduates' competencies receive more tangible recognition in the labor market. Harsana et al., (2025) found that the management of LSP-P1s at several higher education institutions in Yogyakarta contributed to preparing graduates to be more competent and ready to enter the workforce. However, their implementation still faces various challenges, including limited

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resources, administrative constraints, service consistency, and suboptimal collaboration with industry partners. These findings indicate that establishing an LSP at the institutional level is only a first step; its success ultimately depends on the organization's readiness to perform certification functions consistently and sustainably.

One of the key elements determining the effectiveness of such a system is the assessor. Within the certification process, assessors play a critical role because they are responsible for evaluating candidates' competencies against established standards and available evidence. Accordingly, assessor quality has direct implications for the credibility of the assessment process and, ultimately, for confidence in the certificates issued. Research on competency assessment conducted by LSP-P1s in higher education institutions indicates that the effectiveness of certification is influenced not only by established procedures but also by assessor readiness, assessment facilities, and the quality of preparation and evaluation processes (Aini & Murwaningsih, 2024). Mulyana et al., (2024) similarly reported that assessor qualifications and the availability of adequate assessment facilities are important in supporting the implementation of competency assessments. Thus, strengthening assessor capacity should be regarded as an integral component of strengthening the competency certification system in higher education.

This issue is closely related to the concept of *organizational readiness*. Weiner, (2009) conceptualizes *organizational readiness for change* as a state in which organizational members collectively demonstrate a commitment to implementing change (*change commitment*) and a shared belief in their organization's capability to do so (*change efficacy*). Organizational readiness, therefore, involves more than the availability of formal rules, structures, and facilities. It also encompasses members' willingness to implement change and their confidence that they possess the capabilities and resources required to do so. This perspective is particularly relevant when higher education institutions establish LSPs because implementation requires changes across multiple organizational dimensions, including human resources, procedures, coordination, and work practices.

Research on organizational change implementation further suggests that such readiness needs to be developed from the outset. Vax et al., (2021) explained that developing *organizational readiness* requires a range of strategies, including education, communication, stakeholder engagement, capacity building, and implementation planning. In the higher education context, Mirata & Bergamin (2023) found that the successful implementation of innovation is influenced not only by the characteristics of the innovation itself but also by organizational readiness, leadership support, staff involvement, and resource availability. These findings suggest that LSP implementation should be viewed as an organizational change process rather than merely the establishment of a certification unit or the fulfillment of administrative requirements.

This perspective is further supported by more recent research. Veseli et al., (2025) found that organizational readiness to support change in higher education is associated with leadership support, internal organizational conditions, characteristics of the change, and organizational members' perceptions of the change. Similarly, a systematic review by Caci et al., (2025) indicates that *organizational readiness* is a multidimensional construct shaped by a combination of individual, organizational, and contextual factors. Thus, readiness cannot be established solely through formal policies. Organizations must also ensure that the individuals involved possess adequate knowledge, skills, understanding, and support to implement change effectively.

At this point, assessor training becomes particularly relevant. Training serves as a means of building individual capacity so that employees can perform their responsibilities in accordance with job requirements. Through training, assessors can develop the technical knowledge, procedural understanding, practical skills, and confidence required to carry out assessment activities effectively. Nevertheless, the benefits of training do not necessarily end with improvements in individual capability. The strategic value of training becomes more evident when learning outcomes are transferred to the workplace and supported by the organizational environment. Mehner et al., (2025) demonstrated that training outcomes are closely associated with *training transfer*, referring to the extent to which participants apply what they have learned in their work context. Supervisor and peer support are important in facilitating this process. Similarly, Nazira et al., (2025) found that training design, supervisor support, peer support, and motivation to apply newly acquired knowledge and skills are important factors influencing *training transfer*.

In the context of competency certification, strengthening assessor capacity has also received increasing attention. Herlianto & Rahyasih (2025) found that competency assessor training can contribute to strengthening certification systems and improving graduates' preparedness for the demands of the labor market. These findings suggest that assessor training is not merely an individual competency development intervention but can also form part of a broader institutional strategy for strengthening certification systems. For higher education institutions developing an LSP, this relationship is particularly important because the quality and sustainability of the system depend substantially on the capabilities of the individuals responsible for implementing it.

Despite these developments, the relationship between assessor training and *organizational readiness* has received limited specific attention. Previous studies on LSP-P1s in higher education have primarily focused on institutional management, competency assessment practices, assessment facilities, or the benefits of certification for graduates (Aini & Murwaningsih, 2024); (Mulyana et al., 2024). In contrast, the training literature has largely examined training effectiveness, competency development, and *training transfer* in general organizational settings. Meanwhile, research on *organizational readiness* has predominantly examined organizational change and innovation implementation, including in higher education institutions (Mirata & Bergamin (2023). The intersection of these three areas assessor training, organizational readiness, and LSP implementation in higher education therefore remains relatively underexplored.

This research gap is particularly relevant to higher education institutions that are newly establishing or strengthening their internal LSPs. Implementing an LSP requires more than a formal institutional structure. Higher education institutions need to ensure that assessors understand the certification system, possess the competencies required to conduct assessments, and receive sufficient support to apply those competencies consistently. At the same time, institutions need clear procedures, effective inter-unit coordination, adequate resources, and a sustained commitment to maintaining the certification system. Under these conditions, *organizational readiness* becomes critical because implementation readiness is shaped by the interaction between individual capabilities and organizational conditions that support change (Caci et al., 2025).

This context is particularly relevant to Universitas Darunnajah, which is currently developing and strengthening its internal LSP capacity. During the early stages of implementation, assessor readiness is an important consideration because assessors are at the forefront of the assessment process. Training provided to prospective assessors is expected not only to enhance individual knowledge and skills but also to contribute to building organizational readiness for the implementation of the certification system. However, the extent to which assessor training is associated with organizational readiness in the context of higher education remains an empirical question that requires further investigation.

Based on this context, the present study examines the relationship between assessor training and *organizational readiness* for LSP implementation in higher education, with Universitas Darunnajah as the research setting. The study conceptualizes assessor training as a form of human resource capacity building and *organizational readiness* as a condition reflecting the institution's preparedness to implement the certification system. From a theoretical perspective, the study is expected to contribute to the growing literature on *organizational readiness* by extending its application to the implementation of LSPs in higher education. From a practical perspective, the findings are expected to provide useful insights for higher education institutions in designing assessor training, strengthening organizational support, and creating the conditions necessary to ensure that LSP implementation can be carried out consistently and sustainably.

2. METHODS

This study employed a quantitative approach involving all 23 participants in the prospective assessor training program at the Professional Certification Body (LSP) of Universitas Darunnajah, using a *saturated sampling* technique. Data were collected through a closed-ended questionnaire using a five-point Likert scale, administered after the training program. The instrument measured two main constructs: *assessor training* and *organizational readiness for LSP implementation*. *Assessor training* was operationally defined as participants' perceptions of the quality and relevance of the training program in enhancing the

knowledge, skills, procedural understanding, and capabilities required to perform assessor duties. This construct was measured using indicators related to training material relevance, instructional methods, alignment of the training content with assessor job requirements, and mastery of assessment competencies. *Organizational readiness for LSP implementation* was defined as the organization's collective readiness to implement the LSP, conceptually reflected in *change commitment* and *change efficacy* (Weiner, 2009). The data were analyzed using *Partial Least Squares Structural Equation Modeling* (PLS-SEM) with SmartPLS version 4.1.1.6. The analysis involved *measurement model* evaluation to assess indicator validity and reliability, followed by *structural model* evaluation to examine the relationship between *assessor training* and *organizational readiness for LSP implementation* (Hair et al., 2017).

3. RESULTS AND DISCUSSIONS

Results

To ensure the quality of the research instrument, validity and reliability tests were conducted. The evaluation of the loading factor for each indicator showed that all outer loading values exceeded the recommended threshold of 0.70 (Ghozali, 2021). This finding indicates that the measurement instrument demonstrates strong convergent validity, as each indicator adequately represents the dimension being measured, while also providing evidence of satisfactory measurement reliability. Therefore, the instrument and the resulting data were considered adequate for further statistical analysis.

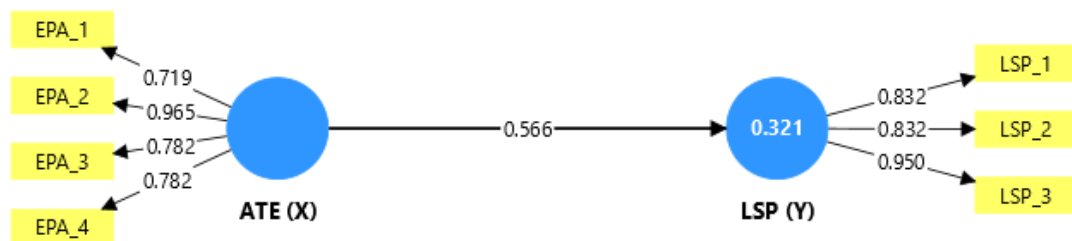


Figure 1. Loading Factor Test Results

Source: Data processed using SmartPLS 4.1.1.6

Table 1. Measurement Model

Construct, Indicator, Outer Loading, Cronbach's Alpha, Composite Reliability, AVE

<i>Construct</i>	<i>Indicator</i>	<i>Outer Loading</i>	<i>Cronbach's Alpha</i>	<i>Composite Reliability</i>	<i>AVE</i>
Assessor Training Effectiveness	EPA_1	0,719	0.831	0,888	0.668
	EPA_2	0,965			
	EPA_3	0,782			
	EPA_4	0,782			
Organizational Readiness for LSP Implementation	LSP_1	0,832	0.841	0.905	0.762
	LSP_2	0,832			
	LSP_3	0,950			

Source: Data processed using SmartPLS 4.1.1.6

The measurement model evaluation showed that all indicators had *outer loading* values above 0.70, indicating adequate indicator reliability and meeting the criteria for *convergent validity*. The *Cronbach's alpha* and *Composite Reliability* values for all constructs exceeded 0.70, indicating satisfactory internal consistency reliability. In addition, the *Average Variance Extracted* (AVE) values were above 0.50 for all constructs, confirming adequate *convergent validity*. Overall, the measurement model demonstrated satisfactory reliability and convergent validity and was therefore suitable for further analysis.

R-Square Results

Table 2. R-Square Results

Endogenous Construct	R-square	R-square adjusted
Organizational Readiness for LSP Implementation (Y)	0,321	0,278

Source: Data processed using SmartPLS 4.1.1.6

Based on the analysis results, the coefficient of determination (R-Square) of 0.321 indicates that the effectiveness of assessor training explains 32.1% of the variance in LSP implementation at Universitas Darunnajah, while the remaining 67.9% is explained by other factors not included in the present study.

Hypothesis Testing

To determine whether the relationships between the variables are statistically significant, hypothesis testing was conducted by examining the *T-statistic* and *P-value*. A relationship is considered statistically significant when the *T-statistic* exceeds 1.960 and the *P-value* is below 0.05. The results of the hypothesis testing, which provide the basis for determining whether the proposed hypothesis is supported, are presented in the following table.

Tabel 3: Uji Hipotesis

Hypothesized Relationship	Original sampel (O)	Sampel mean (M)	Standar deviation (STDEV)	T-statistic	P-values
Assessor Training Effectiveness (X) → Organizational Readiness for LSP Implementation (Y)	0,566	0,625	0,283	2,003	0,045

Source: Data processed using SmartPLS 4.1.1.6

The hypothesis testing results indicate that the effectiveness of assessor training has a positive and statistically significant effect on LSP implementation at Universitas Darunnajah. This is demonstrated by the path coefficient of 0.566, indicating a positive relationship between the two constructs. The *T-statistic* of 2.003 exceeds the critical value of 1.960, while the *P-value* of 0.045 is below the significance threshold of 0.05. Therefore, the proposed hypothesis is statistically supported.

Discussion

The findings show that *assessor training* has a positive and statistically significant relationship with *organizational readiness for LSP implementation*, as indicated by a path coefficient of 0.566, a *t-statistic* of 2.003, and a *p-value* of 0.045. This finding suggests that better perceived quality and relevance of assessor training are associated with stronger organizational readiness to support LSP implementation.

This relationship can be understood through the concept of *organizational readiness for change*. (Weiner, 2009) explains that organizational readiness is reflected in *change commitment* and *change efficacy*. In the context of LSP implementation, assessor training helps prospective assessors develop an understanding of the certification system, assessment procedures, competency standards, and professional responsibilities. Such knowledge and practical experience may strengthen their confidence in performing the roles required for LSP implementation. Consistent with this perspective, Mirata & Bergamin (2023) found that internal readiness, stakeholder involvement, leadership support, and resource availability are important for successful implementation of change in higher education.

The findings are also consistent with (2025), who reported that training and *technical assistance* can strengthen organizational capacity and readiness during implementation. In the context of competency certification, Herlianto & Rahyasih (2025) found that assessor training was associated with stronger certification systems and improved graduate preparedness for labor market demands. The benefits of training are likely to be more meaningful when learning outcomes can be applied in the workplace. Mehner

et al., (2025) emphasized the importance of *training transfer*, supervisor support, peer support, and training design in facilitating the effective application of training outcomes.

The R-squared value of 0.321 indicates that *assessor training* explains 32.1% of the variance in *organizational readiness*, while the remaining 67.9% is not explained by the variables included in the model. This finding reinforces the view that organizational readiness is multidimensional and may also be shaped by management support, organizational culture, resource availability, and internal coordination (Caci et al., 2025). Therefore, assessor training should be viewed as part of a broader institutional strategy for strengthening readiness for LSP implementation.

4. CONCLUSION

The findings of this study indicate that *assessor training* has a positive and statistically significant relationship with *organizational readiness for LSP implementation*. Theoretically, this finding extends the application of the *organizational readiness* concept to the higher education context by showing that strengthening assessor capacity can be part of the process of building organizational readiness to implement a professional certification system. The findings also contribute to previous research, which has largely examined training in relation to individual competencies and *training transfer*, by positioning assessor training as a component of institutional readiness for LSP implementation.

From a practical perspective, the findings highlight the importance of designing assessor development programs on a continuous basis. Training should not focus solely on technical competencies but should also strengthen pedagogical, psychological, and social capabilities relevant to assessment practices. Establishing a *community of practice* and post-training mentoring system may help sustain *training transfer* while providing assessors with opportunities to share experiences and address challenges encountered in practice. Regular reviews of the training curriculum, involving experienced assessors and other relevant stakeholders, are also important to ensure that training content remains aligned with the operational needs of the LSP. More interactive learning methods, such as assessment simulations and case-based learning, may further enhance participant engagement and facilitate the application of competencies in real-world assessment settings.

The R-squared value of 0.321 indicates that *assessor training* explains 32.1% of the variance in *organizational readiness*, while the remaining 67.9% is not explained by the variables included in the model. This finding suggests that organizational readiness is a complex construct influenced by multiple factors. Future research should therefore examine factors such as management support, organizational culture, resource availability, internal coordination, *organizational support*, and *training transfer*. Qualitative and *mixed-methods* approaches may provide deeper insight into the processes and challenges involved in LSP implementation, while *action research* may offer practical contributions through the development and evaluation of assessor training models tailored to the needs of higher education institutions.

5. RECOMMENDATIONS

The findings of this study can serve as a basis for developing a sustainable assessor development program. Beyond technical competencies, strengthening pedagogical, psychological, and social dimensions through a holistic approach is essential. Establishing communities of practice and post-training mentoring systems can help ensure the continuous transfer of knowledge and skills from the training environment to actual assessment practices. Regular reviews of the training curriculum should be conducted by incorporating feedback from experienced assessors. The exploration of innovative training methods, such as interactive simulations, may enhance participant engagement and facilitate the application of assessment competencies. In addition, developing evaluation instruments that capture both behavioral outcomes and results will provide a more comprehensive assessment of overall training effectiveness.

Further research is recommended to explore the 67.9% of factors not accounted for by the current model that may contribute to organizational readiness for LSP implementation. Qualitative approaches could provide deeper insights into practical challenges encountered in the field, while mixed-methods research could reveal more complex relationships and contextual dynamics. Action research may also be appropriate for developing, implementing, and evaluating innovative assessor training models within higher education-based Professional Certification Bodies.

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