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MANAGERIAL READINESS OF KOPERASI DESA/KELURAHAN MERAH PUTIH CHAIRPERSONS AND SUPERVISORS IN KUTAI KARTANEGARA REGENCY

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Abstract

The establishment of Village/Urban Village Cooperative Merah Putih (KDKMP) represents a strategic national policy to strengthen rural economies through cooperative-based institutional development. However, legal establishment alone does not ensure the managerial readiness required for sustainable organizational performance. Previous studies have mainly emphasized governance and policy implementation, while empirical evidence on managerial readiness remains limited. This study examines the effects of organizational position, educational level, and age group on the managerial readiness of KDKMP chairpersons and supervisors in Kutai Kartanegara Regency. A quantitative explanatory survey was conducted with 83 respondents. Managerial readiness was assessed across five dimensions: regulatory and information understanding, perceived economic benefits, institutional capacity and resource readiness, social and institutional support, and participation commitment. Data were analyzed using descriptive statistics, validity and reliability tests, and MANOVA. The results indicate a high overall level of managerial readiness (mean = 4.16), with participation commitment (mean = 4.28) and perceived economic benefits (mean = 4.26) as the strongest dimensions, whereas institutional capacity and resource readiness recorded the lowest mean (3.97). MANOVA revealed no significant effects of organizational position, educational level, or age group on managerial readiness. These findings emphasize the importance of institutional capacity, collaborative governance, organizational learning, and policy support in strengthening newly established rural cooperatives.

Keywords: managerial readiness; village cooperative; organizational readiness; collaborative governance; institutional capacity; MANOVA

INTRODUCTION

A cooperative is a collective economic organisation whose sustainability depends on member participation, accountable governance and the ability to manage resources for the mutual benefit of members. In Indonesia, the Village/Urban Village Cooperative Merah Putih (KDKMP) programme positions village and sub-district cooperatives as strategic instruments to strengthen local supply chains, improve services for members, aggregate business activities, and promote economic self-reliance. This programme is supported by several key regulatory frameworks, including Presidential Instruction No. 9 of 2025 on the Acceleration of the Establishment of Merah Putih Village/Sub-district Cooperatives, the Minister of Cooperatives' Implementation Guidelines No. 1 of 2025, and the Minister of Cooperatives' Regulation No. 2 of 2025 on the Development of Red and White Village/Sub-district Cooperative Enterprises (Kementerian Koperasi Republik Indonesia, 2025c, 2025a; Republik Indonesia, 2025b).

Subsequent policies regarding support for physical infrastructure and revolving fund financing indicate that this program is intended not only to establish cooperative institutions but also to strengthen their business capacity to ensure long-term operational sustainability (Kementerian Koperasi Republik Indonesia, 2025b; Republik Indonesia, 2025a)

Although the KDKMP was established under a comprehensive regulatory framework, obtaining legal status alone does not guarantee that a cooperative has the institutional and managerial capacity necessary to carry out its organizational and business functions effectively. Formal legal recognition represents only the initial stage of a cooperative's development and does not always reflect operational readiness. The Organizational Readiness for Change (ORC) theory posits that organizational readiness is shaped by a shared commitment to change and a collective belief that the organization possesses the capabilities, resources, and support necessary to implement it successfully (Weiner, 2009).

In the context of KDKMP, managerial readiness goes beyond simply supporting government programs. It encompasses an understanding of applicable regulations, confidence in managerial capability, administrative readiness, the availability of organizational resources, and a willingness to actively participate in the development of cooperatives. The Theory of Planned Behavior (TPB) complements this perspective at the individual level by suggesting that a positive attitude toward economic benefits, supportive subjective norms, and perceived behavioral control strengthen an individual's intention to engage in cooperative development. (Ajzen, 1991). In addition, Institutional Theory emphasizes that organizations require not only formal structures but also regulatory legitimacy, normative support, and a shared cognitive understanding to operate consistently and effectively (Scott, 2014). Collectively, these theoretical perspectives provide a conceptual foundation for managerial readiness in KDKMP, which is operationalized through five dimensions: (1) understanding of regulations and information, (2) perceived economic benefits, (3) institutional capacity and resource readiness, (4) social and institutional support, and (5) commitment to participation.

Previous studies on KDKMP have examined various aspects, including policy opportunities, rural economic empowerment, governance challenges, and community perceptions (Pakabu et al., 2025; Suyitno et al., 2025; Syafrizal et al., 2025). These studies identify local resource potential and collective participation as key opportunities while also highlighting challenges related to administrative capacity, human resources, and financing. Previous research has also addressed the opportunities for establishing cooperatives, public perceptions, and governance. No study has yet developed a managerial readiness construct based on the integration of Organizational Readiness for Change (ORC), the Theory of Planned Behavior (TPB), and Institutional Theory, nor has any study tested its psychometric validity.

Managerial readiness refers to the extent to which individuals and organizations are prepared for policy changes, implement programs, and manage resources effectively to achieve organizational goals. In the context of establishing and managing the Merah Putih Village/Urban Village Cooperative, managerial readiness is a critical factor because the cooperative's success is influenced not only by regulatory support but also by the board members' capacity to manage the organization professionally (Rusmiati et al., 2025). This study proposes that managerial competence is influenced by position, educational level, and age group, as these individual characteristics may affect managerial readiness.

Kutai Kartanegara Regency was selected as the study area because the establishment of Red and White Village/Urban Village Cooperatives has been implemented across regions characterized by diverse administrative, geographical, and economic conditions. Based on this background, this study aims to analyze the perceptions and readiness of KDKMP chairpersons and supervisors regarding the establishment of Merah Putih Village/Urban Village Cooperatives. Specifically, this study addresses three research questions: Does Position (X1) affect Managerial Readiness (Y)? Does Educational Level (X2) affect Managerial Readiness (Y)? And does Age group (X3) affect Managerial Readiness (Y)?

METHOD

This study employs a quantitative approach with an explanatory survey design to analyze the influence of organizational position, educational level, and age group on the managerial readiness of the Chairpersons and Supervisors of Merah Putih Village/Kelurahan Cooperatives in Kutai Kartanegara Regency. Data collection was conducted cross-sectionally using a five-point Likert-scale questionnaire with 83 respondents consisting of cooperative chairpersons and supervisors from 73 villages in Kutai Kartanegara Regency.

Based on these research questions, a conceptual framework can be developed: a multivariate causal model (Multivariate Conceptual Framework), as there are three categorical independent variables (Organizational Position, Educational Level, and Age group) whose effects are tested simultaneously on the dependent variable, Managerial Readiness, which consists of the Understanding dimension namely, regulations and information (Y11), Perception of Economic Benefits (Y12), Institutional Capacity and Resource Readiness (Y13), Social and Institutional Support (Y14), and Commitment to Participation (Y15). This model is also consistent with the use of MANOVA as the analytical technique.

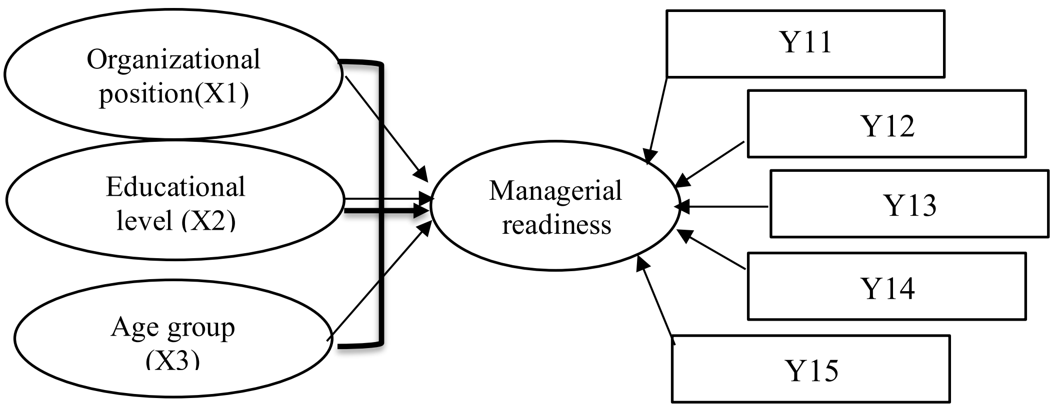

Figure 1. Research model

Source: Authors' elaboration, 2026.

A position reflects one's role, responsibilities, leadership experience, and authority within an organization. Individuals holding different positions, such as the chairperson and supervisor of a cooperative, have varying work experience, levels of decision-making authority, and access to information, which can result in differing levels of managerial readiness. This perspective aligns with organizational role theory, which explains that the responsibilities and functions of a position influence an individual's behavior and competencies within an organization (Robbins & Judge, 2019).

Educational attainment is an indicator of human capital that contributes to improved analytical skills, understanding of regulations, managerial skills, and decision-making abilities. According to Human Capital Theory, the higher a person's educational attainment, the greater their ability to understand changes in the organizational environment and develop institutional capacity (Becker, 1993; Neo et al., 2020). Furthermore, age groups reflect stages of individual development related to experience, emotional maturity, the ability to adapt to change, and decision-making patterns. Individuals in the productive age group generally possess a better combination of experience and adaptability than those in younger or older age groups, although this relationship is not always linear (Robbins & Judge, 2019).

Based on the conceptual framework developed, the following hypotheses are proposed.

1. The Effect of Organizational Position (X1) on Managerial Readiness (Y)

- Theoretical Foundation: Role theory by Suhardono (2016).
- According to Khan et al. (1964) An individual's behavior and managerial readiness are shaped by the expectations and demands associated with their formal position within an organization. Higher organizational positions provide broader access to information, greater decision-making authority, and increased responsibilities, all of which contribute to the development of managerial competence.
- Relationship with Dimensions: Strategic positions directly enhance Regulatory Understanding and foster high Institutional Capacity Readiness because those in such roles are accustomed to managing structural assets. Hypothesis 1 (H1): Organizational Position has a positive and significant effect on managerial readiness.

2. The Effect of Education Level (X2) on Managerial Readiness (Y)

- Theoretical Foundation: Human Capital Theory (Ganapathy, 2018) states that human capital encompasses employees' competencies, knowledge, skills, experience, and abilities. Human capital is a component of intellectual capital and represents a company's intangible resources. A higher level of formal education equips individuals with the knowledge and critical thinking skills needed to cope with systemic changes.
- Relationship with Dimensions: Higher education facilitates the assimilation of complex information and regulations and fosters a more rational, data-driven perception of economic benefits.
- Hypothesis 2 (H2): Educational level has a positive and significant effect on managerial readiness.

3. The Effect of Age group (X3) on Managerial Readiness (Y)

- Theoretical Foundation: Life Span Development by Santrock (2023) Aging is not merely a biological process but rather a transformation of psychological functions that become increasingly complex, adaptive, and mature. Psychological maturity is achieved through the interaction of three main processes as one ages: biological, cognitive, and socio-emotional. On the other hand, innovation adoption theory sometimes views younger individuals as more adaptive, yet those of mature age possess greater emotional stability when it comes to leadership.
- Relationship with Dimensions: Older individuals typically excel at mobilizing social and institutional support and demonstrate a more stable, long-term commitment to participation due to institutional loyalty.
- Hypothesis 3 (H3): Age group has a significant effect on managerial readiness.

4. The Simultaneous Effect of (X1, X2, X3) on Managerial Readiness (Y)

- Theoretical Foundation: Contingency Theory of Organizational Behavior (Fiedler, 1967) asserts that managerial effectiveness and readiness are not determined by a single factor, but rather by a combination of individual characteristics (education, age) and positional/situational factors (job). The interplay of these three variables constitutes a manager's overall capacity to adopt new regulations or institutional programs.
- Hypothesis 4 (H4): Organizational Position, Educational Level, and Age group simultaneously have a significant effect on Managerial Readiness.

The independent variables consist of organizational position, educational level, and age group, which are treated as fixed factors. The dependent variable was managerial readiness, measured through five dimensions: Understanding of Regulations and Information; Perception of Economic Benefits; Institutional Capacity and Resource Readiness; Social and Institutional Support; and Commitment to Participation. The score for each dimension is derived from the average of several indicators developed based on the study's conceptual framework.

The research instrument was tested for validity and reliability before use. Item validity was evaluated using the Corrected Item–Total Correlation, while construct reliability was measured using Cronbach's Alpha, with a minimum acceptable value of 0.70. The research instrument consisted of 20 questionnaire items measured using a five-point Likert scale, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree.

Table 1. Operationalization of the Dimensions of Research

Dimension	Questionnaire Items	Indicators
Regulatory Understanding and Information Comprehension	P1-P5	Objectives, benefits, organizational structure, information clarity, and regulatory compliance.
Perceived Economic Benefits	P6-P9	Members' income, access to capital and markets, economic self-reliance, and rural development.
Institutional Capacity and Resource Readiness	P10-P13	Managerial competence, technical assistance, administrative capacity, and initial capital.

Social and Institutional Support	P14-P17	Support from the community, internal organization, village government, and external institutions.
Participation Commitment	P18-P20	Active involvement, provision of suggestions, and attendance at outreach activities.

Source: Processed primary data, 2026

Before being used in the main study, the instrument was tested for validity and reliability. Validity was assessed using the Corrected Item-Total Correlation. An item was considered valid if its correlation coefficient was greater than the critical value (table r) or had a p-value less than 0.05. Reliability was measured using Cronbach's Alpha, with a minimum criterion of $\alpha \geq 0.70$.

Data analysis was conducted using IBM SPSS Statistics. The analysis began with descriptive statistics to characterize the respondents and their level of managerial readiness. Next, MANOVA assumption tests were conducted, including tests for data normality, homogeneity of variances using Levene's Test, and homogeneity of the covariance matrix using Box's M Test. The simultaneous effects of the independent variables on the five dimensions of managerial readiness were analyzed using Multivariate Analysis of Variance (MANOVA), with reference to the multivariate statistics Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root at a 5% significance level. If the MANOVA results indicate a significant effect, the analysis continues with Tests of Between-Subjects Effects to identify the dimensions of managerial readiness influenced by each independent variable. The magnitude of the effect is interpreted using Partial Eta Squared (η^2p) as a measure of effect size.

RESULTS AND DISCUSSION

RESULTS

Respondent Characteristics

This study involved 83 respondents with diverse job characteristics, educational levels, and age groups. These three characteristics were used as independent variables (fixed factors) in the Multivariate Analysis of Variance (MANOVA), while the dependent variables included understanding of regulations and information, perception of economic benefits, institutional capacity and resource readiness, social and institutional support, and commitment to participation.

Based on education level, respondents were divided into three groups: 6 respondents (7.2%) had a junior high school education, 53 respondents (63.9%) had a high school education, and 24 respondents (28.9%) held a bachelor's degree.

As for age groups, respondents were distributed across seven groups with 4, 12, 23, 10, 14, 14, and 6 respondents, respectively. This distribution indicates that the majority of respondents fall within the productive age group with a relatively even distribution, although there are several groups with relatively small sample sizes.

Table 2. Respondent Characteristics

Characteristic	Category	Frequency	Percentage (%)
Organizational Position	Chairperson	53	63.9
	Supervisor	30	36.1
Educational level	Junior High School	6	7.2
	Senior High School	53	63.9
	Bachelor's Degree	24	28.9
Age Group (Years)	18 - 23	4	4.82
	24 - 30	15	18.07
	31 - 37	21	25.30
	38 - 44	9	10.84
	45 - 51	17	20.48
	52 - 58	13	15.66
	59 - 65	4	4.82
Total Respondents		83	100

Source: Processed primary data, 2026

Descriptive Statistics

Descriptive statistics show that all dependent variables have mean values above 3.90, with most even exceeding 4.20 on the five-point Likert scale. This indicates that, in general, respondents have a positive perception of the readiness to establishment of the Merah Putih Village/Urban Village Cooperative.

Table 3. Descriptive Statistics of Research Variables

Variabel	Mean	Standard Deviation
Regulatory Understanding and InformationComprehension	4.157	0.492
Perceived Economic Benefits	4.262	0.503
Institutional Capacity and Resource Readiness	3.973	0.586
Social and Institutional Support	4.151	0.489
Participation Commitment	4.281	0.504

Source: Processed primary data, 2026

The highest mean score was for commitment to participation (Mean = 4.281), while the lowest mean score was for institutional capacity and resource readiness (Mean = 3.973). Nevertheless, all mean scores remained in the high category, indicating a relatively good level of readiness among the respondents.

Validity and Reliability Tests

Validity and reliability tests are the process of evaluating a research instrument, in this case consisting of 20 questionnaires. Validity ensures that the instrument measures what it is intended to measure (accuracy), while reliability ensures that the measurement results are consistent and stable when repeated at different times.

Table 4. Validity and Reliability Tests

Dimensions	Cronbach's Alpha	Corrected Item-Total Correlation	Interpretation
Regulatory Understanding and Information Comprehension	0.886	P1: 0.747 P2: 0.800 P3: 0.745 P4: 0.451 P5: 0.566	The construct is reliable, and all items are valid
Perceived Economic Benefits	0.894	P6: 0.683 P7: 0.599 P8: 0.765 P9: 0.734	The construct is reliable, and all items are valid
Institutional Capacity and Resource Readiness	0.866	P10: 0.537 P11: 0.674 P12: 0.646 P13: 0.702	The construct is reliable, and all items are valid
Social and Institutional Support	0.826	P14: 0.511 P15: 0.683 P16: 0.630 P17: 0.433	The construct is reliable, and all items are valid
Participation Commitment	0.889	P18: 0.793 P19: 0.732 P20: 0.575	The construct is reliable, and all items are valid

Source: Processed primary data, 2026

The results of the validity and reliability tests show that all indicators in each dimension were found to be valid, and all five dimensions used were found to be reliable; therefore, the research instrument was deemed suitable for subsequent analysis.

MANOVA Assumption Tests

Before conducting the MANOVA test, we first tested the assumption of homogeneity of covariance matrices using Box's Test of Equality of Covariance Matrices and the assumption of homogeneity of variances using Levene's Test.

a. Homogenitas Matriks Kovarians

Tabel 5. Result Box's Test

Variable	Box's M	Sig.	Decision
Organizational Position	15.655	0.489	Assumption satisfied
Educational level	38.721	0.002	Assumption not satisfied
Age Group	133.969	0.020	Assumption not satisfied

Source: Processed primary data, 2026

The results of Box's Test indicate that the analysis based on organizational position meets the assumption of homogeneity of the covariance matrix (Sig. = 0.489 > 0.05). In contrast, analyses based on education and age group yielded significance values below 0.05, meaning that the assumption of homogeneity of covariances was not fully met. Therefore, in interpreting the multivariate results for these two factors, Pillai's Trace was used as the primary reference because it is more robust to violations of assumptions.

b. Homogeneity of Variances

The results of Levene's test indicate that all dependent variables have significance values greater than 0.05 in all three MANOVA models. Thus, the assumption of homogeneity of variances is met, and the MANOVA analysis was therefore performed.

Table 6. Summary of Levene's Test

Variable Dependent	Organizational Position	Educational level	Age Group
Regulatory Understanding and Information Comprehension	0.481	0.202	0.972
Perceived Economic Benefits	0.828	0.400	0.478
Institutional Capacity and Resource Readiness	0.468	0.780	0.289
Social and Institutional Support	0.887	0.376	0.428
Participation Commitment	0.249	0.470	0.065

Source: Processed primary data, 2026

MANOVA Analysis by Organizational Position

Multivariate testing showed that Organizational Position did not have a simultaneous effect on the five dependent variables. Pillai's Trace = 0.008; F = 0.131; p = 0.985, while Wilks' Lambda = 0.992 with the same significance value.

Table 7. MANOVA Results by Organization Position

Statistics	Value	F	Sig.
Pillai's Trace	0.008	0.131	0.985
Wilks' Lambda	0.992	0.131	0.985
Hotelling's Trace	0.009	0.131	0.985
Roy's Largest Root	0.009	0.131	0.985

Source: Processed primary data, 2026

The results indicate no statistically significant multivariate differences were observed in understanding of regulations, perceptions of economic benefits, institutional readiness, social support, or commitment to participation among occupational groups.

MANOVA Analysis Based on Education

The multivariate analysis based on education also showed no significant effect on the combination of the five dependent variables. Based on Pillai's Trace, the value was 0.069 with F = 0.549 and p = 0.853.

Table 8. MANOVA Results by Education Level

Statistics	Value	F	Sig.
Pillai's Trace	0.069	0.549	0.853
Wilks' Lambda	0.932	0.548	0.853
Hotelling's Trace	0.073	0.547	0.854
Roy's Largest Root	0.066	1.015	0.414

Source: Processed primary data, 2026

Thus, the respondents' educational level did not significantly affect their level of readiness or their perceptions regarding the establishment of the Merah Putih Village/Urban Village Cooperative.

MANOVA Analysis Based on Age group

The results of the multivariate analysis indicate that age group also does not have a significant effect on the five dependent variables, based on Pillai's Trace statistics (F = 1.032; p = 0.424).

Table 9. MANOVA Results by Age Group

Statistics	Value	F	Sig.
Pillai's Trace	0.377	1.032	0.424
Wilks' Lambda	0.664	1.040	0.413
Hotelling's Trace	0.445	1.045	0.405
Roy's Largest Root	0.240	3.039	0.010

Source: Processed primary data, 2026

Although Roy's Largest Root was statistically significant (p = 0.010), the primary interpretation is based on Pillai's Trace and Wilks' Lambda, as both are more robust when the assumption of homogeneity of covariances is not fully met. Based on these two statistics, there is no evidence of significant multivariate differences among the age groups.

Analysis Univariate (Tests of Between-Subjects Effects)

Univariate analysis was conducted to determine the effect of each factor on each dependent variable separately.

Table 10. Summary of Between-Subjects Effects

Variable Dependent	Organizational Position (sig)	Educational level (sig)	Age Group (sig)
Regulatory Understanding and Information Comprehension	0.613	0.660	0.673
Perceived Economic Benefits	0.698	0.593	0.332
Institutional Capacity and Resource Readiness	0.646	0.920	0.489
Social and Institutional Support	0.993	0.843	0.540
Participation Commitment	0.620	0.668	0.504

Source: Processed primary data, 2026

All significance values were above the significance level of 0.05. Thus, there was no significant effect of Organizational Position, education, or age group on each dependent variable.

Effect Size Interpretation

Based on the R^2 values for each model, the contribution of Organizational Position, education, and age group to the variation in each dependent variable was very small. The R^2 values ranged from 0.000 to 0.084, indicating that demographic factors explained only a small portion of the variation in the five constructs studied. In practical terms, these findings suggest that differences in Organizational Position, education, and age group are not the primary factors shaping the respondents' readiness. Variations in readiness are likely influenced more by other factors, such as organizational experience, the quality of coaching, leadership, or institutional support, which were not included in the research model.

Observed Power Analysis

The observed power values for the effect of organizational position ranged from 0.050 to 0.079, for education from 0.062 to 0.134, and for age group from 0.251 to 0.433 in the univariate analysis. These values are relatively low compared to what is generally expected (≥0.80), so the test's ability to detect small differences remains limited. This may be influenced by the relatively small sample size and the imbalance in the number of respondents across some groups, particularly in the education and age group categories.

Summary of Results

Table 11. Summary of Hypothesis Test Results

Hypothesis	Decision	Explanation
H1: Organizational Position has a significant effect on the five dependent variables.	Rejected	Not significant (p = 0.985)
H2: Educational level has a significant effect on the five dependent variables	Rejected	Not significant (p = 0.853)
H3: Age group has a significant effect on the five dependent variables	Rejected	Not significant (p = 0.424)

Source: Processed primary data, 2026

Overall, the MANOVA results show that Organizational Position, education level, and age group do not have a significant effect on the combination of regulatory and informational understanding, perceptions of economic benefits, institutional capacity and resource readiness, social and institutional support, and commitment to participation. These findings suggest that respondents' levels of readiness are relatively homogeneous across all demographic groups studied; thus, factors other than individual characteristics are believed to play a more dominant role in explaining variations in readiness for the formation of the Merah Putih Village/Neighborhood Cooperatives.

DISCUSSION

The Effect of Organizational Position on Managerial Readiness

The results of the MANOVA analysis show that position does not have a significant effect on the combination of the five dependent variables, namely understanding of regulations and information, perception of economic benefits, institutional capacity and resource readiness, social and institutional support, and commitment to participation. Pillai's Trace = 0.008, Wilks' Lambda = 0.992, and Sig. = 0.985 indicates that differences in position do not result in meaningful differences in the respondents' levels of managerial readiness.

These findings indicate that the establishment process the Merah Putih Village/Urban Village Cooperatives was perceived in a relatively similar manner by all job categories. Cooperative chairpersons, supervisors, and other involved parties received relatively uniform information, outreach, and understanding, so that no differences in readiness emerged based on formal positions within the organization. In other words, the capacity-building mechanisms implemented by local governments and stakeholders have resulted in a homogeneous level of understanding.

Substantively, these results show that the hierarchical structure of organizational positions is not the primary determinant of organizational readiness. In community-participation-based cooperative organizations, institutional effectiveness is determined more by the quality of coordination, communication, and shared commitment than by individuals' structural positions. These results also indicate that the institutional development approach applied in the formation of the Merah Putih Village/Kelurahan Cooperatives has been able to reduce information gaps among board members, so that all actors share a relatively similar perception of the program's objectives, benefits, and implementation mechanisms.

The Effect of Education on Managerial Readiness

The MANOVA test based on educational level also showed no significant effect on any of the dependent variables (Sig. = 0.853). These results indicate that respondents with different educational levels have relatively similar levels of readiness. This phenomenon is interesting because, theoretically, formal education is often assumed to enhance an individual's ability to understand policies, manage organizations, and make decisions.

However, the context of the formation of the Merah Putih Village/Urban Village Cooperatives shows that organizational readiness is not solely shaped by formal education but is also influenced by organizational experience, technical training, mentoring, and collective learning. Thus, formal education serves as a supporting factor but is not the dominant factor in explaining managerial readiness. This suggests that the organizational learning process, which occurs through socialization, training, and mentoring, contributes more significantly than a formal educational background.

The Effect of Age group on Managerial Readiness

A MANOVA analysis based on age group also showed that there was no significant multivariate effect on the five dependent variables, as indicated by Pillai's Trace (Sig. = 0.424) and Wilks' Lambda (Sig. = 0.413).

These results indicate that managerial readiness is not influenced by the respondents' age. Both younger and older respondents exhibited comparable levels of readiness in understanding regulations, assessing economic benefits, building institutional capacity, securing social support, and demonstrating commitment to cooperative development.

These findings suggest that the cooperative formation process has successfully fostered inclusive learning, such that individual capabilities no longer depend on age but rather on opportunities to access information, organizational experience, and mentoring.

Integration with Collaborative Governance Theory

The results of this study show that the readiness to establish Merah Putih Village/Urban Village Cooperatives reflects governance characteristics more than individual characteristics. From the perspective of collaborative governance (Ansell & Gash, 2008; Emerson & Nabatchi, 2015) The success of public policy implementation is greatly influenced by the quality of collaboration among stakeholders, trust building, face-to-face dialogue, shared commitment, and shared understanding.

The absence of differences based on position, education, or age indicates that the collaborative process has resulted in relatively uniform perceptions among all stakeholders. In other words, the initial success of establishing a cooperative is influenced more by the quality of interorganizational relationships than by individuals' demographic characteristics. This is also consistent with previous studies that have identified member participation and a sense of ownership as important forms of social capital that support the long-term sustainability of cooperatives (Heri & Supardal, 2024; Rahayu et al., 2021). However, strong intentions are more likely to translate into sustained participation when cooperative leaders perceive that they have adequate control over the resources and conditions necessary for implementation. These include access to capital, effective administrative and management systems, adequate knowledge, and well-defined implementation procedures. Therefore, strengthening these enabling conditions is crucial to ensuring that positive intentions are translated into effective and sustainable cooperative management. These findings reinforce the view that the implementation of national programs requires collaborative governance capable of uniting diverse interests toward a common development goal.

Integration with Institutional Theory

According to Institutional Theory that organizations tend to adapt to institutional norms, regulations, and pressures in order to gain legitimacy. In the context of this study, the similarity in level of Managerial Readiness across all respondent groups indicates the presence of a process of institutional isomorphism, that is, the tendency of organizations to adopt uniform patterns of behavior as a consequence of national regulations regarding the establishment of Merah Putih Village/Neighborhood Cooperatives. Thus, the uniformity of respondents' perceptions is not a weakness but rather an indicator that the process of policy institutionalization has proceeded successfully.

Integration with Human Capital Theory

Human Capital Theory explains that investment in education, training, and experience will increase individual productivity. However, the results of this study show that formal education does not result in significant differences in readiness. This phenomenon indicates that human capital in cooperative organizations is formed not only through formal education, but also through organizational experience, training, mentoring, social learning, and knowledge exchange among board members. Therefore, the quality of human resources in cooperatives is more collective than individual.

Integration with the Resource-Based View (RBV)

According to the Resource-Based View, an organization's competitive advantage stems from strategic resources that are valuable, rare, difficult to imitate, and not easily substituted. In this study, the most important resources are not individuals' demographic characteristics, but rather institutional capacity, quality of coordination, social capital, networks, government support, and a mentoring system.

This finding explains why differences in age, education, or position do not result in significant differences in organizational readiness. Therefore, institutional readiness is determined more by an organization's ability to manage collective resources than by the personal characteristics of its leaders.

Integration with Organizational Readiness

The Organizational Readiness Theory emphasizes that organizational readiness is a combination of commitment to change and the ability to implement change. The findings indicate that, on average, all variables fall into the high category, while there are no significant differences among the respondent groups. This indicates that the participating organizations demonstrated a consistently high level of readiness. This uniformity in readiness suggests that the institutional change toward the Merah Putih Village/Urban Village Cooperative has been accepted as a shared agenda, meaning that organizational readiness is influenced more by collective commitment than by individual characteristics. This finding is consistent with previous research showing that organizational commitment is positively associated with readiness for change (Runa, R. 2023). However, commitment must be translated into tangible participation by encouraging members to make meaningful contributions to cooperative activities. Organizational commitment is an important form of social capital that supports effective cooperative governance through active participation in meetings, decision-making, oversight activities, the fulfillment of members' responsibilities, and the development of business operations.

Integration with Capacity Development Theory

Capacity Development emphasizes that an organization's success is greatly influenced by a continuous process of Capacity Development. The findings of this study indicate that Capacity Development should focus on institutional aspects, such as enhancing the competencies of management, strengthening administrative systems, developing cooperative governance, digitizing services, strengthening inter-institutional networks, and providing ongoing guidance. This approach will have a greater impact than focusing solely on individual characteristics.

Comparison with Previous Research

The findings of this study are consistent with previous research on collaborative governance and organizational readiness, which suggests that institutional factors play a more dominant role than individual demographic characteristics. Several studies have reported that the successful implementation of public policies is influenced more by organizational capacity, collaborative leadership, the quality of communication, and institutional support than by age, educational attainment, or formal position.

Nevertheless, some studies have found that formal education has a significant influence on the quality of organizational decision-making. These differences in findings may be explained by variations in the characteristics of the research context. In community-based cooperative organizations, collective learning, mentoring, and continuous interaction among board members tend to reduce competency gaps arising from differences in individual backgrounds.

Therefore, the findings of this study contribute to the literature on institutional readiness by demonstrating that, in the context of national policy implementation supported by intensive capacity-building and mentoring processes, demographic characteristics are not necessarily the primary determinants of organizational readiness.

CONCLUSION

Overall, the findings indicate that the respondents' demographic characteristics, including position, educational level, and age group, do not constitute significant differentiating factors in the managerial readiness for establishing the Red and White Village/Urban Village Cooperative. Instead, such readiness appears to result from institutional processes that emphasize a shared understanding, collective learning, and collaboration among stakeholders.

The synthesis of multiple theoretical perspectives reveals complementary patterns. Collaborative Governance highlights the importance of collaboration and shared commitment; Institutional Theory explains the process of institutionalization that leads to behavioral uniformity; Human Capital Theory emphasizes that competence is derived not only from formal education but also from experience and training; the Resource-Based View regards organizational capacity as a strategic resource; Organizational Readiness underscores the importance of organizational commitment and capability in responding to change; while

Capacity Development demonstrates that continuous institutional strengthening is a key factor in enhancing readiness for program implementation.

Therefore, the findings lead to the conceptual conclusion that managerial readiness for establishing the Red and White Village/Urban Village Cooperative is determined more by the strength of institutional governance, organizational capacity, and collaborative processes than by the individual characteristics of its administrators. These findings provide empirical evidence that future cooperative development strategies should prioritize strengthening institutional systems, enhancing organizational capacity, and sustaining collaborative mechanisms as the primary instruments for achieving successful policy implementation.

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