CHANGE MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATIONAL INSTITUTIONS

Budiman
Institut Agama Islam Sultan Muhammad Syafiuddin Sambas, Indonesia
Iaisbudiman31@gmail.com

Keywords	Abstract
Management change, Educational institutions.	The purpose of this study is to describe the problems of change management in educational institutions and alternative solutions that can be pursued in overcoming these problems. This type of research uses library research. The results of the study show that the problems that often arise in the process of change in educational institutions are resistance to change and temporary change. Several factors causing the failure of the change process are: 1) changes are not planned properly; 2) ignoring the human element in managing change; 3) failure to build strong coalitions to drive change; 4) lack of outreach to internal educational institutions; and 5) the lack of innovation and the powerlessness of the change-sustaining energy. Alternative solutions are: 1) overcoming resistance to change; 2) innovate; and 3) maximizing the energy of change in educational institutions, including HR support, maximum supervision and support from technology and information systems.

INTRODUCTION

Change in human life is a necessity, because change is not just a necessity, but a necessity to achieve progress. Changes in the context of educational institutions have great benefits, namely maintaining the existence and progress of educational institutions (Sumar'in & Aslan, 2022); (Syamsuri et al., 2021). Without change, the age of educational institutions is difficult to last long, because one of the important goals of change is that these educational institutions do not become static, but remain dynamic in dealing with the times, technological advances and in providing quality educational services.

Changes in the organization of educational institutions are an effort to increase the effectiveness of institutions with the aim of improving the ability of institutions to adapt to environmental changes and changes behavior of members of educational institutions. Changes in educational institutions are also acts of shifting an institution from current conditions to future conditions as desired in order to increase its effectiveness. This means that changes to educational institutions are an act of rearranging institutional components to increase the efficiency and effectiveness of educational institutions.

Change efforts in educational institutions, such as schools/madrasas and tertiary institutions, need to use a change management approach, because change management is a systematic effort in applying the knowledge, facilities and resources needed to influence change in those affected by the process. change. Change management is also a planned or unplanned response to existing pressures or pressures and efforts to manage the consequences caused by changes. Planning in change management aims to achieve a consistent and coordinated set of operations in order to obtain the desired results, where the plan is prepared by a manager, who in this case is the head of an educational institution.

The study of change management in educational institutions has been widely studied in previous research. Allen reviewed one of the approaches used in the process of strategic change, namely the development of an information strategy at 12 Higher Education Institutions in England (Hendriarto et al., 2021); (Sudarmo et al., 2021); (Suroso et al., 2021); (Hutagaluh & Aslan, 2019); (Hutagaluh et al., 2020). Rune Todnem focuses on a critical study of several theories and approaches in organizational change management as a first step in building a new framework for managing change. Djamali's research examines the implications of change management for the education system paradigm and the adjustments needed in traditional education management, as well as the challenges that will be faced by education management actors. Freitas and Oliver focus on five ways of understanding change and use these perspectives to explore how e-learning policies drive change in the higher education institutions that serve as research settings. Some of these studies are different from this research which focuses on problems, causes and alternative solutions to change management in educational institutions. However, this research is basically a development of previous studies.

The need for changes in educational institutions is caused by many factors, both those related to global phenomena that affect various dimensions of life that cannot be avoided, so that they have no small effect on an educational institution, as well as those related to the conditions or developments of educational institutions that experiencing various problems. The important goals of efforts to change educational institutions include: 1) maintaining the viability of the institution, both short and long term; 2) adapt to changes that occur in the internal and external environment of educational institutions; and 3) improve the internal effectiveness of educational institutions so that they are able to compete in the midst of tough competition.

Therefore, the process of change in educational institutions should be continuous (continuous changes), in order to have a positive impact on the progress of educational institutions. However, often the changes that are attempted do not work as expected. Not even a few of them failed to make

changes. Even if these changes can be made, not a few also last only for a moment or are temporary (temporal changes).

Changes that last for a moment have the potential to cause many problems for educational institutions. The real purpose of change is to solve internal institutional problems, but instead turn into new problems that must be resolved. Changes in educational institutions that are momentary are basically the antithesis of the changes themselves. Therefore, every educational institution that makes changes must be able to understand and identify all aspects related to the dynamics of change, so that the planned changes can go well and can take place continuously.

Based on the problems that have been described, it is important to study the problems of change management in educational institutions and alternative solutions so that they can be considered by actors of change in educational institutions, so that the changes being pursued can proceed according to the goals set.

RESEARCH METHODS

This research uses (library research) which focuses on important issues surrounding the problem of change management in educational institutions and alternative solutions. *Data* collection techniques are carried out by identifying discourse from books, papers or articles, magazines, journals or other information to look for things in the form of notes, transcripts, books, and so on related to the problem of change management in educational institutions and alternative solutions. Data analysis used two techniques, namely: 1) descriptive analysis, namely collecting and compiling data, then analyzing the data; and 2) content analysis, which is aimed at the process of content analysis of descriptive *data*.

RESULTS AND DISCUSSION

Kurt Lewin stated that there are three stages of the planned change model which outlines how to take the initiative, manage and stabilize the change process. The three stages of the change model are: 1) Unfreezing (search), namely the stages of change that focus on creating motivation to change. Individuals are encouraged to replace old behaviors and attitudes with those desired by management; 2) Changing or Transition, namely the learning stage where members of the organization are given new information, new models of behavior, or new ways of seeing things to help them learn new concepts or points of view. It is important to convey to members that change is an ongoing learning process and not a one-time occurrence; 3) Refreezing, namely the stage where the changes that occur are stabilized by helping members of the organization integrate the changed behaviors and attitudes into the normal way of doing

things. With the formation of new behaviors and attitudes, it is necessary to pay attention to whether they are still in accordance with the ongoing developments in the environment. If changes are required, the unfreezing process will restart.

The three stages of the change model according to Kurt Lewin can be described as follows:

UNFREEZING STAGE
Recognizing the need for change

Recognizing the need for change, initiating, melting the ice, Breaking the situation to want to change

CHANGE or TRANSITION PHASE
Attempting to create a new state of affairs

Trying, opening efforts to create new circumstances that are expected and start the transition

FREEZING or REFREEZING PHASE
Incorporating the changes: creating and maintaining

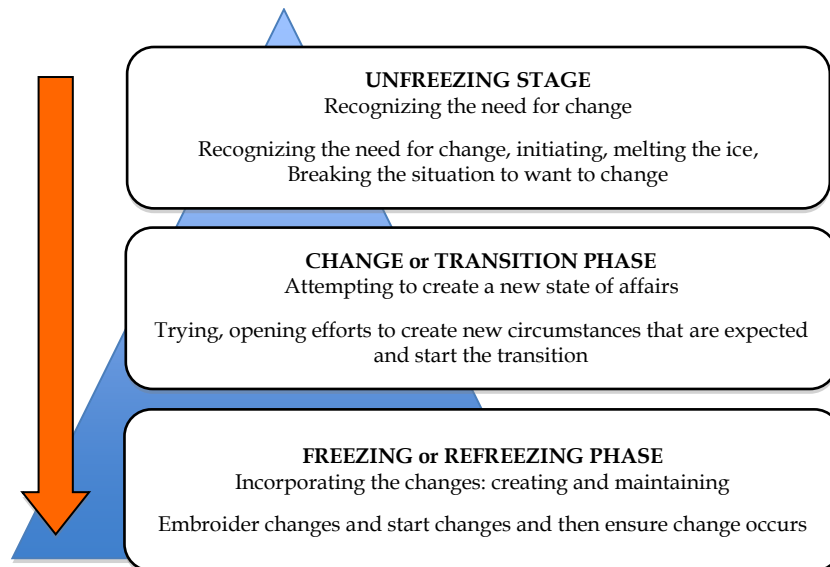Embroider changes and start changes and then ensure change occurs

Figure 1. The stages of the change model according to Kurt Lewin

Green and Baron explain several factors which are the forces behind the need for change, namely: 1) Planned change, namely activities intended and directed in their nature and design to meet some organizational goals, such as changes in the field of products or services, changes in size and structure organization, changes in administrative systems and introduction of new technologies; and 2) Unplanned changes, namely shifts in organizational activities due to forces originating from the external environment or outside the control of the organization, such as shifts in employee demographics, performance gaps, government regulations, global competition, changes in economic conditions, and advances in technology.

Changes in educational institutions are also innovative and strategic. Innovative change is continuous improvement within the existing resource framework. While strategic change is a deliberate change to do something new. The nature of these two changes shows that the purpose of the change is to improve or renew the elements of educational institutions, so that the performance of educational institutions is better. Every change, both innovative and strategic, each uses a different approach in the handling process.

Problems and Factors Causing Change Management Failure

Changes in educational institutions have the potential to cause many problems, including the emergence of resistance to change. Resistance to change is not always negative, because with rejection, the change process cannot be carried out haphazardly. Resistance to change in practice also does not always appear in a standard form. Rejections that are explicit and immediate, such as protests, threats to strike, demonstrations, and the like, while those that are implicit and gradual, for example, loyalty to educational institutions decreases, work motivation decreases, work errors, and absenteeism levels increase.

The emergence of problems in the process of change does not mean that change must be avoided. Instead, changes need to be made if you want to be better. Changes that guarantee the success of achieving goals, including changes that take place continuously (continuous changes), are carried out properly according to careful planning, and are made based on the needs of changes. However, if changes do not run consistently, it has the potential to give birth to temporary changes, namely changes that are temporary and do not go as planned. Kurt Lewin in this case states that change is a continuous learning process and not a momentary event.

The failure of the change agenda in educational institutions is caused by many factors, including:

1. Change is not well planned, because it treats change as a coincidence or routine thing that will be done well automatically, without a good plan. As a result, it is not uncommon for changes to roll out of control. Robbins in this case states that change should be a planned, intentional and goal-oriented activity, namely to improve the organization's ability to adapt to changes that occur in its environment, and change the behavior of employees.

2. Ignoring the human aspect of managing change. According to Galpin, most of the change processes carried out by change actors in educational institutions focus more on technical, financial and operational aspects, rather than human aspects. As a result, the proposed change efforts often fail. Even though the position of humans as one of the important resources of educational institutions cannot be ignored in the process of change, because humans are one of the key factors that can guarantee the sustainability of the change process.

3. Failure to build strong coalitions to drive change. These failures target change actors who are weak in building coalitions with people who have the ability to drive change. Changes that are not supported by a strong coalition may progress for a while, but sooner or later resistance will emerge which can undermine the change initiative.

4. Lack of introduction or socialization of goals and matters related to the process of change to all components of human resources in educational

institutions, resulting in the unpreparedness of these components to support the changes that have been announced.

5. The elements of energy that promote change are not empowered, especially those related to the awareness and participation of all components of human resources in educational institutions. Yuniarsih and Suwatno stated that human resources are a very vital organizational asset. Therefore, in certain parts of the role and function cannot be replaced by other resources, so that in every change agenda educational institutions must be maximally empowered.

6. Information technology systems that support change efforts are not functioning optimally. This condition will cause failure in the change process that is executed. According to Huff and Munro, information technology systems are a vital element, especially in supporting improvements in decision making, better service to customers and client expectations, coordination of scattered groups, and testing the power of control over personnel and expenses, especially in implementing changes. in educational institutions.

7. Lack of innovation in the change process, especially from parties who act as agents of change. Chin in Soerjogoeritno reveals three strategic reasons for the need to develop innovative ideas, namely: 1) The development of innovative ideas is suggested for reasons that are clearly rational and because of the large useful value of developing innovative ideas; 2) because of the existing norms and attitudes of personnel that support the development of these innovative ideas; and 3) Development of innovative ideas due to bureaucracy or power that demands volunteerism.

Several factors as mentioned in point 1 to.d. 4 generally applies to any change that does not work as expected or fails. As for point 5 to.d. 7 is a causative factor for the occurrence of temporary (temporal) changes, because the factors that cause it are also specific.

Alternative Solutions

Kurt Lewin said that there are three major phases of the change process, namely: 1) Unfreezing (unfreezing/unfreezing); 2) Changing (change) that takes place gradually but surely; and 3) Refreezing (solidifying/reunifying), if the desired changing conditions have been reached.

A number of steps must be taken in managing change so that it can run properly and sustainably, namely: 1) determine the need to make changes to ensure that the changes to be rolled out are in accordance with the real needs that the organization wants to achieve; 2) identify potential things that can hinder the change process; 3) carrying out changes, including by disseminating these changes to all elements in the organization, either by managers or

consultants according to their level of effectiveness; and 4) evaluating changes to measure changes made.

Referring to some of the frameworks mentioned above, efforts that can be made in the change process include: First, overcoming resistance to change. To ensure that the change process can take place according to plan, then the resistance that appears must be overcome. Several strategies that can be used to overcome various resistances from the change process, namely: a) Education and communication, by providing a thorough explanation of the background, objectives and consequences of the change to all parties; b) Participation, by inviting all parties to make decisions; c) Provide convenience and support to employees in order to reduce the rejection rate; d) Negotiations, namely with parties who oppose change; e) Manipulation and Co-optation; and f) Coercion, as the final strategy by giving threats and giving punishment to anyone who opposes change.

Second, innovate. According to Adair, innovation in organizations is the development and implementation of new ideas that have an impact on theory, practice, products or process improvements and the design of everyday work in organizations. Innovation in educational institutions includes conceptual and perceptual activities, where an innovator is able to use the two sides of the brain (left and right) in initiating new ideas or in addressing problems encountered within the institution. Although in practice the innovation process in organizations is far more complicated than the innovation process by individuals, because the innovation process in organizations involves a number of individuals who each play a different role in innovation decisions, innovative attitudes must be cultivated, especially from those who are responsible. for implementing changes.

The development of innovative ideas in educational institutions related to the change agenda lies with the leaders or agents of change. Innovation must be built into the work organization system and therefore every leader or agent of change in an educational institution must also be an innovator or agent of reform, so that the changes made do not fail in the middle of the road.

Innovative attitudes in this case are emphasized on how a school leader is able to initiate new ideas that are appropriate to the problems at hand, so that these problems do not become obstacles to the sustainability of the change process in educational institutions. In other words, wherever and whenever the educational institution seeks to develop and wants to make progress, this innovative attitude cannot be abandoned. It's just that innovation efforts should not get caught up in the euphoria of innovation, so that they are carried out without control.

Third, maximizing the energy of change in educational institutions. The energy for continuing the change in question includes high support from all

elements of educational institutions, maximum control (supervision) and support from technology and information systems. These three aspects can be very effective energy changers because they have the power to maintain and maintain the spirit and power of change in educational institutions.

Support from all elements of educational institutions, especially from human resources (HR) that are internal to educational institutions, because humans are a very vital organizational asset. In some cases, the roles and functions cannot be replaced by other resources. No matter how sophisticated the technology used, or how much funds are prepared, without professional human resources everything becomes meaningless. Support from all human resources in educational institutions in the succession of changes is closely related to the socialization and approaches used. Change socialization is usually done before the change is made, while the change approach can be done at the beginning and while the change is taking place. Through the right approach, efforts to minimize the failure rate in the change process will be pursued.

Next is supervision or control in the form of an assessment or if necessary make corrections, so that what is done by subordinates can be directed to the right path with the aim of achieving the goals that have been outlined from the start. There are several types of supervision used in organizations, including preliminary supervision, supervision during work, and feedback supervision. From these types of supervision, to overcome the change process which is temporary in nature, it is necessary to maximize monitoring efforts when the work of the organization or the change agenda is taking place.

Associated with technology and information systems are important tools available to achieve higher levels of efficiency and productivity in the activities of educational institutions, especially when coupled with changes in institutional practices and management behavior. The use of technology and information enables educational institutions to create better collaboration and service to society, strategic information, knowledge management and technology-based information.

With the support of information technology, the managerial level in completing work can be assisted, especially in terms of strategic decision making, where the information produced by an information system will greatly help provide solutions in work matters. Likewise the process of changing educational institutions which is supported by a good information technology system, will be very helpful in terms of access to information that can be taken into consideration in the decision-making process. Through the support of information technology systems, educational institutions will find it easier to organize various problems that arise in the field.

CONCLUSION

The problems that often arise in the process of change in educational institutions are resistance to change and the occurrence of temporary change. Several factors contributed to the failure of the change process, including: 1) the change was not planned properly; 2) ignoring the human element in managing change; 3) failure to build strong coalitions to drive change; 4) lack of outreach to internal educational institutions; and 5) the lack of innovation and the powerlessness of the change-sustaining energy. Alternative solutions are: 1) overcoming resistance to change; 2) innovate; and 3) maximizing the energy of change in educational institutions, including HR support, maximum supervision and support from technology and information systems.

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