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# **Change Management in Developing Educational Organization at SMA Darul Ulum 2 Featured BPPT Jombang and MA International Standard Amanatul Umah Pacet Mojokerto**

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**Abstract.** Management is a collaboration that involves all components in an educational organization so that it runs effectively and efficiently. Change management occupies an important position in rearranging educational organizations into different shapes, sizes, characteristics, and places so that educational organizations experience changes for the better in the future. This study aims to analyze and find change management in developing educational organizations at SMA Darul Ulum 2 Unggulan BPPT Jombang and MA Bertaraf Internasional, Amanatul Umah Pacet. This study used a qualitative approach with a phenomenological type and a multisite design. The results showed: the change design of educational organizations is; planned change, the force change, orientation and mission vision, preparing, unfreezing, change, and refreezing. Management of change with; motivation to realize high quality schools, coordination and communication, team work, socialization of the change agenda, mentoring, individual level changes, group level changes, organizational level changes through the POAC stage, namely: planing (integrated planning), organizing (organizing), actuating (implementing power full) and controlling. Followed by the leader's desire to continuously make changes (continuous improvement) based on billah to realize an output that has an advantage, reward. While the implications of changes in educational organizations include: internal implications and external implications. The formal findings of this study are Integrated Change Management Teams in developing educational organizations that are animated from the three research focuses.

**Keywords.** Change management, educational organization.

## **1. Introduction**

The speed which changes occur today has resulted in science and technology developing. Developments in several fields of science have resulted in an information revolution, in fact submerging territorial territories, state policy lines, society and customs. Today's international life provides demands, challenges, and often triggers many new threats. This new threat encourages educational organizations to be responsive, sensitive, and follow the changes that occur with some speculation of change in some new form.

In fact, educational organizations are now starting to change themselves with some speculation, starting from the adoption of an integrated international curriculum, adding divisions, structuring educational organizations, managing more massive students, the

involvement of computerized technology in the management of the educational process, changing educational organizational facilities and infrastructure to change. climate of performance of the human resources of educational organizations.

These various changes in new forms were carried out in order to maintain one's existence in order to survive modernization. At the practical level, educational organizations are inevitably challenged to manage the changes that occur. A series of efforts were made starting from designing existing educational organizations, managing education that was better than previous conditions, to evaluating internal and external changes in educational organizations. It can be said that change management in educational organizations is important so that organizations can achieve organizational goals and maintain their existence in the current globalization era.

Currently, educational organizations under the auspices of Islamic boarding schools are starting to be managed properly, it is not uncommon for student output to achieve the achievements, both at national and international levels. Even though the locations of educational organizations are located in remote villages, in fact this model of educational organizations is appropriate and is in demand and sought after. At least no less than seven hundred prospective students each year continue to arrive from all over Indonesia to enter this institution. This shows that this organization is the school's choice for the community. Not a few educational organizations can survive in a time of globalization like this. Schools that only carry out normal management will gradually be abandoned by the community until they go out of business due to natural selection.

Islamic boarding schools have flocked to establish formal schools at the sanawiah level, or the aliah level. Each school has a lot of achievements ranging from domestic and foreign. Character building for students is very good, it has excellent classes abroad, special classes in developing student achievement, and good English language training for students. The role of manual equipment has begun to be replaced by computer equipment because of the current era of trends with internet computers. All elements in the organization work in coordination with each other to realize quality education and graduate services. This observation phenomenon will be in line with Terry's opinion, namely the procedure or performance unit to achieve an organizational vision in which there is direction and real member participation called management (George R Terry and Leslie W Ruue, 2015: 1).

The habituation model above will be in line with the opinion expressed by Syaodih, namely that humans must have extensive knowledge, act a lot, have quality, interact, and collaborate with others, and continue to carry out and cultivate the ethics around them. Quality, upholding ethics in the environment and being diligent, this is what guides the modernization era later. This is answer the challenges of globalization at the local, national, and even international levels (Nana Syaodih Sukmadinata, 2010: 6).

Some improvements in mastery of information and technology in the two research locations can be seen in the researchers' observations when participating in several activities, ranging from computer mastery training, computer technology-based learning training, excellent service mastery training, science Olympiad representatives for teachers, and other quality improvements. These efforts are made to improve skills, mastery, knowledge and skills of educational organizations. Therefore, several management components must be improved. According to Mujamil Qomar, the basic components of educational management consist of managing students, managing learning facilities, employee affairs, financing administration and managing the learning system and teaching (Mujamil Qomar, 2007: 128-129). All of these parts have different duties and responsibilities, but the aims are same.

In this decentralization of education era, education is faced with the dominant and diverse demands and it is critical to make massive adaptations in increasing the quality of community satisfaction. This problem is the development of the quality of Islamic education institutions for the demands of the global community and being creative at the global level as a response to science and technology (Prim Masrokan Mutohar, 2013: 15).

Strictly and heavily, educational institutions are motivated to make the quality development plans. Several institutions have been tidying up with speculation to re-arrange components within their institutions. The institution's efforts include adding a part to the organizational structure, adapting national and international curricula, and rearranging the institutional infrastructure. Apart from that, human resources were also enhanced by enhancing and developing human resources.

The emergence of various variations in the fields of technology and knowledge has an impact on education in this decade. Finally, education is in the advanced demands. The demand is related to facilities that are easy for the side of life and it is not least cause the crime. Fatal consequences will occur when science and technology is used incorrectly (Muhammad Muhyidin, 2004: 17). A dimensional crisis is hitting this nation. All of these crises stem from a moral crisis and good behavior. The results of this conclusion are based on the analysis of various discipliners and approaches. In the contemporary context, modernization and globalization in Islam be the serious problems and have strong potential.

Mujamil said that the community assessed further that until this decade Islamic education institutions were still under general education institutions (Mujamil Qomar, 2007: xvii). This means that the level of public trust in Islamic education is still low. Indirectly, this community image encourages changes in all components in educational organizations, competing to improve the quality and quantity towards superior and quality education. Although there are several Islamic education institutions that have carried out a large-scale reconstruction of their institutions, this is not directly proportional to the number of Islamic education institutions that carrying out their managerial reconstruction. The impact has resulted an increasingly negative image of Islamic education institutions.

Syaodih said that education which accordance with standards quality is required to make leaps. Previous habits and beliefs must be replaced. Education must adapt to learn with various limited resources. Educational personnel are required to develop students' competencies in various aspects needed in the modernization period (Nana Syaodih Sukmadinata, 2006: 10).

Danim stated that, the process of planning, organizing, coordinating, and controlling the overall strength to achieve organizational goals effectively and efficiently is called management. Effective means achieving of a predetermined plan, while efficient means that there is a suitability of the plan carried out correctly, organized and on time (Sudarwan Danim, 2009: 2). So educational organizations are required to carry out changes, both small and large-scale based on management functions with the aims and objectives of the school being able to process according to the orientation that is mutually agreed. The intelligence of the nation's life is very dependent on educational institutions.

By applying speculation starting from curriculum innovation, changing organizational structures, and structuring the ideal and structured vision and mission of educational organizations. Isa revealed that looking at what happened in several countries, education reform was driven by at least two major forces, namely the growing public distrust of the education bureaucracy in a climate of rapid political change and the growth of international competition in the context of the global economy. Educational reform policies in various forms have led the international community to change (Muhammad In'am Isa, 2010: 92).

Education in this globalization era shows a change in the orientation of education in society, the challenges and resistance of educational institutions are increasingly real. This condition demands a high and real response to prove it. Mastuhu identifies in the 21st century the national education system to be challenged to make improvements, as well as strategies to change themselves, including; demands outside the organization itself, modernization, complexity, turbulence, a spirit of equality, and factors from outside the organization (Mastuhu, 2003: 9-3). Organizational change is the act of shifting an organization from its previous conditions to its current conditions in order to increase its effectiveness in the future (Winardi, 2005: 2).

Winardi identified that in an organizational context, there are several factors that stimulate change, namely; changes in the nature of the workforce, technological advances, economic fluctuations, changes in the social style of society, new world politics, and changes in the nature of competitors (Winardi, 2005: 2). This gives a signal that change is an effort made by the organization to meet a future that has a point of difference between the past and the present.

The rapid flow of social change due to the modernization of industrialization has caused institutions within the pesantren to be required to respond or respond quickly. The attitude to change reactions vary widely. Some are open and some are closed. However, many have speculated on changes, one of which is the movement of culture into principles that are in line with social institutions and institutions. Modification is a natural one, but in different backgrounds modification will not be realized without being programmed in a systematic design. Demands for this change can come from within the organization as well as from outside to inside and anyone can experience this pressure, whether in the form of any institution, including educational institutions with Islamic values (Nur Efendi, 2014: 10).

Before an institution experiences a decline in work power or goes out of business, every organization must be able to have the power to change itself without leaving its Islamic characteristics (Nur Efendi, 2014: 13). Due to the restriction of demands for change, every educational organization must be able to adapt intelligently in devise a change strategy for himself.

The emergence of leading educational institutions by adapting international standard curricula and the emergence of private education that promotes luxurious facilities with financial affordability by the community have excited educational competition. The era of modernity needs to redesign, manage the organization, and change itself so that it can persist in being present in the world of education. It is important that educational organizations adapt and be able to respond to changes that occur, one of which is by means of transformation, effective and creative innovation so that they have a great chance of survival.

The researchers choosed two educational organizations to study, namely SMA Darul Ulum 2 Unggulan BPPT Jombang which is the leading institution in Jombang. The second location is Madrasah Aliyah Unggulan Amanatul Umah Mojokerto International standard Madrasah Program. These two educational organizations were chosen by researchers because they both have their own uniqueness in organizational change management. The purpose of selecting these two educational organizations, researchers will know the management of change in developing the educational organizations of these two educational organizations. Both are under the auspices of different agencies, SMA Darul Ulum 2 Unggulan Jombang is under the auspices of the ministry of education and culture while the International Standard Aliyah Madrasah Amanatul Umah Pacet is under the auspices of the ministry of religion.

#### **A. Research method**

The method in writing this research enters field research. The researchers looked directly at the data sources at the location, namely schools / madrasahs. This research was conducted naturally because the object in question was running as it was. Collecting data in this study using in-depth interviews, documentation and participant observation.

#### **B. Results and discussion**

The design of the existing educational organization changes in the two research locations goes through the following stages. First, the organization's planned change is a process of changing the organization which in practice changes in the organization. One of these organizational modifications intends to improve organizational performance in operations. This opinion is in line with Winardi's that changing an organization is a process, a modification of an organization in order to increase organizational effectiveness. That is, the act of changing is a process and change cannot occur directly (Winardi, 2005: 81). Regardless of the internal and external demands of the organization. One of the internal demands in the organization itself arises as a result of the encouragement of a leader in realizing a quality organization and trying to get out of the routine zone. When an organization is stuck in a routine it is helpless to change. External demands further encourage organizations to change quickly, one of which is to survive in the modernization era.

Organizational planned change is actually an effort to increase the degree or level of success of the organization in achieving the means to be achieved. The direction is in achieving the vision and mission of the organization that has been set. At a minimum the organizational modifications cover all organizational segments. Typically, this implies changing the organizational lines of authority, the levels of responsibility of the members of the organization and the organizational lines of command previously defined (Winardi, 2005: 81). In line with Certo, if an organization wants to achieve success, the organization must continually make changes, as a reaction to new technological developments and government regulations (Certo Samuel, 1994: 292). Several managers agreed with Certo's view on this. Organizational leaders determine organizational changes to be implemented in the organization, then implement changes that have been planned. With this planning change (planned change) allows the organization to be innovative and flexible.

At least the planned changes are generally intended to achieve a new form of order. The first type is aimed at improving the ability of the organization concerned to deal with the unplanned changes it is facing. These efforts include increasing the effectiveness of information gathering and forecasting systems and organizational flexibility as well as changing employee behavior, visualizing the organization and creating new attitudes (Winardi, 2005: 87). Lewin believed that the key to resolving social conflict was to facilitate planned change through learning, and so enable individuals to understand and restructure their perceptions of the world around them. A unifying theme of much of his work is the view that '... the group to which an individual belongs is the ground for his perceptions, his feelings and his actions'. (Bashar Hussein Sarayreh, Hassan Khudair and Eyad, 2013: 1 ). In addition, changes in government regulations that have an impact on educational organizations must adapt to the changes that occur.

In practice at SMA Darul Ulum 2, it can be seen that the change in the new attitude of both the ustaz and the ustazah appears to be an increase from an ordinary routine to a quality routine. This is due to the demands of educational organizations, which carry the flagship label. Educational organizations adapt the international curriculum so that they need to improve themselves with new things. Training to improve ustaz and ustazah is carried out, starting from

mastery of foreign languages, mastery of computerized technology, a science olympiad program for teachers is also carried out to improve new attitude patterns.

Meanwhile, in Madrasah Aliyah Amnatul Umah, it appears that musrif service to students has increased more massively, for example the achievement of student completeness with a small student grouping system (private system). Musrif service is almost guaranteed 24 hours for students. Each musrif is required to have the potential and be ready 24 hours to provide services to students. When they first entered they were asked to have the integrity to do work. In addition to technology mastery training and musrif skills, it is an alternative to improve musrif competence. Language acquisition training is often carried out at MBI Amanatul Umah, considering that this school carries the muadalah al Azhar curriculum.

The force of change (the force change) or the conditions that are happening or that are being carried out may create unsatisfactory conditions. This can be a driving force for educational organizations to continue to change to achieve a better condition than before. Cook reveals that change brings about the shift in the organization from the current conditions to the desired conditions. One of them reacts to internal and external dynamic forces (Cook Curtis, 1997: 530). Thus from Cook's opinion it appears that there are several engineering elements in the realm of creating changing conditions. The existence of internal and external dynamics plays a role in driving educational organizations to change (the force change). Apart from that, educational organizations always face several internal problems. This is because the educational organization is an open system organization, so the educational organization will adapt and resolve the pressures and demands of the environment to create change.

In practice, any change agenda requires an agent of change. These change agents will be responsible for the achievement of the change agenda while remaining based on the vision and mission of the organization. Visionary leaders have an important role as actors of change. This means that this leader has the responsibility to provide a stimulus for change in the internal environment of the organization. In essence, this change is a change in the current form of the organization towards a future condition that is intended to achieve effectiveness (Winardi, 2005: 2). Thus, the design of future organizational changes in it shows the motivation for change directed at achieving the institution's vision and mission

Design changes in implementation will remain oriented towards achieving the vision and mission of the institution to create superior graduates. As a derivation of the vision of a holistic foundation. From the foundation's vision, this is derived into the school's vision. The vision of this school needs to be realized by structuring a quality institution to produce graduates who have excellence in faith, science and technology, and excel in daily behavior so that it will be useful for society in the future. According to Boud, York, Adams and Rainney the formulation of this vision must be simple and compelling, certainly challenging, practicable, and realistic (Boud, York, Adams and Rainney: 1994). From Boud's opinion, the principal or the head of the foundation must be able to formulate an organizational vision that is realistic, focused, has definite meaning and must be understood by all elements of the organization.

From the vision of this school, coordination and mentoring will begin, as well as intense socialization of management by the school principal in making change designs at the madrasah level. This coordination and assistance is carried out by the two schools at the beginning of the year, monthly, weekly as well as temporary meetings as an alternative to solving sudden problems. Larry Lashway sparked the concept of facilitative leadership, which means leadership that focuses on collaboration and empowerment (Larry Lashway, 1999: 97). On the other hand, Herbert Simon further defines facilitative leadership with the behaviors that enhance the collective ability of school to adapt, solve problems, and improve performance (Herbet A Simon, 2001: 37). This means that educational success is not the result of individual work, but

rather a work of team work performance and collective work. So, top managers must be able to provide encouragement, guidance, assistance in any form so that the change agenda runs. This is because top managers play an important role in the organization. So, managers must be able to design the organization well so that the organization can develop.

The design changes that occurred in the research location indicated that the drive to change (the force change) in educational organizations was very visible to school principals who were driven by the foundation program policies. It can be seen when in any meeting, both at the internal level of the school and on different occasions the principal always conveys the dream of an institution with superior quality in faith, science and technology, and a commendable attitude. One sign of this excellence can be seen from school achievement, rigorous learning, and good (Imron Arifin, 1998: 322). This drive for change will be achieved if all stake holders catch instructions by trying to create a quality institution, one of which is by producing good achievements.

The school principal provides moral and intellectual support in practically building a climate that motivates teachers as agents of change at the school level to realize quality learning. In addition, encouraging teachers to take ownership (ownership), responsibility for innovation in quality learning practices (Karna Husni, 2014: 28). This means that the head has a willingness to delegate authority and responsibility to the teacher to innovate and interact on a practical level.

The continuity of changes in institutions is very much dependent on the readiness of the institution to change. Support for change is very necessary preparation (preparing) before starting changes. It can be seen that the leaders of the institutions held a meeting with the ranks of the foundation, which involved education experts to prepare for changes in the institution. Occasionally managers listen to senior teachers, deputy principals, and foundation leaders. Discussions between them occur in parallel so that these discussions can prepare the changes that will be made. In this technique, the leader gives responsibility, sets work targets, assigns special tasks to seniors. In line with Gary Yukl, this preparation process is carried out by writing plans, goals or targets, preparing a written budget, compiling a written schedule and occasionally meeting with top managers to formulate goals and strategies (Gary Yukl, 2010: 82).

Furthermore, fusion (unfreezing), at the research location the melting process looks at the fusion of the organizational structure. This phase involves a new source of energy (new teachers), new ways of working, new management, adaptation of the curriculum, a new compensation system. In practice, in the field there are several human resources that are maintained, some are transferred to a new work environment and promotion for their performance achievements. This phase is known by Lewins as the unfreezing phase, this phase is the stage where people prepare a situation for change (Lewins: 1951). Unfreezing. For Lewin, human behavior was based on a quasi-stationary equilibrium supported by a complex field of forces. Before old behavior can be discarded (unlearned) and new behavior successfully adopted, the equilibrium needs to be destabilized (unfrozen). Lewin did not believe that this would be easy or that the same techniques could be applied in all situations: the 'unfreezing' of the present level may involve quite different problems in different cases. Allport ... "has described the 'catharsis' which seems necessary before prejudice can be removed" (Bashar Hussein Sarayreh, Hassan Khudair and Eyad, 2013: 627). When researchers are at the research location, it is evident that at this stage the organization actually tries to create the need for change and minimize the challenges of new design changes.

Robbins and Coulter reveal that, change ... any alteration in people, structure or technology (Robbins and Coulter, 1999: 380). Lewin argued that it is necessary to break open

the shell of complacency and self-righteousness. Thus, in order to change attitudes and behavior, the individual needs to be stirred up emotionally and experience a process that Allport referred to as catharsis. The second stage of change is "moving", when the change actually occurs; and the third stage is "freezing", now more commonly referred to as refreezing. (Bernard Burnesa and David Bargal, 2017: 8)

The change includes people, structure, and technology. This means that changes in the human realm can be carried out through education and training, increasing skills and mastery of technology, mastery of language skills to follow-up education. Changes in the realm of structure, there is a change in organizational succession, the addition of new resources, the addition of new divisions, the change in authority over the organizational structure allows changes to occur. Meanwhile, technology is more caused by the demands of the times, such as office equipment, computers, internet and web technology and information technology (enterprise resource management).

When met at the research location, the principal tried to arrange speculation to maintain old manpower and add new personnel so that the division would run more effectively, but in the process in the field, assistance was very intense. Starting from mentoring and evaluation every week and every month. In practice, the field assistance model is carried out regularly once a week. Individual assistance services against intimidation and pressure by other parties are also carried out so that the change design agenda can run.

In this stage, the school principals, foundation administrators and caretakers of the Islamic boarding school which houses the two research sites begin to have several ideas for design changes in the organization. By establishing a school that has an international class label, adapting the Cambridge international curriculum. By adopting the international curriculum, SMA Darul Ulum 2 Jombang changed its name to SMA Darul Ulum 2 Featured BPPT Jombang. Meanwhile, on the site of 2 International Standard Madrasah Aliyah, Amanatul Umah tried to adapt the Muadalah Al Azhar Cairo curriculum which took time so that the name of the International Standard Madrasah Aliyah changed to the International Standard Madrasah, Mandatul Umah Pacet. So, the implementation of the learning process runs strictly and responsibly even though the RSBI (international standard school pilot) policy is stopped by the government, the two research sites continue to this day. This is because they are inspired by the spirit of creating graduates who have excellence in science and technology, faith and commendable morals.

At the amalgamation stage, the school principals as change actors socialize and propagate a change design vision to all elements of the organization, either through regular meetings, written media, printed media and other forums. It is important to make design changes in the two existing educational organizations. In the past, the paradigm of "should" leading institutions has changed to "should." This shows the importance of educational organizations that are obliged to redesign changes so that this new design affects the performance of educational organizations in the future.

Furthermore, in the second stage the design of the educational organization changes in the two research locations. The existence of change (change) in Lewin's term is known as change (change), movement (movement) or also called cognitive restructuring (Stephen Robbins, 2008: 289). At this stage the design changes are carried out until a new condition is formed. Included in the new system, the implementation of an action and a learning process for individuals in the organization that runs continuously (steady). At this stage it will also appear that a new culture will be formed because the old culture must be replaced and improved.

Changing movement or cognitive restructuring is a stage of providing new information and new behavior models. At this stage, the role of the top manager in this study, the principal

must provide intense attention and guidance, including taking policies that drive the individual change process. So, the organizational change design agenda really goes according to its aspirations.

The changing stage is marked by the agreement on a change plan after the formation of the change vision and mission. The planning was made by the principal assisted by deputy principals, senior teachers, and experts in the field of change. There is a change in the organizational structure, both at SMA Darul Ulum 2 Unggulan BPPT and MA with International Standard Amanatul Umah Pacet, both found changes in new organizational structures, new divisions, recruitment of new resources with strict work implementation. In addition, the two institutions changed the structure of the school curriculum with an integrated curriculum but did not leave the tradition of Islamic boarding schools as the organization that supported it. At the same time, character building and Islamic boarding school-based activities for students are more massive and varied to form excellent graduates, both academically and non-academically. This is because both of them carry the label of an international school, so the form of the organizational structure has begun to change, unlike schools with ordinary management.

There is on the site of one SMA Darul Ulum 2 Featured BPPT Jombang the addition of new divisions, namely the addition of the deputy head of the school for curriculum affairs 1 and 2. Where time curriculum 1 accommodates the national curriculum while waka curriculum 2 accommodates the Cambridge international curriculum. To strengthen the tradition of pesantren so that it remains embedded in the character of students, the addition of the pesantren affairs curriculum is added so that there are three international, national and Darul Ulum Islamic boarding schools curriculum. Apart from the deputy principal of the school there are still several other deputy principals. Deputy head of akhlaqul karimah, waka of school development, waka sarpras and community relations and vice head of administration. Changes in divisions and organizational structure are a form of improving future system performance. With this change in structure, the modification of job descriptions, changes in coordination and communication mechanisms with upper and lower levels of leadership has resulted in a modification of the distribution of authority in the organizational structure. Changes in this structure will coincide with what Lewin conveyed that during this changing phase there are many changes in tasks in structure and technology.

Finally, refreezing (strengthening) after several structures were formed with new divisions and new work procedures. Winardi emphasized that in this phase the uniting (consolidating) three separate units into a particular department or the unification of a new structure (Lewin: 1951). The result of the previous two new organizational stages equilibrium (refreeze) is required. Solutions to creation it consists of a consolidation culture and organizational structure, as well as a reward system (Aura Codreanu, 2010: 51).

With some support capacities for spatial planning and construction as well as a new work culture that facilitates the process of change, supervision, monitoring in both the technical and non-technical realms. The technical realm is in the learning process and non-technical aspects are the formation of organizational culture and the formation of a quality culture of employees and students.

The results of research on change design in developing educational organizations strengthen and develop Kurt Lewin's three-step theory, namely: unfreezing, change, and refreezing (Lewins: 1951). In Lewin's design change, the researcher developed it into several phases, including planned change, the force change, vision and mission oriented, integrated team, preparing, unfreezing, change, and refreezing.

### **The Process of Managing Change in Developing Educational Organizations**

The process of managing change in developing educational organizations at SMA Darul Ulum 2 Jombang and MA with International Standard, Amanatul Umah Pacet, is part of an effort to implement organizational change towards the process of achieving the ideals of quality and better education. The process of managing the design of organizational change on the two research sites is supported by a process: the desire to change and maintain quality without leaving the tradition of pondok pesantren. This means that educational institutions must have goals to be achieved, namely the value of excellence (excellent) that differentiates it from other institutions and is universal (Abdul Muid, 2015: 266).

Motivation to create superior and excellent educational organizations is the driving force for educational organizations to process. Apart from having a dynamic nature of educational organizations, that dynamism becomes the driving force for the process to become the best. Educational organization will change when it is supported by strong motives to encourage it to change. Sometimes from an intrinsic element (within the organization), for example, the need for institutional achievement with quality output, both academic and non-academic. Meanwhile, extrinsic elements (encouragement from outside the organization), for example, maintain the organizational life cycle in the modernization era. Danim emphasized that both intrinsic and extrinsic motives are a critical determinant of an organization which is the driving force to always create better conditions (Sudarwan Danim, 2009: 32).

Principals at the two research sites, namely SMA Darul Ulum 2 Unggulan BPPT Jombang and Madrasah Aliyah International standard Amanatul Umah Pacet as the highest leadership at the school level have the tenacity and strength to create a quality and superior school in both academic and non-academic fields that are affordable to all circles. However, this cannot be separated from the tradition of cultivating the educational character of Islamic boarding schools.

It can be seen from the above description of the principal's achievement needs. Various studies on motivation conclude that everyone, including leaders, tends to develop four patterns of motivation. At the school level, this pattern becomes an attitude that influences the principal to see his job and to run his organizational life better. The four patterns are as follows:

- a. Achievement motivation, inner drive to overcome challenges and obstacles in achieving goals.
- b. Affiliation motivation, the drive to relate to others on a social basis.
- c. Competence motivation, the drive to influence performance excellence.
- d. Power motivation, the urge to influence others and change the situation (Sudarwan Danim, 2009: 33).

From the four motivations for the distribution above, at least it appears that all heads are driven within the individual, which underlies educational organizations must continue to innovate to produce achievements. Usually a principal who has achievement motivation will be more alert and quick to make progress and be satisfactory in developing his school plan. Oriented to the future, innovative and responsive to possible changes that occur.

Furthermore, communication and coordination is one of the abilities that school principals must possess. Armed with the ability to communicate effectively with the vice principal, representatives of other fields, senior teachers and other stakeholders, all change agendas can be implemented. In fact, communication and coordination contain elements of influence (persuasion). In essence, this persuasive communication is a way of changing or strengthening attitudes or growing interactions with opponents to do something (Sudarwan Danim, 2009: 11). The ability to create a coalition consisting of internal and external supporters is very important to make innovative changes and ensure that changes will be carried out

successfully (Gary Yukl, 2015: 28). This means that the principal tries in various sides of the network to achieve the goals of change and tries to accelerate the achievement of the goals of change through the network created.

It appears that both site 1 and site 2 develop communication and coordination through various activities, both formal and informal. Communication through ceremonial events and social activities within the school scope, in the agenda of monthly meetings, large meetings (annual), weekly meetings or under conditions that are not specified. The use of wall magazine media in the school environment, the sound system installed in all rooms in the school helps the principal communicate in conveying the planned agenda.

Meanwhile, cross-sectoral coordination between foundations, teachers, and all those involved in changes at the school level is something school principals have routinely done. The patterns used are sometimes top down (top on his subordinates) or vice versa (bottom up). Occasionally the principal as a change agent listens to the complaints of subordinates, occasionally the principal becomes an example in the change process that occurs. Principals frequently attend workshops and meetings with the entire foundation board to continue to receive direction and guidance on change at the school level.

The principals of the two research locations interacted a lot by involving oral communication. Occasionally by means of written messages (eg memos, reports, work orders), telephone calls, through planned meetings, and unplanned meetings. This is because school principals often meet at various events showing a strong preference for the use of oral communication media.

The leaders are change agents whose focus is on influencing others to achieve the desired success of change. At this level, one of the results of the study indicates that the stronger one's leadership is in taking action for change in educational organizations, the higher the level of organizational change achieved. Conversely, the weaker one's leadership is in influencing and moving others to make changes, the lower the level of change that can be achieved (Baharuddin & Umiarso, 2012: 18).

Gary Yukl emphasizes that a leader can do a lot to facilitate the successful implementation of change, through political action including creating coalitions, forming teams, choosing the right people to be put in key positions, making key symbols and paying attention to issues that are the focus (Gary Yukl, 2002: 301).

In practice, the principal of the two research locations formed a work team which consisted of the principal, vice principal, head of the field or division, senior teachers, and several teachers to carry out the educational organization change agenda. Be friendly, warm, and familiar and for a moment forget the position in the principal's organization, trying to embrace all members so that all of them support the change agenda carried out by the school and try to establish the widest and best possible internal and external relations.

The next stage, the principal provides support for problem solving efforts, but does not need to solve the problem alone or directly. However, they can delegate duties and authority to the vice principal or the work team that has been formed. Gary Yukl provides reinforcement that delegation involves assigning new responsibilities to subordinates and additional authority to carry them out. Although delegation is sometimes considered a form of participatory leadership (Gary Yukl, 2002: 118).

In the technical research location, the delegation of authority can be seen from the assignment of tasks and responsibilities to the divisions that have been formed. For example, at SMA Darul Ulum 2 Unggulan Jombang a new section or division was formed, one of which was the representative of curriculum 2 which accommodated the Cambridge international curriculum and the representative of the development curriculum which was more

accommodating to marketing to the realm of going international. The delegation of school principals to representatives or divisions is given full responsibility for carrying out activities in the context of improving their fields, but still in consultation with the principal as an agent of change in educational organizations.

Meanwhile, in MBI Amanatul Umah, there are several wakors who have been formed who are given the authority to carry out tasks and responsibilities in the fields that have been established, for example the deputy coordinator of muad is Al Azhar Cairo. These deputy coordinators have staff who have the responsibility to report any problems to the wakor who are forwarded or consulted to the coordinator (school principal), sometimes with a button up or top down pattern.

The planning stage: school principals, senior teacher deputy principals prepare the following: coordination meetings, cross-sector communication at both the level of caregivers, foundations, and school structural officials. To make planning at the beginning of the year (large meeting) about the change agenda that will be achieved by the organization later. In this planning, it is still guided by the vision and mission of the school which is derived from the development of the foundation, followed by the drive to change oneself. Furthermore, the results of this planning were followed by outreach by the principal to the deputy principals of schools, division staff, senior teachers and students.

Organizing stage: this second step in implementation uses a parallel organizing model (team work according to expertise). The next stage (organizing) is the formation of a work team at the school level involving all school components, which consists of deputy principals, senior teachers, and other personnel. This team involvement was followed by the delegation of authority by school level leaders. The next stage is internal socialization at the school level both in written and online form as well as a special meeting on the school organizational change agenda. Socialization through large meetings as well as small meetings is carried out to obtain a unified goal for change so that it can be realized immediately. There is assistance in the outline of the change management process at MBI, which is still guided by the vision of the institution that has been translated so that it needs to be carried out on an ongoing basis.

The implementation stage, the support of top managers for organizational change is followed by instructions and authority from superiors in carrying out the change design management process. With all the power, it means that every effort is made in each educational organization to realize the change management process followed by motivation from the principal, role models (examples) from subordinate leaders and rewards (rewards) for change actors who achieve the targets, one of which is free umrah and allowances.

Controlling stage, at this stage the principal conducts evaluations in weekly meetings, monthly meetings, as well as in annual meetings followed by mentoring change agents. Monitoring of change planning is based on the results of achieving the change process at the individual level, group level and organizational level.

Furthermore, the stages of the change management process in developing this educational organization have several levels including the following:

1) Management of changes at the individual level includes: changes in assignments (new workloads), transfers to new sections. The target demands that new employees must exceed. The transfer of employees requires maturity and this attitude is ongoing and requires adjustments in time. New employees need assistance and motivation. The assisting model: teachers always participate in other improvement activities of internal KKG, internal technical guidance implemented by institutions, worksop, training.

Most at this level use an attitude approach involving changes in attitudes, interaction patterns, worker criteria and values of persuasive attractiveness, training programs, team

building activities or cultural change programs (Gary Yukl, 2001: 332). At both research sites at the individual level, it appears that there are new assignments to several teachers, while new interaction patterns complement and help each other between personnel when there is difficulty in the change process. This is because the two institutions carry the international pilot label, the job criteria have changed. All human resources are required to be able to master computer technology, speak English and Arabic which are the language of practice in the institution every day. Information technology training programs are carried out, including in which teachers always participate in other improvement activities of internal KKG, internal bimtek held by institutions, workshops, and training.

2) The process of managing change at the group level, this includes changing the new structure (restructuring), adding new divisions, changing the school level curriculum, changing the new task authority. Communication between groups, composition of group assignments. Mentoring model: alternative assistance and handling of intimidation, minimizing threats during the change management process. It can be seen that the organizational structure of the two research locations has changed, starting from the addition of new divisions as a result of the adoption of the international curriculum. So, a division (deputy principal) of the National curriculum was formed, a Cambridge international curriculum and a boarding school curriculum. Waka development as a division that acts as an agent for organizational development, both physical organization and marketing abroad. To instill the character of Islamic boarding schools, a representative for the affairs of ahklakul karimah was formed.

Meanwhile, in the MBI Amanatul Umah, you can see the emergence of your curriculum chorus, Al Azhar Cairo, the deputy head of the national curriculum and the coordinator of the Amanatul Umah Islamic Boarding School curriculum. Deputy coordinator for technology and other deputy coordinators. Automatically, with the addition of divisions in the organizational structure, it is equipped with a flow of coordination and authority for each division. Each other is involved in inter-group communication when the tasks being carried out are related to one another. This change of form is of course followed by assistance to all existing personalities. This was done by the principal to avoid intimidation caused by tight work demands.

3) Management of changes in organizational level and control. Changing organizational culture, organizational management due to market demands. Moreover, learning demands are stringent. At this level, there is a change in the organizational level, there is a change in organizational culture, it can be seen that in 2 research sites there is a change in organizational culture. The improvement of a strong work culture was followed by an increase in the quality culture of both teachers and students in the two research locations. The character building of the santri is more massive with 24 hour assistance. At the organizational level there is also a change in management, starting from support for internal computer knowledge of the organization (internal support), internal training in the organization (internal training), support for management support (management support), as well as representative spatial management to support the process of managing organizational change and further study.

The next stage is a leadership support for change management actors. In the form of rewards (sufficient salary, bonuses (umroh), motivation and career encouragement), attention, a representative arrangement of infrastructure, and a conducive working climate. Support for transport cars for teaching staff who are in areas outside Mojokerto, this is a facility provided by the institution for employees who are not comfortable at the lodge.

Research findings from both sites regarding the process of managing change in developing educational organizations at least strengthen and develop George Terry's theory that the process of managing change design in developing educational organizations through the POAC pattern, namely: 1) planning, (2) Organizing, (3) Actuating

and (4) Controlling (Stephen P Robbins, 2008: 289). The management of change in developing educational organizations is followed by changes in individual levels, changes in group levels and changes in organizational levels. This management process follows the leader's desire to continuously make changes (continuous improvement) based on transcendence (billah) to achieve superior output and is followed by rewards (awards) from the leadership.

### **Implications of Change in Developing Educational Organizations**

**Implications of Internal School Organization** Any change agenda will certainly have implications for any organization included in this research. The management of change in this two-site study has implications for the function of education, the number of students, economic functions, cultural shifts and student habits, at SMA Darul Ulum 2 Unggulan BPPT Jombang and Madrasah Aliyah International Standard Amanatul Umah Pacet. This is because these two schools have adapted the international Cambridge curriculum and Muadalah Al Azhar Cairo, so that in the management of education the two schools are required to be superior, quality and affordable schools for consumers. The indicator can be seen from the high public interest in entrusting their sons and daughters to the two research sites. The interest of prospective students who registered on the two research sites showed an increase. This shows that the change in interest has significantly increased. Now people from various variations and various economic and social backgrounds have begun entrusting their children to the two research sites. This proves that the educational function of the two research sites of various circles is becoming increasingly stable.

Apart from the above, the preservation of the Islamic boarding school tradition which is embodied in the boarding school curriculum which is more massive and structured in the two research locations has implications for ensuring the implementation of the functions of the education system in the pesantren. Namely tafaquh fiddin, the maintenance of Islamic tradition through formal education, creating future ulama cadres, and as a medium for transfer and chain of Islamic knowledge. So, in this case boarding school education becomes important because it carries an important mission that is needed by the community.

Not only that, the implementation of the education system strictly and responsibly in both research sites creates a future generation equipped with praiseworthy behavior that has two dual abilities. Among them have the ability in faith and knowledge in technology in the future without leaving the identity of a santri. This has implications for increasing the number of students at the two research sites. This can be seen from the number of student enrollments increasing every year. The design of the changes itself makes the organization experience a lot of progress and additions, an increase in the student management system that is getting better seen in the work process running smoothly.

Based on the data above, to borrow Gertz's theory, pesantren will continue to exist as long as the pesantren and school education system continues (Ali Anwar, 2011: 157). Furthermore, the increase in the number of students in the two locations of this study shows the high trust in the school management system based on the pesantren. Islamic boarding schools are considered by the community as the best educational alternative for children to moral development in the era of globalization. This is due to the busyness of parents and the inability of parents to supervise and instill character in their children.

Furthermore, that change management in developing educational organizations has implications for the number of students. When the number of students increases, the entire learning process is all handled by the teacher and musrif (ustaz) so that student obedience to the teacher increases, especially the santri's obedience to the boarding school caretakers. With the increase in students it will also lead to the improvement of ustaz or musrif assistance services

for students. So, the work ethic and discipline carried out by the ustaz or musrif towards student assistance increases.

This is proven by the achievement of students in the academic and non-academic fields at the national and international level each year. This shows that the improvement of ustaz or musrif services for both sites also has an influence on the quality of the education management process in the location of this study. Automatically, the increase in the number of students in each school will lead to an increase in the economy of caregivers and religious teachers and musri in both research locations.

For students and alumni, the implications of change form new disciplines for students and all elements in school. The quality of inculcating student character is increasing and more massive and the quality culture increases. Services and assistance to students have increased, who usually only carry out routines but increase to quality istikomah. This increase is supported by the management and arrangement of the infrastructure of the two research sites as evidenced by the change in new facilities and infrastructure (biology and language lab facilities, new representative learning rooms, microtheating studios) which support a quality learning process at both sites.

Furthermore, the implications of the change management process for alumni and students are considered to have succeeded in making and delivering students and alumni to be able to master Arabic, nahwu, sorof, mastery of hadith and mastery of reading Al-Qur'an. The mastery of these alumni is supported by superior abilities in technology and piety and active mastery of English. So, with this comprehensive capability, it is possible for alumni to be able to compete at the national and international levels. This can be seen from the alumni who are currently studying at several foreign universities with scholarships. Meanwhile, some alumni at SMADU have also received scholarships at several foreign universities, one of which is the German University.

Field findings show that there are positive implications created by BPPT Jombang's flagship SMA Darul Ulum 2 and the international standard Madrasah Aliyah, Amanatul Umah Pacet, which can lead students and alumni to comprehend science comprehensively. In addition, balancing between the yellow book scholarship and modern scholarship. Alumni from these two institutions carrying international labels allow all alumni to enter various jobs in the formal sectors. However, they have their respective pesantren traditions.

External implications:

The high cost of education, several changes to these two sites have also brought about significant changes in society as users of education services, namely the high level of trust in the two research sites. This significant belief was also accompanied by rumors of expensive education financing. In fact, when it is implemented in this high financing field, it can be suppressed with several cross subsidies. However, public interest remains high in these two research locations. The alternative problem of the high cost of financing between the two research sites varies from a service program at the pesantren to cross subsidies.

Featured schools in Islamic boarding schools offer various facilities that become people's bargaining power, followed by payments that are considered expensive by the community. This is a clear illustration that commercialization is starting to enter pesantren. However, in fact, it still attracts public interest from various provinces throughout the archipelago.

Starting from this data related to the commercialization of education in this decade, it can be strengthened that the current era is marked by aesthetic processes of life. Namely the strengthening of the tendency to live as an art process. This means that the products consumed are not seen from the point of view of function but seen from the point of view of symbols

related to identity and status (Ali Anwar, 2011: 159). It is clear that there is a shift from an ethical to aesthetic point of view. In addition, in society there appears to be a shift in tradition, namely the symbolic (consumptive) point of view is stronger than the productive ethos.

Good branding on the outside, this expensive financing is proportional to the later students when they graduate from schools in the two research locations. Economically, it is quite expensive, but if you consider it, the results are not comparable to that of the children and their smartness. We also have a community service program at the cottage, this program has been running since then until now. The santri santri who come from disadvantaged families (under economic conditions) in MBI are covered by the board of the pesantren but they have to serve / help here. Furthermore, the character formation of students in both research locations is good and effective, seen from the alumni (output) whose further study appears in them the habits of time discipline, learning, respect for teachers and caregivers (religious), so that design changes in the two research locations are planting character building. increasingly massive and steady.

### **C. Conclusion**

Change management in developing educational organizations is carried out by changing Lewin's design into several phases including, researchers develop into several phases including, planned change, the force change, vision and mission oriented, integrated team, preparing, unfreezing, change, and refreezing.

While the management of changes in educational organizations through the POAC pattern, namely: planning organizing, actuating and controlling. The management of change in developing educational organizations is followed by changes at the individual level, changes at the group level, and changes at the organizational level. This management process follows the leader's desire to continuously make changes (continuous improvement change) which is based on transcendence (billah) to create output that has advantages.

Meanwhile, the implications of change have an impact on internal and external educational organizations.

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