

PROCEEDING INTERNATIONAL CONFERENCE OF ISLAMIC EDUCATION:
"INFORMATION TECHNOLOGY AND MEDIA: CHALLENGES AND OPPORTUNITIES"
FACULTY OF TARBIYAH AND TEACHING TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
NOVEMBER 23-24, 2018
P-ISSN 2477-3638 / E-ISSN 2613-9804
VOLUME: 3, 2018

**URGENCY OF ORGANIZATIONAL CHANGE MANAGEMENT IN EDUCATIONAL
INSTITUTIONS**

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Abstract. Various efforts and approaches have been taken to solve problems arising from changes. Changes can occur because of reasons that originate from within or outside the organization. However, the change itself has benefits for the survival of an organization, without any change, it can be ascertained that the age of the organization will not last long. The basic concept of change management is to implement a strategy and analyze a change that might be experienced by the company or an educational institution due to the formulation of the strategy agreed upon in the previous stage. This change aims to provide a clear and detailed idea of how much an educational institution must change and succeed in implementing a strategy.

Keywords. *Change Management, Organization, Educational Institution*

A. INTRODUCTION

The saying says that the most enduring thing in the world is change. There is nothing that remains static in this world, everything changes, so also the conditions of society also change, which is why every organization or institution including Islamic education institutions must also have the ability to change. Only that change alone will last (Muhaimin, 2010). Although on the other hand there are not many people who like to change, even so changes cannot be avoided. Must be faced. Because the essence is indeed like that, we need to change management so that the process and the impact of the change lead to a positive point. Therefore change management is an effort made to manage the consequences caused by changes in the organization, even those that occur in organizations in educational institutions. At the level of value, education has a vital role as a driver of individuals and citizens to achieve progress in all walks of life. Also, education can be an important determinant of the process of personal and social transformation.

But at an ideal level, a paradigm shift that initially looked at educational institutions as social institutions is now seen as a wet business land that indicates the need for management change. The change in management must be in tune with the demands of the times. The situation, conditions, and demands of the post-booming reform era have consequences for the education manager to see the needs of life in the future. So it is logical that education managers take anticipatory steps to prepare themselves to survive in their time.

B. METHOD

This study uses a qualitative descriptive research method. Qualitative research is intended to describe existing phenomena, both natural and human engineering, which pay more attention to the characteristics, quality, interrelationships between activities (Nana, 2011). So in this paper

the researcher uses qualitative descriptive research through a series of activities to obtain data that is as it is without being in certain conditions whose results emphasize meaning.

C. RESULT & DISCUSSION

1. Organizational Change Management

Jeff Davidson explained that change refers to the occurrence of something different from before. Change can also mean doing things in a new way, following a new path, adopting new technology, installing a new system, following new management procedures, merging, reorganizing, or the occurrence of very significant disturbing events. The formulation of the changes revealed by Davidson shows that organizational changes including educational institutions can occur in various aspects of organizational life (Jeff, 2005).

Briefly, change management can be interpreted as a process to make something different and go in a better direction. According to Winardi, change management is a concept of Planned Change and Unplanned Change that is carried out by individuals or groups from the previous situation to the aftermath (Winardi, 2005). Meanwhile, according to Wibowo, change management is a systematic process in applying knowledge, facilities and resources needed to influence change in people who will be affected by the process (Wibowo, 2006).

So that organizational change management is a management process in which the organization moves from its present state towards the desired future to improve the effectiveness of its organization. The aim is to find new ways or improve in using resources and capabilities to improve the organization's ability to create value and improve desired outcomes for stakeholders.

A change occurs through its stages. First of all, there is an inner drive (internal impulse), then there is an external drive (external impulse). For change management, it is necessary to know the stages of change. There are four stages of change management, namely: *Phase 1*, which is *the stage of identification of change*, is expected to be someone can know what changes will be done or occur. In this stage, a person or group can recognize the needs of change and identify the type of change. *Phase 2*, is *the planning phase of change*. At this stage should be analyzed about situational diagnostic techniques, general strategy selection, and selection. In this process, it is necessary to consider the supporting factors so that changes can occur well. *Phase 3*, is *the stage of implementing changes* where the expected disbursement, change and freezing process occurs. If a change is occurring, a problem may arise. For this reason, it is necessary to monitor changes. *Phase 4*, is *the evaluation and feedback stage*. To do the evaluation, data is needed; therefore at this stage data collection and evaluation of the data are carried out. The results of this evaluation can be feedbacked to the first stage to give effect to the next desired change.

In the concept of Islam, there is more to discuss social change (*at-Taghyir al- Ijtima'i*) which is a change that occurs in social infrastructure or changes in social class or changes in the role of certain social groups. This social change is considered as *sunnatullah*. Change should be interpreted as a form of resurrection (*al-Nahdhah*) and progress (*al-Taqqaddum*). And if we look at history, it will be illustrated that the development of mankind has fluctuated, sometimes he has risen to a high degree of honor and dignity, sometimes he has descended to become the lowest community as well as insulted. This is understandable because human beings are close to living beings who are constantly evolving and constantly changing. These changes that determine the value of civilization and social conditions of society. Does the change encourage the realization of honor or does it lead to suffering and destruction?

The Qur'an is a sacred book known to mankind that talks about the laws of history in society and that those laws, as natural law cannot change. One of the community laws stipulated by the Qur'an regarding change is that which is formulated in the word of Allah SWT in the Surah al-Ra'd (11): "*Indeed, Allah will not change the state of a people until they change (first) what is in themselves*" (Q.S. ar-Ra'd:11)

Many commentators explain the meaning of the verse above; that Allah Almighty will not change the favors and welfare that exist in a society until then the community itself changes the pleasure and happiness into disaster, disaster and destruction. The change occurred because the

community had been in effect *dzalim*, leaving the teachings of Allah SWT and getting used to the phenomenon of immorality.

Understanding of the Surah ar-Ra'd: 11 above, can also do the opposite, namely that the condition of misery, backwardness, and destruction of a society can turn into a condition full of pleasure and prosperity, through acts of obedience to Allah SWT, where the values of the Qur'an and Sunnah of the Messenger of Allāh SWT became a reference and a foothold for every move of human life. And this is the true essence of the meaning of change itself, which is changing to something good, in other words the change demanded by the Qur'an is a positive change.

2. Change Management Theory

Force-Field Theory was pioneered by Kurt Lewin in 1951 which later became known as the father of change management because he was considered as the first person in the social sciences who specifically carried out scientific studies on change. The concept is known as a force-field model which is classified as a power-based model because it emphasizes the forces of emphasis. According to him, change occurs because of the emergence of pressures on organizations, individuals, or groups. He concluded that the driving force would be faced with resistance (change) to change. Changes can occur by strengthening the driving force and weakening resistances to change. Steps that can be taken to manage change (Fred & Keith, 1973):

- a. Unfreezing is a process of awareness about the need for, or the need to change. The unfreezing stage may be one of the most important steps in understanding the change model to date. This stage discusses preparation for change or awareness and understanding that change is needed and getting ready to start moving away from the current comfort zone. The first stage is often referred to as the stage of self-preparation both individually and as a work team, before a change is made, or creating a situation conducive to a change. Therefore Kurt Lewin developed a theory about force field analysis. In this case, there are many different power factors that both oppose and support changes that need to be analyzed. If the factor of support for making change turns out to be greater than the factor that opposes, then we can begin to make a change. Conversely, if the idea of a change turns out to be a lot of challenges, then maybe a change can be localized in a particular organizational unit or department that is more prepared to accept a change. Thus force field analysis is very useful in understanding the dynamics of the behavior of the change process and will provide input on how a change can be done well.
- b. Changing, is an action step, both strengthening the driving force and weakening resistance. Kurt Lewin realized that change was not a spectacular sensation for a moment, but a process he called a transitional process. Many people say that this phase is the most difficult stage because often people are not sure or even afraid of the uncertainty of the direction of change. Of course, this is not an easy phase, because someone needs time to learn and understand change and collaborate with others in carrying out a change. Therefore, support is needed, both in the form of training, coaching, feedback, all of which are part of a process. Also giving a clear picture of change and still communicating about change will be very beneficial for everyone, so they don't forget the direction of change.
- c. Refreezing, bring the organization back to a new dynamic equilibrium. As implied in terms of freezing or refreezing, this stage is about building stability again after changes are made. Likewise, the changes that have taken place begin to be accepted as new norms. Then everyone will form new relationships and be comfortable with their routines, all of which run in time. But in today's world, the next new change can occur in a few weeks or less, so the freezing phase begins to reap criticism, given that there is not enough time to restore conditions to a comfortable routine. So that the freezing stage is considered incompatible with modern thinking about the existence of continuous changes, and sometimes occurs in a chaotic process, so that great flexibility is highly demanded. In other words, popular thinking is now starting to question the concept of freezing. But even so far Kurt Lewin has written, that a change to a higher level is often short-lived, and usually the work team's performance will soon return to the previous level. Kurt Lewin also reminded that the changes needed need to be strengthened,

to ensure that the desired changes can be accepted and maintained in the future. Kurt Lewin also believes that the freezing can support further changes and it is necessary to ensure that these changes do not evaporate. Thus, Kurt Lewin's model remains useful in framing a process of change that is easier to understand. Of course, each stage can be expanded to help a better understanding of the change process. Understanding the concept of unfreezing and mastering the power field analysis, will certainly add insight and help us to understand better how we deal with a change.

3. Organizational Change Management in Educational Institutions

UIN Maulana Malik Ibrahim Malang is one of the models of PTAIN education institutions that are successful in making changes. The change in STAIN Malang to UIN Malang seems to have overstepped and far left other PTAIN in Indonesia. Under the leadership of Imam Suprayogo, STAIN Malang has penetrated the imaginary boundary which says that it is difficult for both STAIN and IAIN to make changes, that it is difficult to integrate general science and religious science, and other expressions of pessimism regarding the wider mandate. Imam Suprayogo as the leader of change at UIN Malang can be categorized as a reformer of Islamic education, because it has become a model and inspires other PTAI to follow successful changes at UIN Malang, at least following the success of quality improvement if it cannot turn into UIN. In this case, quality leadership is needed in change management.

Imam Suprayogo himself showed the quality of leadership during several periods of leadership at UIN Malang. In the context of the renewal carried out at UIN Malang, Imam Suprayogo did the following: understanding the campus internally thoroughly and deeply, understanding what had been done by others, understanding the opportunities and strengths and efforts to build it, understanding how other people became successful, not just the success of others, building confidence and trust in the campus in the future, formulating the vision and mission and traditions to be developed, internal and external consolidation, and generating all existing components.

As a Sociologist, Imam Suprayogo was well aware of the importance of the pattern of interaction with the academic community. So in initiating change, aspects of social psychology are always of concern by doing: intensifying friendship, maintaining togetherness, ideals, and visions of the future, giving trust and roles proportionally and compiling joint concrete plans. Besides that, a paradigm shift in thinking will also affect the technical implementation in PTAI's managerial. The existence of rigidity and organizational resistance of PTAI institutions is the cause of the slow changes. Therefore, Prof. Dr. H. Imam Suprayogo hacked him into a more transparent, accommodating, but still principled and visionary managerial.

The concept and praxis of change in STAIN Malang management to Malang UIN conducted by Imam Suprayogo are always based on Islamic teachings by paying attention to humanistic aspects. The leadership of the box out of the box is the main factor for its success in leading the process of change and making changes at UIN Malang. The success of UIN Malang is due to the core business (integration of science) and has image branding (the science tree of UIN Malang and Islamic Campus).

Although changes in a culture in an educational organization or institution will have a good impact, but it needs to be underlined that not all changes will have a positive impact, therefore I agree more with the concept of change made by Japanese society, even though they change but do not forget the cultural traditions initiated by the founders of the company organization. Because once again the changes in the name of globalization or adjusting to the times are not always positive.

Like the famous practice, the principle for the Nahdlatul Ulama people is "*almuhafadzah ala al-qadim al-shalih wa al-akhdzu bi al-jadid al-aslah*" which means keeping the former good and taking new ones better. This is the basis that change to be better is indeed a necessity, but also must pay attention to a culture that has long been attached and has a positive value. Besides that, the success of change depends on the strategy applied by the reforming agent itself. One of the most important things is having to "start". Starting from yourself, starting from small things and starting

from now without having to delay time. Also, in making changes, it also requires the right way so that the goals in change can be achieved accurately, effectively and efficiently. Here are some strategies that must be considered when an educational institution wants to make a change:

- a. Empirical-Rational Strategy. This strategy is based on the fact that humans as a component of change have a rational nature for self-interest in behaving. To make a change in rational and empirical strategies based on the findings or research to be applied in human change that has a rational nature will use rational in accepting a change. The steps in the changes or activities desired in this empirical-rational strategy can be through research or dissemination through education in general so that through dissemination it will be rationally known that the changes to be made are truly rational. This strategy is also carried out on target placement that is by the capabilities and expertise that are owned so that all changes will be effective and efficient, while also using an analysis system in solving existing problems.
- b. Normative Re-educative Strategy. This strategy is implemented based on the standard norms in the community. Changes that will be implemented see normative values that exist in the community so that they will not cause new problems in the community. Standards of norms that exist in this community are supported by attitudes and individual value systems that exist in the community. This approach is carried out by intervening directly in the application of existing theories. This strategy is implemented by involving individuals, groups or communities and the process of drafting a plan for change. Actors in change must have the ability to collaborate with the community. Behavioral science skills must be possessed in reformers.
- c. Force-Strength Strategy. It is said that coercion-force strategy is due to the use of force or power that is carried out by force using moral strength and political power. This strategy can be implemented in changes in the state system, implementation of the education system and others.

D. CONCLUSION

Organizational change management is a management process whereby the organization moves from its present state towards the desired future to improve the effectiveness of its organization. Management of organizational changes in educational institutions needs to be done because to look for new ways or improve in using resources and capabilities to improve the organization's ability to create value and improve desired outcomes for stakeholders. The process of implementing organizational change management through several stages, namely: (1) identification phase of change; (2) the planning phase of change; (3) the implementation stage of change; and (4) evaluation and feedback stages. While the strategies that can be carried out by educational institutions in making changes are three, namely: (1) empirical-rational strategy; (2) normative re-educative strategies; and (3) force-force strategies.

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