



The K3N3 Formula in the Implications of Institutional Change Management of PTKIN with a Multi-Aspect Approach

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Abstract

Change management in Islamic higher education institutions presents unique complexities due to the interplay between spiritual values, academic structures, identity formation, and market competitiveness. Despite various transformation efforts, many institutions still lack an integrative framework that links the change process to measurable institutional outcomes. Institutional change in Islamic higher education institutions (PTKIN) is a response to external dynamics such as policies, the labor market, and technological developments. Similarly, internal dynamics are influenced by institutional vision and leadership practices. These dynamics require appropriate formulation to have a valuable impact on the organization. This article examines the implications of change management in Islamic higher education institutions (PTKIN). The purpose of this paper is to explore the implications of institutional change in PTKIN through the case of the transformation that occurred at UIN Sultan Aji Muhammad Idris (UINSI) Samarinda. The research method is a qualitative case study; data were obtained through observation, interviews, documentation, and analysis using NVivo 12 Pro. The results show the implementation of change management systematically it produces structured implications in the form of the K3N3 formula. The K3N3 concept is an abbreviation for 3K (institutional strength, identity strength, market strength) and 3N (competitive value, institutional image value, organizational selling point). Institutional strengthening (structure, accreditation, capacity), identity strengthening (name, philosophy of scientific integration), and market strengthening (graduate utilization) are each manifested as competitive value, institutional image, and organizational selling point. These findings offer a practical conceptual framework for PTKIN leaders who wish to manage institutional change sustainably.

Keywords:

PTKIN Transformation; Change Management; Implications of Change; Power and Value of Change

A. INTRODUCTION

K3N3 is a formula derived from the implications of change within PTKIN institutions. This formula is an abbreviation of "K" for strength, and "N" for value. This formula can help PTKIN determine the direction in implementing institutional transformation towards the right implications. The K3 indicators are institutional strength, identity strength, and market strength. The N3 indicators are competitive value, institutional image value, and organizational selling points. A proper PTKIN transformation produces values, identity, and morals that differentiate it from for-profit organizations. (Sveningsson & Sorgarde, 2020).

The change in the institutional status of state Islamic religious universities (PTKIN) is a response to growth and progress. PTKIN's change is not a sudden, fleeting development, but rather a long-standing struggle for the Muslim community (Ramli & Rama, 2023). As human

development organizations, PTKIN should continue to change and grow. Without education, there is no progress in life, and everything remains stagnant (Kusumastuti, 2020).

If an organization doesn't change in response to its environment, it will ultimately fail (Bourner & Bourner, 2012). Considering this statement, PTKIN's ideal response should be to be astute in assessing the environment in which it operates. Their presence in various regions within a homogeneous Indonesia certainly presents different dynamics and challenges. Global issues are indeed important, but local or regional issues must not be overlooked.

dissertation states that the failure of state Islamic religious higher education institutions to achieve *world-class university* (WCU) status is due to their low reputation due to a lack of overall excellence (Bashori, 2020). This research clearly demonstrates that institutional change is not solely about achieving WCU.

The internal and external environmental characteristics of PTKIN influence the direction of change. Change is influenced by the market, products, and the increasingly rapid competitive environment (Duryat & Huda, 2020). PTKIN should be skilled in playing its role in facing these dynamics.

Vincent Gaspers said that change is growth, change is opportunity, change is potential (Tampubolon, 2020). This argument can be interpreted as that change in educational organizations is a process effort undertaken to carry out various kinds of growth, seize as many opportunities as possible, gain as much potential as possible both individually, groups and organizations. In the understanding of change as growth, PTKIN ideally as an institution continues to develop, bloom, bear fruit, even give birth to many quality seeds. The quality seeds that researchers mean are faculties, study programs, academics, graduates, teaching staff, and so on or also referred to as resources owned by the campus that also grow. In the statement that change is an opportunity, PTKIN organizations ideally take advantage of change to get the opportunity to participate in contesting the dynamic currents that occur in their environment both internally and externally. And change is potential is a meaning that can be understood as a strength that the organization has in facing its environment.

Several impacts of change in the educational organization area show positive values. Increasing the relevance of graduates in the job market because universities make changes to learning, curriculum, and technology integration (Muda, 2024). Increased public awareness and trust in institutions (Mirfani, 2017). Meanwhile, research by Prado & García, who interviewed students during the implementation of the changes, stated that there was evidence of increased levels of satisfaction with equipment, facilities, and public services after the changes occurred (Prado & García, 2017). The success of institutional transformation at UIN Malang was through the utilization of existing capital, including social capital, cultural capital, economic capital, symbolic capital, and spiritual capital. These capitals were utilized through several strategies of diplomacy, communication, friendship, and connection (Esha, 2022).

Ibn Khaldun called change a *sunnatullah* (God's will), and neglecting it is a dangerous disease (Khaldun, 2011). This research stems from Ibn Khaldun's warning. No one, whether an individual or an organization, should be negligent in the changing times and eras. Nothing remains fixed in a single pattern; everything changes according to developments and circumstances.

Institutional change has become a major concern for universities worldwide as they respond to rapid changes in policy, technology, society, and global competition. For Islamic higher education institutions, change management involves a complex intersection of spiritual values, academic modernization, institutional identity formation, and labor market demands. These institutions must navigate change while maintaining Islamic values, ensuring academic quality, and enhancing their relevance in an increasingly competitive educational landscape.

Over the past two decades, many Islamic higher education institutions in Indonesia have undergone significant transformation, shifting from Islamic Colleges (STAIN) to State Islamic Institutes (IAIN) and then to Islamic Universities (UIN). This transformation was not simply a name change, but rather a strategic reorientation encompassing governance, curriculum, academic disciplines, market positioning, and institutional culture. However, empirical studies systematically evaluating the outcomes of this transformation are scarce. Most of the literature

focuses on the process of change or policy shifts, rather than on measurable institutional implications.

The reason for choosing the UIN Sultan Aji Muhammad Idris (UINSI) Samarinda site is because this university is pushing for institutional transformation from a regional aspect. This campus is the only PTKIN in three major regions. The dynamics of change in UINSI Samarinda came from the external environment in the form of political policy directions. The regional expansion of East Kalimantan (Kaltim) was split into North Kalimantan (Kaltara). UINSI Samarinda became a PTKIN flanked by two large provinces on the island of Kalimantan (Kaltim-Kaltara). Not only that, the central government then chose East Kalimantan as the development area for the Indonesian capital (IKN). In the initial policy, IKN was stated to be the national capital region as the center of government. This political decision made UINSI Samarinda the only PTKIN in the East Kalimantan-Kaltara-IKN region. This position urged UINSI Samarinda to undertake institutional transformation.

As per the Director General of Islamic Education's policy, PTKIN (Private Islamic Education Institutions) must embrace local wisdom. The transformation undertaken by UINSI (State Islamic University of Indonesia) is grounded in local wisdom values combined with Islamic values. This uniqueness, which has implications for change management, is interesting to examine further.

The mere achievement of change is not enough to meet the challenges of ongoing change. Changes at PTKIN (Private Universities) have distinct characteristics, both in terms of implementation and implications. This ultimately depends on the ultimate goal of institutional change. Some studies focus on global issues, such as the trend toward achieving *a world-class university*, while ignoring regional needs. Therefore, this study aims to explore the regional implications of change management.

The primary goal is to assess the most significant impact of changes within the PTKIN's development. This is because the institution serves as a bridge for broader community development before reaching the national and international levels.

Institutional transformation has generated various impacts and implications for PTKIN. Through K3N3, these implications become more focused and targeted. This research aims to further explore how the K3N3 formula can work optimally in addressing the implications of change at PTKIN.

B. METHOD

This research uses a qualitative case study design to explore the implications of multifaceted change management in Islamic higher education. The case study approach allows for an in-depth and contextualized understanding of a complex organizational change process. Data were collected through document analysis, semi-structured interviews, and field observations. This triangulation allows for cross-verification and enhances the validity of the findings (Creswell, 2014).

The research was conducted at UIN Sultan Aji Muhammad Idris (UINSI) Samarinda. The primary data sources were change actors, consisting of the change leader (the former rector who initiated the change), the rector, the Student Leadership Council (LPM), the Dean, and alumni. This research was also supported by document analysis and field observations. The collected data were then coded and analyzed using NVivo.

The following is information from informants in this study:

Table 1. Interview Informant Data and Codes

No	Informant	Coding
1	Leader of change, initiator of change. Former Head of STAIN Samarinda 2013-2014, Rector of IAIN 2014-2021, Rector of UINSI Samarinda 2021-2023	N01PP
2	Rector of UINSI Samarinda 2023-present	N02REK
3	Decan of the Faculty of Islamic Economics and Business	N03FEBI February 3r
4	Chairman of the LPM UINSI Samarinda	N04LPM
5	Alumni of UINSI Samarinda	N05ALM

C. RESULTS & DISCUSSION

UINSI Samarinda views institutional transformation as an effort to improve the quality and shift the institution's orientation. Change management efforts to achieve competitive capacity, adapt to the dynamics of change, and address the challenges of modern developments are optimally pursued. Through interviews and documentation studies with informants, as well as documentation reviews, the implications of change were identified using the K3N3 formula model.

Table 2. Research Results on the Implications of Change Management at UINSI Samarinda

Formula	Implications of Change K3N3	Indicators in the context of research	Findings
1.	K1 – Institutional strength	Transformative and collegial collective leadership, Accreditation status, Development of organizational structure, change implementation strategy	The existence of a change leader who is able to move the organization to make changes. Achievement of superior institutional accreditation. Changes in institutional structure mature organizational performance. Managerial skills in managing change through a strategy called the <i>grassroots system approach</i> .
2.	K2 – Strength of identity	Philosophy of scientific integration, Symbolic identity Internalization of culture	The integration of scientific knowledge with the concept of usefulness through the philosophy of the honeycomb Adaptation of local wisdom values through institutional names and logos that are consistent with the meaning of scientific integration. Tagline spirituality, intellectuality, and professionalism as the organizational culture of the community, students and graduates
3.	K3 – Market forces	Graduate employability, Distribution of study programs Regional recognition	Alumni satisfaction due to being absorbed into the world of work. Significant addition of study programs to meet community needs. There are programs that support regional development
4.	N1 – Competitive value	Academic reputation	Achievement of superior accreditation institutionally and followed by accreditation that continues to improve in study programs and postgraduate programs.
5.	N2 – Institutional image value	Public perception within the framework of local wisdom	The unique characteristics of PTKIN in East Kalimantan are reflected in the positive image of the organization's name and values. This is evidenced by public trust and recognition.
6.	N3 – Organizational selling points	Relevance of graduates	The use of graduates in the world of work and the implementation of instilling organizational values in graduates.

Source: processed from analysis of interview data, documents and observations.

The first K1 is institutional strength. UINSI Samarinda, through its institutional

transformation, has resulted in institutional strengthening activities, including changes to its institutional structure. This has resulted in optimizing the change movement, achieving accreditation, and expanding the institution's capacity as a university. This institutional strength has a competitive value, referred to as N1.

Next, K2, namely identity strength. Institutional identity is crucial for its distinctiveness. Judging from the name, motto, and philosophy of scientific integration, UINSI Samarinda is a distinctive feature that distinguishes it from other PTKIN in Indonesia. The implications of this change are creating a stronger institutional image, referred to as N2 (image value).

Meanwhile, K3 represents UINSI Samarinda's market strength through the utilization of its graduates and the distribution of study programs that offer interest to the community. This indicates the organization's selling point as an N3, born from UINSI Samarinda's institutional transformation.

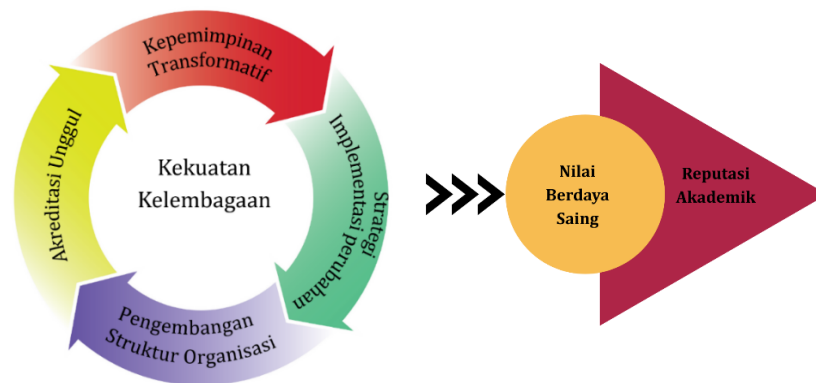


Figure 1. Institutional Strength and Competitive Values on the Implications of Change

The institutional strength (K1) described above then gives rise to a value called competitiveness (N1). This value stems from academic reputation achieved through superior accreditation. While not the sole competitiveness value, this value can be developed at a later stage.

The institutional strength, referred to by the researcher as K1, represents the strength possessed by UINSI Samarinda in the process of implementing change. The initiator and executor of change emerged during the era of the Head of STAIN Samarinda in 2013. Although he acknowledged it as the hope of his predecessors, the change only truly occurred at that time. In 2014, STAIN transformed into IAIN, and then, still under the command of the same leader, IAIN Samarinda transformed into UIN in 2021.

When someone is positioned as a manager of an Islamic educational institution, of course in his mind the task that must be carried out is to advance his institution, by mobilizing all existing potential, in order to achieve the desired goals (Suprayogo, 2012) . In the researcher's investigation of leadership practices at UINSI Samarinda, it was proven that there was a leader of change. As recognized by the East Kalimantan regional government which awarded Mukhammad Ilyasin, who at that time served as the rector of UINSI Samarinda as an innovative figure in the field of education in institutional transformation (observation, 2025).

Organizational change can also be seen as an expression of drive and leadership (Sveningsson & Sorgarde, 2020) . The success or failure of an organization's readiness to face change is determined by its leaders (Syaroh, 2023) . And the determining factor in organizational success towards change is successful leadership (Munthe & Aslami, n.d.) . Transformative leadership provides a greater opportunity for change to be achieved. This is because leaders are a key factor in the movement of change within an organization.

Furthermore, institutional strength also stems from managerial skills implemented through appropriate implementation strategies. UINSI Samarinda practices change management using the term " *grassroots system*." As explained by N01PP,

" The grassroots system is a strategy for implementing change. It involves various parties in the change process, from the local government, the East Kalimantan community in general,

stakeholders, experts, and even partnering with competing universities. It's truly a grassroots system " (interview, 2025).

UINSI Samarinda chose to involve various parties in the change implementation process. These steps were used to implement the ideas and concepts for change. This strategy resulted in the institution's name, logo, hymn, and march, based on a combination of all parties involved. McKinsey's change management model, known as the 7S, uses the letter S, which stands for strategy. As summarized by Burnes from Dessler's perspective, *strategy is the course of action a company can pursue to achieve and maintain strategic goals.* (Rothwell et al., 2021) .

Successful organizations do not evolve randomly, but through purposeful and dynamic strategies that anticipate, influence, and respond effectively to emerging and shifting external trends, patterns, and events (Project Management Institute, 2013) . Successful organizations do not evolve randomly, but rather through purposeful and dynamic strategies that anticipate, influence, and respond effectively to emerging and shifting external trends, patterns, and events. From this statement, the success of a changing organization is determined by a purposeful and dynamic strategy. This strategy aims to anticipate, influence, and respond to ongoing changes.

Grassroots is a system that supports collection mediated collaboration (Kamiya et al., 1996) . The term *grassroots system* in 1996 through Kamiya's research is a system used to develop electronic media systems. However, there is a similarity related to the term *grassroots system* in this research, namely the word " *collaboration* ". The difference is that Kamiya's grassroots system is on objects for the purpose of data collaboration. Meanwhile, *the grassroots system* implemented by UINSI Samarinda is for the purpose of collaboration between humans in transformation.

The institutional transformation of PTAIN requires sound management to achieve the university's goals (Zaenuri, 2018) . Institutional transformation can strengthen organizational competitiveness in the era of globalization (Khoeron et al., 2025) . Change management is a strategic step taken by educational administrators to renew organizational performance (Baidowi, 2022) .

This statement explains that institutional strength in the implications of change at PTKIN is about leadership practices and managerial skills. In the process, change skills also involve efforts to sustain change. UINSI Samarinda implements this practice by improving institutional status, as stated by N02REK.

"We are striving to maintain change through institutional development activities. This includes achieving superior accreditation, which has already been achieved institutionally. We will strive for superior accreditation across all study programs and postgraduate programs. This development will, of course, be gradual and continuous," (interview, 2025)

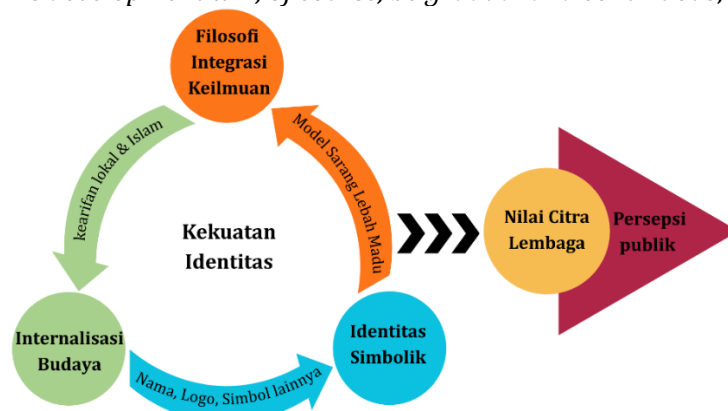


Figure 2. Strength of Identity and Value of Institutional Image in the Implications of Change

The implication of the next change is K2, namely the strength of organizational identity through the philosophy of scientific integration, symbolic identity, and internalization of

organizational culture in *the tagline. spirituality, intellectuality, and professionalism* (SIP) adapted from local wisdom and Islamic culture.

PTKIN chooses scientific integration as *the basic paradigm* for institutional development as a form of responsibility to religion and humanity (Fauzi et al., 2021) . The institution's identity symbol naturally reflects the owner's identity, presented as a means of communication to the public (Fitriyanto & Utut, 2023) .

The impact of change on students does not only include academic aspects, but also forms graduates who are adaptive, proactive towards change, and ready to take on leadership roles in society (Muda, 2024) . Similarly, with K3, the market forces of organizations impact students. They not only gain academic knowledge but also contribute to society through job market absorption. Alumni acknowledge their satisfaction with the learning outcomes they received at UINSI Samarinda.

Many alumni have found employment. As N05ALM1, N05ALM3, N05ALM4, and N05ALM5 admitted, they are satisfied with their education at UINSI Samarinda.

"I am satisfied, now my job is in line with what I did when I was studying Family Law and now I work as a Civil Servant Regiment Regiment," (interview, 2025)

" I'm satisfied. My studies align with my work; I teach Islamic Religious Education at an elementary school. The lessons I learn in class can be applied in the workplace. It's very beneficial, and I'm now starting to apply them in my teaching, particularly in developing models, methods, and strategies. " (interview, 2025)

"I feel satisfied. My major was a fitting one, becoming an Islamic religious education teacher. I currently teach Islamic Religious Education at a special needs elementary school (SDLB) in the field of Islamic Religious Education. The greatest benefit I've gained from being an alumnus of UINSI Samarinda is that I've become a more devout and intellectual individual, and I'm also a valuable human resource for the professional world, particularly in education." (interview, 2025)

" Quite satisfied. UINSI provides a foundation in Islamic knowledge and a supportive environment for development, both academically and spiritually. Although there were some limitations due to the COVID-19 pandemic during my time studying, my experience there remains memorable and has shaped my character, especially as an educator " (interview, 2025).

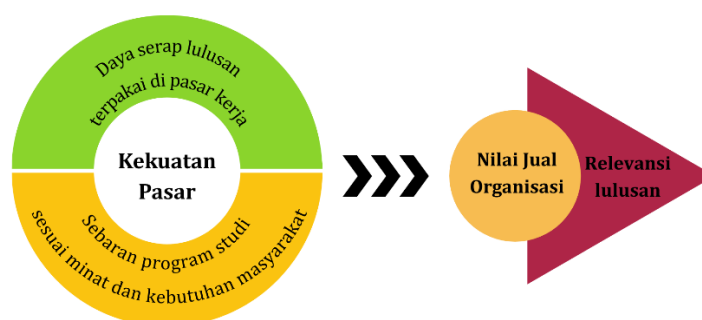


Figure 3. Market Power and Organizational Selling Value on the Implications of Change

The implications of change management at UINSI Samarinda are referred to as the K3N3 formula. This formula is expected to be applicable to educational institutions seeking to implement change. It also offers a structured approach to achieving desired change.

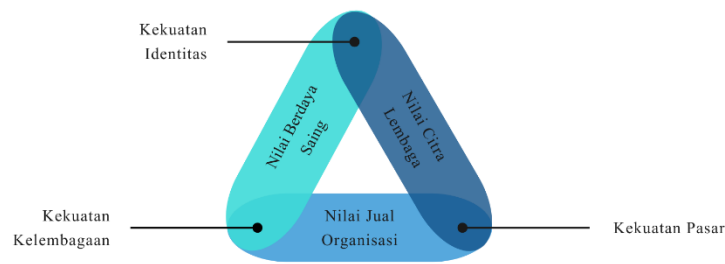


Figure 4. K3N3 Formula for Changes

In Kazt and Khan's view, as quoted by Burnes, organizational change has three focal goals: individual, group, and system achievement. From this perspective, Burnes states that there are three foundations underlying change management: *the individual perspective, the group dynamics, and the open system* (Burnes, 2017). It appears that UINSI Samarinda is currently implementing changes focused on group achievement and the systems being built.

Universities have always been changing. They have responded to changing societal, economic, and political contexts (Altmann & Ebersberger, 2013). State-owned universities (PTKIN) have also responded similarly to the dynamics of change occurring in the social, economic, and political contexts. The response is to make changes that impact these aspects. Ideally, PTKIN should have market power at the level of social, economic, and political needs.

At UINSI Samarinda, institutional strength represents the organization's response to political changes occurring within its environment. Institutional strength serves as the university's capital in interpreting political dynamics. Examples include transformative leadership practices and the implementation of collective, collegial patterns to ensure change is implemented in accordance with its objectives.

Meanwhile, the strength of identity represents a response to changes in the social context, integrating scientific knowledge with the principle of utility for social development. This also impacts market forces, providing economic benefits by absorbing market demand among UINSI Samarinda graduates.

D. CONCLUSION

The model of PTKIN change management implications that occurred at UINSI Samarinda is based on strength and values. These two aspects give rise to a formula called K3N3: institutional strength, identity strength, and organizational market strength; competitive value, organizational image value, and organizational selling value.

This research offers a model of the implications of change management that impact organizations in the process of institutional transformation. This model is also expected to serve as a reference in achieving desired change goals through the strengths and values possessed by Islamic higher education organizations, both public and private.

Similar research still needs further study, as the implications of change on organizations are constantly evolving and, of course, in line with the dynamics of change. Therefore, this research is highly interesting and could become an important focus in research on institutional transformation in educational institutions.

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