Change Management in Educational Institutions: Problems, Causes and Alternative Solutions

*Hifza[1], Susilawati[2], Nuraini[3], Suriadi[4]
[1,2,3,4]Institut Agama Islam Sultan Muhammad Syafiuddin Sambas, Kalimantan Barat
*hifzahamdan2018@gmail.com

ABSTRACT: *The purpose of this study is to describe the problems of change management in educational institutions and alternative solutions that can be attempted to overcome these problems. The results showed that the issues that often arise in the process of change in educational institutions are resistance (resistance) to change and the occurrence of momentary switches (temporal variation). Several factors that caused the failure of the change process were: 1) the difference was not well planned; 2) ignoring the human element in managing change; 3) failure to build strong coalitions to drive change; 4) lack of socialization to private educational institutions; and 5) lack of innovation and not empowering the energy to continue evolution. Alternative solutions are: 1) overcoming resistance to change; 2) innovating; and 3) maximizing the power of change in educational institutions, including support for human resources, maximum supervision and support from technology and information systems.*

Tujuan studi ini adalah untuk mendeskripsikan permasalahan manajemen perubahan pada lembaga pendidikan dan alternatif pemecahan yang bisa diupayakan dalam mengatasi permasalahan tersebut. Hasil penelitian menunjukkan bahwa permasalahan yang sering muncul dalam proses perubahan di lembaga pendidikan adalah penolakan (resistensi) terhadap perubahan dan terjadinya perubahan yang bersifat sesaat (temporal change). Beberapa faktor penyebab gagalnya proses perubahan tersebut adalah: 1) perubahan tidak direncanakan dengan baik; 2) mengabaikan unsur manusia dalam mengelola perubahan; 3) kegagalan dalam membangun koalisi yang kuat untuk mendorong perubahan; 4) kurangnya sosialisasi kepada pihak internal lembaga pendidikan; dan 5) kurangnya inovasi dan tidak terberdayakannya energi pelanjut perubahan. Alternatif pemecahannya adalah: 1) mengatasi resistensi perubahan; 2) melakukan inovasi; dan 3) memaksimalkan energi perubahan yang ada di lembaga pendidikan, meliputi dukungan sumber daya mannusia maksimalnya pengawasan serta adanya dukungan dari sistem teknologi dan informasi

I. INTRODUCTION

Change in human life is a necessity because the difference is not just a necessity, but it is a necessity to achieve progress. Changes in the context of educational institutions have significant benefits, namely maintaining the existence and development of educational institutions. Without change, it is difficult for the age of educational institutions to last long, because among the principal goals of reform are that these educational institutions do not become static, but remain dynamic in facing the times, technological advances and in providing quality educational services (Kasali, 2010).

Changes in the organization of educational institutions are an effort to increase the effectiveness of institutions to improve the ability of institutions to adapt to environmental changes and changes in the behaviour of members of educational institutions (Robbins, 2006). Differences in educational institutions are also an act of shifting an institution from its current conditions to future conditions as desired to increase its effectiveness (Winardi, 2008). This means that changes in educational institutions are an act of restructuring institutional components to increase the efficiency and effectiveness of educational institutions.

Efforts to change in educational institutions, such as schools and universities, need to use a change management approach because change management is a systematic effort to apply the knowledge, tools and resources needed to influence change on those affected by the change process (Wibowo, 2006). Change management is also a planned or unplanned response to existing pressures or impulses and efforts to manage the consequences caused by change. Planning in change management aims to achieve a consistent and coordinated set of operations to obtain the desired results, where the planning is prepared by a manager, who in this case is the leader of an educational institution (Hamalik, 2010).

Studies on change management in educational institutions have been widely studied in previous research. Allen examines one of the approaches used in the strategic change process, namely the development of an information strategy at 12 Higher Education Institutions in England (Allen dkk, 2003). Rune Todnem focuses on critical studies of several theories and approaches in organizational change management as a first step in building a new framework for managing change (Todnem, 2005). Djamali's research examines the implications of change management on the paradigm of the education system and the adjustments required in traditional education management, as well as the challenges that will be faced by education management actors (Djamali, 2005). Freitas and Oliver focus on five ways of understanding change and use these perspectives to explore how e-learning policies drive change in higher education institutions into research settings (Sara de Freitas & Oliver, 2005).

Some of these studies differ from this research which focuses on problems, causes and alternative solutions to change management in educational institutions. However, this research is the development of previous studies (Munir & Zakiyah, 2017).

The need for changes in educational institutions is caused by many factors, both related to global phenomena that affect various dimensions of life which cannot be avoided so that it has no small effect on an educational institution or those related to the conditions or development of educational institutions experiencing various problems (TB. Sjafri Mankuprawira & Hubeis, 2007). The essential objectives of

efforts to change educational institutions include: 1) maintaining the survival of the institution, both in the short and long term; 2) adapting to changes that occur in the internal and external environment of educational institutions; and 3) improving the internal effectiveness of educational institutions to be able to compete amid fierce competition (Kreitner & Kinicki, 2000).

Therefore, the process of change in educational institutions should continue (continues changes), to have a positive impact on the progress of educational institutions. However, often the changes that are attempted do not go as expected. Not a few of them failed to make changes. Even if these changes were able to be made, not a few were only temporary or temporal changes (temporal changes).

Changes that take place for a moment have the potential to cause many problems for educational institutions. The goal of change, which is to solve internal institutional issues, has turned into a new challenge that must be resolved. Differences in educational institutions that are momentary are the antithesis of change itself. Therefore, every educational institution that makes changes must be able to understand and identify all aspects related to the dynamics of change so that planned changes can run well and can take place continuously (Ikhwan, 2018).

Based on the problems that have been described, it is essential to study the issues of change management in educational institutions and alternative solutions so that they can be taken into consideration for actors of change in educational institutions so that the changes that are sought can run according to the stated goals (Mustopa, 2020).

II. METHOD

This research uses library research (library research) which focuses on essential issues around the problems of change management in educational institutions and alternative solutions. Data collection techniques are carried out by identifying discourses from books, papers or articles, magazines, journals or other information to look for things in the form of notes, transcripts, books, etc. related to change management problems in educational institutions and alternative solutions. Data analysis used two techniques, namely: 1) descriptive analysis, namely the effort to collect and compile data, then analyze the data; and 2) content analysis, which is aimed at the process of content analysis of descriptive data (Bungin, 2007).

III. RESULT AND DISCUSSION

Change Management

Kurt Lewin mentioned that there are three stages of the planned change model that outlines how to take initiatives, manage and stabilize the change process. The three steps of the change model are: 1) Unfreezing (search), namely the stages of change that focus on creating motivation to change. Individuals are encouraged to replace old behaviours and attitudes with those desired by management; 2) Changing or Transition, which is the learning stage where organizational members are given new information, new behaviour models, or new ways of seeing things to help them learn new concepts or points of view. It is essential to convey to members that change is a continuous learning process and not a momentary event; 3) Refreezing (re-freezing), which is the stage where the changes that occur are stabilized by helping

organizational members integrate behaviour and attitudes that have changed into healthy ways of doing things. With the formation of new practices and beliefs, it is necessary to pay attention to whether they are still by ongoing environmental developments. If changes are needed, then the unfreezing process will start again (Wibowo, 2006).

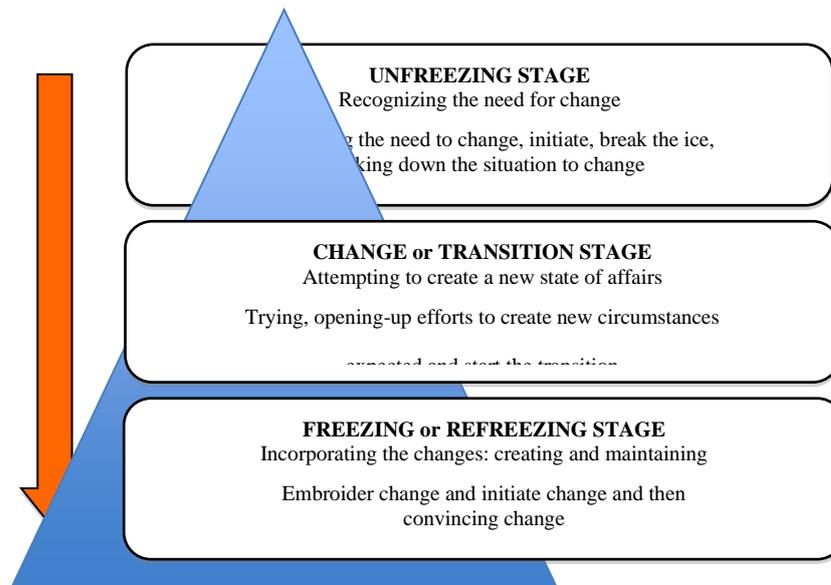The three stages of the change model, according to Kurt Lewin, can be described as follows:

UNFREEZING STAGE
Recognizing the need for change

the need to change, initiate, break the ice,
king down the situation to change

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

Trying, opening-up efforts to create new circumstances

expected and start the transition

FREEZING or REFREEZING STAGE
Incorporating the changes: creating and maintaining

Embroider change and initiate change and then
convincing change

Figure 1.Stages of change model according to Kurt Lewin

Green and Baron explain several factors which are the forces behind the need for change, namely: 1) Planned change, namely activities that are intended and directed in their nature and design to meet several organizational goals, such as changes in the field of products or services, changes in size and structure organization, changes in administrative systems and the introduction of new technologies; and 2) Unplanned changes, namely shifts in organizational activities due to forces originating from the external environment or outside of corporate control, such as shifts in workers' demographics, performance gaps, government regulations, global competition, changes in economic conditions, and advances in technology (Wibowo, 2006).

Some changes in educational institutions are innovative and strategic. Creative transformation is continuous improvement within the existing resource framework. Meanwhile, the decisive move is an intentional change to do something new (Allen dkk, 2003). The two characteristics of these changes indicate that the goal of reform is the improvement or renewal of the elements of educational institutions so that the performance of educational institutions is better. Every turn, whether innovative or strategic, each uses a different approach in its handling process.

Change Management Problems and Causes of Failure

Changes in educational institutions have the potential to cause many problems, including the emergence of resistance to change. Rejection of change is not always contrary, because, with rejection, the change process cannot be carried out carelessly (Stephens, Hernandez, Roman, Graham, & Scholz, 2008). Denial of change in practice also does not always appear in a standardized form. The rejection that is explicit and

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immediate, such as protests, threats of strikes, demonstrations, and the like, while implicit and gradual, for example, loyalty to educational institutions decreases, work motivation decreases, work errors and absenteeism levels increase (Darma & Banurea, 2019).

The emergence of problems in the change process does not mean that change should be avoided. On the contrary, changes need to be made if it is to be better. Changes that ensure the success of achieving goals, including continuous changes, are carried out properly according to careful planning and are made based on the needs of change. However, if the changes do not run consistently, it has the potential to give birth to temporary changes, namely changes that are temporary and do not go as planned. Kurt Lewin, in this case, states that difference is a continuous learning process and not a momentary event (Wibowo, 2006).

Many factors, including cause the failure of the list for change in educational institutions:

First, change is not well planned, because it treats evolution as a coincidence or routine that would be completed automatically, without a good plan. As a result, changes often run out of control. Robbins, in this case, states that change should be a planned, deliberate and goal-oriented activity, namely to improve the organization's ability to adapt to changes that occur in its environment and change the behaviour of employees.

Second, ignoring the human aspect of managing change. According to Galpin, the process of transformation carried out by agents of change in educational institutions, most of them focus more on technical, financial and operational aspects, rather than human elements. As a result, efforts to change that have been announced often fail (Soetopo, 2010) even though the position of humans as one of the essential resources of educational institutions cannot be ignored in the process of change, because humans are one of the critical factors that can ensure the continuity of the change process (Marwansyah, 2010).

Third, failure to build strong coalitions to drive change. This failure is aimed at actors of change who are weak in building alliances with people who can drive change (Indrajit, 2006). Change that is not supported by a strong coalition may progress for a while, but sooner or later, resistance will emerge, which can undermine the change initiative.

Fourth, the lack of introduction or socialization of objectives and matters relating to the change process to all components of human resources in educational institutions, resulting in the unpreparedness of these components to support the changes that have been announced (Djamali, 2005).

Fifth, the elements of energy that continue change are not empowered, especially those related to awareness and participation of all components of human resources in educational institutions. Yuniarsih and Suwatno stated that human resources are a very vital organizational asset. Therefore, in certain parts, its roles and functions cannot be replaced by other resources, so that in any change agenda, educational institutions must be maximally empowered (Yuniarsih & Suwatno, 2008).

Sixth, the information technology system that supports change efforts does not function optimally. This condition will cause failure in the change process that is executed. According to Huff and Munro, information technology systems are a vital

element, especially in supporting improvements in decision making, better service to customers and client expectations, coordination of dispersed groups, and testing the power of control over personal and expenditure, especially in implementing changes. In educational institutions (Terry, 2000).

Seventh, there is a lack of innovation in the change process, especially from those who act as agents of change. Chin in Soerjogoeritno revealed three strategic reasons for the need to develop innovative ideas, namely: 1) The development of creative ideas are suggested for reasons that are rational and because of the sizeable useful value of developing innovative ideas; 2) because of existing norms and attitudes of personnel who support the development of the innovation idea; and 3) Development of creative ideas because bureaucracy or power demands volunteerism (Soerjogoeritno, 2004).

Several factors, as mentioned in point 1 too. Four nature generally applies to any changes that do not go as expected or fail. As for positions, 5 to 7 is a causal factor in the occurrence of changes that are momentary (temporal) because the factors that cause it are specific.

Alternative Solutions

Kurt Lewin said that there are three primary phases of the change process, namely: 1) Unfreezing (breaking the ice); 2) Changing (change) which takes place gradually but surely, and 3) Refreezing (consolidating/reuniting) if the desired change conditions have been achieved.

Several steps must be taken in managing change so that it can run well and sustainably, namely: 1) determining the need for change to ensure that the changes to be rolled out are actually by the real requirements the organization wants to achieve; 2) identify potential things that can hinder the change process; 3) implementing changes, among others by disseminating these changes to all elements in the organization, either by managers or consultants according to their level of effectiveness; and 4) evaluate changes to measure the change efforts made (Stone, 2006).

Referring to some of the frameworks above of thought, efforts that can be made in the change process include:

First, overcoming resistance to change. To ensure that the change process can proceed according to plan, the strength that arises must be overcome. Several strategies can be used to overcome various resistances from the change process, namely: a) Education and communication, by providing a thorough explanation of the background, goals, and consequences of the change to all parties; b) Participation, by inviting all parties to make decisions; c) Provide convenience and support to employees to reduce the level of rejection; d) Negotiation, that is, with parties who oppose change; e) Manipulation and Cooptation, and f) coercion, as the last strategy by providing threats and punishment for anyone who opposes change (Allen dkk, 2003).

Second, do innovation. According to Adair, change in organizations is the development and implementation of new ideas that have an impact on theory, practice, product or process improvements and the daily work design of the organization (Allen dkk, 2003). Innovation in educational institutions includes conceptual and perceptual activities, where an innovator can use two sides of the brain (left and right) in generating new ideas or in addressing problems faced within the institution. Although in practice the innovation process in organizations is much more complicated than the

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innovation process by individuals, because the innovation process in organizations involves several individuals who each play a different role in innovation decisions, innovative attitudes must be cultivated, especially from those who are responsible for the implementation of change (Rogers, 2005).

The development of innovative ideas in educational institutions that are related to the change agenda lies with the leaders or agents of change. Innovation must be built in the work organizing system. Therefore every leader or agent of change in educational institutions should also be an innovator or agent of reform so that the changes made do not fail along the way (Furchan, 2004).

An innovative attitude, in this case, is emphasized on how a school leader can come up with new ideas that are by the problems at hand so that these problems do not become an obstacle to the continuation of the change process in educational institutions. In other words, wherever and whenever the educational institution tries to develop and wants to achieve progress, this innovative attitude cannot be abandoned. It's just that innovation efforts should not be trapped in the euphoria of innovation, so they are carried out without control.

Third, maximize the energy of change in educational institutions. The power that continues the shift in question, among others, is the high level of support from all elements of educational institutions, maximum control (supervision) and help from the technology and information systems. These three aspects can be potent energy to continue change because they have the power to maintain and maintain the spirit and strength of change in the organization of educational institutions (Nurhadi, 2018).

Support from all elements of educational institutions, especially from human resources (HR) that are internal to educational institutions, because humans are a very vital organizational asset. In some cases, their roles and functions cannot be replaced by other resources. No matter how sophisticated the technology used, or how much funds are prepared, without professional human resources, everything becomes meaningless (Yuniarsih & Suwatno, 2008). Support from all human resources of educational institutions in the succession of change is closely related to the socialization and approach used. Socialization of differences is usually carried out before the changes are made, whereas change approaches can be made at the beginning and when the changes are taking place. Through the right path, efforts to minimize the failure rate in the change process can be pursued.

Next is supervision or control in the form of an assessment or if necessary to make corrections, so that what subordinates do can be directed to the right path to achieve the goals outlined from the start (Djamali, 2005). There are several types of supervision used in organizations, including pre-supervision, guidance during work in progress, and monitoring of feedback. From these types of control, to overcome a quick change process, it is necessary to maximize the supervision efforts during the organization's work or the change agenda (Ikhwan, 2017).

Regarding technology and information systems are essential tools available to achieve higher levels of efficiency and productivity in the activities of educational institutions, especially when combined with changes in institutional practices and management behaviour (Borrego, 2014). The use of technology and information enables educational institutions to create better collaboration and services to the community, strategic intelligence, knowledge management and technology-based news.

With the support of information technology, the managerial level in completing work can be assisted, especially in terms of strategic decision making, where the information generated by an information system will significantly help provide solutions in work matters (Borrego, 2014). Likewise, the process of changing educational institutions, which is supported by a sound information technology system, will be beneficial in terms of access to information that can be taken into consideration in the decision-making process. Through the support of information technology systems, educational institutions will find it easier to organize various problems that arise in the field.

IV. CONCLUSION

The problems that often arise in the process of change in educational institutions are resistance (resistance) to change and the occurrence of momentary switches (temporal variation). Several factors contributed to the failure of the change process, including 1) the difference was not; 2) appropriately planned to ignore the human element in managing change; 3) failure to build strong coalitions to drive change; 4) lack of socialization to private educational institutions; and 5) lack of innovation and unempowerment of the energy to continue evolution. Alternative solutions are: 1) overcoming resistance to change; 2) innovating; and 3) maximizing the power of change in educational institutions, including human resource support, maximum supervision and support from technology and information systems.

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