# CHANGE MANAGEMENT STRATEGIES IN THE CONTEXT OF EDUCATION: A CASE STUDY OF PRIVATE SCHOOL SMK X

**Khalifachri Albi[1], Ermalina[2], Sulistyo Seti Utami[3], Siti Maryama[4], Berlianingsih Kusumawati[5]**

Universitas Tangerang Raya[1], ITB Ahmad Dahlan Jakarta, Indonesia[2,3,4,5]

E-mail**:** khalifachrialbi@gmail.com[1], ermalina1962@gmail.com[2], sulistyo.stiutami@gmail.com[3], maryama.siti@gmail.com[4], Berlianingsihkusuma@gmail.com[5]

## ABSTRACT

Education is a sector that is constantly changing. These changes can be in the form of changes in curriculum, technology, policies, and so on. Schools as educational institutions need to have effective change management strategies to adapt to changes and improve the quality of education. This research aims to analyze effective change management strategies in the context of education using a case study of a private school. This research uses qualitative research methods. The data collection techniques in this research are literature review, observation, and interviews. The data that has been collected is then analyzed in three stages, namely data reduction, data presentation, and conclusion drawing. The results showed effective change management strategies in private education at SMK X include communication, stakeholder participation, training and mentoring, and adaptive culture. Effective change management strategies can help schools to adapt to changes and improve the quality of education.

**Keywords:** Change Management, Education, Private Schools

## Introduction

Education is a field that is constantly undergoing dynamic and unavoidable changes. These changes cover a variety of aspects, from curriculum adjustments to the integration of technology in learning, as well as the renewal of educational policies (Danugroho, 2022). This dynamic requires schools and educational institutions to always be ready to adapt to the changes that occur to meet the demands of the times and the needs of students. For example, changes in the curriculum require new strategies in the preparation of learning materials to be relevant to the development of science and technology (Fatimah, 2021).

Similarly, technological advances open up new opportunities in teaching methods, enabling the adoption of various interactive and inclusive online learning platforms. In addition, changes in education policies, both at the national and local levels, also affect the governance and practice of education in various institutions (Sakti, 2023). Therefore, awareness of these changing dynamics is important for stakeholders in education to develop responsive and sustainable strategies and policies.

Schools must have an effective change management strategy as an educational institution that plays an important role in shaping future generations. Change management is a series of processes, activities, and strategies designed and implemented to manage change in an organization or work environment. The main objective of change management is to facilitate the transition from current conditions to desired or expected conditions (Bairizki et al., 2021). This is necessary so that schools can adapt to the dynamics of change that continuously occur around them and to continuously improve the quality of education they provide.

Kurt Lewin introduced a planned change model that consists of three stages, namely the Unfreeze Stage, the Movement Stage, and the Refreeze Stage. The first stage in Lewin's change model is the unfreeze stage, where current conditions are identified and prepared for change. This involves reducing resistance to change by identifying problems or dissatisfaction with the current status quo and creating awareness of the need for change. In this stage, individuals or organizations prepare themselves to accept change by opening their minds and increasing mental readiness.

The second stage is the change stage, where the desired changes are introduced and implemented. This involves developing and implementing a change strategy that fits the desired goals. During this stage, individuals or organizations are actively engaged in adopting new behaviors or working methods that fit the vision of the desired change. The final stage in Lewin's model is the refreezing stage, where the changes that have been implemented are maintained and applied consistently. This involves reinforcing the new change, integrating it into the organizational culture or individual routines, and ensuring that the change is ongoing and sustainable over time. During this stage, the individual or organization ensures that the changes become part of the new norms and accepted routines.

Previous research (Arifin, 2017) found that change management is very important in improving discipline, especially in the university environment. Changes in organizations always bring good and bad consequences, depending on various factors that can come from internal and external to the organization. Therefore, change management is a process, tool, and technique used to direct people through the change process to improve discipline, so that organizational goals can be achieved.

Another study (Munandar, 2021) found that SLB Negeri A, located on Jalan Sukarasa, Citeureup, Cimahi City, West Java Province, is currently implementing inclusive education by paying attention to the role of SLB as a Resource Center (RC) for inclusive education. The participants in this study consisted of (1) school principal, (2) vice principal, (3) special school teachers, (4) school committee members, (5) special school students who are the object of research, and (6) school administration staff.

This research contributes to the understanding of the importance of change management strategies in the context of private education. The findings of this study can be used as a basis for the development of new theories or the re-testing of existing theories in the field of change management and education. This research aims to analyze effective change management strategies in an educational context using a case study of a private school.

### Research Method

Education occupies an important position in a stage of human history, this is due to the dimensions of education that centrally strengthen aspects of individual personality, knowledge, and skills. Education plays a role in preparing humans to face increasingly complex challenges by providing a strong foundation in terms of attitudes, knowledge, and skills. As the interests and obstacles in human life grow, the role of education in providing a deep understanding of science and technology as a means to overcome various aspects of life becomes more important. In this context, it means that education has a significant impact on the nation's development efforts to respond to ongoing changes (Nuridin et al., 2019).

Meanwhile, globalization and rapid technological advancements have resulted in a significant level of competition in various sectors, plus sometimes disruption forces organizations to re-evaluate their business models to compete in the market and maintain their business (Wijayanti et al., 2024). This phenomenon is no exception for educational institutions where the increasing number of educational institutions shows that competition is becoming increasingly inevitable. One of the evidences of this intense competition is the effort to create new things for schools to find the characteristics and advantages of their education delivery, to attract the interest and needs of prospective students and parents as consumers of education services (Wahyuny, 2019). According to (Marginson & Van der Wende, 2007) in (Aji, 2018), linking the concept of competitiveness in education with elements such as excellence, reputation, and status. Educational institutions as providers of educational services strive to pay attention to how to create a sense of satisfaction for customers and fulfill what students need through improving the quality of education in their schools.

Educational institutions, including private schools, have a primary focus on improving the quality of their education. Private schools are educational institutions run by community organizations or legally valid foundations. They operate independently, meaning that they are not dependent on the local or national government like public schools. The establishment of private schools can be done by individuals, groups, or foundations with various objectives, ranging from religious, and cultural to regional aspects. Private school management is geared towards meeting the challenges and needs of the market, in other words, private schools seek to meet the needs of the community or service users for the education they offer. This means that private schools must be responsive to the dynamics and changes in society and committed to providing quality education to the needs and expectations of parents and students (Hidayatsyah Noor & Ali, 2017).

Change is an unavoidable phenomenon in life and develops continuously. But even though change for the sake of change has been going on unnoticed for a long time, the degree of its force is currently increasing. Experts say that the only thing that does not change in this world is change itself. So, based on this, change can occur at any time, according to the situational needs that arise (Widayani, 2020).

As private schools operate independently, the challenge of keeping up with the unavoidable changes in education becomes more significant. Strategies are needed to

deal with these changes because strategies are a way to achieve goals and accomplish the desired changes. Change management strategies are needed to improve the quality of education in educational institutions, including private schools. This involves effective planning, good organization, and exploration of evaluation methods to measure the impact of change and celebrate achievements (Rahayu, 2022).

According to (Arifin, 2017), Management is an action that directs human resources and all available equipment to achieve what was previously intended. Management is also understood as a process that involves the use of resources through management functions, namely planning, organizing, mobilizing, and controlling, to achieve the desired results effectively and efficiently. Meanwhile, change refers to the act of doing work using new things such as flow, technology, systems, procedures, and so on that significantly disrupt the pre-existing system. When applied in educational institutions, such changes include modifications to the resources owned by the school, including changes in human resources, educational equipment, and other aspects that are prioritized to achieve the set educational goals (Baidowi, 2022).

Change management, according to (Wibowo, 2011) in (Menda et al., 2018), Change management is defined as a systematic process of applying the necessary knowledge, tools, and resources to effect change in individuals who will be affected by the change process. According to a different view, change management is considered as tools, processes, and techniques to manage individuals during the change process, to achieve desired results, and to realize change effectively in a team, individual, or wider system. In this case, proper planning to prepare, equip, and support individuals within the organization to successfully adopt change is considered an integral part of change management (Murti et al., 2021).

In addition, the effectiveness of an organizational change requires the development of an effective organizational change strategy (Sugiyanto, 2018). The implementation of a successful change management strategy in a private education environment involves the following key aspects: first, open and continuous communication among all parties involved is very important. Open and continuous communication is key because changes in a private education environment can cause discomfort and confusion among stakeholders, such as teachers, staff, students, and parents. This uncertainty and confusion can hinder the change process and even cause resistance.

Based on the meaning of communication is a process in which messages are transferred or passed from a source to a receiver through a channel, to change behavior, knowledge, attitudes, or other behavior openly. Effective communication plays a crucial role in the success of an organization as it enables the proper delivery of the desired message. Organizations are in dire need of effective communication because, without it, it will be difficult to achieve organizational goals optimally. Effective communication ensures that all parties involved understand the information conveyed, have a uniform understanding of the organization's goals and direction, and feel heard and involved in the decision-making process (Hasmawati, 2020).

Effective communication should include an explanation of the rationale behind the change, making it clear what the objectives are, and how the change will be

implemented. Secondly, open communication allows stakeholders to raise any concerns, issues, or questions they have so that any issues that may arise can be promptly addressed and resolved. The goal is to provide accurate and complete information about the change to all stakeholders involved. In addition, a clear and logical explanation of why the change is needed provides a clear picture of what the change is intended to achieve. Furthermore, communication provides opportunities for stakeholders to provide input, ask questions, and discuss the change so that each individual involved feels heard and valued, and can feel more involved in the change process. The support and commitment from all stakeholders to support the change results in active participation from all parties/stakeholders involved.

Involving stakeholders in a private school's change management strategy is an important step that can provide valuable lessons for change management. One of the lessons learned is that involving stakeholders in almost all school activities can increase their level of ownership of the school. When school committees, parents, and other community members feel valued for being involved in school activities, it builds a sense of ownership of the school (Kholis et al., 2014)

Stakeholders as defined by (Rokhlinasari, 2016) in (Zain et al., 2021), is any group or person who can influence or be influenced by the achievement of organizational goals. In the context of private schools, stakeholders may include the school committee, parents, teaching staff, administrative staff, students, and members of the local community. The active participation of all stakeholders in the change process has proven to be very important. This is because such participation increases the sense of ownership of the change and encourages greater acceptance and support for the changes to be made. When stakeholders feel that they are involved in the decision-making process and have a say in the changes that will take place, they are more likely to be supportive and committed to the changes.

Some of the benefits of active participation of all stakeholders in the change process such as feeling an active role in the change process and tend to be more committed to the achievement of change goals, feeling more ownership and responsibility for the results of the change, building trust and better cooperation in the future, finally increasing the chances of successful change due to the support of various parties involved.

The next change management strategy in improving private school change is through improving the quality of human resources through training and mentoring. This is because changes in the school environment often cause anxiety and uncertainty among stakeholders, especially teachers and staff. Therefore, improving the quality of human resources is key to overcoming these challenges. Human resources are explained by (Samsuni, 2017), are people who are ready, willing, and able to contribute to efforts to achieve organizational goals. They play an important role in the achievement of organizational goals, and this success is highly dependent on their ability to carry out their duties and functions.

Human Resources (HR) plays a key role in the success of an organization. Therefore, management should pay more attention to HR development through various

policies (Saputra & Ong, 2024). Training and mentoring are two important methods that can be applied to improve the capabilities and skills of human resources, especially teachers and staff so that they can better cope with changes. Here are some ways that can be done such as:

a. Training in the use of new technologies, new learning media, or new systems Through this training, teachers and staff are provided with the new knowledge and skills needed to use newly introduced technologies or learning methods in the school environment. This helps them to be better prepared and competent in dealing with changes in technology or learning approaches.

b. Assistance on dealing with anxiety and stress, building effective communication, and teamwork The assistance aims to help teachers and staff manage emotions and stress that may arise due to change. In addition, they will also be trained in building effective communication with fellow staff, students, parents, and other stakeholders, as well as working with teams productively in the face of change.

c. Providing financial support for training, professional development, or resources needed to evolve change Financial support can be provided to finance the training and professional development of teachers and staff, or to acquire the resources needed to better adapt to change. This includes training costs, the purchase of new tools or equipment, or other necessary resources.

Through these steps, it is expected that teachers and staff as human resources in schools will be better prepared and able to adapt to the changes that occur. They will have the necessary knowledge, skills, and support to face the challenges that arise, thus increasing the chances of success in carrying out the desired changes in the school environment, especially in private schools.

Finally, the development of a school culture that is adaptive and responsive to change is a key factor in the successful implementation of change management strategies. School culture is a very important element because fundamentally, it reflects various aspects of school life, such as the philosophy, ideology, values, beliefs, expectations, attitudes, and norms shared by the school community. Specifically, school culture is determined by various factors, such as the state of leadership, teamwork, organizational characteristics, and evolving administrative processes. Strong and proactive leadership, collaborative teamwork, and administrative processes that are flexible and responsive to change are factors that influence the formation of a school culture that is adaptive to change (Kholis et al., 2014).

The development of school culture is highly dependent on the role of the principal (Ridho, 2019). Principals have a great responsibility in ensuring the success and quality of the school. They must have specific competencies to be able to lead the school in accordance with the rules and to face and adapt to rapid changes. A good principal should be able to first lead the school in accordance with the applicable rules and manage all aspects of school life effectively. Second, face and adapt to various kinds of developments or changes, such as curriculum changes or new policies both at the district and national levels. Third, leading by good example and being able to inspire staff and students to actively participate in the change process. Fourth, creating a school culture and atmosphere conducive to learning, cooperation, and innovation. Fifth, having

leadership skills that are superior to their subordinates, especially in terms of motivating and guiding staff.

But in reality, there are still principals who have not been able to create a conducive school culture and atmosphere (Rahayuningsih & Iskandar, 2022). This shows that there are still challenges in developing effective and adaptive school leadership. Therefore, it is important for school principals to continue to develop themselves, improve their leadership competencies, and actively strive to create a dynamic school environment that is responsive to changes that will come in accordance with the times so that schools can remain relevant and successful in achieving the stated educational goals.

Based on this, it can be concluded that change management for private schools is very important given their independent nature and the inevitability of change. Therefore, it is necessary to implement effective change management strategies, such as effective communication, active participation from stakeholders, improving the quality of human resources, especially teachers and staff, and developing an adaptive and responsive school culture by the principal. Thus, these strategies help private schools to adapt to the changing environment and improve the quality of education they provide for students.

## Conclusion

The application of Lewin's theory in the school context has proven to make a significant contribution to managing change and improving the quality of education. The first stage, Unfreeze, has proven to be important in opening minds and increasing mental readiness to accept change. The identification of problems or dissatisfaction with the current status quo helps prepare individuals and organizations to better accept change. Furthermore, the effective change management strategies implemented, such as good communication, stakeholder participation, provision of training and mentoring, and development of an adaptive culture, directly support the Movement stage in Lewin's model. These strategies help the school to adapt to change, involve all relevant parties, and increase effectiveness in implementing the desired changes. Finally, the Refreeze stage requires efforts to ensure that the changes that have been made are sustained and become a permanent part of the organizational culture. By implementing effective change management strategies, schools can successfully reach this stage, maintain consistency in implementing changes, and optimize educational outcomes. Thus, the conclusion of this study is that the application of Kurt Lewin's theory in educational change management has helped School X to manage change more effectively, improve the quality of education, and create an environment that is adaptive and responsive to the ongoing dynamics of change.

## Bibliography

Aji, N. B. (2018). Analisis Swot Daya Saing Sekolah: Studi Kasus Di Sebuah Sma Swasta Di Kota Tangerang. *Jurnal Operations Excellence: Journal Of Applied Industrial Engineering, 10*(1), 65–73.

Arifin, M. (2017). Strategi Manajemen Perubahan Dalam Meningkatkan Disiplin Di

Perguruan Tinggi. *Edutech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, *3*(1).

Baidowi, A. (2022). Manajemen Perubahan Pendidikan. *Jambura Journal Of Educational Management*, 55–63.

Bairizki, A., Irwansyah, R., Arifudin, O., Asir, M., Ganika, W. G., Karyanto, B., & Lewaherilla, N. (2021). *Manajemen Perubahan*. Penerbit Widina.

Danugroho, A. (2022). *Pendidikan Dalam Kacamata Ketahanan Nasional* (Vol. 1). Jejak Pustaka.

Fatimah, I. F. (2021). Strategi Inovasi Kurikulum. *Eduteach: Jurnal Edukasi Dan Teknologi Pembelajaran*, *2*(1), 16–30.

Hasmawati, F. (2020). Manajemen Dalam Komunikasi. *Al-Idarah: Jurnal Pengkajian Dakwah Dan Manajemen*, *7*(2), 1–11.

Hidayatsyah Noor, I., & Ali, M. (2017). *Peran Komite Sekolah Dalam Peningkatan Mutu Pendidikan Di Sdit Nur Hidayah Kota Surakarta Tahun Pelajaran 2016/2017*. Universitas Muhammadiyah Surakarta.

Kholis, N., Zamroni, Z., & Sumarno, S. (2014). Mutu Sekolah Dan Budaya Partisipasi Stakeholders. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, *2*(2).

Marginson, S., & Van Der Wende, M. (2007). Globalization And Higher Education. *Education Working Paper*, *8*.

Menda, J. F., Tewal, B., & Sendow, G. (2018). Pengaruh Manajemen Perubahan Dan Budaya Organisasi Terhadap Kinerja Pegawai Negeri Sipil (Studi Pada Rsud Bitung). *Jurnal Emba: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, *6*(4).

Munandar, D. R. (2021). Manajemen Perubahan Organisasi Sekolah Luar Biasa. *Wahana Karya Ilmiah Pendidikan*, *5*(02).

Murti, H. T., Puspita, V., & Ratih, P. (2021). Pemanfaatan Teknologi Informasi Dan Manajemen Perubahan Organisasi Dalam Mendukung Bisnis Berkelanjutan Pasca Covid-19 Pada Umkm Di Kota Bengkulu. *Jurnal Bisnis Dan Pemasaran Digital*, *1*(1), 33–41.

Nuridin, N., Maerani, I. A., Soleh, M. M. A., & Anwar, K. (2019). Meningkatkan Kompetensi Kepala Sekolah Swasta Di Kota Semarang Berdasarkan Permendikbud Nomor 6 Tahun 2018. *Indonesian Journal Of Community Services*, *1*(2), 165–174.

Rahayu, D. (2022). Strategi Manajemen Perubahan Di Smp Swasta Al Washiyah-1 Medan. *Jurnal Islami: Manajemen Pendidikan Islam & Humaniora*, *2*(2).

Rahayuningsih, Y. S., & Iskandar, S. (2022). Kepemimpinan Kepala Sekolah Dalam Menciptakan Budaya Sekolah Yang Positif Di Era Revolusi Industri 4.0. *Jurnal Basicedu*, *6*(5), 7850–7857.

Ridho, M. A. (2019). Kepemimpinan Kepala Sekolah Dalam Mengembangkan Budaya Sekolah Efektif Di Sekolah Dasar. *Jdmp (Jurnal Dinamika Manajemen Pendidikan)*, *3*(2), 114–129.

Rokhlinasari, S. (2016). Teori-Teori Dalam Pengungkapan Informasi Corporate Social Responbility Perbankan. *Al-Amwal: Jurnal Ekonomi Dan Perbankan Syari'ah*, *7*(1).

Sakti, A. (2023). Meningkatkan Pembelajaran Melalui Teknologi Digital. *Jurnal Penelitian Rumpun Ilmu Teknik*, *2*(2), 212–219.

Samsuni, S. (2017). Manajemen Sumber Daya Manusia. *Al-Falah: Jurnal Ilmiah Keislaman Dan Kemasyarakatan*, *17*(1), 113–124.

Sugiyanto, E. (2018). Manajemen Perubahan Organisasi Sebagai Upaya Peningkatan Kinerja Perusahaan Di Industri Batik Laweyan Surakarta. *Benefit: Jurnal Manajemen Dan Bisnis (Jurnal Ini Sudah Migrasi)*, *3*(1), 49–63.

Wahyuny, R. (2019). *Strategi Pemasaran Jasa Pendidikan Dalam Meningkatkan Daya Saing Di Sd Budi Mulia Dua Panjen Yogyakarta*. Uin Sunan Kalijaga Yogyakarta.

Wibowo, M. (2011). Pembelajaran Kewirausahaan Dan Minat Wirausaha Lulusan Smk. *Eksplanasi*, *6*(2), 109–122.

Widayani, K. (2020). *Implementasi Manajemen Perubahan Terhadap Kinerja Pendidik Dan Tenaga Kependidikan Di Mts Negeri 3 Medan*. Universitas Islam Negeri Sumatera Utara.

Wijayanti, C. A., Abduh, S., Kristaung, R., & Festivalia, F. (2024). The Role Of A Firm's Capabilities On Business Model Innovation; Evidence From Hotels In Indonesia. *Return: Study Of Management, Economic And Business*, *3*(2), 122–137.

Zain, R. N. W., Hendriyani, C., Nugroho, D., & Ruslan, B. (2021). Implementation Of CSR Activities From Stakeholder Theory Perspective In Wika Mengajar. *Abiwara: Jurnal Vokasi Administrasi Bisnis*, *3*(1), 102–107.