

DEVELOPMENT OF CHANGE MANAGEMENT STRATEGIES IN SECONDARY SCHOOLS TO IMPROVE THE QUALITY OF EDUCATION

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ABSTRAK

Manajemen perubahan di sekolah menengah merupakan pilar strategis yang krusial untuk menjawab tantangan zaman dan mengakselerasi peningkatan kualitas pendidikan. Artikel ini bertujuan untuk mengkaji strategi manajemen perubahan yang paling efektif dalam meningkatkan mutu pendidikan di tingkat menengah melalui pendekatan kualitatif berbasis studi literatur (*library research*). Hasil kajian menunjukkan bahwa strategi manajemen perubahan yang bersifat terstruktur, inklusif, dan kolaboratif memiliki peran vital dalam mengoptimalkan efektivitas pembelajaran dan efisiensi manajemen sekolah. Keberhasilan transformasi ini sangat bergantung pada sinergi antara kepemimpinan transformasional kepala sekolah dan kesiapan sumber daya manusia di dalamnya. Rekomendasi utama yang dihasilkan meliputi penguatan kapasitas kepemimpinan yang inspiratif, penyediaan pelatihan guru secara berkelanjutan untuk menghadapi disrupsi pendidikan, serta peningkatan partisipasi aktif dari seluruh pemangku kepentingan dalam setiap tahapan proses perubahan. Dengan implementasi manajemen perubahan yang tepat, sekolah menengah dapat menciptakan lingkungan belajar yang adaptif dan inovatif.

Kata Kunci: Manajemen Perubahan, Strategi Pendidikan, Kualitas Pendidikan, Sekolah Menengah.

ABSTRACT

Change management in secondary schools is a crucial strategic pillar to answer the challenges of the times and accelerate the improvement of the quality of education. This article aims to examine the most effective change management strategies in improving the quality of education at the secondary level through a qualitative approach based on literature studies (library research). The results of the study show that a structured, inclusive, and collaborative change management strategy has a vital role in optimizing learning effectiveness and school

management efficiency. The success of this transformation depends heavily on the synergy between the transformational leadership of the principal and the readiness of human resources in it. The main recommendations produced include strengthening the capacity of inspirational leadership, providing teacher training on an ongoing basis to deal with educational disruptions, and increasing the active participation of all stakeholders in each stage of the change process. With the implementation of proper change management, high schools can create an adaptive and innovative learning environment.

Keywords: *Change Management, Education Strategy, Quality of Education, High School*

INTRODUCTION

Changes in the world of education are inevitable that must be faced by every educational institution, especially high school. Technological developments, curriculum changes, and increasing public demands for the quality of graduates encourage the need for innovation and managerial adaptation. In this context, change management is a strategic component to increase the effectiveness of schools in producing superior generations.

Change is something that is inevitable and will definitely happen (by Bairizki et al., 2021). Educational institutions, especially junior high schools (SMP), must be flexible enough to follow the direction of transformation. Educational institutions are a key factor in the transformation of values, so they must be able to modify the needs, desires, and changes that occur in their environment. The management of changes in teacher performance at SMP Sintang can be handled effectively through effective planning strategies, performance management systems, and communication. These are three essential elements for the improvement of education to be taken into account. Schools have a very important role as a common place for students to acquire knowledge systematically and regularly (Aqib, 2013).

Changes in educational institutions can be seen from several components, which include curriculum, teaching methods, physical infrastructure, and organizational culture (Ismail, 2018; Sari & Sirozi, 2023). For example, technology and communication tools (ICT) that will be used in teaching or planning technology

to intensify management. Therefore, the successful implementation of strategic change management techniques has resulted in improved school performance, as evidenced by surveys that report a direct relationship between leadership strategies and improved educational outcomes (Mairura & Atambo, 2019).

However, the change process is often faced with challenges such as resistance from stakeholders, uncertainty, and the inability to predict the impact of change as a whole (Parnawi, 2021). Therefore, a holistic and sustainable change management approach is needed. Schools that adopt a comprehensive strategic planning framework tend to experience improved performance metrics, which highlights the importance of a structured approach to change (Mairura & Atambo, 2019). To overcome obstacles such as rejection from stakeholders and educational institutions, it is critical to implement a comprehensive and sustainable change management strategy.

Research shows that institutions that implement a comprehensive strategic planning framework tend to improve their performance. Organizational resilience is enhanced through the implementation of comprehensive strategies, including stakeholder engagement, strategic planning integration, and communication management. Leadership is essential to fostering a culture that encourages innovation and advances change initiatives. It's important to understand the sources of rejection, such as a lack of managerial commitment and limited participation, in order to manage change effectively. Resistance can be reduced and a smooth transition can be facilitated through active stakeholder engagement and clear communication.

Nevertheless, despite their structure and usefulness, these methods often fail to take into account the cultural and contextual factors influencing change, underscoring the need for careful consideration in the implementation of strategies. The development of science and technology, population growth, and social and psychological changes are some of the factors that affect curriculum changes. The emergence of new methods and theories in the teaching and learning process is facilitated by technological and scientific advances (Soetopo & Soemanto, 2016).

On the other hand, the psychology of student development must also be considered when revising the curriculum to ensure that learning materials are in accordance with students' abilities and needs. Sociology is also important in understanding the dynamics of social life that affect education, because the curriculum must be able to reflect the values and social needs of the community as a whole. The impact of changes in the education system includes teachers, students, and the community. Nasution (2016) emphasized that curriculum modification includes instruments and methodologies used to achieve educational goals.

The purpose of this change is to increase the effectiveness and relevance of education according to the needs of students, which is interpreted as innovation or renewal. The efficient utilization of educational resources, the relevance of learning, and increased participation in the curriculum development community are all significantly enhanced by curriculum management. Junior high schools in Sintang District, like many other educational institutions in Indonesia, face challenges in maintaining the relevance and quality of education in the midst of changing times. The speed of technological and information development is one of the main factors driving change.

The digital era has changed the way of learning and teaching, so educational institutions need to continue to adapt to remain relevant in providing effective and meaningful education for students. In addition, changes in the demands of society and the world of work are also important factors that affect education in junior high schools in Sintang District. Society now expects education that not only focuses on academic knowledge, but also on the development of holistic skills such as creativity, leadership, and social skills (Sabri, 2020; Setiadi & Purwanto, 2021).

However, a focus on performance control can create resistance among educators, thereby weakening their autonomy and professional involvement (Mather & Seifert, 2011). In the school curriculum, change management is a process intended to simplify the process of implementing teaching and learning activities, starting from the planning stage to the evaluation stage. Curriculum management is a comprehensive, systematic, and cooperative approach to educational goals, as defined by Rusman (2009). This curriculum management

process consists of several stages, including curriculum planning, organizing, implementation, and evaluation. Curriculum modification is very important in education because of the need to adapt to the evolving social problems and demands of the times.

Another challenge faced by junior high schools in Sintang District is the limitation of quality human resources and adequate educational infrastructure. The lack of reliable facilities and human resources can be an obstacle in the implementation of the necessary changes (Elsaif et al., 2022; Rohman & Kustiwi, 2024). Therefore, effective performance management, which integrates development with assessment, is essential to drive desired change, but challenges in implementing performance management systems often occur due to a lack of knowledge about the process (Mosoge & Pilane, 2014).

Change management is a methodical procedure designed to reduce the impact of change on the individuals and organizations affected by the process. This change can be interpreted as a transition from the previous condition to the condition after it, which can cause various problems that require resolution (Winardi, 2006). According to Fathurrahman and Sulistyorini (2012), change does not only include the location or magnitude of an entity, but also its nature or condition. Change management is also defined as the process of using knowledge, tools, and resources to manage change in the hope that the transformation process will be carried out with minimal difficulty and relatively quickly (Wibowo, 2006).

In essence, the goal of change management is to improve or modernize the performance of an organization or individual through a renewal process that results in efficiency, effectiveness, and relevance. Curriculum updates are often associated with management adjustments in the context of education. In managing change, it is important to involve all members of educational institutions in the process of change (Zen, 2016; Fadhli, 2020). Collaboration and active participation from various parties will increase awareness of the importance of change, as well as minimize resistance that may arise. Leaders of educational institutions have a key role in communicating visions of change, facilitating open dialogue, and building trust among institutional members (Suharti et al., 2024).

Improving effective communication in educational institutions also has a significant impact on overall organizational performance (Wachira & Anyieni, 2017). Change management in educational institutions is often faced with challenges related to the complexity of established organizational structures and cultures. Changes often disrupt existing routines and habits, triggering resistance and uncertainty among institutional members (Tanjung, 2022). While this strategy is beneficial, it is important to balance accountability with professional autonomy to avoid educators' rejection of change (Mather & Seifert, 2011). In addition, changes in educational institutions must take into account external dynamics that continue to evolve, such as technological developments, regulatory changes, and job market demands. Educational institutions need to be responsive to these changes, and be able to anticipate future trends (Munir & Zakiyah, 2017). Anticipating these changes is key to keeping educational institutions relevant in the future.

METHOD

Based on this background, this study aims to identify effective change management strategies in improving the performance of educators in junior high schools in Sintang District. This study is a qualitative descriptive research investigating the implementation of change management in junior high schools in Sintang Regency through a narrative approach according to Lexy Moleong's theory. For two weeks, researchers collected data through participant observation, policy documentation, and in-depth interviews with principals and teachers to understand the adaptation of educational strategies. The main focus of this research is to explore the direct experience of stakeholders in dealing with the development of school needs in a sustainable manner. To ensure the credibility and accountability of the results, the researcher applied source triangulation techniques and techniques. Through the integration of written data and field observations, this study provides a comprehensive overview of the transformation of school management in responding to the challenges of modern education.

DISCUSSION

Change management is a strategic step taken by educational institutions to improve educator performance. In the context of junior high schools in Sintang District, an effective change management strategy is very important to answer the challenges faced by educators. Every change made must be based on an in-depth evaluation of the performance of the school and educators.

According to John P. Kotter, change management in an organization consists of several important stages, namely ending old policies that are no longer relevant, initiating changes, and starting new policies. The importance of implementing effective change management in educational institutions, such as Sintang Junior High School, to improve the performance of educators. This process requires a methodical approach that combines the implementation of new strategies and immediate evaluation practices. The initial phase of change management involves the termination of outdated and irrelevant policies that often hinder progress. It is important to identify and eradicate these ancient practices to facilitate change.

In addition, it is critical to initiate change with a structured and clear framework, which underlines the role of leadership in facilitating this transition, which is not only centered on innovation but also on sustainable development. In addition, the implementation of new policies should be based on a comprehensive assessment of past performance. It is important to ensure that new strategies address the underlying problems and not just the symptoms. Organizational learning and the positive influence of change on educational outcomes depend on the evaluation of ongoing programs.

Nonetheless, while change management is indispensable, not all modifications deliver the expected results. Many initiatives fail due to staff refusal or inadequate planning. This shows the need for careful planning, strong support, and full participation of all parties involved in the change process. The stage of ending the old policy in junior high schools in Sintang District aims to replace policies that are no longer effective. The principal and management team must

conduct an in-depth evaluation to understand the aspects of the policy that need to be updated.

A comprehensive policy evaluation is an important first step in the change process, especially to ensure that existing policies have achieved adequacy, efficiency, and effectiveness. It is important to evaluate the extent to which the old policy aligns with the goal of determining whether resources have been fully utilized. While policy standards and targets may have been in accordance with relevant guidelines, barriers may arise when resource utilization is not actually in line with the intended purpose.

This suggests that evaluation policies should also consider the practical application of their formal targets. This step must be done carefully so that the changes made are more targeted and on target. As stated by Tanjung (2022), "Changes often disrupt existing routines and habits, thus triggering resistance and uncertainty among institutional members." Therefore, communication and engagement of all members is essential to minimize resistance to change. Human resources are also an important component of management policies.

The implementation process can be hampered due to the lack of adequate training from the Ministry of Education and Culture and the lack of understanding of policy managers. A thorough understanding of management procedures and policies is essential to ensure that policies are implemented in accordance with their objectives. On the other hand, effective communication between institutions and related agencies is an important factor. Inadequate communication can hinder coordination and lead to ineffective policy implementation. Additionally, it is important to conduct thorough planning when implementing policy modifications.

Change is impossible to implement without considering the social, economic, and political context that influences it. The likelihood of success in policy change will be increased through targeted planning that incorporates an analysis of these factors. The establishment of synergy to achieve the goals that have been set is also greatly influenced by the strong attitude and cooperation of policy implementers. Consequently, the successful implementation of a policy depends on the presence of planning, resource, and communication components.

Once the old policy is ended, the neutral stage or initiation of change begins. At this stage, the school evaluates organizational performance and determines what aspects need to be changed. This process is carried out to ensure that the changes to be implemented are in accordance with real needs in the field, including in terms of improving the performance of educators. Performance evaluation is carried out by monitoring the classroom atmosphere, learning supervision, and teachers' ability to teach. This monitoring aims to identify the strengths and weaknesses that exist in the education system in schools.

From the results of this evaluation, the new policy will be more focused on areas that need improvement. Evaluation of educational change management is very important to identify areas that need improvement, especially in the area of educator performance. This evaluation process includes continuous supervision of classroom atmosphere, supervision of learning, and teaching ability, which is the basis for more effective development policies. Nevertheless, successful policy changes are often hampered by bureaucratic bottlenecks and a lack of teacher involvement, although these evaluations can provide valuable insights through monitoring, feedback mechanisms, and self-evaluation.

This evaluation process risks becoming a mere formality without having a real impact on the quality of education if educators and school leaders do not provide full support. Therefore, for policy evaluation to be successful, all parties need to be actively involved and overcome bureaucratic barriers. After the evaluation process is completed, the principal determines four main aspects that will be changed, namely the vision and mission of education, classroom management, learning management, and assessment of children's learning. These aspects are the main focus in changes to improve the quality of education and the performance of educators.

Improving the quality of education is very important to be carried out by means of evaluations carried out by school principals, including assessments of children's learning, classroom management, learning management, and educational vision and mission statements. To remind the school principal of a positive direction who is able to inspire all components of the school through transformational

leadership and set a clear vision. In addition, the learning environment and student engagement can be improved through the implementation of innovative learning models and effective classroom management. Mather & Seifert (2011) emphasize that "A focus on performance control can create resistance among educators, thereby weakening their autonomy and professional engagement."

Therefore, there needs to be a balanced approach in evaluating and improving teachers' performance without losing their professional autonomy. However, the effectiveness of change management can be hampered by challenges such as limited resources and resistance to change, although regular student assessments are essential to maintain progress. To achieve superior educational outcomes, these barriers must be overcome. The starting stage from the beginning emphasizes the implementation of new policies. Principals need to plan new policies carefully, thinking about how the new program can be implemented effectively in schools. This careful planning ensures that the changes will bring the expected results in the long run. In this process, Zen (2016) and Fadhli (2020) emphasized that "In managing change, it is important to involve all members of educational institutions in the process of change."

New policies made by school principals must include changes to aspects of education's vision, mission, and goals. In the new vision, the school is committed to helping students achieve optimal development, both academically and in terms of personality. The new mission emphasizes the importance of active, creative, and innovative learning. Good classroom management is also a major focus in change management. By changing class positions, learning tools, and classroom arrangements, it is hoped that a more conducive learning atmosphere can be created. Teachers must be supported to create a learning environment that encourages students' active participation. In addition, learning management is changed to suit the needs of different students.

Principals and teachers work together to ensure that each student gets learning that matches their ability level. This policy also adds religious learning activities as part of student character development. Children's learning assessment is also one of the areas that has undergone changes. Teachers are given a policy to

provide homework in accordance with the development of students' abilities. This aims to maximize student learning outcomes, especially in reading, writing, and arithmetic skills.

Today, children's learning evaluations are increasingly centered on approaches specifically designed to accommodate their cognitive development, such as narrative learning and metacognitive reflection, with the goal of improving comprehension. However, this approach poses new obstacles, including the inability to objectively monitor student progress and the increasing workload of teachers. Instead, it is essential to conduct ongoing evaluations to identify the child's strengths and weaknesses, thus allowing for the implementation of appropriate educational interventions.

While there have been advances in assessment practices, such as a balance between formal assessment and a holistic approach, it is important to consider educational assessments that consider all aspects of a child's development, not just academic outcomes. The implementation of the new policy involves all educators and school staff. School principals play an important role in motivating teachers and staff to implement new policies responsibly. Open communication and continuous support are needed for change to run smoothly.

An effective change management strategy involves strong leadership from the principal. The principal must be able to inspire and provide clear direction regarding the desired vision of change. With strong leadership, the change process will be easier to accept by all parties in the school. Empowering educators is an important key in change management strategies. Regular training, discussions between teachers, and opportunities to innovate in teaching methods are elements that strengthen educator performance. Well-empowered educators will be better prepared to face increasingly complex educational challenges

CONCLUSION

Based on the research, the results show that change management strategies are effective in improving teacher performance in junior high schools in Sintang District. This process involves the elimination of old policies and the

implementation of new policies to improve the quality of education. Strong leadership, effective communication, and ongoing training play a critical role in confronting obstacles and facilitating change. Principals need to lead change, teachers need creative training, and communication between staff needs to be improved to smooth transitions. Schools also need better resources and infrastructure. Further research can focus on the effectiveness of transformational leadership, technological solutions, and educational reform. This research highlights the importance of structured change management in facing future educational challenges. From the research that has been conducted, it can be suggested that to manage change effectively, principals should enhance their transformational leadership roles and encourage open communication among all stakeholders. In addition, educators need consistent post-training training and assistance to ensure the successful implementation of new policies. In addition, it is critical to conduct an ongoing policy evaluation to consolidate achievements and identify areas that need improvement. In addition, schools must optimize the utilization of resources to facilitate the transition process by providing appropriate budget and training allocations.

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