Change Management in the Context of an Educational Institution Sustainability

Mundilarno

mundilarno@ustjogja.ac.id

Universitas Sarjanawiyata Tamansiswa

Abstract

Change is a necessity in all aspects of life including education. This study aims to conceptually analyze the management of change in the context of the sustainability of the education of SMP Negeri 4 Sentolo (4 Sentolo Public Middle School), Kulonprogo, DI. Yogyakarta. Data obtained through research using a qualitative approach (Tugino, 2018). The continuity of the implementation of education is determined by the quality of educational outcomes, which is closely related to change management by the relevant educational institution. The sustainability of educational institutions ultimately depends on the trust of the community, which is primarily related to the quality of educational outcomes. Changes affecting people's demands for the quality of education are dynamic and complex. Thus, the quality of education outcomes lies in the ability of the educational institutions in managing changes in the community. Therefore, change needs to be managed in order to realize quality by synergizing all school staff and stakeholders. The continuity of the implementation of education in other words requires change management in order to realize the quality and trust of the community through commitment, togetherness, and participation of all components of the school.

Keywords: change management, education quality, togetherness, and commitment.

Background

Uncertainty, change, or dynamics is a certainty or necessity in people's lives. Changes or dynamics and developments in science and technology also affect changes in the demands of society towards the world of education. Fulfilment of community demands will certainly affect an educational provider. In other words, education providers are required to be willing and able to manage existing changes in order to realize the quality of education and in accordance with changes/developments in science and technology and the demands of society.

The demands and needs of the community are always changing with the development of science and technology. The changes include social changes in the sense of

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perspective, attitude, culture, and the lives of children in the future. This fact is in line with the concept of Soedjatmoko et al., (1991: 8) who stated that the changes occured in the community are related or driven by three main factors, namely 1) the development factors of science and technology, 2) demographic factors, and 3) living environment factors. The demands of the community, especially related to the quality of education, are certainly difficult to fulfill if human resources are mainly related to inadequate quality or professionalism. The quality of education that has not been as expected, one of them is shown by crime or the still rampant illegal acts by students, by some officers or practitioners, or managers of education in the field. This fact indicates the existence of moral degradation associated with the still rampant crime, criminal acts of corruption, collusion and nepotism, as well as acts against the law by various levels of society. These things indirectly and directly affect the increasingly difficult efforts to improve the quality of education. Normatively or when referring to the National Education System, education can be said to be qualified if it is able to deliver students to develop their potential, which includes knowledge and skills, as well as those related to ethical, moral and spiritual values. This was stated in Law 20 of 2003 concerning the National Education System (UUSPN) Chapter II Article 3:

"National education aims at developing the ability and shaping of dignified national character and civilization in order to educate the life of the nation which aims to develop the potential of students to be faithful and fearful people of God Almighty, with good character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen."
Pendidikan nasional adalah berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa yang bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak ulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.

In order to realize this, institutions, educational institutions, and schools are required to provide qualified education services. Likewise, education units are required to ensure that the education provided can produce qualified graduates. Arrangements for education units have been carried out by the government with the existence of Law number 20 of 2003 concerning the National Education System (UUSPN) Chapter IX article 35 paragraph (1) s.d. (3):

(1) National education standards consist of content standards, processes, graduate competencies, education personnel, infrastructure facilities, management, financing, and educational assessments that must be improved in a planned and periodic manner.

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    (2) National education standards are used as a reference for curriculum development, education personnel, infrastructure, management and financing.

    (3) Development of national education standards as well as monitoring and reporting of national achievements carried out by standardization, guarantee and quality control bodies.

It has been the belief of various parties that the importance of education lies in the quality of the implementation of the development and quality assurance of education at the level of the organizing institution including schools is at the principal. National education policy (Ministry of Education and Culture, 2007) emphasizes the seven main roles of principals, namely (1) educator (educator), (2) manager, (3) administrator, (4) supervisor (supervisor), (5) leader (leader) , (6) the creators of the work climate, and (7) entrepreneurs. These seven roles cannot be separated but support each other. One of the roles of the principal is as manager. The school principal is therefore required to be able to utilize all components and resources in order to realize the vision, mission, and achieve school goals. The principal in facing various problems needs to think analytically, conceptually, and always strives to be a problem solver in solving various school problems. The principal takes decisions as much as possible to satisfy school stakeholders. The principal provides opportunities for all components of the school including educators and education staff to improve their profession. All the roles of the school principal need to be done by prioritizing kinship, wisdom, and from the heart to heart. The school principal is also obliged to encourage the involvement of all school members in every activity in the school (participatory). However, the principal in carrying out his duties remains guided by the principles of purpose, principles of excellence, principles of consensus, principles of unity, principles of unity, principles of empiricism, principles of intimacy, and principles of integrity. The principal in carrying out his leadership duties as well as possible, which is realized in compiling programs, personnel organizations, empowering education staff and utilizing school resources effectively and efficiently.

SMP 4 Sentolo (4 Sentolo Public Middle School) (Tugino, 2018), has a number of students or group of learning (rombongan belajar) which are always in accordance with the capacity. The average index of student achievement in each Final School Test (UAS) and National Examination (UN) is relatively increased. The school ranks in the average achievement of the Final School Test (UAS) and National Examination (UN) is getting better. The physical condition of the school is also getting better and more conducive, and the condition of the infrastructure is increasingly more complete. This fact is certainly inseparable from the ability of schools or managers to manage or learn about changes in society towards education. The success in change management in this school, therefore, needs to be studied, which in turn allows it to be disseminated or modelled for development in management in other schools, especially in schools in Kulon Progo district in particular and in wider area of junior high schools.

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Methodology

This study was conceptual on the data obtained through qualitative research on the implementation of change management by the Head of Sentolo Middle School 4. The research data was obtained at the research site held at Sentolo State Middle School 4, having its address at Karang Hamlet, Tuksono Village, Sentolo District, Kulon Progo Regency. Sentolo Public Middle School 4 is a potential school designated as a National Standard School Pilot School. Sentolo Middle School 4 in the last five years has experienced a significant increase, both in the academic field (average Final School Test (UAS) and National Examination (UN) scores), as well as non-academic (healthy schools), including the physical aspects of the school. The conception is in accordance with Sugiyono (2015: 15) that qualitative research methods are research methods based on postpositive philosophy which is used to examine the condition of natural objects (as opposed to experiments). The researcher acts as a key research instrument. The source and data collection is carried out purposively. Data collection techniques were carried out through interviews, observations, and documentation of data sources related to the change management at Sentolo Junior High School, Kulon Progo. Data collection techniques are in line with Nasution in Sugiyono (2015) stating that researchers as instruments in qualitative research can adapt to all aspects of the situation and can collect a variety of data at once.

The primary data sources in this study were seven research sources, namely the principal, vice principal, student affairs, public relations affairs, school committees, and residents around Sentolo State Middle School 4. Secondary data sources are data on the state of Sentolo State Middle School 4, achievement records, championship trophies, activity notes, posters, and relevant photographs. Data is processed qualitatively based on the answers to questions obtained by describing the answers in the form of conclusions. The process of data collection, starting from collection, analysis, to drawing conclusions is shown in the chart in Figure 1.

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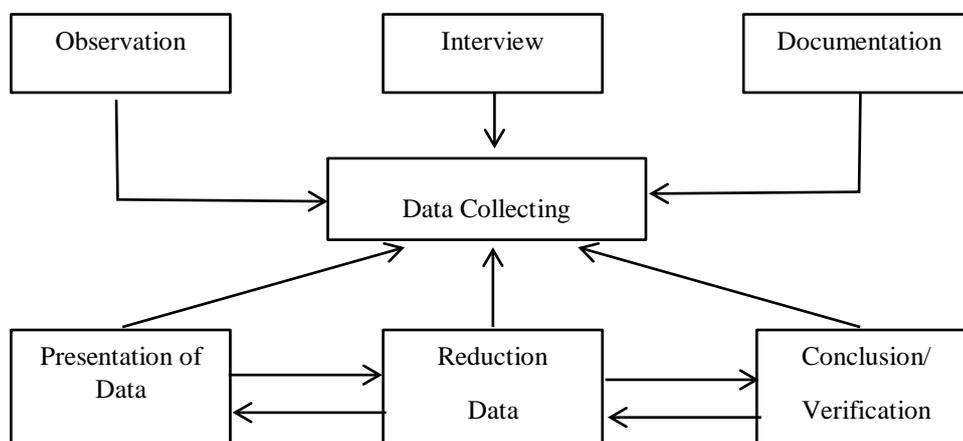http://jurnal.ustjogja.ac.id

Figure 1 Flowchart of research procedure.

The description of the research stages in Figure 1 corresponds to what was stated by Moleong, which consists of the pre-field stage, the stage of fieldwork (data mining), and the data analysis stage (Moleong, 2005: 127). The first stage, in the form of Pre-survey or Pre-field. This stage focused on orientation activities to get an outline of issues related to the focus of the study, namely change management at Sentolo 4 Junior High School and preparing research equipment (Moleong, 2005: 133) including research permits and seeking initial information about activities implementation of change management. The activities identified the identity of school principals, vice principals, students, infrastructure facilities, public relations affairs, school neighbors, and school committee administrators. The cctivities at this stage also include seeking information about implementing change management. Second, the Field Stage. At this stage data collection is done by seeing or observing, conducting interviews with various parties, and reviewing documents on the implementation of change management at Sentolo Junior High School 4. Third, Data Analysis Stage. At this stage, data from the observations, the interviews, and the document in the form of initial data. The initial data is in the form of transcripts of interviews, observation results, and documentation results. Furthermore, data analysis was carried out using data reduction, data display, verification, and conclusion. Fifth, Reporting Stage.

Findings and discussion

Implementation of change management

The implementation of change management in SMP Negeri 4 Sentolo is essentially (Tugono, 2018) aimed at realizing National Standard School Piloting and implemented through four stages, namely (a) identification of change, (b) planning for change, (c)

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implementation of change, and (d) evaluation and feedback. Each of these stages can be described as follows:

a. Identification of change

At this identification stage, SMP Negeri 4 Sentolo as an educational institution can recognize what changes will be done or occur in the community. Sentolo Public Middle School 4 at this stage is seen to be able to recognize the needs and identify the type of change. The changes that occurred were responded to in the RSSN program financed by the Ministry of Education and Culture. Some changes that are the school's response are shown by the more complete teacher teaching administration, the better the way teachers teach, teacher competence, student achievement/ranking, and the addition of infrastructure. Changes to or progress obtained are identified and used as a basis for subsequent changes. This fact shows that the identification of changes made by Sentolo 4 Junior High School can work well.

b. Planning for change

The change planning phase is an activity of situational diagnostic analysis, selection of implementation techniques and strategies in responding to changes that occur. In this stage, the supporting factors that were owned by the school and the inhibiting factors that were likely to emerge need to be considered properly. Planning related to changes in Sentolo State Middle School 4 started with formulating school vision, mission, and goals that supported efforts to improve the achievement. The school vision contains "Smart, Captivating, Superior, Taqwa, and Independent, Superior". The change planning was continued with the organizing stage, in the form of team formation and decision making, both the material deepening team (tutoring), the Material Deepening Test (TPM) team or the Examination Implementation Preparation Test (TPPU), and the UNBK Team. The description shows that change planning worked well and even was equipped with an organizing stage, list of activities, indicators, and the team that handles them.

c. Implementation of change

In the implementation phase of change at SMPN4 Sentolo, in the form of a process of disbursement, change, and freezing, they worked as expected. A change that was happening might cause problems. For this reason, monitoring changes were carried out. The implementation of changes carried out was the mobilization process of school residents. This is consistent with the concept that the implementation of change is to move people to make changes to achieve goals to realize the efficiency of the process and the effectiveness of work. The implementation of this change is a stage that determine the expected results, because it is a form of actualization of planning changes that have been set in the previous stage. Factually, the implementation of change began with the activity

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of distributing blank Student Commitment entries (containing the names of students, high schools/vocational schools to be addressed, target values, as well as the efforts made by students to achieve these targets), pretesting basic skills, division of special education grade IX class (containing a series of activities of class IX students related to quality improvement, namely School TPPU, Regency TPPU, Provincial TPPU, Practice Exams, UNBK Simulation, National Standard / USBN School Exams, UNBK, and Graduation Announcement), tutoring activities, TPM / TPPU, UNBK Simulation, and ESQ training.

From the description, it shows that the implementation of change management has gone well. All SSN indicators that can be fulfilled are clearly a sign that, systemically, the school was able to meet the quality standards of educational processes and outcomes. An implementation that actively involved all school members including students indicated the well prepared plans. This fact is in line with the principle that the quality of educational outcomes is ultimately inherent in students and or graduates. Good achievements of the students and graduates are good in accordance with the demands of society and will determine the level of public trust. This ultimately will determine the sustainability or existence of an educational institution.

d. Evaluation and feedback

Efforts to realize the quality of education cannot be separated from the efforts to maintain the existence of the institution or school concerned. For this reason, evaluation is an absolute thing to be done. By evaluating, feedback will certainly be obtained. Evaluation of the achievement of educational quality including the education process carried out at Sentolo Middle School 4 always referred to the data or achievements obtained. In this evaluation phase, the data was obtained on the aspects contained in the SSN, such as the value of student and graduate learning achievement: the middle and final semester exams of students, the average score of graduate National Exam, the teachers professionalism in teaching, and the completeness of the facilities owned by the school, both the number and quality or specifications were in accordance to the needs. Evaluations were carried out, except through data collection, also involved teachers, students, and parents or school committees at the middle and end of the semester and the end of the school year. All evaluation results were used as feedback for improvement in the next stage, which was for the next semester or school year.

The plan and implementation of the evaluation and the utilization of the feedback which always be the core in the implementation of change management occurred in the implementation of school meetings, giving questionnaires to students, and following up, especially with students who experienced learning difficulties or low learning outcomes. Award was also given to students who got good grades. The evaluation activity was also used to determine the next standard of achievement, measuring the achievements achieved by the students, comparing the achievements achieved with the predetermined achievement

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standards, and making improvements. The results of this evaluation were fed back to Stage 1 (identification of changes) so that it could be the basis for further changes.

The above facts show that Sentolo Middle School 4 implemented change management quite well and systematically towards the National Standard School Pilot (RSSN). The management of the changes were carried out through four stages, namely identification of changes, planning changes and organizing, implementing changes, and evaluating and utilizing feedback. By being able to achieve the SSN criteria, the quality of education could also be realized satisfactorily as well. The quality of education, one of which is in the form of student and graduate learning achievements, also strengthens the level of public trust and increases, which in turn was able to make the continuity or existence of the school also quite good. The success of Sentolo Junior High School 4 stood out for the existence and quality of education was inseparable from the supporting factors in the implementation of change management including the commitment or willingness of school staff to made progress and be better. The parents also supported the school program including always accompanying students in implementing school activities. School infrastructure was also quite capable of supporting activities, although it was necessary to recognize that infrastructure was still being improved. In addition, government policies also continued to encourage the creativity of school managers in continuing to create, innovate and be independent.

However, the inhibiting factor in implementing change management at SMP Negeri 4 Sentolo, similar to schools or other educational institutions, is related to the limited funding and the enthusiasm of learning for some students who still need to be encouraged.

Conclusion and suggestion

Conclusion

The implementation of Change Management in SMP Negeri 4 Sentolo is actually intended to achieve the criteria for National Standard School Piloting, which had been well underway with four stages. First, identification of changes that could be implemented with a fairly good category. The school identified several changes that occur in schools, which included teacher competencies including teacher teaching administration, teacher teaching methods, learning infrastructure, and student learning and development. The identification results were used as a reference for planning the desired changes. Second, change planning could also be a pretty good category. Planning was embodied in the formulation of the school's vision, mission, and objectives set through school meeting. Planning was complemented by organizing in the form of appointment of school teams.

The implementation of changes is categorized as good, confessing to the planning that had been prepared and involved all components of school staff, teachers, parents, and

students. The evaluation was also carried out systematically and the results of the evaluation were used as feedback material and were used as input and improvement in the implementation phase of the next change management. The good management of change had made Sentolo State Middle School 4 able to realize the quality of sanctification which is also quite good. Public trust remained high. The existence, sustainability, or the existence of the school could be realized.

The success of change management at Sentolo Junior High School 4 was supported by several factors, namely high school staff commitment, encouraging parental support, adequate infrastructure, and supportive government policies. The factors that were considered to be quite detrimental were related to the limited funds and interest or enthusiasm of learning for some students who still needed to be improved.

Suggestion

The continuity or existence of an educational institution including schools is certainly an absolute thing. The existence of an educational institution can no doubt be related to the quality of education produced. For this reason, commitment is the key word to achieve it. Some suggestions, therefore, are presented as follows. The principal's commitment is the main capital. Togetherness of all components of the school needs to be realized, both through formal and non-formal channels. Teacher professionalism needs to be improved, in order to remain or be more creative. Students' motivation to learn the pleasure of participating in learning activities is always realized. The role of parents through the School Committee needs to be continuously improved through the support to schools, both in the form of funds, thoughts and attention to school programs. Students should continuously motivated, with an orderly conduct of all school rules, learning programs, and all school activities.

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