



IMAGE-BASED MADRASAH CHANGE MANAGEMENT; THE ANALYSIS OF INSTITUTIONAL READINESS AND STRATEGIC INNOVATION

Khalishatun Nuriyah, Jazilurrahman, Moh. Ulum, Sulton Firdaus

Universitas Nurul Jadid, Indonesia
Email: khalisatunnuriyah@gmail.com

Abstract:

Islamic boarding school-based change management has become relevant in dealing with global dynamics and societal development. This research aims to analyze the readiness of Islamic boarding school institutions to implement change management and identify innovative strategies that can be implemented. The research method involves surveys and interviews with various related parties in Islamic boarding school institutions. The results of the analysis show that the readiness of Islamic boarding school institutions to change still has challenges, including cultural, leadership, and infrastructure factors. Therefore, innovation strategies need to be implemented holistically to increase the readiness of Islamic boarding school institutions to face change. The proposed innovative strategies include developing leadership training programs, integrating technology in the learning process, and strengthening Islamic boarding school values globally. In addition, inter-institutional cooperation and community empowerment were also identified as key factors in increasing the readiness of Islamic boarding school institutions for change. This research contributes to the development of an Islamic boarding school-based change management model that similar institutions can adopt. The practical implication of these findings is the need for support from the government, stakeholders, and communities in increasing the readiness of Islamic boarding school institutions to adapt to changes in the continuously developing global context.

Keywords: *Change Islamic Management, Boarding School-Based*

INTRODUCTION

Based on the principle of "maintaining old ways that are still good, and using new ways that are considered better" (al-muhafazah 'ala al-qadim al-salih wa alakhdh bi al-jadid al-aslah). Which is the foundation of Islamic boarding school life so that it can become an agent of change for society. So Islamic boarding schools make a breakthrough with changes and developments in the education system. (Barizi, 2011) Currently, many Islamic boarding schools have adopted a formal education system that is still on the path of Islamic education, namely Madrasah which is equivalent to elementary school, middle school, high school, and some have even opened universities. As a formal Islamic boarding school-based educational institution, madrasas also experience curriculum changes because in their implementation the madrasas also refer to the curriculum set by the Department of Education and the Ministry of Religion to produce graduates who are scientific and religious. (Rahim, 2001)

This has an impact on the readiness of educators and students to implement changes to management systems and learning activities. Therefore, change management is needed that leads to renewal which is expected to be able to develop strategic and solution plans. As was done by MA Itmamunnajah in successfully achieving the title of superior madrasah with its achievements in various academic and non-academic fields.

The recommendations from this research refer to previous research. Similar studies regarding this matter can be found in several literature reviews from this research, namely, the journal written by Ali Mustopa, "Management of Change in Islamic Education Institutions (Case Study at Fathul 'Ulum Kwagean Islamic Boarding School, Kediri)", IAIN Ponorogo, Indonesia., then, Journal of Islamic Studies written by Siswanto "Leading Islamic Boarding School-Based Madrasah." STAIN Pamekasan Tarbiyah Department. However, the author has not found specific research on Islamic boarding school-based madrasa change management that analyzes institutional readiness and strategic innovation.

The purpose of this article is to examine the opportunities and challenges of madrasa development, as well as to find out how change management in educational institutions (madrasahs) is in facing changes as Islamic boarding school institutions. To develop madrasahs in Islamic boarding schools, they must be able to produce superior madrasahs that produce human resources that are capable of acquiring science and technology that are full of noble religious values.

RESEARCH METHODS

So that this research can be scientifically justified and fulfill the expected objectives, as well as being able to answer the problems that are the focus of the research, a preparation method is needed that is by scientific research standards. The type of research in this thesis focuses on Islamic Boarding School-Based Madrasah Change Management. This research uses a qualitative descriptive approach with a case study method. The case study technique used is the study of a particular phenomenon or event at a certain time and with certain activities, collecting detailed and in-depth information. Research work is carried out based on real conditions or the natural environment, systematically, complexly, and in detail within an educational institution.

The research location is located at Madrasah Aliyah Itmamunnajah which is located in Semenep Regency, precisely in Pasongsongan District, Sumenep Regency, East Java. Research materials were collected through a literature survey, namely obtaining data related to research problems, both obtained from theoretical books that discuss Islamic Boarding School Change Management, as well as journals and other written works that correlate with research and interviews, namely data collection techniques. If the researcher wants to provide respondents in this case to madrasa teachers, students, and madrasa employees to complete the required data.

Then observation, namely collecting data by making direct observations of the object to be studied. The aim is to get a direct picture of the existence of the Madrasah and its documentation. The sources of interview data in this research were the Madrasah Head, Deputy Madrasah Head for Curriculum, Deputy Head for Madrasah Student Affairs, Deputy Head of Madrasah Facilities and Infrastructure, and Madrasah Public Relations. Exploratory data analysis techniques are applied in three stages, namely summarizing information, presenting information, and drawing conclusions. At the same time, persistence enhancement, source triangulation, and technical triangulation were used to verify the accuracy of the data in this study. Therefore, it is hoped that the information received is correct and can be used as consideration. (Karisma & Thoyib, 2022)

RESULTS AND DISCUSSION

Change management consists of two words, namely: management and change. According to Drs. Hey, management is a process of planning, organizing, implementing, coordinating, and controlling resources to achieve goals effectively and efficiently. So, it can be concluded that management is any process starting from planning, organizing, implementing, controlling, and evaluating carried out by the management of an organization or The conclusion from the explanation above is that the management of the development of superior Islamic boarding school-based madrasahs is the entire process of organizing an effort that is carried out consciously, planned, and directed to create or improve a series of regulations within the Madrasah to achieve the desire to have a madrasah that can excel at the national and world levels

in the mastery of science and technology supported by akhlakul karimah which is under the auspices of the Islamic Boarding School. In the sense that Madrasas are under the auspices of Islamic boarding schools which have the desire to make madrasas capable of achieving at the national and world level in mastering science and technology supported by good morals. Like Change Management at MA Itmamunnajah.

Change management is a structured process that involves knowledge, resources, and facilities to move an organization from its current situation to a better future situation. It is a systematic approach to influencing change in society and managing the process effectively. Change management is very important so that MA Itmamun Najah, an Islamic boarding school, can become a superior institution and maintain its existence. The school aims to improve its education system, link it with the national education system, and develop students' morals and personalities.

Changes in an institution can occur in various aspects, including processes, structures, culture, and people. Barriers to formulating change include organizational structure, human resources, culture, and institutional processes. MA Itmamunnajah has made changes designed to move from simple management to quality, development, and empowerment of quality human resources. The school has also synchronized with national policies and raised its standards to be recognized at national, regional, and international levels.

The concept education model at MA Itmamunnajah is a concept of superior education that starts with a clear vision and mission, consistency of goals, and a strategic environment. The school management process is designed to achieve its vision and mission, trigger a strategic environment, and lead to continuous quality improvement. The concept of excellence is very important in achieving targets and satisfying internal and external customers.

institution through empowering human resources and other resources to achieve a common goal that has been previously formulated. effectively and efficiently. (Ali Mustopa, 2020) Based on the definition of management above, it becomes clear that the orientation of Islamic education, in this case MA Itmamunnajah, in principle uses management principles which include the processes of planning, organizing, mobilizing, and control by empowering human resources and other resources. In the planning process, MA Itmamunnajah has a general plan, which is summarized in the vision and mission of MA Itmamunnajah as a reference in preparing work programs and development programs, both short-term and medium-term programs and even long-term programs.

Change which is formed from the basic word change has the meaning of changing or becoming different. The word change has the additional word "per" for change which means a state of change, exchange, and switching. Change is defined as a process of shifting or changing one condition into another condition or the emergence of a difference from a previous, less good condition to something better. (Ali Mustopa, 2020)

According to Stephen P. Robbins, there are two types of change, namely: efforts to improve the organization's ability to adapt to dynamic changes, and an effort in the process of changing the behavior of employees or members of the institution. Changes that occur in an institution must have goals or targets to be achieved. These efforts include increasing the effectiveness of educators, improving systems and structures, and implementing institutional strategies. Several factors encourage change according to Robert Kreitner and Angelo Kinicki (2001) in their book entitled *Organizational Behavior*, quoted by Arbono Lasmahadi (2005) explain that two factors trigger change within an institution, namely: those that originate from external factors that include changes in demographic characteristics, technological developments, changing trends and times, social and political pressures. This comes from internal factors which include: individual problems as human resources such as unmet needs, unattainable performance satisfaction, productivity, work motivation, behavior or attitudes, and management or leadership decisions.

To develop its education system into a superior institution and to maintain its

existence, madrasas in Islamic boarding schools are required to be open and accommodating to the aspirations and demands of society. Madrasas need to develop themselves so that they become quality and superior madrasas, as well as become liaisons with the national education system, especially regarding the development of students' morals and personalities. If we look back at the author's research object, regarding how MA Itmamunnajah made changes in an Islamic boarding school-based institution, of course, the management change objectives above can be used as a reference for that institution. Change management is very appropriate to carry out in the change process to increase discipline so that institutional goals can be achieved. This concept of change can be interpreted as meaning that institutional changes can occur in various aspects of an institution's life, including in schools as an educational organization. Change in an institution is defined as a movement from the present to the future toward a desired state or goal. The changes occurring in the present can be seen from the perspective of process, structure, culture, and people. The barriers that define this change take the form of organizational structure, people, culture, and organizational or institutional processes (Potts and La Marsh, 2004).

In other words, change is the process of carrying out new things with new steps, following new paths, utilizing the latest technology, adopting new systems, implementing the latest procedures and management, restructuring institutions, or things that become obstacles or disrupt institutions very significantly. The Ministry of Manpower and Transmigration revealed that change management is a structured process that involves all the knowledge, resources, and facilities needed by an organization or institution to be able to move from the current situation to the expected future situation, namely better performance with the process. and the best results. So that problems that occur before changes are made can be resolved. (Arifin, 2017).

Change management is a systematic process of applying the knowledge, tools, and resources needed to influence change in the people who will be affected by the process. Change management is also understood as an effort taken by managers to manage change effectively, which requires an understanding of the issues of motivation, leadership, groups, conflict, communication, and discipline. Thus, change management must have a good strategy, on the current situation and conditions. or will happen. (Setiawan et al., 2019)

The various changes made at MA Itmamunnajah have produced very significant results in terms of both quantity and quality, as evidenced by the best quality of graduates and also increased public trust in this madrasa. Every year the number of students increases. MA Itmamunnajah has been able to open a new program that specifically offers the concept of the Madrasah Aliyah Special Program (MAPK) to provide balance to madrasah graduates so that they can master religious sciences and general sciences comprehensively by teaching books in foreign languages (especially Arabic) as well as other Islamic sciences.

Efforts to carry out this re-actualization are directed at changing madrasas from simple management towards attention to quality, development, and empowerment of qualified and competent human resources, as well as synchronizing with national policies by meeting national standards, even raising them to higher standards, so that their existence is recognized in national, regional and international levels. The educational model concept initiated in madrasas is a superior educational concept that departs from a management process that is designed in such a way with a clear vision and mission and consistency of goals, thus triggering a strategic environment referring to determined quality measures.

Change Management at MA Itmamunnajah is a structured process starting from planning, organizing, and implementing to control which is carried out by the head and staff to move towards the expected conditions in the future. MA Itmamunnajah, made changes designed so that the organization can continue to run to achieve the institution's vision and mission, namely starting with the intention and determination to realize madrasas as superior institutions that can combine the strengths of science and technology (IPTEK) and faith and piety (IMTAK). With certain efforts such as

regulating the learning patterns carried out in Islamic boarding school activities to changing the curriculum, where at the beginning of the formal institution MA Itmamunnajah used the National Education and Ministry of Religion Curriculum, however, later MA Itmamunnajah also began to implement the Islamic boarding school curriculum.

The concept of superior madrasas departs from a management process that designs a consistent vision and mission and consistency of goals with targets implemented in the work program by accommodating the desires of the strategic environment referring to determined quality measures. This concept cannot be separated from the concept of excellence, namely providing a perspective for analyzing superior effective madrasa models. This excellence can be measured by achieving targets as part of achieving the vision and mission of madrasah education that is clear and consistent with a quality improvement orientation. Strictly speaking, a superior approach is carried out through management designed to lead to continuous quality improvement (Supiana, 2008). In this sense, quality madrasas are Islamic-based madrasas that can satisfy their customers, both internal and external customers (Nasution, 2010, p. 3).

Several trends need to be considered in creating superior madrasas in Islamic boarding schools, including: 1.) Education is increasingly required to appear as the key to developing the quality of human resources (educational output), namely humans who have insight, ability, skills, and personality. which is by the real needs faced by the people or nation; 2.) From the perspective of the world of work, the orientation towards real abilities (what one can do) that can be displayed by education graduates will be stronger; 3.) As an impact of globalization, the quality of a community's education is not only measured based on their internal criteria but is compared with the education of other communities; 4.) Appreciation and expectations for the world of education are increasing, namely education that is of higher quality, relevant, and whose results can be accounted for; and 5.) As a religious society, education is directed at cultivating Islamic character (piety, politeness, patience, courage, wisdom, and so on) in addition to providing other academic and skill competencies. (Setiawan et al., 2019)

Quality education can be seen in terms of student achievement, the learning process, the ability of graduates to develop their potential in society as well as in terms of solving problems and thinking critically. Therefore, it is necessary to assess quality in terms of process, product, and internal aspects and suitability. Quality seen from the process is the effectiveness and efficiency of all factors that play a role in the education process, for example, the quality of teachers, school infrastructure, learning atmosphere, implemented curriculum, and madrasa management. Graduates from madrasas who have factors that support a high-quality learning process will have high knowledge, skills, and abilities (Kamaruddin, 2009, p. 83).

Therefore, madrasas in Islamic boarding schools, apart from preparing their students to be good at religion and have religious behavior, also have to prepare various resources that make their students smart in various sciences, technology, sports, and arts. Of course, this change is not enough to just change the curriculum, but the most important thing is to change the way all components think about the new madrasa paradigm. This change in method will then influence changes in the various values in the madrasa which in the end will also influence changes in madrasa culture (Muhaimin, 2011).

CONCLUSION

The conclusion from the explanation above is that the management of the development of superior Islamic boarding school-based madrasahs is the entire process of organizing an effort that is carried out consciously, planned, and directed to create or improve a series of regulations within the Madrasah to achieve the desire to have a madrasah that can excel at the national and world levels in the mastery of science and technology supported by akhlakul karimah which is under the auspices of the Islamic

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