

School Principal Change Management: Case Study at Madrasah Tsanawiyah Post the COVID-19 Pandemic

Anisa Fatimah

Islamic Teaching Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga,
Jl. Marsda Adisucipto No. 1 Yogyakarta 55281, Indonesia. Tel. +62-274-540971, Fax. +62-274-519739.

Corresponding author

anisafatimah111@gmail.com

Abstract: This study aims to develop the role of the principal as a leader in managing change in Madrasah Tsanawiyah in the new normal era. The research method used is descriptive qualitative, with a case study model conducted at Mts Negeri 5 Sleman, Yogyakarta. The data collection techniques are literature review and in-depth interviews with the head of the deputy head of madrasah in the field of HRD. The results showed that the role of the madrasa principal in managing change in learning in the new normal era was to make planned changes, namely through the exploration, planning, action, and integration stages. The principal regularly monitors planned changes in the hybrid learning model and repeatedly predicts and controlled so that learning objectives are achieved effectively and efficiently. The steps for implementing the hybrid learning model held by MTs Negeri 5 Sleman is combining four methods, they are face-to-face learning in laboratory or classroom, synchronous virtual collaboration by Microsoft 365, asynchronous virtual collaboration by Google classroom to answer quiz, and self-paced asynchronous by Whatsapp group. The implication of the role of the Madrasa principal in managing change in learning is to increase digital literacy for teachers and students and make technology a learning partner in the Madrasa environment.

Keywords: Madrasah, Principal, Change Management, COVID-19.

Introduction

Due to the impact of the COVID-19 pandemic, educational institutions, in general, require various strategies and sustainable change management to continue carrying out their functions. Apart from that, human resources also have an essential role as a driving force for change management in the educational environment, one of which is the role of the school principal. This pandemic has prompted many changes in interacting with each other, namely in the form of large-scale social restriction policies. Learning which was initially carried out almost entirely face-to-face, then changed to online via an internet connection. According to UNESCO, most countries worldwide have closed schools at the start of the 2020/2021

school year, affecting more than 1.2 million students (Beckmann and Klein 2023).

Meanwhile in Indonesia large-scale social restriction policies affect around 68 million children and young students, namely around 5 million preschool children; 24.7 million elementary school children; 9.9 million junior high school children and teenagers; 9.9 million teenagers from high school and vocational high school; as well as 8 million students (Adlina 2022). However, providing quality education still needs to be pursued by educational institutions. As has become a sustainable development agenda listed in the *Sustainable Development Goals* as a global target for 2030, quality education for all (A. Hidayat, Fatimah, and Rosidin 2022). Several studies show that the pandemic does not prevent educational institutions worldwide from providing the best

education even in imperfect conditions (Katić et al. 2021; Utomo et al. 2021 ; Zhao et al. 2021). Therefore, various innovations have emerged on regulating educational institutions to continue carrying out their functions despite changes due to global disasters.

Changes should be made sooner or later, considering the COVID-19 pandemic has impacted education provision. According to Andrew F. Sikul in his book Muhammad Thoha, management is generally associated with planning, organizing, controlling, placing, directing, motivating, communicating and making decisions carried out by each organization to coordinate the resources owned by the company. So that a product or service will be produced efficiently (Syam 2019). Change management is a systematic process of empowering all the knowledge, facilities and resources needed to influence change in people affected by the change process (Anwar Kasful and Sohiron, 2020). This agrees with what was stated by the Ministry of Manpower and Transmigration that change management is a systematic process by applying the knowledge, facilities and resources needed for an organization to shift from its current condition to the desired condition, namely towards better performance and to manage individuals who will be affected by the change process (Hidayat 2020).

The management of changes that occur in educational institutions can be studied using various approaches. The approach to change management can be done by: (1) Identifying objects affected by change that may resist change; (2) Explore the sources, types and levels of resistance to change that may be found; (3) Designing an effective strategy to reduce this resistance (Rozi 2020). Based on the current conditions in Indonesia, the government has implemented PSBB to prevent the transmission of the COVID-19 virus for an unlimited period, including to students as educational objects who are unlikely to remain stagnant by staying at home. After identifying that students and educators are the objects of change in change management, it is necessary to investigate the types of changes that might occur in this new normal period. Will the change occur planned or sudden? Bullock and

Baten introduced two types of change, namely planned change *and* the opposite, sudden change (Katić et al. 2021). In Wibowo's book, planned change is routine, repetitive, predictable and controlled. To carry out planned changes, four phases are carried out, namely as follows: (1) Exploration phase, namely in this phase the organization explores and decides to make specific changes; (2) Planning phase, namely the planning process involving collecting information to diagnose the problem, determining change goals and designing appropriate actions to achieve goals, and persuading decision makers to achieve goals and support change; (3) The action phase, namely implementing change involves designing to move the organization towards change, creating arrangements for managing the change process and getting support for its implementation, evaluating implementation and providing feedback for adjustments and improvements; and (4) Integration phase, namely this stage is related to the consolidation and stabilization of changes (Resufle and Rofiki 2022).

Including educational institutions affected by the COVID-19 pandemic are madrasas. Madrasah is an Islamic educational institution under the Ministry of Religion of the Republic of Indonesia. Islamic education acts as a mediator through which Islamic teachings can be socialized to society at various levels. According to Kasful Anwar, through education, people can understand, appreciate and practice Islamic teachings by the provisions of the Al-Qur'an and Al-Sunnah (Anwar US and Sohiron 2020) . Madrasahs need strategy and change management to be implemented in this new era. Madrasah heads have an essential role in being a driving force in change management and a driver of improving the quality of learning. Therefore, researchers will examine the role of the head of a Tsanawiyah madrasah in managing change in madrasas after the COVID-19 pandemic. There are two problem formulations, namely 1) how is change management implemented at MTs Negeri 5 Sleman after the COVID-19 pandemic? 2) what is the role of the madrasa head in managing change at MTs Negeri 5 Sleman after the COVID-19 pandemic?

Materials and Methods

Research method: using analytical descriptive (Sugiyono 2013). The research approach uses case studies. The case study approach refers to a group of methods which emphasize qualitative analysis. Data are collected from a small number of organizations through methods such as participant-observation, in-depth interviews, and longitudinal studies (Choy 2014). Data collection: data collected through observation, interviews, documentation, and data analysis using the Miles Huberman interactive model by collecting data, reducing data, displaying data, drawing conclusions (Miles, Huberman, and Saldana 2014).

Meanwhile, determining the data source consisted of primary data related to the role of principal madrasa in change management, in-depth interviews were conducted with the principal of MTs N 5 Sleman, seven subject matter teacher and a co-principal of curriculum. As for secondary data, namely theories about change management, is carried out by looking for main ideas from various written sources, such as books, journals, theses and dissertations.

In this research, researcher starts with *library research* as a preliminary study and to find research gaps, then observation in the learning process and learning management at MTs N 5 Sleman. Second, doing *deep interview* with the principal of MTs N 5 Sleman, seven subject matter teacher and a co-principal of curriculum. A *in-depth interviews* in the field to find answers about 'how is change management implemented at MTs Negeri 5 Sleman after the COVID-19 pandemic?' and 'what is the role of the madrasa head in managing change at MTs Negeri 5 Sleman after the COVID-19

pandemic?'. Documentation also used to collect data about document curriculum. After that doing data analysis using the interactive model to find conclusions from research questions.

Results and Discussion

Implementation of Change Management in Post-Pandemic Madrasah

As a result of being impacted by COVID-19 at the beginning of 2020, MTs Negeri 5 Sleman changed the implementation of learning at the madrasah. Traditional learning, namely face-to-face in class, has changed to *online*. In line with the national policy from the Ministry of Education that, PSBB is implemented so that learning in the entire semester of the 2020/2021 academic year is wholly carried out online. Until the new academic year arrives, the odd semester 2021/2022, MTs N 5 Sleman is implementing a *hybrid learning model*.

Hybrid learning is a learning model that integrates innovation and technological progress through an online learning system with interaction and participation from traditional learning models (Hendrayati and Pamungkas 2016). The hybrid learning system combines two choices of who will play the leading role (*leader*) in the learning process: teacher (*instructor lead*) or student (*learner lead*). In general, instructor leads are used at the secondary education level, such as SMP/MTs or equivalent. Because students still use pedagogical learning methods, which require adult assistance in the learning process.

The steps for implementing the *hybrid learning model* held by MTs Negeri 5 Sleman include combining one or more of learning methods:

Table 1. Hybrid learning model was realized at MTs N 5 Sleman Post the COVID-19 Pandemic.

Methods	Description
<i>Face to Face</i>	<i>Face-to-face learning</i> is held in the form of activities in the classroom or practical activities in the laboratory. In-class activities include delivering material face-to-face, discussions, presentations, exercises and exams.
<i>Synchronous virtual collaboration</i>	<i>Synchronous virtual collaboration</i> is a collaborative teaching format involving interaction between teachers and students delivered simultaneously. This collaboration activity utilizes online applications such as Microsoft 365 to communicate during learning hours.
<i>Asynchronous virtual collaboration</i>	<i>Asynchronous virtual collaboration</i> is a collaborative teaching format involving teacher and student interaction at different times. This collaborative activity utilizes online applications such as Google Classroom to answer quizzes from the teacher, as well as practice questions after the material is presented
<i>Self-paced asynchronous</i>	<i>Self-paced asynchronous</i> is a model of independent learning at different times. Students can study material provided by lecturers through learning modules or do assignments and exercises online. In <i>Self Pace Asynchronous</i> , students can study learning material by clicking on links to other teaching resources. The means used is delivery of material via the <i>Whatsapp group</i>

The Role of Madrasah Heads in Change Management

Before the *hybrid learning model* was realized at MTs N 5 Sleman, the madrasah, especially the teachers, had undergone a series of outreach related to developing digital learning media, namely Microsoft 365. Based on interviews with the deputy head of curriculum, subject teachers participated in workshops carried out internally and intensively to prepare for changes in learning models from traditional (classroom lectures) to modern learning.

The stakeholder who accompanied the workshop was the principal of MTs N 5 Sleman, namely Mrs. Etyk Nurhayati, M.Pd. She is an senior teacher who has skills in digital literacy and often provides learning training in various workshops in the educational environment of Sleman Regency (Sigit 2022). Therefore, the role of the principal in this context becomes very dominant, apart from being a *leader* in madrasah management, he is also a senior *instructor* in developing teacher skills in the madrasah he leads.

In line with what Kasful Anwar said, a leader must also have the ability to be a manager in the institution he leads and a professional leader who masters modern management principles. To achieve the goals of his leadership, a professional leader must master the vision, mission, goals and programs that have been set, the strategies implemented must be by the potential of the community (Anwar US and Sohiron 2020).

The head of the MTs N 5 Sleman madrasah has shown professionalism and exemplary leadership in creating leaders who can bring about better change. The steps that the head of the madrasah has taken at MTs N 5 Sleman in managing changes to the learning model are what components need to be changed and what elements the changes are made to. For example, the head of the madrasah found that some teachers needed more discipline in carrying out their duties as instructors in learning using Microsoft 365.

- a) Communicate with related parties to get confirmation whether this happened
- b) Examine the causal factors through various relevant data, then analyze them carefully
- c) Seek support to strengthen your confidence in making changes. As in the case above, to ensure the problem occurs, the madrasah head looks for sources, both people and means that confirm the problem's existence and find ways to make changes.
- d) Trying to realize the steps for change. Based on the case example at MTs N 5 Sleman, in this stage the steps for change have been determined to overcome the low skills of teachers in teaching, namely with an intensive workshop on Microsoft 365 applications, including the implementers. Then it begins to implement the planned policies. At this stage there may be pros and cons to change, therefore in this

process there needs to be supporting factors so that that change can occur well.

- e) Accept change. At this stage, change has begun, madrasah residents need to build togetherness and effective communication, because with good communication, a harmonious atmosphere will be created which will give birth to a cohesive work team to achieve the goals of change.

Based on the steps taken by the madrasa head above, the type of change management in learning in the new norm era is classified as planned change through the exploration, planning, action, and integration stages. As stated by Wibowo, planned change is routine, repetitive, predictable and controlled change (Wibowo et al. 2022) . To carry out planned changes, four phases are carried out.

The first is the exploration phase, namely in this phase the organization explores and decides to make specific changes. In this research, data was obtained that the head of the madrasa found what components needed to be changed and on what elements the changes were made.

Second, the planning phase, namely the planning process, involves gathering information to diagnose the problem, determining change goals, designing appropriate actions to achieve goals, and persuading decision-makers to achieve goals and support change. Based on the interview results, the madrasah head examined the causal factors through various relevant data, then analyzed them carefully and sought support to strengthen confidence in making changes. As in the case above, to ensure that the problem occurs, the madrasah head looks for sources, both people and means, that confirm the problem's existence and find ways to make changes.

Third, the action phase, namely implementing change, involves designing to move the organization towards change, creating arrangements for managing the change process, getting support for its implementation, evaluating the implementation, and providing feedback for adjustments and improvements. The steps to change that will be taken to overcome teachers' low teaching skills are intensive workshops on Microsoft 365 applications. Finally, the integration

phase is related to the consolidation and stabilization of changes. At this stage, change has begun; madrasah residents need to build togetherness and effective communication.

The data display that the management of changes model that occurred in Mts N 5 Sleman using Rozi approaches. Start with exploration phase as same with identifying objects affected by change that may resist change. Then gathering information to diagnose the problem, determining change goals, designing appropriate actions to achieve goals, and persuading decision-makers as same with explore the sources, types and levels of resistance to change that may be found. The last doing of madrasah principal is designing to move the organization towards change, creating arrangements for managing the change process, getting support for its implementation, evaluating the implementation, and providing feedback for adjustments and improvements, it same with designing an effective strategy to reduce this resistance (Rozi 2020).

Learning with a hybrid model is held and continues to be evaluated to find an effective formula to overcome the various obstacles. The implications obtained as a result of changing the learning model from traditional to *hybrid learning* are that teacher's skills and knowledge in terms of digital literacy have increased, and students have become increasingly familiar with digital technology as learning partners in madrasahs (Syah, 2022). Because that change management is a systematic process by applying the knowledge, facilities and resources needed for an organization to shift from its current condition to the desired condition. So, this effect towards better performance and to manage individuals who will be affected by the change process (Lin, 2022; Sarwendah, 2023; Setiawan, 2022). The principal of the MTs N 5 Sleman madrasah have to shown professionalism and good leadership in school management who can bring about better change.

Conclusions

Based on the research results, it can be concluded that the role of madrasah heads in carrying out

change management in learning in the post-pandemic era is by making planned changes, namely through the exploration stage, planning stage, action stage and integration stage. Planned changes in the hybrid learning model are supervised directly by the head of the madrasah regularly and repeatedly and are predicted and controlled so that learning objectives are achieved effectively and efficiently. The implication of the role of the madrasa head in managing change in learning is to increase digital literacy for teachers and students and make technology a learning partner in the madrasa environment. Further development and study are needed regarding the factors that influence the success of *hybrid learning* in learning in the post-covid-19 pandemic era.

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