

## DIMENSIONS OF CHANGE MANAGEMENT OBJECT IN MUHAMMADIYAH PESANTREN

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### Abstract

This study aims to analyze and find the dimensions of change management objects in Muhammadiyah Pesantren. This study uses a qualitative research approach with a case study research type. The research was conducted at the Muhammadiyah Boarding School Klaten with the director, principal, and teachers as research informants. The qualitative data in this study are interview data, observation data, and document data. Data was collected by researchers from research informants, research locations, and official documents of Islamic boarding schools. Data analysis techniques are carried out through data collection, data codification, data analysis, and conclusion-making. The study's findings show that the dimensions of the change management object consist of organizational structure, curriculum, learning, and parenting. The process of managing changes in Muhammadiyah Pesantren is carried out by change planning, organizational strengthening, communication and motivation, and evaluation. Change management is carried out continuously in its stages. By making changes to the dimensions that have been mentioned, there is an increase in the productivity of directors, teachers, and students. In addition, there is an increase in pesantren performance in terms of financial income, the number of new students, learning outcomes, several achievements, and cooperation among pesantren residents.

### Keywords

Change management, Curriculum, Muhammadiyah Pesantren, Organizational Structure, Parenting.



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## INTRODUCTION

Muhammadiyah Islamic boarding schools are a type of Pesantren that is different from traditional Pesantren. Muhammadiyah Pesantren was not developed based on the willingness of Kiai or Ulama who wanted to establish Pesantren (Miswanto, 2020). However, it was established by organizations as a necessity in providing cadres who excel in the fields of religious science and general science, which is a necessity in realizing the goals of the organization (Dewi et al., 2024; Miswanto, 2019). The Muhammadiyah Boarding School Klaten (MBS Klaten) is one of the Muhammadiyah Pesantren that has organizational characteristics and responds to the dynamism of the needs of the organization's cadres.

There are cultural and ideological challenges faced by MBS Klaten in responding to change. Culturally, for people with a background in pesantren education, the traditional values of the patron-client relationship between students, ustadz, and kiai are still very strong. Where this is the case, it is contrary to organizational principles such as professionalism, effectiveness, efficiency, and sustainability. In addition, ideologically, MBS, as the Pesantren under the Muhammadiyah organization, has provisions for members and managers to follow the applicable rules regarding the management of the Pesantren that must be carried out. To answer these challenges, MBS Klaten made efforts by using change management strategies.

The management of pesantren encompasses several key elements: human resources, curriculum, and facilities and infrastructure (Anwar, 2016). Human resources, including students, ustadz, kiai, and leaders, play a significant role as agents of change within Islamic boarding schools (Bashori et al., 2022). The curriculum is a crucial component that drives the dynamics of students' lives, facing both internal and external challenges that contribute to its evolution (Abidin, 2020; Hafidz, 2021). Similarly, the facilities and infrastructure of Islamic boarding schools serve as a supporting system for the curriculum's implementation and the enhancement of human resource performance (Fauzan, 2018; Fauzi, 2022). These three things play an important role in the overall performance of the pesantren. If there is no change in responding to internal and external needs, it has an impact on the stagnation or even decline of the pesantren (Perawironegoro et al., 2023). Therefore, there is a need to provide treatment with a change management approach in order to make continuous improvements on an ongoing basis.

Rifqi's research (2017) presented findings that used qualitative field research to show that negative behavior, specifically *Gasab*, can be altered through a change management approach based on Peter Senge's theory. This approach involves stages such as the choice process, trajectory process, and change process (Rifqi, 2017). Diana and Sa'diyah (2021) explored change management from a Qur'anic perspective. Their qualitative research found that transitioning from classical to modern education by implementing the Mu'adalah curriculum with the Kulliyatu-l-Mu'allimin al-Islamiyah (KMI) model increased learning effectiveness and student enrollment (Diana & Sa'diyah, 2021). Mahmud et al. (2022) suggested improving teacher professionalism in Islamic boarding schools through change management. This qualitative field study employed Kurt Lewin's model - unfreeze, change, and refreeze (Mahmud et al., 2022). Arifin et al. (2024) examined change management strategies for curriculum development in Diniyah madrasas. Their qualitative field research identified three approaches: the application of knowledge, facilities, and resources, which led to improved learning quality and student participation (Arifin et al., 2024). Soleh et al. (2024) investigated institutional quality development in Islamic boarding schools. They found that institutional changes were designed through program planning, application use, curriculum integration, and monitoring via daily meetings (Soleh et al., 2024).

This research fills the gap by presenting a comprehensive analysis of the dimensions of change management objects in organization-based pesantren that have not been touched in previous studies. The novelty of this research lies in the effort to empower the modern organizational structure of Muhammadiyah with the effectiveness of institutional changes, as well as to examine the cultural and ideological challenges typical of Muhammadiyah, such as the spirit of *tajdid* or innovation, and leadership collegiality. This research combines the dimensions of organizational structure, curriculum, and human resources as strategic objects of change. Thus, this research not only explains the process of change but also develops a holistic, contextual, and institution-based framework of change.

Change is a necessity in managing educational institutions (Rieg et al., 2021). Changes were made to various fields of education, such as organizational governance (Shoham & Perry, 2009; Verhulst & Lambrechts, 2015), curriculum (Chowthi-Williams et al., 2016; Ndou, 2008), learning processes (Patria, 2012), and even overall institutional changes (Bashori et al., 2020). However, not all institutions are successful in managing change. Dasborough et al put forward the employee's perspective on change, consisting of something promising, threatening, and coercive (Dasborough

et al., 2015). Balogun and Hailey stated that the failure of the change project was attributed to 50% of them being failures in change planning (Gayef, 2014). Change management is one of the approaches used to manage changes in educational institutions (By, 2005; Sheehan Pundyke, 2020). The theory of the change model was presented by Kurt Lewin, who proposed change management measures, namely unfreezing, moving, and refreezing (Burnes, 2020; Schein, 1999). Kotter posits eight steps that guide change management from building a sense of urgency, creating guiding coalitions, developing visions and strategies, communicating the vision of change, empowering broad-based actions, generating short-term wins, consolidating profits and generating more change, and anchoring new approaches in culture (Vlachopoulos, 2021). The change management approach shows the stages that are carried out in the change process. With change management theory, planned goals can be implemented in a structured and systematic manner.

This study aims to describe and analyze the dimensions of change management objects in the Modern Boarding School Muhammadiyah Klaten. With this research, it is hoped that it will contribute to filling the gaps in theory and literature on Pesantren change management. In addition, it provides insight and experience in change management practices for organization-based Pesantren managers.

## **METHOD**

The research was carried out with a qualitative approach, with the type of case study (Creswell & Creswell, 2018) about the dimensions of change management object in Muhammadiyah Boarding School Klaten, as one of the Muhammadiyah Pesantren. The data used in this study are qualitative data, which include interview data, observation data, and document data. These were gathered through observation, interviews, observation, and documentation techniques (Sukardi, 2018).

The observation stage is carried out by the researcher observing at a location to obtain data findings from visual capture and observation of the object, the researcher using observation guidelines. The researcher carries out the observation stage to observe at a location to obtain data findings from visual capture and observation of the object, the researcher using observation guidelines. Observations were carried out by researchers from November 21, 2023, to March 31, 2024. Interviews are conducted by researchers with informants through in-depth interviews. To facilitate data collection through interviews, the researcher used interview guidelines. The selection

of Pesantren is based on change management practices that have been implemented by managers. The sample in this study includes Mudir, or the Director of Pesantren (Informant A), the principal (Informant B), and teachers (Informants C, D, and E). The selection of informants uses the purposive sampling technique, which is a selection process to choose informants with a specific purpose. The reason for selection with this technique is that knowledge about change and change management is known to Pesantren managers. The documentation is carried out by the researcher by collecting the required document data. The documents are collected using a document checklist instrument. The documents collected are Pesantren profile documents, Pesantren curriculum, and Pesantren rules.

Data analysis techniques are carried out in stages, they are: data reduction, data display, conclusion drawing, and verification (Miles et al., 2004). Data reduction is carried out by the researcher on the data that has been obtained, and then reduces the data by sorting only the relevant data. Data display is carried out by finding the flow of research findings so that the data can be read sequentially and systematically. Conclusion drawing and verification are carried out by researchers by interpreting the data that has been compiled to formulate findings and verify the conclusions. The researcher verifies the data to ensure that the data found is credible and confirmed. To get the validity of the data, triangulation is carried out, which includes: triangulation of informants, triangulation of techniques, and triangulation of theory. Data was confirmed through informant triangulation among informants A, B, C, D, and E. The triangulation technique involved confirming data through interviews, observation, and documentation. And then, theoretical triangulation is carried out by confirming data with change management theories.

## **FINDINGS AND DISCUSSION**

### **Findings**

This research proposes dimensions of change management in Muhammadiyah Pesantren. Through a qualitative research approach with the type of case study research, this study shows the dimensions of change management that have been implemented in Pesantren. MBS Klaten is one of the Muhammadiyah Pesantren located in Klaten, Central Java. The manager of Pesantren, in this case, the Director or Mudir, together with the managers, makes changes to improve the productivity and performance. The dimensions of change management are carried out based on the results of observations, interviews, and documentation, as can be seen in Table 1.

Table 1 shows the objects of change in Pesantren, which consist of organizational structure, learning process, curriculum, and parenting. Against the object of change, there are factors that underlie the change. Informant A stated that the change in the organizational structure of Pesantren was motivated by internal conditions that aimed to improve Pesantren's performance. As for the external condition, the leaders of Muhammadiyah Klaten Regional Executive (PDM) in Elementary and Secondary Education Council (Majelis Dikdasmen), there is hope that students in Pesantren will increase in terms of number and quality. Informant B stated internally that the 2013 Curriculum has been implemented well. The change of the 2013 Curriculum to an Independent Curriculum is a factor that encourages change in curriculum, especially since there is a need to implement character education with the Project of Strengthening Pancasila Student Profile Program (P5), which is different from the 2013 Curriculum, as an inseparable part of the Independent Curriculum. Informant C, who is a Pesantren teacher, stated that learning methods have been carried out as usual, but with the change in the curriculum, teachers are made to carry out interactive learning, such as questions and answers, assignments, and case studies. P5 activities are more done in the form of activities than listening or learning theory. Informant D, who is an Ustadz with the task of being a Santri Parenting Section, stated that the regulations of Pesantren were changed so that students could participate in activities effectively and in accordance with the values taught at Pesantren.

**Table 1.** Objects of Change Management at the MBS Klaten

| No.   | Research Findings   | Change Management Objects |
|---|---|---------------------------|
| 1.  | The organizational structure of the Islamic Boarding School has undergone a transformation from the previous structure, which existed from 2006 to 2012. In 2012, a new organizational structure was introduced and has been in effect ever since.  | Organizational structure  |
| 2.  | The curriculum has changed from the 2013 Curriculum to the Independent Curriculum. This change was made by implementing the Pancasila Student Profile Strengthening Project, following the direction of the Ministry of Education, Culture, Research and Technology and the Muhammadiyah Klaten Primary and Secondary Education Council.                                      | Curriculum Development    |
| 3.  | Teachers have undergone significant changes in their learning methods and approaches. Traditional lecture-based learning has been replaced with interactive methods such as question-and-answer sessions, assignments, and case studies. This shift aims to enhance the quality of learning and emphasize character education, moving away from a passive listening approach. | Learning process          |
| The Tahfidz al-Qur'an method, a hallmark of Pesantren, has evolved. The traditional memorization deposit method has been replaced by the Tahfidz Jama'i and Tahfidz Fardi methods, reflecting a shift towards more diverse and potentially more |   |                           |

effective memorization techniques.

4. Changes in the field of parenting at Islamic boarding schools primarily focus on regulatory adjustments. These include modifications to daily rules for students, regulations regarding the use of hijab, and policies on allowing students to leave Pesantren.

*Source: Research findings from data interview, February 22, 2024*

Based on the data in Table 1, it is shown that changes in the dimensions found in this study are influenced by internal and external factors. Internal factors are driven by members of Pesantren, such as Mudir, managers, teachers, and student conditions. The external factors are driven by pesantren stakeholders, they are: PDM leaders, the Elementary and Secondary Council of Klaten, parents of student guardians, and the central and regional governments of the Ministry of Religion.

Leaders and managers of Pesantren implemented change management based on the collected and analyzed data. The leader is Mudir of Pesantren, and his deputy. Then the managers are the principal and vice principal of Madrasah Tsanawiyah and Madrasah Aliyah, the head of student care, the head of household, and the head of units in Pesantren. In addition, there was support and encouragement from Pesantren coaches, the Elementary and Secondary Council, leaders of Muhammadiyah Board Klaten, and the School Committee. Leaders cannot make change alone, with their abilities, skills, knowledge, and power. Changes in Muhammadiyah Pesantren are carried out in collaboration between managers and stakeholders.

**Table 2.** Change management activities at the MBS Klaten

| No. | Activities                   | Activity Description   |
|-----|------------------------------|--|
| 1.  | Planning                     | The collaborative and inclusive approach was taken by the managers during the annual joint working meeting. In this meeting, all managers have the opportunity to share their ideas, thoughts, and plans for the future. They are encouraged to freely propose their plans, which are then discussed in a plenary session. The final decisions are made collectively, ensuring that the agreed-upon plans are mutually accepted by all participants.   |
| 2.  | Organizational reinforcement | The organizational structure in the effective operation of Pesantren. All managers are coordinated and controlled by the Mudir, ensuring alignment and unity in their efforts. This structure facilitates open discussions among managers, allowing them to provide input and address problems collectively. When differences of opinion arise, the Mudir acts as a mediator to resolve conflicts and maintain harmony within the organization. The importance of compliance with activities and policies set by leaders. Teachers are expected to adhere to this policy, which is formulated collaboratively by leaders and managers. If teachers fail to follow this agreed policy, they receive a reprimand as a form of corrective action. |
| 3.  | Communication and motivation | A structured and consistent approach is carried out with meetings at Islamic boarding schools. Every Wednesday, all managers, including school principals, gather to communicate, discuss, and deliver Pesantren programs. The outcome of this meeting was then presented at a joint meeting on Thursday, ensuring that  |

|               |  |
|---------------|--|
|               | all relevant parties were informed and aligned with the plans and decisions discussed.   |
|               | The Kamisan agenda takes place every Thursday at the Pesantren. During these meetings, pesantren members received suggestions and motivation to improve their work. In addition, current and future programs are presented, along with an evaluation of ongoing activities.  |
| 4. Evaluation | A structured approach is implemented for the evaluation of Islamic Boarding Schools. At the end of each year, a Working Meeting is held for one week. During these meetings, work reports are presented and responses are provided by leaders and managers. This process ensures that all activities are thoroughly reviewed and feedback is provided to improve future performance.<br>The structured approach is carried out with weekly meetings at Islamic boarding schools. Every Wednesday, managers, including school principals, gather to discuss the achievements of the activities and the obstacles faced. |

*Source: Research findings from data interview, February 22, 2024*

Table 2 shows the data from interviews related to change management at MBS Klaten. The Mudir of Pesantren carries out change management through planning, organizational reinforcement, communication, motivation, and evaluation, based on data collected at the research site. Change planning is based on an annual report held at the end of each school year. The managers of Pesantren and the heads of units were gathered to submit performance reports, constraints, and improvement plans for the coming year. Evaluation activities and work meetings are documented in the Pesantren's annual meeting document. The results of the work meeting will be the basis for running the program in the coming year. Each unit head is responsible for and coordinates with the management to actualize the planned improvement and change program.

In an effort to support change, the Mudir of Pesantren communicates various change activities to teachers, *musyrif*, and students. Communication is important so that the idea of change is not only understood practically, but also the substance of change. The Mudir coordinates with teachers and *musyrif* who most often meet and engage in student activities. Mudir also motivates in implementation of change, because in the implementation of activities, it is not uncommon for obstacles to change to occur. In addition, the head of units plays a role in implementing the agenda of change to managers, communication, motivation, and evaluation activities are always carried out at every activity, weekly meeting, and monthly meeting. For teachers, there is a day to socialize the agenda and evaluation in a weekly meeting called Kamisan. It is called Kamisan because the activity is carried out every Thursday and is attended by teachers.

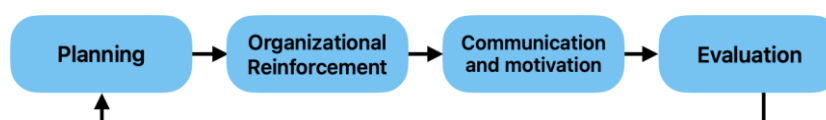


Motivating teachers and *Musyrif* is an important activity for the change agenda. The intensity of the meeting has an impact on maintaining the dynamics of planned changes. Teachers are coached every day through the *Kultum* agenda – short teaching and learning. The activity began with reading the Qur'an and then continued with learning the content of the verses. The activity time was after finishing school, and teachers took turns giving study materials. Motivation is also actualized in the students by teachers coordinated by the Principal. *Musyrif* provided motivation in the dormitory, which was coordinated by the Student Parenting Department. With the motivational activities of teachers and students, the change agenda can run as planned.

The evaluation was carried out by the Mudir of Pesantren on the managers of Pesantren in the form of deliberation. Weekly meetings are held once a week, which are held in the leader's meeting room. The deliberation began with the presentation of the activities that have been carried out in the unit, their successes, and obstacles. Regarding success, Mudir appreciated the success, and then, regarding the obstacles, Mudir identified the obstacles by looking for alternative solutions provided. Sometimes the solutions provided require cross-unit activities, so the mudir coordinates with other units so that the obstacles faced can be given solutions.

Based on the findings of the study, the change management process is illustrated as shown in Figure 1. Change management is carried out with the stages of planning, organizational strengthening, communication and motivation, and evaluation. The stages are carried out systematically and continuously, where in the final stage, the evaluation becomes the basis for the next planning in the future.

**Figure 1.** Change Management Process in MBS Klaten



The change agenda that is planned and implemented has an impact on increasing the productivity and performance of students, teachers, *Musyrif*, and Pesantren managers. For example, the students are increasing their learning achievement and achievement in memorizing the Qur'an – *Tahfidz*, *Tafhim*, and *Taf'il* – which includes memorization, understanding, and actualization into the core curriculum of Pesantren. Teachers carry out learning activities and manage the units responsibly, thereby improving the performance of the unit. Profit-oriented units such as convenience stores and bakery businesses increased in revenue. So that it can help fund Pesantren activities, non-profit units such as education and parenting make it easy to mobilize students to carry

out activities and contribute to Pesantren activities. The field of education and nurturing is a staple field in providing education and learning experiences for students.

## **Discussion**

Change is a necessity that is a characteristic of Pesantren. With changes, the dynamics of education and the learning process can be implemented effectively and sustainably. There is room for self-evaluation, but there is also room to find solutions from the results of evaluation. The results of the study show the dimensions that are the objects of change management in Muhammadiyah Pesantren, which are organizational structure, curriculum, learning process, and management of students or parenting. The objects of change are managed by the process of planning, organizational reinforcement, communication and motivation, and evaluation. The process that contains these stages is called Pesantren change management.

Findings about the dimensions of change in Pesantren are important in the development of Pesantren that are identical to traditional forms of education, marginal, and do not make changes are answered with this study. In essence, Pesantren makes changes in itself, as in this study on the dimensions of organizational structure, curriculum, learning process, and management of students or parenting. That is, the Pesantren is dynamic and makes changes to answer the problems faced within and maintain the existence of stakeholders. More than that, change management practices are implemented in Pesantren as an effort to ensure that improvements are carried out in a sustainable manner. Change management is the approach used by Pesantren in maintaining sustainability, so that the ideals and visions that are expected by all elements of Pesantren and stakeholders can be realized, and their achievement can be measured.

The dimensions of change management in the Muhammadiyah Pesantren are organizational structure, curriculum and learning process, and the management of students or parenting. The findings of changes in the organizational structure are in line with the findings of Diana and Sa'diyah's research, which stated the findings of changes in the organizational structure and management system (Diana & Sa'diyah, 2021). The findings of the curriculum and learning process as objects of change are in line with the research of Halimah et al, which proposed the development of an integrative curriculum in Islamic boarding schools (Andini, 2019; Halimah et al., 2024; Nurhakim, 2018), Arifin et al proposed changes in the learning process in Islamic boarding schools (Arifin et al., 2024). The findings of changes in the object of student management or parenting are in line with the findings of Sumi and Aslami's research, which proposed changes in regulations on the

arrival of parental visits to Islamic boarding schools and the procedures for dressing students (Sumi & Aslami, 2022).

The findings of the change management model research in the Muhammadiyah Pesantren were carried out with the stages of planning, organizational reinforcement, communication and motivation, and evaluation. These findings are in line with the findings of Arifin et al, presenting the findings of change management practice research conducted with the stages of planning, directing, and communication (Arifin et al., 2024); it's just that the term direction is used. Soleh et al proposed change management in Pesantren with the stages of planning, implementation, and control (Soleh et al., 2024). The role of leaders in managing change supported by teachers and managers is relevant to the findings of Subhi et al's research, which posits the function of providing inspiration, authority, communicating, and providing motivation (Subhi et al., 2024).

Such findings are different from the findings by Romli and Syamweli's research, where it is stated that changes in Pesantren are carried out with Kurt Lewin's perspective, consisting of unfreezing, changing, and refreezing (Mahmud et al., 2022; Romli & Syamweil, 2022). Different findings were conveyed by Siregar and Romiyanti, who stated that change management with the stages of change power, recognition, and definition of problems, problem-solving, implementation, and evaluation of changes (Siregar & Romiyanti, 2023). Winarto et al stated that the implementation of change management at the organizational level is carried out by integrated planning, organizing, actuating, and controlling (Winarto et al., 2021).

The findings show that Pesantren developed by organizations is different in managing changes from Pesantren owned by families. In a Pesantren owned by organizations with an organizational approach, a change management model is implemented with dimensions of planning, organizational reinforcement, communication and motivation, and evaluation. Previous studies have focused on aspects of Pesantren change management with Lewin's theory of unfreezing, changing, and refreezing, but have placed less emphasis on functional roles from a management perspective. Based on the findings of the study, it was found that there is a change management model that adapts the approach of management functions to the change management approach. This model has not been conveyed in previous studies that have a tendency towards one of the two mainstream management approaches or change approaches. The novelty of the findings of this study is the Pesantren change management model that describes the integration of management functions and change approaches. This new model provides new ideas about

Pesantren change management. This study contributes to the development of change management theory and provides practical guidance for Pesantren managers in managing change.

The research that has been conducted has limitations in aspects of the subject and object of research, research methods, and theories as a research analysis tool. The subjects of the research are leaders, managers, and teachers, while the subjects who are possible to become research informants have not been external stakeholders of Pesantren. The object of the research is limited to changes in organizational structure, curriculum, and learning process, and student management or parenting. The object of change in Pesantren has the potential to be in other aspects, such as facilities and infrastructure, financial governance, learning evaluation, and others. Research methods are limited to the type of case study research; it is still possible to use other approaches and types of research methods. The theory used is the theory of change management, which is still possible to develop into theories of organizational development. Prospective researchers can research with research subjects and objects, research methods, and other theories, which have not yet become the object of this research. Considering that, Pesantren have flexibility and dynamics in the management and development.

## **CONCLUSION**

The findings of the study show that the dimensions of change management in Muhammadiyah Pesantren are: organizational structure, curriculum, learning process, student management, and parenting. In addition, Pesantren change management is carried out with stages of change, which are planning, organizational reinforcement, communication and motivation, and evaluation. Change management is carried out sustainably by using evaluation materials as the basis for change planning. The findings of the study show the novelty of the Pesantren change management model. The Pesantren change management is the knowledge and skills of the leaders and managers in achieving the expected goals. The change management approach can be used as a way to address the problems that exist in the Pesantren institutionally. For Pesantren managers, the change management approach can be understood as the efforts to be good and better cannot be done naturally but need to be done in a planned and structured manner. This research has limitations in the object and stages of change; for future researchers, it is still very possible to find objects of change that have not yet become the focus of the research.

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