



**International Journal of Education, Social Studies,  
And Management (IJESSM)**

**e-ISSN : 2775-4154**

**Volume 4, Issue 3, October 2024**

The International Journal of Education, Social Studies, and Management (IJESSM) is published 3 times a year (**February, Juny, November**).

**Focus :** Education, Social, Economy, Management, And Culture.

**LINK :** <http://lppipublishing.com/index.php/ijessm>

## **Change Management Strategy in Improving Teacher Performance in Junior High Schools in Sintang District**

**Agusnani\*<sup>1</sup>, Natalia Hastuti<sup>2</sup>, Putra Gunawan<sup>3</sup>, Usman Radiana<sup>4</sup>**

*<sup>1,2,3,4</sup> Tanjungpura University, Indonesia*

---

### **ABSTRACT**

The objective of this research is to determine the most effective change management strategies for enhancing the performance of educators in junior high schools throughout the Sintang District. Educational institutions, such as junior high schools, are confronted with the demands of a dynamic work environment, as well as technological and social changes. Interviews, documentation, and observations are employed in this qualitative descriptive research to gather data from school principals and instructors regarding the modifications implemented. The research findings indicate that educators' performance is enhanced by the implementation of a change management strategy that adheres to John P. Kotter's model, which involves three stages: terminating outdated policies, initiating change, and implementing new policies. Classroom management, learning methods, student assessment, and educational vision and mission are among the modifications. The successful implementation of new policies requires the active participation of all members of educational institutions, as well as effective communication and strong leadership. It is the conclusion of this investigation that effective change management strategies not only enhance the performance of educators but also equip schools to confront future educational obstacles.

---

[agusnani919@gmail.com](mailto:agusnani919@gmail.com)

### **ARTICLE INFO**

*Article history:*

Received

25 August 2024

Revised

23 September 2024

Accepted

20 October 2024

**Keywords**

**Corresponding**

**Author** 

---

*Educational Change Management, Educator Performance Improvement*

---

## **INTRODUCTION**

Change is something that cannot be avoided and will definitely happen (Bairizki et al., 2021). Educational institutions, including Junior High Schools (SMP), must have the ability to change in order to remain relevant. Educational institutions function as instruments of value transformation, so they must be able to adapt to the needs, desires, and changes that occur in their environment. Managing changes in the performance of educators at SMP Sintang can be approached effectively through strategic planning, performance management systems, and improved communication. These elements are essential to creating an environment conducive to improving education.

Schools are very important as a place for students to systematically and regularly acquire knowledge (Aqib, 2013). Changes in educational institutions can be related to various aspects, ranging from curriculum, teaching methods, physical infrastructure, to organizational culture (Ismail, 2018; Sari & Sirozi, 2023). For example, the implementation of information and communication technology (ICT) in learning or organizational restructuring to increase efficiency and effectiveness. The implementation of strategic change management practices has a positive impact on school performance, as evidenced by research showing a correlation between strategic leadership and educational outcomes (Mairura & Atambo, 2019).

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

Junior high schools in Sintang District, like many other educational institutions in Indonesia, face challenges in maintaining the relevance and quality of education amidst changing times. The speed of technological and information development is one of the main factors driving change. The digital era has changed the way of learning and teaching, so educational institutions need to continue to adapt to remain relevant in providing effective and meaningful education for students.

In addition, changes in the demands of society and the world of work are also important factors that influence education in junior high schools in Sintang District. Society now expects education that focuses not only on academic knowledge, but also on the development of holistic skills such as creativity, leadership, and social skills (Sabri, 2020; Setiadi & Purwanto, 2021). However, the focus on performance control can create resistance among educators, thereby weakening their autonomy and professional engagement (Mather & Seifert, 2011).

Another challenge faced by junior high schools in Sintang District is the limited quality of human resources and adequate educational infrastructure. The lack of reliable facilities and human resources can be an obstacle in implementing the necessary changes (Elsaif et al., 2022; Rohman & Kustiwi, 2024). Therefore, effective performance management, which integrates development with assessment, is essential to drive the desired changes, but

challenges in implementing a performance management system often occur due to a lack of knowledge about the process (Mosoge & Pilane, 2014).

In managing change, it is important to involve all members of the educational institution in the change process (Zen, 2016; Fadhli, 2020). Collaboration and active participation from various parties will increase awareness of the importance of change, as well as minimize resistance that may arise. Leaders of educational institutions have a key role in communicating the vision of change, facilitating open dialogue, and building trust among members of the institution (Suharti et al., 2024). Improving effective communication in educational institutions also has a significant impact on overall organizational performance (Wachira & Anyieni, 2017).

Change management in educational institutions is often faced with challenges related to the complexity of established organizational structures and cultures. Change often disrupts existing routines and habits, triggering resistance and uncertainty among members of the institution (Tanjung, 2022). While this strategy is useful, it is important to balance accountability with professional autonomy to avoid educator resistance to change (Mather & Seifert, 2011).

In addition, changes in educational institutions must take into account the ever-evolving external dynamics, such as technological developments, regulatory changes, and job market demands. Educational institutions need to be responsive to these changes, and be able to anticipate future trends (Munir & Zakiyah, 2017). Anticipating these changes is key to educational institutions remaining relevant in the future.

Based on this background, this study aims to identify effective change management strategies in improving the performance of educators in junior high schools throughout Sintang District. This study is expected to provide significant contributions in developing more innovative and quality education, and be able to face future challenges better.

## **RESEARCH METHODE**

In this qualitative descriptive study, the change management techniques used in junior high schools in Sintang Regency are examined. Lexy Moleong (2011) stated that qualitative research is "a research procedure that produces descriptive data in the form of written words, pictures, and not numbers", so the emphasis of this study is more on real experiences and stories than statistics or numbers. Researchers collect data from principals and teachers in handling change through interviews, observations, and documentation. The researcher uses the Observation Technique to see the change techniques in school

activities, while interviews are used to get direct answers from sources. Analysis of research data includes data condensation, presentation, and drawing conclusions. This study uses perseverance, source triangulation, and technology triangulation to verify data. Thus, the data must be valid and accountable.

## **RESULT AND DISCUSSION**

This study aims to evaluate change management strategies in educational institutions, especially in junior high schools in Sintang District, which can improve the performance of educators. Effective change management strategies are essential in facing dynamic educational challenges. Based on the change management model developed by John P. Kotter, the change process consists of three main stages: ending old policies, initiating change, and starting new policies.

The first stage, old policies that are no longer relevant need to be ended. Evaluation of school and teaching staff performance is the basis for understanding policies that need to be changed. According to Bairizki et al. (2021), "Change is something that cannot be avoided and will definitely happen." Therefore, educational institutions must be able to adapt to the needs and changes that occur in their environment. After the old policy is ended, the neutral stage or initiation of change is carried out by evaluating the organization as a whole, especially in terms of classroom atmosphere, learning supervision, and teacher teaching abilities. Based on the evaluation results, the school determines four main aspects that will be changed, namely the vision and mission of education, classroom management, learning management, and child learning assessment.

The third stage is to initiate new policies. The principal is responsible for ensuring that new policies can be implemented effectively. Suharti et al. (2024) stated that "Leaders of educational institutions have a key role in communicating the vision of change, facilitating open dialogue, and building trust among members of the institution." Thus, strong leadership is needed for change to run smoothly. New policies include changes to the vision, mission, and goals of education, where schools are committed to helping students achieve optimal development, both academically and personally. Classroom management is changed to create a conducive environment, and learning management is adjusted to the diverse needs of students. In addition, the assessment of children's learning is changed to be more appropriate in evaluating student abilities.

The implementation of new policies requires the involvement of all educators and school staff. The principal plays an important role in motivating teachers and ensuring that policies are implemented responsibly. Effective communication and continuous support are needed for change to run smoothly. Wachira & Anyieni (2017) added that "Improving effective communication in educational institutions also has a significant impact on overall organizational performance." An effective change management strategy can overcome obstacles such as limited facilities and lack of reliable human resources, as stated by Elsaif et al. (2022) and Rohman & Kustiwi (2024).

### **Discussion**

Change management is a strategic step taken by educational institutions to improve educator performance. In the context of junior high schools in Sintang District, an effective change management strategy is very important to answer the challenges faced by educators. Every change made must be based on an in-depth evaluation of the performance of the school and educators. According to John P. Kotter, change management in an organization consists of several important stages, namely ending old policies that are no longer relevant, initiating change, and starting new policies.

The phase of terminating old policies in junior high schools throughout Sintang District aims to replace policies that are no longer effective. The principal and management team must conduct an in-depth evaluation to understand the aspects of the policy that need to be updated. This step must be carried out carefully so that the changes made are more focused and on target. As stated by Tanjung (2022), "Change often disrupts existing routines and habits, thus triggering resistance and uncertainty among members of the institution." Therefore, communication and involvement of all members are very important to minimize resistance to change.

After the old policy is terminated, the neutral or initiation stage of change begins. At this stage, the school evaluates the organization's performance and determines what aspects need to be changed. This process is carried out to ensure that the changes to be implemented are in accordance with real needs in the field, including in terms of improving educator performance. Performance evaluation is carried out by monitoring the classroom atmosphere, learning supervision, and teacher ability in teaching. This monitoring aims to identify the strengths and weaknesses in the education system in the school. From the results of this evaluation, new policies will be more focused on areas that need improvement.

After the evaluation process is complete, the school administrator determines four main aspects to be changed, namely the vision and mission of

education, classroom management, learning management, and assessment of child learning. These aspects are the main focus of change to improve the quality of education and educator performance. Mather & Seifert (2011) emphasize that "A focus on performance control can create resistance among educators, thereby weakening their autonomy and professional engagement." Therefore, there needs to be a balanced approach in evaluating and improving teacher performance without eliminating their professional autonomy.

The start-up phase emphasizes the implementation of new policies. Principals need to plan new policies carefully, thinking about how new programs can be implemented effectively in schools. This careful planning ensures that changes will bring the expected results in the long term. In this process, Zen (2016) and Fadhli (2020) emphasized that "In managing change, it is important to involve all members of the educational institution in the change process."

New policies made by school administrators must include changes in the vision, mission, and educational goals. In the new vision, the school is committed to helping students achieve optimal development, both academically and in terms of personality. The new mission emphasizes the importance of active, creative, and innovative learning. Good classroom management is also a major focus in change management. By changing the position of the classroom, learning tools, and classroom layout, it is hoped that a more conducive learning atmosphere can be created. Teachers must be supported to create a learning environment that encourages active student participation. In addition, learning management is changed to suit the different needs of students. The principal and teachers work together to ensure that each student receives learning that is appropriate to their level of ability. This policy also adds religious learning activities as part of student character development.

Assessment of children's learning is also one of the areas that has undergone changes. Teachers are given the policy to give homework that is in accordance with the development of students' abilities. This aims to maximize student learning outcomes, especially in reading, writing, and arithmetic.

The implementation of the new policy involves all educators and school staff. The principal plays an important role in motivating teachers and staff to implement the new policy with full responsibility. Open communication and continuous support are needed for change to run smoothly. An effective change management strategy involves strong leadership from the principal. The principal must be able to inspire and provide clear direction regarding the desired vision of change. With strong leadership, the change process will be more easily accepted by all parties in the school. Empowerment of educators is

an important key in the change management strategy. Regular training, discussions between teachers, and opportunities to innovate in teaching methods are elements that strengthen educator performance. Educators who are well empowered will be better prepared to face increasingly complex educational challenges.

## **CONCLUSION**

This study shows that change management strategies based on John P. Kotter's approach improve teacher performance in junior high schools throughout Sintang District. This process involves the elimination of irrelevant laws and the implementation of new laws that improve the quality of education. Strong leadership and effective communication play an important role in change. All of this shows that a good change strategy not only overcomes obstacles but also improves education so that schools can face future challenges. Potential developments include increasing human resources and technology to support change. Based on this study, the principal must lead the change, teachers must receive ongoing training in creative learning approaches, and school staff communication must be improved to simplify the transition process. Schools need more resources and better infrastructure. For further research, it can examine the effectiveness of transformational leadership, technology solutions, and education reform programs.

## **REFERENCES**

- Aqib, Z. (2013). *Models, media, and strategies of contextual (innovative) learning*. Bandung: Yrama Widya.
- Bairizki, A., Irwansyah, R., Arifudin, O., Asir, M., Ganika, WG, Karyanto, B., & Lewaherilla, N. (2021). *Change management*. Bandung: Widina Publisher.
- Elsaif, SK, Ardi, CM, & Santoso, G. (2022). Stepping together towards a just and civilized society: Upholding human rights and the rule of law. *Journal of Transformative Education*, 1(2), 77-88.
- Fadhli, M. (2020). Implementation of strategic management in educational institutions. *Continuous Education: Journal of Science and Research*, 1(1), 11-23.
- Ismail, F. (2018). Implementation of total quality management (TQM) in educational institutions. *Iqra' Scientific Journal*, 10(2), 1-8.
- Kim, M., Mather, R., & Seifert, R. (2011). Teacher, lecturer or laborer? Performance management issues in education. *Management in Education*. <https://doi.org/10.1177/0892020610388060>

- Mairura, V.S., & Atambo, W. (2019). Effect of strategic change management practices on performance of public secondary schools: A survey of public secondary schools in Kisii County. *Strategic Journal of Business & Change Management*.
- Mather, C., & Seifert, R. (2011). Resisting accountability: Resistance to performance management in schools. *Journal of Educational Policy and Management*, 7(2), 156-172.
- Mosoge, M. J., & Pilane, M. W. (2014). Performance management: The neglected imperative of accountability systems in education. *South African Journal of Education*. <https://doi.org/10.15700/201412120947>
- Mosoge, M., & Pilane, M. (2014). Challenges in implementing performance management in schools. *Journal of Educational Studies*, 5(1), 48-61.
- Parnawi, A. (2021). *Developmental psychology*. Yogyakarta: Deepublish.
- Rohman, AF, & Kustiwi, IA (2024). Accounting information systems and their impact on improving the performance of MSME services in Indonesia. *WANARGI: Journal of Management and Accounting*, 1(2), 347-355.
- Sabri, A. (2020). *Islamic education welcoming the industrial era 4.0*. Yogyakarta: Deepublish.
- Sari, AK, & Sirozi, M. (2023). The politics of Islamic education in Indonesia during the reform era (1998-present). *Tarbawy: Journal of Islamic Education*, 10(1), 20-37.
- Setiadi, W., & Purwanto, LMF (2021). Digital technology in architectural education in the industrial era 4.0. *JoDA Journal of Digital Architecture*, 1(1), 42-51.
- Suharti, S., Fajri, R., & Suharyat, Y. (2024). Analysis of leadership functions in the era of modern organizations. *NUSRA: Journal of Research and Educational Sciences*, 5(1), 22-36.
- Tanjung, R. (2022). *Change management*. Solok: CV. Mitra Cendekia Media.
- Wachira, L., & Anyieni, A.G. (2017). Effect of change management practices on performance of Teachers Service Commission. *Strategic Journal of Business & Change Management*.
- Zen, WL (2016). Management of quality improvement of Islamic educational institutions. *Almufida: Journal of Islamic Sciences*, 1(1), 123-140