ENHANCING AN ORGANIZATIONAL CHANGE: AN ANALYSIS OF FACTORS AFFECTING CHANGES IN SCHOOL ORGANIZATIONS

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ABSTRACT
Organizational change is a phenomenon that must be faced and carried out by every individual to achieve organizational goals as well as to maintain its existence amid competition. In addition, organizational change aims to improve the performance to be better. This study aims to create changes in school organization by analyzing the factors that influence better organizational change. This study is a qualitative research which analyzes literature reviews related to organizational change. Considering the data analysis, this study uses library research to examine the literature related to organizational change in the forms of research results, library books, documents, and information contained on the internet. The data collected in this study are analyzed qualitatively by considering the research objectives. The results showed that the changes in school organization are caused by political practices, organizational learning, organizational culture, and principal leadership. The research result may give an impact on factors that school administrators need to consider prior to enhancing organizational change within their organization.

KEYWORDS
Change, Organization, School

INTRODUCTION
Organization as a form of a living organism in society must experience change because it always faces various challenges, both from an internal and external organization. Not all changes go easily; sometimes it experiences many obstacles. To avoid these obstacles, every change should be preceded by careful preparation.

According to Satriago (2016), there are at least three challenges that must be faced by organizations or individuals along with the dynamic changes: the uncertainty of change, globalization, and ideas. Therefore, it is necessary to be sensitive to changes in recent years. Rapid change has never been predicted before, so when the change uncertainty happened, it needs to be overcome immediately with the flexibility and adaptability that through the learning process.

Brill (2008) also believes that organizations which can compete and survive are those having a clear and directed vision and mission, cross-functional process, and a horizontal organizational structure with clear empowerment. Organizations must be globally oriented and have broad networks by utilizing information technology appropriately, not only focus on stakeholders but also on the environment. Hence, strategically, to make an organization survive, compete, and be
globally oriented, it must utilize organizational functions with organizational learning to change or develop an organization better.

The external environment of an organization tends to be a driving force for change. On the other hand, internal organizations need to make the change because every organization should deal with changing or dying pressured by the power of change.

Among experts, (Hussey, 2006; Kreitner & Kinicki, 2010) proposed that these drivers of change are the need to change itself. Meanwhile, according to Robbins (2011) and Greenber & Baron (2008), it is as a force for change, meaning that the need for change is more an internal organizational factor, while the power for change can be sourced from external and internal factors.

Schools are institutions that can be called organizations, so they cannot avoid these challenges and should be expected to compete in global competition, and even be able to develop more advanced. To be able to develop better, it is deservedly that schools consolidate themselves by making organizational changes.

Organizational change can start from conducive politics and organizational learning framed in a good leadership vibe while keep sticking to school culture. It also must increase the motivation of school stakeholders who will make organizational changes.

The government has tried to make changes to the school organization. Various efforts have indeed been carried out by the government to improve the quality of national education. For example, increasing access to primary education, the government is trying to improve the quality of primary education services. The issuance of Minimum Services Standards (MSS) of Primary Education through the Minister of Education Regulation Number 15 of 2010 subsequently updated with the Minister of Education and Culture Regulation Number 23 of 2013 is a commitment of the central government in ensuring the implementation of compulsory affairs in the field of primary education to increase access to education carried out simultaneously with improving the quality of education services. Also, various breakthroughs from the government such as the rehabilitation of primary education facilities and infrastructure was carried out on a massive scale, the process of teacher redistribution, the improvement of teacher competencies to have at least bachelor’s degree, the process of educator certification, and curriculum development to improve the quality of education services (Ministry of Education and Culture, 2015).

There is a very substantial problem when trying to make a better improvement, namely the quality of learning in Indonesia is still low when measured by the learning process or student learning outcomes. Various studies reveal that the learning process in class generally does not run interactively, hence it is hard to foster creativity, critical power, and students’ analytical skills. Along this time, competence as a learning outcome very important to be measured and owned by students is less attention. Student learning outcomes are also still not encouraging.

The achievement of Indonesia’s education quality, which is still far below the achievements of developed countries or even Indonesia’s neighboring countries, is a record in improving the quality of education. PISA Mathematics scores in 2012 showed that the average achievement of Indonesian students’ competencies was at level 1. This condition places Indonesia under Singapore, Malaysia, Thailand, or even Vietnam. Meanwhile, in terms of reading skills, in 2012,
Indonesia received an average PISA of 396. Indonesia’s position is still below the average score of Malaysia (398) and Thailand (441) (Ministry of Education and Culture, 2015). Therefore, it is necessary to involve all stakeholders to fix the problem by optimizing all school components to make better organizational changes, especially in the aspects of the learning process. This article aims to find out how organizational change can occur smoothly and make organizations more advanced.

**RESEARCH METHODS**

This study was qualitative research which analyzes literature reviews related to organizational change. Considering the data analysis, this study used library research to examine the literature related to the assessment of organizational change.

This research was conducted on research results, library books, documents, and information contained on the internet. There was no population or sampling limitation in this study so that all information was study material to achieve the objectives of this study. The data were collected using the main techniques of documentation of information related to organizational change. The data collected in this study were analyzed qualitatively by considering the research objectives.

**RESEARCH RESULTS AND DISCUSSION**

Hanson (1996: 34) states that organizational change is the process of implementing innovation in organizations. The implementation involves various components: goals, ideas, human, new methodologies, structures, and interrelated technologies. Daft (2006) argues that organizational change is the process of adopting ideas, techniques/behaviors in organizations.

Luthans (2006) compares change and organizational development. Organizational development will lead to improving the quality of the organization through a climate of decision-making. Organizational development is a long-term effort to improve the process of renewing and solving organizational problems, specifically through more effective and collaborative management of organizational culture – with an emphasis on formal workgroup culture – with the help of agent of change change or catalysts, and the use of applied behavioral science theory and technology, including action research.

The change aims to improve organizational performance to be better. Based on these views, every change in an organization cannot be separated from innovation, starting from the process of adopting ideas, techniques/behaviors, so that it can be said that there is a link between organizational change and innovation. Therefore, the change can be interpreted as the implementation of innovation towards organizational improvement (Setyadin, 2010).

**Organizational Change Process**

Change is a process through certain stages as in the management process which always starts from planning, implementation, and ends with evaluation. According to Robbins (2011), there are three stages of changing process: *Untfreezing* is a stage where the organization’s function is reduced, *Changing* is the stage of implementing the process of change by updating the values, attitudes, methods, and others considered to be the cause of an organizational malfunction, so it is necessary to change the things that cause it, and *Refreezing* is a stage
where the change has proven the expected results, so the changes that occur must be maintained and preserved.

Meanwhile, Rogers (2003) put forward five steps of change: knowledge, persuasion, decision, implementation, and confirmation. Those steps are classified into an initiation phase, including information collection, conceptualization, change planning, and decision to make changes. The second phase is implementation, including the implementation of all the decisions that have been made during the initiation phase.

**Type of Organizational Change**

Robbins (2011) proposes that organizational change can be understood from three points of view: as a renewal idea that is still in the form of institutional commitment, the process of changing the institutional structural background, and changing the behavior of the implementers. Following this matter, Hanson (1996) suggests three types of organizational change that can be distinguished: planned change is changes intentionally planned and managed in such a way to achieve the goals, spontaneous change is a change occurs as a spontaneous reaction to changes from internal and external organizations without a plan, and evolutionary change is a change that takes time long and continuously affected by the changes that impact the organization.

Related to this type of change, organizations need to change management to implement it. In this case, Luthans (2006) provides recommendations: the change approach must be planned, the change approach must have a system framework, the changes must be designed to improve the organization, both short-term and long-term, the approach is aimed primarily at organizational processes rather than on substantive content, changes are designed to solve problems, and it should be focused primarily on human and social relations.

The suggestion emphasizes the importance of change design, comprising three steps that are worth paying attention: mastering information technology, comprehensively comprehending the obstacles that come from within and outside the organization, mastering change strategies (Hanson, 1996). In other words, if you want to implement an organizational change, you must have a strategy of mastering information technology, identifying in detail the problems of the organization, and taking steps to change policy.

**Factors of Organizational Change**

As Robbins (2011) has stated that the effort to implement a new change can be carried out if it is followed by changes in the behavior of the personnel so that individual behavior factors greatly affect the change process. In this case, Rogers (2003) suggests the forms of behavior associated with the process of organizational change, both having a positive or negative effect. Behaviors that affect positively are: empathy, ability, abstraction, rational, intelligent, attitudes like change, ability to deal with uncertainty, having a desire in education and knowledge, achievement motivation, and high aspirations for education and work. While behaviors that have a negative impact on change are dogmatic behavior and fatality.

According to Sergiovanni, et al (1987) there are four types of organizational type: individuals (needs, interests, and work relationships), schools (climate and culture), workflows (change targets, renewal protocols, curriculum materials, and approaches learning), and the political system of work (administrative actions, reward systems, budget appropriateness, acceptance by teacher groups, acceptance by school sponsors, administrative commitment, and acceptance by the community).
In the context of the school organization as a complex system, there are eight main components in school management: input, curriculum, education staff, facilities and infrastructure, management funds, environment, and the teaching-learning process. If related to the process of change, these factors can be said as factors that influence change.

Further explanation is conceptualized that organizational change can occur when the performance of individuals in their organizations is good. As stated by Ford & Evans (2011), that it needs good performance and effort if you want to achieve good change and increase in the organization. This is strengthened by Senge (2012), Reavis (2010), Marquardt (2010), and Segal (1977), showing that organizational performance is required to make a change, especially the performance of good leaders.

Besides, motivation is the main thing to implement a change. In terms of the influence of motivation on organizational change, Kelner (2008), Cicmil & Kekale (2014), Davis (2009), and Bambang Setyadin (2010) concluded that the success of organizational change depends on individual motivation to implement ideas, learning concepts, and growth in employment. That is, an individual must be motivated to realize the concept of learning and growth at work when organizational change occurs.

Organizational learning is also a major factor for organizational change because the starting point to do that is through organizational learning. It has been proven by Staudenmayer et al. (2010), Ford & Evans (2011), Cicmil & Kekale (2014), Bambang Setyadin (2010) that the way of self-assessment and organizational learning carried out by each organization will affect the organizational changes so that the organization will be better developed.

Political factors are one of the tools for making a change. The research results by Hoy & Miskel (2008), Fleenor & Bryant (2012), Schreuder (2011), Trompenaars (2010), and Marekel (2013) revealed that politics in organizations and politics influenced by organizational external factors greatly affect organizational change and development. In this case, the performance factor is a leader who uses politics and makes changes because politics contain some strategies and approaches to achieve something.

Organizational culture is a major factor for organizational change. This is proven by Lutherbach (2013), Baker (2012), Liu (2011), and Bergquist (2012), showing that organizational culture is the key to the success of the organizational change. Culture is the moral of the individuals reflected in organizational life so that these values can make organizational changes.

Therefore, political pressure, organizational learning, and organizational culture do not only directly affect organizational change, but also indirectly influence the motivation and leadership of the headmaster. This is evidenced by the results of research conducted by Hoy & Miskel (2008), Fleenor & Bryant (2012), Schreuder (2011), Trompenaars (2010), Marekel (2013). That motivation and leadership become intermediaries to improve individual performance so that they are interrelated in the success of organizational goals.
Agent of Change
In the context of organizational change, agents of change are needed. Agent of change is the person in charge of influencing clients to have the willingness to accept innovation following the goals desired by the reformer (Hanson, 1996: 43).

The main task of the agent of change is to smooth the flow of innovation from the innovator to the client. While according to Rogers (2003), the main function of the agent of change is to provide awareness to clients of the need for behavioral change that supports the process of change, compiles interconnected information, diagnoses their problems, expresses the purpose of change to the client, stabilizes adoption and prevents disruption to the continuity of change, and achieves a complete relationship with the client.

Therefore, the headmaster is expected to play a role as an agent of change to implement the changes in school. All ideas for education reform or development becoming government policies must be understood and translated into educational and learning activities in schools. The idea of change will be realized well if the principal has effective managerial and leadership abilities. In the process of regulating change in schools, the headmaster must understand the nature of change and the constraints they face (Setyadin, 2009).

The headmaster, as the agent of change, must have insight into the system in managing change in schools, which is an insight into dynamic and integrative change. Hence, this insight is not limited to changes in teachers or curriculum structure, teaching-learning processes, or school administration, but these components are considered integrated into the change process. In the implementation stage, the headmaster helps the staff and teachers collaboratively, so that they can also act as agents of change (Robbins, 2011).

Therefore, Luthans (2006) reflects the results of research that have implications for organizational change: (1) agents of change must focus on systematic changes in work settings as a starting point for change in individual behavior as a key mediator associated with changes in organizational results. (2) The results of technological interventions indicate a negative behavior change. In some cases, an organization can wait for changes in negative behavior until all individuals can deal with learning barriers or have successfully adapted to the changes that have been made. (3) Well-developed theories must provide a better basis for choosing interventions rather than merely changing the style, values, and personal choices of the parties.

CONCLUSION
Changes in school organization can be created well because influenced by several factors: the political climate in the organization, organizational learning, organizational culture, and leadership of the headmaster. A good political climate can encourage transactions and agreements between stakeholders, school managers, and school residents to make a better organizational change. Organizational learning in schools becomes a guide and improvement in carrying out organizational change. Habits, work ethics, attitudes, and cohesiveness are elements of the culture of school organizations that become one of the factors in organizational change. Principal's leadership as a determinant of every decision in the school is a major factor in determining organizational change. To make a good organizational change, all school residents should eliminate personal interests that can harm the development of school organizations.
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