



Implementation of Change Management in Shaping Student Character in the MAPK Program at MAN 1 Yogyakarta

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Article History	Abstract
Received October 09, 2023	<i>This article discusses the implementation of change management in character education at MAN 1 Yogyakarta, focusing on developing skilled individuals with leadership qualities and the ability to tackle global competition challenges. In the current evolving landscape, where global competition has intensified, students in Indonesia are facing demanding requirements. This research is a case study using a qualitative descriptive method. Besides academic excellence, students also need to possess "soft skills" and "hard skills" that are essential for keeping up with the times. Soft skills such as communication, leadership, and teamwork are crucial in a collaborative work environment. On the other hand, hard skills such as technological proficiency and foreign language skills provide the necessary competitive advantage. To meet these demands, Indonesian education needs to focus on developing both foundational aspects and specific expertise. MAN 1 Yogyakarta recognizes this need and has taken steps to prepare its students according to the required standards of change. They implement programs such as basic leadership training (LDK) and establish a special student organization called OSAKA (Organisasi Siswa Madrasah Aliyah Program Keagamaan) to enhance students' leadership skills, discipline, and sense of responsibility. This activity is a flagship program aimed at enhancing students' abilities in communication, discipline, and leadership. There are also by participating in clubs and organizations such as the Intra-School Student Organization (OSIS), Indonesian Red Cross Youth (PMR), Islamic Spiritual (ROHIS), Scouts, and scientific clubs, students also learn the importance of responsibility and discipline in fulfilling their roles within these organizations.</i>
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INTRODUCTION

The degradation of morals and the decline in the quality of character education as a result of changing times have become a collective concern (Anwar and Romadhon 2021). In 2022, there were 457.895 cases of violence against women committed by teenagers (CNN Indonesia 2023). The role of character education in Islamic educational institutions is highly essential to foster students' personal growth, confidence, and the ability to develop and explore their abilities and skills without neglecting positive values and virtues (Toker 2021).

Madrasah Aliyah, as a formal Islamic education institution needs to take preventive measures for teenagers who are increasingly moving away from religious values, legal norms, and the cultural traditions of the nation (Asadullah and Chaudhury 2016). Furthermore, the polarization of the 'de-Islamization' movement in Indonesia is becoming more pronounced. Madrasah Aliyah Program Khusus (MAPK) is designed to produce Islamic scholars with a deep understanding of Islam, Indonesian culture, and modernity, aiming to create visionary future leaders who uphold national values (Wijdan 2015).

In addition, according to the Head of Curriculum and Evaluation of Madrasah Tsanawiyah of the Central Ministry of Religious Affairs, Basnang Said (Anonymous 2024a), MAPK is also a solution to continuously produce Muslim scholars through foreign language strengthening programs, namely Arabic and English. This strengthening was obtained through the curriculum in the '*tafaqquh fiddin*' dormitory with the pole of turats al-islamy. Thus, the process of regeneration of moderate scholars

with an Islamic and Indonesian perspective will continue and be maintained in its sustainability.

Empirical evidence indicates that deficiencies in educational opportunities and cultural norms that privilege certain groups and marginalize others based on socioeconomic status, religion, or other cultural characteristics are among the causes of moral decadence. To provide equitable possibilities for every student, educational reform is crucial. This necessitates a comprehensive overhaul of the educational system, extending beyond mere curriculum management adjustments to identify the fundamental principles of education that are now in decline (Pratiwi, Haida, Riwanda et al. 2023). In the context of Islamic religious education, Zakiah Daradjat revealed in a journal article entitled "Tolerance Learning in Islamic Religious and Character Education Textbooks" that the ultimate goal of Islamic religious education is to encourage students to surrender fully to Allah and serve Him. Therefore, Islamic religious education not only provides theoretical knowledge, but also trains students to apply that knowledge in their daily lives (Mawadda, Supriadi, Anwar et al. 2023).

The distinctive feature of MAPK is that 70% of the curriculum is dedicated to Islamic religious studies, while the remaining focus is on language education and 7 survival skills (Putra 2023). If the parameter of behaviour for Muslims is the Prophet Muhammad, then character or morality is at the core of Islamic teachings. MAPK addresses concerns about student character development. Based on a preliminary survey, it was found that MAN 1 Yogyakarta has its uniqueness. First, the madrasah is accredited A, with the slogan "sustainable achievement, intelligent, and world-class Islamic education." Secondly, it is

a state madrasa that is mandated in the province of Yogyakarta Special Region to organize MAPK. Third, MAN 1 Yogyakarta has produced numerous alumni who have attained prominent positions at the national level in Indonesia. Even before the establishment of MAPK, the institution has produced countless influential figures who have made significant contributions to the country. These alumni have held positions or responsibilities in government, demonstrating their influence in shaping the nation. Notable examples include Mahfud M.D., who served as Coordinating Minister for Political, Legal, and Security Affairs from October 2019 to February 2024, and is also a candidate in the 2024 presidential election. Another example is Muhaimin Iskandar, vice chairman of the House of Representatives since 2019. He is an alumnus of MAN 1 Yogyakarta, graduating in 1985 before MAPK was introduced. These achievements of MAN 1 Yogyakarta alumni serve as an inspiration to the MAPK program, which strives to maintain its quality and objectivity (Anonymous 2024b).

MAN 1 Yogyakarta strives to remain dynamic and adaptive in responding to the challenges of the times. Change management is crucial for the sustainability of the future of education. Without proper change management, *madrasahs* would find it difficult to compete on the national and global stage, especially when compared to regular schools. QS. Ar-Ra'd verse 11 emphasizes the importance of optimization because the optimization process determines the outcomes, especially in shaping students' character through all *madrasah* resources (Masyitoh 2020). As per the principles of *usul fiqh Al-muhafadatu 'ala al-qadimi aṣ-ṣaliḥ wa al-aḥzu bi al-jadidi al-aṣlah* which means preserving what is good and adopting what is better is a necessity. This research aims to analyze the implementation of change management in shaping students' character in the MAPK program at MAN 1 Yogyakarta. As mentioned earlier, the goal of Islamic education is not only

to make students understand but also to become good citizens.

Despite various efforts to improve character education in Islamic educational institutions such as Madrasah Aliyah Special Program (MAPK), no research has specifically analyzed the implementation of change management strategies in shaping student character in this program. Previous research has largely ignored the specifics of character education and change management in Islamic educational institutions like MAN 1 Yogyakarta. This leaves a gap in our understanding of how change management can effectively shape student character in this context.

LITERATURE REVIEW

Based on this overview, the researcher is interested in conducting an in-depth study regarding the implementation of the MAPK program at MAN 1 Yogyakarta as a form of change management and to understand how this program plays a role in educating students with scholarly and integrity-based character. It is hoped that this research can serve as valuable data for academic development and the education needed to improve teaching methods in other institutions.

The journal titled "Implementation of Change Management at MAN 3 Palembang, South Sumatra." This field research with a descriptive-qualitative approach was born out of the researcher's curiosity about the efforts made by MAN 3 Palembang to achieve rapid development in the *madrasah*. This research resulted in several conclusions, which can be summarized as having visionary, interactive, communicative, and continuously change-managing school leaders in every element of the school (Afriantoni 2014). The difference from this study lies in how the revitalization process of the MAPK program is depicted with the theory of Change Management by Kurt Lewin to answer the desired change.

The journal titled "Change Management at Madrasah Aliyah Negeri 1 Kotamobagu."

This field research with a descriptive-qualitative approach used Burnes' change management theory, which includes the concepts of change management approach and change management model as the theoretical framework. This research resulted in several conclusions, with the overall form of change management at MAN 1 Kotamobagu being planned change management that occurs in three phases: exploration, planning, and action. The implementation of change management in the *madrasah* occurs through three processes: selection, trajectory, and change (Manoppo 2022). Meanwhile, in this study, the steps of change are mapped into 3 stages of Change Management by Kurt Lewin.

The thesis written by Mifka Liza Putri (2018) titled "Implementasi Manajemen Perubahan Pada Program Kelas Unggulan Di Madrasah Tsanawiyah Negeri (MTs N) 2 Bandar Lampung". This research, which used a descriptive qualitative method, resulted in several conclusions, with the overall finding that change management at MTs N 2 Bandar Lampung is effective due to the proactive role of the committee, professional teachers, and good teamwork among curriculum developers.

The journal written by Sri Hartini Juni Astuti (2023) titled "Implementasi Manajemen Perubahan Oleh Kepala Madrasah Dalam Meningkatkan Mutu Pelayanan Di MAN 1 Tabalong". This field research using a descriptive qualitative method produced several conclusions. In general, it was found that the head of the *madrasah* at MAN 1 Tabalong successfully implemented change management to improve service quality, primarily because of the high commitment of the staff to sustainable change. Meanwhile, in this study, the presentation in the form of the results of change lies not only in services but also in the development of intra-school programs such as self-development activities and various kinds of activities to increase the productivity of students both in terms of religion and as individuals with a global attitude.

Nur Arifah (2020) in her journal "Manajemen Perubahan Dalam Mewujudkan Madrasah Berprestasi" highlights the phenomenon of inter-school competition in improving quality that requires change, yet strong-willed leaders to initiate change are hard to find. In contrast, research by Ahmad 'Alim Wijaya et al., (2022) the implementation of change management at SMP Muhammadiyah 8 Yogyakarta post-Covid-19 pandemic, is motivated by several factors, namely trends, crises, technology, and lifestyle. Journal by Dewi (2021) with the title "Implementasi Manajemen Perubahan Dalam Pelaksanaan Supervisi Akademik Pada Masa Pandemi Di SD Kristen 03 Eben Haezer Salatiga", the focus is on managing supervision during the pandemic era with the implementation of change management to enhance teacher quality. The background of this journal highlights the pandemic event, leading to changes in learning activities, thus necessitating different supervision methods than before.

The journal with titled "Implementasi Manajemen Perubahan Di SDN 5 Menteng Palangka Raya" focuses on how school principals implement change management involving all academic stakeholders and parents to enhance school quality (Radiafilan and Meilin 2021). Siti Fatima Ilmi (2022) in her article discusses the implementation of change management at SDIT Asy Syamil Konawe, focusing on infrastructure, educators, and community relations. School principals play a central role in the change process at schools, with efforts such as teacher training, infrastructure renovations, and improving community relations to create a conducive and inclusive learning environment. In line with research conducted at MAN 1 Yogyakarta, this article provides insights into efforts to improve teacher quality and infrastructure as essential aspects in driving educational progress and responding to existing challenges.

In her article titled "Manajemen Perubahan Pada Budaya Sekolah MTs Nurul Iman Dalam Mewujudkan Madrasah Yang

Berprestasi", Siti Khofifah Saragih (2023) highlights the significance of overseeing school organizational performance and accomplishing instructive objectives through all-encompassing and comprehensive strategies, including making a conducive school environment, neighbourly teachers, solid school administration, and adjusted educational modules. In contrast to this research, which focuses on change management to strengthen students' character through MAPK.

The journal, by Mohammad Abdallah Abusenenh, is entitled "The Role and Impact of Educational Leadership in Change Management to Improve the Quality of Education in Private Schools in Dubai." This study aims to determine the role and impact of educational leadership and change management in improving the quality of education in private schools in Dubai. This research uses mixed methods by combining qualitative and quantitative data. In addition, this research combines three change management models, including the Kotter, Lewin, and ADKAR models. The findings show that educational leadership plays an important role in promoting academic excellence, according to BSO (British Schools Overseas) and DSIB Dubai Schools Inspection Bureau) inspection reports. The research also identifies leaders' perspectives on their effectiveness in addressing change management challenges and identifies success factors and gaps in change management. This study implies that implementing a change management model in schools can have a positive impact on improving the quality of education. In addition, this study highlights the importance of teamwork in change management (Abusenenh and David 2023).

The research conducted by Jill M. Aldridge et al (2023) titled "Preparing Schools for Educational Change: Barriers and Supports - A Systematic Literature Review" aims to identify factors that either support or hinder the implementation of mandated education reform efforts. The study follows the Preferred

Items for Systematic Reviews and Meta Analysis (PRISMA) methodology and analyses 191 relevant baseline studies published from 2000 to 2020. The review identifies four broad themes: school climate development, comprehensive planning, implementation preparation, and capacity building. These themes provide practical guidance for school leaders to enhance their schools' readiness and ability to adapt to change. By focusing on these factors, school leaders can support a successful implementation of educational reforms.

From several similar journals gathered, changes initiated by several school institutions—seen from concerns about falling behind, the necessity of updating objectives and employee performance, and revitalization after periods of stagnation due to environmental factors (pandemics or disease outbreaks). This is a condition also experienced by MAN 1 Yogyakarta towards a flagship program called Madrasah Aliyah Program Keagamaan, which was then reactivated due to concerns arising from the lack of understanding among the younger generation about Islamic teachings.

In this research, the key in examining phenomena at MAN 1 Yogyakarta is by conducting measurements tailored to Kurt Lewin's theory: Change Management, to determine the extent to which this theory is applied and impacts the entire school community and alumni, thus achieving new goals formulated when this MAPK was re-implemented. Findings from the research phase will be presented in the form of a scheme or conceptual framework, serving as a reference for madrasahs or other schools planning to make changes or updates using the Change Management theory by Kurt Lewin. Based on data from previous researches that discuss change management in educational institutions, it can be concluded that the focus of this research is different from the focus of previous research. This research focuses on the analysis of the change management process carried out by MAN 1 Yogyakarta in shaping the character of special program students.

CONCEPTUAL FRAMEWORK

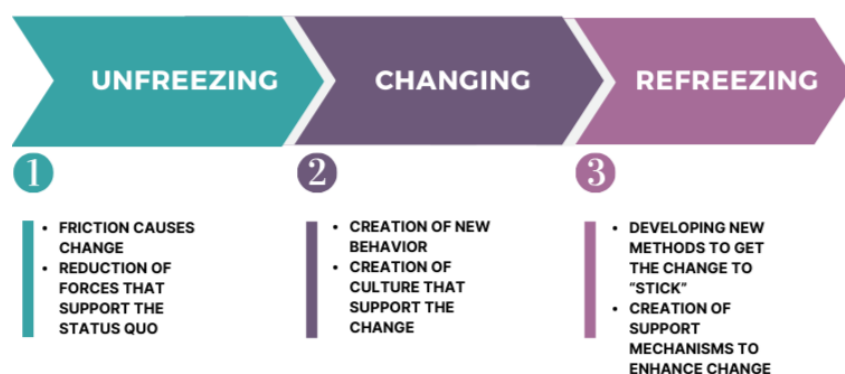
Change Management by Kurt Lewin

In the process of maintaining an organization or a large company involving multiple stakeholders, adapting to changes according to societal needs or to meet existing standards is crucial. This is especially relevant when discussing changes within schools. Schools play a vital role in shaping the nation's future by producing outstanding alumni in various fields. This is a natural demand desired in every movement of change. These changes are necessitated by various reasons such as technological adaptation, adjusting to climates or topics that support global improvements. Other reasons may include socio-economic factors, competition, and governmental requirements. Additionally, two other factors that influence business are the physical or natural environment and the global environment, according to Dina Mellita in her journal *Lewin's Model in Change Management: Classical Theory Facing Disruptions in the Business Environment* (Elpanso and Mellita 2020). Change management is a tool, process, and technique used to manage all the consequences that occur after an organization decides to make changes (Gupta and Yadav 2023). The success and effectiveness of the process depend on how individuals or organizations play their roles in the ongoing change management (Mahajan, Lim, Kumar et al. 2023).

Kurt Lewin's theory provides insights into the reasons for change by examining its urgency: maintaining and enhancing. In the journal titled *Kurt Lewin's Change Model: A Critical Review of the Role of Leadership and Employee Involvement in Organizational Change* by Syed Talib Hussain, it explains that individuals can increase the force for change, reduce the force to maintain quality, or combine both to create a proactive and reactive organizational change. Pierce, Gardner, and Dunham in the same journal explain proactive and reactive changes; proactive changes are desired changes by an organization, while reactive changes occur when there is pressure to change to survive or meet standards. According to Moran and Brightman, change management is defined as the continuous process of updating the direction, users, and capabilities of the organization to meet the pressing needs of both internal and external customers (Hussain, Lei, Akram et al. 2018).

Kurt Lewin's theory of change offers a structured approach to managing organizational change through three stages: unfreezing, changing, and refreezing. The unfreezing stage involves preparing individuals and organizations for change by challenging established norms and addressing resistance. In the changing stage, new practices are introduced, and individuals adapt to the changes with guidance and support from leadership. The refreezing stage solidifies the changes into the organizational culture,

Figure 1
Change Management by Kurt Lewin (Aslami and Rosdiana 2022)



ensuring sustainability through reinforcement and rewards. Lewin's model emphasizes a thoughtful and systematic process that prioritizes psychological readiness and adaptation to achieve long-term success in organizational change.

Kurt Lewin's Change Management theory generally consists of three stages: Unfreezing, Changing, and Refreezing (Figure 1).

The initial stage in the organizational change process is unfreezing, which means melting the current situation (status quo) in place. In the early stages of change, this phase is crucial to achieve a balance with the status quo. The unfreezing stage is done to minimize pressure that arises both individually and in groups within the organization. During this stage, the organization can signal readiness for change, including awareness of the change itself and the importance of making changes to prepare the organization for change. Activities in the unfreezing stage include identifying the need for change, increasing driving forces for change, and reducing resisting forces for change. In this unfreezing stage, there is a gap between the desired conditions and the current conditions. This gap can be addressed, and readiness for the next stage, changing, can be prepared for.

The second stage of change by Kurt Lewin is Changing. In the journal written by Bakti Widyaningrum et al., titled "Kurt Lewin's Change Management Theory: A Study in Facing Educational Disruptions," it is revealed that the changing stage is a transition stage and not an event or activity. This means that the changing stage is a reaction to something that already exists by considering the background of change, identifying problems, and gathering relevant strength information possessed by an organization, developing it, finding suitable solutions to the problems encountered in an organization. Dina Mellita explains that the changing stage is an important effort to achieve the new balance that has been targeted (Elpanso and Mellita 2020).

The third stage is refreezing, with the main goal of maintaining the change to remain consistent and not revert to the original state. This involves efforts to strengthen and consolidate new behaviors, norms, and procedures that have been implemented. With refreezing, individuals or organizations strive to ensure that the change is not temporary but becomes an integral part of how they operate.

In each stage, especially in the initial decision to change all aspects within an institution, challenges and shortcomings cannot be avoided, which is why every step must be carefully considered to determine the right strategy, as explained by Glieck in Syed Talib Hussain's research that change is a type of chaos. Because the change process undoubtedly affects all long-standing structures. Many variables change, such as culture or habits, the environment, and resistance to change, which affect the initial stages (Hussain et al. 2018). However, looking at its urgency, change is crucial if we want to comfortably adapt to the times and technological advancements. A new model must be built to achieve innovation.

RESEARCH METHOD

This study employs a qualitative descriptive research design. Using the case study method to explore information about the application of change management in shaping the character of MAPK students in an effort to strengthen character in the midst of moral decadence. This research was conducted at Madrasah Aliyah Negeri I Yogyakarta in 2023. Data collection was carried out through in-depth interviews with madrasah managers, educators, supervisor and students in MAPK. The technique for determining informants uses purposive sampling. Informants are selected based on certain criteria, namely: (1) informants are managers and coordinators of MAPK; (2) informants are students in special programs; (3) informants are supervisors in

Table 1. Table of Informants

Pseudonym of Informant	Gender	Position
Labiba	Female	Coordinator
Isman	Male	Advisor
Hana	Female	Advisor
Sudar	Male	Supervisor
Zainal	Male	Student
Munif	Male	Student
Syafira	Female	Student
Muhaz	Male	Student
Daffin	Male	Student

special programs. Subsequently, the research team conducted interviews with the informants. The following is a list of names of informants (Table 1).

This aims to obtain comprehensive data related to the implementation of change management in shaping the character of the subject. Observation and documentation are used to observe how the implementation of MAPK's organizational change strategy related to character formation in special programs at Madrasah Aliyah. The data sources used consisted of primary and secondary data. Primary data was obtained from the results of interviews, observations, and documentation. Secondary data was obtained from relevant literature that supported this research. After the data was collected, it would be analyzed using the interactive model of Miles, Huberman, and Saldana ([Hariawan, Ulfatin, Huda A. Y et al. 2019](#)).

RESULT AND DISCUSSION

First Stage: Unfreezing

Looking at history, MAPK is one of the flagship *madrasahs* of the Ministry of Religious Affairs of the Republic of Indonesia, alongside MA Insan Cendekia (IC) in the field of science, Madrasah Aliyah Kejuruan Negeri (MAKN) in the field of skills, and MA Program Keagamaan (PK). In 1987, Munawir Sjadzali, the Minister of Religious Affairs of the Republic at that time, initiated the MAPK program to

address pressing issues in *madrasah* education, particularly concerning the training of Islamic scholars (*tafaqquh fiddin program*). MAPK was established based on Minister of Religious Affairs Decision No. 73 of 1987, as a flagship *madrasah* program designed to prepare professional, broad-minded, and moderate scholars and leaders who can understand and respect religious diversity in society.

As stated by Labiba: "MAPK is a flagship *madrasah* prepared by the Ministry of Religious Affairs of the Republic of Indonesia, whose initial vision and mission were to prepare Muslim scholar-leaders. In 1987, Mr. Munawir Sjadzali, the Minister of Religious Affairs of the Republic of Indonesia at that time, initiated the MAPK program due to the growing scarcity of Muslim scholars and those who delved into religious studies." It is like what Kagama Peterson Githinji expressed in his journal "Role of Religious Sponsors in Development of Holistic Secondary School Student in Nyeri County" that students' social and spiritual competencies must succeed in school. Therefore, it is necessary to collaborate more evenly between the government and all other stakeholders ([Kagama 2021](#)).

MAPK implements a curriculum that is rich in religious content and foreign languages (Arabic and English), as well as intensive learning with a boarding school system like *pesantren*. Initially, MAPK was opened in five cities: Padang Panjang, Ciamis, Jember, Makassar, and Yogyakarta. Then, in 1990, the Ministry of Religious Affairs of the Republic of Indonesia opened MAPK in Lampung, Surakarta, Mataram, and Martapura. The realization of the MAPK program in the Yogyakarta region is located at MAN 1 Yogyakarta. The name of the MAPK dormitory at MAN 1 Yogyakarta is Pondok Pesantren Al-Hakim. The operational activities of MAPK 1 Yogyakarta are guided by the technical instructions set by the Ministry of Religious Affairs of the Republic of Indonesia through Director General of Islamic Education Decree No. 1293 of 2016 regarding the Technical

Guidelines for the Implementation of Religious Programs in Madrasah Aliyah. In implementing these technical guidelines, MAPK 1 Yogyakarta also strives to adapt to the existing situation and conditions (Table 2).

As Labiba stated: "We strive to implement the existing regulations (technical instructions), and of course, we also try to adapt to the situation and conditions here (MAPK 1 Yogyakarta). Each MAPK naturally has differences in situations and conditions, especially in terms of location. Unlike other MAPKs, MAPK 1 Yogyakarta is located together

with MAN 1 Yogyakarta, so this makes it susceptible to conflicts." In addition to implementing the existing technical instructions, MAPK 1 Yogyakarta also enforces rules that have been agreed upon between MAPK 1 Yogyakarta and the parents/guardians of the students. Sudar, the supervisor of MAPK 1 Yogyakarta, said: "I think MAPK 1 Yogyakarta is quite democratic. For example, we invite discussions with the parents/guardians of the students regarding the prohibition of using mobile phones (HP) or smartphones. We allow them to express their opinions, so a consensus

Table 2. MAPK Curriculum Structure.

SUBJECTS	TIME ALLOCATION PER WEEK		
	X	XI	XII
Group A (General)			
1. Islamic Religious Education			
a. Qur'an Hadith	2	2	2
b. Aqeedah Morals	2	2	2
c. Fiqh	2	2	2
d. History of Islamic Culture	2	2	2
2. Pancasila and Citizenship Education	2	2	2
3. Indonesian Language	4	4	4
4. Arabic Language	4	2	2
5. Mathematics	4	4	4
6. Indonesian History	2	2	2
7. English Language	3	3	3
Group B (General)			
1. Arts and Culture*	2	2	2
2. Physical Education, Sports, and Health	3	3	3
3. Handicrafts and Entrepreneurship	2	2	2
4. Local Content**	2	2	2
Total Hours for Groups A and B Per Week	36	34	34
Group C (Specialization: Religious Studies)			
1. Tafsir - Tafsir Studies	2	3	3
2. Hadith - Hadith Studies	2	3	3
3. Fiqh - Usul Fiqh	2	3	3
4. Kalam Studies	2	2	2
5. Morals	2	2	2
6. Arabic Language	2	3	3
Deepening Interest and Cross-Interest			
1. Deepening Religious Interest	8	6	6
Total Time Allocation Per Week	56	56	56

Source: (Ministry of Religious Affairs of Indonesia, 2016)

is reached that technological advancements are not to be avoided (for children), but children should be monitored in their usage."

Second Stage: Changing (Moving)

The second stage of change by Kurt Lewin is "Changing." In the journal written by Bakti Widyaningrum et al., titled "Kurt Lewin's Change Management Theory: A Study in Facing Educational Disruptions," it is revealed that the Changing stage is a transition stage and not an event or activity. This means that the Changing stage is a reaction to something that already exists, considering the background of the change, problem identification, and gathering relevant information and strengths possessed by an organization, developing them, and finding suitable solutions to the issues found in an organization (Widyaningrum, Nurdianti and Kurniawan 2022). The purpose and goal of revitalizing the MAPK program after it had been discontinued for more than 10 years is rooted in Munawir Sjadzali's concern about the lack of Muslim scholars participating in educational movements as a force for progress. This revitalization uses specific strategies that differentiate it from regular students in the teaching and learning process. This is part of MAN 1 Yogyakarta's effort to realize its grand vision of producing graduates with integrity and leadership skills, as well as problem-solving abilities.

One aspect of this effort involves four strategies as explained by Labiba, the Head of the Religious Boarding School Unit: understanding, role modeling, habituation, and reward and punishment. The first strategy is understanding occupies a higher level of importance than mere memorization. According to Gardner, "understanding is one aspect of learning that is used as the basis for developing a learning model by considering understanding indicators." MAPK instructors provide understanding through various activities that stimulate students not only to know new material but also to have the opportunity through programs or activities

such as seminars, learning workshops, morning and afternoon teaching and learning activities, or through *halaqah* (group study), discussions through *taklim-taklim* (small religious study groups), "These are part of the understanding strategy provided both formally and informally," explained Labiba in the interview session.

The second strategy is role modeling. The value of role modeling is exemplified by the MAPK student supervisors because they oversee the students 24 hours a day and live in the same environment. They provide role models in behavior, worship, and social relationships. As stated in the journal written by Nur Hidayat, mentor figures such as *kyai* (Islamic scholar), *ustadz* (religious teacher), and others are considered valuable assets in instilling habits in students through the teaching and learning process. This is evident in an interview with one of the MAPK students, Munif, regarding the supervision by *Asatidz* (teachers or mentors) – it has a significant influence on discipline, "Asatidz pay close attention to the students' daily lives, from waking up to going to bed, so in MAPK, it's not just conducive for general knowledge acquisition or religious knowledge but also conducive for character formation, both daily character and social character."

The third strategy is habituation. In the same interview session, Labiba explained that habituation in the teaching and learning process includes "programs or activities that are routine in nature. With the hope that routines repeated all the time will unconsciously become ingrained in the students. Examples include congregational prayers, Quran recitation, waking up early, performing Duha prayers, having good manners, and so on." This is in line with a concept found in the Habit Theory Perspective of Psychology and Islamic education written by M. Arief et al., which states that according to Islamic education, habit is one of the effective methods to instill religious values, and students will unconsciously perform these

habits without external motivation (Arief, Hermina and Huda 2022).

The fourth strategy is reward and punishment. This strategy is not uncommon in the field of education and has been referred to as an appropriate teaching method to achieve goals. Reward and punishment are examples of applying behaviorist theory, involving stimulus and response. If a student makes a mistake or violates rules, punishment will be administered according to the agreed-upon measures, with the expectation that the student will feel deterred and will not repeat the same actions. Similarly, rewards are given to motivate students. This method can associate a person's actions with various emotions, such as happiness and pleasure, leading to a tendency to repeat certain behaviors. In the MAPK program, reward and punishment play an important role in disciplining students. Labiba stated, "Punishment and reward are means to shape character. Not participating in congregational prayers has consequences, and if they fail to meet the Quran memorization target, we won't allow them to use their mobile phones. Then, if they violate the rules, engage in negative behaviors, disrespect teachers, fight with classmates, steal, and commit various serious offenses according to us, the punishment will be severe."

The choice of these strategies is considered appropriate and effective in disciplining students. Emile Durkheim argued that "in the world of education, there is a theory of prevention. This theory explains that punishment can prevent violations of rules." These are the important points as specific strategies that help MAPK teachers and supervisors discipline their students. Moreover, MAPK MAN 1 Yogyakarta doesn't focus solely on one aspect of development, such as spiritual needs. It is known that this program fulfills other needs comprehensively, including psychological, social, biological, academic, and non-academic aspects. These needs should not be neglected, as humans have fundamental obligatory needs that must be met. Given that MAPK students live in a

boarding school with 24 hour supervision, it would be unfair if the stakeholders did not pay attention to the students' needs beyond just spirituality.

Hana Latifatul Ali, the supervisor of female MAPK students, explained her role in guiding and monitoring changes in students' emotions if there are signs of distress. For example, if a student suddenly becomes withdrawn and more silent, Hana will try to establish personal communication according to the student's request. In this session, Hana will ask several questions related to changes in behavior. Is there a problem they are facing, or is their condition not okay, such as being sick? Students tend to be more open in one-on-one conversations chosen by Hana as a problem-solving method. This approach is also supported by the response of one of the MAPK alumni from the 2021 batch, Muhammad Muhas Asyidqi, who said that every *ustadz* (teacher or mentor) would encourage students to form small groups to facilitate communication. If a student is going through a tough time, they are encouraged to talk to the *ustadz*.

According to Sudar, the supervisor of MAPK, social needs are acquired by students when they engage in society. MAPK provides students with the opportunity to participate in community service for approximately two weeks. During these activities, students engage in direct interactions that help build and teach them effective communication skills. Sudar suggests that interaction spaces should be open and not restricted. The fulfillment of biological needs is described in detail by Muhammad Muhas Asyidqi, "Regarding the fulfillment of basic needs, MAPK provides food or catering that meets the nutritional needs of the students. Because, contrary to the public perception that students' food is simple or modest, in MAPK itself, the provision of both animal and plant-based protein is sufficient."

In this interview, Muhammad Muhas refutes the claim that biological needs such as food and beverages are not well taken care of. Additionally, the need for non-academic skills

is facilitated by MAPK MAN 1 Yogyakarta, so that graduates are not only proficient in one branch of education but also have a comprehensive understanding of various fields of knowledge. This is to ensure that they remain aligned with their main goal of nurturing Muslim scholars. Safira, one of the female MAPK student informants, stated, "Academic learning starts at 7 in the morning and goes on until the evening, and specifically for MAPK, we have book learning until the night, and non-academic activities include participation in organizations and competitions. I believe that is already quite sufficient." These non-academic activities take the form of extracurricular activities that are mandatory for every student, such as Al-Mizan (Quran recitation, Quranic exegesis, and others), infographics and language arts.

From the explanation of strategies and efforts in organizing activities and student schedules, it can be seen that this program strongly supports character education. It is integrated with the existing structure but systematically developed according to contemporary needs.

The third stage is refreezing, with the primary goal of maintaining changes to ensure consistency and prevent a return to the previous state. This involves efforts to strengthen and consolidate new behaviors, norms, and procedures that have been implemented. With refreezing, individuals or organizations strive to ensure that the changes are not just temporary but become an integral part of how they operate.

Third Stage: Refreezing

The leadership concept applied by superiors at MAPK is a crucial step in maintaining the changes made during the revitalization period. Through the application of democratic concepts by the caregivers at MAPK, planned changes can be preserved and effectively managed. In this framework, the role of parents and guardians is highly valued in decision-making, as well as in the process of designing and drafting regulations. This

creates an inclusive environment where various parties are involved in managing the Islamic boarding school, which in turn can strengthen and maintain the applied changes. Therefore, a democratic approach in leadership becomes key to maintaining and improving the changes made during the revitalization period.

The implementation of participatory leadership at MAPK is pivotal in sustaining changes post-revitalization. This approach emphasizes shared decision-making, particularly involving caregivers and parents in shaping policies and institutional regulations. By fostering an inclusive environment, MAPK ensures a broad base of input that enriches and diversifies the governance process, resulting in more robust and adaptable changes. Moreover, the collaboration between caregivers, parents, and other stakeholders fosters a sense of ownership and accountability, which is critical for the long-term success and stability of the changes. Consequently, this participatory and inclusive leadership model is essential for not only maintaining the changes implemented but also for continuously improving the institution's operational and educational practices.

As explained by Pierce in the study by Syed Talib Hussain; (2018), leaders must educate, actively communicate, participate, involve, support tasks, provide emotional and incentive support, establish regulations, and compel change with the intention of pushing towards necessary aspects in the change process. This is reflected in the disciplinary patterns applied by school principals to maintain and improve if there are any obstacles while running this program; First, weekly routine meetings to evaluate the program. Pawson and Tilley in the journal titled "Theory-based evaluation and programme theories in nursing: A discussion on the occasion of the updated Medical Research Council (MRC) Framework" (Wallner, Mayer, Adlbrecht et al. 2023) state that evaluation aims to identify whether a program is successful or not. Second, gathering input from students about desired programs. Reeve and Tseng in the journal by

Muhammad Rahimi (2024), "Effects of integrating motivational instructional strategies into a process-genre writing instructional approach on students' engagement and argumentative writing," student engagement refers to conscious and proactive actions to design and improve the content and context needed for learning. This is an important effort from the user perspective, namely students. Third, building camaraderie in informal programs to increase dedication and unity, this step can be seen from various additional activities outside of class hours to support teamwork abilities and the unity intended. Through these activities, students can not only improve their communication skills and self-confidence but also gain new experiences such as independence and responsibility.

Leaders play a critical role in guiding and shaping the change process by fostering an environment of collaboration and continuous improvement. This involves not only educating and actively communicating with stakeholders but also encouraging participation, providing emotional and tangible support, and implementing policies that drive change forward. A key aspect of successful change management is ongoing evaluation and feedback, allowing leaders to assess program success and make necessary adjustments. By engaging students in program development and gathering their input, leaders can ensure that initiatives align with students' needs and interests, fostering greater engagement and investment in the learning process. Moreover, nurturing camaraderie and team-building through informal activities outside of class can strengthen students' sense of belonging and unity, leading to more cohesive and supportive learning communities. This holistic approach ensures that students not only enhance their communication skills and self-confidence but also develop critical life skills such as independence and accountability.

The presence of the MAPK Student Organization (OSAKA) is a step in maintaining the consistency built by Al Hakim 1 MAPK

Islamic Boarding School. Through this organization, students are encouraged to maintain and preserve characteristics including responsibility, discipline, and critical thinking. OSAKA serves as a platform that allows students to continue developing and applying these values in their daily lives. Thus, this organization plays a role in ensuring that the desired characteristics of students by Al Hakim 1 MAPK Islamic Boarding School are maintained over time.

The concept of refreezing refers to the steps taken to maintain and consolidate the changes that have been implemented so that they become an integral part of the organizational culture. This is reflected in the fourth rule; reminding the graduate profiles outlined in the technical guidelines of MANPK (Special Program Islamic Senior High School) issued by the Directorate General of Islamic Education as a guide for managing MANPK. Cummings & Molloy in the journal written by Syed Talib Hussain (2018) discuss motivating and leading users as efforts in change. The term motivation can also include small messages to stay enthusiastic about change. In the context of Al Hakim 1 MAPK Islamic Boarding School, OSAKA serves as a strong refreezing tool. Through OSAKA, students are constantly reminded and encouraged to practice desired characteristics, such as responsibility, discipline, and critical thinking. Thus, this organization helps maintain that the changes made are not only temporary but also integrated into everyday culture. In this regard, OSAKA is a platform that allows students to actively contribute to the refreezing process, ensuring that the desired characteristics and values by MAPK are maintained and perpetuated over time. The details of the analysis are as follows Table 3.

Table 3. Analysis Change Management in MAPK Program.

Stages	Purpose of the Stage	Result
Unfreezing	<ul style="list-style-type: none"> • Determining what needs to be changed. • Strong leadership support • Create the need for change. • Manage and understand doubts and concerns 	<ol style="list-style-type: none"> 1. Forming a madrasah is a preparation for multiplying the successors of scholars and leaders who are professional, insightful, and moderate. 2. Change is needed because of the scarcity of prospective scholars and people who study Islamic religion. 3. Agree on rules with student guardians regarding the location of MAPK which is integrated with MAN 1 Yogyakarta so that it is not prone to conflicts
Changing	<ul style="list-style-type: none"> • Communicate frequently. • Empowering actions • Engaging people in it 	<ol style="list-style-type: none"> 1. Communication is built as often as possible with teachers who take part in the care of MAPK students. Hold monthly meetings to discuss problems and quality improvement efforts. 2. There are many activities that are opened to hone students' abilities in many fields, both communication, skills and hobbies. 3. This program is directly supervised by the Ministry of Religion of the Republic of Indonesia
Refreezing	<ul style="list-style-type: none"> • Incorporating change into culture • Developing ways to sustain change. • Provide support and training 	<ol style="list-style-type: none"> 1. Together apply the concept of approaching democracy and manage it effectively. Valuing the role of parents in decision-making, the application of participatory and inclusive leadership 2. Student involvement in filling in the content and context necessary for learning 3. Fostering an environment of collaboration and continuous improvement 4. Opening many opportunities for MAPK students to be directly involved with the community, as well as forming activities to improve students' abilities in terms of competencies and interests.

Implementation of Change Management in Relation to MAPK Student Character Development

Leadership Development

Leadership can be defined as a set of personality traits inherent in a leader, both cognitively and affectively, to persuade their members to perform their tasks well and correctly. A leader who is cognitively intelligent can effectively guide their members toward the desired goals. Additionally, a leader who is emotionally intelligent can serve as an example for their members, earning their respect and willingness to follow their instructions. Leadership qualities are essential for every individual, especially for students at MAPK 1 Yogyakarta. Given that leadership qualities are

an integral part of human nature, as humans are considered stewards, as stated in the Quran (Al-Baqarah, 2:30). In the Hadith of Bukhari, it is also mentioned that every person is a leader and will be held accountable for their actions when entrusted with leadership responsibilities.

To cultivate leadership qualities in MAPK 1 Yogyakarta students, several efforts are made. First, the organization of activities, such as Basic Leadership Training (LDK). Basic leadership training is an activity aimed at instilling leadership qualities. Nugraha and Agung Budi Prabowo state that basic leadership training is a training activity related to leadership. In an effort to develop leadership qualities, MAPK 1 Yogyakarta organizes LDK activities. As stated by one of the students of

MAPK 1 Yogyakarta, Zainal: "Before the inauguration, there is a kind of basic leadership training (LDK), where students are trained to lead, enhance their leadership skills, and more." From the above explanation, it can be inferred that LDK activities are considered highly beneficial, especially in nurturing leadership qualities among students. In the journal titled *Implementation of Character Education in Student Basic Leadership Training Activities at SMP Negeri 1 Kayutanam*, it is also mentioned that basic leadership training activities have numerous benefits, including the development of discipline, democracy, cooperation, environmental awareness, and responsibility.

Second, OSAKA (MAPK Student Organization). To foster leadership qualities in students, MAPK 1 Yogyakarta has formed a special organization for MAPK students, which means that regular students at MAN 1 Yogyakarta cannot participate in this organization. OSAKA is a religious organization that "officially began around 2018," according to Muhammad Munif, a MAPK student. OSAKA is considered to be capable of developing the most crucial aspect of leadership, which is a sense of responsibility and discipline. As stated by Safira, a student at MAPK 1 Yogyakarta: "For responsibility and discipline, we have the OSAKA organization here. We create rules and then agree on them together, and we must be able to follow them. If we fail to follow them, there are consequences. Because we know the consequences, we also know how we should be responsible." This statement indicates that OSAKA can foster a sense of responsibility, which is an essential part of a leader's character. In the journal titled *"Ideal Leadership Characteristics in Organizations,"* it is mentioned that one of the ideal characteristics of a leader is having a sense of responsibility. A leader should have at least a sense of responsibility for themselves, and beyond that, they should be responsible for the organization they lead. Moreover, within the OSAKA organization, there are various

divisions, as Safira, a MAPK student, revealed: "In this organization (OSAKA), there are many divisions, such as Qismu Ta'lim (Teaching Division), Qismul Lughoh (Language Division), Qismu Amn (Security Division), Qismu Nadhafah (Cleanliness Division), Qismu Shihah (Health Division), Qismu Al Wasail Ijtimaiyyah (Media Division)." With a multitude of divisions available to MAPK students, they have more flexibility to choose the division they prefer to cultivate a sense of responsibility and develop their leadership skills.

Facing Global Competition

Global competition for Indonesian students is becoming increasingly intense. It requires not only strong academic abilities but also strong "soft skills" and "hard skills." "Soft skills" such as communication, leadership, and teamwork are crucial in a collaborative global working environment. Meanwhile, "hard skills" like technological proficiency and foreign language skills can provide the competitive edge needed in the global job market. Therefore, education in Indonesia needs to focus on developing both types of skills so that students are prepared to face the increasingly complex competition at the global level.

The ability to communicate effectively in the English language is widely regarded as a valuable and transferable skill in the modern workplace. In addition, proficiency in the English language is considered a critical skill for academic success, particularly for students from culturally and linguistically diverse backgrounds (Budiman, Ishak, Rohani et al. 2023). The MAPK program also supports its students in language development. In-depth Arabic and English language studies are conducted for a full two months, according to Muhammad Munif, an 11th-grade MAPK student. This serves as an advantage for MAPK students to compete with other learners.

As a flagship program of the Ministry of Religious Affairs, MAPK can make a significant impact on the development of its students.

Participants in this program tend to outperform regular students because they receive full support from within, allowing them to broaden their horizons. MAPK students also have opportunities to excel in non-academic areas. According to a student named Safira, "Here, because we use a Merdeka curriculum, we not only learn religious knowledge but also general knowledge. Besides, we are not hindered from engaging in activities outside. For example, we can join the scout activities, and we can participate in SAKA (Satuan Karya)." As a result, MAPK students are not left behind in keeping up with the times.

MAPK students are still allowed to use devices such as smartphones and laptops, albeit with limitations. The limited use of software and technology aims to teach students to use these tools wisely. MAPK guardian Sudar stated, "If children are not immersed in how to use smartphones, how can they learn to use them wisely? That's roughly the logic. Eventually, yes, if that's the case, we allow it, but with limitations." This is an added value because traditional religious education typically involves minimal use of technology. In the future, this program will produce graduates capable of competing on a global scale.

Enhancing foreign language proficiency, especially in English, not only provides an advantage in the global job market but also opens doors for students to access broader global resources and information. This is crucial because the current information age requires the ability to communicate and understand information from various sources worldwide. MAPK also integrates deeper learning of information technology to prepare students for the evolving digital era. Moreover, the emphasis on developing critical and independent personalities is also highly important. By providing students with opportunities to engage in extracurricular activities involving problem-solving, creativity, and leadership, MAPK can help students develop critical thinking skills needed to face complex challenges in the future.

The importance of collaboration and teamwork should not be overlooked as well. MAPK fosters teamwork through group activities and collaborative projects that require students to work effectively with others from different backgrounds. This prepares them to be effective leaders in a multicultural and global work environment. Thus, education at MAPK not only creates students with strong academic abilities but also students with critical, independent characters ready to compete in an increasingly complex global job market. This aligns with MAPK's vision to produce graduates who are not only academically successful but also capable of being positive agents of change in society and the world.

Students with Critical Character

The rapid development of the era, marked by advancements in science and technology that adapt to human mobility and needs, has created new demands for improving the quality of human resources to compete in the era of globalization. Global competition in the 21st century covers various aspects, including economics, military, infrastructure, and education. Many countries around the world are competing to enhance their education systems, leading to the emergence of specialized institutions such as PISA (Programme for International Student Assessment). According to a survey conducted by the Organisation for Economic Cooperation and Development in 2022, Indonesia ranked 68rd out of 81 evaluated countries. The survey results also indicate that Indonesian students have shortcomings and weaknesses in critical thinking skills (OECD 2022).

The MAPK program at MAN 1 Yogyakarta has successfully created a new habit among its students through organizational activities. This program aims to develop a sense of responsibility, discipline, and critical thinking skills. By actively participating in organizations such as student councils (OSIS), the Red Cross (PMR), Islamic study groups (Rohis), the Scout movement

(Pramuka), or scientific clubs, MAPK students experience the importance of responsibility for their roles and tasks within these organizations. Moreover, they are taught to maintain discipline while performing their organizational duties. Furthermore, through discussions, planning, and joint decision-making in organizational activities, these students begin to hone their critical thinking abilities.

The integrated environment of MAPK with the students at MAN 1 Yogyakarta also has a positive impact on the development of their organizational activities. This is supported by Sudar's statement: "In my opinion, a person can become good when surrounded by good people, but they can also become good when they meet people who are not good because they create an antithesis to the surrounding environment."

In addition to organizations that regular students can join, MAPK students also have an internal organization called OSAKA (MAPK Student Organization). Students who join the MAPK Student Organization (OSAKA) have the responsibility to formulate and enforce regulations within the Islamic boarding school. OSAKA serves as a platform that facilitates MAPK students in developing their sense of responsibility and critical thinking skills. Through actively participating in designing rules and ensuring compliance with these rules, OSAKA members learn to carry out their responsibilities effectively. They are also taught to consider the impact of the rules they create, encouraging them to think critically when making decisions. Thus, OSAKA is not just an organization; it is also a valuable learning platform for MAPK students to develop leadership qualities and practical life skills.

CONCLUSION

This article examines change management in Character Education at MAN 1 Yogyakarta, emphasizing leadership development, global competition readiness, and the cultivation of critical character traits in

students. Madrasa prioritizes leadership through initiatives like Basic Leadership Training (LDK) and OSAKA, focusing on instilling responsibility and discipline. MAN 1 Yogyakarta prepares students for global competition through international exchanges and competitions, enhancing language proficiency and fostering essential soft skills such as communication and collaboration. The comprehensive educational approach, which includes moderated technology use, equips students to thrive in a competitive, globalized environment. Additionally, MAN 1 Yogyakarta promotes critical character traits through involvement in various clubs and organizations, fostering responsibility, critical thinking, and teamwork. OSAKA further supports this by providing opportunities for community service and leadership training, promoting empathy and social responsibility.

In conclusion, MAN 1 Yogyakarta adopts a holistic approach to education that integrates academic excellence with character development, leadership skills, and readiness for global challenges. This balanced approach ensures students not only achieve academic success but also acquire the skills necessary to excel and contribute positively to a diverse and multicultural society, thus preparing them as valuable assets in the global workforce.

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