

Change of School Organizations

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Abstract: the purpose of this study is to describe organizational changes, changes in school organizations and the meaning of changes in school organizations. This study uses a literature review study method with content analytic analysis techniques. The results of the analysis show that schools have three basic links, namely: Input - transformation process - output - (outcome). The internal and external environments that affect the three basic links are also connected. Changes in school organization are caused by government intervention, societal values, technological and scientific developments, administrative processes and meeting the needs of employees. Schools cannot resist change. Any change in its form makes the school organization more adaptive, manages change, empowers internal and external potential so that school excellence becomes the aspiration of the institution.

Keywords: organizational, change, school

INTRODUCTION

It is recognized that today there are changes in many organizations in terms of function, individual and structure. Demands for change in organizations are usually oriented towards better development. Therefore, a change management is needed so that the processes and impacts of these changes lead to positive points. It is realized that organizations in the context of education, in carrying out their duties and roles, are always dynamic because apart from being influenced by technological advances that are constantly evolving, they are also influenced by the demands of a diverse society.

Change in the organization is something that cannot be avoided. This change is absolutely necessary for the progress of the organization and human resources that drive the wheels of the organization. School as an open system means that the system is not static. As an open system, the school organization has the opportunity to make changes to input or influence from the surrounding environment. School organizations must be open to existing inputs. It is said to be open because as a system of school organization it gets input or is influenced by energy sources from the environment

such as materials, information, human resources. The input is processed into one production result through a transformation process and subsequently forwarded as an output in the form of goods and services for use by users. The users will then provide feedback that can act as input in the next process. This feedback actually acts as a mechanism that helps regulate the life of the school organization.

School as a system is closely related to planning in the form of input - process and output. The inputs meant here are teachers, students, school principals, administrative staff, implementing staff, information (material). While the process is a stage of assisting the input transformation process to produce output. Then the output is the concretization of inputs and processes in the form of services, service packages, and tangible results.

This article does not describe changes in detail in terms of both the functions, individuals and systems and structure of an organization but discusses organizational change. The organization that is the concentration of this description is the school organization. The basic framework for the discussion is in the form of understanding and organizational changes in general, changes in school organization, factors that affect changes in school organization. The entire discussion concludes with a brief overview of the meaning of change in school organization and general conclusions.

METHOD

This study uses a literature review study method. The author examines various literatures on changes in school organization which tend to be sourced from the latest books and scientific journals on changes in school organization. The assessment through the literature search stage, organizing the literature review by classifying scientific sources according to the themes and topics discussed, then analyzed using content analytic analysis to understand changes in school organization in depth and interpretation of data and conclusions.

DISCUSSION

Organizational Change

Organizational change is a fundamental and radical reorientation towards a better direction to maintain the existence of the organization against the demands of changing times. Organizational change also means an organization that is undergoing transformation. Organizational change means directing people to do something differently or something different from what they usually do (Yuwono & Putra, 2005). Based on the above understanding, it can be said that organizational change is always comprehensive which leads to the use of methods and systems (including organizational structures) that are more efficient in running the organization so that it can survive and develop in line with environmental changes and developments.

Organizational principles in carrying out their duties and roles in society are always dynamic because in addition to being influenced by technological advances that are constantly evolving, they are also influenced by the demands of various societies. The change then has an impact on the systems including the values, behavior patterns or attitudes of its members (Lunenburg & Ornstein, 2008: 210). Change in organization is something that cannot be avoided. It is absolutely necessary for the progress

of the organization and the human resources that drive the wheels of the organization. Change is a process which consists of various activities which are related to one another.

Changes that occur in an organization will have several impacts on the human resources in it. There are individuals who respond to change as commonplace and should happen. This is a view that is often shared by individuals who are ready to accept change. Individuals who are ready for change will have no obstacles in adapting to changes in the organization. They will easily blend in with change. But there are also individuals who face it with misgivings about the change. This anxiety is usually because they feel that the changes that are about to occur are something that is still vague. Because they don't know what will happen after the change occurs and are unable to adapt quickly to it.

Change in School Organization

School as an open social system means that the system is not static. As an open system, the school organization has the opportunity to make changes to input or influence from the surrounding environment. School organizations must be open to existing inputs. It is said to be open because as a system, the school organization gets input or is influenced by various energy sources from the environment such as material, information, human resources. The input is processed into one production result through a transformation process and subsequently forwarded as an output in the form of goods for use by service users. The users will provide feedback as input in the next process. This feedback actually acts as a mechanism that helps regulate the life of the school organization (Kurnia and Qomaruzzaman, 2012).

Daniel Katz and Robert Kahn, (2008) describe comprehensively an open systems perspective and suggest nine characteristics generally possessed by an open system. The first characteristic is the importation of energy, meaning that an open system obtains power from the surrounding environment in the form of people, materials and information.

The second is the transformation of an open system to transform the energy obtained in the form of products, results, and services. Third, namely output, the organization or open system distributes products to the surrounding environment in the form of knowledge, skills, abilities and attitudes. The fourth is the cycle of events, the school as an open organization has a cycle of events. In each cycle, a strategy is needed for the development of existing resources (individual, material and information) which will be used for the benefit or empowerment of students. The results of this graduate empowerment process will contribute in financial, human or material form. The process continues and repeats itself so that it becomes a cycle.

The fifth is negative entropy, which is a situation in which the function of a system is disrupted due to internal forces and changes in the demands of society that drive the change process. As long as there is a power that provides support an organization can survive. But if there is no more power, then an organization has to change. The sixth is the feedback an organization must be selective in receiving all incoming information from the environment in the form of suggestions for the progress and development of the organization.

The seventh is dynamic homeostasis, an effort to maintain environmental conditions in order to remain in a stable state (this word is adopted from the Greek word "homeo" means "the same" and "stasis" which means "to maintain a state"). Here the role of each system and control activity becomes very important. The eighth is differentiation, namely the classification of differences that are usually the same. It means that no group from the division is higher than the other groups. And the last one is equifinality, which is a character based on modern management theory which says that there are different ways to achieve goals. This equity principle encourages the decentralization of power and allows schools to have sufficient mobility and work according to their unique strategies to manage their schools effectively.

According to Lunenburg & Ornstein, (2010) there are several factors that influence changes in school organization. The first is government intervention. The government with its various policies has an important role to play in changes in the world of education. From year to year there are always updates in the world of education made by the government regarding the system and curriculum, civil rights, the opportunity to get the same education. The assumption is that with and through renewed education, economic development will be successful and the quality of Indonesia's human resources will be improved despite facing a number of problems that arise. An example of government intervention is public policy. Schools as an open system of government intervention have become so big. This means that there will be direct or no effect (change) for the organization. Some examples of cases where government intervention has become strong are the drop-out rate which is still high, many graduates are not absorbed in the labor market, the cost of education is still too high, the inequality of education between urban and rural residents, and between rich and poor.

Second, the development of technology and exploitation of science. Formally, the definition of technology is the systematic application of science. In principle, technological developments have brought about many changes in the education system, especially in system thinking, which makes us more careful with the emergence of each mode in the world of education, system design that gives us the tools to create a system that is new and a strategy for change.

Third, processes and people or internal factors. This factor relates to the process and the people involved in the process. That is, the process of change (transformation) of systems such as communication, decision makers, leadership, incentive systems and others. Because it is impossible for every process to be without interruption or problem. These disturbances or problems will be one of the factors that affect changes in school organization. For example, communication between members of the school organization and leaders is not going well, decisions are not quality, leadership is inflexible, employee work motivation decreases, loyalty to the organization decreases, work errors increase, teacher-student absence rates and high school dropouts, too fast transfer of teachers or employees, weak school and community relations, low teacher morality, job dissatisfaction. The accumulation of all these phenomena can give rise to organizational change.

Fourth, namely society's values, one of the external factors that influence changes in school organization is social values. These values appear in the attitudes and expectations of educators and education. For example, job dissatisfaction factors such as adverse regulations and policies, inadequate wages, bad relationships with superiors, unfavorable working conditions (Herzberg's Hygiene factor). This kind of condition makes employees or members of the organization not motivated to work and can encourage someone to make a change.

Organizational Change and Leadership in Schools

In organizational change, leadership plays a very big role. To achieve the desired goals, the organizational change process requires resources that are capable, adaptive, and able to translate the needs of change. The leadership factor is the driving force behind the entire change process itself (Soliha and Hersugondo, 2008). Organizational change will be successful if the leadership in the organization has a significant influence.

Change must be designed, engineered and managed in a visionary leadership, strong, intelligent, and must be oriented to organizational reform and development (Utami, 2007). Many organizations are in crisis because they are unable to adapt to change. As a result of the leadership crisis, many organizations have stopped, are not productive or even dissolved (Frost and Harris, 2003). Basically, change in organization is a necessity that must always be done so that its existence remains relevant to the situation and current developments.

During times of crisis, a leader with leadership is needed who can encourage creative and innovative behavior from within the organization. These two behaviors really help an organization in its change process and in getting through times of crisis. Leaders must be observant to see and capture the potential of creation and innovation that is owned by their subordinates (Wahab, 2015).

The important role of a leader in an organization is to build a vision. Furthermore, the vision is communicated to members of the organization. The process of communicating the vision is a key factor in how the leader influences it. The way a leader builds and communicates should be clear, abstract, challenging, forward-looking, produce stability, be effective and be accepted by subordinates. Effective leaders create positive learning conditions for members of their organizations that provide opportunities to develop and improve their practices (Kellar and Slayton, 2016).

Furthermore, the important thing that becomes an indicator of change is the changes made by members of the organization. Leadership will be considered successful if it changes, the first thing that happens is a change made by subordinates (Choi and Ruona, 2011). The main basis for this approach is that "changes in the behavior of individual organizational members are at the core of organizational change" (Porras and Robertson, 1992).

Changes in the organization are primarily aimed at improving performance. In the context of the school it means teachers and employees. In change, everyone is required to improve competence, namely the ability to carry out the tasks that are their responsibility. In every task implementation, there is an activity to process or change input into an output that shows good performance or added value

from the product produced (Tucunan, Supartha and Riana, 2014). Performance is the result of work produced by members of the organization in relation to their responsibilities and duties towards the organization based on intelligence, both intellectual, social and spiritual. The essence of a person's performance in an organization is his performance that supports the organization in achieving the targets or goals that have been set (Tucunan, Supartha and Riana, 2014).

The school leadership model recognizes that shared influence will strengthen an organization (Pedder, James and Macbeath, 2005). In contrast, schools are reconceptualized as communities, professional workplaces, and learning organizations (Visscher and Witziers, 2004). This conception is oriented towards a professional community that differs from the understanding that the school bureaucracy is the center of the organization (Bulkley and Hicks, 2003). Ideas and concepts regarding community leadership, collaboration norms, community inquiry, and caring principles are incorporated into the school organizational structure (Robinson, 2007).

Leadership is also determined by the climate in the organization. The focus of leadership has had to change from a process and result orientation to people and the future (Handoyo, 2010). The challenge in management and leadership, especially in school organizations is how to develop talented teachers and educators by creating a good work climate and creating opportunities for innovation and at the same time taking risks in facing uncertainties in the future.

Meaning of Change in School Organization

School as a system or organization consisting of a series of elements such as input in the form of humans or students, information, natural, social, economic and cultural environment, then the process, namely the stages of mentoring, the transformation process, input, and output in the form of services (Educational Administration: Concept and practices: Fred C. Lunenburg & Allan C. Ornstein). In this case whether we want it or not, like it or not, asked for it or not, we want it or not, changes continue to occur along with needs, situations and time. The speed of communication and information technology has a very important role in informing change. Schools or educational institutions, an open system, cannot close themselves from the changes around them. The school organization must be adaptive to change, manage change and empower internal potential to continuously increase its capacity so that the excellence of the school or institution as a common goal can be realized.

The educational process does not take place in a sterile and vacuum. The educational process will always interact with the environment, be it social, political, cultural and economic and religious. Therefore, in an effort to improve the quality of education, policy makers in the field of education must constantly study and understand the development of society and demand a new paradigm in the world of education, namely education that emphasizes students thinking globally and acting locally and renewing the meaning of efficiency, namely not only economic meaning, but also includes harmony with the environment, solidarity and goodness for all.

With the new paradigm above, the demands for educational qualifications will also change. Education is required to emphasize the development of certain abilities in students, including: 1) Ability

to approach problems globally with a multidisciplinary approach 2) Ability to select such swift flows of information, which can then be used in everyday life 3) Ability to connect one event with another event creatively 4) increase the independence of children because the level of personal and family economic life is getting higher 5) Emphasizes teaching more on learning how to learn than on learning something.

CONCLUSION

This topic as a whole describes the change in school organization with the point of seeing the school as an open system. As an open system, schools have three basic links, namely: Input - transformation process - output - (outcome). The internal and external environments that affect the three basic links are also related. Changes in school organization are caused by government intervention, societal values, technological and scientific developments, administrative processes and meeting the needs of employees. Schools cannot resist change. Any change in its form makes the school organization more adaptive, manages change, empowers internal and external potential so that school excellence becomes the aspiration of the institution.

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