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IMPLEMENTATION OF CHANGE MANAGEMENT ON TEACHER PERFORMANCE IN ISLAMIC EDUCATIONAL INSTITUTIONS

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ABSTRAK

Penurunan kinerja guru memberikan dampak pada kualitas mutu pendidikan disebuah organisasi atau Lembaga termasuk Lembaga pendidikan Islam. Oleh karena itu, Lembaga pendidikan Islam sebagai sebuah organisasi memerlukan adanya sebuah perubahan atau peningkatan secara sistematis dan dinamis agar kinerja guru ini menjadi salah satu bentuk perkembangan yang berkelanjutan di masa depan. Tujuan dari penelitian ini yaitu untuk mengetahui manajemen perubahan di Lembaga pendidikan Islam, dan implementasinya terhadap kinerja guru. Metode yang digunakan dalam penelitian ini yakni penelitian kualitatif dengan pendekatan studi pustaka. Data diolah dengan langkah research, reading, screening, manajemen data, dan penarikan kesimpulan. Hasil dari penelitian ini menunjukkan bahwa ada 6 variabel yang memengaruhi sebuah organisasi dalam melakukan perubahan yakni struktur organisasi, nilai-nilai, kultur, sistem organisasi, teknologi, dan strategi organisasi. Selain itu, ada dua cara yang dapat dilakukan untuk mengimplementasikan perubahan di Lembaga pendidikan Islam agar organisasi dapat berkembang secara optimal. Cara pertama meliputi perumusan sistem pendidikan Islami, mendesain pendidikan bermutu di Lembaga pendidikan Islam, dan merekonstruksi nilai-nilai di Lembaga pendidikan Islam. Kemudian yang kedua meliputi mendapatkan dukungan dan pelibatan dari orang yang merupakan kunci dari *formal leader* dan *informal leader*, menyusun rencana yang kuat, mendukung rencana dan perilaku konsisten, pengembangan aktivitas dan program yang menopang keberhasilan implementasi dan menjadi bagian yang kritis dalam keseluruhan rencana, merayakan capaian kesuksesan jangkap pendek dan jangka Panjang, serta melakukan komunikasi tanpa henti. Selain itu, diketahui juga perubahan atau peningkatan kinerja guru dapat dilakukan berdasarkan model perubahan Lewin yang terdiri dari tahap mencairkan (*unfreezing*), tahap perubahan (*movement*), dan tahap membekukan kembali (*refreezing*).

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ABSTRACTS

The decline in teacher performance has an impact on the quality of education in an organization or institution including Islamic educational institutions. Therefore, Islamic educational institutions as an organization require a systematic and dynamic change or improvement so that teacher performance becomes a form of sustainable development in the future. The purpose of this study is to determine the management of change in Islamic educational institutions, and its implementation on teacher performance. The method used in this study is qualitative research with a literature study approach. Data is processed with the steps of research, reading, screening, data management, and drawing conclusions. The results of this study indicate that there are 6 variables that influence an organization in making changes, namely organizational structure, values, culture, organizational systems, technology, and organizational strategy. In addition, there are two ways that can be done to implement changes in Islamic educational institutions so that the organization can develop optimally. The first method includes formulating an Islamic education system, designing quality education in Islamic educational institutions, and reconstructing values in Islamic educational institutions. Then the second includes getting support and involvement from people who are key to formal and informal leaders, developing strong plans, supporting consistent plans and behaviors, developing activities and programs that support successful implementation and become a critical part of the overall plan, celebrating short-term and long-term successes, and communicating non-stop. In addition, it is also known that changes or improvements in teacher performance can be made based on Lewin's change model which consists of the unfreezing stage, the move met stage, and the refreezing stage.

A. INTRODUCTION

Improving the quality of human resources is influenced by several factors, one of the most important being education. Therefore, education is also a key driving force for teachers and school staff.(Salahudin et al., 2018)The government and society pay significant attention to the educational process, including stakeholders involved, such as principals, vice principals, teachers, education personnel, and other staff. Furthermore, teacher performance is another factor that influences the quality of education.(Gumanti, 2020)Teacher performance during the teaching and learning process significantly impacts the success of an educational process. If teacher performance begins to decline, it can impact the quality of education, including the overall learning process, student attitude development, communication between stakeholders, and even the community's perspective on a school.(R. Tanjung et al., 2022)One example of declining teacher performance in schools that impacts the quality of education is the presence of teachers in some schools who teach in areas not suited to their specific fields of study. This often occurs due to several factors, such as a lack of human resources in certain areas, limited access to schools, and an imbalance in the number of teachers and students. This leads schools to seek alternatives by assigning several subjects to one teacher.(Bugis et al., 2020)This problem can of course affect the professionalism of teachers when teaching.(Suhaila, 2021)Another example is the continued use of outdated teaching methods by teachers, leading to a decline in creativity in teaching. This suggests that to improve educational quality, principals need to manage change more effectively.

Change management is a process whose implementation is regulated as a necessary driver within an organization to achieve a work system that has evolved from its previous one. The implementation of change management in educational institutions aims to improve current conditions, thereby producing higher-quality change for both individuals and the organization.(Astutiningsih et al., 2024)Change management in educational institutions must be able to improve the performance of both teachers and other staff to be more qualified and gain a good perspective from the community.(Hosen, 2024). Regarding change, Islam itself emphasizes that humans are required to continually strive for change, because otherwise, they will

remain at their starting point. This is emphasized by Allah through His Word, namely Surah Ar-Ra'd verse 11, which reads:(Qur'an Ministry of Religion, nd):

إِنَّ اللَّهَ لَا يُعَيِّنُ مَا بِقَوْمٍ حَتَّىٰ يُعَيِّنُوا مَا بِأَنفُسِهِمْ

Meaning: "Indeed, Allah will not change the condition of a people until they change what is in themselves."

In this verse, Allah emphasizes that change is something that must be done by a person or organization.(T. Tanjung & Jamilus, 2023)Therefore, to achieve quality Islamic education, change management is necessary. The importance of change management is reflected in its definition: a systematic process of implementing the knowledge, resources, and tools necessary to influence change among those affected by the change process.(Perawironegoro, 2023). Changes that need to be managed include several aspects such as changing methods, changing participants, changing procedures, or changing the facilities or tools used.(Rizal et al., 2023)However, implementing change is certainly not easy. There are several challenges to be faced in implementing it, including economic factors, habits, comfort, security, and even a lack of awareness among participants in an educational institution. Therefore, principals must utilize all their competencies to optimally implement change.(Ichsan et al., 2020).

Research related to change management and teacher performance has been conducted, one of the studies was compiled by Ahmad A'lim Wijaya, Haryo Tetuko, Rahma Sari, Listiana Ayu Indarwati, and Anaas Tri Ridlo Dina Yuliana entitled "Implementation of Change Management in Improving the Quality of Islamic Religious Education Learning, the results of the study explain that change management can occur due to trends, crises, technology, and also lifestyle. Improving the quality of Islamic Religious Education learning through change management is done by implementing several religious programs for students.(Wijaya et al., 2022). In addition, there is another study, namely compiled by Wahyu Hidayat and Yara Tiarawati with the title "Implementation of Change Management in Developing Organizational Culture at SMP Negeri 36 Kota

Bandung", the results of the study stated that the change management carried out on organizational culture at SMPN 36 Kota Bandung is implementing a positive culture by forming student character through religious culture such as reading Asmaul Husana, tadarus together, and congregational prayer(Hidayat & Tiarawati, 2023)The above studies discuss the implementation of change management in terms of learning quality and organizational culture. Therefore, there is both a difference and a novelty in this study, namely the implementation of change management that focuses on improving teacher performance in Islamic educational institutions. Therefore, based on the background and novelty already explained, it is important to examine change management in Islamic educational institutions and its implementation on teacher performance.

B. METHOD

This study employed a qualitative research method, which is a method used to examine the natural conditions of an object. Qualitative research is used to obtain in-depth and meaningful data (Zuchri Abdussamad, 2021). This research method produces descriptive data in the form of written and spoken words from individuals, as well as observable behavior. More specifically, the approach used is a literature study, which focuses on analyzing documents relevant to the research being conducted. These documents can include textbooks, journals, magazines, diaries, and other notes related to the research (Firmansyah et al., 2021). According to Creswell and Margono, several sources can be used as priority sources for literature, including encyclopedias, scientific journals, books, seminar papers, and scientific papers (Amruddin, 2022).

The research stages used in this study, based on Creswell's opinion, are as follows: (Adina & Wantini, 2023):

1. Research

At this stage, sources related to the concepts of change management and teacher performance were explored. The researcher identified theories, models, and previous research findings as a basis for understanding. This stage helped determine the direction of the study and the scope of discussion relevant to the research objectives.

2. Reading

At this stage, in-depth and comprehensive observation, review, and analysis of the data and information obtained were conducted. The researcher examined the content of the literature, selected ideas, and understood the context of the material. This was done to strengthen the theoretical foundation and comprehensive understanding of this research. The researcher examined the content of the literature, selected important ideas, and understood the context of the material.

3. Filtering

At this stage, researchers sort data and information according to their relevance, accuracy, and contribution to the research focus. Filtering is carried out by sorting data and information based on their relevance, accuracy, and contribution to the research focus. Less relevant or unsupportive sources are eliminated. This is done to ensure that only essential data is used in the research, so that the results are more focused and aligned with the research needs.

4. Data Management

At the data management stage, researchers systematically compile data and information by grouping them by theme and organizing them according to the findings obtained related to the research.

5. Conclusion Drawing

At this stage, researchers interpret the analysis results comprehensively, connect the findings to theory, and formulate answers to the research focus.

The data analysis in this study employed content analysis to systematically and in-depthly examine and analyze various pieces of information obtained from documents, interviews, and field notes. Researchers identified themes, categories, and patterns of meaning emerging from the data regarding the implementation of change management and its impact on teacher performance. The data were then analyzed based on the frequency of concept occurrence, message strength, and relevance to the theme. Content analysis also enabled researchers to compare data

from various sources to examine consistencies, differences, and relationships between elements of change occurring in Islamic educational institutions. This process involved coding, categorizing, interpreting meaning, and drawing conclusions based on the real-world context. The results of the data analysis are presented in the form of a descriptive description of the implementation of change management in Islamic educational institutions and its impact on improving teacher performance.

Overall, this qualitative research method, using a literature study approach, provides a comprehensive framework for theoretically examining the phenomenon. By following Creswell's steps and employing descriptive analysis, this study was able to produce an in-depth and relevant conceptual overview of the research theme, namely the implementation of change management on teacher performance in Islamic educational institutions. This approach also strengthens the scientific foundation by critically and systematically integrating various academic theories.

C. RESULT AND DISCUSSION

Change Management in Islamic Educational Institutions

The existence of the quality of educational institutions as a continuous process indicates that it is necessary to continue to make changes.(Sobry, 2016)Change itself means moving from a previous condition to a new and better one. It can also be said that change is a shift from the current state of an organization to a desired future state.(Widodo, 2017)This clearly impacts the value system of educational institutions, necessitating planned and dynamic changes. According to Wibowo, citing Potts and LaMarsh, change management is a systematic process of implementing the knowledge, tools, and resources needed to influence those affected.(Perawironegoro, 2023)Change in educational institutions requires the role of visionary leaders, so that the process of change in the educational environment cannot be separated from the responsibility of institutional leaders or school principals. The process of change in educational institutions is crucial because education is a forum that can empower individuals in an integrated and sustainable manner to shape character.(Nurnaningsih et al., 2023). In the concept of school-based management, it is described that schools must be built on the basis of a vision

and mission that can be oriented towards the future and long term, meaning that education not only creates ideal citizens and good societies, but develops them into good citizens so that they achieve universal moral values.(Tajudin & Aprilianto, 2020).

Hitt, Black, and Porter's opinion, as conveyed by Kaswan, is that changes in organizations can be influenced by several factors including 6 variables that interact with each other, namely(Perawironegoro, 2023)First, humans, including the individuals working within the organization in question, or what is better known as the organizational structure. In change management, this change in organizational structure encourages the achievement of predetermined goals effectively, efficiently, and sustainably. Second and third, values and culture are reflections of the shared beliefs, values, and norms held by an organization. This is important because organizational culture can influence the formation of the work climate and the performance of organizational members.(Hasibuan & Hadijaya, 2024)Fourth, organizational systems play a crucial role in organizational development. With systems and subsystems in place, change management can be more optimal. Fifth, technology, including the use of technological tools, both hardware and software, implemented in problem-solving methods and knowledge application techniques for various organizational processes. Therefore, technology is crucial in change management because various needs can be connected through the use of technology. Sixth, organizational strategy encompasses the organization's planning process, including the implementation of activities to identify organizational goals and prepare specific plans to achieve, allocate, and utilize existing resources to achieve these goals. These variables demonstrate an interdependent relationship; if one variable changes, it can cause changes in other variables as well.(Agus Wibowo, 2021).

In addition to the 6 variables that have been explained, change management in Islamic educational institutions also has several important steps to be implemented so that the organization can develop well, which are explained as follows:

1. Determining the Formulation of an Islamic Education System

The importance of formulating an Islamic education system is based on two things, namely, firstly, to minimize errors in the application of

philosophical foundations.(Mudlofir, 2013). Because today's education system is largely influenced by Western worldviews. Yet, education experts agree that the educational system and goals of a society or country cannot be imported or exported from or to another society or country, but must arise from the society itself. Therefore, for Muslims in Indonesia, the development of this educational system must be in accordance with Islamic values and the cultural values of the Indonesian nation.(Sajadi, 2021)Second, in line with the first reason, Islam as a universal teaching and having various comparative advantages should be implemented as a form of finding solutions to various national problems, especially in the field of education.(Hidayati, 2022)The emergence of problems in various fields, such as economics, technology, science, health, discipline, and others, is caused by backwardness in education. Therefore, it is important to implement an Islamic-based education system.(Arief, 2022).

2. Designing Quality Education in Islamic Educational Institutions

Islamic educational institutions must be designed in such a way as to meet the demands of society which has placed great expectations on them.(Bafadhol, 2017)The sustainability of the quality of Islamic educational institutions is determined by the commitment and hope of educational managers to implement quality management which is then able to produce an integrative approach and is based on the commitment and willingness of all components of the Islamic educational institution. One of the approaches/systems that has been adapted is TQM (Total Quality Management). Edward Sallis stated that TQM is an effort to create a quality culture from organizational members that places more emphasis on customer service and a good work ethic from the organizational structure.(Rahmi, 2019).

3. Reconstructing the Values of Islamic Educational Institutions

Nowadays, Islamic education faces various challenges of the times, including developments in aspects of life and advances in thought that are actualized in various fields such as science, social science, economics, technology, and so on.(Setiyani & Sukari, 2024)Therefore, humans need to

continually reform and change, as each era brings new things that differ from the past. Furthermore, Islamic education must also be viewed from the perspective of actualizing its values so that it can revitalize the understanding of moderation emerging within modern civilization and actualize Islamic values within educational institutions and established policies.(Nashuddin, 2020).

The three points above can serve as a guideline for implementing organizational change within an Islamic educational institution. These include formulating an Islamic education system, designing quality education, and reconstructing the values actualized within the institution. In addition to these three steps, Harvard Business Essentials also outlines steps that can be implemented for organizational change, namely:

1. Gaining support and involvement from people is key to both formal and informal leadership. Formal leadership is leadership with an official position held by someone within the organization. Informal leadership, on the other hand, is leadership that comes from personal influence without a position or official authority.(Nugroho et al., 2024).
2. Developing a strong plan, in making a change in an organization, it is necessary to have a plan that is optimally prepared to facilitate its implementation and not be easily shaken due to resistance, and to run more systematically.(Sugandi, 2013).
3. Support consistent plans and behavior. Participants or members of an organization should support the plans that have been developed to achieve change. Furthermore, organizational members need to maintain consistency so that the implementation of change proceeds according to plan.(Feiby, 2016).
4. Develop activities and programs that support successful implementation and are a critical part of the overall plan.(Mariyah et al., 2021). In implementing organizational change, there are certainly supporting factors and inhibiting factors. Supporting factors include supporting activities and programs that must be continuously developed to help achieve successful change. Meanwhile, inhibiting factors are unavoidable, allowing organizational

members to critique the entire plan and provide solutions to existing problems.

5. Celebrating short-term and long-term successes. Every success, whether short-term or long-term, deserves recognition as a token of appreciation for the journey all members of the organization have gone through. This celebration can also strengthen a sense of camaraderie and create more positive interactions between leaders and members, as well as between members themselves.(Idris, 2020).
6. Communicate continuously. Communication is a crucial factor in the functioning of an organization. Without effective communication, misunderstandings continue to occur, resulting in no solutions to problems and even the collapse of an organization. Therefore, to realize change, an organization's leaders must strive to be role models for their members, fostering positive and interactive communication.(Sianturi et al., 2019).

Analysis of Teacher Performance in Islamic Educational Institutions

Title (Author, Year)	Research methods	Research result
Madrasah Principal's Efforts to Improve Teacher Performance(Maryati et al., 2023)	This study uses a qualitative approach through descriptive research at Madrasah Ibtidaiyah (MI) al-Hijriyah in Prambulih City. Data collection techniques include observation, interviews, and documentation. Data analysis techniques include data	The research findings show that The efforts of the madrasah principal to improve teacher performance at the Al Hijriyah Islamic Elementary School (MI) in the city Prabumulih is implemented through attendance, motivating teachers to always maintain sincerity in teaching, giving appreciation, restoring the

	<p>reduction, data presentation, and drawing conclusions.</p>	<p>spirit of teachers through family gathering activities at the teacher/employee's house, holding study tours at the end of the year, holding breaking the fast together every month of Ramadan, improving the knowledge of teachers by sending teachers to attend training held in the city or in the province, sending teachers to attend the Subject Teacher Conference (MGMP) throughout the city of Prabumulih or at the Madrasah.</p>
<p><i>The Influence Of Leadership Performance And Supervision Of Madrasah Principals In Improving Teacher Performance With Performance Management As A Mediation Variable In Man District Of Sorong And Man City Of Sorong (Betawi et al., 2024)</i></p>	<p>This study employed a quantitative research method by distributing questionnaires to 46 teachers from five Islamic senior high schools in Sorong Regency as respondents. The analysis was conducted descriptively and hypothesis testing was conducted using</p>	<p>The research findings show that leadership and supervision of the madrasah principal has a positive influence on performance management, but does not have a direct impact on teacher performance. Because management performance has a strong influence on teacher performance, so the influence of leadership and supervision of the madrasah principal will</p>

	Partial Least Squares (PLS).	be more significant through the mediation of performance management. through performance management mediation.
The Influence of Principal Leadership Style and Work Motivation on Teacher Performance at the Jaya Penggalian Islamic Senior High School, Serdang Bedagai Regency(Andari et al., 2024)	This research uses a quantitative approach, with data in the form of numbers obtained through questionnaires. Furthermore, this research is associative, tending to examine the causal relationship between one variable and another, as well as to test and confirm the truth of a problem.	The findings of this study indicate that the principal's leadership style has a significant and positive influence on teacher performance at the Madrasah Aliyah Yayasan Pendidikan Jaya Penggalian, Serdang Bedagai Regency. In the form of a percentage figure, the effective contribution of leadership style is 71.9% with a relative contribution of 88.9%.
Madrasah Principal Leadership in Optimizing Teacher Performance in the Independent Learning Era(Hidayah et al., 2024)	This study employed a qualitative descriptive approach at State Islamic Junior High School 1 Jombang. Data collection techniques included interviews, observation, and documentation. Data analysis techniques	The research findings show that teacher performance at Madrasah Tsanawiyah Negeri 1 Jombang has been carried out optimally through the assessment of teacher performance results with a percentage of 96%, which includes planning, implementing learning activities, assessing learning,

	included reduction, data presentation, and conclusion drawing.	the ability to guide students, and carrying out additional tasks.
The Visionary Leadership of the Madrasah Principal Towards Improving Teacher Performance at the Tarbiyatul Huda Jombang Elementary Madrasah(Utami & Hidayah, 2024)	<p>This study employed qualitative research, with data collection techniques including interviews, observation, document studies, and focus groups.</p> <p>Data analysis utilized core criteria such as trustworthiness, transferability, dependability, and certainty.</p>	<p>The research findings show that the visionary leadership of the madrasah principal at Tarbiyatul Huda Jombang Elementary Madrasah towards teacher performance is running well with several approaches taken, such as encouraging teachers through their roles as direction setters, change agents, spokespersons, and coaches.</p>

Through a search on the Google Scholar search engine, the author found studies discussing improving teacher performance using various research methods, such as qualitative with case studies and quantitative. The findings of these studies indicate that some teachers' performance is still suboptimal in achieving the goals of each school. For example, in a study by Ismail Z. Betawi et al., the performance of teachers from five Islamic Senior High Schools in Sorong Regency is divided into four dimensions: pedagogical competence, professional competence, class management, and collaboration and cooperation, which form the basis of teacher performance. These four dimensions will later become a guardrail for the consistency and sustainability of teacher performance.(Betawi et al., 2024). Furthermore, research covering the optimization of teacher performance in the era of independent learning conducted by Aliffia Laila Nur Hidayah et al. stated that in addition to the four dimensions of

maintaining consistent teacher performance, there are aspects that require periodic assessment by the principal, such as lesson planning, implementing learning activities, assessing learning, the ability to guide students, and carrying out additional tasks. These aspects are integral to teacher performance.(Hidayah et al., 2024).

Furthermore, other research states that if the above dimensions and aspects are inherent in teachers, then the role of stakeholders, cooperation between the madrasah principal, teachers, and students becomes a binding force to stay on the path of good teacher performance.(Utami & Hidayah, 2024). Supporting this statement, the influence of the role of the madrasah principal on teacher performance has a percentage of 71.9%.(Andari et al., 2024)Finally, to maintain consistent teacher performance, schools should provide awards to every teacher who demonstrates good performance. This serves as a stimulus for teachers to stay on track.(Maryati et al., 2023)

Implementation of Change Management on Teacher Performance

The change management process is inseparable from organizational development efforts. An organization is a group of people working together to achieve a common goal, one way of doing so is through growth and development. The growth and development of an organization are a logical consequence of the human resources within it, including the performance of both teams and groups within the organization's divisions.(Darim, 2020)Organizational development can also be understood as a planned, systematic, organized effort consisting of a knowledge system regarding behavior and applied with the aim of improving individuals or groups in planned reinforcement through strategies, structures, and processes so as to achieve an organization that runs effectively.(Atbar, 2024).

Islamic educational institutions are organizations or institutions that organize Islamic education with a clear structure and responsibility for its implementation. Islamic educational institutions must be able to create an atmosphere that ensures the educational process runs smoothly and according to its duties, just like schools, madrasas, and Islamic boarding schools, as institutions that organize Islamic education.(Mubarak, 2021). Islamic educational institutions, as organizations that continue to develop, demonstrate that all elements within them will also continue to experience change, including policies, curriculum, teacher performance, facilities and

infrastructure, and student acceptance standards. Teacher performance is a crucial influence on the educational process. Teachers must possess a variety of competencies ranging from knowledge and communication skills to personality, creativity, and productivity, as well as a strong work ethic and commitment, both as educators and as members of organizations that support the realization of the school's vision and mission.(HM & Ikawati, 2020). From time to time, teacher performance must be consistently developed, both by the teachers themselves and through activities initiated by the principal that are in accordance with the educational needs of the current era.(Zubair et al., 2017).

Teacher performance can be developed through change or improvement efforts. These efforts can be implemented using a change model approach from Lewin's perspective.(Mellita & Elpanso, 2020):

1. Unfreezing Stage. In this stage, the main focus is maintaining teacher behavior and trust regarding the changes to be implemented.(Bakroni, 2009)This stage requires a process of socialization and communication regarding improvements or changes related to teacher performance, so that teachers understand the importance of improving their performance and stepping out of their comfort zones and abandoning outdated paradigms. Therefore, the greater awareness of teachers, both as educators and as members of school organizations, the more they will encourage the implementation of the changes that will be implemented.(Sholeh & Efendi, 2017)Furthermore, due to the pressure of changing and evolving policies and curricula, teachers are increasingly motivated to make changes. However, some teachers' resistance to change presents a challenge for schools. Therefore, open communication and discussion between principals and teachers is essential to ensure clear and logical communication regarding changes or improvements, and to ensure that teachers receive solutions and future benefits.(Kosasih et al., 2024).
2. Stage of Change (movement). In Lewin's model, change is emphasized more as a transition process.(Zamili, 2014)This second stage begins when the organization undergoes change or transition. At this stage of change, the mindset of individuals within the organization has shifted from old thinking or paradigms to motivations that are ready for the current change.(Nurhasanah et al., 2024)It's important for

organizations to minimize the anxiety and uncertainty of individuals within them regarding the changes they are implementing. This is because it's not easy for members to relearn and understand changes quickly, requiring time to process each step and collaborate with other members. Schools, as organizations that support teachers, must pay attention to the interventions they provide. Interventions at this stage include organizational structure and culture. Support for improving teacher performance can include training to enhance the competencies teachers need, seminars or mentoring to broaden teachers' knowledge and insights, and holding joint discussions (sharing sessions) to share knowledge related to teaching activities, educational services at the school, task allocation, and teacher performance outcomes.(Masriah et al., 2023). Furthermore, at this stage, the role model of the leader or principal also influences the outcome of change efforts or teacher performance improvements. The motivation provided by the leader is a crucial factor in realizing the changes made. Beyond motivation, creating a vision, developing support, participating in managing each stage of the change process, and maintaining the consistency of the changes made are also roles of a school leader.(Sasmita & Prastini, 2023).

3. Refreezing Stage (Refreezing)

At this stage, the focus is more on building stability once the changes have been implemented and become embedded within the organization's individuals. The changes have been fully accepted and become new values to serve as work standards.(Rifa'i, 2017). In this situation, teachers have begun to feel comfortable and accustomed to the new routines they must implement. This stage indicates that schools must stabilize these new forms, such as policies or curricula, so that these changes can be institutionally strong, thus determining the success of the ongoing changes.(Shiddiq, 2020) During the institutionalization process, principals must also develop change programs so that these changes eventually become ongoing habits. Another way to ensure that change persists and remains consistent is by internalizing the changes within the organizational culture. This allows for optimal implementation of change or improvements in teacher performance. Furthermore, to maintain consistent change, positive rewards and recognition are necessary to

ensure teachers believe that their performance must be continuously improved and developed.(Witanti, 2016).

CONCLUSION

Developing the quality of educational institutions certainly requires changes to ensure organizational sustainability. Therefore, it is crucial for an organization to implement systematic and dynamic changes. Six variables can influence organizational change: organizational structure, values, culture, organizational systems, technology, and organizational strategy. Furthermore, there are two ways to implement change in Islamic educational institutions to ensure optimal organizational development. The first involves formulating an Islamic education system, designing quality education in Islamic educational institutions, and reconstructing values within Islamic educational institutions. The second involves gaining support and involvement from key individuals, both formal and informal leaders, developing a robust plan, supporting consistent plans and behaviors, developing activities and programs that support successful implementation and are a critical part of the overall plan, celebrating short-term and long-term successes, and maintaining continuous communication.

Islamic educational institutions, as organizations, must pay attention to developments in their internal elements, including policies, curriculum, teacher performance, facilities and infrastructure, and student acceptance standards. Teacher performance is crucial for change or improvement, as the demands on teachers in today's ever-evolving workforce become increasingly complex. Changes or improvements in teacher performance can be implemented based on Lewin's model of change, which consists of the unfreezing, movement, and refreezing stages.

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