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## CHANGE MANAGEMENT TRANSFORMATION IN ISLAMIC EDUCATION OF INDONESIA

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**Abstract.** This research aims to find out how the change management process was carried out at the Islamic College in Indonesia, and what the background changes occur was. This research method used qualitative with data collection techniques of interviews, documentation, and observation. The results of this study indicated that the factors driving change were namely; internal and external factors. Internal factors can be arised from within the organization of Islamic higher education institutions. Meanwhile, internal factors can be arised from outside the organization or institution. In the process of change that occurred at UIN Riau and UIN Bandung, Kurt Lewin's theory was more dominated as the main model. However, from the results of this study, the authors resulted in the development of a more dynamic theory of Kurt Lewin, namely (doctrining, unfreezing, changing, freezing, innovating). The five steps of the process of change the researchers produced from an argumentative analysis that changed in nature continue to occur, so that it took various innovations to one another and continuous innovation.

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## Introduction

Change management are consisted of two words “management” and “change”. In the study of change management, change is always an important analysis in responding to the process of change that occurs within the scope of organizations and educational institutions. Thus, change becomes a major factor in looking at the main aspects of implementing change management. Therefore, something that is eternal in this world is change. Nothing can survive static in this world, everything changes (Bashori, 2016), as well as the cycle of Islamic higher education institutions and organizations.

According to Potts and LaMarsh, quoted by Wibowo, change is a shift from the present state of an organization to the desired state in the future (Wibowo, 2011). The intended change is a change that will bring progress and benefit to life. Real change becomes a mirror of life, which is a sign of the existence of life processes. Meanwhile, according to Kurt Lewin (Winardi, 2015), a well-known psychologist believes that every change effort can be seen as a process consisting of three types of phases. The first phase is called the “unfreezing” phase, the second phase is called the “change” phase, the third phase is the “refreezing” phase.

According to Makmuri Muchlas, change management is the ability of organizations to cope the change, develop through an evolutionary process to cope the change, develop through an evolutionary process caused by changes, and being achiever because of adopting new ideas that are better (Muchlas, 2011). In the competitive world, transforming transformation is a must (Bashori, 2016). The existence of Islamic higher education institutions will continue if they adaptable to changes well. Conversely, the inability of educational institutions to anticipate changes will result in the decline of these institutions.

This article aims to reveal the concept of change management in Islamic institutions in Indonesia, in particular the change of STAIN/IAIN to UIN. The focus in this study is to know how the change management process model is carried out by Universitas Islam Negeri (UIN) Riau and Universitas Islam Negeri (UIN) Bandung. In addition, this article also analyzes the factors causing widespread changes.

## Literature study

### Change Management

Petter Senge ever revealed, have the change only occur in conditions of crisis? Furthermore he also revealed that innovation and change can occur without a crisis. It means change and innovation can occur under any conditions (Senge, 2000). Both in conditions of crisis and not.

Change, in English, is called change or taghyir in Arabic. Changes can also be interpreted as switching from the previous condition (the before condition) to the after condition (the after condition) (Winardi, 2015). Other definition says that change is

making or making different, different from before, and varied (Jones, 2000). The emphasis is on making something different.

If we understand deeply, change refers to something different from before. Change can also be meaningful with doing things in new ways, following new paths, adopting new technologies, installing new systems, following new management procedures, merging, or reorganizing (Davidson, 2005). Another understanding of change is making things different, it is making things different or shifting both in terms of place, measurement of nature and so on (Fathurrahman and Sulistyorini, 2012), so practically the change will produce new differences.

Change in a broader sense is a planned or unplanned response to pressures or forces and pressures that exist. The power and pressure of technology, economics, social, politics, competition, rules and laws make many organizations and institutions need to change because adaptation is needed to be able to “survive”; although it is based on the pressures and pressures that provoke change can be considered challenges, obstacles, threats or opportunities, clearly there is a reactions (Arsyad, 2010). Therefore, it can be concluded that change is a natural process that practically occurs because it is a dynamic of life.

In addition, management can actually be understood as the process of implementing activities that are completed efficiently with and through the empowerment of others (Marno, 2012). According to Mary Parker Follet, management as an art to carry out work through other people (The art of getting things done through people) (Fattah, 2009). Other definitions also provide an understanding that management is an ability or expertise. Meanwhile, the general understanding of management is understood as a process of empowerment people and other resources to achieve organizational goals effectively and efficiently (Komariah, 2012). Management can also be meaningful as an art to achieve tangible goals generating results or benefits (Manullang, 2012). Of the many meanings that exist, actually management can be interpreted with seven points of view, they are: (1) Management as a tool or way (Means); (2) Management as a power or force; (3) Management as a system (System); (4) Management as a process (Process); (5) Management as a function (Function); (6) Management as a task (Task); (7) Management as an activity or business (Activity / Effort). The essence of the various perspectives and variations in management's understanding is actually an effort to manage (organize) the organization to achieve the goals set effectively, efficiently, and productively. Effective means being able to achieve goals well (doing the right thing), while being efficient means doing something well (doing things right) (Hidayat and Machali, 2012).

Thus, understanding change when it is associated with management, it will become a new theory about change management. The definition of “change management” can be understood as a systematic process of applying the knowledge, tools and resources needed to influence change in the people who will be affected by the process (Wibowo,

2011). Therefore, change requires managing the impact of change on the people involved in it. Furthermore, change management is a structured approach to the transition of individuals, teams and organizations from current conditions to desired future conditions, to fulfill or implement a vision and strategy. This is an organizational process that aims to empower employees to accept and embrace changes in their current environment (Resources, 2011). The basic essence of a change management actually leads to renewal or innovation. According to Jim Euchner innovation is management of change (Euscher, 2013); it means innovation is change management.

In this research, the meaning of change management can be understood as the process of managing a change well. The basic philosophy of change can be interpreted as all changes will form two sides of a coin that is, allowing changes will produce good results, or it will only get worse. Therefore, understanding management is a solution that will help in solving it.

### **The driving forces of change**

From several sources of the author studies, it shows that change is a necessity. The need to step in to follow change, or just be quiet squeezed by change. The fluctuation of change must certainly be accompanied by anticipation for educational institutions to be able to adapt to change. This is certainly influenced by resistance from both external and internal factors.

In the results of this study, the author mapped the drivers of change into several factors they are; First, globalization and industrial revolution (globalization and industrial revolution). Globalization according to basic word is global and *sasi*. Global is global, and *Sasi* is a Process, so it means Globalization is “a global process” (Rapana and Fajriah, 2018). Globalization can also be interpreted as a special phenomenon in human civilization that moves continuously in global society and it is part of the global human process. The presence of information technology and communication technology accelerates the acceleration of this globalization process (Haidah and Musa, 2015) Meanwhile, the understanding of the industrial revolution, German Chancellor and Angela Merkel believes that Industry is a comprehensive transformation of all aspects of production in industry by combining digital technology and the internet with conventional industry, Schlechtendahl emphasizes the definition of the speed element of information availability, which is an industrial environment which all entities are always connected and able to share information with one another (Praseyo and Soetopo, 2018).

Globalization and revolution (R.4.0) are the complex phenomena and domino effects on the pace of modernity which have broad effects on all dimensions of human life. Not surprisingly, the terms “globalization” and “industrial revolution” have gained quite a lot of connotations of meaning (Asnawi, 2018). On the one side, globalization and the industrial revolution are seen as an irresistible and benign force to provide economic

prosperity to people throughout the world. On the other side, he was accused of being the source of all contemporary diseases that killed the cultural identity of each nation. Two different sides inherent in globalization and the industrial revolution are a serious concern of various groups in maintaining their cultural character through the world of education. Not only that, the changes caused by globalization and the industrial revolution must be able to be anticipated like two sides of a coin they are; anticipation of positive change and anticipation of negative change. Thus, the agreement that the drivers of change can be influenced by two things, namely globalization and industrial revolution.

Second are market changes. According to Kotler outlining the meaning of marketing by finding a keyword are selling, advertising, and customer needs. These keywords are the real assumptions and expectations of the community when they hear the word marketing. The word selling that is expressed by Kotler is a community prejudice that considers that marketing (marketing) is an activity of “selling”. Then the word advertising is the *suudzonitas* of people who assume that marketing is an activity «advertise». While the word customer needs is the most correct terminology of the meaning of marketing, namely marketing activities are satisfying customers according to what is needed by customers. This is the same expressed by Charles W. Lamb, related to marketing terminology (W. Lamb, 2001). In another sense, marketing can be understood as a process and managerial that makes individuals or groups get what they need and want by creating, offering, and exchanging products of value to other parties or all activities related to the delivery of products or services ranging from producers to producers consumers (Shinta, 2011). Meanwhile, according to William J. Stanton, marketing is an overall system of business activities aimed at planning, determining the price of promoting and distributing goods and services that can satisfy the needs of existing and potential buyers (Sunyoto, 2013). Market changes indirectly impacted changes in all aspects of life including the implications of changing Islamic tertiary institutions. Non-response in seeing the changing market needs of the community, educational institutions may be crushed by the times. Meanwhile, a good response in seeing the market change of an educational institution will be able to bring the educational institutions which attracted many people because they provide the match educational services for today and in the future.

Third is global competition. According to Boyd, Walker and Larreche in the book of Marketing Management explain that competitors are the structure of the industry, the strength of various competitions that affects the ability of an industry (Walker and Larreche, 2000). According to David Cravens in the book of Strategic Marketing define that competitors provide an understanding of market position, price leadership in the industry, industrial technology, market products, market share that can be relied on even at the segment level so that the business is more successful if it is only targeted at certain consumers (Craven, 1998). That’s way, to understand the terms of the meaning

of the that are global competition is an open competition that occurs both in aspects of life related to politics, economics, social and culture. Global competition is marked by the absence of barriers between one competitor and another. The Competition will change more quickly with the change itself. It could be that the competition will change with a time limit of hours, minutes, even seconds. This assumption reinforces that global competition can mean openness in the process of competition in all aspects of human life including Islamic higher education institutions.

Fourth is policy. The term policy is often translated with politics, rules, programs, decisions, laws, regulations, conventions, provisions, agreements, and other strategic plans. The Various views about the term of policies, Stephen J. Ball explains that policy as text and discourse is interesting to elaborate. For example the use of the term in various diverse countries in the UK, policy means policy; Latin *politia*, means politics; Greek, *polis* means State, Sanskrit, *Pur* means city (Arwildayanto, 2018). In the Indonesian Dictionary policy is interpreted as «intelligence, proficiency, conversion, also viewed as a series of concepts and principles that form the basis of the plan in work, also leadership or the way the government, organization and or in accordance with the goals, objectives, principles (objectives) as a guideline in achieving goals» (KBBI Online). Furthermore according to Lincoln: Policy refers. *To the general intentions or principles that guide specific actions such as a programs and may only be inferred from specific legislative acts, statutes, programs, or court decisions. Policy is not implemented: it is the statuta or programs that are implemented.* In summary, policies can be interpreted regarding general desires or principles that lead to specific activities such as a program (collection of activities) and may only draw conclusions from specific legislative actions (people's representative bodies or the making of regulations), or status and programs implemented (Kamars, 2000). Therefore, policies are compulsion. If the policy is understood as compulsion, then it is clear that the policy changes in educational institutions can be born from compulsion that forces change. In a system of organizational or institutional openness, policies are both external and internal indicators that drive change processes. That way, clearly that the policy is one of the driving factors for change.

## Methodology

This type of research is a research study that used a qualitative approach. Based on the type of study, this research is a phenomenological research and case study. This research conducted at UIN Sultan Syarif Kasim Riau and UIN Sunan Gunung Djati Bandung. The data collection techniques used interview, documentation and observation techniques. The process of data analysis used the qualitative model of Miles and Huberman which were interactive in which between one stage with other stages are interrelated start from the process of data collection, data reduction, data presentation and conclusions.

## Result and discussion

### **The driving forces of change in state Islamic university of Riau, Indonesia**

The background of change factors in UIN Suska Riau can arise from internal & external factors. Among the factors driving change that arise from the internal organization of UIN Suska Riau are; a) Declining popularity of IAIN institutions. The «Institut» (IAIN) model in a classical perspective still needs to be developed. Moreover, public stigma on IAIN is still an influence in determining educational choices. In addition to the IAIN also has not maximally contribute yet in science and technology, IAIN also tends to focus on Islamic studies oriented to preaching. Especially when connected with the need to respond to current technological developments; b) awareness to change. The motivation for change that arises from individuals, groups, to the organizational structure becomes the main trigger for the implementation of a change. Moreover, if the belief to implement of the change is based on religious ideology that triggers a person or group must make changes towards a better position. As that belief in the Qur'an Surah al-Ra'd verse 11; c) Organizational growth. In Morgan's metaphor theory there are several concepts of understanding organizational identity, they are organization can be understood as a machine and organization as a living thing (organism). In this study researchers looked that organizations as organisms that are always developing and changing. One of the internal factors that caused the changing of IAIN Susqa Pekanbaru to UIN Suska Riau is in the context of understanding the institution (organization) as an organism that must develop; d) Building a new identity and presence of a new leader. The challenge for the presence of new leaders is the bargaining power of changes related to their vision and mission. The existence of new leaders always gives new energy to make new changes in the organization. So that the presence of a new leadership at IAIN Susqa Pekanbaru at the time, emphasized the need to make changes for improvement. In addition, change management always requires a figure of change leader who is brave in offering changes in new identities and conditions; and e) Leader decision. In this factor, it is still related to the leadership figure. Visionary and transformative leaders are willing and able to bring change to make decisions in making changes. Thus, the success of change in an educational institution is influenced by change leaders. That is an internal factor the birth of change at UIN Suska Riau.

In addition, the changes of UIN Suska Riau, there were several external factors that caused the institution to make changes, they were: a) Follow the changing trend. Change can come from anywhere. Including emerging from the outside (external), the changing trend that was happening. The development of the Azhar Islamic University, Cairo, Egypt at that time initiated the changing needs of UIN Suska Riau. The gap of the IAIN Susqa Pekanbaru institute model which has not been able to accommodate the various knowledges of people needed, especially science and technology, encourages

development and change as a form of response to these changing trends; b) The necessity to make changes. The need for change is always happening in all aspects of life. IAIN Susqa Pekanbaru had to make a change in its time because it looked at the graph of the decline in student interest and had found a saturation point / not developing percentage of the number of students. In addition, UIN Suska Riau's geographical location in the province, which had many large companies, both of migas and non-migas required graduate students who had competencies in accordance with the job descriptions of the company. Therefore, the solution to answer these challenges and needs is change by adding general study programs so that UIN can still be able to adapt to the people needs; c) Market changes. Market changes were the most important aspect of any marketing. Marketing services or educational institutions were no exception. Seeing the changing needs of the global market, the form of IAIN has not been able to broadly accommodate the output of IAIN especially if it was associated with their needs in the development of science and technology. Thus, the encouragement for market change is to produce graduate students who are able to master religion and technology to become a universal market. And the change in «universityization» was the solution in answering the problem; d) Global competition. knowing the development of educational institutions were dynamically, one must look at the orientation of global competition. Because these indicators can be used as a benchmark in seeing the extent of the strength possessed by educational institutions. The competition that was initially oriented towards peer-to-peer counterparts, it was General Higher Education (PTU), now, that paradigm was changed by looking at the main source of global competition. Therefore, global competition is no longer an option, but a necessity that we were ready to go through. From these external driving factors that the change of IAIN Susqa Pekanbaru transforms itself into «university» (UIN); and e) Wider mandate. The IAIN which will become UIN later is a formation of an institution that has several faculties. But in the course of history, the institute has not been able to accommodate the needs of the broad employment. This is due to the fact that IAIN still has limited scope of available study fields. Meanwhile, in the theological aspects of Islam, the science that must be studied covers all aspects of science both Islamic studies, social and humanities, even science and technology. Answering the gap of Islamic Higher Education Institutions, especially in looking at the lagging aspects of science and technology, then inspiring the needs of Islamic Higher Education institutions to develop IAIN with wider mandate. The encouragement of these factors led to the need for IAIN Susqa Pekanbaru to transform institutions into UIN Suska Riau.

### **The driving forces of change in state Islamic university of Bandung, Indonesia**

Meanwhile, the factors underlying the change in UIN SGD Bandung were also two driving factors that arised both from internal and external. The drive for change factors that arised from the internal UIN SGD Bandung were; a) Declining popularity of IAIN / STAIN. The decline in popularity was very likely to be an internal factor in the



emergence of ideas in making changes in all aspects of life including the role of educational institutions. The non-optimal form of IAIN and STAIN in providing facilities for people needs, especially the choice of science and technology development study programs, it was part of the background of motivating the need to transform. Analysis of the decline in popularity was more due to changes in the current needs of society in seeing the development of science and technology; b) «IAIN» historical negative image. If you know the role of IAIN's graduate in the past there was no doubt the reputation of expertise in reviewing and occupying various strategic positions nationally. So they were not only as preachers, but also able to occupy various strategic positions. However, in contrast to the present, the role has actually changed where IAIN's graduate were identical to preachers, religious teachers, and Qur'an teachers who were only able to play a role in the social environment of the community. And they have not been able to play in the development of science and technology. The negative image then becomes the encouragement for the need for institutional development in responding to the need for an ideal Islamic education institution, it was «universities» and c) the dichotomy of science. The role of the struggle for the dichotomy of science must be recognized as part of finding the distinction of the Islamic Higher Education Institution. The role of the dichotomy terminology of science eventually gave birth to the concept of integration of science in Islam in order to answer the dichotomous paradigm gap that had happened. IAIN became one of the Islamic Higher Education Institutions which was considered to still have gaps in providing scientific study options. Thus, UIN SGD Bandung as a manifestation of Islamic institutions was a reflection of Islamic Higher Education Institutions that were integrally capable of combining science and religion.

Furthermore, the encouragement for change factors that arised from outside (external) UIN SGD Bandung was as follows; a) Globalization and modernization. This factor, as the researchers have stated in the discussion in this chapter, it will be able to influence various dynamics of social life, including the development of Islamic educational institutions. The challenges of the globalization and modernization era required educational institutions to be able to respond quickly and adaptively to the people needs. So that the transformation of IAIN into UIN in the context of encouraging the role of globalization and modernization as an effort to be responsive to various changes; b) Islamization of science. The discourse of «Islamization» of science had reaped the pros and cons. Nevertheless, the push for the issue of «islamization of science» led to the encounter of a science integration model from the contra camp which later became a major model in the development of PTKIN in Indonesia. Therefore, encouraging the search for the right formulation through the issue of Islamization of science resulted in the need to change IAIN into UIN; and c) Wider mandate. This factor was the main driving factor in almost every change of PTKIN in Indonesia including IAIN Bandung. The need for a wider mandate in developing PTKI became a necessity in answering the needs of the community and employment.

Therefore, the wider mandate’s drive by changing «institutions» to «universities» was the most important part of the desired process of change.

**Table 1: The main driving factor of change process in UIN Riau and UIN Bandung**

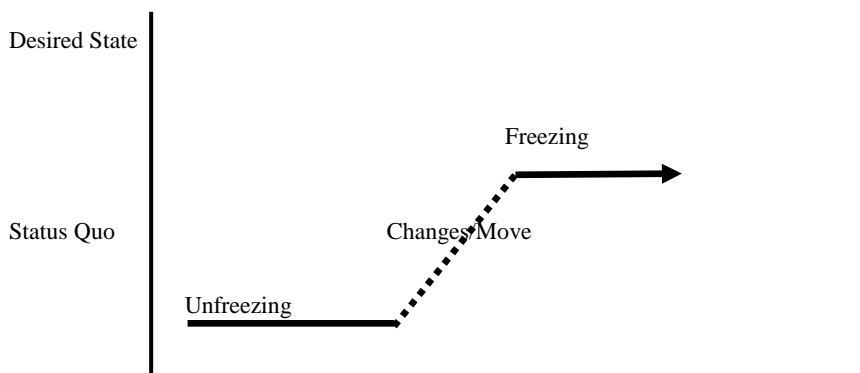
UIN RIAU		UIN BANDUNG	
INTERNAL	EXTERNAL	INTERNAL	EXTERNAL
1. Decreasing the Popularity of Institutional of IAIN	1. Follow the changing Trend	1. Decreasing the Popularity of IAIN/STAIN	1. Globalization dan Modernization
2. Awareness to change	2. Market Changes	2. The negative image of history of «IAIN»	2. Islamization of Science
3. Growing the organization	3. The Global competition	3. The Science dichotomy	3. Wider Mandate
4. Build the new identity & leadership	4. Wider Mandate		
5. Leadership Decision			

From the various factors of change that appear both in internal and external, there was one encouragement which became the main pillar of the need for change in an institution of UIN Riau and UIN Bandung. The encouragement is the normative value of religion (religion normation) of people. The Rreligion taught the need to make changes in all aspects to be better life.

In the spirit of the values in Q.S. Ar-Ra'd verse 11, it can be believed that if we tried to make positive changes, then God will give the gift of positive change that affects the prosperity of the people (Bashori, 2017b). The normative value of the above verse emphasized how was the important to make changes in all aspects of life.

**The change process model of Islamic university In Indonesia**

The process of changing Islamic educational institutions in Indonesia was more dominated by the process of changing Kurt Lewin's model. Kurt Lewin's change model commonly referred to as Lewin's three-stage model is (unfreezing, movement, freezing). The figure was as follows:



**Figure 1: Kurt Lewin's Change Model**

As a guideline for developing theory, the results of this study indicated new modifications to the expectations of the change process. If the change process described by Kurt Lewin appeared to be static and less dynamic, the development of the results of this study showed more dynamic. This was reinforced by the main encouragement for change, namely the doctrine of a person's religious norms and driven by the development of new innovations in achieving one another. The description of the modification model was as follows:

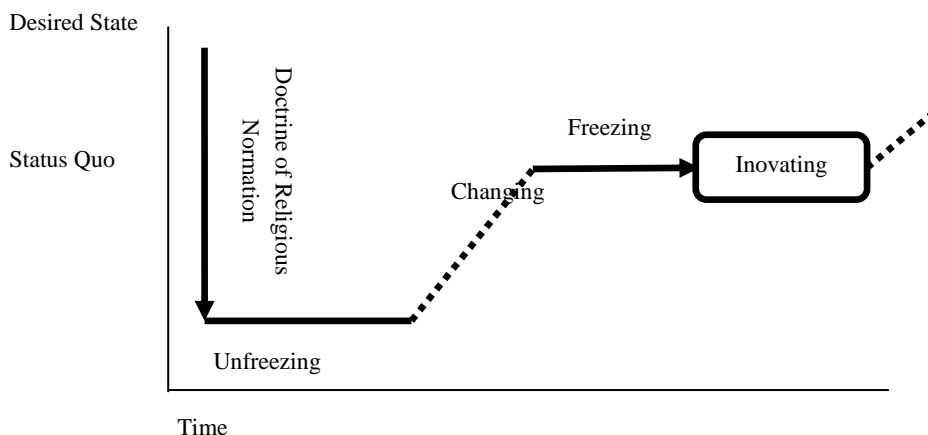


Figure 2: The Development of Lewin's Theory

The stages of the process of changing the five channels can be described by the author in Figure 3:

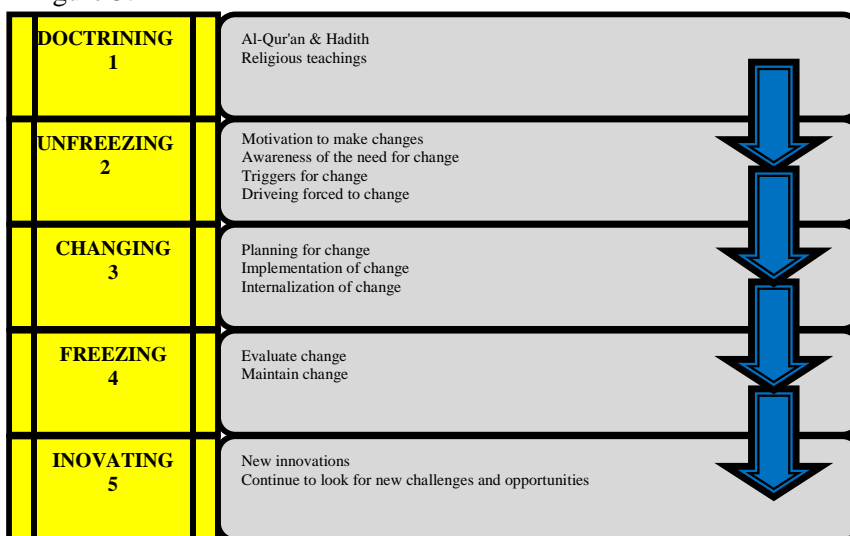


Figure 3: The Stages of Development of Lewin's Theory

In simple terms, a description of the process of change in UIN Riau and UIN Sunan Bandung can be seen as follows table 2:

**Table 2: The description of change process in UIN Riau and UIN Bandung**

No	ASPECT	IAIN RIAU	IAIN BANDUNG
1	The stubting	The private collage becomes PTAIN	PTAIN
2	The Motivation of establishment	Public figure, moslem theologians (ulama'), & Moslem Intellectual of Bandung	Public figure, moslem theologians (ulama'), & Moslem Intellectual of Bandung
3	Year of Establishing of IAIN	19 September 1970	08 April 1968
4	Form	Institution	Institution
5	Leader	Rector	Rector
6	The Development of IAIN	Non-Rayonization	Rayonization
7	Preparation of becoming UIN	<i>IAIN with wider mandate</i>	<i>IAIN with wider mandate</i>
8	The official year becoming UIN	2005	10 Oktober 2005
9	Number of UIN Faculties	9 Faculties	10 Faculties

The process of change in UIN Suska Riau and UIN SGD Bandung experienced several periods. Each period had a range of elements. The second serving of the institutional period of UIN Suska Riau and UIN SGD Bandung was as follows:

**Table 3: The description second serving of the change process in UIN Riau and UIN Bandung**

CHANGING PROCESS	
IAIN RIAU	IAIN BANDUNG
Stub period	Stub period
IAIN Period	IAIN Period
Transition Period	UIN Period -Now
UIN Period-Now	

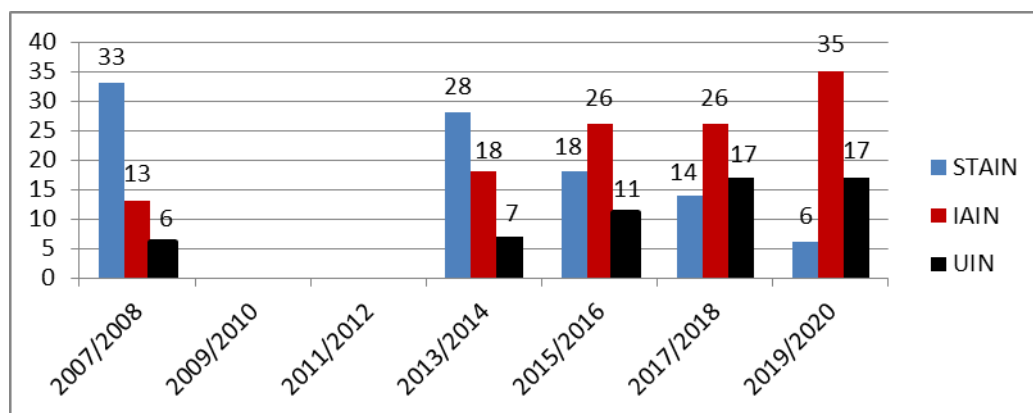
The two institutions of UIN Suska Riau and UIN SGD Bandung have different periods. Although different, both of them have the same goals of transformation into «universities». Different aspects are more influenced by different geographical locations, cultures, and different cultures, to the challenges and obstacles as well as different motivations for change. In the second case of this institution change, a transition period occurred in the process of changing UIN Suska Riau, while UIN SGD Bandung was not.

### **The data of state Islamic educational transformation in Indonesia**

Until 2020, the process of changing Islamic universities has increased very significantly. In addition to the demands of change, Islamic education institutions must be able to survive in a cycle of change that continues to occur. If it cannot be an Islamic educational institution, it collapses in the midst of the global competition.

In the context of the journey of history, we try to look at the history of the development of the academic vision of Islamic Higher Education (PTAI) in Indonesia. PTAI's academic vision in Indonesia continued to experience change and development. The situation seems to be changing, especially in the early 90s, which was later introduced the term «IAIN» with «wider mandate» or «IAIN with an expanded mandate.» Since then, the IAIN which initially concentrated on religious science began to explore fields of study that had been known as general science or secular science (Minhaji, 2013). Fundamental changes began to emerge with the birth of the Universitas Islam Negeri (UIN). UIN is the result of the transformation of IAIN which was institutionally in the form of an institute into a University (Minhaji, 2013). As a university institution, UIN is no longer like IAIN, in that it is not only pursuing religious knowledge but also general science (Minhaji, 2013). For this reason, the University has a wide scope in providing scientific studies.

Universityalization seemed to be a common need in developing Islamic education. This was evident through the increased distribution of the ratio of Islamic Religious Education Institutions (PTKI) that are transforming to universities was increasing from year to year. The general description of the distribution of data on the progress in the quantity of changes in the shape of Islamic tertiary institutions such as STAIN, IAIN, and UIN can be described as follows:



**Figure 4:** The Graph of PTAIN conversion development (STAIN, IAIN, UIN) (Diktis, 2020).

From the presentation of these data, it can be understood that the development of universityization was a trend in advancing Islamic educational institutions today, other than as a need to transform and adapted to the global world. This was done in order to respond to all changes that occurred without leaving the identity of Islamic educational institutions (Bashori, 2017). In addition, as a challenge for the management of Islamic

tertiary institutions in responding to change, it was also a necessity that must be managed properly to manage change.

## Conclusion

Based on the results of this study, it can be concluded that change was an inseparable part of our lives. In dealing with change, change management was the most important alternative to achieving a goal. With a change management approach, big expectations in achieving better change goals will be possible. Thus, the process of change in Islamic Higher Education used change management as a solution in managing a quality change.

The factors that caused of these Islamic universities (UIN Riau and UIN Bandung) had in common were the drive for change from within (internal) to the organization and the drive that was born from the outside (external). Both of these impulses had very important contributions so changes needed to be made in the organizational structure of «institutions» to «universities». And there was one very important push that was; the drive for change that arised from one's religious awareness. The authors called it the encouragement of one's religious normation (religion normation). The drive was influenced by a good understanding of religion, so changes must continue to be made.

In the process of change that occurred at UIN Riau and UIN Bandung, Kurt Lewin's theory was more dominated as a model that was often used. However, from the results of this study, the authors resulted in the development of a theory of Kurt Lewin that seemed more dynamic (doctrining, unfreezing, changing, freezing, innovating). The five steps of the change process the researchers produced from an argumentative analysis that changes in nature continued to occur, so it took various innovations from one innovation to another.

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## ТРАНСФОРМАЦІЯ УПРАВЛІННЯ ЗМІНАМИ В ІСЛАМСЬКІЙ ОСВІТІ В ІНДОНЕЗІЇ

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**Анотація.** Це дослідження має на меті з'ясувати, як в ісламських коледжах в Індонезії відбувається процес управління змінами. Управління змінами визначено як процес управління змінами на краще. Основну філософію змін можна інтерпретувати як сукупність усіх змін, що формують дві сторони монети, тобто, ті, які дадуть позитивні та ті, які дадуть негативні результати. Тому розуміння управління змінами – це рішення, яке допоможе вирішити його.

В основі дослідження лежить якісне, феноменологічне та тематичне дослідження, що передбачає застосування таких методів збору даних як інтерв'ю, аналіз документації та спостереження. У процесі аналізу даних використовувалася якісна, інтерактивна модель Майлза та Губермана.

На основі аналізу результатів цього дослідження можна зробити висновок, що зміни були невіддільною частиною життя. У боротьбі зі змінами управління змінами було найважливішою альтернативою досягнення мети. За умови якісного підходу до управління змінами великі очікування щодо досягнення кращих цілей щодо змін будуть можливими. Таким чином, процес змін в ісламській вищій освіті використовував управління змінами як рішення в управлінні зміною якості.

Факторами, які спричинили виникнення цих змін в ісламських університетах (UIN Riau та UIN Bandung), були спільний потяг до змін з внутрішньої (внутрішньої) організації та факт, що народився ззовні (зовні). Обидва ці імпульси мали дуже важливий внесок, тому необхідно змінити організаційну структуру “установ” на “університети”. І був один дуже важливий поштовх, який був; потяг до змін, що виникли внаслідок релігійного усвідомлення людини. Автори назвали це заохоченням своєї релігійної норми (нормотворчої норми). На привід вплинуло добре розуміння релігії, тому зміни потрібно продовжувати робити.

У процесі змін, що відбулися в UIN Riau та UIN Bandung, теорія Курта Левіна більше переважала як модель, яка часто використовувалася. Однак за результатами цього дослідження автори привели до розробки теорії Курта Левіна, яка здавалася більш динамічною (доктринування, розморожування, зміна, заморожування, новаторство). Цих п'ять етапів процесу змін дослідники отримали в результаті аргументованого аналізу, які перебувають у постійній зміні.

**Ключові слова:** управління змінами; Вища ісламська освіта.