



## Change Management for Enhancing the Quality of Educational Administrative Services in Islamic Secondary Schools

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### ABSTRACT

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This research is motivated by the importance of improving the quality of educational administration services in Madrasas in response to the demands of technological advances and public expectations for fast, accurate, and transparent services. Private aliyah madrasas strive to implement change management to improve the quality of administrative services, but face various obstacles such as limited infrastructure, digital competency gaps, and resistance to change. This study aims to analyze the application of change management through the functions of planning, organizing, implementing, and supervising in improving the quality of education administration services, as well as identifying supporting and inhibiting factors. The research uses a descriptive qualitative approach with observation, interview, and documentation data collection techniques. The results of the study show that change planning is carried out systematically and participaly, the implementation of change through the regulation of human resources and information technology has a positive impact on service efficiency, but multidimensional obstacles are still found. In conclusion, planned and participatory change management has been proven to be effective in improving the quality of administrative services. This research contribution enriches change management theory by integrating the functions of POAC and Islamic values, as well as providing a practical model for madrasas in the administrative transformation of education administration.

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## INTRODUCTION

Education is the main foundation for the development of superior and competitive human resources (Hoque & Atheef, 2024; Vader et al., 2025). The quality of education is not only measured by the learning outcomes of students, but also the quality of administrative services that support the smooth learning

process. Quality administrative services are the operational backbone of educational institutions, including the management of student data, educators, finance, and infrastructure (Ismail et al., 2023). However, many educational institutions neglect the administrative aspect as an integral part of quality improvement (Hasanah, 2023; Veronika et al., 2023). Without an efficient and responsive administrative system, the teaching and learning process is disrupted by bureaucratic bottlenecks. The importance of excellent administrative services is increasingly felt in the midst of public demands for fast, accurate, and transparent service. Improving the quality of education administration services is a non-negotiable strategic issue. This research is important because it highlights the crucial role of administration in creating a healthy and productive education ecosystem for all stakeholders.

Although education is seen as a national priority, the reality shows the quality of administrative services in many institutions is still far from expectations (Ismail et al., 2023). The public complained about the length of the registration process, difficulties in accessing academic information, inaccurate financial data, and lack of staff responsiveness. The problem is exacerbated by manual systems that are prone to errors and delays. Ever-changing education policies demand rapid adaptation, but without qualified administrative support, policy changes become an additional burden (Moslimany et al., 2024). The gap between expectations and reality creates dissatisfaction that damages the institution's reputation. If left unchecked, this problem hinders the achievement of national education goals. Systematic efforts are needed to identify the root of the problem and formulate comprehensive solutions. This research is present to fill the gap in understanding the response of educational institutions through a planned and measurable change management approach (Alfaridli et al., 2024; Atmojo et al., 2022; Hamiyah et al., 2024; Wibowo et al., 2026).

Madrasah as a private aliyah madrasah faces various administrative management challenges. Initial observations found that the manual and digital mixed systems had not been optimally integrated, causing data inconsistency between finance, student affairs, and curriculum. Administrative staff are limited in number and not all have adequate digital competencies (Jhonshon et al., 2024; Nuraisah et al., 2025). The number of students continues to increase every year to increase the workload without being compensated for the addition of resources and system improvements. Parents of students complained about the slow response to complaints and requests for academic information. The head of the madrasah realizes that without significant changes, the quality of administrative services will lag behind and have a negative impact on public trust. This condition triggered madrasahs to design and implement systematic change management across all administrative lines as a strategic step towards continuous improvement.

Ma'arif (2016) research emphasizes quality administrative services as a

prerequisite for the effectiveness of education management, but it is general without exploration of change implementation strategies (Hidayatullah & Yusuf, 2025). Pandi (2024) highlights the importance of change management in education, but focuses on the conceptual level without an empirical picture of the implementation of planning, organizing, implementing, and supervising functions (Qasim et al., 2024). Mirfani (2016) shows that the success of change depends on the involvement of the school community, but has not identified supporting and inhibiting factors in madrasas (Buanaputra et al., 2022; Kadiyala et al., 2025). Septiana (2023) added that change management includes organizational culture, mindset, and improving HR skills, but the case study is limited to non-educational institutions (Septiana et al., 2023). Comprehensive research on the implementation of POAC approach change management in madrasas is still limited, becoming an important gap that must be filled.

Jmari et al. (2025) found that the digitalization of administration increases the efficiency and accuracy of services, but focuses more on the technological aspect without paying attention to the managerial and human resources aspects (Chukwuemeka-Nworu et al., 2024; Jmari et al., 2025). Shahin et al., (2024) examines transformational leadership in organizational change in madrasas, but has not yet linked it to improving the quality of operational technical administration services (Haryanti et al., 2025; Shahin et al., 2024). Other studies highlight collaborative work cultures and continuous evaluation as key factors, but less explore the planning and organizing functions in Islamic educational institutions. Wafda et al. (2025) emphasized that the basic pattern of POAC management is relevant for educational institutions (Wafda et al., 2025). Most previous research has not considered Islamic values that encourage quality improvement and professionalism. This research comes to fill the void by integrating POAC-based change management and Islamic values in the context of madrasas, offering a holistic approach that combines modern management theory with the spiritual principles typical of Islamic education.

The novelty of this research lies in the study of the application of change management in four management functions simultaneously in improving the quality of administrative services in madrasas. In contrast to previous partial research, this study offers a complete and systematic analysis of the entire change management cycle. This research explores in depth the unique supporting and inhibiting factors in the pesantren based madrasah environment that have not been widely explored. The integration of Islamic values as an ethical and motivational foundation is a significant differentiator. This research not only enriches the scientific treasures of education management, but also provides practical guidance for similar institutions. This novelty is important as a reference for policy makers at the Ministry of Religion and madrasah managers in formulating strategies to improve the quality of contextual and sustainable

administrative services, in line with the mandate of the Qur'an Surah Ar-Ra'd verse 11.

The formulation of this research problem is how to apply change management through the functions of planning, organizing, implementing, and supervising in improving the quality of educational administration services in Madrasas, as well as its supporting and inhibiting factors. The researcher argues that the implementation of structured and sustainable change management will have a positive impact on improving service quality, supported by leadership commitment, active participation of staff, and the use of appropriate technology. The main obstacles are estimated to come from change resistance, limited human resources and budgets, and weak continuous evaluation systems. This research is expected to make a theoretical contribution to the development of educational management science in Islamic educational institutions. His practical contribution in the form of strategic recommendations for madrasas in designing and implementing effective administrative changes, became an inspiration for the transformation of educational services in Indonesia more broadly.

From an Islamic perspective, change towards improvement is the obligation of every Muslim as QS. Ar-Ra'd: 11 which affirms that change must begin with oneself, through a process of planning, implementation, and consistent evaluation. The Prophet PBUH in a hadith narrated by Al-Baihaqi taught that Allah loves people who work professionally and complete tasks well. This value is an ethical foundation for administrative staff to continue to innovate and provide the best service. Change management is not just a modern managerial approach, but the implementation of Islamic teachings encourages the improvement of the quality of charity and social worship. This research integrates these values into every stage of change, from planning to supervision, creating a professional and oriented work culture that is oriented towards spiritual values and the benefit of the people. This research is relevant and urgent to realize quality and dignified Islamic education in the midst of the dynamics of changing times.

## **RESEARCH METHODS**

This study uses a qualitative approach with a descriptive type of research. This approach was chosen because the research aims to understand the phenomenon of the application of change management in improving the quality of education administration services in an in-depth, holistic, and contextual manner. As stated by Sugiyono (2022), qualitative research examines the state of natural objects with the researcher as the main instrument. The descriptive type was chosen to describe systematically the implementation of change management functions—planning, organizing, implementing, and monitoring—as well as their supporting and inhibiting factors. Descriptive research exposes reality based on empirical data without testing hypotheses. This approach allows

researchers to capture subjective nuances of principals, heads of administration, and administrative staff that are not quantitatively measurable. This design is very relevant to answer the formulation of problems that are exploratory and interpretive.

The research was carried out at Madrasah Lubbul Labib, a private aliyah madrasah based on pesantren that is committed to making improvements in various aspects of educational implementation, including administration. The selection of the location is based on the consideration that this madrasah is actively implementing change management to improve the quality of administrative services. Based on initial observations, schools are transitioning from a manual system to an integrated information technology system, but face obstacles such as limited human resources, resistance to change, and coordination between departments that are not optimal. This condition makes madrasahs rich in data to explore the implementation of change management. The researcher's accessibility to key informants is also adequate. The uniqueness of madrasahs lies in the integration of Islamic values in their managerial practices. The selection of the location was carried out purposively based on its characteristics and relevance to the focus of the research.

Data collection was carried out through three main techniques: observation, in-depth interviews, and complementary documentation. Observation is carried out by directly observing the implementation of administrative services and the implementation of change management, including the activities of administrative staff, interactions between sections, and applicable systems and procedures. Observation is passive participatory, the researcher is present without being actively involved but systematically records relevant behaviors, events, and physical conditions. Semi-structured interviews were conducted with school principals, heads of administration, and administrative staff to dig up in-depth information about planning, organizing, implementing, and supervising, as well as supporting and inhibiting factors. Documentation complements data in the form of archives, reports, photographs, organizational structures, and written policies.

Data analysis uses the interactive model Miles, Huberman, and Saldaña (2014) which consists of three stages: data condensation, data presentation, and conclusion drawing or verification. Data condensation is the process of selecting, focusing, simplifying, abstracting, and transforming raw data from field notes, interview transcripts, and documents. The researcher selects information that is relevant to the focus of the research, namely the implementation of change management functions (POAC) and supporting/inhibiting factors. The presentation of data is carried out in a systematic descriptive narrative, equipped with a matrix or table to make it easier to see the pattern of relationships between

themes. Conclusions or verification are drawn continuously from the beginning until the data is saturated, based on an in-depth interpretation of the systematically analyzed data with reference to the objectives and theoretical framework. The interactive model emphasizes that the three stages take place simultaneously and are interrelated.

To ensure the validity of the data, the researcher used source triangulation and triangulation techniques. Source triangulation is done by comparing information from various sources principals, heads of administration, and administrative staff on the same topic to see compatibility or differences in perception. The differences found will be explored further to achieve a comprehensive understanding. Technical triangulation is carried out by comparing the results of observations, interviews, and documentation on the same focus, for example comparing service procedures from observations, interviews, and standard operational guidelines. In addition, the researcher extended participation in the field and member checks by confirming the findings to the informant. The application of this technique increases the degree of credibility, transferability, dependability, and confirmability so that the findings can be scientifically accounted for.

## **RESULTS AND DISCUSSION**

### **Results**

#### **Madrasah Change Management Planning**

Change management planning in Madrasah is defined as a systematic process to set goals, strategies, and operational steps to improve the quality of administrative services. This process includes the identification of change needs based on the evaluation of administrative conditions, the analysis of internal and external factors, and the preparation of structured and measurable work programs. Planning not only focuses on technical aspects such as improving the filing system and the use of information technology, but also includes the development of human resource capacity as the main implementer of services. Thus, planning is understood as the initial foundation that determines the direction and success of the entire change management process in the madrasah environment.

Interviews with the Head of the Madrasah revealed that the change planning was carried out in response to the demands of technology and the public's expectations for fast, accurate, and transparent services. Change is an urgent need for madrasahs to remain relevant and competitive. Regular coordination meetings discuss administrative issues such as manual archive management, slow service, and inaccurate data. The head of the madrasah has high awareness and plays a role as the main driving force for administrative

transformation. The interview with the Head of Administration showed that the planning was prepared in a participatory manner involving all staff through a coordination meeting, where each section presented obstacles and suggestions for improvement, so that the planning reflected the real needs of the field and set clear change goals such as improving service effectiveness and staff competence.

Observations found that the planning process was marked by written documents containing work programs, schedules, and success indicators. Regular coordination meetings every month discuss service evaluation and develop improvement steps. Madrasah began to identify staff training needs related to the new management information system. Planning includes aspects of the administrative system, human resource development, information technology, and measurable goals, taking into account internal (readiness of human resources and facilities) and external factors (technology and community expectations). The participatory process creates a common understanding and collective commitment, showing that the Madrasah has carried out its planning function according to management principles both as a foundation for the success of future change.

**Table 1. Change Management Planning**

Yes	Informant Position	Interview Excerpts	Indicator
1	Head of Madrasah	"We made these changes in response to technological advances and the expectations of people who want faster, more accurate, and more transparent services."	Awareness of the need for change; Responsiveness to external demands
2	Head of Madrasah	"We hold regular coordination meetings to discuss administrative issues such as archive management, speed of service, and data accuracy."	Identify administrative problems; Coordination meetings as a planning forum
3	Head of Administration	"Each section was given the opportunity to convey obstacles and proposed improvements in the coordination meeting."	Participatory approach; Involvement of all staff in planning
4	Head of Administration	"We set change goals such as increasing service effectiveness, improving the filing system, and improving staff competence in using information technology."	Clear and measurable goal setting; Focus on system, HR, and technology aspects
5	Administrative Staff	"We are involved in the planning so we understand what we have to do and what the targets are to be achieved."	Understanding of roles and responsibilities; Commitment to the goal of change

Table 1 shows that change management planning in Madrasah involves three levels of positions with complementary roles. Madrasah heads as strategic policy makers have a high awareness of the importance of proactive change. The Head of Administration as the technical coordinator bridges the vision of the leadership with the operational reality, facilitates coordination meetings and sets measurable change goals. Administrative staff as operational implementers feel the direct impact of participatory planning, fostering an understanding of roles and targets. The hierarchical yet participatory pattern shows a balanced bottom-up and top-down approach. Synergy between levels is a strong foundation for the implementation of change, because each element understands its contribution and has a shared commitment to the goals of change.

### **Implementation of Change Management in Improving the Quality of Education Administration Services**

The implementation of change management in Madrasah is defined as a series of concrete actions to carry out the change plan that has been prepared, including human resource management, explanation of specific tasks, improvement of staff capabilities, use of information technology, and improvement of administrative service systems. The implementation stage is the realization of planning, where the head of the madrasah plays the role of a decision-maker and director of change, while the head of administration coordinates the implementation of the program. Implementation includes adapting staff to the new work system, division of tasks based on expertise, and periodic coordination to ensure the program runs on purpose. Thus, implementation is understood as a crucial stage that bridges planning and expected outcomes.

An interview with the Head of the Madrasah revealed that the implementation of the changes was carried out with clear directions to the staff regarding their respective duties and responsibilities. His leadership focused on strategic decision-making and change direction, ensuring each staff understood the role in the new administrative system. He routinely monitors directly to the administration department to see the progress of implementation and provide solutions to obstacles that arise. The researcher's interpretation shows that the Head of the Madrasah carries out an active leadership role and is directly involved, not only as a policy maker but also as a supervisor and problem solver. This reflects a transformational leadership style that encourages effective change in the madrasah environment.

An interview with the Head of Administration revealed that the implementation of changes was carried out through a clear division of tasks to each staff based on expertise and competence. Regular coordination is held every

week to ensure that the program runs according to the target and identifies obstacles in the field. Madrasah began to implement administrative service innovations such as a more organized system, digital archive management, and the use of information technology in data processing. The researcher's interpretation shows that the Madrasah carries out the functions of organization and implementation well, each individual has a clear understanding of their role and contribution. The coordinated approach creates synergies between departments that facilitate implementation and reduce the potential for conflict or overlap of tasks.

Observations show that the implementation of changes has a positive influence on the quality of administrative services. The administrative process becomes faster and more efficient, data is easily accessible, documents are more organized, and staff communication with service users is more effective. Madrasah began using data management software to process information that was previously manual for students, teachers, and finances. The implementation of changes has reached the stage of changing behavior and systems, having an impact on increasing service user satisfaction, as seen from the reduction of complaints and increased appreciation of students' parents. Implementation is carried out through four strategies: HR management with a clear division of tasks, staff capacity development through training, use of information technology, and improvement of service systems. The implementation pattern is structured through three stages: preparation, implementation, and monitoring with a continuous feedback cycle, reflecting a systematic, coordinated, and results-oriented approach.

**Table 2. Change Management Implementation**

Yes	Informant Position	Interview Excerpts	Indicator
1	Head of Madrasah	"I gave clear directions to all administrative staff regarding their respective duties and responsibilities."	Decisive leadership; Clear instructions
2	Head of Madrasah	"I routinely monitor directly to the administration department to see the progress of implementation and provide solutions to the obstacles that arise."	Direct monitoring and supervision; Quick troubleshooting
3	Head of Administration	"We divide tasks to each administrative staff based on their expertise and competencies."	Task division based on expertise; Work efficiency
4	Head of Administration	"We have regular coordination every week to ensure all programs are running on target and identify obstacles that arise on the ground."	Periodic coordination; Identification and handling of constraints

5	Administrative Staff	"We received training and assistance in using the new information system so that we are better prepared to face changes."	Human resource development through training; Adaptation to change
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Table 2 shows that the implementation of change management in Madrasah involves the active role of three levels of positions that support each other. The head of the madrasah as a transformational leader provides strategic direction and direct monitoring, reflecting the commitment of the top leadership to the success of change. The Head of Administration as an operational manager translates strategic directions into concrete actions through the division of tasks according to expertise and routine coordination, as well as identifying obstacles and taking quick corrective actions to maintain the momentum of change. Administrative staff as operational implementers feel the benefits of training and mentoring that increase readiness to face changes in the work system. This hierarchical but collaborative pattern shows that Madrasah has built a healthy implementation ecosystem, where each level has a clear role and synergizes with each other to achieve common goals.

### **Obstacles in Implementing Change Management to Improve the Quality of Education Administration Services**

Obstacles in implementing change management in Madrasah are defined as various obstacles or challenges that arise during the process of implementing changes that hinder the achievement of the goal of improving the quality of educational administration services optimally. These obstacles can come from internal factors of the madrasah as well as external factors that affect the smooth process of change. Internal factors include limited infrastructure and supporting facilities, differences in the ability of administrative staff to use information technology, and resistance or rejection to change from some staff who are used to the old work system. Meanwhile, external factors include increasing public expectations for the quality of fast, accurate, transparent, and professional administrative services. Thus, obstacles are understood as a reality that must be faced and managed by madrasahs in their efforts to transform the administration towards a better and more responsive system.

Based on the results of the interview with the Head of the Madrasah, he identified that the main obstacle in the implementation of change was the limitation of infrastructure and supporting facilities, especially the availability of technological devices, stable internet connections, and adequate administrative systems. He explained that without adequate facility support, the administrative digitization process could not run optimally and some change programs were forced to be postponed or implemented gradually. The head of the madrasah also

revealed that the difference in the ability of administrative staff to use information technology is a serious challenge, because not all staff have the same level of skill in operating digital devices. The researcher's interpretation of this statement shows that the Head of the Madrasah is fully aware that infrastructure and human resources obstacles are critical factors that must be addressed immediately in order for the change to be successful. This awareness encourages madrassas to seek creative solutions, such as making optimal use of existing facilities and planning ongoing training programs for administrative staff.

An interview with the Head of Administration revealed staff resistance to the change of manual to digital systems due to entrenched work habits and anxiety about new procedures. Change takes a long time and is a continuous stage. The researcher's interpretation shows that madrassas face cultural challenges that need to be managed through effective communication, in-depth guidance, and persuasive approaches. Observations found infrastructure obstacles in the form of limited computers and unstable internet connections, as well as digital competency gaps between young and senior staff. Change management barriers consist of three main obstacles: infrastructure limitations, differences in staff capabilities in information technology, and resistance to change. The pattern of barriers is multidimensional and includes interrelated technical, HR, and cultural aspects, requiring a holistic and integrated approach to address them effectively.

**Table 3. Obstacles in Implementing Change Management**

Yes	Informant Position	Interview Excerpts	Indicator
1	Head of Madrasah	"Limited infrastructure and supporting facilities, especially technological devices and stable internet connections, are the main obstacles in the digitalization of the administration."	Limited infrastructure; Technical barriers to digitalization
2	Head of Madrasah	"The difference in the ability of administrative staff to use information technology is a serious challenge, because not all staff have the same skill level."	Digital competency gap; HR development challenges
3	Head of Administration	"Some administrative staff are feeling uncomfortable and anxious about the new procedures that require them to use digital technology."	Resistance to change; Anxiety in the face of a new system
4	Head of Administration	"Changes in work procedures will take a long time to be accepted and implemented consistently by all staff."	Long adaptation process; Consistency of implementation

5	Administrative Staff	"Those of us who are more senior need more time and intensive guidance to be able to operate the new system properly."	Limited technical capabilities; Intensive assistance needs
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Table 3 shows that change management obstacles in Madrasah are categorized into three types based on the perspective of informants from three different levels of positions. The head of the madrasah highlighted infrastructure obstacles and the human resource competency gap as an urgent challenge, reflected in the limitations of technological devices and internet connections that require long-term investment. The Head of Administration focuses more on cultural barriers in the form of staff resistance and anxiety to changes in work procedures, which require a humanist approach and effective communication. Senior administrative staff acknowledge the limitations of technical capabilities and the need for intensive mentorship, demonstrating an awareness of the competency gap that must be addressed. This different perspective pattern shows that the barriers to change are multi-level and require different handling strategies, ranging from infrastructure improvement, human resource development, to intensive communication and mentoring approaches to overcome resistance.

## Discussion

The results of the study show that change management planning in Madrasah is carried out systematically through the identification of needs, evaluation of administrative conditions, and the preparation of work programs involving all elements of the madrasah. These findings are in line with George R. Terry's (2019) theory that planning determines goals and actions to achieve them (Aryanto, 2025; Solikha, 2024). The madrasah has implemented the planning function well, as evidenced by the written planning document containing work programs and success indicators. The research found the uniqueness that change planning is not only top-down, but also implements a participatory approach involving administrative staff. The findings enriched change management theory by demonstrating the involvement of all organizational elements through coordination meetings increasing a sense of ownership and collective commitment (Palah et al., 2022; Yumen, 2024). The participatory approach is in line with Mirfani (2016) that the success of change depends on the involvement of all individuals, but this study proves that participation must start from the planning stage (Hamiyah et al., 2024).

The implementation of change management in Madrasah is carried out through human resource management, division of tasks based on expertise, training and mentoring, the use of information technology, and the improvement of service systems. The findings are in line with Kurt Lewin's theory of the stages of unfreezing, changing, and refreezing, where the Madrasah shows a systematic

process of change (Junaris et al., 2022). The research supports the findings of Rahmawati (2019) that administrative digitization improves service efficiency (Rachmawati et al., 2025). However, the study found significant obstacles in the form of infrastructure limitations and digital competency gaps between staff, which were not discussed much before. The findings show that the successful implementation of change is not only determined by systems and technology, but also depends on the readiness of human resources and the availability of facilities. Tamam (2025) stated that change management includes changes in organizational culture and the improvement of human resource skills, but the research adds the infrastructure aspect as a fundamental prerequisite that cannot be ignored (Selamat et al., 2024).

The obstacles to the implementation of change management in Madrasah consist of three main obstacles: limited infrastructure, differences in staff abilities in information technology, and resistance to change. The findings are in line with Wibowo (2026) that barriers to change come from individual, organizational, or resource constraints (Wibowo et al., 2026). The research reinforces the findings of Suryani (2025) that rejection of changes is common (Suryaningsih et al., 2026). However, the study found that resistance is not absolute, but rather due to anxiety about the inability to operate new systems, especially senior staff. The findings differ from the general assumption that resistance is always negative, as research shows resistance can be managed through effective communication, in-depth mentorship, and ongoing training. Madrasah seeks to overcome obstacles through training, improved coordination, routine evaluation, and facility optimization, reflecting a commitment to making improvements despite facing limitations.

The theoretical implications of the research enrich the treasures of education management, especially change management in Islamic educational institutions, by integrating the functions of POAC and Islamic values as an ethical foundation (Wafda et al., 2025). Research reveals that the success of change management is not only determined by planning and implementation, but also by the ability to overcome multidimensional barriers (technical, HR, and cultural). In practical terms, research recommends upgrading technology infrastructure, tiered training programs, and effective communication approaches to reducing resistance. The main contribution provides a practical model for the implementation of change management in madrasahs that can be adapted by other Islamic educational institutions. The research is in line with QS. Ar-Ra'd: 11 which emphasizes the effort to truly change the situation, as well as the hadith of the Narrated by Al-Baihaqi which teaches professionalism at work, providing practical guidance for madrasah managers to transform the administrative system towards effective, efficient, and quality services.

## CONCLUSION

This study produced three important findings. First, systematic and participatory change planning is the main foundation for the success of administrative transformation, where the involvement of all madrasah elements creates a sense of ownership and collective commitment. Second, the implementation of change through human resource management, continuous training, and the use of information technology has a positive impact on service efficiency and satisfaction, but its success depends on the readiness of infrastructure and digital competence of staff. Third, multidimensional barriers (infrastructure, competency gaps, and cultural resistance) can be managed through a holistic approach. The scientific contribution of this research enriches change management theory by integrating the functions of POAC and Islamic values. The limitations of this research are only in one madrasah with a qualitative approach, so comparative and quantitative studies are needed for further research.

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