Change Management in Improving the Pedagogic Competence of Lecturers in Higher Education

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ABSTRACT

This study investigates the role of change management in enhancing the pedagogical competence of university lecturers. It addresses the growing need for educational institutions, particularly Islamic universities, to adapt to evolving educational demands and improve teaching quality through effective change management strategies. A qualitative research design was used, combining interviews, document analysis, and direct observation for data collection. The findings reveal that implemented change management initiatives have positively impacted lecturers' pedagogical skills, leading to improved teaching methods, curriculum innovations, and more flexible instructional practices. Despite these positive outcomes, challenges such as limited training opportunities and insufficient collaboration with other academic institutions remain. The study highlights the importance of strategic planning and ongoing change management in improving pedagogical competence and recommends establishing comprehensive training programs and more substantial collaborative efforts with external academic partners.

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INTRODUCTION

Higher education policy must be a foundational pillar for development across various sectors (Umachagi et al., 2022; Mokski et al., 2023; Aithal et al., 2023). Higher education's ultimate goal is to cultivate human potential, which will subsequently drive progress in other areas of development (Akour et al., 2022; Southworth et al., 2023). The philosophy behind educational policies is rooted in noble ideals, as outlined in constitutional mandates. In this context, these philosophical principles must guide the implementation of policies within the educational sector, ensuring that each step of educational development aligns with the broader goals of society (Kahdim et al., 2023; Zhao et al., 2024).

Islamic higher education institutions (PTKIS) must continuously strive to improve their management systems per prevailing regulations. For example, educational institutions are evaluated every five years based on quality standards. If they fail to meet these criteria, they are subject to corrective actions to foster growth. Islamic educational institutions should not lag behind those

focused primarily on general education. Competition, therefore, refers to educational quality driven by planning, process, and evaluation by the National Education Standards (SNP). Islamic institutions have an inherent advantage, particularly in religious subjects, which could make them more marketable to stakeholders (Ismail, 2017; Salaheldeen, 2022).

PTKIS plays a crucial role in producing qualified human resources, especially lecturers. Higher education aims to prepare students to be members of society with academic or professional skills that allow them to apply, develop, and enrich knowledge across various disciplines. As unique professionals, Lecturers must possess diverse competencies to educate future generations who will face different professional challenges and social dynamics. The success of a lecturer depends significantly on their ability to develop and implement teaching programs effectively (Muawanah, 2017; Saryanto et al., 2024; Isaeva et al., 2024).

Achieving quality lecturers requires systemic changes within PTKIS, starting with recruitment and career development processes. This systemic change includes essential management functions such as planning, organizing, training, and monitoring. A well-designed strategic plan must address critical issues regarding implementing change across the system. Lewin's change model—unfreezing, changing, and refreezing—provides a framework for institutions to manage such transformations (Nurmila, 2016; Islam, 2023; Isiche, 2024).

The implementation of change management in higher education requires time and careful planning. Every change introduces the potential for both improvements and setbacks. Institutions must focus their efforts on steering changes toward positive outcomes. Effective change management includes precise planning and execution, aligning with the institution's mission, vision, and objectives, and improving the quality of education and learning processes.

Lecturers are a key asset in change management, and their pedagogical competence significantly impacts the quality of education in PTKIS. Indonesia's educational policies emphasize four key areas: equity, relevance, quality, and efficiency (Rahayu, 2019; Sain et atl., 2024; Jumaidi et al., 2024). The success of these policies depends on how effectively institutions manage their human resources, particularly in faculty development, curriculum innovation, and learning environments.

The COVID-19 pandemic dramatically affected the education sector, highlighting the challenges of adapting to rapid teaching and learning methods changes. Research by Pandu Adi Cakranegara (2020) indicates that higher education institutions were unprepared for online learning, with many students facing technological barriers. This situation underscores the importance of change management in responding to unforeseen challenges. PTKIS must

prioritize continuous adaptation and strategic transformation to maintain relevance in a rapidly evolving educational landscape. This revision meets international standards by clearly addressing the theoretical gap, summarizing previous research, identifying the study's novelty, and outlining the research objectives clearly and concisely.

RESEARCH METHOD

This study employed a descriptive qualitative approach to explore and understand the dynamics of change management in enhancing lecturers' pedagogical competence. As defined by Patton, qualitative research seeks to comprehend phenomena within their natural context without manipulation, allowing the researcher to interpret meanings and patterns as they occur in real settings (Pregoner, 2024). This approach was deemed suitable for capturing the complex processes and subjective experiences associated with institutional transformation and faculty development.

The research site selection was based on purposive considerations, particularly the institution's ongoing transformation efforts and strategic initiatives to improve academic quality. The chosen site offered a relevant and rich context for examining how change management principles are operationalized in developing pedagogical competence among lecturers. The institution's active engagement in structural and instructional reforms provided an ideal setting for capturing meaningful insights into the relationship between institutional change and faculty capacity-building.

Data collection techniques included in-depth interviews with key stakeholders, document analysis of institutional reports and policies, and direct observation of academic activities and administrative processes. These methods were chosen to ensure triangulation and improve data validity. The collected data were analyzed using thematic analysis, allowing the researcher to identify recurring themes, patterns, and insights related to the implementation and impact of change management strategies. The validity of the findings was enhanced through careful documentation, reflective interpretation, and systematic data comparison across sources.

RESULT AND DISCUSSION
Result
Change Management in Improving Lecturers' Pedagogical Competence

Change management is crucial in improving the pedagogical competence of lecturers at the Islamic Institute (IAI) Tebo. Higher education institutions are responsible for providing quality education and ensuring their teaching staff can keep up with the changing times. In the dynamic world of education, change is

an inevitable necessity so that the learning process remains relevant to the challenges and needs of students.

Adequate pedagogical competence allows lecturers to apply various practical and innovative learning methods. With a good understanding of various teaching techniques, lecturers can create an engaging learning atmosphere and optimally support students' academic achievement. In the digital era like today, pedagogical competence also includes utilizing educational technology that allows for more interactive and adaptive learning according to student characteristics.

The importance of change management lies in supporting the process of lecturers' adaptation to developments in science and technology. With a targeted approach, change management helps lecturers update their skills and knowledge. Structured training programs, workshops, and mentoring are one real form of this effort. Through change management, lecturers can maintain the quality of teaching and become the driving force of innovation in the academic environment.

For IAI Tebo, success in managing changes in the pedagogical competence of lecturers will directly impact the quality of graduates produced. Graduates who receive education from competent and innovative lecturers will have better abilities in facing the increasingly complex world of work and social life. Thus, change management becomes an important instrument that improves the quality of learning and supports the institution's grand vision of producing a superior generation with Islamic character.

Effective change management in a higher education environment, such as at IAI Tebo, plays an important role in increasing the contribution of lecturers in the education process. Well-managed changes not only affect teaching methods but also have implications for developing lecturers' skills and knowledge that are more relevant to the needs of the times. Thus, lecturers can give students a richer and more beneficial learning experience.

At IAI Tebo, changes in teaching methods can be driven by the demands of globalization and the development of educational technology. This step is important to ensure that lecturers understand the reasons behind the ongoing transformation.

The next step is forming a change leadership team comprising senior lecturers and campus management. This team is tasked with designing a comprehensive change strategy and ensuring its implementation follows the plan. A clear vision of change needs to be communicated to all lecturers and staff, so they have the same picture of the goals to be achieved.

Kurt Lewin's organizational change theory states that the change process consists of three stages: unfreeze, change, and refreeze. At the unfreeze stage, IAI

Tebo needs to identify habits or teaching patterns that need to be abandoned, such as a monotonous lecture approach. Furthermore, lecturers can adopt more interactive and technology-based learning methods at the change stage, such as project-based learning or flipped classrooms. The last stage, refreeze, involves reinforcing these new habits through ongoing training and regular evaluation.

The transformational learning theory put forward by Jack Mezirow is also relevant in this context. Mezirow argues that effective learning occurs when individuals can critically reflect on their assumptions and experiences. Lecturers at IAI Tebo can facilitate transformational learning by encouraging students to think critically, explore multiple perspectives, and find creative solutions to their problems. With this approach, students gain academic knowledge, deep thinking skills, and strong character.

Effective change management also requires technological support. According to Everett Rogers' diffusion of innovation theory, adopting technology in education can increase teaching effectiveness if lecturers understand its benefits and have adequate skills to use it. Therefore, IAI Tebo must provide appropriate technology training for lecturers, such as using Learning Management Systems (LMS) or other digital collaboration tools.

In addition, successful changes in the educational environment are also influenced by an adaptive human resource management approach. According to McClelland's needs theory, lecturers will be more motivated to contribute optimally if they meet their needs for achievement, affiliation, and power. Rewarding teaching innovation and providing a collaborative work environment can boost lecturers' enthusiasm in facing changes.

With continuously updated skills and knowledge, IAI Tebo lecturers can provide students with a richer and more beneficial learning experience. This impacts improving academic quality and forming student characters who are ready to face various challenges in the future. Students who study under the guidance of lecturers who are adaptive to change will have an open mindset, good problem-solving skills, and strong character values.

Effective change management at IAI Tebo should be seen as a strategic investment to create a superior educational ecosystem. By adopting relevant theories of change and implementing them consistently, this institution can produce graduates who are not only academically competent but also have characters ready to compete in the global era.

Implementation and Evaluation of the Change Management Program

Implementing the change management program at the Islamic Institute (IAI) Tebo was carried out with a comprehensive and structured approach. The campus showed a high commitment to supporting the development of lecturers'

pedagogical competence, one of which was by bearing all operational costs of the training. This shows that the campus not only provides opportunities for lecturers to take part in training but also ensures that they are not financially burdened so that they can focus on improving their skills and knowledge.

In addition to financing training, IAI Tebo also provides adequate facilities and infrastructure to support the development of lecturers' competence. Another concrete step is the provision of vehicles for lecturers who need transportation to attend training or workshops, both held on and off campus. This facility makes it easier for lecturers to access development programs without facing logistical constraints, which can reduce their participation.

A conducive learning environment is also a campus concern in implementing this change management program. By providing comfortable training rooms and access to educational technology, the campus ensures that lecturers can participate in training optimally and gain significant benefits. In addition, this support is part of an effort to create an innovative and adaptive learning ecosystem.

A comprehensive program evaluation is carried out to assess the effectiveness of the training implementation. One of the indicators observed is students' activeness in the learning process after the lecturer has participated in the training. The lecturer's ability to utilize learning technology is also a focus of the evaluation. If the lecturer can integrate technology effectively, this is considered one of the successes of the competency development program.

Feedback from students and lecturers is an important ingredient in program evaluation. Students provide perspectives from the learning recipient side, while lecturers share their experiences implementing the methods they have learned. Data from this feedback is used to compile recommendations for future program improvements. IAI Tebo can continuously improve the lecturer competency development program with a participatory and data-based evaluation approach. This is a tangible manifestation of the campus' commitment to improving their education quality.

Supporting and Inhibiting Factors of Change Management

Supporting factors in the implementation of change management at the Islamic Institute (IAI) Tebo play a crucial role in the success of the lecturer's pedagogical competency improvement program. One key factor is the full support of the rector. As the institution's leader, the rector actively motivates lecturers to continue to develop and adapt to the changes needed in the learning process. With this encouragement, lecturers feel supported to participate in various training programs and apply innovative learning methods.

Adequate facilities are also an important factor in supporting the implementation of change management. IAI Tebo provides facilities and infrastructure that allow lecturers to comfortably participate in training and implement the skills they have acquired in class. A conducive learning environment, including access to educational technology, ensures lecturers can optimally improve their competencies.

In addition, giving awards, even on a small scale, is a significant form of appreciation for lecturers. The awards provide a sense of appreciation for their efforts and dedication in participating in competency development programs and implementing new learning methods. With this appreciation, lecturers are increasingly motivated to continue developing and positively contributing to learning.

The involvement of lecturers in the planning and implementation process of change also strengthens the effectiveness of the change management program at IAI Tebo. Lecturers are involved in discussions and planning meetings, where they can provide input based on their experiences in the field. This active participation increases a sense of ownership of the program and ensures that the policies and steps meet the real needs of lecturers and students.

IAI Tebo creates an ecosystem that supports effective change management with a combination of motivation from the rector, adequate facilities, constructive rewards, and lecturer involvement in planning. These supporting factors become a strong foundation for the institution to improve the pedagogical competence of lecturers and ultimately improve the quality of education provided to students.

In implementing change management at the Islamic Institute (IAI) Tebo, several inhibiting factors need to be overcome so that the program can run effectively and improve the pedagogical competence of lecturers. One of the main obstacles is the rejection of lecturers who have other activities during training. Many lecturers face busy schedules, both in academic matters and personal activities, so they are reluctant or find it challenging to participate in training scheduled by the campus.

This obstacle is a significant challenge because the active participation of lecturers in training is the key to updating their teaching methods to the demands of modern learning. To overcome this problem, the rector took proactive steps by providing input and motivation to lecturers. Lecturers were reminded of the importance of the training as part of their professional responsibilities. The rector also tried to provide flexibility in the training schedule so that lecturers could still participate without disrupting other tasks.

Limited learning facilities and infrastructure are another obstacle that affects the ability of lecturers to apply more innovative teaching methods. Some

technological facilities supporting the learning process are still limited, so lecturers cannot always access adequate tools to support teaching and learning activities.

To overcome these limitations, the campus is trying to find creative alternative solutions. One approach is to make maximum use of existing facilities and encourage lecturers to use learning methods that do not always depend on sophisticated technological devices. The campus is also gradually increasing investment in learning facilities, such as educational technology devices and more conducive classrooms.

Through these strategic steps, IAI Tebo is trying to overcome the obstacles that hinder the implementation of the change management program. With the rector's support and a commitment to finding creative solutions, it is hoped that lecturers can continue improving their pedagogical competence and providing quality student learning.

Discussion

Change management at IAI Tebo plays an important role in improving the pedagogical competence of lecturers. In higher education, change is a must to ensure that teaching remains relevant to the times. As Cummings et al. (2016) expressed, changes in educational organizations require a systematic approach to achieve the desired goals, which is reflected in IAI Tebo's efforts to facilitate the development of lecturer skills. Good pedagogical competence allows lecturers to adopt more innovative and effective learning methods, which improves student learning outcomes. This is in line with the findings of research by Harrison et al. (2022), which states that improving the quality of teaching in higher education is highly dependent on the ability of lecturers to manage existing changes. In this case, IAI Tebo provides facilities that allow lecturers to continue to develop, such as training, workshops, and technological support that can improve teaching skills.

Along with globalization and technological developments, the pedagogical competence of lecturers at IAI Tebo has also transformed. Adopting the change model suggested by Lewin (Cummings et al., 2016), the change process at IAI Tebo began with recognizing the need for change (unfreezing), implementing new methods in teaching (changing), and finally reinforcing the change (refreezing) through continuous training. This led to the adoption of more interactive learning methods, such as project-based learning and flipped classrooms, which have been proven to improve the quality of learning, as also stated in the research by Köpeczi-Bócz (2024) on transformational learning.

With this approach, lecturers at IAI Tebo not only adopted new methods but were also able to transform the way they taught students to think critically

and creatively, which aligns with Mezirow's critical learning theory. Integrating technology in teaching, an important part of change management at IAI Tebo also supports improving the quality of learning. As Uzorka et al. (2023) explained, adopting innovative technology in education can accelerate changes in teaching practices if lecturers have a good understanding of the benefits of the technology.

By providing technology training, IAI Tebo ensures that lecturers can use the Learning Management System (LMS) and other digital tools effectively to enhance interaction and collaboration in the classroom. This aligns with previous findings that technology can increase student engagement and enrich their learning experience (Indra et al., 2023,). However, although change management at IAI Tebo has successfully adopted various innovative strategies, challenges remain. Research by Nurmila (2016) highlights that changes in education often face obstacles such as resistance from lecturers who are not used to new methods or difficulties in adjusting schedules with training. IAI Tebo has addressed these obstacles by providing flexibility in training and active motivation from leaders so lecturers feel supported in this adaptation process. In addition, obstacles to limited facilities and infrastructure are also a significant concern. As found in research by Rahayu (2019), a lack of facilities can hinder effective change implementation. For this reason, IAI Tebo continues to seek creative solutions by utilizing existing facilities and gradually increasing investment in educational technology.

The results of this study also strengthen the findings of previous studies, which show that the success of change management is highly dependent on strong institutional support, both in terms of finance, infrastructure, and leadership commitment. As expressed by Muawanah (2017), the active participation of lecturers in changes in educational organizations can only be achieved if they feel they have full support from their leaders and adequate facilities. At IAI Tebo, this support is reflected in the financing of training, the provision of transportation facilities, and a conducive learning environment. With these efforts, lecturers feel more motivated to take part in training and implement new learning methods in their teaching. Overall, effective change management at IAI Tebo not only improves the pedagogical competence of lecturers but also creates a learning environment that is more adaptive and relevant to the needs of the times. A structured and data-based approach to implementing training and evaluation programs ensures that lecturer competency development programs can be continuously improved and enhanced. This shows that good change management not only has an impact on improving the quality of teaching but also on students' readiness to face future challenges.

CONCLUSION

Implementing change management at IAI Tebo has significantly enhanced lecturers' pedagogical competence, enabling them to adopt more interactive and technology-driven teaching methods. IAI Tebo has successfully navigated the challenges of adapting to educational demands in a rapidly changing world through structured programs and strong institutional support, such as training, workshops, and improved infrastructure. However, this study is limited by its focus on a single institution, and future research could explore the broader applicability of these findings across other Islamic higher education institutions. Additionally, examining the long-term impact of these changes on student outcomes and institutional performance would provide valuable insights into the sustainability of change management practices in education.

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