

## Urgency Of Organizational Change Management In Islamic Educational Institutions In Indonesia

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**Abstract:** Educational institutions, both existing and newly established, require organizational change/development studies that are relevant to maintaining their existence. There is cross-role (interplay) between individuals as part of society and organizations, organizations as part of society, and society itself as a formation of various 'organizational backgrounds. So that changes in society demand organizational changes, including educational organizations. Change will not occur unless the need for change is critical. Organizational change is a change related to development, as well as improvements, and adjustments that include the structure, technology, work methods, and management system of an organization. the study of problematic Islamic educational institutions in Indonesia divides into three perspectives: ontological, epistemological, and axiological. In this reality, it becomes important to examine the urgency of organizational change management of Islamic educational institutions as a comprehensive study so that they are able to answer the challenges of the times and make the best possible utilization of their organizational potential. In this research, the author uses a content analysis approach model. This study's data sources include journals, papers, and books about literacy about change management, organizational behavior, and Islamic educational institutions.

**Keywords:** Organizational Change Management, Islamic Educational Institutions

**Abstrak:** Lembaga pendidikan, baik yang sudah ada maupun yang baru berdiri, memerlukan kajian perubahan/pengembangan organisasi yang relevan untuk mempertahankan eksistensinya. Ada peran silang (interplay) antara individu sebagai bagian dari masyarakat dan organisasi, organisasi sebagai bagian dari masyarakat, dan masyarakat itu sendiri sebagai bentukan dari berbagai 'latar belakang organisasi'. Sehingga perubahan masyarakat menuntut perubahan organisasi, termasuk organisasi pendidikan. Perubahan tidak akan terjadi kecuali kebutuhan akan perubahan sangat penting. Perubahan organisasi adalah perubahan yang berkaitan dengan pengembangan, serta perbaikan, dan penyesuaian yang meliputi struktur, teknologi, metode kerja, dan sistem manajemen suatu organisasi. Kajian problematika lembaga pendidikan Islam di Indonesia terbagi menjadi tiga perspektif: ontologis, epistemologis, dan aksiologis. Dalam realitas ini, menjadi penting untuk mengkaji urgensi manajemen perubahan organisasi lembaga pendidikan Islam sebagai kajian komprehensif agar mampu menjawab tantangan zaman dan memanfaatkan potensi organisasinya dengan sebaik-baiknya. Dalam penelitian ini, penulis menggunakan model pendekatan analisis isi. Sumber data penelitian ini meliputi jurnal, makalah, dan buku tentang literasi tentang manajemen perubahan, perilaku organisasi, dan lembaga pendidikan Islam.

**Kata kunci:** Manajemen Perubahan Organisasi, Lembaga Pendidikan Islam

### A. INTRODUCTION

The main organizational change study aims to improve the overall operational capability of the organization. Organizational change must be initiated by experts (Kholis, 2014). Experts here are

defined as people who can understand fundamentally the direction and goals of the organization so that they have a strong foundation for determining programs -with these programs - so that the organization continues to exist. In the case of organizational change, society is categorized as macro change while organizations (including educational institutions) are micro changes. There is cross-role (interplay) between individuals as part of society and organizations, organizations as part of society, and society itself as a formation of various 'organizational backgrounds. So that changes in society demand organizational changes, including educational organizations.

Change will not occur unless the need for change is imperative. Because individuals and organizations usually resist change, they usually don't accept change unless they have to whereas they have to balance between the present and the future, as "focusing only on the present is disastrous for any organization" (Moropa, 2010). The organization must consciously pursue serious and sustainable changes in consideration of the pressures and demands that make the organization need to make changes.

The need for quality educational institutions is a fundamental reason for the establishment of new educational institutions because the previous educational institutions are deemed unable to accommodate these needs. Data from the Central Statistics Agency (BPS) of the Republic of Indonesia compiles a recapitulation of schools/madrassas in Indonesia totaling 399,376 institutions. The number may continue to grow, along with the demands of the community for education disparities in each region. This fact causes educational institutions, both existing and newly established, to require organizational change/development studies that are relevant to maintaining their existence.

Organizational change starts from an object of interest to some academics and practitioners to an object of interest to company executives/organizational stakeholders for the survival of the organization. Change will not occur unless the need for change is critical. Organizational change is a change related to development, as well as improvements, and adjustments that include the structure, technology, work methods, and management system of an organization. An organization does not have to implement a change if the organization is still responsive to adopting changes that occur, especially external changes (environmental change) (Asep Saefullah & Ahmad Rusdiana, 2014).

Changes in school organization that involve community participation in the development of education in schools in school management can encourage the community to provide government input internally and externally. This has a positive impact on the government to improve the quality of education in stages, from schools to education councils and education councils to local governments (Zainuddin Notanobun & Ribka Lemy Ririhiena, 2021).

Islamic educational institutions must think to improve. what is the meaning of a global vision if it is not balanced with human resources that keep up with developments? Islamic educational institutions must always not be easily satisfied with the achievements that have been obtained if they still want to exist that are accepted by various groups, both the Muslim community in particular and Indonesia and so the world in general.

## **B. METHOD**

The method used in writing this article is a literature review. Literature research is a series of activities related to library data collection methods, reading, and recording and processing research materials (Zed, 2008). In this research, the author uses a content analysis approach model. This research is an in-depth discussion of the content of written or printed information on various media usually using a narrative qualitative approach. This study's data sources include journals,

papers, and books about literacy about change management, organizational behavior, and Islamic educational institutions.

## C. RESULTS AND DISCUSSIONS

### 1. Various Problems with Islamic Educational Institutions in Indonesia

Islamic education is recognized in the education system of Indonesia and is divided into three things (Ps., 2019). First, Islamic education as an institution, the existence of Islamic education institutions is explicitly recognized. Second, Islamic education as a subject, the recognition of religious education as one of the lessons that must be given at the basic level in college. Third, Islamic education is a value, namely the discovery of Islamic values in the education system.

Wardi divides the study of problematic Islamic educational institutions in Indonesia into three perspectives: ontological, epistemological, and axiological (Wardi, 2013). Firstly, In the ontological context, The study of Islamic education is always based on the problems that exist in it, the gap between facts and reality, and the controversy between theory and empirics. Therefore, the study area of Islamic education boils down to three main problems, among others:

- a) Foundational problems, which consist of religious foundations and foundational problems, which consist of religious foundation and philosophic foundational problems, empiric foundational problems (basic problems, religious foundations, and philosophical foundation problems - empirical) which concern the dimensions and studies of the concept of education that is universal, such as the nature of man, society, morals, life, science, faith, ulul albab and so forth. All of these are sourced from the study of *qauliyah* phenomena and *kauniyah* phenomena that require a philosophical approach.
- b) Structural problems. In terms of demographic and geographical structure, it can be categorized into cities, suburbs, villages, and remote villages. The structure of human mental development can be categorized into childhood, adolescence, adulthood, and old age. From the economic structure, it is categorized into rich, middle, and poor communities. From the household structure, there are career and non-career households. The structure of education levels can be categorized into early childhood education, primary education, secondary education, and higher education.
- c) Operational problem. Micro will relate to various components of Islamic education, for example, the interactive relationship of five educational factors, namely educational goals, educators and education personnel, students, and Islamic education tools (curriculum, methodology, management, administration, facilities and infrastructure, media, sources, and evaluation). and the environment or context of education. Or it can start from the relationship between input, process, and output. While macro concerns the relationship of Islamic education with social, political, economic, cultural, and religious systems both nationally and internationally.

Secondly, a process-based approach called epistemology gives birth to logical consequences and very complex problems, namely:

- a) Islamic education is often perceived as traditional and conservative This is natural because people see that Islamic education activities are plagued by the weak use of learning methodologies that tend not to attract attention and empower.
- b) Islamic education is less concerned with the issue of how to transform cognitive religious knowledge into a "meaning and value" that needs to be internalized in a person through various ways, media, and forums.

- c) The methodology of teaching religion runs conventionally-traditionally, which emphasizes the correspondence-textual aspects that emphasize more on the existing ability of the students. students to memorize religious texts rather than social religious issues faced in the modern era such as crime, social inequality, and others.
- d) Religious teaching relies on a form of methodology that is static indoctrinating-doctrinaire.

Thirdly, the axiological context depends on five components in Islamic education (educational goals, educators and education personnel, students and tools of Islamic education, and the environment or context of education in the axiological dimension, there are problems, among others:

- a) The purpose of Islamic education is less oriented to the values of future life and has not been able to prepare a generation for the progress of the times.
- b) Educators and education personnel began to fade with the initial doctrine of Islamic education about the concept of the value of worship and the propagation of Islamic propaganda. Educators are also preoccupied with technical matters such as honorarium, functional, and certification allowances.
- c) Even students studying tend to put aside the values of Ihsan, kerahmatan, and Amanah in the hope of Allah's pleasure.

While Analysis of the problems of Islamic Education Institutions according to (Robiatul Awwaliyah & Hasan Baharuan, 2018) resulted in two fundamentals problem.

**a) Internal factors:**

- 1) Power Relations and Islamic Education Orientation. The orientation of education, as envisioned nationally, perhaps in the context of the current era becomes erratic, or blurred to lose orientation given the demands of pragmatic life patterns in Indonesian society. Education is more likely to be based on pragmatic needs, or the needs of the job market, so the spirit of Islamic education is used as a foundation of culture, morality, and social movement (social movement) is lost.
- 2) Curriculum Issues (a) a change from the emphasis on memorization and memory of the texts of Islamic teachings, as well as a mental spiritual discipline as influenced by the Middle East, to an understanding of the meaning and motivation of Islamic religion to achieve the learning objectives of Islamic Education. (b) a change from textual, normative, and absolutist ways of thinking to historical, empirical, and contextual ways of thinking in understanding and explaining Islamic teachings and values. (c) a change from the emphasis on the products of Islamic religious thought from its predecessors to a process or methodology that produces these products. (d) a change from the pattern of Islamic education curriculum development that only relies on experts in selecting and compiling the content of the Islamic education curriculum towards the broad involvement of experts, teachers, students, and the community to identify the goals of Islamic education and ways to achieve them.
- 3) Learning Approach/Method. many students are still happy to be taught with conservative methods, such as lectures, and dictation, because it is simpler and there is no challenge to think.
- 4) Professionalism and Quality of Human Resources. One of the major problems faced by education in Indonesia since the New Order is the inadequate professionalism of teachers and teaching staff. Quantitatively, the number of teachers and other education personnel seems to be quite adequate, but in terms of quality and professionalism, it still does not meet expectations.

- 5) Education costs. The National Education System Law No. 20/2003 instructs the state to allocate a minimum of 20% of the national and local budgets in each region, but this has not yet been fulfilled.

**b) External factors:**

- 1) Dichotomic. The major problem facing Islamic education is the dichotomy in several aspects, namely between religious and general sciences, between revelation and reason, and between revelation and nature. The nature of medieval Islamic science states that there is an unending competition between law and theology to get the nickname of the crown of all sciences.
- 2) To General Knowledge. The next weakness of Islamic education is the nature of science which is still too general and gives less attention to problem-solving.
- 3) Lack of Spirit of Inquiry. Another big problem that is becoming an obstacle to progress in the world of Islamic education is the low spirit of research/investigation.
- 4) Memorization. The gradual deterioration of academic standards over the centuries due to the small number of books listed in the curriculum, the time required for learning is also too short for students to master the often difficult-to-understand material on the higher aspects of religious knowledge at a relatively young and immature age. This in turn makes learning more of a textual study rather than an understanding of the subject in question. This leads to a drive to learn by memorizing rather than actual understanding.
- 5) Certificate Oriented. The current pattern of seeking knowledge has shown a tendency to shift from knowledge oriented to certificate oriented. Seeking knowledge is only a process to get a certificate or diploma, while the spirit and quality of knowledge are the next priority.

## 2. Change Management

Problems that arise can concern the problem of the cooperation system and can also concern the equipment or equipment used. A system of cooperation that is not flexible or vice versa can cause an organization to be inefficient. Two factors influence change, namely: 1) Internal factors and 2) External factors. Internal factors are all the overall factors that exist in the organization, these factors can affect the organization and organizational activities. While External factors are causes of change that come from outside (the environment) of the organization that can affect the organization and organizational activities. Organizations are responsive to changes that occur in their environment. Therefore, it is rare for an organization to make major changes without a strong push from its environment.

Organizational change is a concept that states that an organization processes in a better direction driven by external and internal factors which will then create innovation and improve the performance of members by the times (H.L, 2020). Changes that occur in organizations do not only give attention to the interests of the organization but also pay attention to the interests of the people in it who are involved in the process of an organization. The organization is only a tool for human activities then the humans in it get many benefits from these activities (V., 2019).

The paradigm of change in the organization of Islamic education has shifted from a variety of shackling phenomena: first, the emphasis on memorization of the texts of Islamic religious teachings, as well as mental spiritual discipline to understanding the purpose of the meaning and motivation of Islamic religion to achieve the goals of the Islamic Education organization. second, the change from textual, normative, and absolute ways of thinking to historical, empirical, and contextual ways of understanding and explaining Islamic teachings and values.

Third, the change from the emphasis on the products or results of Islamic religious thought from its predecessors to the process or methodology that produces these products. Fourth, the change from the pattern of developing the Islamic education curriculum which only relies on experts in selecting and compiling the content of the Islamic education curriculum towards the broad involvement of experts, teachers, students, and the community to identify the goals of Islamic Education and ways to achieve them.

### **2.1 Managing its Change**

Organizational change is related to the development, as well as improvements, and adjustments that include the structure, technology, work methods, and management system of an organization. An organization does not have to implement a change if the organization is still responsive to adopting changes that occur, especially external changes (environmental change). According to (Asep Saefullah & Ahmad Rusdiana, 2014) There are stages of strategy to meet some of the objectives of an organization to anticipate change. These stages consist of:

- 1) Conducting an Assessment; It cannot be denied that any organization cannot avoid the influence of various changes that occur outside the organization. Changes that occur outside the organization cover various fields, including politics, economics, technology, law, social culture, and so on. These changes have an impact on the organization, both negative and positive impacts. One example that is an obstacle to making changes is the demands of globalization, where countries in the world are in coalition to form economic and trade associations, such as; the European Economic Community (EEC), Asian Economic Community (AEC), and AFTA (Asian Free Trade Association). This economic coalition requires each country to be able to adjust to the coalition/business association agreement. For this reason, organizational changes must be made by development (either by divestment/expansion or downsizing).
- 2) Identify: What needs to be identified is the impact of changes in the organization. Each factor that causes organizational change must be carefully examined so that the problem is clear and can be solved appropriately. The most difficult factors to identify are external environmental factors (both nationally and globally). The success of detecting indications of changes that will and are happening allows each organization to carry out a change strategy that can create a competitive advantage.
- 3) Establishing Change: Before the steps of change are taken, organizational leaders must first be convinced that changes must indeed be made, both to improve organizational capabilities and to maintain the existence and further development and growth of the organization. The determination of change must anticipate the attitude of organizational members, both at the manager level and the front liner employee level. The possibility of recruitment due to forced replacements due to employee resignation, as well as promoting employees to be more qualified to adopt the changes that occur.
- 4) Determine Strategy: If the organization's leaders believe that changes have to be made based on the identification of the impact of changes that occur, the organization's leaders must immediately develop a strategy to do so. The preparation of the strategy still refers to the organization's mission (where the mission is the implementation of the organization's vision). Qualitative strategies are designed for a minimum period of five years ahead, then the five-year strategy is broken down (breakdown) into annual quantitative plans (such as; 4 years, 3 years,

and 2 years ahead), until the annual implementation plan (action plan) which contains a work program with budgeting/targets, then broken down into semesterly, quarterly, monthly plans to daily routine operations at the lowest level (supervisors and front liner employees).

- 5) Conduct Evaluation: To find out whether the results of the change are positive or negative, it is necessary to conduct an assessment. Assessment of the nature of change is determined by the attitude of top management (chief executive organization and stockholders), whether they are sensitive to change (optimistic) in risk-taking, or pessimistic. To deal with continuous change, a mindset that is flexible to change is required. By analyzing based on the expectation methods that must be carried out, if the results of changes by expectations (expectation values) mean a positive effect on the organization, and if otherwise means negative.

## 2.2 Strateging its Change

The fundamental questions of the urgency of organizational strategic management include; where is the current position of the organization, where is the organization going? (Sidiq, 2015) in Aime hamee et. Al (2010) specifies the answers to these questions in five steps of strategic management: First, Develop an existing vision and mission so that it is clear about the reason for the formation of the organization and what it is trying to achieve. Second, Interpret and translate the strategic vision and mission into concrete goals and objectives as desired by the organization. Third, develop various strategies to achieve the goals that have been set. Fourth, implement its strategic choices effectively and efficiently. Finally, evaluate the success of the strategy, re-synergize the mistakes found between existing task forces, and participate in directing where deemed necessary.

Meanwhile, The stages of change according to John P. Kotter (M. Krogerus & R. Tschappeler, 2012) are as follows: (1) Establishing a sense of urgency, (2) Creating the guiding coalition, (3) Formulating a vision and strategy, (4) Communicating the change vision, (5) Empowering broad-based action, (6) Generating short term wins, (6) Consolidating gains and producing more change, and (7) Anchoring new approaches in the culture.

Some things that must be considered in strategic planning and organizational development are External Influences; Focus by paying attention to opportunities and threats in all aspects, both economic, political, technological, cultural, and others, all of which will shape the character of the organization. Internal Influences: An evaluation of human resources and organizational structure, to measure the readiness of human resources (input), current strategy (process), performance (output), and internal potential that will shape the dynamism of the organization. Internally there are two important variables, namely; Structure, and Culture. Structure relates to the mechanism and procedural organization. Culture is about the pattern of beliefs and thoughts, aspirations and values expected by all members of the organization.

To understand strategic management, leaders must understand some of the keywords that are intertwined with the study. Fred (David & David, 2017) details them in 9 key terms:

- 1) Competitive Adventative; strategic management is closely related to gaining profits or maintaining profit stability, both from the perspective of internal organizations and competitors.
- 2) Strategist; The strategist is defined as the person most responsible for the success or failure of an organization. "Strategists have various job titles, such as chief

executive officer, president, owner, chair of the board, executive director, chancellor, dean, or entrepreneur" Strategists have several titles, such as CEO, President, Owner, Board Member, Executive Director, Counselor, Dean or Businessman.

- 3) Visions and Missions Statements; For example, the question to state the vision is "What do we want our organization to be?". Stating the vision is the first step in strategic planning, most visions are stated in one sentence. The mission statement serves as a reinforcing statement that distinguishes one organization from another. A common question used to state the mission is "What is our organization?" "A clear mission statement describes the values and priorities of an organization" A clear mission statement describes the values and priorities of an organization.
- 4) Opportunities and Threats; " refers to economic, social, cultural, demographic, environmental, political, legal, governmental, technological, and competitive trends and events that could significantly benefit or harm an organization in the future" relates to economic, social, cultural, demographic, environmental, political, governmental, technological and competitive trends and events that could significantly benefit or harm an organization in the future.
- 5) Internal Strength and Weakness; "organization's controllable activities that are performed especially well or poorly".
- 6) Long-Term Objectives; defined in time, more than 1 year. "Objectives are essential for organizational success because they state direction" Objectives are very important because they state the direction of the organization.
- 7) Annual Objectives; Annual objectives are short-term milestones that the organization must achieve in order to achieve long-term goals. "Annual objectives are especially important in strategy implementation, whereas long-term objectives are particularly important in strategy formulation" means that annual objectives are very important in strategy implementation, while long-term objectives are very important in strategy formulation.
- 8) Strategies; Strategies are potential actions that require top management decisions and a large amount of organizational resources. "strategies affect an organization's long-term prosperity, typically for at least five years, and thus are future-oriented" means that strategies affect an organization's long-term prosperity, typically for at least five years, and thus are future-oriented.
- 9) Policies; Policies are translated as ways to achieve annual goals. Policies include guidelines, rules, and procedures established to support efforts to achieve established goals. Policies are guidelines for decision-making and addressing recurring situations.

### **3. The Urgency of Managing Change at Islamic Educational Institutions in Indonesia**

Islamic educational institutions that are 'imaged' as educational institutions that are resistant to change, need to conduct a comprehensive study of the position of the organization adapted to the challenges of change (Irwan, Nurhizah Gistiatuti & Rusdinal, 2021). Internal and external analysis of the organization results in the concept of management strategies in the format of new directions of change. For example, develop practical procedures that are by the challenges of change in each region (Ps., 2019). The various problems in Islamic educational institutions that have been mentioned above, produce a conception of the urgency of change management in Islamic



educational organizations. the author recommends that stakeholders of Islamic educational institutions give more attention to three principal things:

Firstly, adopting information technology's development in educational institutions' management system (system digitalization). The Technology Organization Environment (TEO) Framework is a dimension that affects technology adoption at the organizational level that combines technological, organizational, and environmental factors. (Tornatzky L. & Fleischer M., 1990). There are three aspects related to innovation adoption at the organizational level, namely, technological aspects where innovation adoption depends on organizational technological resources: compatibility, complexity, observation, and trialability. In the organizational aspect, it describes that the scope of the institution consists of organizational culture, organizational structure complexity, management support, formalization, and differentiation. In the context of the organizational environment, it consists of factors inhibiting organizational operations such as the role of government, competition with competitors, social and cultural issues, and available technological infrastructure. (R, 2014)

However, it must be understood that advances in internet and information technology have the potential to have a negative impact if they are far from the values of the Qur'an and even degrade the values of local wisdom as a noble heritage of the nation's culture. So, the process of digitizing the system must be collaborated with the organizational traditions that have prevailed first. so that its existence does not distract from the vision of the establishment of educational institutions. Thus, an organization that can adopt technology in its management system will have implications for increasing the capacity and quality of an organization.

Secondly, preparing 21st-century competencies for students without leaving the legacy of Islamic tradition as a differentiator between Islamic educational institutions and others. The paradigm of Islamic education institutions in the development of its disciplines in the 21st century must be synonymous with the demands of the century (Zainal Asril & Abdul Halim Hanafi, 2021). This means that Islamic sciences must be used to solve the problems of human life, and the scientific way of working used must correspond to anatomy and life problems that refer to the values and rules of life or the needs of a very complex human ummah.

21st-century skills-based learning is very important to implement, character building is carried out systematically and continuously, and involves aspects: knowledge, feeling, loving, and acting. Character building can be likened to the creation of a person into a bodybuilder who needs "muscle-muscle training" on an ongoing basis continuously to be strong (S., 2013). Changes that take place so rapidly are opportunities if we are able to make the best use of them (F. Firmansyah, M. Taufik, B. Kejora & US. Karawang, 2021). But it will also be a medium and even long-term disaster if it cannot be utilized in a systematic, structured, and measurable manner (A. Shahroom & N. Hussin, 2018).

Islamic Education Institutions must be designed for this century, so that the next can be translated into programs that can produce even better outputs. The quality of Islamic educational institutions must be considered, as it was realized to be important in the history of the development of madrasas in the early generations. Madrasas in Indonesia, whether they want to or not, must be faced with this challenge (Asmani, 2013).

The strategy of developing Islamic educational institutions is an absolute demand in order to anticipate the vision of 21st century education. The reform needs to be done thoroughly. The hope is that Islamic educational institutions in Indonesia will be better prepared to face the complex challenges of the 21st century. In this case, they need to emphasize, create, and maintain points of

difference or distinction with institutions in the past that the community considered outdated and backward (Kurniawan, 2019).

Third, constructing Islamic educational institutions as learning organizations. The study of learning organization is part of the development of organizational theory. The study area of organizational theory (macro) includes the formal structure of the organization, internal processes, external barriers, and how the organization affects or is affected by its environment while learning organization examines the process of adaptation, modification, and changing the organizational environment so that the organization can maintain its survival.

Yang (Yang et al., 2004) identified several variable instruments (which can be) used as a measurement of the position/construction of a learning organization in an organization. 9 variable components are interrelated (with the percentage of influence) on the concept of a learning organization; continuous learning, dialogue and inquiry, team learning, empowerment, system connection, embedded system, provide leadership, knowledge performance, and financial performance.

Leithwood (Mercer et al., 2010) have developed a detailed specification of the characteristics of schools as learning organizations have developed a detailed specification of the school organization as a learning organization which is specified in 5 aspects; school vision and mission, school culture, school organizational structure, school strategy and policies and the availability of day resources.

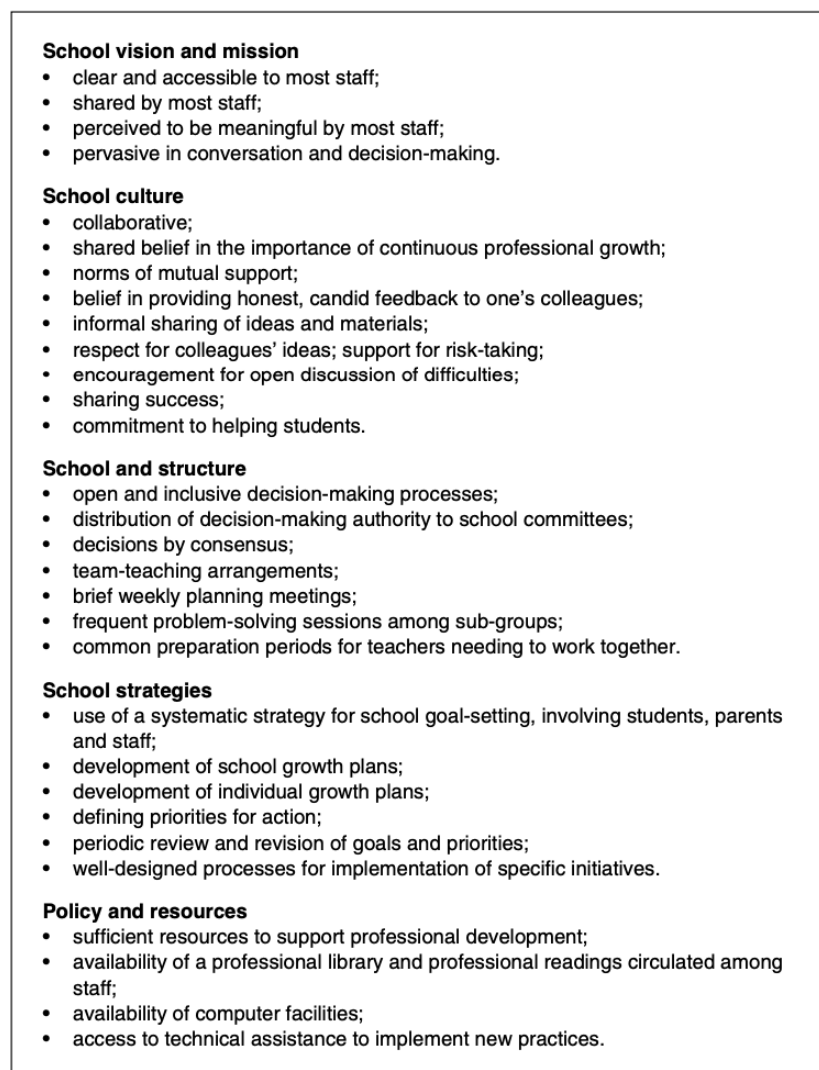


Figure 1 : School as a Learning Organization (Mercer et al., 2010)

#### D. CONCLUSIONS AND SUGGESTIONS

The various problems in Islamic educational institutions that have been mentioned above, produce a conception of the urgency of change management in Islamic educational organizations. Islamic educational institutions must think to improve. what is the meaning of a global vision if it is not balanced with human resources that keep up with developments? Islamic educational institutions must always not be easily satisfied with the achievements that have been obtained if they still want to exist. Islamic Education Institutions must be designed for this century so that the next can be translated into programs that can produce even better outputs. The quality of Islamic educational institutions must be considered, as it was realized to be important in the history of the development of madrasas in the early generations.

Suggestions In facing the challenges and opportunities that go hand in hand with the development of technology and information, Islamic educational institutions must be willing to comprehensively study organizational change management and formulate appropriate strategies to face the era of disruption without denying the institutional traditions that have been inherited by their organizational predecessors in the frame of the vision of Islamic educational institutions. They must take advantage of opportunities and answer the challenges of changing times: that Islamic educational institutions are able to produce students who are globally competitive but still have indigenous Islamic and Indonesian characters.

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