



INCREMENTAL AND FUNDAMENTAL CHANGE OF SCHOOL ORGANISATION TO IMPROVE CUSTOMER SATISFACTION IN THE DIGITAL ERA

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Abstract

The changing are getting faster today. It has an impact on the world of education, Schools are not just responding passively, but must start trans-formatively to improve the quality of their education. In addition, the schools being required to make changes in their management. Schools are also required to prepare graduates to be able to independently create jobs as well as have adequate abilities and skills and be ready to enter the community. Routine changes at the school level have become a scheduled agenda that does not have a traumatic impact on the school community. Sometimes principals have to make fundamental changes in maintaining and improving the quality of education. These fundamental changes are also traumatic for the school community, however the role of the principal as a driving force for change plays a very important role in the success or failure of the goals achieved. This research will try to find the orientation of incremental and fundamental change, the implications of fundamental change. This research includes: Management of fundamental change at MBI Amanatul Umah Pacet and SMA Darul Ulum 2 Jombang. This study uses a naturalistic phenomenological type of qualitative approach.

Key words: *Fundamental change, School Organization, Customer satisfaction*

INTRODUCTION

Incremental change is included in the category of organizational change that is more general. The changes that bend the framework. These changes occur more frequently and are less traumatic, as part of an organization's natural revolution (Mawardi, 144). Typical changes of this type for example, new products, new technologies, and new systems. This change is based on the way the organization operates and seeks to advance and expand the organization in new directions.

Incremental change as a form of gradual change. This opinion is in line with Cuban that, Incremental change is a gradual change that aims to increase the efficiency and effectiveness of the existing organizational structure in schools, including teaching in the classroom. The premise behind the incremental changes

is that the basic structure is sound but needs improvement to eliminate defects (Larry Cuban, 1996.128).

Furthermore, if it is analogous to giving an example of an old motorcycle, in order to run well it needs new wheels to run better, motorcycle brake service. This example is then drawn in the scope of vocational secondary school education.

The implementation of incremental changes in schools will be seen with several other extra-curricular additions to the three or four already in secondary school. Reduced class size from 30 to 28, added two more counselors for secondary schools or assistant principals. Changed parent conferences to accommodate working single parents. It appears that the change is trying to improve the quality of the institution so that it will lead to a new form of how the organization runs.

The Incremental changes will include new units for teaching history or language arts or in-service workshops. Of course, from the changes that occur there will be several additional divisions, sections and new forms. Unlike the previous form, this has an impact on changing patterns and an increase in performance that is not the same as the previous condition. With the addition of the shape and structure as well as this new system will make the performance run effectively. However, it is not uncommon for work patterns to be adjusted. Of course, in this adjustment process in the early stages there will be asymmetry between the parts, allowing for performance conflicts due to system adjustments.

In the world of education, changes often occur due to dynamic market demands, even though educational organizations are not profit-oriented (profit) organizations. If Cuban adds part of the existing structure, of course, this addition makes the system work effectively. This incremental change in the world of education is natural to occur within the framework of improving and providing quality assurance to education users.

METHOD

The used method in writing this research was field research. The researchers looked directly at the data sources at the location, namely schools / madrasahs. This research was conducted naturally because the object in question was running as it was. Collecting data in this study using in-depth interviews, documentation and participant observation. Then, data was analyzed by using Miles and Huberman model.

RESULT AND DISCUSSION

Fundamental Change

Fundamental if viewed from the meaning of the word is: to make something different or change both in terms of place, size, nature and so on are fundamental (principal). Fundamental changes result in major changes to the organization concerned or to the systems that are part of it. It may be emphasized that this fundamental change has an intense and comprehensive nature.

To understand the fundamental concepts required an understanding of organizations and institutions. Waks, reveals fundamental changes, an effort made by educational institutions to change the pattern of organizational strategies that have been implemented to improve the quality of their organizations so that they affect the future operations of the organization. The changes that occur will have an impact on the patterns, systems and organizational culture that will be built. It is possible for an organizational orientation to occur in the future, like it or not, the organization still has to follow the rhythm of these changes with some adjustments that must be followed. Without compensating and following the changes that occur one part will be left behind and will become an obstacle to the flow of change itself.

Fundamental change is a major change that is fundamentally related to the typology of the organization, so it takes a relatively long time and is fundamental and difficult to implement. In line with Leonard J. Waks, "change." What is intended is a big, or major, or fundamental change. It borders on tautology to say that achieving a fundamental change is "difficult." The notion of "fundamental change," however, is hardly clear.

Larry Cuban reveals that fundamental changes occur because of new intellectual demands and practical developments. So that changes affect the institution both from the starting point and the assessment target. The aim is to distinguish sharply between change at the organizational and institutional levels, to show that the mechanisms of change at these levels are completely different, and then to construct by means of a fundamental conceptual argument. Changes in education occur not at the organization but at the institutional level. Actually change itself is part of the existence of both humans and organizations. Not many like a change, but because of the demands and developments of time, the organization must follow the rhythm of the change itself. Often fundamental changes bring their own traumatic impact on members of the organization.

Cuban draws explicitly upon similar formulations of Paul Watzlawick, John Weakland, and Richard Fisch, who define two kinds of organizational changes: first- and second-order changes.⁸ Cuban relabels these "incremental" and "fundamental,"

*and this terminology has been widely adopted in discussions of educational change.*¹ According to Cuban in the organizational process of change, there are 2 phase, *incremental and fundamental*. Cuban explained that fundamental change is a follow-up to incremental change where fundamental changes change the way the organization is structured, both goals, structures, and new roles and change ordinary ways into new solutions.

In any situation of change, it requires formal and systematic methods to ensure that the organization is truly changing, developing or growing, and can show real progress supported by changes in resources. Larry Cuban divides the process of change into two, namely first-order changes (additional changes) and second-order changes (fundamental). First-order organizational changes are changes that are initiated to improve the existing organization by correcting deficiencies in organizational policies and procedures. First-order changes, assuming that the existing goals and structures are adequate and desirable. These changes are meant not to change the structure, but rather to keep it as it is. Stay in the previous position so as not to change the existing structure and the leadership judges that the objectives and procedures are still adequate. However, according to Karna, it is natural but difficult to consider innovation when trying to maintain something big that already exists.

The second period change or fundamental change, in this change seeks to change the way organizations are put together. By introducing new goals, new structures, and roles and changing the way tasks are done into new solutions. As an example of a change in the second period that actually occurred. This change involves the structural differentiation of a multilevel school that has several new parts brought together in a new way.

Organizational theorists themselves are not interested in all kinds of change either. Change can just happen or it can be planned. In addition, some change agents can manage their efforts to change people, units and structures. But there have also been major mutations and new positions and new situations. It can be emphasized from the above statement that in a fundamental change there is a merger of units, changes and the addition of new units also allows for a reduction in units. However, this reduction has no impact on the function of existing units. Changes in structure are usually focused on several techniques that have an impact on the organizational structure system. Meaning, this is a review of changing patterns of authority, access to information, the amount of rewards, the technology

¹ Leonard J. Waks, *Educational Teori*, Vol. 57 Nomer 3, 282, 2007.

used. In my opinion this is a subtle way to respond to existing pressures without changing much.

Orientation's Change of Educational Organization

The findings of the fundamental change orientation in developing educational organizations in both locations, in general, these two institutions are pioneering schools of international standard, but the implementation depends on each institution. Darul Ulum 2 Senior High School BPPT CIS ID Jombang collaborates with the technology development application agency that adopts 3 curricula at once, namely the Islamic boarding school curriculum, the national curriculum and the Cambridge curriculum. The orientation is Excellent at the National and International levels.

Furthermore, this educational organization ushers in a new generation of future who have good morals, excel in faith and taqwa, excel in science and technology. Creating a new generation that excels in Imtaq, Science and Technology and Aklakul karimah on a National and International scale. Print Humans who are superior and useful for other humans. The orientation cannot be separated from the vision of the institution that has been determined by the institution. If analyzed in depth the orientation of change based on the vision and mission is oriented towards customer satisfaction on the quality of the products produced. What is produced are graduates who have advantages (excellent in Imtaq, excels in Science and Technology and has a commendable character). Meanwhile, customer satisfaction orientation encourages innovation.

Kirce argues that customer orientation has a positive influence on innovation, both technical innovation and administrative innovation. Innovation will encourage subjective performance which in turn will encourage the achievement of organizational objectives. However, this opinion is enough to become an argument for organizations in encouraging organizations to change according to the demands of the market and the times.

Meanwhile, the flagship Aliyah Madrasah Amanatul Umah International Madrasah Program in Mojokerto Pacet combines Al-Quran education, Religious Education, General Education, Technology and language. This educational institution integrates IMTAQ and science and technology in its orientation to realize superior, quality, knowledgeable, and commendable outputs (santri). Furthermore, being a qualified professional creates a new generation that excels in Imtaq, Science and Technology and Ahlakul karimah on a National and International scale (scholars). MBI Amanatul Umah's change orientation wants to

make MBI attached to Indonesia. This means that when people talk about Amanatul Umah they know it exists in Indonesia, when they talk about Indonesia they know Amanatul Umah (being an institution that has different characteristics from other institutions). This also becomes the attraction of the institution to the wider community. Surveying at national and international levels requires the efforts and work of all elements in the organization. Like it or not, we have to leave the local zone to go international. This effort is manifested in integrating the content of general knowledge (science and social) with Islamic values (al Quran Hadith and qaul ulama) followed by continuous improvement in the fields of services, facilities and Human Resources (superior and quality institutions).

The integration of knowledge and technology to date is unquestionable, meaning that the more efficient the implementation of a country's education is, the faster its technological development, as well as rapid technological developments that will directly and indirectly bring about the dynamics of the implementation of education in the country concerned. So there is no choice that changes in the development of education in Indonesia must be focused on aspects that are the source of the nation's strength, namely human resources who have science and technology, have faith and do good deeds that originate from the revelation of God Almighty and are manifested in the behavior of family life, society, nation and state. For this reason, Amanatul Umah is motivated to become an educational institution that seeks to integrate the two which does not leave the traditions of its founders. This cannot be realized if it is not encouraged by all elements of the organization.

Commitment and involvement of the management and the entire organization in the processing of the company to meet customer desires or satisfaction consistently is needed. In improving quality, not only the management is responsible for fulfilling customer desires, but also the active role of all members in the organization to improve the quality of the products or services it produces.

The orientation of organizational change of these two institutions is based on the orientation of integrated education, global challenges, vision and mission as guidelines in forming a new generation and becoming a superior and quality institution which is manifested into the vision and mission of the two institutions, each of which has its own characteristics, processes and processes. quality service becomes a motivation (push) to be able to produce human resources that are innovative, creative, superior, have good morals and respond to changing times (challenges changes).

Likewise, the strategy implemented will also be oriented towards the future and cannot be separated from the framework of the vision and mission of the

institution that has been launched. Vision and mission is a long reach of ideals and dreams that will be achieved by all stakeholders of educational organizations. So that the vision of the organization will be a guideline for carrying out the orientation of change. Strategy formalization that seeks to combine a future-oriented perspective with considerations of the internal and external environment. This means that internal and external forces are also the driving force for organizational change. The stronger the internal and external driving force, the more likely it is that organizational change can occur.

Furthermore, the two institutions are oriented to become institutions that integrate general knowledge (science and social) with Islamic values (Al-Quran, hadith and qaul ulama) driven by continuous improvement in the fields of services, facilities and human resources of superior and quality institutions. The opinion above will be in accordance with the theory brought by Robinson: The formulation of future-oriented and quality strategies and considering the internal and external environment needs to be implemented by educational institutions. Meanwhile, Umiarso argues that the demand for quality educational institutions' output is increasingly pressing because of intense competition and globalization, meaning that quality will become the orientation of educational institutions. Therefore, educational organizations that do not orient their learning to the achievement of quality will sooner or later be abandoned by their consumers. On the other hand, educational institutions that are oriented to quality and quality standards will be sought after by consumers of education. This means that quality is a mandatory achievement for an educational organization in increasing the competitiveness of output to consumers.

At least Feiman-Nemser has provided a theory related to orientation in a change. Feiman Nemser provides five types of conceptual change orientation in education: (1) academic (2) practical (3) technological (4) personal and (5) critical/social.

If implemented in the research place we are studying, it will look like this:

- a) The academic orientation of the two institutions academically applies several strategies so that the institution's output is of quality by adapting 3 curricula at once (Islamic boarding school curriculum, National curriculum, international curriculum), elective extracurricular programs and specializations, Excecing programs abroad (Australia, Egypt, America, Holland etc.). On the faculty side, the institution encourages all assistants to improve their quality by attending training, seminars, follow-up programs. All this is done so that in the teaching process the teacher can help students provide understanding among students.

all of this is done by the organization in order to realize the quality of graduates from both institutions. So that the achievement of the vision and mission of educational institutions can be achieved immediately.

- b) Practical Orientation. This practical orientation focuses on the elements of skill, technique and art that are exhibited to experts. both educational institutions seek to provide and facilitate the improvement of existing educators. Encouraging educators to be able to master their field of expertise by attending seminars, internal external MGMP, workshops, training and further education. With mastery of the material by educators will help convey the material to students. Often both institutions bring in experts from abroad to help teachers master and provide deepening of the material to students.
- c) Technological Orientation. The technology orientation focuses on the teaching aspect. Adapting the curriculum at these two educational institutions requires all education personnel to master the existing curriculum. In the research location there is a curriculum development waka where one of them monitors the adoption of the international curriculum. SMA Darul Ulum 2 and MBI Amanatul Umah encourage every teacher to be committed to mastering technology. So that it helps educators to be proficient in delivering teaching material. In fact, teachers are encouraged to have the ability to master technology, if previously they were not creative and innovative enough. Now every teacher can develop skills with mastery of technology (computers, audio-visual), the ability to communicate in two languages is shown by the teacher when teaching students.
- d) Personal Orientation. This orientation intends to view learning as a process that involves understanding, improving and using oneself effectively. Learning runs actively and emerges from student interest. Namapak in learning observation at SMA Darul Ulum 2 is very active, emerging from student interest, enthusiasm and student activity in learning is very visible even though it is a full day school system with a 54 hour program structure, both indoor and out door learning activities. Teachers position themselves as facilitators for students.

Meanwhile, at MBI Amanatul umah runs strictly in learning, learning ends until the evening due to curriculum integration. However, the students looked enthusiastic. To get good grades and complete students are required to be active in learning. It is not easy to get good grades in an international Madrasah environment. There are Pree Tests and Tests to see students' completeness scores. Teachers are required to have totality in teaching in order to assist students.

Fundamental change of Organization

Both organizations have made some changes. Meanwhile, according to Larry Cuban classified into incremental changes and fundamental changes. Incremental changes are gradual changes aimed at increasing the efficiency and effectiveness of the existing organizational structure in schools, including teaching in the classroom. The Uncremental changes will include new units for teaching history or language arts or in-service workshops.

Of course, from the changes that occur there will be several additional divisions, sections and new forms. Unlike the previous form, this has an impact on changing patterns and an increase in performance that is not the same as the previous condition. With the addition of the shape and structure as well as this new system will make the performance run effectively. Robbin suggests five orders of change, with regard to order; cultural, structural, technological, physical environment and human settings themselves. This means that some aspects of this change are often the target of changes in the organization, changes in culture focus on values and some organizational goals. Meanwhile, changes in the organizational structure focus on the delegation of authority, coordination links and redesign of work.

Changes in technology focus changes on modifications and work handling processes including the tools used by organizations. While the physical area can be seen from the physical layout, it can be a changing building area, changing environmental layout and changing building models. This change will be more visible from the beginning until now, several locations that used to be expanses of land have gradually changed into functions. Seen in SMA Darul Ulum 2 Superior BPPT Jombang, the land used to be a stretch of rice fields and vacant land. Now turned into an educational complex that further enhances the competence of each. However, it is different with MBI Amanatul Umah Pacet. The location of MBI Amanatu Umah was once a villa owned by Kiai Asep's family in 2008 undergoing massive development in Pacet. Meanwhile, changes in the human field focus on efforts to improve the capabilities and skills of the organization's human resources. It can be through training, training, seminars, follow-up programs and so on. However, it is not uncommon for work patterns to be adjusted. Of course, in this adjustment process in the early stages, there will be dissynchronization between the parts, allowing for performance conflicts due to system adjustments. In terms of systems, meaningful changes are needed if the system does not want to be

entroped. This means that in order to keep the organization running, it is necessary to change and improve.

In the world of education, changes often occur due to dynamic market demands, even though educational organizations are not profit-oriented (profit) organizations. If Cuban adds part of the existing structure, of course, this addition makes the system work effectively. This incremental change in the world of education is natural to occur within the framework of improving and providing quality assurance to education users.

The results of the findings of organizational incremental changes are as follows:

First, incremental changes in the presence of rolling (change position) and the addition of parts in the structure. This is done by both organizations in order to prepare personnel to master in various fields. Second, increasing teacher assistance to students who are very total. Third, guidance on extracurricular activities that are more varied and massive. Fourth, the addition of better facilities and infrastructure was different when MBI was established.

While the Fundamental Changes that occur in each organization are as follows:

At SMA Darul Ulum Featured BPPT 2 Jombang:

First: There was a change in the name of the institution and a change in place, where the name was only SMA Darul Ulum 2 Jombang before the period (1979-1993) and was located on Jl Slamet Riyadi, Jombang City. Changed the name of the institution in 1994 to SMA Darul Ulum 2 Unggulan BPPT Jombang in collaboration with Cambridge International School (CIS) ID 113. The location changed to the Darul Ulum Islamic boarding school complex. Second: Changes in the applied curriculum. If before the 1993 period only adopted the national curriculum. Furthermore, with the change in the name of the institution, this institution adapts 3 curricula at once. Namely the Darul Ulum Islamic Boarding School Curriculum, the National Curriculum, and the Cambridge International School Curriculum.

Third: Changes in organizational structure with the addition of new divisions. Previously, there were only one representative (representative for curriculum 1 affairs which accommodated the national curriculum and vice for curriculum 2, part of the Cambridge curriculum). Addition of Deputy for Akhlaqul Karimah affairs, Deputy for Development Affairs. Fourth: Changes in the interest and level of society towards the existence of SMA Darul Ulum 2 Superior BPPT

Jombang. From before, the lower middle class of the economy changed drastically in the upper middle class society in the tempo of change after changing names.

Fifth: Changes in the range of input (students), which previously only came from around Jombang, drastically changed the reach to the whole area of Indonesia. Sixth: Changes in facilities and service improvements to consumers. Changes in facilities have changed compared to the beginning of its establishment. Related services changed to on line and off line system services.

Meanwhile, the Fundamental Changes that occurred at the Madrasah Aliyah Amanatul Umah in the MBI Program in Pacet Mojokerto were as follows:

First: Changes in the editorial vision of the institution which was previously the vision of the institution: The Realization of Superior, Whole and Good Human Beings. Experiencing Changes and additions:

The Realization of Superior, Whole and Moral Humans For the glory of Islam, the Muslims and the Indonesian nation and for the success of the ideals of independence. From this vision change, the management of the organization has also undergone changes, starting from leadership coordination, communication between divisions, and personnel management.

Second, the fundamental change of the organization is not in its orientation but the public's response (interest) to the existence of an International Standard Madrasah. It is proven that every time the admission of new students / santri continues to increase, but not all are accepted, only students who are declared accepted can enter MBI Amanatul Umah. The rest of the applicants are accepted in institutions that are under the auspices of this organization.

Third, there has been a fundamental change at the community level from what was previously the lower middle class. In a period of 1 year, it changed drastically from the middle class and above so that the post changes were fast because the expectations for the above were also greater.

Fourth, a significant change in efforts to accelerate the realization of orientation.

Fifth, there is no permanent change in the system applied in the Amanatul Umah. Each institution is given the authority to improvise and develop so that there is no standard system. All are dynamic, not 100% standard. Including the frequent rolling of positions in the organizational structure of International Standard Madrasahs.

Sixth, the 5-year fundamental change: an increase in alumni further studies means that the range of outputs that continue to be wider is wider. Followed by

administrative reforms that are neater and more practical. More massive internalization of Islamic boarding school practices.

Seventh, adopting 3 curricula, namely the Amanatul Umah Islamic Boarding School Curriculum, the National Curriculum and the Muilah Curriculum.

Eighth, what is extraordinary is the totality of teacher mentoring services to students. So that a culture of quality is formed in the school environment.

Ninth, the facilities and infrastructure that have skyrocketed have changed much, not the same as the conditions when I first entered. For the first time, the class was only simple and many students were entrusted to the local residents' settlements because of limited infrastructure so that the conditions were not conducive. Gradually undergoing radical changes.

Reasons of Fundamental change

The reason for the change in the BPPT Jombang 2 Leading High School Darul Ulum and MBI Amanatul Umah Pacet Mojokerto had to change. Meanwhile, according to J Winardi, the reasons for organizational change consist of several things including: 1) technology, 2) economic conditions, (3) global competition, (4) social and demographic changes, (5) challenges.

The reasons for the changes that occurred at the BPPT Jombang 2nd Darul Ulum High School are as follows:

First, Technology. It follows with the progress of the times. Second, there are demands in the future, which means preparing graduates to be able to compete with the market. Third, adapt to the needs and demands of the community. Fourth, to sustain life with innovative and transformative programs. Fifth, internal factors because they want to realize the vision and mission of the goal of SMA Darul Ulum 2 Superior BPPT Jombang. Sixth, there are demands for changing times and intense competition, so that inevitably institutions must improve their quality without leaving the tradition of the Darul Ulum Islamic boarding school that has been running. Seventh, global demands.

Meanwhile, the reasons for the change in International Standard Madrasahs can be described as follows: First, the public's response (interest) to the existence of MBI is high. Second, the demands of the times. Third, realizing the change orientation of the MBI Amanatul Umah. Fourth, the expectations and expectations of the large community. Fifth, stuck in a routine, the institution is stuck in a routine, so it's just a matter of waiting for the time to go out of business, routine as

part of something that is considered important must still be carried out but requires improvisation and development. Sixth, the need for achievement and self-improvement.

CONCLUSION

Incremental change as a representation of changes that are routine in nature is a response to routine school problems. But the follow-up fundamental change from incremental but in this fundamental change is very basic. The effect is to change the entire condition of the organization from the previous condition, sometimes it has a deterrent effect for followers, trauma and anxiety in the status quo.

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