

STRENGTHENING MADRASAH LITERACY THROUGH CHANGE MANAGEMENT TYAGI'S MODEL

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Abstract

This study aims to understand the strengthening of madrasa literacy through managing change in the Tyagi model at MTs Negeri 1 Probolinggo. This research uses a qualitative approach with the type of case study, where the researcher uses interviews, observations, and documentation to obtain accurate and valid data. The data analysis uses an interactive analytical model from Miles and Huberman, including data collection, data reduction, data presentation, and concluding. The results showed that the strengthening of madrasa literacy through the management of changes in the Tyagi model at MTs Negeri 1 Probolinggo was carried out through; 1) The power of change, 2) Recognizing and identifying problems, 3) The problem-solving process, 4) Implementation of change, and 5) monitoring, evaluating and measuring change. This research has implications for the importance of literacy culture for madrasas in realizing their vision and mission, so they must be managed in a planned and systematic manner.

Keywords: *Literacy, Change Management, Tyagi Model*

Abstrak :

Penelitian ini bertujuan untuk memahami tentang penguatan literasi madrasah melalui manajemen perubahan model tyagi di MTs Negeri 1 Probolinggo. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus, di mana peneliti menggunakan interview, observasi dan dokumentasi untuk

mendapatkan data yang akurat dan valid. Analisis datanya menggunakan model analisis interaktif dari Miles dan Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penguatan literasi madrasah melalui manajemen perubahan model tyagi di MTs Negeri 1 Probolinggo dilakukan melalui; 1) Kekuatan perubahan, 2) Mengenali dan mengidentifikasi masalah, 3) Proses pemecahan masalah, 4) Implementasi perubahan, dan 5) pengawasan, evaluasi dan pengukuran perubahan. Penelitian ini memberikan implikasi tentang pentingnya budaya literasi bagi madrasah dalam mewujudkan visi dan misinya, sehingga harus dikelola dengan terencana dan sistematis.

Kata Kunci : *Literasi, Manajemen Perubahan, Model Tyagi*

A. INTRODUCTION

Along with the times and various challenges in the era of globalization (Rymarczyk, 2020; Argadinata & Gunawan, 2020), education must improve and lead students to participate in the dynamics (Tri, Hoang, & Dung, 2021). To prepare students who have the abilities according to the needs in the era of globalization and achieve the functions and goals of education in Indonesia, the government launched a school literacy movement program to fulfill the Regulation of the Minister of Education and Culture Number 23 of 2015. This is motivated by several research results; one of them is a UNESCO study in 2016, which showed that reading habits were still low in Indonesia. Even from the 61 countries studied, Indonesia is ranked second from the bottom of the category of countries that are low in reading habits (Noviansah, 2020)

It did not stop there; the Ministry of Religion also welcomed this program by launching the Let's Build Madrasah Movement or *Gerakan Ayo Membangun Madrasah* (GERAMM) program (Kurniawan et al., 2021). The Ministry of Religion created this program to improve the quality of madrasahs. One of the programs included in the Madrasah Literacy Movement or *Gerakan Literasi Madrasah* (GELEM). Literacy is an integral part of education, as the key to success in facing the century of change is the ability to absorb information, independence, entrepreneurship, and the ability to work together (Karimi et al., 2021; Valladares, 2021). The Madrasah Literacy Movement needs to be implemented because it has a function as a driving force for character growth, the ability to process information with various media, improve interpersonal skills, improve thinking and analysis skills (Amaliyah et al., 2022), and train one's ability to write and compose a meaningful word. Through the madrasah literacy movement, this ability can be achieved because the stages and indicators that can support program goals and educational goals have been determined (Kurniawan et al., 2021).

The facts show that the education curriculum in Indonesia is constantly changing along with the dynamics of the times and the demands of society. Of course, so many curriculum changes involving various thoughts and spending a lot of funds and energy have not significantly improved the quality of education in Indonesia (Nurhafni, 2018). This is caused by policy, political interests, inequality, work ethic, the slow pace of the existing system, readiness of educational institutions, and so on. Therefore, one of the offers to improve the quality of education in Indonesia is to increase the literacy culture

for every individual in educational institutions. This literacy movement is expected to change the map of the quality of education for the Indonesian nation in the future (Rizqiyah, 2020; Wahid et al., 2022).

The case in Madrasah Tsanawiyah Negeri 1 (MTsN 1) Probolinggo has innovations to cultivate literacy for all madrasa residents. Many activities for students have been realized in madrasas, such as character building, developing interests and talents, developing science and technology to inculcate religious values, and the teachers also exemplify this. This is supported by educational infrastructure facilities supporting literacy culture's success in madrasas, such as the environment, madrasa climate, libraries, science and computer laboratories, and others.

The efforts to foster a literacy culture are certainly not accessible in their journey at MTsN 1 Probolinggo. There are still many students who have deficient awareness of literacy lack the motivation to read students, while students are required to have reading skills to understand texts analytically, critically, and reflectively in all fields of knowledge. Students are also not used to and have not dared to do something based on reading and have not been able to actualize themselves through writing. Reading and writing have not yet become a culture and tradition in this madrasa, and they are more familiar with visual (watching), verbal (oral), or listening media than reading, let alone writing. This literacy program has not fully received positive support and enthusiasm from the teachers and students. This happens because the level of understanding of teachers and students on the importance of school literacy programs is still shallow. Teachers and students do not understand the aims and objectives and the benefits of the school literacy program.

Such conditions certainly demand changes in madrasas because the changes that occur do not change immediately (Siripipatthanakul, 2021), but a change process will be more effective in achieving education goals in literacy. For example, changing the curriculum is not enough to change the curriculum, but what is more important than that is to change the mind-site / mindset of all madrasa residents, especially teachers. This change in thinking will then affect changes in the aims, objectives, and goals of literacy in the madrasa environment, so it needs to be appropriately managed.

Change management emphasizes the importance of transition management, a systematic process that includes planning, organizing, and implementing changes from current conditions to changes in expected conditions (Thakur & Mangla, 2019; Wainwright et al., 2019; Lines & Smithwick, 2019). The components of change include the power to make changes, recognize and define problems, process problem solving, implement changes, and measure, evaluate, and control change results (Akbar et al., 2019; Beaury et al., 2020; Anggini et al., 2021).

The purpose of change management desired by MTsN 1 Probolinggo, on the one hand, is to seek to change students' reading behavior and culture, and on the other hand, to improve the ability of the organization's internal sector to understand the importance of literacy in madrasas. In the 21st century, students' literacy skills will answer the demands of students' reading skills, leading to the ability to understand information analytically, critically, and reflectively (Moje & Lewis, 2020). With change management carried out through the literacy movement in madrasas, it is hoped that it can develop students' potential for the better. Increasing literacy in learning is in line with educational goals, where students who have literacy skills in themselves will be able to equip themselves with the expected abilities (Maryana, 2020; Umiarso & Hidayati, 2022)

Literacy is not only the ability to read and write but also the ability to increase knowledge and skills that can make a person have critical abilities (Vasquez, 2019), able to solve problems in various contexts, communicate effectively (Sentell et al., 2020), develop potential, and actively participate in social life (Huettig & Pickering, 2019).

This study is based on the research results by Barokah et al., (2019) state that the implementation of literacy movement program management in madrasahs is carried out according to management functions, including planning, organizing, implementing, and evaluating. Muniroh et al., (2018) in their research, said that the literacy movement has a monitoring and evaluation system that is carried out using predetermined achievement instruments. At least, according to Suherman, (2019), there are indicators of achievement in the instrument, starting from habituation activities, development activities, and learning activities for literate students.

Arif & Handayani (2020) also added that the growth of literacy culture in madrasahs was carried out through: first, the establishment of a compulsory reading curriculum; second, strengthening madrasah principals to all components of madrasahs, especially to teachers in guarding the growth of literacy culture and students; third, is infrastructure, especially in terms of literacy facilities, such as a sound library, comfortable reading corner room, and extensive book catalogs. Firdaus et al., (2021) say that literacy culture in madrasahs has a good role in character building and student achievement. Furthermore, Suhadi & Zakariyah (2021) said that the implementation of literacy culture in learning activities in the classroom is carried out through three stages, namely habituation, development, and learning.

To change the madrasah culture, which is still weak and lacking in literacy aspects, it is necessary to apply change management to manage the functions of library facilities and other literacy facilities to create a literacy culture at MTsN 1 Probolinggo. By utilizing the change management function, madrasahs can make it easier to carry out all literacy programs that they want to develop, can achieve their planned goals, and madrasahs can minimize all obstacles and shortcomings during change management or the process of implementing the Madrasah Literacy Movement program at MTsN 1 Probolinggo. This study aims to understand the management of madrasah change through civilizing the literacy movement at MTs Negeri 1 Probolinggo.

B. RESEARCH METHODS

This research uses a qualitative approach with the type of case study. Qualitative research is limited to efforts to reveal a problem and factual situation so that it is only as disclosure of facts by analyzing data. This means that this research produces data in written or spoken words from people from the observed behavior (Wijaya, 2017). The research location that the researchers did was at MTsN 1 Probolinggo. Data collection techniques used are observation/observation, interview/interview, and documentation. The data analysis model used by the researcher is an interactive analysis model from Miles and Huberman, which consists of data collection, data reduction, data presentation, and concluding (Sugiono, 2017).

C. DISCUSSION

The components of change proposed by Tyagi are the power to make changes, recognize and define problems, process problem solving, implement changes, and

measure, evaluate, and control the results of changes (Arifah, 2020). The components of the change management implementation process by Tyagi are what was done at MTsN 1 Probolinggo. Of course, the implementation of change management at MTsN 1 Probolinggo is carried out through the GLM (Madrasah Literacy Movement).

This literacy activity is not only about reading or writing. Students usually have reading and writing skills if they are trained seriously. With the existing curriculum and learning objectives and our concern for the function and role of the literacy movement for the development of the potential of students students will be interested in reading and writing, accustomed to reading and writing so that they are rich in their literacy culture. The literacy program is an opportunity that will be able to make madrasas excel from the abilities of students. The achievement of this expectation is the benchmark for the effective implementation of change management through the literacy movement at MTsN 1 Probolinggo. The change process can be illustrated in the following scheme;

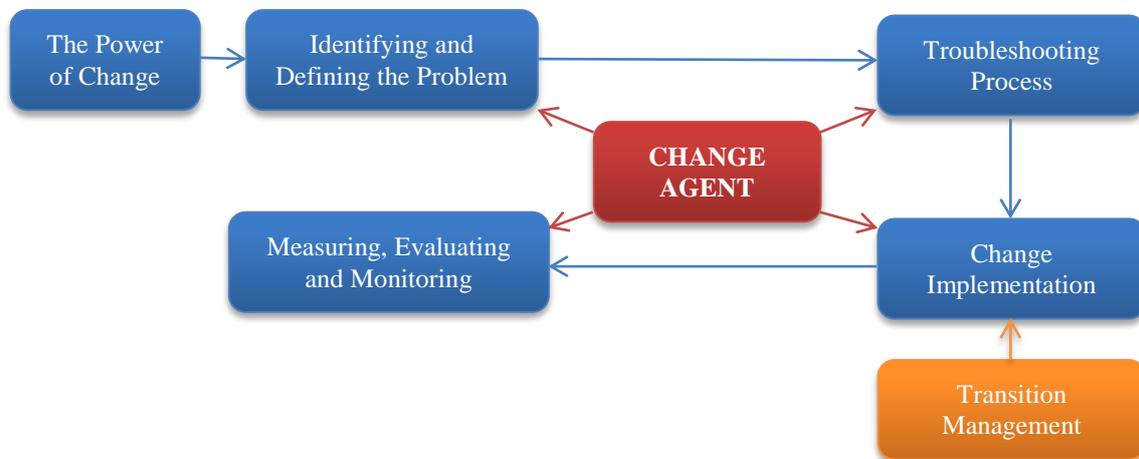


Figure 1: Schematic of the Tyagi Theory Change Process

The following are the stages from the components of the change management process through the literacy movement at MTsN 1 Probolinggo, which refers to Tyagi's theory.

The Power of Change

The ability of human resources at madrasas is limited (physical, knowledge, time, and attention) (Tumwesigye et al., 2020), while the needs and changing times of stakeholders are not limited. Efforts to meet needs, limited ability to carry out institutional, educational activities, and always life changes encourage human resources at MTsN 1 Probolinggo to divide work, duties, and responsibilities. With this division of work, duties, and responsibilities, formal cooperation and interest in the madrasa organization will be formed. In this madrasa organization, heavy and challenging work and problems will be adequately resolved, and the desired changes' goals will be achieved.

In carrying out change, management can not be separated from the vision and mission of the institution. This is also by what Muhammad As'adi, as the head of the

MTsN 1 Probolinggo madrasa, said; "A leader must be able to make changes in educational institutions and education must be able to have far-sighted thinking insight, be able to read global opportunities and challenges, while on the other hand efforts to maintain ethical behavior and indigenous literacy are maintained. The vision and mission are then used as strategic steps in the form of an institutional literacy activity program."

The synergy of the madrasa vision and mission must be a reference in every movement of organizational activities in MTsN 1 Probolinggo. The head of MTsN 1 Probolinggo believes that changes must be made based on identifying the impact of the change and the preparation of a change strategy while still referring to the organization's mission as the implementation of the organization's vision. Change is a potent force. Gaspersz (2018) states that change is growth, change is an opportunity, and increased potential. Before the formulation of a change strategy is taken, all stakeholders of MTsN 1 Probolinggo must first believe that changes must be made to increase the institution's ability and maintain the existence and further development and growth of the institution. Syamsul Ma'arif, as the madrasa committee, also emphasized that; "The strength and ability of madrasas to change is a form of adaptation of madrasas to the development of the times and current academic needs."

Determination of change must anticipate the attitude of every member of the organization at MTsN 1 Probolinggo by observing, considering, and developing their ability to synergize with the goals of the change. Chusnul Yaqin, as Deputy Principal of the Curriculum Division, also said, "however strong a madrasa wants to make changes, it must also be able to be supported and encouraged by the capacity of the madrasa's human resources."

Of course, the power to make changes by MTsN 1 Probolinggo is an opportunity to face the challenges and needs of various stakeholders and minimize organizational backwardness and threats. Because it is seen from the growing development of science, information, and technology today, every educational organization must be able to make changes.

Recognizing and Identifying Problems

Facing the current accelerated globalization rests on the idea that every educational institution cannot possibly escape; it is a must for all components of educational institutions to follow the rolling flow of globalization (Rymarczyk, 2020; Tri et al., 2021). The existence of science and technology marks this, so educational institutions must improve themselves to keep up with the times (Ratnasari et al., 2020; Ellitan, 2020). Supported by sophisticated information and communication technology, the impact of globalization is very complex. As a result, it changes students' mindset, attitudes, and behavior or internal parties at MTsN 1 Probolinggo. Things like this result in changes in other aspects of life, such as broken communication relationships and the decline in the student literacy culture system in the madrasa environment.

According to Chusnul Yaqin, "the problems that occur are because the internal human resources of MTsN 1 Probolinggo do not know the purpose, function, and importance of literacy. Literacy is easier to do in the current era of globalization and can be obtained from increasingly sophisticated information and technology. On the one hand, the development of this technology certainly contributes to a large and significant role in increasing the efficiency and productivity of education. However, on the one hand, it can also overlap the limited capacity of the available resources in madrasas, especially

at MTsN 1 Probolinggo. This becomes the problem's focus but is also the answer to the problem itself if used correctly and optimally. The next problem is the common understanding of the internal parties of the madrasa on the importance of literacy.

Then reinforced by the statement of Moh. Idrus, as the Deputy Principal for Student Affairs, stated, "the benefits of information and technology currently available cannot be used and utilized properly by all students of MTsN 1 Probolinggo, and there is no positive and full support from internal madrasahs in the madrasah literacy program. So a strategy is needed to change the literacy culture at MTsN 1 Probolinggo".

Each stakeholder in MTsN 1 Probolinggo has different backgrounds, abilities, and experiences to see the current problems and challenges differently. Not only that, but they also bring various solutions in implementing the steps for change. This was emphasized and emphasized by the Head of MTsN 1 Probolinggo that; "Their different perspectives on literacy activities not only produce unique solutions, but they provide many options for experimenting with change. These ideas often lead to innovative concepts that generate new ideas for madrasah growth or initiatives for madrasah internal management. However, the challenge for me as the head of the madrasah is to make everyone respect and adapt to their respective perspectives on literacy activities but still reach a common consensus".

Departing from various perspectives regarding the development of literacy activities, these efforts are merely to continue to take the path of consensus for the benefit and continuity of student competence to cultivate literacy activities optimally at MTsN 1 Probolinggo.

Troubleshooting Process

The formulation of the strategy for implementing student literacy development at MTsN 1 Probolinggo was formulated by an agreement between the madrasah internal parties and the madrasah committee to change the low literacy interest of students at MTsN 1 Probolinggo. As stated by Mr. Muhammad As'adi as the Head of the School, "The formulation of this change strategy is to achieve renewal of the low literacy function in madrasahs. Of course, we have reached a consensus on the formulation of this strategy with all schools, the teacher council, and the school committee."

In facing the development of science and technology, MTsN 1 Probolinggo formulated a strategy to change the system of implementing literacy culture in madrasahs. One of them is holding socialization of the implementation plan to develop the literacy movement in madrasahs with stakeholders at MTsN 1 Probolinggo. This effort is made so that every internal and external component of the madrasah understands the importance of the functions and objectives of the literacy culture movement. Of course, understanding must be created before implementing changes at MTsN 1 Probolinggo. The cooperation forged by each component of the madrasah will synergize well in implementing changes if they understand the importance of literacy.

Then, utilizing and functioning supporting facilities is also an effort to change in developing literacy activities. This step of change is carried out by equipping each student with enrichment in information technology (IT). The existing computer laboratory functioned more precisely to suit their current needs and interests. In addition, the library is also more functioned as needed to increase the collection of student reading materials, interests, and skills of students. The library providers also pay attention to this by relocating the library space to become the most comfortable and safe place for literate

students. At the time of learning, students are focused on listening to teacher explanations and are trained for students to carry out a literacy culture while in madrasas. Of course, teachers and students must work together to voice this civilizing program.

The statement of Syamsul Ma'arif (Head of the Committee) explained, "Internal and external parties to madrasas must work together to establish strong and close cooperation in carrying out the development of this literacy movement. Because a good image for educational institutions is obtained from the output produced is good. So it is necessary to take these steps properly and properly." The control for implementing changes cannot only be held by the madrasah head but requires support, cooperation, and self-monitoring between madrasah parties in cultivating literacy activities at MTsN 1 Probolinggo.

Change Implementation

Departing from the formulation of the strategy for implementing student literacy culture in the madrasa above, it is necessary to have an actual implementation of the strategy formulation. So the following is a description of the implementation of the strategy for developing a student literacy culture at MTsN 1 Probolinggo. The head of the madrasa invites all internal and external components of MTsN 1 Probolinggo to socialize in jointly reviewing the problems regarding the low literacy of students in madrasas and reflecting on the importance of the function and purpose of literacy at MTsN 1 Probolinggo. Moreover, with this, the head of the Madrasah MTsN 1 Probolinggo can establish good cooperation and make them understand the program for implementing literacy development activities in madrasas.

As stated by Mr. Amir Hamzah, Deputy Principal of the Public Relations section, "This form of socialization does not only convey programs in the development of literacy activities but invites and makes every relevant party correctly understand the function and purpose of the importance of literacy." Therefore, it is essential for every internal and external party at MTsN 1 Probolinggo to optimally oversee the implementation of this literacy culture activity.

Furthermore, the library plays a vital role in supporting literacy in madrasas. Therefore, the madrasa library is more well-functioning and continuously provides a budget for adding to the collection of reading materials that are by the needs and interests of students. Mu'tasimillah as the library admin, explained, "the function of the existing supporting library facilities so far is more properly functioned according to the needs and interests of students. So it does not tend to be boring and comfortable for them. Moreover, all parties in the madrasa are also more involved in maintaining the existing facilities." The facility functions to add insight without any demands or coercion for students. So MTsN 1 Probolinggo provides a collection of quality books to develop knowledge and the latest information.

The following implementation of the literacy movement at MTsN 1 Probolinggo is to apply the principles of cultivating reading activities by setting a time of 15 minutes to read at the beginning of each lesson. The book that is read/read is the subject book that will be studied. The activity of reading/reading books at this stage is followed by informal discussions that tend to be relaxed about the books being read/read. Student responses are optional and not assessed, which are only recorded in the madrasa literacy journal. Lutfiyah, a seventh-grader, said, "We have been carrying out this reading activity since the beginning of the even semester, which has now become a traditional literacy culture.

Of course, at this time, we no longer feel any coercion or demands from this activity, but rather our self-awareness of the importance of literacy in madrasas."

The activity of reading/reading books at this stage takes place in a relaxed, calm, and pleasant atmosphere. This atmosphere can be built through seating arrangements, lighting that is bright enough and comfortable for reading, and equipped with posters about the importance of reading. In reading silently, the teacher also reads a book for 15 minutes. With the availability of facilities and program activities that madrasas have carried out, they have not been able to increase the motivation of a literacy culture for students; therefore, it needs cooperation from various related parties from the principal to all subject teacher boards provision of structured independent assignments.

Mrs. Halimatus Sa'diyah as a homeroom teacher, said, "This activity must always be cultivated to create students who are fond of literature. From this activity, they will hone themselves in their ability to read quickly, understand in a short time, process information, to be able to convey ideas and opinions". The growth of a literacy culture through the provision of structured independent assignments by all subject teachers by the material developed makes MTsN 1 Probolinggo a superior and accomplished madrasa. To achieve excellence and achievement madrasas, all teachers must have the same feelings, thoughts, and commitment to adding to the madrasa literacy culture.

The library and the availability of a computer laboratory also support developing students' literacy and insight. Mr. Moh. Dhofir as an ICT teacher and the head of the computer laboratory, stated, "such as learning ICT, it is more difficult for students to practice operating computers and make clippings with internet access during class hours. This effort is more effective to be applied interestingly and easily for students. So that they can practice what they see, read, access, and process data with ease." With computer facilities in student activities at madrasas, it will be easier for them to obtain information knowledge and better know how to use technology appropriately.

Monitor, Evaluate, and Measure Change

Although MTsN 1 Probolinggo has implemented changes in student literacy development, supervision also needs to be carried out to see the advantages, disadvantages, and errors that may occur during implementation. Supervision is conducted by visiting or accompanying students in reading culture for 15 minutes according to the time and subject. This was expressed by the homeroom teacher for class VII (Halimatus Sa'diyah) that "every teacher must accompany every student literacy activity in each subject. With a different assessment concept from each teacher, it will help students prepare themselves to face subject teachers."

While the supervision carried out for the library and computer laboratory facilities is always to make the two facilities the most comfortable and easily accessible place for students, this supervision is carried out by the person in charge of the library staff and computer laboratory staff MTsN 1 Probolinggo. Mr. Moh. Dhofir (Admin of the Computer Laboratory) said, "every task must have a responsibility. Moreover, responsibility is a trust that must be carried out properly. So maintaining the comfort and ease of student access to the computer laboratory is the main thing that must be conveyed to students."

Furthermore, the form of evaluation by MTsN 1 Probolinggo for this change strategy is weekly reporting by the teacher council, library staff, and computer laboratory staff to the principal with a relatively relaxed open meeting forum on the progress of

implementing the literacy change strategy. The principal stated that "continuous evaluation should always be carried out, even if it is only done using a casual chat forum between the teacher council and madrasah facilities maintainers. So that it can be seen what the developments are and the obstacles in the implementation process."

Measuring the effectiveness of the implementation of this change strategy is seen from the activeness of students verbally and in writing who are getting better at absorbing information or learning material and the way they represent the information or material that is absorbed. Waka Kesiswaan added, "Not only that, the role of the teacher council as the closest person to students in the madrasa also plays an active role and always participates in nurturing students to be cultured in each of their literacy movements. Teachers' activeness in supervising every movement of students in literacy is also a form of continuous evaluation for madrasahs." So from the description above, the involvement of all internal and external parties of the school is essential for the sustainability of the student literacy culture movement at MTsN 1 Probolinggo.

D. CONCLUSION

After conducting a series of research, data presentation, and analysis conducted by the researchers at MTsN 1 Probolinggo, it can be concluded from this study that the change management process through the literacy movement at MTsN 1 Probolinggo refers to Tyagi's theory with five stages, namely (1) The power of change, (2) Recognize and identify problems, (3) The problem-solving process by establishing cooperation and understanding the functions and objectives of the literacy movement with internal parties holding socialization of the implementation plan for the development of the literacy movement, the library is more functioned as a means of literacy, students' reading habituation program, better utilization of computer laboratories, (4) implementation of changes and (5) taken by monitoring, evaluating, and measuring changes.

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