

## Change Management and Student Admission Management in State Islamic Senior High Schools in Garut Regency

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**Abstract.** Organizational change has become an essential requirement for educational institutions seeking to maintain service quality amid technological advancement and growing public expectations. This study examined the relationship between change management and student admission management in State Islamic Senior High Schools with Skills Programs (Madrasah Aliyah Negeri Plus Keterampilan) in Garut Regency, Indonesia. A quantitative approach employing a descriptive correlational design was adopted. The sample consisted of 116 teachers and administrative personnel selected using the Slovin sampling formula. Data were collected through a validated and reliable five-point Likert questionnaire and analyzed using descriptive statistics, assumption testing, Pearson product-moment correlation, and the coefficient of determination. The findings revealed a positive and statistically significant relationship between change management and student admission management ( $p < .05$ ), with a correlation coefficient of  $r = .647$ , indicating a strong association. The coefficient of determination ( $R^2 = .419$ ) showed that change management explained 41.9% of the variance in student admission management, while the remaining 58.1% was influenced by other factors beyond this study. These findings demonstrate that effective change management strengthens the effectiveness of student admission management and supports organizational adaptability in Islamic secondary education.

**Keywords:** Change Management, Student Admission Management, Islamic Senior High Schools

**Abstrak.** Perubahan organisasi merupakan tantangan yang harus dihadapi setiap lembaga pendidikan untuk mempertahankan kualitas layanan di tengah perkembangan teknologi dan meningkatnya tuntutan masyarakat. Penelitian ini bertujuan menganalisis hubungan antara manajemen perubahan dan pengelolaan penerimaan peserta didik baru pada Madrasah Aliyah Negeri Plus Keterampilan di Kabupaten Garut. Penelitian menggunakan pendekatan kuantitatif dengan desain deskriptif korelasional. Sampel penelitian terdiri atas 116 guru dan tenaga kependidikan yang dipilih menggunakan rumus Slovin. Data dikumpulkan melalui kuesioner berskala Likert yang telah memenuhi uji validitas dan reliabilitas. Analisis data meliputi statistik deskriptif, uji prasyarat, korelasi Pearson Product Moment, dan koefisien determinasi. Hasil penelitian menunjukkan bahwa manajemen perubahan berhubungan positif dan signifikan dengan pengelolaan penerimaan peserta didik baru ( $p < 0,05$ ), dengan koefisien korelasi sebesar  $r = 0,647$  yang termasuk kategori kuat. Nilai koefisien determinasi ( $R^2 = 0,419$ ) menunjukkan bahwa manajemen perubahan menjelaskan 41,9% variasi pengelolaan penerimaan peserta didik baru, sedangkan 58,1% dipengaruhi faktor lain. Temuan ini menegaskan bahwa penguatan manajemen perubahan berkontribusi terhadap peningkatan efektivitas pengelolaan penerimaan peserta didik baru di madrasah.

**Kata kunci:** Manajemen Perubahan, Pengelolaan Penerimaan Peserta Didik Baru, Madrasah

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## INTRODUCTION

Organizational change is an inevitable reality that every organization, including educational institutions, must confront. Such change emerges in response to advances in knowledge, technological innovation, social dynamics, government policy reforms, and increasing public expectations regarding the quality of educational services. In educational settings, change extends beyond administrative adjustments to encompass organizational culture, management systems, teaching and learning processes, and student services. Consequently, educational institutions are expected to develop the capacity to manage change strategically in order to sustain their organizational existence while strengthening institutional competitiveness within an increasingly dynamic environment (Azafran et al., 2026). As argued by Mellita and Elpanso (2020), organizational change is an inevitable consequence of disruptive developments across multiple sectors, requiring institutions to develop adaptive capabilities through effective change management.

The rapid advancement of information technology has accelerated organizational transformation throughout the education sector. Digitalization has encouraged educational institutions to redesign various organizational functions, ranging from administrative systems and institutional communication to academic services and student management. This transformation became particularly evident during the COVID-19 pandemic, when almost all educational activities shifted from conventional practices toward technology-based systems (Hermawansyah, 2021). These developments demonstrate that institutional success is no longer determined solely by the availability of organizational resources but also by the ability to manage change efficiently, responsively, and sustainably. Irawan (2019) emphasizes that technological advancement has become one of the key drivers of modern educational management by improving organizational effectiveness, operational efficiency, and service quality. Likewise, Karisma and Thoyib (2022) argue that the changes experienced during the pandemic encouraged madrasahs to redesign their management systems in order to maintain educational quality under rapidly changing circumstances.

The success of organizational transformation is largely determined by how effectively the change process is managed. Change management refers to a systematic process through which organizations move from their current condition toward a desired future state while minimizing resistance throughout the transformation process. Saefullah and Rusdiana (2016) classify organizational change into three forms: *developmental change*, *transitional change*, and *transformational change*. These three forms illustrate that organizations are expected not only to improve existing systems but also to undertake comprehensive organizational transformation in response to evolving environmental demands. Accordingly, change management functions as a strategic organizational capability that enables educational institutions to maintain high-quality educational services despite continuous internal and external challenges (Sutiawati et al., 2026). Furthermore, Wibowo (2022) argues that successful organizational change requires a structured implementation process that enables organizations to sustain the improvements they have achieved.

One of the most influential theoretical frameworks for explaining organizational change is Kurt Lewin's three-stage change model. According to Wibowo (2022), this model comprises three sequential stages: *unfreezing*, *changing (or moving)*, and *refreezing*. The *unfreezing* stage focuses on creating organizational awareness of the necessity for change so that members become willing to abandon established practices and routines. The *changing* stage represents the implementation of new systems, procedures, and behavioral patterns that support the achievement of organizational goals. Finally, the *refreezing* stage institutionalizes these newly adopted practices by embedding them into the organizational culture, thereby ensuring their long-term sustainability. Within educational institutions, these three stages provide an essential framework for managing

organizational innovation, including the digital transformation of academic and administrative services such as student admission management.

Student admission management constitutes one of the most strategic functions of student management because it directly influences both institutional sustainability and educational quality. Rather than serving merely as an administrative procedure for admitting prospective students, the admission process represents the initial stage in determining the quality of educational inputs. Effective student admission management enables educational institutions to recruit students whose characteristics align with their vision, mission, and educational objectives, thereby contributing to overall educational quality (Tamimi & Yusron, 2026). Consequently, every stage of the admission process should be designed systematically, transparently, objectively, and accountably to ensure high-quality services for prospective students and the broader community (Haekal et al., 2024). Mustari (2014) defines student admission as a systematic process of identifying, selecting, and admitting prospective students who satisfy institutional requirements. Similarly, Imron (2015) emphasizes that successful student admission management depends on the effective implementation of several interrelated stages, including committee formation, policy determination, public announcement, registration, selection, admission decisions, and student re-enrollment.

Student admission management involves the coordinated participation of multiple organizational stakeholders. Teachers, administrative personnel, school leaders, and school committees share collective responsibility for ensuring that every stage of the admission process is conducted in accordance with the principles of good governance. Effective collaboration among organizational members plays a crucial role in delivering educational services that are efficient, transparent, accountable, and responsive to public needs. Moreover, the integration of information technology into student admission management has transformed conventional administrative procedures into faster, more accessible, and better-documented service systems. Jahari (2013) argues that effective educational management depends largely on strong coordination among organizational members, while Imron (2015) maintains that each stage of the admission process, from committee formation and student selection to final enrollment, must be implemented systematically to achieve institutional objectives effectively.

The transformation of student admission management into a digital-based system represents one of the most tangible applications of change management within educational institutions. Before the COVID-19 pandemic, most student admission activities were conducted through conventional face-to-face procedures, requiring prospective students to visit schools for registration and administrative processing. However, technological advancement and the pandemic accelerated the transition toward online service systems, enabling registration, selection, announcement of results, and re-enrollment to be completed electronically. This transformation has generated numerous benefits, including greater operational efficiency, broader public accessibility, enhanced transparency throughout the selection process, and more effective management of applicant data (Agustina et al., 2026). At the same time, the transition has required educational institutions to strengthen human resource capacity, technological infrastructure, and organizational readiness in order to minimize resistance and implementation barriers. Karisma and Thoyib (2022) argue that the success of organizational transformation in madrasahs depends largely on their capacity to adapt to environmental changes through well-planned and sustainable change management.

Although many educational institutions have implemented digital student admission systems, previous studies indicate that their implementation continues to face various challenges. Aoetpah et al. (2022) reported that the implementation of student admission policies, particularly those related to the zoning system, has encountered several obstacles, including ineffective change management, limited system effectiveness, and inadequate organizational adaptation to newly

introduced policies. Similar findings were reported by Rahmadani (2021), who observed that online student admission systems frequently suffer from limitations in information system performance, restricted accessibility to registration platforms, and suboptimal digital services provided to prospective applicants. Collectively, these findings suggest that the successful implementation of digital student admission management depends not only on technological availability but also on the organization's capability to manage change effectively. Therefore, further empirical investigation is required to explain the relationship between change management and the effectiveness of student admission management, particularly within madrasahs that have undergone substantial organizational and technological transformation.

Preliminary observations conducted at the State Islamic Senior High Schools with Skills Programs (*Madrasah Aliyah Negeri Plus Keterampilan*) in Garut Regency, specifically MAN 1 Garut and MAN 2 Garut, revealed that both institutions have introduced substantial changes in the implementation of student admission management. These changes include the transition from conventional face-to-face registration to fully online registration systems, the adoption of digital-based entrance examinations, and the utilization of various social media platforms as promotional and communication channels for prospective students and the wider community. These innovations demonstrate the institutions' commitment to adapting to technological developments while responding to increasing public demand for educational services that are more accessible, efficient, and transparent. Despite these improvements, the effectiveness of student admission management cannot be attributed solely to technological innovation but should also be understood as a consequence of an institution's overall capacity to manage organizational change comprehensively (Wibowo, 2022; Saefullah & Rusdiana, 2016).

Previous empirical findings, together with evidence obtained from the field, indicate that further investigation into the relationship between change management and student admission management in Islamic educational institutions remains necessary, particularly in State Islamic Senior High Schools with Skills Programs in Garut Regency. Earlier studies have predominantly focused on the implementation of admission policies or the evaluation of digital admission systems as separate issues, whereas empirical evidence concerning the relationship between change management and the effectiveness of student admission management remains relatively limited. A clearer understanding of this relationship is essential for developing organizational strategies capable of improving the quality of educational management within the context of ongoing digital transformation. Therefore, this study aims to examine the relationship between change management and student admission management in State Islamic Senior High Schools with Skills Programs in Garut Regency, Indonesia. The findings are expected to contribute theoretically to the advancement of Islamic educational management literature while providing practical recommendations for madrasah leaders in designing organizational change strategies that enhance the effectiveness of student admission management.

## **METHOD**

### **Research Design**

This study employed a quantitative approach using a descriptive correlational design. The quantitative approach was selected because the study aimed to examine the relationship between change management as the independent variable and student admission management as the dependent variable through statistical analysis. The descriptive correlational design was used to describe the characteristics of each research variable while simultaneously examining the strength and direction of the relationship between them. According to Sugiyono (2022), quantitative research is grounded in the positivist paradigm and is intended to investigate a population or sample by collecting data through research instruments, which are subsequently analyzed using statistical techniques to test predetermined hypotheses. Correlational research is specifically designed to

determine whether a relationship exists between two or more variables and to assess the magnitude of that relationship.

### **Research Setting and Participants**

The study was conducted at State Islamic Senior High Schools with Skills Programs (*Madrasah Aliyah Negeri Plus Keterampilan*) in Garut Regency, Indonesia. The research sites were selected purposively based on the characteristics of madrasahs implementing the Skills Program under the policy of the Directorate General of Islamic Education, Ministry of Religious Affairs of Indonesia. This program originated from a collaborative initiative between the Ministry of Religious Affairs of the Republic of Indonesia and the United Nations Development Programme (UNDP/UNESCO) through Project INS/85/036 in 1987, which introduced vocational skills programs within madrasahs. The program was subsequently expanded through the Decree of the Director General of Islamic Education No. 4924 of 2016, which broadened the range of vocational skills offered in madrasahs. Based on these criteria, the study focused on madrasahs that had implemented the Skills Program and had substantial experience in managing organizational changes related to student admission management.

The study population comprised all teachers and administrative personnel employed at State Islamic Senior High Schools with Skills Programs in Garut Regency. The sample size was determined using the Slovin formula, resulting in 116 respondents representing the target population. Participants were selected by considering the representation of teachers and administrative personnel who were directly involved in planning and implementing student admission management. Sugiyono (2022) states that a sample represents a subset of a population possessing similar characteristics, enabling research findings to be generalized to the broader population when an appropriate sampling procedure is employed.

### **Data Collection**

The study utilized both primary and secondary data sources. Primary data were collected through a structured questionnaire administered to teachers and administrative personnel participating in the study. Secondary data were obtained from institutional documents, official reports, books, scientific journal articles, and other relevant publications concerning change management and student admission management. Combining primary and secondary data enabled a more comprehensive understanding of the research problem while strengthening the interpretation of the empirical findings.

Data were collected using three complementary techniques: questionnaire survey, documentation, and observation. The questionnaire served as the principal instrument for measuring respondents' perceptions of the research variables. Documentation was employed to obtain supporting information regarding institutional profiles, organizational policies, and student admission procedures. Observation was conducted to gain a direct understanding of how change management practices and student admission management were implemented within the participating madrasahs. The integration of these data collection techniques contributed to the credibility and comprehensiveness of the research findings.

### **Research Instrument**

The research instrument consisted of a structured questionnaire employing a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The change management variable was operationalized based on Kurt Lewin's three-stage model of organizational change, comprising the dimensions of unfreezing, changing, and refreezing. Meanwhile, the student admission management variable was measured through indicators representing the major stages of the admission process, including committee formation, policy formulation, public announcement,

registration, selection, admission decisions, and student re-enrollment. All questionnaire items were developed based on relevant theoretical frameworks to ensure that each construct adequately represented its corresponding research variable.

Before data collection, the questionnaire was evaluated through validity and reliability testing. Construct validity was assessed using the Pearson Product–Moment correlation, whereas internal consistency reliability was evaluated using Cronbach's alpha coefficient. The instrument was considered valid when the correlation coefficient of each item exceeded the critical value of the correlation table and reliable when the Cronbach's alpha coefficient met the accepted threshold for internal consistency. These procedures ensured that the instrument accurately measured the intended constructs and produced consistent results.

### Data Analysis

Data analysis was performed using IBM SPSS Statistics. The analysis began with descriptive statistics to summarize respondents' perceptions of each research variable through mean scores, which were subsequently interpreted using predetermined categorical criteria. Prior to hypothesis testing, assumption tests were conducted, including the Kolmogorov–Smirnov normality test and the test of linearity (Deviation from Linearity), to ensure that the data satisfied the assumptions required for parametric statistical analysis.

The research hypothesis was tested using the Pearson product–moment correlation analysis to determine the strength and direction of the relationship between change management and student admission management. The interpretation of the correlation coefficient followed the classification proposed by Sugiyono (2022), ranging from very weak to very strong relationships. In addition, the coefficient of determination ( $R^2$ ) was calculated to estimate the proportion of variance in student admission management explained by change management. All statistical analyses were conducted using a 5% significance level ( $\alpha = .05$ ).

## RESULTS AND DISCUSSION

### Results

This study examined the relationship between change management and student admission management in State Islamic Senior High Schools with Skills Programs (*Madrasah Aliyah Negeri Plus Keterampilan*) in Garut Regency, Indonesia. Data were collected from 116 teachers and administrative personnel and analyzed using descriptive statistics, Pearson product–moment correlation analysis, and the coefficient of determination. The findings are presented according to the research objectives.

### Descriptive Analysis of Change Management

Change management was measured using three dimensions derived from Kurt Lewin's organizational change model, namely unfreezing, changing, and refreezing. The descriptive analysis indicated that all dimensions were classified as high. The highest mean score was observed in the refreezing dimension, while the unfreezing dimension obtained the lowest mean score. Overall, the change management variable achieved a mean score of 4.08, indicating that respondents perceived the implementation of organizational change within the participating madrasahs as being at a high level.

**Table 1.** Descriptive Statistics of Change Management

Dimension	Mean	Category
Unfreezing	4.15	High
Changing	4.40	High
Refreezing	4.45	High
Overall Mean	4.08	High

Source: Research data processed by the authors (2023)

### Descriptive Analysis of Student Admission Management

Student admission management was measured using seven indicators representing the major stages of the admission process. The descriptive analysis revealed that all indicators were classified as either high or very high. The highest mean score was obtained for the student admission decision indicator, whereas the announcement indicator recorded the lowest score. Overall, the student admission management variable achieved a mean score of 4.06, indicating that the admission process was implemented effectively across the participating madrasahs.

**Table 2.** Descriptive Statistics of Student Admission Management

Indicator	Mean	Category
Admission committee formation	4.30	Very High
Admission planning meeting	4.04	High
Public announcement	3.54	High
Student registration	4.07	High
Student selection	4.19	High
Admission decision	4.22	Very High
Re-enrollment	4.14	High
Overall Mean	4.06	High

Source: Research data processed by the authors (2023)

### Correlation Analysis

The relationship between change management and student admission management was examined using the Pearson product–moment correlation analysis. The analysis revealed a statistically significant positive relationship between the two variables ( $p < .05$ ). The Pearson correlation coefficient was  $r = .647$ , indicating a strong positive correlation. These findings suggest that higher levels of change management are associated with more effective student admission management.

**Table 3.** Pearson Product–Moment Correlation Analysis

Variable	Value
Pearson Correlation ( $r$ )	0.647
Significance ( $p$ )	0.000
Significance Level	0.05
Strength of Relationship	Strong
Direction	Positive

Source: SPSS output (processed by the authors)

### Coefficient of Determination

To estimate the contribution of change management to student admission management, the coefficient of determination ( $R^2$ ) was calculated. The analysis produced an  $R^2$  value of .419, indicating that 41.9% of the variance in student admission management could be explained by change management. The remaining 58.1% of the variance was attributable to other variables not examined in the present study.

**Table 4.** Coefficient of Determination

Statistic	Value
Correlation Coefficient ( $R$ )	0.647
Coefficient of Determination ( $R^2$ )	0.419
Variance Explained	41.9%
Unexplained Variance	58.1%

Source: SPSS output (processed by the authors)

Overall, the findings indicate that both change management and student admission management were implemented at a high level in the participating madrasahs. Furthermore, the hypothesis testing confirmed a strong, positive, and statistically significant relationship between the two variables ( $r = .647, p < .05$ ). The coefficient of determination further demonstrated that change management accounted for 41.9% of the variance in student admission management, highlighting its substantial contribution to the effectiveness of the student admission process in State Islamic Senior High Schools with Skills Programs in Garut Regency.

## Discussion

### *Change Management in State Islamic Senior High Schools with Skills Programs in Garut Regency*

The findings indicate that change management in State Islamic Senior High Schools with Skills Programs in Garut Regency was implemented at a high level. This result suggests that teachers and administrative personnel demonstrated strong organizational readiness to embrace, implement, and sustain institutional change. High scores across the three dimensions of Kurt Lewin's change model, *unfreezing*, *changing*, and *refreezing*, indicate that organizational change within the participating madrasahs was not undertaken as an ad hoc response to environmental pressures. Instead, it followed a structured and systematic process that enabled the institutions to manage transformation in an organized and sustainable manner. These findings provide empirical support for the applicability of Lewin's organizational change framework within the context of Islamic secondary education.

The unfreezing stage demonstrates that the participating madrasahs successfully developed collective awareness regarding the necessity of organizational change in response to technological advancement, evolving societal expectations, and the transformation of educational services. This organizational awareness is reflected in the willingness of teachers and administrative personnel to adopt digital technologies in managing the student admission process. Such readiness constitutes a critical prerequisite for successful organizational transformation because change is unlikely to occur unless organizational members first recognize its urgency. As Mellita and Elpanso (2020) argue, educational institutions operating in the era of disruption must reduce resistance to change by fostering a shared understanding that organizational transformation is essential for sustaining institutional performance and long-term competitiveness. The present findings therefore suggest that organizational awareness functions as the foundation upon which successful change initiatives are built.

The findings further demonstrate that the changing stage extended beyond organizational awareness and was translated into concrete organizational innovations. The participating madrasahs integrated information technology into multiple aspects of student admission management, including online registration, applicant selection, dissemination of admission information, and institutional promotion through social media platforms. These initiatives illustrate a transition from conventional administrative procedures toward more adaptive, technology-enabled service systems capable of responding to contemporary educational demands. This finding is consistent with Wibowo's (2022) argument that successful change management depends not only on an organization's ability to formulate change strategies but also on its capacity to translate those strategies into everyday organizational practices. Consequently, the implementation stage represents the critical bridge between organizational planning and measurable institutional improvement.

The high performance observed in the refreezing dimension indicates that the innovations introduced during the transformation process have gradually become institutionalized as part of the organizational culture. Rather than being perceived as temporary initiatives, these innovations have evolved into standardized organizational practices that support continuous institutional improvement. Burnes argues that the enduring relevance of Lewin's change model lies in its

emphasis on institutionalizing new organizational behaviors until they become established norms within the organization. From this perspective, sustainable organizational change is achieved not merely through successful implementation but through the integration of new practices into everyday organizational routines. The findings of this study therefore suggest that the participating madrasahs have moved beyond the implementation phase toward the consolidation of organizational learning and continuous improvement.

The present findings are also consistent with previous empirical studies examining organizational change in educational institutions. Lutfiartha and Miyono (2025) reported that successful organizational transformation in schools is influenced not only by formal policies but also by organizational culture, leadership, teachers' professional capacity, and the active involvement of institutional stakeholders. Schools characterized by collaborative organizational cultures tend to implement change more effectively than those maintaining rigid bureaucratic structures. Similarly, Kearney and Gough (2026) found that sustainable organizational change in Australian schools depends on consistent communication, teacher empowerment, participatory leadership, and continuous organizational capacity building. Collectively, these studies reinforce the present findings by demonstrating that successful organizational transformation extends beyond structural reform and requires the active engagement of all organizational members. Accordingly, change management should be understood as a comprehensive organizational process that integrates leadership, organizational culture, communication, and stakeholder participation to achieve sustainable educational improvement.

### ***Student Admission Management in State Islamic Senior High Schools with Skills Programs in Garut Regency***

The findings revealed that student admission management in State Islamic Senior High Schools with Skills Programs in Garut Regency was implemented at a high level. This result indicates that the participating madrasahs successfully managed all stages of the admission process in a systematic and organized manner, including the establishment of the admission committee, admission planning, public announcements, student registration, applicant selection, admission decisions, and student re-enrollment. The consistently high performance across these indicators reflects the institutions' commitment to providing educational services that are transparent, accountable, and responsive to public expectations. From an educational management perspective, these findings suggest that student admission management has evolved beyond a routine administrative activity to become an integral component of institutional quality assurance and strategic educational planning.

The high level of student admission management also demonstrates that the participating madrasahs have successfully integrated the principles of transparency, accountability, efficiency, and equity into the admission process. The utilization of information technology for online registration, dissemination of admission information, and communication with prospective students has significantly improved the accessibility and efficiency of educational services. Beyond simplifying administrative procedures, digitalization has strengthened public trust by providing a more transparent and accessible admission system. These findings support Imron's (2015) view that student admission management represents the initial stage of student management and plays a strategic role in determining the quality of educational inputs. Likewise, Mustari (2014) argues that student admission should not be regarded merely as an administrative procedure but as a strategic management process through which educational institutions identify and recruit prospective students whose characteristics align with their institutional vision, mission, and educational objectives.

The findings of this study are consistent with previous empirical research emphasizing the importance of effective admission management in improving educational service quality. Badriyah

and Supriyanto (2024) reported that technology-based student admission systems contribute to greater administrative efficiency, enhanced transparency throughout the selection process, and improved public confidence in educational institutions. Similarly, Rahmadani (2021) found that although online admission systems offer substantial advantages in terms of efficiency and accessibility, their successful implementation depends heavily on institutional readiness, technological infrastructure, and the competence of human resources responsible for managing digital services. These studies reinforce the present findings by demonstrating that technological innovation alone is insufficient to ensure effective student admission management. Rather, the effectiveness of digital admission systems depends on an institution's organizational capacity to integrate technological innovation with sound management practices and continuous organizational improvement. Consequently, the successful implementation of student admission management observed in the participating madrasahs reflects not only technological advancement but also the maturity of their organizational management systems in responding to the evolving demands of contemporary educational services.

### ***The Relationship between Change Management and Student Admission Management***

The principal finding of this study demonstrates a positive and statistically significant relationship between change management and student admission management in State Islamic Senior High Schools with Skills Programs in Garut Regency. The Pearson correlation coefficient ( $r = .647$ ) indicates a strong positive relationship, while the coefficient of determination ( $R^2 = .419$ ) shows that change management accounts for 41.9% of the variance in student admission management. These findings suggest that improvements in change management practices are associated with more effective implementation of student admission management. Nevertheless, the remaining 58.1% of the variance is explained by other factors beyond the scope of this study, indicating that organizational effectiveness in managing student admissions is also influenced by additional organizational and contextual variables.

From a theoretical perspective, these findings provide empirical support for Kurt Lewin's organizational change model, which conceptualizes change as a sequential process consisting of *unfreezing*, *changing*, and *refreezing*. Within the context of this study, the unfreezing stage is reflected in the participating madrasahs' recognition that conventional student admission procedures were no longer sufficient to meet contemporary educational demands. The changing stage is represented by the introduction of technological innovations, including online registration systems, digital communication platforms, and improved admission procedures. Finally, the refreezing stage is evident in the institutionalization of these innovations as standard organizational practices, ensuring that technological and managerial improvements become embedded within routine organizational operations. The findings therefore demonstrate that the effectiveness of student admission management depends not only on technological innovation but also on the institution's ability to manage organizational change in a systematic and sustainable manner.

The present findings are consistent with Burnes' interpretation of Lewin's model, which emphasizes that successful organizational change is achieved when newly introduced practices become integrated into everyday organizational routines through continuous organizational learning and reduced resistance to change. Similarly, previous research by Aoetpah et al. (2022) found that the successful implementation of student admission policies was strongly influenced by the effectiveness of organizational change management. Conversely, Rahmadani (2021) reported that weaknesses in organizational readiness and change management limited the effectiveness of online student admission systems despite the availability of technological infrastructure. These studies reinforce the argument that digital transformation should not be viewed merely as the adoption of technology but rather as a comprehensive organizational process requiring effective leadership, organizational commitment, and continuous institutional adaptation.

The practical implications of this study extend beyond the implementation of student admission management. The findings suggest that improving educational services requires more than investment in digital infrastructure or information systems. Educational leaders should strengthen change leadership, develop the professional capacity of teachers and administrative personnel, foster effective organizational communication, and cultivate an organizational culture that encourages innovation and continuous improvement. Such efforts are essential for ensuring that organizational changes are accepted, implemented, and sustained over time. Consequently, change management should be regarded as a strategic organizational capability that enhances not only the effectiveness of student admission management but also the overall quality, adaptability, and competitiveness of Islamic educational institutions in responding to increasingly dynamic educational environments.

## CONCLUSION

The findings demonstrate that both change management and student admission management were implemented at a high level in State Islamic Senior High Schools with Skills Programs in Garut Regency. The participating madrasahs successfully managed organizational change through the sequential stages of *unfreezing*, *changing*, and *refreezing*, while implementing student admission management in a systematic, transparent, accountable, and technology-supported manner. These findings indicate that the institutions have developed organizational capacities that enable them to adapt effectively to changing educational environments and increasing public expectations.

The study further confirms a positive and statistically significant relationship between change management and student admission management, with a Pearson correlation coefficient of  $r = .647$  and a coefficient of determination ( $R^2$ ) of  $.419$ . These findings suggest that more effective change management is associated with more effective student admission management, although additional organizational factors also contribute to the effectiveness of admission processes. The study highlights the importance of strengthening change leadership, enhancing the competencies of teachers and administrative personnel, and optimizing the use of information technology to improve educational service quality and institutional competitiveness in Islamic secondary education.

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