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Change Management as an Adaptation and Sustainability Strategy for Islamic Education Organizations: Library Research

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Abstract

The dynamics of environmental change, technological developments, and increasing societal demands encourage Islamic education organizations to strengthen the adaptability and sustainability of institutions. This study aims to analyze the role of change management as an adaptation strategy and strengthen the resilience of Islamic educational organizations and identify its contribution to institutional sustainability. The research uses a qualitative approach with the type of library research. Data were obtained through searching academic books and relevant national and international journal articles, then analyzed descriptively-critically through identification, classification, interpretation, and synthesis of literature. The results of the study show that change management plays a role in directing organizational renewal through leadership, human resource readiness, organizational culture, and institutional participation. Strengthening resilience can be understood through three dimensions, namely anticipation, coping, and adaptation. This capacity supports organizational sustainability through strengthening governance, human resource development, improving the quality of education, and maintaining Islamic values and missions. This study offers a conceptual synthesis that connects change management, adaptation, resilience, and sustainability as the foundation for the development of Islamic educational organizations that are responsive to environmental dynamics without losing their institutional identity.

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1. INTRODUCTION

Changes in the social, economic, policy, and technological environments have affected the way organizations carry out their functions and maintain their existence. The development of digital technology, changing societal needs, and increasing demands on service quality have prompted organizations to revisit their strategies, structures, cultures, and resource capacities (Sadida et al., 2026). In an increasingly dynamic situation, the organization's ability to respond to change is one of the important factors for institutional sustainability. Change management has a strategic position because it directs the process of organizational adjustment to be able to face environmental pressures while developing new capacities for the future (Burnes, 2017).

In the context of education, organizational change has complexities related to academic, administrative, social, and cultural aspects. Educational institutions are required to improve the quality of learning, strengthen governance, develop educator

competencies, and adjust services to the development of the needs of students and society (Irmawati et al., 2025). (Rahmawati et al., 2025) Explains that educational change is a process that involves updating practices, individual capacities, and institutional systems as a whole. Change that takes place without adequate planning and management has the potential to cause unpreparedness of human resources, policy inalignment, and obstacles in achieving educational goals.

These challenges are also faced by Islamic educational organizations, such as Islamic boarding schools, madrasas, Islamic schools, and Islamic universities. These institutions have institutional characteristics formed by a combination of educational goals, Islamic values, scientific traditions, and the demands of community development. Digital transformation, changes in education policies, inter-institutional competition, and increasing public expectations demand more adaptive organizational management (Jamil & Utari, 2025). At the same time, the process of reform needs to maintain the Islamic identity that is the foundation of the implementation of education. This condition places Islamic educational organizations on the need to balance institutional innovation with the continuity of educational values and traditions.

Change management can be understood as a strategic process to direct the organization in dealing with shifting internal and external conditions (Nufuz et al., 2025). This process includes identifying change needs, setting strategic directions, developing human resource capacity, implementing updates, and strengthening new practices in organizational life. Kotter's (1996) perspective emphasizes the importance of leadership, vision, communication, and institutionalization of change, while Weick and Quinn's (1999) approach of continuous change pays attention to the continuous process of adjustment. Both perspectives suggest that change needs to be understood as part of organizational dynamics, not just a response to momentary problems.

The ability to manage change is closely related to organizational adaptation and resilience. Adaptation describes an organization's capacity to adapt strategies, structures, and work practices to changes in the environment (Sinaga et al., 2025). Meanwhile, resilience is related to the ability of organizations to anticipate disruptions, face pressure, and utilize experiences to develop new capacities. Duchek (2020) explains organizational resilience through three dimensions, namely anticipation, coping, and adaptation. These three dimensions provide a foundation for understanding how Islamic education organizations can prepare for change, manage challenges, and conduct institutional learning.

Adaptation and resilience are further related to the sustainability of the organization. Institutional sustainability is not solely determined by the ability to maintain the organization's operations, but also by the capacity to maintain relevance, service quality, public trust, and the achievement of long-term goals (Tohari et al., 2026). In Islamic educational organizations, sustainability has a broader dimension because it is related to the continuity of educational missions, the maintenance of Islamic values, the development of human resources, and the ability to build responsive governance. Change management is a strategic instrument to connect the need for renewal with the orientation of institutional sustainability.

A number of studies on change management have discussed planned change models, transformational leadership, human resource readiness, and organizational adaptation dynamics. Studies on resilience have also developed by placing anticipation, response, and adaptation skills as important elements in dealing with uncertainty (Anggraini, 2026). Meanwhile, the Islamic education literature pays a lot of attention to institutional modernization, leadership, governance, and digital transformation. Although these themes have evolved, there is still room for study to integrate change management, adaptation, resilience, and sustainability in a single

frame of discussion that specifically places Islamic educational organizations as an analytical context. The relationship between the process of change and the ability to maintain the sustainability of institutional missions also requires a more in-depth conceptual synthesis. This gap is an important basis for this literature review.

Based on these issues, this study aims to analyze change management as an adaptation and sustainability strategy for Islamic educational organizations through a literature review. The discussion is directed to identify the challenges of change faced by Islamic educational organizations, explain the relationship between change management and organizational adaptation and resilience, and outline its implications for institutional sustainability. The focus is described into three problem formulations: (1) What are the dynamics of change and adaptation challenges faced by Islamic educational organizations? (2) How does change management play a role in building the adaptability and resilience of Islamic educational organizations? (3) How does change management contribute to strengthening the sustainability of Islamic educational organizations?

2. METHOD

This study uses a qualitative approach with the type of literature research (Library Research). According to Zed (2008), literature research is a research activity that is carried out through searching, reading, and processing various literature sources that are relevant to research problems (Apriansyah et al., 2026; P. E. Hariani & Jabbar, 2026). This approach is used to examine change management as an adaptation and sustainability strategy for Islamic educational organizations. Research data sources include academic books, national and international journal articles, as well as scientific publications that discuss change management, organizational adaptation, resilience, institutional sustainability, and Islamic education. Literature search was conducted through Google Scholar and Scopus databases using keywords that match the focus of the research.

Data analysis was carried out through reading, recording, classifying, and interpreting information from various library sources. The collected literature was grouped based on the main theme, then analyzed descriptive-critically to find the relationship between concepts and theoretical perspectives. The analysis focused on three aspects, namely the dynamics of change and adaptation challenges of Islamic educational organizations, the role of change management in building organizational resilience, and its contribution to institutional sustainability. The results of the analysis were synthesized into a conceptual understanding of change management as an adaptation and sustainability strategy for Islamic educational organizations.

3. RESULTS AND DISCUSSION

1. Dynamics of Change and Challenges of Adaptation of Islamic Education Organizations

Islamic education organizations are in an environment that continues to undergo changes. Technological developments, educational policies, community needs, and the dynamics of competition between institutions affect the way institutions carry out educational functions and manage resources. Islamic boarding schools, madrasas, Islamic schools, and Islamic universities are required to improve the quality of services, strengthen governance, and develop learning systems that are relevant to the times. This change in the environment makes adaptability a strategic need for the sustainability of the organization.

Fullan (2007) explains that changes in educational organizations are related to the renewal of systems, institutional practices, and the capacity of the individuals involved in them (Harmathilda et al., 2024). This perspective shows that educational transformation requires comprehensive readiness. Curriculum reform, digitization of administration, development of educator competencies, and changes in academic service patterns require adjustments at the policy and implementation levels. Unpreparedness of one element can hinder the change process and create a gap between policy objectives and institutional practices.

In the context of Islamic education, the dynamics of change have more complex characteristics because they relate to the continuity of values and institutional identity (Puspita et al., 2025). Islamic educational institutions have the responsibility to maintain scientific traditions, the formation of morals, and Islamic values in the midst of the demands of modernization. The main challenge lies in the ability to integrate renewal with the basic principles of educational implementation.

Modernization that is too technical oriented has the potential to ignore the moral and spiritual dimensions, while attitudes that maintain old patterns can limit the ability of institutions to respond to the needs of society (Wahyudi et al., 2026). Some of the challenges of adapting an Islamic educational organization can be grouped into the following five aspects.

a. **Technological changes and digitalization.**
   The use of technology in learning, administration, and institutional communication requires the availability of infrastructure and digital competencies of educators and education personnel.
b. **Changes in education policy.**
   Adjustments to regulations, quality standards, and evaluation systems require the ability of organizations to translate policies into institutional programs.
c. **Human resource readiness.**
   Differences in competence, experience, and acceptance of innovation can affect the speed of change implementation.
d. **Culture and institutional identity.**
   Organizations need to maintain the continuity of Islamic values while building a work culture that is open to innovation.
e. **Competition and societal expectations.**
   Increasing demands on the quality of education, transparency, and the quality of graduates encourage institutions to strengthen the relevance of educational programs and services.

These challenges show that the adaptation of Islamic educational organizations cannot be understood as limited to the use of technology or changes in institutional structures. Adaptation also concerns the ability to read the environment, manage resources, build understanding, and maintain educational orientation. Organizations that are able to recognize change early on have a greater chance of developing an appropriate response. Conversely,

delays in responding to change can widen the gap between the institution's internal capacity and environmental demands.

2. Change Management in Building Adaptation and Resilience of Islamic Education Organizations

Change management acts as a strategic mechanism to direct the organization in dealing with environmental changes (Darmawan, 2026). This process includes the identification of change needs, goal setting, development of internal support, implementation of updates, and strengthening of new practices. Kotter (1996) places leadership, vision of change, communication, and institutionalization of new practices as important elements in organizational transformation. This perspective is relevant for Islamic educational institutions because change requires a clear institutional direction and support from various elements of the organization.

The success of change management is also determined by the organization's ability to build human resource readiness (M. Hariani & Mardikaningsih, 2024). Educators and education staff are the main implementers of various reform policies. They need to understand the reasons for change, get opportunities to develop competencies, and be involved in the implementation process. Schein and Schein (2017) explain that organizational culture influences the mindset and behavior of members in responding to the environment. In Islamic education, a work culture based on trust, deliberation, responsibility, and devotion can be social capital to strengthen acceptance of change.

The relationship between change management and organizational resilience can be explained through the framework of Duchek (2020). Resilience is an organization's capacity to anticipate potential disruptions, overcome stressful situations, and adapt through learning. This framework includes three main dimensions, namely *anticipation*, *coping*, and *adaptation*. All three can be used to understand the capacity of Islamic education organizations in dealing with environmental uncertainty.

Table 1. Dimensions of Resilience in Change Management of Islamic Education Organizations

Dimensions	Focus capacity	Forms of application in Islamic education
Anticipation	Recognize opportunities, risks, and potential disruptions	Analysis of policy changes, mapping of community needs, and identification of technology needs
Coping	Managing stress and maintaining organizational function	Learning adjustments, resource management, internal coordination, and decision-making
Adaptation	Develop capacity through experience and learning	Curriculum innovation, human resource competency development, governance reform, and institutional evaluation

Source: Adapted from Duchek (2020).

The *anticipation* dimension shows the importance of an organization's ability to read changes before their impact develops into an institutional problem. At this stage, education leaders and managers need to develop the habit of conducting environmental evaluations, identifying stakeholder needs, and estimating risks that may arise. For example, changes in graduate competency needs can be the basis for institutions to review the curriculum and develop new learning programs.

Dimensions *Coping* Relating to the organization's ability to manage pressure when change begins to take place (Mulyadi et al., 2026). In Islamic educational organizations, this situation can arise when institutions face budget constraints, regulatory changes, internal resistance, or disruptions in the delivery of learning. The ability to build coordination, set priorities, and use resources effectively is an important part of an organization's response. Communicative and participatory leadership can help maintain trust and institutional stability during the change process (Darmawan & Adzhar, 2026).

Meanwhile, the dimensions *Adaptation* emphasizing organizational learning after facing change. Experience in managing problems can be used to improve systems, develop competencies, and formulate new strategies. Islamic educational organizations can develop periodic evaluation mechanisms, expand collaboration and integrate innovation into institutional governance. In Weick and Quinn's perspective, organizational change can also take place continuously through the adjustment of daily practices and learning (Suryani et al., 2025).

The linkage between change management and resilience shows that adaptive capacity needs to be built through targeted institutional processes. Change management provides a mechanism for designing and managing updates, while resilience describes an organization's ability to cope with uncertainty and restore its capacity through learning. In Islamic educational organizations, this relationship can be strengthened through visionary leadership, an open organizational culture, human resource readiness, and governance oriented to Islamic values.

3. Change Management and Sustainability of Islamic Education Organizations

The sustainability of Islamic educational organizations is related to the ability of institutions to maintain institutional functions, relevance, and missions in the long term. Sustainability includes the quality of educational services, human resource capacity, governance resilience, public trust, and the continuity of values that are the basis for the implementation of education (Khasanah, 2026). A sustainable organization has the ability to adapt its strategy when facing change without losing its institutional direction and goals.

Change management has a contribution to building sustainability through a planned and consistent renewal process. Changes in governance, human resource development, learning systems, and the use of technology can strengthen an organization's capacity to face future needs (Havidotinnisa & Rofaida, 2025). Kotter (1996) emphasizes the importance of integrating new

practices into the organizational culture so that change can last. This idea is relevant for Islamic educational institutions because the success of innovation needs to be reflected in policies, work behaviors, and institutional systems on an ongoing basis.

The sustainability of Islamic educational organizations can be analyzed through four main dimensions.

a. Sustainability of institutional governance.
   Organizations need a management system that is transparent, accountable, responsive, and able to adapt policies to changes in the environment.
b. Sustainability of human resources. Competency development, leadership regeneration, and strengthening work culture are the foundations for organizational sustainability.
c. Sustainability of educational quality and innovation. Updates to curriculum, learning methods, academic services, and the use of technology need to be carried out consistently according to the needs of the community.
d. Sustainability of Islamic values and missions. Institutional modernization needs to remain oriented towards the formation of morals, development of knowledge, devotion, and social responsibility.

These four dimensions show that the sustainability of Islamic education has a scope that goes beyond administrative and financial aspects. Islamic identity is part of the strategic orientation that distinguishes Islamic educational institutions from other educational organizations. The value of trust can strengthen management accountability, deliberation encourages participatory decision-making, while the culture of solemnity can build an orientation of service and service. These values can be a source of legitimacy as well as cultural strength in carrying out institutional reform.

The relationship between change management, adaptation, resilience, and sustainability can be summarized as follows.

Table 2. Linkages of Change Management, Adaptation, Resilience, and Sustainability of Islamic Education Organizations

Aspects	**Role in the organization**	**Institutional orientation**
Change management	Directs the process of renewal and capacity strengthening	Planned and managed changes
Organizational adaptation	Adapting strategies and practices to the environment	Relevance and responsiveness
Organizational resilience	Anticipating, coping and learning from pressure	Resilience and capacity recovery
Organizational sustainability	Maintain the function, quality, values, and mission of the institution	Long-term sustainability

Source: Conceptual synthesis based on Kotter (1996), Weick and Quinn (1999), and Duchek (2020).

The table shows that the four aspects have a complementary conceptual relationship. Change management serves to direct renewal, adaptation shows the ability to adapt, resilience describes the capacity to face uncertainty, while sustainability becomes the long-term orientation of the organization. This relationship can be understood as an analytical framework to explain how Islamic educational institutions build institutional capacity in a dynamic environment, rather than as an automatic cause-and-effect sequence.

In institutional practice, sustainability requires evaluation and learning that takes place consistently. Organizations need to assess the effectiveness of change, identify implementation weaknesses, and develop strategies based on experience. This process allows institutions to improve policies without having to lose program continuity and their core values. Changes that are integrated into culture, work systems, and human resource development have a greater chance of becoming part of an organization's long-term capacity.

Based on the overall discussion, change management can be positioned as a strategy to strengthen the adaptation, resilience, and sustainability of Islamic educational organizations. Its contribution lies in the ability to connect institutional renewal with human resource readiness, organizational resilience, and maintenance of educational missions. This perspective emphasizes that the sustainability of Islamic educational institutions requires a balance between innovation capacity, governance professionalism, and the sustainability of Islamic values.

4. CONCLUSION

This study shows that change management has a strategic role in strengthening the adaptability of Islamic education organizations to internal and external environmental dynamics. The challenges of technological change, education policies, quality competition, and community demands require targeted institutional management. Through leadership, human resource readiness, organizational culture, and participation, change management can support the development of resilience through the dimensions of anticipation, coping, and adaptation. This capacity is the foundation for organizations to face uncertainty while developing institutional learning.

The sustainability of Islamic education organizations is related to the ability to maintain quality, strengthen governance, develop human resources, and maintain the continuity of Islamic missions and values. This study emphasizes that change management, adaptation, and resilience are complementary aspects in building institutional sustainability. The conceptual contribution of the research lies in integrating these three aspects in understanding the development strategy of Islamic educational organizations that are responsive to change, but still adhere to their educational identity and orientation.

This research has limitations because it uses literature studies and has not tested the conceptual framework through empirical practices in Islamic educational institutions. The next research can use a multisite qualitative approach to examine the application of change management in building organizational adaptation and resilience. Empirical studies are also needed to identify supporting factors, obstacles, and indicators of institutional sustainability that are in accordance with the characteristics of Islamic boarding schools, madrasas, Islamic schools, and Islamic universities.

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