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Change Management in an Organizational Perspective: Concepts, Approaches, and Implementation

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Abstract

Changes in the environment, technological developments, and increasing stakeholder demands encourage organizations to make adjustments on a sustainable basis. This condition places change management as a strategic aspect in maintaining organizational effectiveness and sustainability. This article aims to examine the concepts, theoretical approaches, implementation, and factors that affect the success of change management, paying attention to its relevance in educational organizations. The research uses a qualitative approach through a literature review with *an integrative literature review model*. The analysis is carried out descriptively-critically through the identification, comparison, and synthesis of various relevant literature. The results of the study show that change management is a planned process that includes updating organizational structure, strategy, technology, human resources, and organizational culture. The Lewin, Kotter, and ADKAR models offer complementary perspectives in understanding the stages of change, organizational transformation management, and individual readiness. The success of change is influenced by leadership, communication, organizational culture, human resource readiness, and the ability to manage resistance. In educational organizations, change management plays an important role in supporting governance reform, service quality improvement, and digital transformation while maintaining institutional identity. This study emphasizes that change management is a strategic capacity to build organizational adaptability and sustainability.

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1. INTRODUCTION

Change is an inseparable part of the dynamics of organizational life. The development of the external environment, technological advancements, changing societal needs, and increasing complexity of competition encourage organizations to make adjustments in a sustainable manner (Sinaga et al., 2025). This situation causes the organization to not be able to fully rely on work patterns, structures, and strategies that have been implemented previously. The ability to respond to changes is one of the important aspects in maintaining existence and increasing the effectiveness of the organization (Nufuz et al., 2025a). Organizational changes can

take place in various aspects, ranging from institutional structures, work systems, management strategies, organizational culture, to human resource development.

In the face of the above dynamics, change management is an important approach to guide the organizational transformation process systematically. Change is basically not just an activity of changing policies or updating work systems, but a process that involves adjusting mindsets, behaviors, working relationships, and organizational management mechanisms (Siregar et al., 2025). This process often faces various challenges, such as individual resistance, limited resources, unclear direction of change, and differences in interests between stakeholders. Therefore, organizations need change management that is able to connect transformation needs with the readiness of resources and internal conditions of the organization.

Theoretically, change management has evolved through a variety of thinking that provides a foundation for understanding the process of organizational change. Kurt Lewin 1947 described change through the perspective of group dynamics and social balance, which came to be known through the model Unfreezing, changing, and Refreezing (Nasution et al., 2025). This thinking gives an idea that change requires the process of letting go of old patterns, applying new conditions, and strengthening the patterns that have been formed. Furthermore, John P. Kotter (1995) introduces eight stages of change that emphasize urgency, leadership, vision, communication, empowerment, short-term achievement, consolidation, and institutionalization of change. Meanwhile, Jeff Hiatt (2006) through the ADKAR model pays attention to the individual dimension, including awareness, desire, knowledge, ability, and Reinforcement. These three perspectives show that organizational change requires attention to structural, strategic, and human behavioral aspects.

Although various theoretical approaches have provided a framework for managing change, their implementation still depends on the characteristics and needs of each organization. Leadership, communication, organizational culture, human resource engagement, and the ability to manage resistance are a number of factors that affect the success of the change process (Ndruru et al., 2025). Every organization has different goals, structures, values, and environments, so the implementation of a change model requires adjustments. Change management needs to be understood as a dynamic process, not just the implementation of specific stages mechanically (Ridwan & Astuti, 2025). This perspective places the organization as an entity that constantly interacts with the environment and requires the capacity to adapt in the face of various demands.

The urgency of change management can also be found in educational organizations. Schools, madrasas, universities, and other educational institutions face the development of community needs, policy changes, demands for quality improvement, and the use of technology in the implementation of education (Amelia et al., 2026). These conditions encourage educational institutions to adjust governance, human resource development, learning processes, and service systems. However, changes in educational organizations have their own complexities because they are related to institutional values, academic culture, educational orientation, and the interests of various stakeholders. Therefore, change management is one of the important perspectives to understand how educational organizations make adjustments while maintaining their institutional identity and goals.

Based on this description, the study of change management is still relevant to be developed through an understanding that integrates concepts, theoretical approaches, and implementation processes in organizations. This article aims to examine change management from an organizational perspective by describing the basic concepts, objectives, characteristics, theoretical models, implementation stages, and factors that affect the success and obstacles to change. The next

discussion is directed to the relevance of change management in the context of educational organizations. Through literature studies and critical analysis of various literature, this article is expected to provide a comprehensive conceptual understanding of change management as part of organizational development and sustainability efforts.

2. METHOD

This study uses a qualitative approach with a literature study method (Library Research) through the model Integrative Literature Review. This approach was chosen because the research aims to examine, compare, and synthesize various theoretical thoughts on change management in an organizational perspective. Snyder in (Yam, 2024) Explains that literature review can be used as a research methodology to integrate various study results so as to produce a more comprehensive understanding of a scientific field. Research data sources include theoretical books, national and international journal articles, as well as scientific publications relevant to the concept of change management, organizational change models, and its implementation (Hariani & Jabbar, 2026).

Data collection was carried out through literature search in scientific databases, such as Google Scholar and Scopus, using the keywords change management, organizational change, change management models, and organizational transformation. The literature was selected based on the relevance of the theme, the credibility of the source, and its contribution to the focus of the study. Data analysis was carried out in a descriptive-critical manner through concept identification, theme classification, comparison of experts' perspectives, and literature synthesis. The results of the analysis were directed to build a conceptual understanding of the nature, approach, and implementation of change management in organizations, as well as to elaborate their relevance in the context of educational organizations.

3. RESULTS AND DISCUSSION

1. The Essence, Concept, and Scope of Change Management

Organizational change is basically a process of shifting conditions, work patterns, structures, and systems in response to internal and external environmental dynamics. Change can arise due to an organization's need to improve performance, adjust strategies, develop technology, or respond to stakeholder demands. (Jubaedah, 2010) In his research, he explained that organizational change is related to various disciplines, especially in understanding the behavior of individuals, groups, and organizational systems. This perspective shows that change cannot be understood only as a shift in institutional structure, but rather includes adjustments to various elements that form an organization.

Change management has a more specific meaning than organizational change. Organizational change refers to the conditions or processes of shift that an organization is experiencing, while change management is related to efforts to direct and manage the shift process in order to achieve the expected goals. (Rifa'i, 2017) Placing planned change as an important part of organizational development through the process of diagnosis, intervention planning, implementation, evaluation, and reinforcement of change. Based on perspective (Nufuz et al., 2025b), change management can be understood as a series of systematic activities to identify needs, determine direction, manage execution, and ensure that changes deliver results according to organizational goals. Conceptually, change management has several main objectives, namely:

a. Improving organizational effectiveness, through improving structure, work systems, coordination, and decision-making mechanisms.
b. Developing the capacity of human resources, through increasing the competence, readiness, and ability of organizational members to face new demands.
c. Improving adaptability, through adjusting work strategies and processes to internal and external environmental dynamics.
d. Encouraging innovation and organizational development, through system updates, technology utilization, and the creation of more productive work patterns.
e. Maintaining organizational sustainability, through strengthening institutional capacity in the face of uncertainty and long-term change.

This goal shows that change is not only aimed at overcoming the problems being faced, but also preparing the organization to face future needs. Lewin (1947) through the study of group dynamics explains the importance of understanding the social forces that affect the balance and change in a system (Fathiha et al., 2025). This thinking provides the basis that change management requires attention to the conditions that have been formed, the forces that drive change, and the factors that perpetuate old patterns.

Scope of change management in research (Ahmad et al., 2025) includes several interrelated dimensions, including:

a. Structural changes, namely adjustments to organizational structure, division of authority, coordination relationships, and decision-making mechanisms.
b. Strategic changes are related to the review of the vision, mission, policies, priorities, and direction of organizational development.
c. Changes in technology and work systems, including the use of digital devices, automation, updating operational procedures, and developing information systems.
d. Human resource changes, including competency development, role adjustments, communication patterns, and work behavior of organizational members.
e. Organizational culture change is related to the formation of values, norms, habits, and interaction patterns that support the achievement of organizational goals.

These dimensions can take place separately or simultaneously, depending on the needs and characteristics of the organization. Cummings and Worley (2015) explain that organizational development involves intervention in the human aspects, structure, technology, and organizational processes. This shows that change requires a comprehensive approach so that adjustments to one aspect do not cause incompatibility in others.

Based on the description above, change management can be synthesized as a process of managing organizational transformation in a directional manner through the identification of needs, setting goals, managing resources, implementing, and strengthening the results of change. The success of this process is not only determined by the accuracy of the strategy or system update, but also by the ability of the organization to build the readiness, involvement, and commitment of all its members (Darmawan & Al Mu'allif, 2025). In educational organizations, for example, change can touch institutional governance, the development of educators and education personnel, learning systems, and the use of technology. Therefore, change management needs to be placed as part of the organizational development

process that considers the relationship between institutional goals, human resources, and environmental demands.

2. Change Management Models, Approaches, and Implementations

Change management develops through a number of theoretical models that provide guidance for organizations in dealing with the transformation process. These models describe the stages of change, implementation strategies, and aspects that need to be considered so that change can be accepted and implemented by organizational members. Some of the approaches that are widely used in the study of change management include Kurt Lewin's three-stage model, John P. Kotter's eight-stage model, and the ADKAR model developed by Jeffrey Hiatt.

a. Kurt Lewin's Three-Stage Model

Kurt Lewin (1947) explained organizational change through the approach of group dynamics and the balance of social power. This thought was then known through three stages of change, namely *Unfreezing, changing,* and Refreezing. The unfreezing stage is the process of building awareness that the pattern, habit, or system that is running needs to be improved (Wibowo, 2021). Organizations need to explain the reasons for the change and encourage members' readiness to leave the old way of working.

The changing stage is the process of implementing change through the implementation of new systems, behaviors, policies, or work patterns. At this stage, communication, mentoring, and involvement of organizational members are important elements. The final stage, *refreezing,* is directed at strengthening change so that new patterns can be accepted and become part of organizational habits. Lewin's model provides an understanding that change requires continuous preparation, implementation, and reinforcement.

b. John P. Kotter's Eight-Stage Model

Kotter (1996) developed a change management model that emphasizes the importance of leadership, vision communication, member engagement, and strengthening change in the organization. This model consists of eight stages that describe the change process in more detail, from building awareness to instituting new practices (Hidayat et al., 2020). The eight stages include:

1) Establishing *a sense of urgency*, which is explaining the need for change based on challenges, opportunities, or organizational problems.
2) Forming *a powerful guiding coalition*, which is building a team that has the influence, commitment, and capacity to direct change.
3) Developing *a vision and strategy*, which is formulating the direction of change and strategies to achieve the expected conditions.
4) Communicating *the change vision*, which is consistently conveying the goals and directions of change to all members of the organization.
5) Empowering *broad-based action*, which reduces barriers and provides space for organizational members to be involved in the implementation of change.
6) Generating *short-term wins*, i.e. showing early results that can increase the trust and motivation of organizational members.
7) Sustaining *acceleration*, which is leveraging early successes to drive further change and expand improvements.
8) Instituting *change*, i.e. integrating new practices into organizational culture, systems, and habits.

Kotter's model shows that change requires clear direction, leadership support, effective communication, and consistency in implementation. The success of change also depends on the organization's ability to maintain the results that have been achieved so that it does not stop as a short-term program.

c. Model ADKAR Jeffrey Hiatt

In contrast to Lewin and Kotter's approach that pays attention to the process of organizational change, the ADKAR model places individual readiness as one of the main elements of change success. Hiatt (2006) develops five elements that describe the change process at the individual level, namely:

1) Awareness, an individual's awareness of the reasons and needs for change.
2) Desire, the desire to support and participate in change.
3) Knowledge, knowledge on how to implement change.
4) Ability, the ability to apply knowledge and skills in work situations.
5) Reinforcement, strengthening so that changes can be maintained.

The ADKAR model shows that organizational change needs to pay attention to the experience and readiness of each individual. New policies or the application of technology, for example, may not be effective if the organization's members do not understand the purpose of the change, do not have the desire to get involved, or have not mastered the required skills.

Table 1. Comparison of Change Management Models

Models	Key Focus	Characteristics
Lewin	Change process	Preparation, implementation, and strengthening of change
Kotter	Organizational change management	Leadership, vision, communication, engagement, and institutionalization of change
ADKAR	Changes at the individual level	Awareness, desire, knowledge, ability, and reinforcement

Source: Processed from Lewin (1947), Kotter (1996), and Hiatt (2006).

All three models have different orientations, but they can be used in a complementary way in understanding organizational change. Lewin provides a basic framework for the stages of change, Kotter explains the process of managing change at the organizational level, while ADKAR pays attention to the readiness of the individual who implements the change. The selection of the model needs to consider the objectives, characteristics, scale, and conditions of the organization faced.

d. Implementation of Change Management in Organizations

The implementation of change management is the process of translating ideas and planning into organizational actions. This process requires targeted stages so that change can be understood, accepted, and implemented by all elements of the organization. Research (Helmi & Aslami, 2023) Conceptually, the implementation of change management can be carried out through the following steps:

1) Identify change needs. The organization analyzes internal and external conditions, identifies problems, and determines aspects that need improvement.

2) Formulation of the direction and objectives of change. The organization determines the conditions to be achieved, the priorities of the change, and the implementation strategy.
3) Socialization and member involvement. Information about changes is communicated openly by providing opportunities for members to understand and participate.
4) Implementation of changes. The organization implements new policies, systems, technologies, or work patterns in accordance with the goals that have been set.
5) Monitoring and evaluation. The implementation of changes is monitored to determine the development, obstacles, and suitability of the results with the goals.
6) Reinforcement and sustainability. Organizations reinforce new practices through system adjustments, competency development, and the formation of a work culture that supports change.

This series of steps shows that the implementation of change requires integration between planning, resources, communication, and evaluation. Organizations also need to pay attention to the possibility of resistance. Resistance to change can be influenced by uncertainty, fears of losing position or authority, limited competencies, and differences in interests. These conditions need to be addressed through open communication, mentoring, training, and the involvement of members in the decision-making process.

In educational organizations, the implementation of change management can be seen in governance reform, the development of competencies of educators and education personnel, the application of learning technology, and the adjustment of the academic service system. Changes in these areas require coordination between leaders, educators, education personnel, students, and other stakeholders. Educational organizations also need to maintain their institutional values, identities, and goals so that the transformation process continues to run in line with the character of the institution.

Based on this description, the change management model and approach provide a framework for organizations to understand and manage the transformation process. The success of implementation is influenced by the accuracy of the selection of approaches, the readiness of human resources, leadership support, and the ability of the organization to integrate change into the work system. These aspects are the basis for understanding the factors that support and hinder the success of change in various types of organizations.

3. Success Factors and Relevance of Change Management in Educational Organizations

The success of change management is determined by the organization's ability to integrate various aspects that affect the transformation process. Change at the organizational level does not take place in a space separate from the social, cultural, and behavioral conditions of individuals. Each new policy deals with the authority structure, communication patterns, interests of members, and work habits that have been formed. Burnes (2017) explained that organizational change is a complex phenomenon related to the dynamics of individuals, groups, and organizational systems (Ismae et al., 2025). This perspective suggests that successful change requires an understanding of the characteristics of the organization as a whole, not just the implementation of new procedures or policies.

Leadership is one of the strategic factors because it determines the direction, legitimacy, and consistency of change. Leaders have the responsibility to identify transformation needs, build collective awareness, and mobilize organizational resources to achieve the goals that have been formulated. Kotter (1996) places leadership as an important element in building coalitions of leaders, communicating visions, and instituting change. Effective leadership is characterized by the ability to translate vision into action, provide examples, and create trust among organizational members. Without consistent leadership support, change has the potential to lose direction and stop at the formal policy level.

Organizational communication also plays an important role in building acceptance of change (Darmawan & Adzhar, 2026). Inadequate information can cause uncertainty, misunderstandings, and even rejection from members of the organization. Change communication needs to be built openly, continuously, and allows for two-way dialogue. Organization members need to gain an understanding of the reasons for change, the goals to be achieved, the consequences that may arise, and the expected role of each party. Participatory communication can strengthen a sense of belonging to change because members are placed as part of the transformation process, not just as executors of leadership decisions.

In addition to leadership and communication, organizational culture influences how members understand and respond to change. A culture that is open to learning, innovation, collaboration, and evaluation tends to provide more room for organizational renewal. On the other hand, a culture that overly maintains rigid routines and patterns of authority can slow down the transformation process. Schein and Schein explain that organizational culture is related to the basic assumptions that members learn and share when dealing with external adaptation and internal integration issues (Lase et al., 2025). This view emphasizes that changes that touch organizational values and habits require a deeper process than technical changes. Organizations need to build a fit between the direction of change and the values that are the basis of the behavior of its members.

The readiness of human resources also determines the effectiveness of change. Organizational transformation requires the ability of individuals to learn new knowledge, develop skills, and adjust work behavior. Hiatt (2006) through the ADKAR model emphasizes that change at the organizational level requires awareness, desire, knowledge, abilities, and reinforcement at the individual level. This framework provides an understanding that the existence of new technologies, systems, or policies does not guarantee the success of transformation if the individuals who run it do not have adequate readiness. Competency development, training, mentoring, and work environment support are important parts of building organizational adaptive capacity.

Another issue that needs to be considered is resistance to change. Resistance often arises when change is perceived to threaten the stability, interests, identity, or work comfort of organizational members (Triani et al., 2026). In this context, resistance does not always reflect a negative attitude toward renewal, as critical responses from members can be a source of information about planning weaknesses and potential consequences that have not yet been taken into account. Organizations need to understand the backdrop of rejection through dialogue, need identification, and evaluation of change strategies. Approaches that ignore members' experiences and interests risk widening the gap between leadership policies and

organizational practices. Conversely, constructive resistance management can improve the quality of decisions and strengthen the legitimacy of change.

These factors have special relevance in educational organizations because educational institutions carry out academic, social, cultural, and institutional functions simultaneously. Changes in educational organizations can include curriculum updates, learning systems, institutional governance, human resource development, and the use of digital technology. The complexity of change is increasing as the transformation process involves diverse stakeholders with different needs and orientations. Educational institution leaders need to consider the relationship between renewal demands, institutional capacity, characteristics of educators and education personnel, and community expectations.

In the context of digital transformation, change management is a strategic instrument to ensure that the use of technology goes hand in hand with the renewal of governance and organizational capacity. The procurement of digital tools or the implementation of information systems is not enough to describe the success of transformation if it is not accompanied by changes in work patterns, human resource competencies, coordination mechanisms, and organizational culture. Universities, for example, need to build readiness in managing digital learning, information system-based academic services, data management, and technology-supported decision-making. This process requires continuity between institutional policies and the ability of organizational actors to implement them.

For Islamic educational institutions, change is also faced with the responsibility to maintain the continuity of institutional values and identity. The orientation of transformation needs to be placed in the framework of achieving the goals of Islamic education, so that institutional reform remains based on Islamic values, ethics, and social responsibility. The values of trust, deliberation, integrity, and devotion can be cultural resources in building trust and participation of organizational members. These values have a strategic meaning when translated into governance practices, leadership patterns, decision-making, and educational services. The integration between system reform and the maintenance of institutional identity is one of the important characteristics in managing changes in the Islamic education environment.

Based on this discussion, change management in educational organizations needs to be understood as an institutional transformation process that involves structural, cultural, and individual dimensions. Its success is not solely measured through the implementation of programs or the use of new technologies, but rather through the organization's ability to build readiness, manage internal dynamics, and maintain the results of changes in institutional practices. This perspective places change management as a strategic capacity that allows educational organizations to respond to environmental developments in an adaptive manner without losing their institutional orientation and identity.

4. CONCLUSION

Change management is a strategic process that allows organizations to respond to environmental dynamics through the renewal of organizational structure, strategy, technology, human resources, and culture. Change requires planned management so that the direction of

transformation is aligned with institutional goals. Lewin, Kotter, and Hiatt's thoughts provide complementary theoretical perspectives in understanding change, both from aspects of organizational stages, leadership and transformation management, and individual readiness. These three approaches emphasize that change is a multidimensional process that requires integration between organizational systems and human involvement in them.

The success of change management is influenced by visionary leadership, open communication, adaptive organizational culture, human resource readiness, and the ability to manage resistance. In educational organizations, these factors have special significance because institutional transformation is related to improving service quality, governance reform, developing the competencies of educators and education personnel, and utilizing digital technology. In Islamic educational institutions, the renewal process also needs to consider the continuity of institutional values and identity. Change management ultimately needs to be directed at the formation of organizational capacity to adapt, innovate, and maintain institutional sustainability.

This study has limitations because it is oriented to conceptual and literature reviews, so it has not empirically described the variation in change management practices in organizations with different characteristics. It is further recommended to develop studies through empirical approaches, both case studies and comparative research, to test the relevance of change models in a particular organizational context. The study can also be directed at the relationship between change management and organizational resilience, digital transformation, leadership, and institutional culture. Research on Islamic educational organizations, especially universities, is a potential study space to understand how the change process is managed while maintaining values, identity, and institutional orientation.

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