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Multidimensional Change Management Strategies of School Superintendents in Strengthening Standards Process in Post-Covid-19 Era: A Phenomenological Study in Ponorogo

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Abstract

This study aims to explore the efforts of school superintendents in managing the changes caused by the Covid-19 pandemic, which has led to a decline in the quality of process standards in schools, and to measure the results. Examining the issue of declining the quality of process standard by using change management strategy has not been conducted in earlier studies. This research used a qualitative approach with a phenomenological type. This research took place at elementary school in Ponorogo. The informants in this research consisted of school superintendents who are members of Ponorogo Branch of the Indonesian School Supervisors Association (APSI) as well as principals of elementary schools in Ponorogo. The results of this research revealed that: first, school supervisors have managed the changes that occur in their target schools through ADKAR steps combined with technology, namely: awareness, desire, knowledge, ability and reinforcement which are supported by using information technology. Second, the success of change management in improving the quality of process standards could be divided into three points, namely improvement, stagnation and decline.

Keyowords: Change Management, Process Standards, School Superintendents, Covid-19 Pandemic

A. Introduction

Change is inevitable and cannot be predicted when it will occur. Like the changes that occurred due to the Covid-19 pandemic several years ago. The Covid-19 pandemic has caused significant changes in every practice of life, including in education. The most visible changes occur in the implementation of process standards, namely standards that regulate the course of learning activities. Learning activities that were initially face-to-face changed to online learning during the pandemic (Kholis, 2021). Furthermore, online learning changed to limited face-to-face learning at the end of the pandemic (Husna and Sugito, 2022, p. 1846) and from limited face-to-face to completely offline learning after the pandemic (Widyasari, 2022, p. 154). Apart from changing learning models, this pandemic has also resulted in a decline in the quality of education. This was stated by the UNICEF-RDI National Consultant for Education in Emergency Situations, Yusra Tebe, who stated that the Covid-19 pandemic has caused the quality of education to decline (Winahyu, 2020).

The phenomenon of declining quality of education needs a quick response in the form of an adaptive and proactive ways from actors in education, one of which is school superintendents. The school superintendent is one of the parties who has major obligations and responsibilities for the implementation of standard process provisions (Nurhasni, 2020). The school superintendent is not only as a transmitter of messages from the Ministry of Education and Culture to the school, but also as a supervisor for the school in implementing the standard process provisions that have been determined ("Peraturan Menteri PAN Dan RB No. 21 Tahun 2010," n.d.). School superintendent in providing standard process guidance to schools during the pandemic, end of the pandemic, and post-pandemic will be maximally successful if they are able to manage the changes that occurred. One of the strategic steps that school superintendents can take in managing change is implementing change management. With change management, school superintendents will be able to build school awareness of the situation they are facing and choose the best (potential) alternative actions to adapt to the changes that occurred. The measure of success is when the management can predict changes and create innovation as potential (Nasution and Aslami, 2022, p. 1415–16).

Apart from being able to build awareness and the ability to choose the best alternative for the situation experienced, the application of change management in this research is also expected to make a practical contribution to the management

of educational institutions. These contributions include, first, if one day a wave of change occurs, the results of this research (implementation of change management) can be used as a prototype which can be adopted to control the occurring changes. Second, the performance overview of school superintendents in improving the implementation of process standards with the various strategies implemented can provide inspiration to imitate for other superintendents or managers from other educational institutions.

An effort to answer the contributions offered above, revealed that school superintendents have succeeded in improving the implementation of process standards by applying change management. The school supervisory area observed in this study was in District of Ponorogo. Based on information from target schools, it is known that school superintendents in District of Ponorogo have been very active in overseeing change management to improve the quality of process standards during and after the pandemic. Among the manifestations of change management carried out by school supervisors are intensive mentoring, implementation of learning technology training, workshops of emergency curriculum, workshops of independent curriculum, and regular evaluations (N. Arifin, "Upaya Pengawas Sekolah Menormalisasi Proses Pembelajaran Selama Pandemi Dan Pasca Pandemi," September 14, 2022). Apart from that, it is also known that school superintendents in District of Ponorogo have owned integrity and high work enthusiasm (Supriyono, "Tugas Dan Fungsi Pengawas Sekolah," September 15, 2022).

In academic world, discussions that address the topics of school principals, change management, and process standards have basically been conducted extensively. Among them, Budi Suhartono highlighted the implementation of supervision by superintendents concerning process standards, but in this study, it will not link supervisory efforts with change management (Suhartono, 2021, p. 51). Asri Rahman focused the discussion on the implementation of supervisory monitoring of content and process standards, where in this case supervision will not be associated with the management of changes that occured (Rahman, 2017). D. Jajang S. highlighted the influence of change management on the quality of education using a quantitative approach, which would be substantially different with this study because this research will be conducted with a qualitative approach (S. 2021, iii). Misbah Munir and Ermita Zakiyah discussed the implementation of change management in educational institutions, particularly madrasahs. However, this research is not related to the supervisory activities of superintendents (Munir

and Zakiyah, 2017, p. 127). Levi Nur Alfiah et al. discussed change management carried out by school principals in creating excellent madrasahs, not by superintendents (Alfiah et al., 2023, p. 389), and Imam Munazat and Nina Nurmila studied change management in educational institutions, particularly schools. However, it is not related to superintendents (Munazat and Nurmila, 2016, p. 47). Based on several previous research above, the majority of studies have discussed supervision conducted by superintendents; however, this supervision effort is not accompanied by managing the changes that occur as a preventive measure. Therefore, there is a need for research that examines superintendents' supervision along with efforts to manage the changes that take place. Additionally, previous studies have examined change management, but in the context where the actor is the school principal. Thus, research is needed that studies change management from the perspective of superintendents to provide a comprehensive view of the relationship between change management and supervision activities.

Based on the description above, this research was considered feasible to conduct in order to provide an overview of how the change management model has been implemented by school supervisors in Ponorogo Regency to improve process standards. It also aimed to provide an overview of the success of change management in improving process standards as a result of the Covid-19 pandemic.

B. Methods

This study used a qualitative approach with a phenomenological type. Through this type of research, the researcher described the efforts of superintendents in managing change in the form of narratives (initial stage). From these narratives, the researcher then selected and sorted data that aligned with the stages in change management (horizonalization stage). The next stage, the researcher classified the data based on each stage, consisting of awareness, desire, knowledge, ability, and reinforcement, both as experienced by individuals and as interpreted by the researcher (cluster of meaning stage). Finally, it concluded by constructing a description based on the meaning experienced by the research subjects (essence description stage) (Jean Francois Lyotard, 1991, p. 43). Meanwhile, the qualitative approach presents data descriptively about the observed objects (Moleong, 2007, p. 14). The data collection techniques used were interviews and documentation. Interviews were conducted using a structured interview type (Moleong, 2007, p. 188). This type of interview required the researcher to first formulated a number of questions that were asked to 8 informants at the elementary school level in Ponorogo, consisting of school

supervisors and principals to know strategies in change management, as well as teachers and education staff to learn about programs implemented in the stages of change management. Documentation techniques were also used to obtain data in the form of past events. This data could include books, magazines, regulations, meeting minutes, supervision reports, diaries, and so on (Arikunto, 1992, p. 231).

The data analysis used in this research was based on the Miles, Huberman, and Saldana interactive data analysis model which consists of; 1) data condensation (selection of data according to themes), 2) data display (presentation of data), and 3) drawing conclusions (Miles and Huberman, 1992, p. 16). To test the validity of the data, the author used two approaches, namely the triangulation approach and the length of time approach. The triangulation approach is a technique to testing the validity of data with something outside the data for the purpose of checking and comparing existing data. Triangulation consists of four types, namely source, method, investigator and theory triangulation (Moleong, 2007, p. 330) In this research the author used triangulation of sources and methods. Meanwhile, the length of time approach in this research was carried out for approximately 4 months.

C. Result and Discussion

1. School Superintendents' Change Management Strategy in Improving Process Standards

a. Awareness Element

In the ADKAR change management theory, awareness is the first stage in making change. Growing awareness will turn into a basic thing that must be instilled in the mindset of subordinates so that it supports the next stage. There are 3 key elements at this awareness stage that change agents must pay attention to (Tandelilin, 2013), including:

1) Key messages

The main message of the agent of change in this case was the school superintendent in Ponorogo in overseeing the schools supports when the Covid-19 pandemic had occurred, including: first, related to the learning system. The learning system which was originally face-to-face was changed to online during the Covid pandemic (M. Widyarto, "Awareness Element," June 22, 2023). Second was the evaluation of learning. School superintendents as agents of change emphasized

teachers to carry out assessment techniques and processed the results into educational report cards in a valid and credible manner. Third, curriculum changed. Before Covid, the curriculum applied in schools was the 2013 curriculum. After the Covid pandemic occurred, the government implemented an emergency curriculum and after that the independent curriculum followed (H. Rifa'i, "Awareness Element," December 7, 2023).

The role of superintendents as agents of change at this stage was in accordance with their duties and functions, as stated in Decree of the Minister of National Education Number 097/U/2002 Article 5 quoted by Rahmah. A school superintendent is tasked with carrying out; 1) observation and monitoring of education implementation and management activities, requests to find out about problems and obstacles to the implementation of education. 2) inspection of work units in the official environment (Rahmah, 2018). From this regulation, it is clear that the role of school superintendents as agents of change is very large in overseeing the standards of the educational process, especially when there are demands for changes that must be made by schools.

2) Channels for Building Awareness

To convey the message of change to teachers, school superintendents need the right method so that the message can be conveyed and understood well. There were two methods used, namely *face to face and alternate communication channels*. *Face-to-face communication* to convey messages of change carried out by school superintendents included the activities of the Principal's Working Group (KKKS), implementation of supervision, and direct visits by supervisors to schools (H. Rifa'i, "Channels for Building Awareness," December 7, 2023). This shows the importance of an intensive relationship between superintendents and teachers because it will have an impact on the quality of students, as explained by Alfonso quoted by Masaong, that student behavior and quality is influenced by teacher behavior and teacher behavior will be greatly influenced by the behavior of school superintendents (Masaong, 2012).

Meanwhile, for *alternative communication channels*, school superintendents used WhatsApp groups, Google Forms and Google Classroom (M. Widyarto, "Channels for Building Awareness," June 22, 2023). The use of alternative communication channels above required school superintendents to be able to master digital media, as explained by Sumiyati that school superintendents in the digital era must at least have the following abilities; 1) Science and Technology

Update; 2) Regulatory Updates; 3) Update Information; 4) Master 8 National Education Standards (Sumiyati, 2022).

3) Timing and audience

In conveying messages to teachers here, school superintendents did it in two different ways, namely institutionally/routinely and flexibly. This was routinely carried out during the implementation of KKKS where the participants were principals of schools under their guidance. Apart from that, it also carried out supervision which consisted of managerial supervision of school principals and academic supervision of teachers. Meanwhile, delivering messages with flexible times was usually when there was a new policy that must be conveyed (H. Rifa'i, "Timing and Audience," December 7, 2023). It is important to consistently take the time and select objects for supervisory assistance so that the message of change can be conveyed effectively. Coetzee explained that creating maximum change depends on the change agent creating a climate that is able to maximize support from employees and minimize resistance from employees (Coetzee, 1999).

b. Desire Element

In encouraging changes for teachers to face the learning process situation during the pandemic and post-pandemic, school superintendents identify the desires of these teachers with the points below (Tandelilin, 2013):

1) Building Desire

In the ADKAR model, after employees are made aware of the importance of change, they are then encouraged to have the will or intention to change. School superintendents in Ponorogo have made full efforts in this regard, but in reality, not all teachers were responsive and willing to make changes. According to Marsudi, the willingness to change varied. Some schools responded quickly to the demands for change, while others felt that they were still in a safe position. To address the latter group, he always tried to raise awareness of the importance of change (M. Widyarto, "Building Desire," June 22, 2023). According to Piderit, resistance to demands for change can be caused by three underlying factors, including cognitive, emotional and behavioral factors (Piderit, 2000).

2) Personal and Organizational Context for Change

In a personal context, there are positive and negative motivational factors that cause teachers to have the ability to change. From the interview results,

information obtained, revealed that positive motivation factor was that; they wanted to make the learning process with students continue to run well so that teachers were active in learning to understand something new, for example related to online learning platforms and other digital media. Meanwhile, the negative motivation factor was because some of them were comfortable with something that already existed so they no longer needed to learn new things (M. Widyarto, "Building Desire," June 22, 2023). As for organizational change, information from school also contained positive motivational factors, for example there was full support from the school principal to adapt to changing demands. However, on the one hand, there were also negative motivational factors, for example some schools were still unable to provide supporting facilities and infrastructure when demands for change was needded, especially in the IT field. Based on the data above, according to Robbin, there are several reasons why individuals are resistant to change, including; a) habit/habit; b) sense of security; c) economic factors; d) fear of the unknown; e) inaccurate perception of change (Robbins and Judge, 2013).

3) Methods for Creating a Desire to Change

There are several methods that agent of change can use to encourage their subordinates' willingness to change. Among these methods are (Tandelilin, 2013):

a) Listen and Understand Objections

In this first method, the school superintendent gave teachers opportunity to convey whatever they wanted to convey regarding existing demands for change. Here, the superintendent tried to be a listener and understood the complaints of the teachers they supported. This opportunity was carried out by school superintendents during routine events with school principals in the KKKS forum. Meanwhile, with teachers, school superintendents provided opportunities for teachers to convey their obstacles during academic supervision activities (H. Rifa'i, "Building Desire," December 7, 2023).

In this method the school superintendent tried to be a good listener and left an authoritarian impression. The skills that superintendents must master in this case are *interpersonal/human skills*. Glickman explains in detail the abilities of a supervisor into 3 aspects. First, technical skills. Second, interpersonal communication skills. Third, conceptual skills, characterized by the ability to analyze problems, think rationally, and be able to understand various events (Glickman et al., 2001).

b) Focus on the “What” and Let Go of the “How”

In this second method, the change agent more broadly provided the will to change to his subordinates because it focuses more on explaining "what" needs to be changed and the rest gives the object the opportunity to make the change. This makes subordinates have a sense of ownership and responsibility for change. For example, the school supervisor explained that teachers had to carry out the learning process using an online system due to the Covid pandemic. The rest of the time, teachers have been given the freedom to run it with the platform of their choice.

This method provided teachers with the opportunity to participate in change, they are not only objects but also subjects of change. In this way, teachers have owned an increased sense of involvement, thus encouraging them to actively make changes. Mirfani also conveyed the same thing (Mirfani, 2016), that at this *desire stage*, all members of the organization are given space to understand and participate in initiating change so that they are interested in participating in overseeing the changes that are needed. The leader plays a role in carrying out a personal approach so that all members take an active role.

c) Remove Barriers

The next method, the change agent tried to identify the obstacles that their subordinates had; obstacles to wanting to make changes. Here the school superintendent asked questions and at the same time listened to explanations from the teachers regarding the difficulties they faced, for example when carrying out learning supervision. This method was carried out by superintendents at the beginning of the meeting when using the clinical supervision model. In the clinical supervision model, supervision is divided into three stages; *pre conference, observation*, and *post conference* (Muslimin, 2020).

d) Provide Simple, Clear choices and Consequences

The agent of change in this method simply provided direction for change with clear and simple choices and the consequences of these choices. Likewise, the choice given by school superintendents to teachers for building desires. As in the example above, the superintendent simply provided an explanation of choice of curriculum used by the teacher, among the 2013 curriculum, the emergency curriculum, or the independent curriculum.

e) Create Hope

In this method, the change agent gave his subordinates the opportunity to express their hopes for the demands for change that would be carried out. Here the school superintendent accommodated the teacher's expectations regarding changes that would be made during face-to-face meetings, such as in KKKS, KKG activities, and also learning supervision actions.

f) Show the Benefits in Areas and Tangible Way

This method encourages change agents to provide concrete examples of the results of the change so that employees can believe in and be encouraged by their willingness to change. In the context of this research, school superintendents provided examples for schools or teachers who had successfully implemented learning system changes or curriculum changes in joint forums, for example KKKS with school principals and KKG with teachers (H. Rifa'i, "Building Desire," December 7, 2023). To support the supervisor's skills in this method, a supervisor must understand 3 activities in carrying out his supervision, as explained by Sudrajat as quoted by Rahmah, namely; negotiation, collaboration and establishing cooperation (networking) (Rahmah, 2018).

g) Make a Personal Appeal

This part of the method focuses on building the character of a change agent who can attract employees to want to change. Like the figure of the school superintendent in Ponorogo, he was well known by teachers at the schools as someone who was open, humble, and responsive to the needs of the schools he targeted (H. Rifa'i, "Building Desire," December 7, 2023). The above attitude encourages teacher motivation to have changes because of the presence of an interesting superintendent as a role model to follow. According to Hiatt, one aspect that can encourage the will to change is the motivation of the change agent. In full, it is explained that desires can be realized partly because of the motivation given, the situation that occurs, and the influence of the nature of the change itself (Hiatt, 2006).

h) Convert the Strongest Dissenters

In this method, an agent of change's attitude and decisions must be appropriate when facing dissidents of change. The school superintendents in Ponorogo took this method when facing teachers in their schools who were stagnant and comfortable with the situation which actually demanded for

change. One of them was through learning supervision, where school superintendents continued to direct teachers who did not want to change with a persuasive approach. Among the tasks carried out by school superintendents was to directly participate in online learning through Google Meet (M. Widyarto, "Building Desire," June 22, 2023). Apart from that, to deal with employees with the characteristic as mentioned above, superintendents must pay attention to the principles of supervision, including cooperative, constructive and creative principles (Sahertian, 2000).

i) Create a Sacrifice

This method deters employees by providing sanctions or punishments for those who oppose change, such as being demoted from their position, given early retirement or other burdensome sanctions. This method was not used by school superintendents in Ponorogo, because teachers who initially did not want to change because they still felt comfortable with their situation, gradually they were able to follow the demands of the change.

j) Use Money or Power

This last method offers a reward to employees for anyone who is active and becomes a driving force in making changes. The rewards given are in the form of incentives or certain positions. As far as the data found in this research is concerned, the reward offered by school superintendents in Ponorogo was in the form of an offer to become a certain position, namely being an agent of change teacher (H. Rifa'i, "Building Desire," December 7, 2023).

c. Knowledge Element

1) The Role of Knowledge

In the context of this research, school superintendents in Ponorogo Regency provided an explanation regarding changes due to the Covid pandemic on the learning process which includes: learning systems, learning evaluation and the curriculum used (H. Rifa'i, "Knowledge Element," December 7, 2023). School superintendents also ensured that the information provided covered teachers' mastery of the knowledge and skills needed to face the given changes. This is in accordance with Tumanggor's opinion (Tumanggor, 2021), namely, the way to deal with changes in education and the future is by providing knowledge to teachers related to the need for changes in the future so that they can anticipate the negative impacts of the present and the future.

2) Creating Knowledge

In conveying information related to what knowledge and how teachers make changes, school superinendents provided it in various ways, including briefings via WhatsApp groups, holding webinars, providing training, and delivering it during KKKS and KKG activities (M. Widyarto, "Knowledge Element," June 22, 2023). The superintendent's method of providing knowledge to the teachers above utilized technology and information media. It has become a major concern nowadays that a superintendent must be able to utilize various internet sources and virtual methods in providing assistance to teachers. With the virtual model, guidance to teachers will not be limited by space and time (Zarkasi, 2018).

d. Ability Element

Next, the agent of change must ensure that employees are able to make these changes step by step and day by day. Lewin in Wibowo explained that change is not something that can happen for a moment, but a process that takes place continuously, so that basically life is a continuous process of change (Wibowo, 2006). The abilities that teachers must have to make changes to the learning process include: *physical motor skills ability, cognitive ability, public speaking ability* and *behavior*. Physical motor skill abilities, for example, include the ability of teachers to use several digital platforms in implementing learning systems. Meanwhile, cognitive abilities, for example, include the ability to implement new curriculum change policies. Public speaking ability and behavior is more directed at the ability to communicate well with fellow colleagues or with leaders, the ability to collaborate and the ability to influence other people to change.

e. Reinforcement Element

School superintendents in Ponorogo provided direct and indirect reinforcement by using digital media. School superintendents directly provided reinforcement by directly monitoring the learning process, asking for evidence of implementation of learning process and evaluation standards and by the presence of school superintendents at evaluation meetings at schools (H. Rifa'i, "Reinforcement Element," December 6, 2023). Consistency in providing reinforcement is necessary so that change does not only occur at the beginning, as Firmansyah explained that reinforcement is very important when carrying out the change process so that change does not only occur at the beginning, but is lasting and sustainable (Firmansyah, 2017).

Meanwhile, providing indirect reinforcement from school, the superintendent used several digital platforms, such as Google Classroom, Google Meet, Google Form, WhatsApp, the independent teaching platform and supervision applications (N. Arifin, "Reinforcement Element," August 28, 2023). There is one training needs analysis model that can be used as an innovation in mentoring teachers by superintendents. This model originated in Japan and began to be used in Malaysia to identify employee training needs. The model is called CUDBAS (Curriculum Development Based on Ability Structure). CUDBAS will provide detailed directions regarding workers' knowledge, skills and attitudes in carrying out work. Then the function of CUDBAS is to develop training curricula, course scheduling, assessment, training development, and much more (Binti Ismail, 2018).

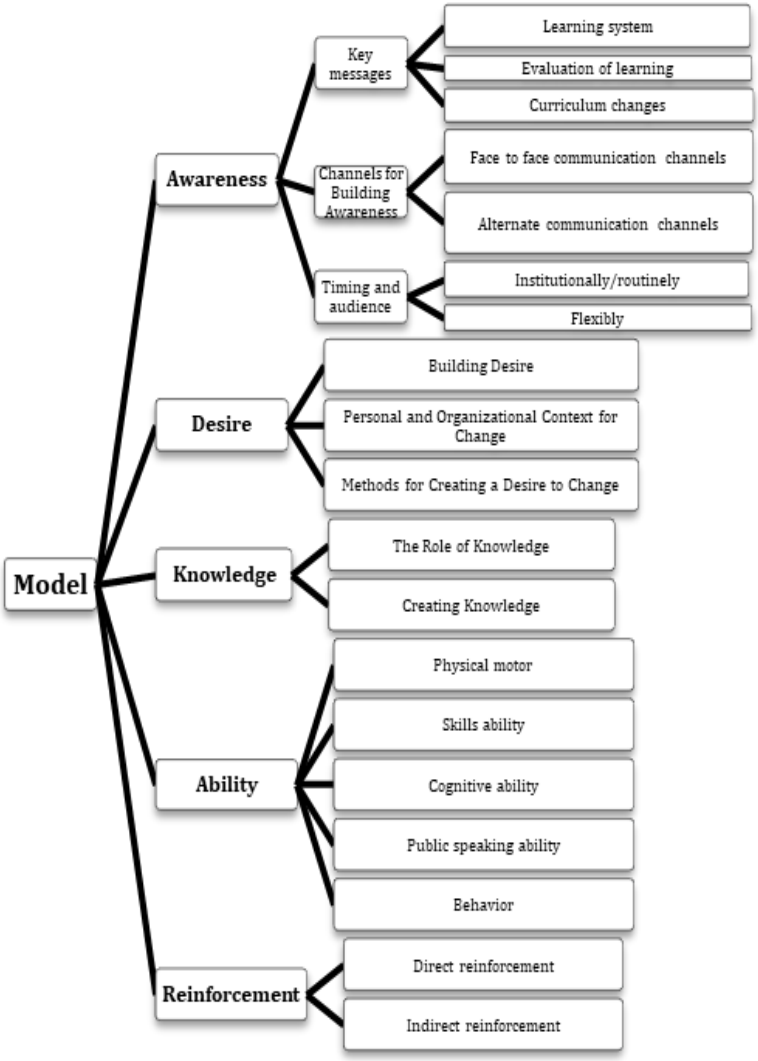


Figure 1. School Superintendents Change Management Model

2. Success of Change Management in Improving Process Standards

The parameters used to measure the success or improvement of the implementation of process standards are adopted from the School/Madrasah Accreditation Agency instrument at the process standard point which consists of 21 statement items. This definition of success is based on improving the practice of implementing process standards based on levels or percentages that have been prepared by the School/Madrasah Accreditation Board. If there is an increase in the level or percentage of implementation during the pandemic to the post-pandemic period, it can be said that the change management carried out by school superintendents was successful.

The standard process according to Minister of Education and Culture Regulation Number 22 of 2016 consists of 4 aspects, are learning planning, learning implementation, learning assessment, and learning supervision (Permendikbud, 2016, p. 2). The success of change management in each aspect of the standard process in this study can be seen in the following table.

a. Learning Process Planning

Table 1. Percentage Increase in Planning Aspects of the Learning Process Due to Change Management

No.	Sub Aspect	Pandemic	Post-pandemic	% Increase
1.	Syllabus Components	9 Components	9 Components	0%
2.	Availability of subject lesson plans	85%-89% subject lesson	90%-94% subject lesson	5%

b. Implementation of the Learning Process

Tabel 2. Percentage Increase in Implementation Aspects of the Learning Process Due to Change Management

No.	Sub Aspect	Pandemic	Post-pandemic	% Increase
1.	Allocation of time and study load	2 provisions	2 provisions	0%
2.	Number of students in one study group	More than 34 students	More than 34 students	0%

c. Assessment of the Learning Process

Table 3. Percentage Increase in Assessment Aspects of the Learning Process Due to Change Management

No.	Sub Aspect	Pandemic	Post-pandemic	% Increase
1.	Implementation of Authentic Assessment	71%-80%	100%	20%
2.	Utilization of Authentic Assessment	61%-70%	81%-90%	20%

d. Supervision of the Learning Process

Table 4. Percentage Increase in Monitoring Aspects of the Learning Process Due to Change Management

No.	Sub Aspect	Pandemic	Post-pandemic	% Increase
1.	The Nature of Academic Supervision	Transparent and objective to improve quality	Transparent and objective to improve quality	0%
2.	Number of Teachers Under Academic Supervision	81%-90%	71%-80%	-10%
3.	How to monitor	3 ways of monitoring	3 ways of monitoring	0%
4.	How to Repair	2 ways to repair	3 ways to repair	30%
5.	Activity Report	2 activity reports	2 activity reports	0%
6.	Repair Follow-up	71%-80% of supervision results	71%-80% of supervision results	0%

D. Conclusion

Based on the discussion above, the researcher concluded some points: *first*, management of change for school superintendents considered some points in improving process standards. 1) Awareness with implementation points through key messages, channels for building awareness, timing and audience. 2) Desire with accompanying steps through listening and understanding objections, focus on

the "what" and let go of the "how", remove barriers, provide simple, clear choices and consequences, create hope, show the benefits in areas and tangible way, make a personal appeal, convert the strongest dissenters. 3) Knowledge provided by superintendents through WhatsApp groups, webinars, training, KKKS and KKG activities. 4) Ability with a focus on physical motor skills, cognitive abilities, public speaking abilities and behavior. 5) Reinforcement carried out directly and indirectly. *Second*, the success of change management in improving process standards could be divided into 3 points, namely improvement, stagnation and decline. Improvements occurred in sub-aspects: availability of subject lesson plans, use of textbooks, classroom management, application of the 5 preliminary steps, learning models, learning methods, learning approaches, learning media, learning resources, closing learning, implementation of authentic assessment, use of authentic assessment, and how to improve based on monitoring results. Stagnation occurred in sub-aspects: syllabus components, allocation of time and study load, number of students in one study group, nature of academic supervision, methods of monitoring academic supervision, reports on supervision activities, and follow-up to improve supervision results. The decrease occurred in the sub-aspect of the number of teachers under academic supervision. This study has limitations because it was only conducted at the elementary school level in one district, so the findings did not represent a broader context. Since it was phenomenological approach, made the results highly influenced by the subjectivity of the informants, while the measurement of standard process success was not empirically tested the causal relationship. Therefore, further research is recommended to expand the location and level of education, use a mixed methods approach to strengthen the validity of the findings, and examine additional variables such as principal leadership, organizational culture, and teacher digital readiness so that the change management model is more comprehensive and applicable.

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