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## ORGANIZATIONAL CHANGE MANAGEMENT IN HIGHER EDUCATION: A RESPONSE TO THE DYNAMICS OF NATIONAL EDUCATION POLICY

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**Abstract:** The dynamics of national education policies encourage universities to make sustainable adaptations through organizational changes. As organizations with complex structures and cultures, universities face significant challenges in translating policy demands into effective institutional practices. This study aims to analyze the implementation of *Organizational Change Management* (OCM) in higher education as a response to the dynamics of national education policies. This study uses a qualitative case study design. Data was collected through in-depth interviews, analysis of policy documents, and observation of the process of implementing changes, involving institutional leaders, lecturers, and education staff. The study's results show that organizational changes in higher education occur across structural, procedural, and cultural dimensions. Leadership and communication play an important role in driving policy implementation, while limited stakeholder participation and organizational resources can trigger passive resistance. In addition, national education policies have a dual impact: they encourage improvements in academic governance and innovation, but they also pose challenges in their implementation. The findings of this study confirm that the success of policy-driven organizational change depends heavily on the effectiveness of systematic, participatory, and sustainable change management. This research makes a theoretical contribution to the study of OCM in higher education and has practical implications for university leaders and policymakers.

**Keywords:** Organizational Change Management, Higher Education, National Education Policy, Leadership, Stakeholder Resistance

**Abstrak:** Dinamika kebijakan pendidikan nasional mendorong perguruan tinggi untuk melakukan adaptasi berkelanjutan melalui perubahan organisasi. Sebagai organisasi yang memiliki karakteristik struktural dan budaya yang kompleks, perguruan tinggi menghadapi tantangan signifikan dalam menerjemahkan tuntutan kebijakan ke dalam praktik kelembagaan yang efektif. Penelitian ini bertujuan untuk menganalisis penerapan *Organizational Change Management* (OCM) di perguruan tinggi sebagai respons terhadap dinamika kebijakan pendidikan nasional. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam, analisis dokumen kebijakan, dan observasi terhadap proses implementasi perubahan, dengan melibatkan pimpinan institusi, dosen, dan tenaga kependidikan. Hasil penelitian menunjukkan bahwa perubahan organisasi di perguruan tinggi terjadi pada dimensi struktural, prosedural, dan kultural. Kepemimpinan dan komunikasi perubahan berperan penting dalam mendorong implementasi kebijakan, sementara keterbatasan partisipasi pemangku kepentingan dan sumber daya organisasi memicu munculnya resistensi pasif. Selain itu, kebijakan pendidikan nasional memberikan dampak ganda, yaitu mendorong peningkatan tata kelola dan inovasi akademik, namun sekaligus menimbulkan tantangan dalam

*pelaksanaannya. Temuan penelitian ini menegaskan bahwa keberhasilan perubahan organisasi yang didorong oleh kebijakan sangat bergantung pada efektivitas manajemen perubahan yang sistematis, partisipatif, dan berkelanjutan. Penelitian ini memberikan kontribusi teoretis terhadap kajian OCM dalam konteks pendidikan tinggi serta implikasi praktis bagi pimpinan perguruan tinggi dan pembuat kebijakan.*

**Kata Kunci:** *Manajemen Perubahan Organisasi, Pendidikan Tinggi, Kebijakan Pendidikan Nasional, Kepemimpinan, Resistensi Pemangku Kepentingan*

## INTRODUCTION

Rapid changes in the external environment, particularly in regulatory and public policy, have forced organizations to adapt sustainably. Universities as strategic institutions in human resource development are inseparable from the pressure of these changes. The ever-evolving national education policy requires universities to make structural, cultural, and operational adjustments to remain relevant and competitive (Burnes, 2017; Altbach et al., 2019).

In recent decades, national education policies across various countries have undergone significant changes, including in governance, accountability, educational quality, and institutional autonomy. These policy changes are often top-down and require universities to respond quickly. (Purwanto, Yuliana, et al., 2025). The inability of institutions to respond to policy dynamics can contribute to declines in organizational performance and in the quality of education (Marginson, 2016; OECD, 2020).

Colleges have unique organizational characteristics, such as a complex bureaucratic structure, a strong academic culture, and a high level of individual autonomy. This characteristic makes organizational change in the higher education environment more challenging than in other sectors. (Agustina et al., 2026). Therefore, responding to changes in national policies requires a systematic, context-specific change management approach (Kezar, 2014).

Organizational Change Management (OCM) is a planned approach to guiding an organization's transition from its current to its desired state. OCM emphasizes the human, process, and structural aspects of dealing with change. OCM models such as Lewin's Change Model and Kotter's Eight Steps are widely used to help organizations minimize resistance and increase the likelihood of successful change (Lewin, 1951; Kotter, 1996).

Implementing changes in higher education often faces various obstacles, including resistance from lecturers and other education personnel, limited resources, and unclear policy direction. In addition, differences in interests between internal and external stakeholders complicate the change process. (Jamilah et al., 2026). Without effective change management, national policies can become little more than formal documents with no real impact (Cameron & Green, 2019).

Leadership plays a key role in the success of change management in college. Institutional leaders must communicate the vision of change, build commitment, and involve all stakeholders in the transformation process. (Malini et al., 2026). The active involvement of lecturers, students, and education staff is a determining factor in creating sustainable change (Bolden et al., 2015).

Although much research has been done on organizational change management, studies that specifically address the application of OCM in the context of higher

education responses to national education policy dynamics remain limited. Most studies focus on the business sector or public organizations in general, so more contextual research on higher education is needed (Kezar & Eckel, 2002).

Based on this background, this study aims to analyze how universities manage organizational changes in response to the dynamics of national education policies. This research is expected to make a theoretical contribution to the development of OCM literature in higher education, as well as a practical contribution for university leaders and policymakers in designing effective change strategies.

## **METHODOLOGY**

This study uses a qualitative case study design to gain an in-depth understanding of the application of Organizational Change Management (OCM) in universities in response to the dynamics of national education policies. The qualitative approach was chosen because it could explore the meaning, perceptions, and experiences of stakeholders directly involved in the organizational change process. Case studies allow researchers to analyze change holistically and in context within complex higher education environments.

The research was conducted on one public university and one private university that have implemented the latest national education policy in the last three years. The research subjects consist of university leaders, faculty leaders, lecturers, and education personnel involved in the policy implementation process. The selection of informants used purposive sampling, with a total of 15, as presented in Table 1.

**Table 1. Characteristics of Research Informants**

<b>No</b>	<b>Category Information</b>	<b>Quantity</b>	<b>Main Criteria</b>
1	College Leaders	3	Policymakers
2	Faculty Leaders	4	Change implementers
3	Lecturer	5	Academic implementer
4	Education Personnel	3	Operational support
	Total	15	

Data collection was carried out through in-depth interviews, document analysis, and limited observations. Semi-structured interviews were used to explore change management strategies, forms of resistance, and perceptions of national policies. The document analysis includes internal regulations, strategic plans, and national education policy documents. Observations are carried out to understand the dynamics of implementing changes in organizational practices.

**Table 2. Data Collection Techniques**

<b>Technical</b>	<b>Data Source</b>	<b>Purpose</b>
Interview	Leaders, lecturers, staff	Dig into OCM's experience
Document Study	Internal policies & documents	Policy analysis
Observations	Organizational activities	Field data validation

The data were analyzed using thematic analysis, with stages of data reduction, coding, categorization, and conclusion drawing. The analysis process was carried out iteratively to find the pattern of the relationship between national education policies

and organizational change strategies. To improve data validity, this study employed triangulation of sources and methods, as well as member checking with the primary informants.

The validity of research is maintained through credibility, transferability, dependability, and data confirmability. All informants were informed of the research's purpose and guaranteed confidentiality. The data obtained is used solely for academic purposes, so that this research meets the ethical principles of scientific research and maintains the integrity of the research process.

## RESULT AND DISCUSSION

### Result

The results of the study show that universities respond to the dynamics of national education policy through a series of organizational changes that include structural, procedural, and cultural aspects. Findings were obtained from in-depth interviews with key informants, analysis of policy documents, and observations of the change implementation process. In general, organizational change is seen as a strategic necessity, although the level of readiness and acceptance varies among stakeholder groups.

#### A. Forms of Organizational Change

The most prominent organizational changes involved adjustments to institutional structures, academic governance systems, and decision-making mechanisms. Some faculties are undergoing work unit restructuring to adapt to national policy demands, such as increased accountability and curriculum flexibility. In addition, procedural changes include revisions to operational standards and the performance evaluation system for lecturers and education personnel.

**Table 3. Forms of Organizational Change**

<b>Aspects of Change</b>	<b>Major Forms of Change</b>	<b>Description</b>
Structural	Unit restructuring	Adjustment of functions and authorities
Procedural	Revision of academic SOPs	Adjustments to national policies
Cultural	Changes in work patterns	Orientation to performance and quality

Table 3 shows that organizational change in higher education occurs across multiple dimensions, encompassing structural, procedural, and cultural aspects. This indicates that the response to national education policy extends beyond administration and touches the organization's foundations. Structural changes through the restructuring of work units reflect institutional efforts to align functions and authorities with policy demands that emphasize accountability and efficiency.

The procedural changes evident in the revision of academic operational standards indicate an adjustment of the internal system to external regulations. This revised SOP serves as a formal instrument to ensure the consistent implementation of national policies across all work units. However, procedural changes often require a

long period of adaptation, especially for lecturers and education staff accustomed to previous work patterns.

The cultural aspects shown in the table confirm that organizational change does not stop at structures and procedures alone. The shift in work patterns towards a performance- and quality-oriented approach reflects a transformation of values and norms within the organization. This cultural change is a crucial element because a strong organizational culture can accelerate or even hinder the success of formally designed change.

Overall, it indicates that organizational changes in higher education are systemic and interrelated. Imbalances in the management of a single aspect, such as focusing on structural changes without strengthening organizational culture, can reduce the effectiveness of policy implementation. Therefore, comprehensive change management is a strategic need for universities.

## **B. Organizational Change Management Strategies**

The study's findings revealed that the implemented OCM strategy includes communication of change, strengthening leadership roles, and internal stakeholder involvement. Communication is carried out through coordination meetings, policy socialization, and the leadership's delivery of the vision of change. However, the intensity and consistency of communication is still a challenge, especially at the level of technical implementers.

**Table 4. Applied OCM Strategy**

<b>OCM Strategy</b>	<b>Form of Implementation</b>	<b>Perception of Informant</b>
Communication	Socialization & meetings	Quite effective
Leadership	Leadership instructions	Highly influential
Participation	Faculty & staff involvement	Uneven

Table 4 shows that the OCM strategy implemented by universities focuses on three main elements, namely communication, leadership, and participation. Communication of change through socialization and coordination meetings is considered quite effective by informants, indicating leaders' efforts to convey the direction and goals of change. However, the effectiveness of this communication remains limited and has not reached all levels of the organization.

The leadership role is seen as the most influential factor in OCM's strategy. The direction and commitment of institutional leaders provide legitimacy for the changes made. These findings confirm that strong and visionary leadership can reduce uncertainty and increase stakeholder trust in the organizational change process.

In contrast, participation strategies are unevenly implemented. The involvement of lecturers and education staff is still selective and tends to be limited to specific groups. This lack of participation can lead to passive resistance, as individuals who are not actively involved may see change as an additional burden rather than a shared need.

Overall, OCM's success in college largely depends on a balance among effective communication, strong leadership, and inclusive participation. Strategic imbalances, especially a lack of participation, can hinder the long-term internalization of change. Therefore, strengthening participatory mechanisms is an important recommendation in managing organizational change in higher education.

### **C. Stakeholder Responses and Resistance**

Stakeholder responses to organizational change show significant variation in attitudes among the university's internal groups. College leaders and faculty leaders generally show strong support for change because they have a strategic understanding of the urgency of national education policies. This support is reflected in their commitment to drive policy implementation and ensure alignment of change with the institution's vision.

On the contrary, some lecturers and education staff show passive resistance to the change process. This resistance does not always manifest as open rejection but rather as apathy, minimal involvement, and formal compliance without internalizing the value of change. The passive resistance pattern indicates a gap between policymakers and technical implementers at the operational level.

One of the main factors that triggered resistance was the lack of a comprehensive understanding of the goals and benefits of national education policies. The informant revealed that the process of socialization changes has not fully explained the relevance of policies for improving academic quality and professional work. As a result, change is perceived as a mere administrative obligation rather than a strategic need for the organization.

In addition, increased workload and concerns about changes in the performance evaluation system have also strengthened stakeholder resistance. Lecturers and education staff feel that policy changes require additional adaptation without adequate resource support. This condition creates a perception of injustice and uncertainty, which ultimately hinders full acceptance of change. These findings suggest that stakeholder resistance is a natural phenomenon in organizational change, especially in higher education environments with strong academic cultures. Therefore, change management needs to emphasize a participatory approach, continuous communication, and the strengthening of human resource capacity. Thus, resistance can be managed constructively and directed toward supporting the success of organizational change.

### **D. Impact of National Education Policy**

The impact of national education policies on higher education organizations is dual and complex. On the one hand, the policy is the primary driver of institutions to improve governance, increase accountability, and align with national quality standards. This policy is seen as a strategic instrument that encourages universities to be more adaptive to the demands of the external environment and global developments of higher education.

Improving governance quality is one of the most significant positive impacts. Universities are encouraged to improve their planning, implementation, and evaluation of academic and non-academic activities. In addition, national policies also spur the emergence of academic innovations, such as the development of a more flexible curriculum, the strengthening of external collaboration, and the use of technology in the learning and administrative process.

However, this study found that implementing national education policies is inseparable from various obstacles. Limited human, financial, and infrastructure resources are the main obstacles to achieving optimal change. Not all universities have the same capacity to respond to policies quickly and effectively, thus creating a gap in the level of successful implementation between institutions.

In addition to limited resources, organizational readiness is also a determining factor for policy impact. Universities with less adaptive organizational cultures and immature management systems tend to struggle to translate national policies into operational practices. This condition suggests that uniform policies can have different impacts depending on each institution's internal context.

These findings confirm that the success of organizational change in response to national education policies is highly dependent on the effectiveness of change management implemented by universities. National policies will only produce a sustainable positive impact if a well-planned OCM strategy, strong leadership, and readiness of organizational resources support them. Thus, change management is a key element in bridging the gap between policy demands and implementation realities in higher education.

## **Discussion**

The results of this study confirm that organizational change in higher education is an inevitable response to the dynamics of national education policies. The findings regarding structural, procedural, and cultural changes align with Burnes's (2017) view that organizational change is systemic and involves multiple organizational elements simultaneously. In the context of higher education, these changes are not only oriented towards efficiency but also towards improving the quality and accountability of institutions.

From the perspective of classical change theory, the findings of this research can be explained using Lewin's (1951) three-stage model: unfreezing, changing, and refreezing. The national education policy serves as an external factor that drives the unfreezing stage by shaking the status quo of higher education organizations. However, the study's results show that the changing stage has not been thoroughly followed by a strong refreezing process, especially in the area of organizational culture.

The findings on the importance of leadership in OCM support Kotter's (1996) theory, which emphasizes leaders' role in creating a sense of urgency and communicating a vision of change. Strong support from university leaders has proven to be a key factor in encouraging policy implementation. (Satriah et al., 2025). This shows that changes in higher education are greatly influenced by strategic leadership capacity, not just by policy design. (Harpiansi, Anggra Prima, 2025).

However, the limited participation of lecturers and education staff indicates a gap in the Kotter stages of change, especially in empowering change actors. The study of Cameron and Green (2019) confirms that low participation is one of the leading causes of passive resistance in organizations. The findings of this study strengthen the argument that top-down changes tend to result in formal compliance without internalizing the value of change. (Ninditama et al., 2025; Purwanto, Firdaus, et al., 2025).

The stakeholder resistance identified in this study is also consistent with the study by Kezar and Eckel (2002), which found that a strong academic culture is often an obstacle to rapid change in universities. The autonomy of individual lecturers and academic traditions make organizational change a process of negotiation (Purwanto, Umar, et al., 2025), rather than a process of direct instruction (Umar & Purwanto, 2025). Therefore, resistance cannot be seen solely as a rejection, but rather as part of the dynamics of change.

In terms of policy, the dual impact of national education policies identified in this study aligns with Marginson's (2016) findings, which emphasize that national policies can be both an opportunity and a pressure for higher education institutions. Policies encourage innovation and quality improvement, but also create an uneven burden of adaptation between institutions. This shows the importance of considering the organizational context when implementing public policies. (Dahnial Dahnial et al., 2025; Fitria Marisya et al., 2025).

Limited resources as the main obstacle to implementing change aligns with the OECD report (2020), which states that the readiness of institutions greatly influences the success of education reform. Universities with mature resources and management systems tend to be more adaptive to policy changes. These findings reinforce the argument that uniform policies can produce different outcomes at the institutional level. (M. Bambang Purwanto, 2025; Purwanto, Marsinah, et al., 2025).

Findings on organizational culture change show that changes in values and work patterns take longer than structural changes. This aligns with Schein's (2010) view that organizational culture is the most profound and most challenging element to change. Therefore, the success of OCM in higher education cannot be measured only by formal changes, but also by the degree to which members of the organization internalize new values. (Indriani et al., 2025; Purwanto et al., 2025).

Compared with previous research that focused heavily on the business sector, this study provides empirical evidence that the OCM approach needs to be tailored to the characteristics of higher education. (Indriansyah et al., 2025; Marisya et al., 2025). Kezar (2014) emphasized that change in higher education requires a collaborative and long-term approach. The findings of this study support this view, especially regarding the importance of participation and continuous communication.

Overall, this discussion suggests that the quality of change management mainly implemented determines the effectiveness of college responses to national education policies. The integration between leadership, communication, participation, and resource readiness is a key factor in the success of change. Thus, this study enriches the OCM literature by placing higher education as a unique and complex organizational context.

## CONCLUSION

This study concludes that national education policy serves as the primary driver of organizational change in higher education, with a multidimensional impact. The success of change depends heavily on the effectiveness of Organizational Change Management, especially in managing leadership, communication, stakeholder participation, and the readiness of resources and the organizational culture. Based on the research findings, it is recommended that university leaders implement a more participatory and sustainable OCM strategy to respond to national education policies. In addition, policymakers need to consider variations in institutions' capacity and readiness when designing policies, so that the implementation of changes can run more effectively and result in equitable improvements in the quality of higher education.

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