



Increasing Teacher Professionalism Through Change Management in Madrasah: Kurt Lewin's Perspective

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Abstract

This paper describes the efforts of Madrasah Ibtidaiyah in increasing teacher professionalism in the digital era through the Kurt Lewin model of change management. A digital era is a form of change, and for this reason, teachers who can also adapt to existing changes are needed. One of the competencies that must be possessed by the teachers is the ability to use ICT. Lewin's change management model identified three stages toward change: unfreeze, change, and refreeze. The analogy of these stages is the process of ice blocks to be reformed as desired; it needs to be melted first (unfreeze), then put into molds according to the desired shape (change) and refrozen (refreeze) into different blocks. The researcher conducted interviews with several informants at MI Mambaul Ulum to obtain valid and accountable data using a purposive sampling technique. Data analysis was carried out through data collection, data condensation, data display, and data verification/conclusion. The research results obtained are first, the forms of the unfreeze stages at MI Mambaul Ulum, namely needs analysis, implementing EDM and RKAM, comparative studies and forming the structure of the madrasah. Second, the forms of the change stages at MI Mambaul Ulum are providing opportunities for further study, training, preparation learning tools, micro and peer teaching, MoU, and curriculum change. Third, the forms of refreeze at MI Mambaul Ulum are a culture of quality, supervision and giving rewards and punishments. With this change management, it is expected that teachers at MI Mambaul Ulum can achieve indicators of teacher professionalism in the digital era.

Keywords: change management, digital era, teacher professionalism

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A. Introduction

A significant problem in education in Indonesia is the low quality of education at various levels, both formal and informal. The low quality of education hinders the development of human resources in Indonesia (Ismail et al., 2020). The quality of education is understood as a matter of two crucial sides: process and outcome. Quality in the educational process involves various inputs such as teaching materials (cognitive, affective, or psychomotor), methodologies (varies), educational institution facilities and infrastructure, administrative support, various resources, and efforts to create a fair and comfortable atmosphere for learning. Quality in the context of educational outcomes refers more to an achievement achieved by an educational institution at any given time (Miftachurrohman & Atika, 2018). The quality of education has meaning as a level of overall educational processes and outcomes determined according to specific approaches and criteria (Fitrah, 2017).

Quality in education includes input, process, output, and outcome. Educational input is declared qualified if it is ready to process. The process of quality education is when it can create an atmosphere of PAKEMB (Active, Creative, Effective, Fun, and Meaningful Learning). The output is declared qualified if the student's academic and non-academic learning outcomes are high. Outcomes are stated to be meaningful if graduates are quickly absorbed in the workplace, salaries are reasonable, and all stakeholders recognize the quality of graduates and feel satisfied (Basri, 2011).

Kusuma et al., (2021) explained several factors affecting the low quality of education in Indonesia, which is related to the quality of teachers. Why teachers? Because teachers are the main component of education. Various other educational components, such as curriculum, infrastructure, and others, will mean nothing if no teachers implement and use them. Because of the importance of a teacher, it has been agreed that teachers are professionals who need various requirements to ensure that their profession can be carried out correctly. The profession's requirements continue to evolve according to the demands of the times.

At present, society, including teachers, has entered the digital era, which is an era that has gone beyond the era of computer technology. With these various conditions, the number of people using digital technology will undoubtedly be far more significant, even in remote rural areas. Digital technology has offered a variety of communications; namely, in addition to communicating with voice and SMS, it can also be via Facebook, WhatsApp, YouTube, and Instagram. Apart from being able to send data, digital technology can also store data almost without limit, provide data via Google, enable to listen to music, recite verses of the Qur'an, *tadarusan* group and tahfidz Al-Qur'an, send poetic messages, prayer, taushiyah, check bank savings, transactions, and so on. This is when society is said to have entered the digital era (Asari et al., 2019). It is known that the development of the industrial revolution 4.0 has also affected human life socially and economically, with speed and ease of accessing and disseminating information, as well as changes in summarizing a job. This development also affects the digitization of education.

Currently, the education system is experiencing disruptions that have caused anxiety and doubts about whether the old system can deal with the new digital-based system; for this reason, educators must develop the essential competencies they already have to answer the challenges in this era of disruption. With the emergence of the industrial revolution 4.0, teachers' competency demands have increased (Rohmah, 2019). Competence is understood as a combination of mastery of attitudes and values that are reflected in a habit of thinking and acting according to their duties

and functions. Competence is also interpreted as a person's ability in his or her duties and functions by performance quality standards (Nurhijrah & Natsir, 2020).

Related to the professional competence of teachers, one of the competencies that must be possessed is the ability to use ICT (Information and Communication Technology). Teachers' Digital Literacy can be interpreted as the ability to access, understand and use information intelligently. The importance of literacy is because literacy is a fundamental thing that must be possessed by students in facing the global era in order to be able to make ends meet in various situations.

According to Kurt Lewin, one of the change management models that can adapt to these changes is change management. Lewin's model theory is a planned initial fundamental theory that explains the strength of the struggle to maintain status and push for change (Sa'idu, 2021a). This is a simple theory with a framework that is easy to understand. In line with this, Rahmatulloh et al., (2022) said that this Lewin model is in the form of planned stages in response to a change and improvement that takes place on an ongoing basis which can help a change and improvement that takes place on an ongoing basis which can help the sustainability of an organization. In line with this change management, MI Mambaul Ulum Alassumur Kulon makes it an effort, a strategy to build and increase the professionalism of its teachers in the digital era.

The institution chooses Change management because many teachers still need to meet the competencies needed in this digital era. This is evidenced by the need for teachers proficient in teaching and learning using electronics such as laptops and internet networks. The teaching and learning process still seems to be running with a traditional approach, and teaching principles still need to be updated; there is no indication of preparing students ready to face increasingly sophisticated eras ahead. This then impacts the quality of the educational institution itself; the lower the output produced, the lower the quality of an educational institution. For this reason, in improving the quality of the educational institution, the school principal strives for teacher professionalism that suits the needs of the digital or 4.0 era.

The importance of competence in the digital field was introduced by Paul Gilster, who said that digital literacy is the awareness and ability of an individual to use digital equipment and facilities appropriately and accurately (Naila et al., 2021). Every individual with digital literacy skills is expected to be able to use, access, manage and analyze digital information effectively; this can build new knowledge and communicate with many stakeholders. In determining the concept of digital literacy, some experts tend to define it as a connection between the skills and competencies needed to use the internet and digital technology effectively (Fitriyani., Mukhlis, 2021).

The achievement of educational goals is primarily determined by the teacher's professional duties, especially in the learning process, because the teacher is the party that has the most direct contact with students in learning. Professional teachers are expected to perform well to improve their students' quality. Teacher performance is the performance of the teacher in carrying out his or her duties as an educator (Slamet et al., 2021).

Research with a similar theme was conducted by Dewi (2021) and obtained research results that supervision at SD Kristen 03 Eben Haezer can be well controlled through the Lewin change management model. From this research, it can be understood that the Lewin change management model is one of the factors influencing the continuity of supervision. The same research was also carried out by Tambak & Sukenti (2020) explaining that the caliph concept could strengthen teacher

professionalism in Madrasah Aliyah. From this research, it can be understood that strengthening the caliph concept significantly contributes to developing Madrasah teacher professionalism. Further research on professionalism was also carried out by Hartini (2019) and the result was that teacher professionalism can increase students' achievement motivation at school. From the research, it can be understood that teacher professionalism is one of the factors that can boost student achievement. Similar research was also conducted by Isrokatun et al., (2022) who found that teacher professionalism during a pandemic can also be obtained through several forms of training. From this research, it can be understood that implementing online learning also requires teacher professionalism, and one of the efforts is training. Then the same research was conducted by Anwar & Mubin (2020) and obtained the result that teacher professionalism can be developed through teacher performance. From this research, it can be understood that professionalism is not just achieved but needs to be developed; one of the ways is by analyzing its performance. Research on teacher professionalism was also carried out by Aspi & Syahrani (2022) that said "according to Kurt Lewin, one of the change management models that can adapt to these changes is change management".

Some of these studies show that the majority only focus on change management in optimizing programs and how vital teacher professionalism is in educational institutions. There is no significant focus on implementing the Lewin model of change management, which includes freeze, unfreeze and change to build teacher professionalism in the digital era. For this reason, the researchers considered the need to complete this research to complement the insights and complete the previous research. This research focused on how to implement the Lewin model of change management as an effort to build teacher professionalism in the digital era.

B. Literature Review

1. Change Management

One of the duties and roles of leadership is to create changes that bring advantages to the organization (Roziqin & Rozaq, 2018; Qassas & Areiqat, 2021). Organizational change can be understood as switching an organization from the previous condition (the before condition) to the after condition (Schulman, 2020; Stephen, 2022).

One of the classic theories in managing change is Kurt Lewin's Theory, known as the Lewin Model (Pertiwi & Atmaja, 2021). This model describes the stages in carrying out planned changes and continuous improvements to help in long-term sustainability in organizational management. Planned change is classified as a deliberate effort carried out with careful calculations. It is collaborative to produce improvements in the system with the help of a change agent (Mellita & Elpanso, 2020). It can be said that planned change is a complex process.

Lewin's theory explicitly asserts that change is a concrete thing. Managers or change agents need to identify an appropriate theory or model of change that provides a framework for implementing, managing, and evaluating change (Sa'du, 2021).

Therefore, changes must be managed in such a way as to meet the expectations of all stakeholders. Change management continuously updates the organization about direction, structure, and capabilities to serve ever-changing needs (Afifah, 2020). Each theory has its way of examining change and describing how the change occurs. There is the disruption that encourages organizations to

make changes. Kurt Lewin introduced a planned change model in 3 stages: unfreeze, change and refreeze (Mellita & Elpanso, 2020).

2. Teacher Professionalism

By the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers the task of the teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education (Ramadan & Ain, 2022). Therefore, teachers must have personality competence, pedagogic competence, social competence, and professional competence in planning, implementing, evaluating, and following up on learning outcomes to improve those (Aisa et al., 2021).

The teacher has a vital role, especially in testing a teacher's pedagogic abilities and professionalism (Probosiwi & Retnasari, 2020). Professional teachers should be able to manage the learning process optimally. In addition, it also needs to be supported with quality learning tools. One of the learning tools needed in the learning process is the Learning Implementation Plan or lesson plans (Cholifah, 2021).

The teacher's ability to prepare lesson plans is one part of the professional competence the teacher must possess. Learning device plans are weapons that must be mastered by teachers in directing better education and achieving the expected essential competencies. To make it easier for teachers who are often burdened with administrative tasks, the Ministry of Education and Culture has now simplified lesson plans (Susilo et al., 2021).

C. Method

The method used in this research was a qualitative approach, a case study type. This research focused on efforts to build teacher professionalism in the digital era by improving institutions' quality through change management. The data was obtained through observation, interviews, and documentation. This activity was carried out since the researchers determined the research focus around February 22, 2022, and described the research problem before going into the field and continuing to research reporting. The data obtained while in the field have been written down systematically, then reduced according to the research focus so that researchers can quickly draw a research conclusion. To obtain valid and accountable data, the researcher interviewed several informants using a purposive sampling technique: five people: the principal of the Madrasah, the vice principal of the Madrasah, and Teachers. In this case, the researcher provided a structured description according to the facts and can be measured as related to the conditions that exist at the research location both in the form of the object being studied as well as facts related to these conditions and to conclude later. This research fully and thoroughly describes the MI Mambaul Ulum Alassumur Kulon school's efforts to build and improve teacher professionalism in the digital era through change management. Data analysis was carried out by referring to concepts Milles & Huberman (2014), namely data collection, data condensation, data display, and data verification/conclusion.

D. Findings and Discussion

1. Unfreeze

The analogy of Lewin's theory in change management is the process of ice blocks to be reformed as desired; it needs to be melted first (unfreeze), then put

into molds according to the desired shape (change) and refrozen (refreeze) into different blocks (Sa'idu, 2021a). In the unfreeze section, MI Mambaul Ulum has several madrasah programs, including; needs analysis, comparative studies, preparation of RKAM, EDM, and division of tasks or structure. The principal stated in his interview, "As an initial stage, namely in the context of stimulating changes in teachers in this digital era, we are trying to provoke them to build their awareness first, sis. We invite teachers to discuss future needs analysis, prepare the RKAM and EDM, and then balance it with a comparative study."

From this explanation, it can be understood that the disbursement or unfreezing steps in madrasah are being pursued using needs analysis, comparative studies, preparation of RKM (Madrasah Work Plans), RKAM (Madrasah Work Plans and Budgets), EDM (Madrasah Self-Evaluation), and division of tasks or structure. Before taking a step and forming a change in both the mindset and behavior of teachers at MI Mambaul Ulum, they first conducted a needs analysis, in which case the teachers were invited to discuss by the principal what professional competencies are needed in the digital era.

Analyzing needs is a strategy for MI Mambaul Ulum Alassumur Kulon in dissolving the mindset, attitudes, and principles of the teachers so that they begin to realize the needs of students in the digital era. Needs are defined as gaps between what is expected and actual conditions (Yuhanna, 2021). There are six types of needs commonly used to plan and carry out a needs analysis. The first is normative needs, such as comparing students with national standards, for example, Madrasah Final Examinations. In other words, comparative needs is comparing students in one group with other groups of the same level, for example, learning achievement in institutions A and B (Yuliawati et al., 2020). Second, perceived needs, namely the desires of each student need to be improved. Third, this need shows a gap between the level of skill/reality that appears and that which is felt. The best way to identify this need is by using an interview. Fourth, expressed needs, namely needs that a person feels capable of being expressed in action, for example, a student enrolling in a course. Fifth, future needs, namely identifying changes that will occur, for example, implementing new learning techniques, and so on. Sixth, urgent incidental needs, namely negative factors that appear unexpectedly very influential, such as nuclear disasters, medical errors, natural disasters, and so on (Latifah et al., 2021). Needs analysis itself is a diagnosis to determine the problems faced today, future challenges that must be faced at this time, and future challenges that educators must meet through follow-up and development (Hudaningsih & Prayoga, 2019). This needs analysis becomes a database and reflection for teachers to improve their professionalism.

Apart from going through discussions, needs analysis at MI Mambaul Ulum was also carried out in the EDM, which continued into the elaboration of the RKAM. EDM is a process of mapping the quality of schools by the schools themselves honestly and transparently so that the roots of the problems encountered in the quality assurance of education can be found (Arsyad, 2022), which can then be formulated in the forms of recommendations or concrete steps in the quality assurance of education (Chamidi, 2018). This evaluation also follows current national education standards; the madrasah principal understands self-evaluation to improve the quality of the madrasah (Ahmadi et al., 2021).

The EDM is then translated into madrasah budget activities or RKAM. The e-RKAM and EDM applications open opportunities for more transparent and

accountable fund management, which can be accessed in stages starting at the madrasah level, Regency/City Ministry of Religious Affairs Offices, Regional Offices of the Provincial Ministry of Religious Affairs to the level of the Indonesian Ministry of Religious Affairs (Lestari, 2019). Using the e-RKAM and EDM applications is expected to cut reporting bureaucracy. This digital transformation is a substantial effort to realize more effective, efficient, transparent, and corruption-free management of the education budget (Nurhidayah, 2019). According to Rusman (2012) and Arifin (2014), the rapid development of information technology in the current era of globalization cannot be avoided, and its impact on the world of education (Tuheteru et al., 2022).

The preparation of the RKAM is carried out jointly by the school principal and teachers, attended by the school committee to find out all planned activities to be carried out and identify needs for one year (Sa'idu, 2021b). This is the opinion that planning is done by the principal, teachers, school staff, and school committee administrators. On the principle of budgeting, namely the existence of a clear division of authority and responsibility in the management system and organization; there is an adequate accounting system in implementing the budget; existence of research and analysis to assess organizational performance; and there is support from executors from the top level to the lower level (Wulandari et al., 2022). Identifying the activities to be carried out during the budget period at MI Mambaul Ulum Alassumur Kulon is by determining the activities to be carried out in the year of the budget period, the volume of activities, and the unit price for each activity then determined into annual or monthly categories (Maman et al., 2022).

The comparative study is a part of the follow-up activities at MI Mambaul Ulum Alassumur Kulon as a form of change to achieve teacher professionalism. Comparative studies are one of the strategies for building teacher professionalism in the digital era. A comparative study is a learning concept carried out in different locations, situations, and conditions to add insight and knowledge in the context of improving quality, expanding business, improving systems, determining new policies, improving laws and regulations, and others (Suhartinah, 2021). Interest groups can carry out comparative study activities in the context of visiting, observing, and conducting discussions on specific themes with short planning and implementation time (Tanaem & Djira, 2021). The process of carrying out a comparative study is to compare the condition of the target object of the comparative study with the situation and conditions where the visitors come from (Sundari et al., 2022). The comparative study is expected to obtain detailed information in collecting data and comparative information as material for further discussion in formulating the goal's concept (Suherni, 2021).

A comparative study follows the stage after conducting a needs analysis through EDM and RKAM; the next is forming a structure or division of tasks at MI Mambaul Ulum Alassumur Kulon. In establishing its structure, the principal has a special team called the Development Team. The principal determines the Development Team with a principal's decree. The development team consists of permanent foundation teachers (GTY), who are senior teachers who have been appointed through the stages based on the SOP for appointment of face-to-face teachers (Syamsuddin, 2020).

There are five sections based on the perspective of their duties and functions, namely the strategic apex, which functions as the coordinator of all organizational activities; the operating core, which is tasked with carrying out the main work of

the organization, the middle line which bridges the strategic apex and the operating core, the techno-structure which functions as an analyst and standard setter, support staff who function as supporters of organizational life (Mitrohardjono & Rosyidin, 2020).

Needs analysis, which consists of EDM, RKAM, comparative studies, and structure formation in this case, is a form of unfreezing stage. According to Lewin, the first step in the change process is to dilute the existing situation or status quo. The status quo here is considered the prevailing state of balance (Mellita & Elpanso, 2020). The disbursement process is necessary to deal with individual and group pressure. It is carried out by increasing the driving factors that can distance individuals or groups from the current status quo. This is the aim of EDM, RKAM, comparative studies, and the formation of structures carried out by MI Mambaul Ulum Alassumur Kulon to distance teachers from the old mindset or point of view regarding teacher professionalism. In this condition, there are activities, namely EDM, RKAM, comparative studies, and the formation of structures that can help the disbursement process, including motivating teachers as objects of change by preparing them for change, building trust, and recognizing the need for change and actively participating in identifying problems and discuss in groups to find a solution.

2. Change

The second stage of Lewin's theory is change. This stage is crucial to start the direction of change that is in the direction of the desired goal. This stage at MI Mambaul Ulum Alassumur Kulon is integrated into several activities: further studies, training, preparation of learning tools, micro and peer teaching, MoU, and curriculum changes.

a. Further Studies

The next stage is integrated into further study, which means a facility provided by the institution to MI Mambaul Ulum Alassumur Kulon teachers to develop their competence. Further study is one of the facilities for change from the institution for teachers. This opportunity was given to teachers who considered having bad learning experiences (Endriani et al., 2020). Further study is a continuation of the study. In other words, it means taking further education or degree after holding a degree or diploma from current school or higher education (Fachrezi & Khair, 2020). The purpose of this follow-up study is to improve teacher competence and skills. There are several reasons for a teacher to enroll in further studies, including the demands of the profession in the field of study, demands for positions in educational institutions, demands for accreditation of educational institutions, and demands for the prospective professional competence of expert staff.

b. Training

The next stage of change that was carried out at MI Mambaul Ulum Alassumur Kulon was Training. The training conducted at MI Mambaul Ulum Alassumur Kulon is a strengthening factor for HR development, in this case, teachers (Siregar, 2021). Training Human resources is the most crucial resource owned by the organization. Educational institutions process teachers' inputs and produce output (Asril, 2021). Teachers who have just been accepted by educational institutions and still need to gain the skills and expertise in their field are given the training to become professional and competent teachers.

However, training is not only given to new teachers; training is also beneficial for teachers who have been in educational institutions for a long time, so they should also be given training (Rangkuti & Musfirah, 2019). Even though senior teachers have experiences from their teaching, these teachers still need training to reduce or eliminate conservative habits or to learn new skills that can improve their professionalism (Ritonga et al., 2020) particularly in the digital era. Teachers need additional reinforcement or insight regarding digitalization because their competencies need to be developed with the times.

The purpose of the Training at MI Mambaul Ulum Alassumur Kulon is as a school effort to broaden the knowledge of teachers there. Training programs improve the ability individually, in groups, and based on position levels in educational organizations or institutions (Siagian & Nugroho, 2019). Another definition says that training is the process of equipping workers with special skills or activities to assist workers in improving the performance of inefficient workers (Permatasari & Alkusani, 2021). The main goal is to complement their work abilities so that they can carry out tasks effectively and efficiently (Siregar, 2021).

The indicator to be achieved through this training program at MI Mambaul Ulum Alassumur Kulon are digital literacy. This indicator will assist educators in determining strategies, models, and methods or selecting appropriate instructional media to be applied in the digital era. The more information an educator has, the more creative and innovative the educator will be in managing the classroom in the digital era.

The training attended by MI Mambaul Ulum Alassumur Kulon teachers can be said to have significant implications for teacher professionalism. Teachers need training that can add insight and improve their skills. Training will be helpful if the teacher has a high enthusiasm for learning regardless of age. A teacher's learning spirit must be inherent so that they are rich in knowledge and skill. In developing their competence, teachers can learn through training programs from school and outside school and from school facilities and infrastructure, so that teachers are expected to carry out their duties professionally in the education and teaching process (Khodijah, 2018).

Follow-up studies, training, micro and peer teaching, MoU, and changes to the curriculum in the form of stages of change carried out by the madrasah are essential things to move the targeted system towards a new balance (Mellita & Elpanso, 2020). This can be done by assisting this movement process, namely convincing the change participants, the teachers, that the conditions they are living in now are no longer relevant enough, motivating them to view problems from a new different perspective, working together in new matters, obtaining relevant information, keeping a good relationship with one another, mutual respect, and leaders who support these changes.

3. Refreeze

Signs that changes has entered the refreeze stage are the stability of an organization chart and consistent job descriptions. The MI Mambaul Ulum Alassumur Kulon stage is integrated into quality culture and supervision activities. The refreeze stage of changes at MI Mambaul Ulum Alassumur Kulon is carried out through culture and controls through academic supervision.

The last stage in the change toward the formation of teacher professionalism in the digital era at MI Mambaul Ulum Alassumur Kulon is to make professional

competence a culture. This was conveyed by the vice principal of the curriculum in his interview as follows: "After the training, the principal of the madrasah instructed that what the teachers have obtained from comparative studies and training to be maintained by getting used to it, so it becomes a culture."

From this explanation, it can be understood that the competencies obtained from the previous stages are used as culture. This culture begins with the formation of a commitment starting from the principal of the madrasah himself and then the teachers. Culture is the basis and foundation for changes in personal or group life (Suradnya, 2021). School quality culture is a quality lifestyle in schools that is reflected in the practices and behavior of teachers, education staff, and students with several indicators, namely, school organizational commitment to advancing education, fulfillment of infrastructure and educational support facilities, excellent service efforts to customers, development of teacher professionalism, forming an effective work team, collaborating with stakeholders outside the school, evaluating schools regularly, and setting rewards and punishments (Said, 2018). School culture can reveal how schools operate and their internal mechanisms (Susila et al., 2022). School culture can also predict differences in quality between schools (Asrin et al., 2021). School culture provides a guide for evaluating what is important, good, or suitable and how to achieve it (Putera et al., 2022). School culture is reflected in the relationships among school members when working, during the learning process, and when communicating (Mufidah & Trihantoyo, 2020).

The next effort carried out by MI Mambaul Ulum Alassumur Kulon as a form of refreezing or consistency of change is by implementing supervision. One of the institution's teachers said, "As responses to this digital era, supervision is also carried out quite systematically and regularly. So that we as teachers are increasingly enthusiastic about developing our respective competencies".

Based on this explanation, it can be understood that supervision is part of the refreezing or consistency of changes in MI Mambaul Ulum Alassumur Kulon. Academic supervision is part of educational supervision that focuses on efforts to improve the quality of learning and teacher professionalism as managers of the teaching and learning process in class (Susanti, 2019). Academic supervision is a series of efforts to assist teachers in the form of professional services provided by supervisors (school principals, school inspectors, and other supervisors) to improve the quality of teaching and learning processes and outcomes (Akhmad, 2022). Academic supervision is assistance and services provided to teachers, so they want to continue learning, improve the quality of learning, foster teacher creativity and improve together by selecting and revising educational goals, teaching materials, teaching models and methods, as well as teaching evaluation to improve the quality of learning, education, and curriculum in developing teaching and learning processes properly in order to obtain better results (Tengko et al., 2021). This supervision is a professional supervision activity that focuses on several principles of supervision that should be mastered by a school principal so that supervision does not deviate from existing provisions (Dalanggo, 2019). In other words, a school principal must master the basic concepts of supervision, and supervision techniques, to the assessment and improvement of teachers properly (Suradi, 2018). This is because the nature of supervision is to help teachers improve their competence (Pohan, 2021).

Rewards and punishments are also applied at MI Mambaul Ulum Alassumur Kulon to support the success of forming professional teachers according to the today's demands. Reward and punishment are also carried out at MI Mambaul Ulum Alassumur Kulon to build teacher professionalism in the digital era. The reward is understood as everything in the form of a positive appreciation given because of good results. However, rewards are not only in the teacher-student interaction; this can also be applied in the leadership line to subordinates, in this case, the teacher, so that they can continually improve or maintain their good performance (Ritonga & Anggung, 2019).

The role of reward in the educational process is quite essential, especially as an external factor in influencing and directing teacher behavior in educating. This is based on various logical considerations, including rewards that can usually lead to teacher work motivation, and rewards also positively influence the teacher's life. In addition, a reward system indirectly increases teacher loyalty to leaders. Meanwhile, punishment is an act in which we consciously and deliberately inflict some kind of pain or loss upon people, both physically and spiritually, that other person may have misdeed, and therefore we have the responsibility to guide them and protect them (Santosa, 2021).

A culture of quality, supervision, reward, and punishment forms the last stage of change, namely the refreezing stage. This stage must be carried out after the change has been implemented to maintain its sustainability. If this stage is not carried out, the changes that occur will only give effects briefly, and behavior will return to the old balance (Mellita & Elpanso, 2020). This stage is a process of integrating new values to apply to the existing community. The main objective of this stage is to stabilize the new balance resulting from change by balancing between the driving and inhibiting factors of change. One of the strategies carried out by MI Mambaul Ulum Alassumur Kulon is to make the changes to achieve a quality culture and then be controlled through supervision and bound by rewards and punishments. These three things aim to strengthen new patterns and establish these patterns in the form of formal and informal mechanisms, including policies and procedures, regarding teacher professionalism in the digital era.

For more details, the research results of the three steps of Kurt Lewin's changes that were implemented at MI Mambaul Ulum Alassumur Kulon are as follows:

Table 1 Change Management in Increasing Teacher Professionalism

No	Form of Program	Category Stages
1	Needs Analysis	<i>Unfreeze</i>
	EDM	
	REC	
	Comparative study	
	Formation of Madrasah Structure	
2	Further Studies	<i>Change</i>
	Training	
	Preparation of Learning Tools	
	Micro and Peer Teaching	
	MoU	

	Curriculum Changes	
	Quality Culture	
3	Supervision	Refreeze
	Rewards and Punishment	

According to Kurt Lewin, as implemented at MI Mambaul Ulum Alassumur Kulon, change management is divided into three stages: unfreeze, change, and refreeze. The unfreeze stage, known as the melting of the situation at MI Mambaul Ulum Alassumur Kulon, was carried out with five activities: needs analysis, implementing EDM and RKAM, comparative studies, and forming the structure of the madrasah. The second stage “change”, known as the initial change at MI Mambaul Ulum is carried out with six activities, namely providing opportunities for further study, training, preparation of learning tools, micro and peer teaching, MoU, and curriculum changes. The final stage is refreezing at MI Mambaul Ulum Alassumur Kulon, which is carried out with three programs, namely making a quality culture, supervision, and giving rewards and punishments.

E. Conclusion

From this research, it can be concluded that in improving teacher professionalism in the digital era, MI Mambaul Ulum is trying to change management through the Lewin model. There are three stages in its implementation: unfreeze, change, and refreeze. The forms of the unfreeze stages at MI Mambaul Ulum are needs analysis, implementing EDM and RKAM, comparative studies, and forming the structure of the madrasah. The forms of the change stages at MI Mambaul Ulum Alassumur Kulon are providing opportunities for further study, training, preparation of learning tools, micro and peer teaching, MoU, and curriculum change. The forms of refreeze at MI Mambaul Ulum are a culture of quality, supervision, and provision of rewards and punishments. With this change management, it is expected that teachers at MI Mambaul Ulum can achieve indicators of teacher professionalism in the digital era, one of which is digital literacy competency. This research only focuses on institutional efforts in building teacher professionalism in the digital era through change management; for this reason, further research is needed on other factors that can increase teacher professionalism in the digital era.

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