

The Role of Instructional Leadership Through Kurt Lewin Model in Improving the Teacher Capability

Athalla Nauval Bhayangkara^{1,*} Wildan Hafizh Ahmadi² Dandy Bayu Firdaus¹
Dedi Prestiadi¹ Raden Bambang Sumarsono¹

¹Department of Educational Administration, Faculty of Education, Universitas Negeri Malang, Jalan Semarang 5, Malang, Jawa Timur, Indonesia

²Department of Guidance and Counselling, Faculty of Education, Universitas Negeri Malang, Jalan Semarang 5, Malang, Jawa Timur, Indonesia

*Corresponding author. Email: athalla.nauval.1801316@students.um.ac.id

ABSTRACT

The purpose of this study is to describe: (1) the essence of instructional leadership in change management in educational institutions; (2) the process of changing an elementary school when the process of unfreezing, movement and refreezing in increasing the teaching capability of a teacher in SDN Wonokerto 04. The research method used is qualitative through a phenomenological approach with a case study design in Wonokerto 04 Primary Elementary School, Malang Regency. Data or facts collected using 3 techniques, namely: in-depth interviews, participant observation, and study documentation. The analysis technique used is single case analysis. To obtain the validity of the data, researchers conducted triangulation activities, checking members, perseverance of observation, and the adequacy of reference materials. The results in this study are (1) instructional leadership takes the role of controlling the process of change and (2) the process of changing a micro-educational institution in improving the teaching capabilities of a teacher, namely a) the unfreezing process using symposiums and Cultures (Routine Cultures); b) the Movement process uses a workshop and the formation of a support team of fresh graduate teachers; and c) the refreezing process is carried out with a collaborative workshop with Wonokerto 01 Public Elementary School and the initiation of meta learning.

Keywords: *Instructional Leadership, Change Management, Learning, Kurt Lewin Models*

1. INTRODUCTION

As we have known together, the breadth of discussion and theme in this article is the liquid form of the study and implementation of change management in the scope of micro or school education, can be said to be a change in management in school. Speaking of change management can certainly be studied in a complex, in terms of theoretical, and technical aspects. Whereas when we discuss about management, it will also be reviewed about education, that the education represented by the learning process increases the intensity of both sides in the hopes of educational objectives can be achieved reasonably, intensively and satisfactorily. Due to its complex nature in educational terms therefore [1] presents several different educational restrictions based on its function. First, education is as a cultural transformation. Second, education as the process of forming a personal character of a student who is being

educated. Third, education as the process of preparation of the citizens who are proficient and skilled. Then the fourth is education as a preparation of labor after tasting the process of education during his life. Based on a variety of many understandings about education can be drawn a major conclusion on the definition of education. Education is an effort in human beings to provide systematic, programmatic learning experiences, integrated in the form of formal, nonformal, and informal education in schools, and out of school, which lasts for a lifetime aiming to maximize the potential of each individual optimally so that later on the day can play a proper role of life. The conclusion also leads to education that education itself is a long process and there is no end (never ending process). [2] argues that the function of education is to eliminate people's ignorance and the isolation of the era and develop the ability and formation of a nation's character as an effort to educate the life of the nation. From the explanation, it is concluded that

education is promoting related to shaping the character and attitude of people in a country. Education should produce human resources that have quality and professional. The resulting human resources must have global thinking, local action, and a noble foundation. In the era of industrial revolution and the advanced digital era, the study is very rational when a change is tailored to the educational environment or educational environment. So it can be concluded that a educational environment needs to examine and confront a change with the management of the change itself, or simply be called change management. The educational sphere basically needs to internalize change management in the process of management of education itself, because so that education also can develop in the age, can also make the management of change of a discipline that helps smooth the process of education. In accordance with [3] that the management of change is important because it is seen from the perspective of existing human resources, change management will always make human resources in the organization always develop following the demands of ongoing change. Cthen There is a pressure, both external and internal from the organization that makes it to change [4]. Therefore, it can be inferred from various emphasis that is important for the realm of education in implementing change management in the management of education, both for the existence of the Organization, to survive in the digital era, and to cope with the pressures of both internal and external. Then, explicitly [5] confirms change management is a systematic process in the application of knowledge, means, and resources that exist to manage a movement or a change either planned or unplanned.

Real evidence, that education now has a knowledge management discipline, is where there are often innovations in the field of education is very rapid. Both in terms of managerial techniques, teaching styles, and procedures for managing institutions from micro to macro, are always associated with the digitalization era. If it is not balanced properly, then an education system or an education in a country will be missed with other countries, where they are prepared to face change for global competition in the present era. Agent of change in educational institutions, is rationally charged to leaders in the institution. In line with [6] that the leader was the determinant of outstanding output in an organization, especially in the Study Institute. But the drafting team also argues that a change is certainly not only charged to the leader in an organization, but all the members or populations in the organization, as well as providing their ideas and hopes for the company or organization, for the readiness of an organization to face change in the present era. It is no wonder that teachers serve as the biggest focus and source of trust in changing and improving quality to learners. The role of teachers in education includes: (1) embedding value and building character in learners; (2) to be the central learning process; (3) To

provide assistance and encouragement, supervision and coaching, discipline the conduct of learners; and (4) to be the example for the environment [7]. While related to the various status quo, a necessary thing to know is the status quo on the various capabilities of teachers in Indonesia, especially about the management of technology and learning. With regards to a technology, the capability of teachers in integrating a technology in the learning is quite low, it is based on research [8] The integration of a technology in learning is limited as a utilization of PowerPoint only, not yet to the development of others. This is when studied deeply, so the things that need to be underlined is, teachers in Indonesia is still not able to develop various learning existing through the integration of technology, only limited technical ability, such as one example of using a PowerPoint. Then, for a study that there was a teacher in Indonesia expressed by [9] that educators in Indonesia have not been able to become a communicator science. Defined, the language of Communicator science is a teacher who understands about the knowledge that exists, as well as understand about how to convey a science to his students well and thoroughly, so that will be obtained is the success of learning objectives [10]. Then, connecting from the various themes in this article in understanding the changes, there is a method developed by a physicist as well as a social scientist named Kurt Lewin in the 1950's. Lewin develops the concept of force field analysis or theory of change to help analyze and understand a force on a change initiative. The Lewin method or often called Lewin's three step model refers to three concepts or phases, i.e. unfreezing – Movement – refreezing.

Unfreezing is the first phase formed with the theory of human behaviour and corporate behavior, which is divided into three subprocesses that have relevance to the readiness of change, the necessity of changing conditions due to the large gap between purpose and reality [11]. This process of change is led by people who have high positions, for example is manager. Managers need to understand the importance of the change first, then then educate other members of the change. The education process requires encouragement and motivation that the changes made are positive, bring profit, and help the activities in the company in the future. In addition, the manager also needs to pay attention to and overcome other factors that may impede the change, so that the changes are fully supported by various parties. Then, managers need to create short and long-term plans related to those changes. Then there is a changing or movement which means to analyze the gap between desire status and status quo, and look at the appropriate change programmes to be done in order to provide an optimal solution to reduce resistance to change [5]. As the role changes, an inefficiency condition occurs, while the destination changes are neglected. The implementation of a good leadership style is important and by examining appropriate change strategies to be done in order to

provide an optimal solution to reduce resistance to change. The final goal of this phase is to keep everyone in the ready-to-change condition. Refreezing is a phase where changes are distabilized by helping people affected by the change, integrating behaviors and attitudes that have changed into a normal way to do things [11]. This is done by giving them a chance to demonstrate new behaviors and attitudes. The re-established attitudes and behaviors need to be frozen, so the new norms are recognized in their truthfulness, or in other words bring the company back to a new balance. This phase is the phase in which the expected state is already achieved so that the change should be strengthened and patented. To reinforce these changes can be done by setting new rules and policies, creating new cultures, and implementing a system of appreciation for those changes.

By doing these things, the change reaches a steady point. Then related to the actualisation of instructional leadership, with regards to its basic understanding, then there are two basic words that are underlying, namely actualization, and instructional leadership. In order to achieve an optimal level of leadership, a self-actualization is needed, where self-actualization is a high level of necessity. In line with the statement, there is a statement by [12] that a self-actualisation is the urge to achieve all expectations or targets in itself, which comes down to a self-development, potential achievement, and fulfillment of individual needs. From the various exposure there can be a generalization, that self-actualisation is the need of every person, including a school principal as the leader of a micro educational institution. Based on the opinions above, self-actualisation can be realized through the ability and prowess of an individual, or a headmaster in the role and function of his leadership with dedication, toughness, and responsibility. While instructional leadership is grammatically, certainly it is based on leadership which means leadership and instructional which means learning or teaching. Therefore, rationally in terms of instructional leadership is a leadership of learning that is owned by the individual, in this connection is certainly a school principal.

To define the meaning of this instructional leadership, certainly can be held or can be in the breakdown by Fefininfill widely related one by one meaning. Instructional means learning, and leadership is a leadership. Leadership itself is interpreted as the capability to guide, motivate, and subordinate directives to move and act according to group or organizational objectives [12]. The view certainly raises a perception that the essence of leadership is a movement by an individual through various means in order to obtain actions from subordinates that correspond to the direction of the organizational mission vision.

From the various statements that have been revealed there is certainly a related essence of instructional

leadership which is a leadership that focuses the object of leadership in the form of components that include curriculum, learning process, assessment (Assessment of learning outcomes), assessment and development of teachers, excellent service of learning, and the development of community learning in schools [13]. This leadership is important to implement in school because of its ability to build learning schools. Some studies on a instructional leadership concluded that the headmaster focused on the leadership of learning or instructional leadership resulted in a learning achievement from a student, his actualism in achievement was an academic achievement of a school. The research that contains the instructional leadership is the research of Findley in [13] which concluded that if a school has a superior achievement, then it can be ensured that the learning leadership of school head has been integrated to the fullest.

This means that if a school or a school principal wishes to create the quality of learning, which tends to have output like a qualified student as well as the achievement of students ' academic achievements, then the instructional leadership should always be implemented properly. Further [14] asserted that learning leadership is a leadership identity with its capabilities representing itself as: (1) Management engineer; (2) Communicator; (3) Clinical Practitioner; (4) Role models; (5) High Priest. With regards to various roles by instructional leadership alone, when associated with the capabilities of existing teachers, then a thing that can be drawn red thread related to this is a management engineer that will be expected to make the entire school program can be organized well. Communicator, which makes all the communication that appears in the relevant educational institutions will be effective, which will certainly be represented through the success of a program.

Clinical practitioner, which means a headmaster can also run a technical skill so that in the education process at the relevant institution, a school principal will not only be a person who often asks for help to do technical things, but to become a person who can practice themselves, even teaching his subordinates, a teacher. Role model, meaning an individual who can serve as an example for the whole school citizen. High priest, which means high value in the spirituality and sides of personality, so that he can be a wise leader and have high integrity. Therefore, on the basis of rational various compilers, on why and how "the role of instructional leadership in improving the capabilities of teachers through the Kurt Lewin Model" became interesting to be researched.

2. METHOD

The approach used in this research is a qualitative phenomenological approach, with research draft in the form of case studies. This case study is a research draft

of a centralized strategic study to provide a dynamic understanding of a single background that includes a single case with a number of analysis levels [15]. The various outcomes and processes in this study used an interview data collection, participatory observation, then combined with documentation studies. The presentation uses a field note, interview transcript, and documentation. This study was conducted in mid-February to mid-March 2020 in SD Negeri Wonokerto 04, with the main informant is Mrs. Sumiyati S. Pd, as the head of SD Negeri Wonokerto 04.

Interviews by the authors carried out in-depth or indepth interview with reference to a related research context, as well as internalizing snowballs techniques in organizing his research in the field. The observations carried out by researchers at this association were conducted by direct observation, regarding the role of the instructional leadership of the headmaster in improving teachers' capabilities through Kurt Lewin's model in change management.

Therefore, various observations about the activities of learning to teach together the activities of education process include all administrative processes, also done by the authors to strengthen the results and the findings that exist in this research. Then for the analysis of data using a constant comparative, namely a method on its realization carried out repeatedly, which is then analyzed using the triangulation technique after all information, data, and field conditions are accumulated on a complex basis, and implemented techniques to ensure the absahnya of a data obtained. Later on, the team also included an inspection of data credibility, through existing validity tests, so that the various results attached to this paper were accurate, definite, and in accordance with the reality.

3. RESULT

3.1. The essence of Instructional Leadership in school change management

One thing that can be taken from this research, whether from interviews or observations related to instructional leadership, clearly leads to a quality of learning that exists in SD Negeri Wonokerto 04, although the elementary school is classified as elementary school in Malang district, and far from the urban center, which notabene "technological literacy" or a thing related to the renewal of learning models that integrated technology tend to be poorly Not so with SD Negeri Wonokerto 04, an internalized thing in learning and leadership carried out by the author tends to represent a instructional leadership thoroughly. Because at SD Negeri Wonokerto 04 According to observations by the researchers, head of SD Negeri Wonokerto is very creative in growing a spirit to change towards the desired direction by the time, with various ideas. The headmaster realizes that village

people, or village teachers, are more motivated when they get reinforcement from community leaders or Kyai that exist in the area, because most of the teachers in SD Negeri Wonokerto 04 are characteristic of religious value, reported from the compiler interview with the head of SD Negeri Wonokerto 04. That is what makes leadership or instructional leadership at SD Negeri Wonokerto 04 manifest in real, i.e. breaking a resistance to change, when associated with its essence of change management in school.

In addition, the head of SD Negeri Wonokerto also has an exemplary personality, such as coming in early 30 minutes before other teachers come, then always bring one 3 weeks through the program Kultin (routine Kultum). Therefore, from the description of the red thread that exists, among instructional leadership in SD Negeri Wonokerto 04 with Change management is, all will of the head of SD Negeri Wonokerto 04 are unanimous to make a learning more qualified through his expertise in guiding and exemplified for all existing school citizens. Another thing that can be observed by a researcher from the observation or observation of researchers at SD Negeri Wonokerto 04 is, a school principal in relation to the upgrading skill of the teacher in a study, seen in the program in the form of self-seminar, and seminar collaboration with SD Negeri Wonokerto 01 to see About the status quo of the education development in a comprehensive, and the implicit objective that made the seminar collaboration as a means of learning together the teachers of elementary schools Wonokerto 04 and also SD Negeri Wonokerto 01.

Then, a self-contained seminar, is a seminar by bringing in private parties who are experts in learning with its integration on technology, as well as a dissemination that is volunteered by foreign personal money-each teacher and head of elementary School Wonokerto 04 together, which means that this program is a program whose scope is outside the education service. Then it relates to a collaboration seminar, implemented by SD Negeri Wonoekrto 04 with SD Negeri Wonokerto 01, with the basis of funding from two schools, with the same expectation of increased differentiation. No wonder, when SD Negeri Wonokerto 04 also implements a learning flipped class learning in its integration with technology. So that various achievements either through the ranking of national exams and district-level olympics often achieve success

The files that need to be prepared by parents of prospective students SLB Putra Mandiri Lebo Sidoarjo which is a family card and birth certificate, for students who come from another school transfer need a certificate of transfer, a child's complete bio data and report card. After all the files and administrative processes are finished, then the next process is assessment. Initial assessment is carried out to see the direction of the child's

disability and class placement, after that the assessment will be given to the respective class teacher to see the child's development. If severe disability is found, the school determines the best alternative for children such as transfer to a school that is better able to handle, or to therapy, because if the disability is heavy and can be disruptive to other students then the learning process becomes less optimal.

3.2. The process of improving teachers capability in learning through Unfreezing

As we have known that the headmaster is the leader in microeducational institutions, or the institution in this connection is SD Negeri Wonokerto 04. The principal is a functional force by teachers who are given more tasks to lead a micro educational institution. Therefore, based on the personal opinion of the author, along with the exposure of the theory, it can be concluded that a school principal is a teacher who has the authority and ability to lead everything in the school, including tangible resources and intangible resources to achieve educational objectives in the Environment of micro education. Based on the generalization of the opinion, it can be interpreted that a key to the success of the micro or school institutions most of course there are influences from the school head, including in this research that is surprising that the instructional leadership or the leadership of the learning in this article has a major influence on the improvement of the teacher's capabilities, of course through the Kurt Lewin model unfreezing.

Theoretically unfreezing model is a business that is implemented by the leader of the board, to change the mindset by giving a variety of inputs and motivation, so that desires want to change from high members. A unfreezing process is an existing review of the status quo in the board to see what aspects need to be changed, as well as giving understanding to the members about the essence of the changes. In this case, in SD Negeri Wonokerto was reviewed a process of change performed at the time of unfreezing is to implement a symposium, led by the head of SD Wonokerto 04, namely Mrs. Sumiyati. Previously, the composer wanted to explain that the symposium itself was a review of the various issues that exist, with the intention of generalizing the latest issues to be compared with the various perceptions that exist in the individual, so that the gap will be found the core problem where. A symposium itself to fix the competency of teachers in relation to education supervision is efficient because the core problems of the whole problem will be detected. Therefore, the author argues, this is a representation of unfreezing, which is to study and identify the status quo, so the feedback from this is the leader or head of SD Negeri Wonokerto 04 can develop strategic steps to follow-up in the process of change/movement later. Thus, the teachers who are in SD

Negeri Wonokerto 04 are more willing and willing to change, both in terms of learning, and the management of the participants. In this study, the author observed that what is required in SD Negeri Wonokerto 04 is the improvement of teachers ' capabilities in learning in the field of technology integration management in teaching, as well as about the latest learning models that are integrated with technology. The result is a constituent of the results of the symposium when the author actively participated in it, then various problems and solutions that exist related to this symposium, expressed by the informant is to form an activity, whether to include teachers in seminars, as well as in workshops or workshops.

It is unique in the findings of the composition in the observation or observation of this research, SD Negeri Wonokerto 04 chose the path with a spiritual approach, in order to provide a variety of motivation on this unfreezing. It was submitted by the head of SD Negeri Wonokerto 04 namely Ibu Sumiyati, that every day Friday afternoon, teachers are obliged to follow the spiritual circumcision of Kyai or Ustadz in the area, the program was called Kultin (routine Kultum) on Friday every 3 weeks, attended by teachers, students and parents. According to the informant, to change everything, including the capabilities of the teacher, should also be included a psychological reinforcement. It is also revealed that the culture of villagers such as in SD Negeri Wonokerto 04 is more able to externalize its ability when gaining reinforcement from the spiritual side. The author argues, it is true that in the scope of the village community, a strengthening by the Kyai and religious leaders will be more concerned than other figures in its influence to motivate oneself an individual. It is, Kultin or Kultum routine at SD Negeri Wonokerto 04, giving a picture for a teacher, that being a teacher is a form of sincere devotion, so that on the basis of that a teacher can be more motivated to provide the best learning service, one of which will be given to the integration of technology in optimal learning by the teacher.

It can be deduced from this outcome, that a role instructional leadership of SD Negeri Wonoekrto 04 is to prepare all the need to solve the resistance of members in order to change, members in this association is certainly a teacher. It is reflected from the passing of a symposium effectively, through high actualisation in the realm of instructional leadership of the state elementary school Wonokerto 04. As well as the role of instructional leadership in SD Negeri Wonokerto 04 is not limited to technical matters, even from the psychological realm such as reinforcement teacher motivation, it is realized well through Kultin or Kultum routine at SDN Wonokerto 04.

3.3. The process of improving teacher capability in learning through Change/Movement

After a comprehensive discussion of the unfreezing process that exists through the instructional leadership of an elementary school head of Wonokerto 04, then the composer will explain related to the process of change or a movement in the SD Negeri Wonokerto 04. Movement is defined as the process by which an institution analyzes the shortcomings of the existing unfreezing, or it can be interpreted as an action to correct the various actions that exist to overcome the resistance of change that is considered difficult to solve. Unfreezing in the model of Kurt Lewin is a way in which the desire activity for the organization is implemented and corrected for an improvement, as well as the actualization with the synergy of the combined realization. In this regard, a head of SD Negeri Wonokerto 04 conducts a workshop, with the speaker of the person who specializes in learning management training using technology from the private sector.

In this connection, expressed by the main informant, the funds obtained by the head of SD Negeri Wonokerto 04 for teacher training, is a school cash that is filled by tuition from teachers and principals themselves to improve the quality of existing learning. That is, the difference between unfreezing and movement is, if unfreezing is a way to encourage teachers to make changes, while the movement is defined as a way to form an individual associated with the capability to make changes, in this connection, of course an increase in the teachers' capability in the integration of technology in learning. From the composition observation, in the practice, teachers at SD Negeri Wonokerto 04 did not only implement the integration of PowerPoint in a study, but with the integration of flipped class room technology and the latest learning, which is accommodated in each subject, the model of learning is different as well, meaning to adapt to the most appropriate model in a learning. Therefore, the author assumes that a thing applied by a head of SD Negeri Wonokerto 04 not only rely on supervision programs from the Education Office to improve the capabilities of teachers, but also the independent solution from the head of SD Negeri Wonokerto 04 to increase the capabilities of its teachers, namely through workshops by bringing a speaker from the private sector. In this connection, expressed by the main informant, the funds obtained by the head of SD Negeri Wonokerto 04 for teacher training, is a school cash that is filled by tuition from teachers and principals themselves to improve the quality of existing learning. That is, the difference between unfreezing and movement is, if unfreezing is a way to encourage teachers to make changes, while the movement is defined as a way to form an individual associated with the capability to make changes, in this connection, of course an increase in the teachers' capability in the integration of technology in

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The author assumed that the instructional leadership factor here has a big impact on the implementation of change management, especially on improving the capabilities of existing teachers. The principal here has become an adaptive leader of change, because according to the main informant itself, it is revealed that to improve a teacher's capabilities and professionalism can not only be equated to a supervision provided by the related Education agency, but there must also be a revolutionary initiative, for example in activities that have been implemented. Observations from researchers, also described that a teacher's capability in SD Negeri Wonokerto, is seen in the technical terms of operating an electronic learning tool such as projector, laptop, and so forth is very lancer, although there are teachers who have almost retired, or can be represented in the language in the related environment as a teacher who has "sepuh" or almost full-duty. Various exposure in this chapter, it is surprising that a movement in the implementation in SD Negeri Wonokerto 04 as a successful movement, because the observation of the simple thing, a teacher's skills in operating supporting tools in the learning can be performed optimally, it certainly adds a complexity of achieving the objectives of the existing change management.

With regards to the movement of the teacher's own learning process not only at the time of workshop or workshop but a teacher can also always consult the head of SD Negeri Wonokerto 04, as long as they have time and want to consult a head of SD Negeri Wonoekrto 04 will guide a teacher to be able to perform the learning with various integration of existing technologies. Then, in order to create a mentor other than the one in the workshop, head of SD Negeri Wonokerto 04 appoint two teachers of SD Negeri Wonokerto 04 which is classified as fresh graduate to provide continuous consultation related to a learning with the integration of various technologies. Thus, the implementation of existing mentoring does not necessarily depend on the head of SD Negeri Wonokerto 04. Therefore, it can be concluded that a realization of the movement in SD Negeri Wonokerto 04 is carried out efficiently, both in terms of time, effort

and cost. Where it also certainly implicates the achievement of students' achievements, or the high value of students in a test or test. With the various exposure above, researchers can generalize, that a process of movement from various things besides effective, can also be used as another role model school to practice it, in order to improve the quality of existing learning. Then, it is also rational to conclude that a teacher's capabilities increase thanks to the various programs that exist, according to the circumstances observed by researchers in this study.

The reason a principal of SD Negeri Wonokerto 04 puts a fresh graduate teacher as his helper in implementing the movement, according to the main informant is because fresh graduate teachers tend to update with all existing technology, therefore a head of SD Negeri Wonokerto 04 has the initiative to place it as a team of his assistants in improving its capabilities in teaching, especially in the technical ability to manage a technology integration in the Then, the most important thing that can be used as a fresh graduate or new graduate teacher in addition to its ability to operate existing technology, it is a thoroughness and persistence of fresh graduate teachers. Because according to the head of SD Negeri Wonokerto 04 itself although a teacher is able to operate technology, not necessarily when teaching it to other teachers can be resilient and painstaking like a workshop organizer in general. Therefore, the two main reasons that make a head of SD Negeri Wonokerto 04 prefer to form a team of helpers, in addition to efficiency of time, it is also allocated to create a continuous nature in all efforts to increase learning in SD Negeri Wonokerto 04, as well as in its efforts to align teachers' capability in existing learning management.

3.4. The process of improving teachers' capability in learning through Refreezing

Refreezing itself can be interpreted as an activity in which there is a process of stabilization of all existing behaviors (Kanter, 1983). Therefore, from such brief exposure can develop the understanding of refreezing that is a way or a process whereby all activities lead to maintaining activities that have been achieved by the Organization. That is, in existing refreezing, all aspects of the Organization are allocated to maintain and further develop a change that has been achieved by the Organization. Existing field facts show that a thing done in the refreezing process in SD Negeri Wonokerto 04 is an implementation of the combination of workshops with other schools, as well as the implementation of a meta learning for teachers in SD Negeri Wonokerto 04. Related to the implementation of the combination workshop, the main informant shows that in a workshop themed improvement of elementary school teachers, implemented with a combination with SD Negeri

Wonokerto 01. So, SD Negeri Wonokerto 04 together with SD Negeri Wonokerto 01 often performed a combination workshop or collaboration, which was attended by teachers of SD Negeri Wonokerto 01 and SD Negeri Wonokerto 04 through a workshop with private parties who have experience in the field of education to build a workshop for teachers. Thus, of course besides reinforcement done optimally, collaboration between SD Negeri Wonokerto 04 with SD Negeri Wonokerto 01 can make the teacher more familiar with the prospects of developing other teachers from different elementary schools, so that a review of the status quo can always be implemented.

In addition, the main informant is to explain that there is a meta learning concept. In practice, the head of SD Negeri Wonokerto 04 always put emphasis on meta learning concepts by the teacher himself. Meta learning itself is defined as an effort to match a learning, under various conditions, so that the teaching approach or learning model differs from each chapter, adapting to the existing material. In line with a theory [16] that the main skill that existed in the 4.0 era, is a meta learning in education, a mindset where learning is judged as dynamic and has a different approach to each science to understand. The realization concept of the Meta learning itself in SD Negeri Wonokerto 04, is to find the best way to describe a lesson material to the students. As an example when English subjects took place, various teaching approaches such as drama, micro Teaching, conversation teaching were carried out alternately, in addition to mathematics, which essentially should put the teacher into a major learning resource. Many of these, in practice, are called meta learning. The unique finding that makes this research has its own characteristic, and can be concluded in this result, that a meta learning that exists in the learning, has represented a instructional leadership that runs effectively, because a state elementary school Wonokerto 04 has the capacity as a Precitioner clinical experts in the lead.

4. DISCUSSION

4.1. The essence of Instructional Leadership in change management at school

In the results are clearly stated, instructional leadership in SD Negeri Wonokerto 04 is very viscous, because it is rational logic, when it is reviewed through various activities that have been implemented by the head of SD Negeri Wonokerto 04 such as mentoring the teacher independently by the head of SD Negeri Wonokerto 04, Procurement of Kultin program (routine Kultum), seminar collaboration, Independent seminar, and also a establishment of a team of assistants. The various things that exist, of course, have represented everything about the instructional leadership itself. Because it is rationally, it can be studied for a number of activities that have a real impact on the quality of learning

as set forth in educational purposes, in addition, teacher skills when integrating technology in learning are greatly improved. Of course, it is a matter of ability to influence and motivate ability by the head of SD Negeri Wonokerto 04 successfully. Later than that, the reviews and the compilers' opinions are also in line with the opinion [17] that a leadership for the quality planning of learning in a good school is to have the characteristic of motivating subordinates in the realm of leadership well.

Review above is a review of the leadership in general, while for the instructional leadership itself, benchmarking that is to be done by the author will certainly berqibla to the theory [14], that a school principal with instructional leadership basically has, 1) management engineer; (2) Communicator; (3) Clinical Practitioner; (4) Role models; (5) High Priest. Therefore, a management engineer is represented well by the head of SD Negeri Wonokerto 04, with all the facts that exist such as the establishment of Kultin program, the establishment of a self-employed seminar program, and seminar collaboration, has shown that a head of SD Negeri Woonokerto 04 has a good leadership sphere, and has characteristics of instructional leadership complex.

Then, for a domain communicator is represented by a program of collaboration seminars. This means that a communication from the head of SD Negeri Wonokerto 04 itself tends to be efficient, because it can invite the existing institutions, to be invited to a program that has great implications for the course of an education process. This is in line with the statement [18] The distinctive characteristic of a leader having a good communicator role is that the institution being led can establish a good relationship with the institution it leads to. Then for clinical practitioner, it has been well-tualized through a self-study program or a follow-up of the seminar, where an elementary school principal of Wonokerto 04 has been touting and demonstrating related to the seminar's advanced material. After that related to the role model and high Priest has been well implemented through the ability of the affective domain of Kepal SD Negeri Wonokerto 04 which can be exempted by all existing school citizens. Therefore, the red thread can be drawn, the essence of instructional leadership in school change management, is a deployment of all charactercytic instructional leadership to create a continuous school quality by solving a resistance to the changes.

4.2 Improved teacher capability in learning through Unfreezing

Speaking of things that exist in the results of the study, rationally the various exposure has been in accordance with the theory indicators, both from primary and secondary sources, including their appropriateness to the initial preliminary theory exposure. From the results, can be examined that an internalization of religious values and the discussion through a tool in the form of a

symposium stated that it is proven effective, because of the psychological aspects and mindsets that arise as a result of various activities are proven to produce a positive synergy in the applicability of the process of solving existing resistance. The various exposure is similar to the phrase [19] that the benchmark of a successful change in the unfreezing phase is a passion that arises from the subordinate to act towards a productive and positive change. It is certainly well represented in an activity that exists in SD Negeri Wonokerto, which is evidenced by technical skills and various learning realizations that follow the demands of the disruption era. With regard to the previous research that has existed, related to the internalization of religious value, also held by [20] that a religious value can directly increase the capability of an individual in regulating their competence when carrying out all things, because the self-efficacy of an individual is indirectly increased. That is, for the various outcomes, as well as the comparison that has been presented by the composer can be proven that the relevance that exists regarding the religious aspects of an increased willingness to change, or the role of religious aspects to overcome the change resistance is real.

The thing that can be reviewed and studied again, related to the existing workshops, and was told that the workshop is an independent school program, meaning that outside the Education Service program, can represent the actualization of instructional leadership properly. Because it is rationally theoretical, it represents one of the capabilities of the leader with instructional Leadership a management engineer who has a high quality. Linear with it, has also been described by [14] that one of the competencies that must be possessed as a instructional leader is a skill management engineer, which is an ability that can organize to control all activities practically, and always find various ways to improve the quality of the board. In this connection is certainly well represented by the head of SD Negeri Wonokerto. So, in addition to the head of SD Negeri Wonokerto can be a proactive leader in moving teachers through the religious aspects embodied in Kultin (routine Kultum) head of SD Negeri Wonokerto 04 also has its capabilities as a reliable instructional leader. With various solutions and decision making strategic, up to a mindset growth mindset makes the head of SD Negeri Wonokerto 04 become lovable leader or leader who is loved by members. Then, rather than that the growth mindset itself is a pattern that extends and develops in the completion of a problem [17]. From a variety of reviews on the essentials that can be taken is an educational leader who successfully walk a unfreezing, along with the ability to come to the efficient decision making, and the thought of the teacher that existed that the head of SD Negeri Wonokerto 04 is a lovable leader.

4.3 Improved teacher capability in learning through Change/Movement

The Change or movement carried out in SD Negeri Wonokerto 04, in the results has been shown that it is realized with a workshop conducted independently. However, this has been alluded to in the previous discussion, because the author thinks that in fact the relation in the workshop is flexible which means that can be included in the movement or unfreezing in the process of change according to Kurt Lewin. Therefore, the discussion that will be emphasized on this association is a guidance given by the head of SD Negeri Wonokerto 04 which is carried out continuously. When studied of course the activity represents a instructional leadership capability in the capabilities of superior communicator and clinical Practitioner. Communicator here is interpreted as a leader who can accommodate various purposes and objectives through harmonious and reflective relationships [14]. Obviously, the capabilities of the communicator are realized by the head of SD Negeri Wonokerto 04 who can guide all existing teachers, especially in the technology Pengintegrasikan in the learning that comes down to an increase in learning capabilities of teaching them to a student. Rationally, if a principal of SD Negeri Wonokerto 04 does not have an capability to be a communicator then a positive relationship between himself and the teachers will not be realized properly. Then, after that, there is also a reliable clinical practitioner capability in the head of SD Negeri Wonokerto 04, because it is rational when studied and analyzed through various facts, the school principal can exemplify a reliable technical skills, and can make a decision that is urgent. In line with the phrase [14], that a thing worth noting when running a instructional leadership is the ability to carry out technical skills and as a superior decision maker. It is simple to conclude that a skill related to clinical practitioner is well organized, while related to decision making, it is inevitable that such skills have been inherent in the head of State Elementary School 04 Wonokerto with its strategic decision making, which is forming a team of assistants in helping guide teachers to continuously improve the quality of its learning through the integration of existing technology.

The author can express an opinion related to this, that a urban teacher's election to transmit its knowledge regarding the use of technology in learning can be assessed quite strategically by nature, see the existing status quo, that a millennial generai that is certainly populated by a urban teacher has indeed had a high technological ability. In line with the phrase [21] that an individual from the z generation and the millennial generation has an identity that is an ability in the field of high information technology. Therefore, the author concluded that a decision making is relevant and according to the need assessment of the existing learning. So, can be seen in the results when the observation by the

researchers conducted, that teachers in elementary school 04 Wonokerto Although there are some teachers who "sepuh" can still utilize technology in improving the quality of the learning. There is a variety of exposure that can be concluded that the various outcomes of this study, generally in accordance with the existing theory, can even be found a unique thing, namely a strategic decision-making, as well as a continuous mentoring in the context of improving teacher's capabilities in learning.

4.4 Improved teacher capability in learning through Refreezing

In this connection, in relation to everything as the author has attached in the results section, it can be shown that there is a collaborative workshop for the change process according to Kurt Lewin, a refreezing. The collaboration was implemented actively by two schools, namely SD Negeri Wonokerto 04 with SD Negeri Wonokerto 01. In exposure to the results has been presented that it is enabled so that teachers can get acquainted, and review the developments that exist in other schools related to the management of existing learning. Therefore, from the results, Apabil studied deeper, the author thinks that a thing that can certainly be a effect of collaboration, not only to know the relationship, but deeper can also be described as a tool or a tool to improve the capabilities of teachers through life long learning. As we know, life long learning itself is a thing where learning is not determined by the age, and can be done by learning to anyone [22]. This can be realized through a collaborative workshop, as the program has created by the head of SD Negeri Wonokerto 04.

Therefore, a thing that can be drawn red threads from various existing exposure, instructional leadership actualization and a refreezing process is carried out maximally, because from the refreezing side it has been obvious that the maintaining process or the process of maintaining an organizational performance can be reviewed rationally is optimal. As for the existing instructional leadership, the composer described that the head of SD Negeri Wonokerto 04 has the identity of instructional leader that is, in the capability of high priest that means all mindset, or the pattern of the existing think produces an outstanding or extraordinary activity. As well, from the various exposure that there is the head of SD Negeri Wonokerto 04 can be a role model as it has been shown throughout the contents of this article. Because of various traits, the pattern of the piker, and the way he leads the institute can be used as an example by other principals to improve the teacher's capabilities in learning, especially the integration of existing technologies.

While the unique findings in this connection is a meta learning, which is where an existing teacher, has been

internalized a concept of thinking that is meta learning that adaptation in a learning that needs to be forward optimally, so that the existing learning model matches the existing content. Of course, it makes a discussion that leads to an ability to literacy the head of SD Negeri Wonokerto 04 high. Therefore, related to Meta learning has to be practiced in the learning as it has been applied in SD Negeri Wonokerto 04, in line with the phrases [23] that the adjustment of models suitable in learning affects the students ' passion in learning. Then, the essentials, that can be studied from collaborative workshop as it has been dissociated in the previous exposure, making a aspect of the institute intropection become more optimal, because by collaboration, a teacher can intropection about his stay in the implementation of the learning, and when the teacher is not left behind, will also be able to review the continuity of learning in other schools, through their discussions in the So, from the various exposure, the composer described that the implementation of refreezing and the actualisation of instructional leadership were true and in accordance with the theory.

5. CONCLUSION

On the basis of various results and discussions that exist, can be drawn red thread from the conclusion that (1) the actualization of instructional leadership and the realization of the process of change through the model Kurt Lewin to improve learning can be categorized according to the theory, even in the study and practice of the outcome of the results are represented outstanding or superior. (2) unfreezing process in SD Negeri Wonokerto 04 using a Kultin or Kultum routine held on the proposal of a head of SD Negeri Wonokerto 04 and produce a resolution of existing resistance. (3) Intrinsic motivation from a teacher increased when Kultin or Kultum routine was implemented, so the willingness to change to be higher. (4) in the process of the movement of the head of elementary School Wonokerto 04 in its actualicity on instructional leadership and the presentation of model Kurt Lewin is optimally carried out with workshops and the establishment of the school's assistant team consisting of fresh graduate teachers in guiding teachers to improve their ability to manage learning management process through a technology integration. (5) The refreezing process is carried out with a collaborative workshop with SD Negeri Wonokerto regularly so that an existing maintaining becomes optimally achieved in maintaining and developing aspects of change management in SD Negeri Wonokerto 04, as well as internalizing meta learning that makes learning in SD Negeri Wonokerto 04 dynamic. Once expressed conclusions are available, it can be generalized an actualisation instructional leadership to make the realization of change management for the improvement of teachers ' capabilities in learning through the model Kurt Lewin runs effectively and efficiently.

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