

Change Management in Implementing Online Learning Systems at University in Aceh

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ABSTRACT

The University's attempt to introduce online learning was met with a number of obstacles. Therefore, effective implementation of online learning in higher education necessitates using change management strategies. This research aims to help Universitas Almuslim plan for the successful introduction of online education. The research is qualitative research. The respondent of the research are leaders, lecturers and students of Almuslim University. The respondents were selected through the purposive sampling method. In addition, the data of the research were collected through interviews. The research consists of three distinct parts. First, a Prosci ADKAR Checklist change management gap analysis was performed on Universitas Almuslim's efforts to incorporate online learning. Second, firm approaches to managing transitions. At long last, Universitas Almuslim has developed a strategy for distance education. The research produced a plan for introducing online education at Universitas Almuslim through change management activities. The current state, the transition state, and the future state make up the roadmap's three states. The processes of becoming aware of things and of wanting them are outlined. Then, the steps required to acquire the necessary knowledge and skills are outlined. Finally, the future state's abilities and reinforcements are outlined.

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1. INTRODUCTION

The development of science and technology is driving the world to face the fourth industrial revolution. New technology, such as artificial intelligence and the Internet of Things, are embedded into

normal life and the industrial sector (Fu, X, 2017). Therefore, new technologies have rapidly converted individuals' behaviour in various aspects of life (Lestari & Santoso, 2019). The transformation of individual behaviour is indicated by the usage of online-based public transportation, online shopping, online financial transaction, and other activities previously carried out conventionally.

Individuals are being pushed to become proficient in three new literacies due to the rapid development of new technologies brought about by the fourth industrial revolution (Lestari & Santoso, 2019). These new literacies are known as digital literacy, technological literacy, and human literacy. As a direct result, the fourth industrial revolution will bring up new obstacles for students to overcome in the modern workplace. According to Cunningham et al. (2016), students need to be able to think critically in technical terms and comprehend what technological problems can be solved and how they may be solved using technology.

Through the Ministry of Education and Culture, the Indonesian Government issued several policies to increase students' digital literacy, technology literacy, and human literacy—for instance, regulation for the implementation of online learning for higher education in 2018. The regulation regulated online learning as a higher education strategy in responding to the challenges of the fourth industrial revolution. Furthermore, considering the covid 19 pandemic in 2020, higher education in Indonesia was required to implement online learning strategies. Besides improving digital literacy, technology literacy, and human literacy, implementing online learning in 2020 aims to prevent the spread of covid 19.

Several challenges are occurred in implementing online learning since online learning is a new learning system for higher education at Universitas Almuslim. These challenges include the resistance of the academic community, such as lecturers, to change their practice from traditional face-to-face to online learning. The resistance occurs due to the habits of traditional face-to-face learning are difficult to change for some lecturers. Moreover, resistance also occurs due to lecturer's misunderstanding of the goals and vision of the Universitas Almuslim. In addition, other challenges to implementing online learning in higher education are limited infrastructure, policies, capabilities, finances, awareness and motivation of lecturers and students in implementing online learning (Tarus at. al, 2015; Al-Azawei et al., 2017). Therefore, academic paradigm shifts towards the use of ICT and changes in work culture in teaching practices determine the success of online learning implementation.

Furthermore, a change management strategy is needed considering online learning is a new learning system that affects technical and organizational aspects of the teaching and learning process (Macfadyen at. al, 2012; Smuts et al., 2017). In addition, Ali stated that successful change also requires great change management besides effective project management (Ali at. al, 2018). However, Alhogail and Mirza (2011) argued that there is limited literature and focus on changing management studies.

Consequently, the study's central inquiry is (1) what is the current state of online education at Universitas Almuslim? The second concern is how to oversee the rollout of e-learning at Universitas Almuslim efficiently. (3) what is the plan for introducing online courses at Almuslim University? The study's other objectives are to (1) examine how online education is being put into practice at Universitas Almuslim, (2) oversee the rollout of e-learning at Universitas Almuslim, and (3) plan for the cultural shift that will inevitably accompany it.

2. METHODS

The research is qualitative research. Furthermore, the respondent of the research are leaders, lecturers and students of Almuslim University. The respondent were selected through the purposive sampling method. In addition, the data of the research were collected through interviews. To develop activities in the change management for implementing online learning in Almuslim University, the research adopted ADKAR change management model (Hiatt, 2006). Therefore, the research is classified into three phases. The first phase is a gap analysis between actual and ideal management in Universitas Almuslim on implementing online learning. Prosci ADKAR Checklist change management is used to identify the learning process gap in this phase. Then, the second phase is determined to change

management strategies. The final phase is formulated roadmap for online learning in Universitas Almuslim (Sulistiyani & Rizqi, 2020).

Gap analysis is conducted using interviews. The respondents of the interviews are university leaders, faculty leaders, department leaders, academic staffs, lecturers, and students. A purposive sampling technic is used to determine respondents. Purposive sampling is sampling technic with certain considerations (Sugiono, 2016). Furthermore, the result of gap analysis is used to formulate change management strategies. ADKAR elements are used as a framework to identify change management strategies in implementing online learning at Universitas Almuslim. Finally, Critical Succes Factor (CSF) method is used to formulate activities based on the identified change management strategies. The activities acquired through the CSF method are used to develop a change management roadmap for Universitas Almuslim in implementing online learning (Figure 1).

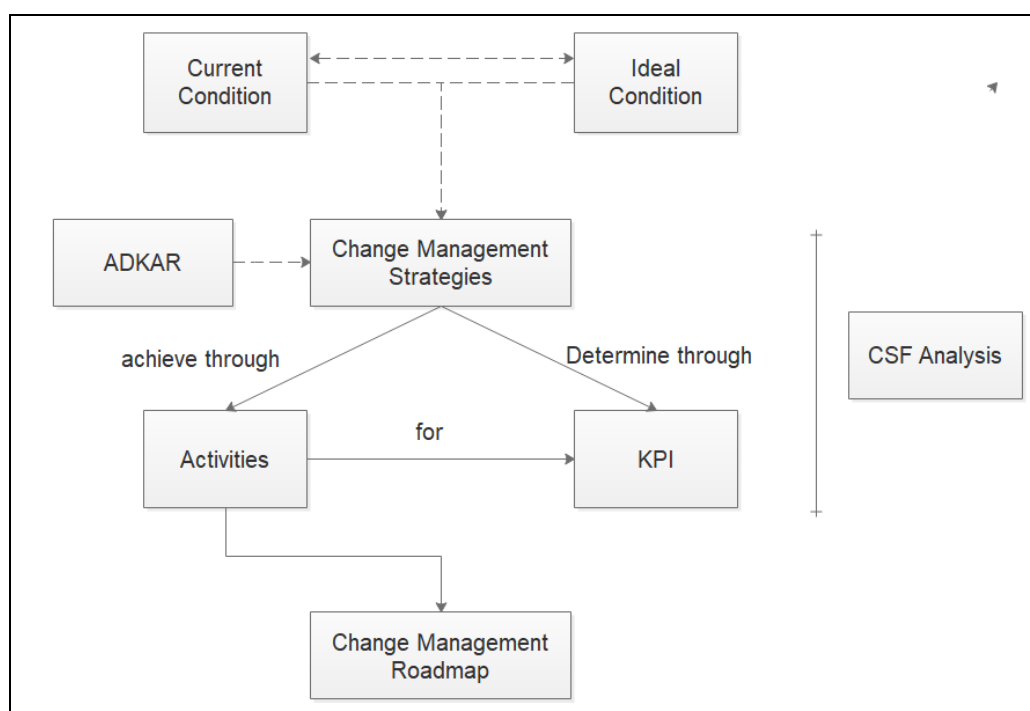


Figure 1. Research procedure
(Adapted form Sulistiyani & Budiarti, 2020)

3. FINDINGS AND DISCUSSION

3.1. Gaps Analysis

Derived from the results of interviews using the Prosci change management checklist (Sulistiyani & Rizqi, 2020), it can be inferred that the media used in communication activities was only limited to the rector's circular letter, which was one-way communication. Therefore, a two-way communication channel is needed to deliver messages effectively. In addition, sponsorship activities show that the vice chancellor of academic affairs as a primary sponsor doesn't understand his roles and responsibilities completely in the implementation of online learning at Universitas Almuslim. For that reason, the chancellor needs to clarify the vice chancellor of academic affairs roles and responsibilities in implementing online learning. Furthermore, an online learning development team needs to be formed to ensure the online learning process can be implemented effectively at Universitas Almuslim.

Moreover, in coaching activities, it is necessary to involve the dean and head of the department in conveying the benefits of implementing online learning to lecturers. Additionally, in training activities, it is necessary to form an online learning help desk to aid lecturers and students in implementing online learning. Finally, on reinforcement activities, it is necessary to develop measures to prevent or mitigate resistance to implementing online learning from senior lecturers due to limited skills in using technologies. In detail, the results of the interviews can be seen in Table 1.

Table 1. Gaps analysis

Change management activity	Checklists change management approach	Actual condition
Communication	Identified the audients that need to communicate with throughout the organization	Lecturers, academic staff, and students have been informed about the implementation of online learning
	Identified the ideal sender of communication messages	The Chancellor and vice chancellor of academic affairs are the ideal senders of a communication
	Identified the most effective channels of communication	Currently, Chancellor circular letters are used as a communication channel
	Create a mechanism to enable two-way communication	Currently, one-way communication is used to send a message in the implementation of online learning
Sponsorship	Ideal sponsors	The Chancellor and vice chancellor of academic affairs are ideal for online learning implementation
	Enabled primary sponsor to deliver key communications that are expected from senior leadership	The primary sponsor delivers massages using circular letter
	Develop primary sponsor's understanding of roles and responsibilities	The primary sponsor doesn't understand the roles and responsibilities completely
	Enabled sponsors to cooperate with other units in organization	Sponsor delegates responsibility to related units
Coaching	The expectation that managers and supervisors will be coaches during change	Managers and supervisors do not become coaches during the change.
	Prepared coaches to communicate the "What's in it for me?" from lecturers' perspective	There are no coaches to communicate the advantages of online learning to lecturers
	Provided the knowledge, training, and tools to help effective coaches	Lecturers have been trained to use a learning management system (LMS)
	Responded to resistance	There is no responded to resistance
Training	Identified current skills of lecturers and students	Currently, most lecturers and students are competent in using LMS
	Identified skills gap	Skill gaps have not been identified
	Provided training program	Lecturers have been trained to use a learning management system (LMS)

	Effectively scheduled training when people need it	There is no scheduled training when people need it
Resistance Management	Identified where resistance is likely to come from	Resistance comes from most of the senior lecturers
	Identified what resistance might look like	Lecturers are reluctant to integrate LMS into the learning
	Developed measures to prevent or mitigate resistance before it happens	There are no measures have been developed to prevent or reduce resistance
	Developed an approach to deal with resistance when it occurs	There is no approach has been developed to deal with resistance

3.2. Change Management Strategies

The results of the gaps analysis are used to determine change management strategies. ADKAR Model by Prosci was used to formulate change management strategies. Tandelilin (2013) stated that ADKAR Model is aimed at managing the people dimension of change. There are five steps of the ADKAR Model, namely Awareness, Desire, Knowledge, Ability, and Reinforcement (Parlakkiliç, 2017).

This research used communication activities to determine change management strategies for Awareness and Reinforcement steps of the ADKAR Model. Then, sponsorship activities were applied to define change management strategies for Awareness, Desire, and Reinforcement steps of ADKAR Model. Additionally, training activities were used to define change management strategies for Knowledge and Ability steps of the ADKAR Model. Moreover, coaching strategies were used to all steps of the ADKAR Model. Finally, resistance management activities were used to determine strategies of the desire step of the ADKAR Model (Sulistiyani & Rizqi, 2020). In detail, change management strategies for each step of the ADKAR Model can be seen in Table 2.

Table 2. Change management strategies

ADKAR	Activities	Strategies
Awareness	Communication Sponsorship Coaching	Optimization of a two-way communication channel to deliver change management messages
Desire	Sponsorship Coaching Resistance Management	Optimization of the online learning development team to communicate the advantages of online learning for lecturers
Knowledge	Training Coaching	Optimization online learning help desk to aid lecturers and students in implementing online learning
Ability	Training Coaching	1. Improving lecturers' and students' skills in using LMS 2. Provide online learning infrastructure
Reinforcement	Communication Sponsorship Coaching	Measuring the performance of online learning implementation regularly

3.2.1. Awareness

Awareness of change can be obtained through proper media communication. Proper media communication delivers messages of change to the targets effectively. However, in actual condition, Universitas Almuslim applies the circular letter of the chancellor about the implementation of online learning to deliver messages of change. The circular letter is one-way communication that forces lecturers to implement online learning. While Prosci stated that awareness arises through an individual understanding of change. Therefore, a two-way communication channel is needed to deliver messages of change effectively.

3.2.2. Desire

Desire arises when individuals are motivated to change. However, lecturers of Universitas Almuslim are not motivated to change. The lecturers have limited understanding of the advantages of online learning for individuals and organizations. Hence, optimalization of online learning development team to communicate the advantages of online learning for lecturers is vital to motivate lecturers.

3.2.3. Knowledge

Knowledge in the ADKAR step is understanding how to change. Currently, Universitas Almuslim lecturers have been trained to use a learning management system (LMS). Consequently, most of Universitas Almuslim lecturers and students are competent in using LMS. However, some of the senior lecturers have limited skills in using technologies such as LMS. Therefore, online learning help desks have a crucial role in aiding lecturers and students in implementing online learning.

3.2.4. Ability

Resources affect an individual's ability to change. Resources included infrastructures and procedures. Three main infrastructures in implementing online learning in Universitas Almuslim are software, hardware, and internet connection. Universitas Almuslim is equipped with hardware and software that support online learning. However, considering the number of lecturers and students, internet connectivity is still a problem for the implementation of online learning at Universitas Almuslim. Therefore, Universitas Almuslim needs to provide good internet connectivity to ensure lecturers and students implement online learning effectively. Moreover, lectures and students' skills in using LMS need to be improved through training and workshop (Jamal, 2020).

3.2.5. Reinforcement

Reinforcements are crucial to ensure that lecturers and students are comfortable in implementing online learning. Therefore, Universitas Almuslim be required to measure the performance of online learning implementation regularly.

3.3. Change Management Activities

Critical Success Factor (CSF) analysis was used to formulate change management activities from change management strategies (Table 3). As previously described, the communication media used in the Awareness stage was the chancellor's circular letter which is a one-way communication channel. Therefore, to enhance two-way communication channels, Universitas Almuslim needs to socialize the implementation of online learning to lecturers and students. Furthermore, Universitas Almuslim enables to the application of official social media to socialize the implementation of online learning to lecturers and students.

Moreover, to optimize communication between the online learning development team and lecturers on the advantages of online learning in Desire stage, Universitas Almuslim needs to

establish an online learning development team. The team is responsible for communicating and facilitating both individuals and units in understanding the advantages of online learning. In addition, to ensure effective communication between the help desk and lecturers in the Knowledge stage, Universitas Almuslim must apply several communication media such as social media, website, and call centre. Effective communication between the help desk and lecturers will increase the knowledge of lecturers to change.

Then, to improve lecturers' and students' skills in using LMS in the Ability stage, Universitas Almuslim needs to organize regular online learning training for lecturers and students. Moreover, to ensure the LMS is accessible across campus, Universitas Almuslim increases campus internet bandwidth speed. Finally, to measure the performance of online learning implementation, Universitas Almuslim must delegate a quality assurance unit to regularly evaluate the online learning process.

Table 3. Change management activities

ADKAR	Strategies	Change Management Activities
Awareness	Optimization of a two-way communication channel to deliver change management messages	<ol style="list-style-type: none"> 1. Universitas Almuslim needs to socialize the implementation of online learning among lecturers and students. 2. Applying the official social media of Universitas Almuslim to socialize the implementation of online learning.
Desire	Optimization of the online learning development team to communicate the advantages of online learning for lecturers	Establish a team to communicate the advantages of implementing online learning for both individuals and organizations.
Knowledge	Optimization online learning help desk to aid lecturers and students in implementing online learning	Applying several communication media such as social media, website, and call centre between help desk and lecturers
Ability	<ol style="list-style-type: none"> 1. Improving lecturers' and students' skills in using LMS 2. Provide online learning infrastructure. 	<ol style="list-style-type: none"> 1. Organizing regular online learning training for lecturers and students 2. Increase campus internet bandwidth speed.
Reinforcement	Measuring the performance of online learning implementation regularly	Delegate a quality assurance unit to evaluate the online learning process regularly

Furthermore, Hiatt (2006) and Boca (2013) stated that in implementing ADKAR change management model, the identified change management activities are described in the state of organisational change (Figure 2). The Awareness and Desire activities are described in the current state. Then Knowledge and Ability activities are described in to transition state. Finally, activities of the Ability and Reinforcement stage are described in the future state. Current state activities are used to prepare a change, it starts from raising awareness to generating a desire to change. Moreover, transition state activities are used to generate knowledge and ability to change. At the same time, some Ability activities and reinforcement activities are used to ensure that change is permanent (Sulistiyani et al., 2020). The structuring of the activities results in a change management roadmap as presented in Figure 3.

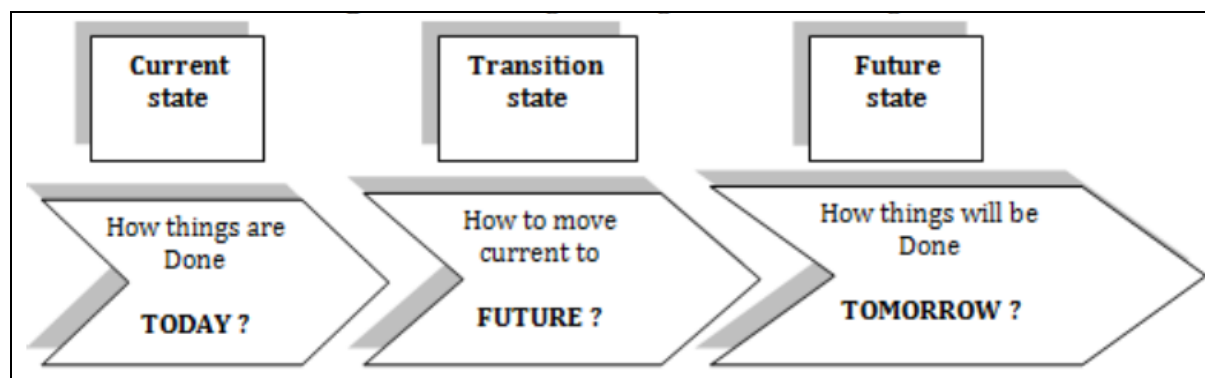


Figure 2. The state of organizational change (Adapted from Boca, 2013)

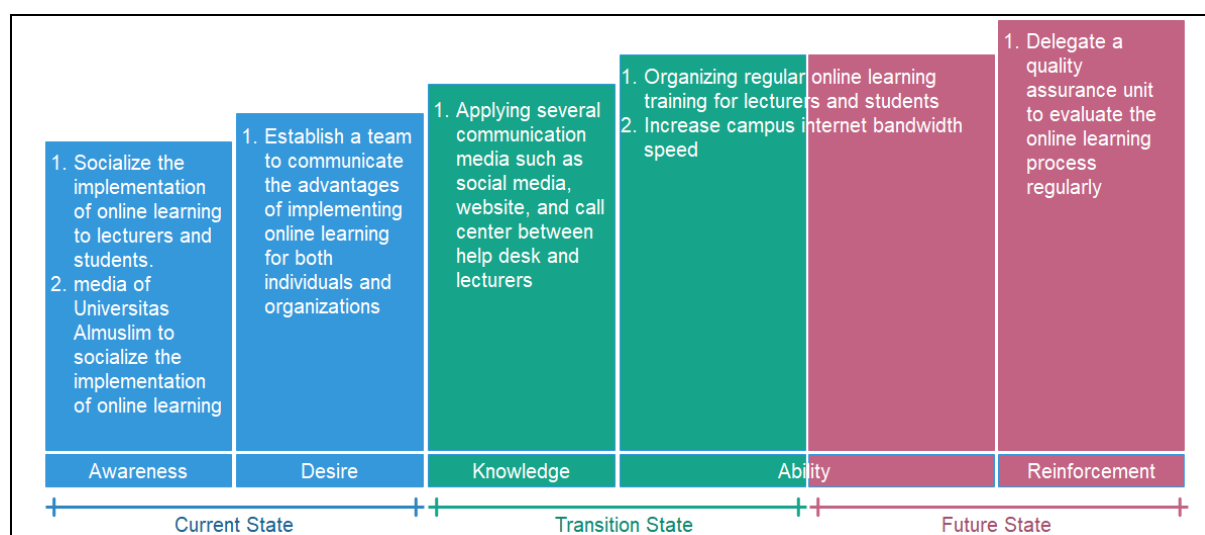


Figure 3. Change management roadmap (Adapted from Sulistiyani, et. al., 2020)

Although the ADKAR change management model missing out the role of leadership and principles of program management to create clarity and provide direction to change (Shah, 2014), the ADKAR change management model is a goal-oriented change management model that allows management teams to focus on the activities on specific results (Tang & Tang, 2019). In addition, the ADKAR change management model is a management tools to assist subordinated through the change process in the organization (Mulder, 2018; Shah, 2014) Therefore, Through the roadmap that has been developed, Almuslim University able to implement online learning system in learning activities effectively.

4. CONCLUSION

The findings of the study indicate that there are gaps between the current management at Universitas Almuslim and the ideal management for the implementation of online learning. The gaps included (1) ineffective communication, (2) a limited understanding on the part of the main sponsor regarding his roles and responsibilities, (3) a lack of coaches to communicate the benefits of online learning for lecturers, (4) a lack of a response to resistance, (5) a lack of scheduled training when

people need it, (6) resistance from senior lecturers, and (7) a lack of an approach to deal with resistance. There was also a lack of an approach to deal with resistance. Therefore, a number of management strategies were suggested, including the following: (1) Optimisation of two-way communication channels to deliver change management messages; (2) Optimisation of an online learning development team to communicate the advantages of online learning for lecturers; (3) Optimisation of an online learning help desk to assist lecturers and students in implementing online learning; (4) improvement of lecturers' and students' skills in using LMS; and (5) provision of an online learning infrastructure.

Although this research has developed a change management roadmap for implementing online learning at Almuslim University, this roadmap needs to be implemented optimally. Therefore, future research using quantitative approach needs to be conducted to test the effectiveness of the roadmap that has been developed.

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