

## ORGANIZATIONAL CHANGE AT THE EDUCATORS PROFESSIONAL DEVELOPMENT CENTER IN WEST JAVA

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### ABSTRACT

Organizational change is a strategy and implementation aimed at transforming the organization to enhance the empowerment and development of educators and other educational staff. This aligns with the Ministry of Education, Culture, Research, and Technology Regulation Number 14 of 2022 concerning the Organizational Structure of the Educators Professional Development Center. The objective of this research is to ascertain the effectiveness of the organizational changes implemented at the Educators Professional Development Center in West Java. This research draws on the organizational change Theory by Jones (2013). The method employed in the study is a qualitative approach using purposive sampling. The findings indicate that organizational changes in the dimensions of functional resources remain ineffective because of a lack of integration between work teams, so it is necessary to form work teams and assign responsible parties to ensure that activity goals are achieved in accordance with the head's performance agreement and the functions of the Educators Professional Development Center in West Java.

### A. INTRODUCTION

Bureaucratic reform is crucial for government institutions to deliver public services effectively (I Ketut Budiarti et al., 2025). To improve public services, bureaucratic reform is being implemented through organizational changes grounded in good governance and supported by a digital transition across structural and process dimensions (Mujahidin & Kusuma, 2025; Secchi, Caeiro, Ramos Pinto, & Arenilla Sáez, 2025; Yucebas, 2019; Iskandar, 2025). Changes influence organizational changes in the structure of Ministries or Agencies that follow political elites, as seen in China and Germany (Ma & Christensen, 2020; Bach & Jann, 2010). In response, the Ministry of Education, Culture, Research, and Technology has been restructured into three separate entities: the Ministry of Primary and Secondary Education, the Ministry of Culture, and the Ministry of Higher Education, Science, and Technology. According to Presidential Regulation Number 188 of 2024, the Ministry of Primary and Secondary Education is responsible for managing governmental functions related to primary and secondary education and for assisting the president in overseeing educational affairs. One of the key directorates

within this ministry is the Directorate General of Teachers, Education Personnel, and Teacher Education, which supervises thirty-three (33) Technical Implementation Units across various regions in Indonesia, including the Educators Professional Development Center (BBGP or BGP).

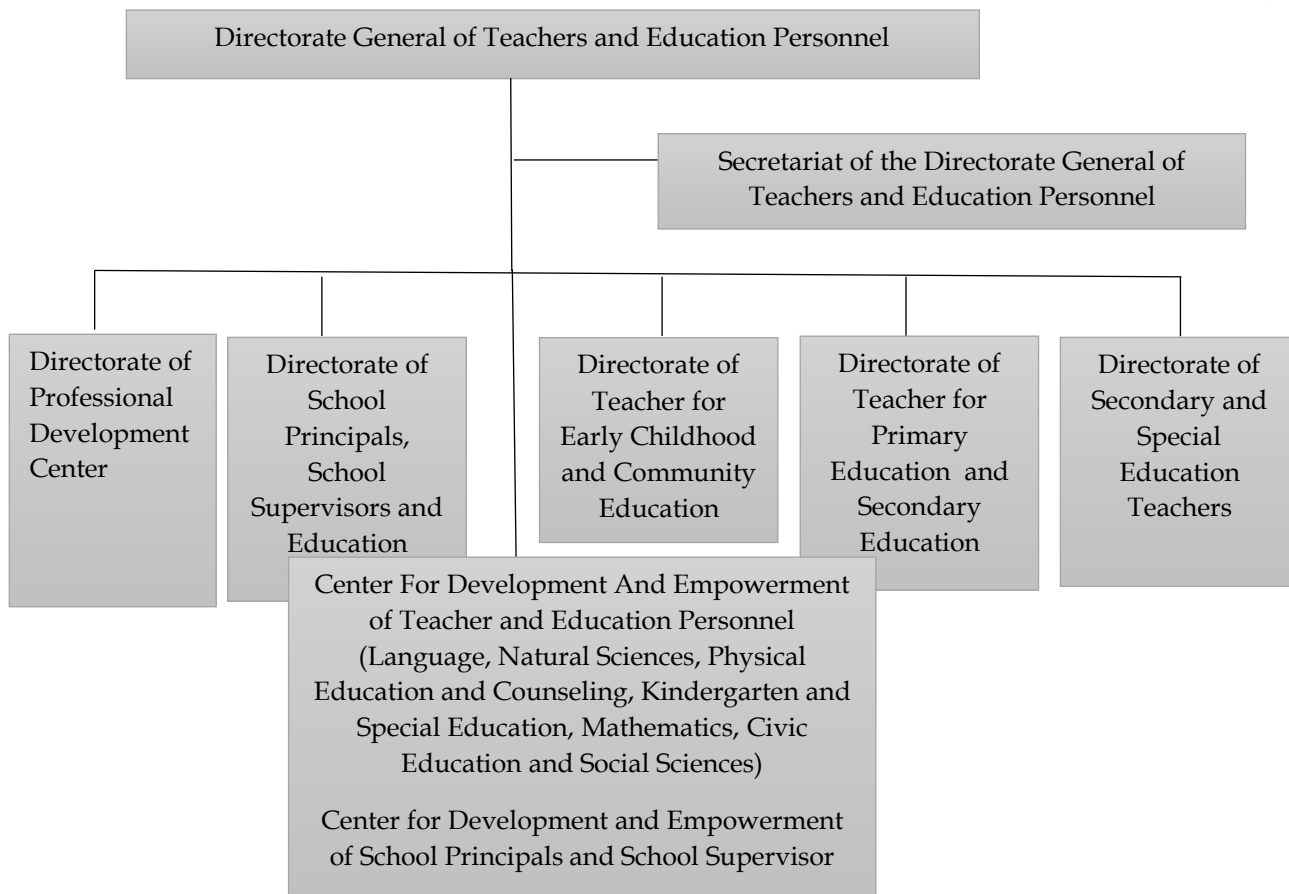
Before the organizational restructuring of the Ministry of Primary and Secondary Education, one of the Technical Implementation Units under the Directorate General of Teachers, Education Personnel, and Teacher Education underwent institutional reform. This transformation was formally regulated under the Ministry of Education, Culture, Research, and Technology Regulation Number 14 of 2022, which outlines the establishment and operational framework of the Educators Professional Development Center.

Change is a key element in the theory and practice of public management, as public organizations must be the primary drivers of societal change. However, some public organizations fail due to a lack of relevant change management capabilities within the organization (Eneqvist, 2024; Kroll & Pasha, 2021; Vanhengel, George, Letens, & Verweire, 2025). Organizational change refers to the transformation process an institution undergoes from its current state to a desired future condition, aimed at enhancing its overall effectiveness and efficiency (Jones, 2013). To operate efficiently and effectively, an organization must demonstrate the ability to adapt to changes in its external environment swiftly (Ramos-Maães & Román-Portas, 2022). This perspective aligns with (Robbins, 2017), who emphasizes that organizational change is often driven by internal and external demands and typically involves modifications in human resources, organizational structure, or technology.

Consequently, a structural reorganization was implemented within the Technical Implementation Units (UPT) under the Ministry of Primary and Secondary Education, as stipulated in Regulation Number 14 of 2022 of the Ministry of Education, Culture, Research, and Technology. This regulation consolidated several existing institutions—namely the Center for the Development and Empowerment of Teacher and Educational Personnel in Natural Sciences (PPPPTK IPA), Center for the Development and Empowerment of Teacher and Educational Personnel of Kindergarten and Special Education (PPPPTK TK and PLB), and Center for the Development and Empowerment of Teacher and Educational Personnel in Physical Education and Counseling (PPPPTK Penjas and BK)—into a single entity: Educators Professional Development Center in West Java (BBGP Jabar). This organizational transformation aims to strengthen the empowerment and professional development of teachers, other educational personnel, prospective school principals, current principals, and school supervisors throughout Indonesia.

To enhance the empowerment and professional development of teachers and other education personnel, organizational change serves as both a strategic initiative and an implementation approach. This process involves transforming existing organizational structures and systems by adapting all foundational elements—human resources, culture, structure, and systems—to improve institutional effectiveness and align with the organization's overarching vision and mission. (Sancak, 2023). Similar to change resistance, change aversion is prevalent; however, if left unchecked, it can reduce the success of organizational change initiatives (Hubbart, 2023). This approach is consistent with the mission of the Educators Professional Development Center in West Java, which prioritizes support services for teachers, educators, education personnel, prospective school principals, current principals, and school supervisors, particularly within the West Java region. One of the key commitments of the Educators Professional Development Center in West Java in implementing organizational transformation is to enhance the quality of services provided to teachers, educators, and education personnel. This change reflects a broader restructuring within the Directorate General of Teachers and Education Personnel, where in its technical implementation units were rebranded and reorganized from the former Center for the Development and Empowerment of Teacher and Educational Personnel institutions into the Educators Professional Development Center.

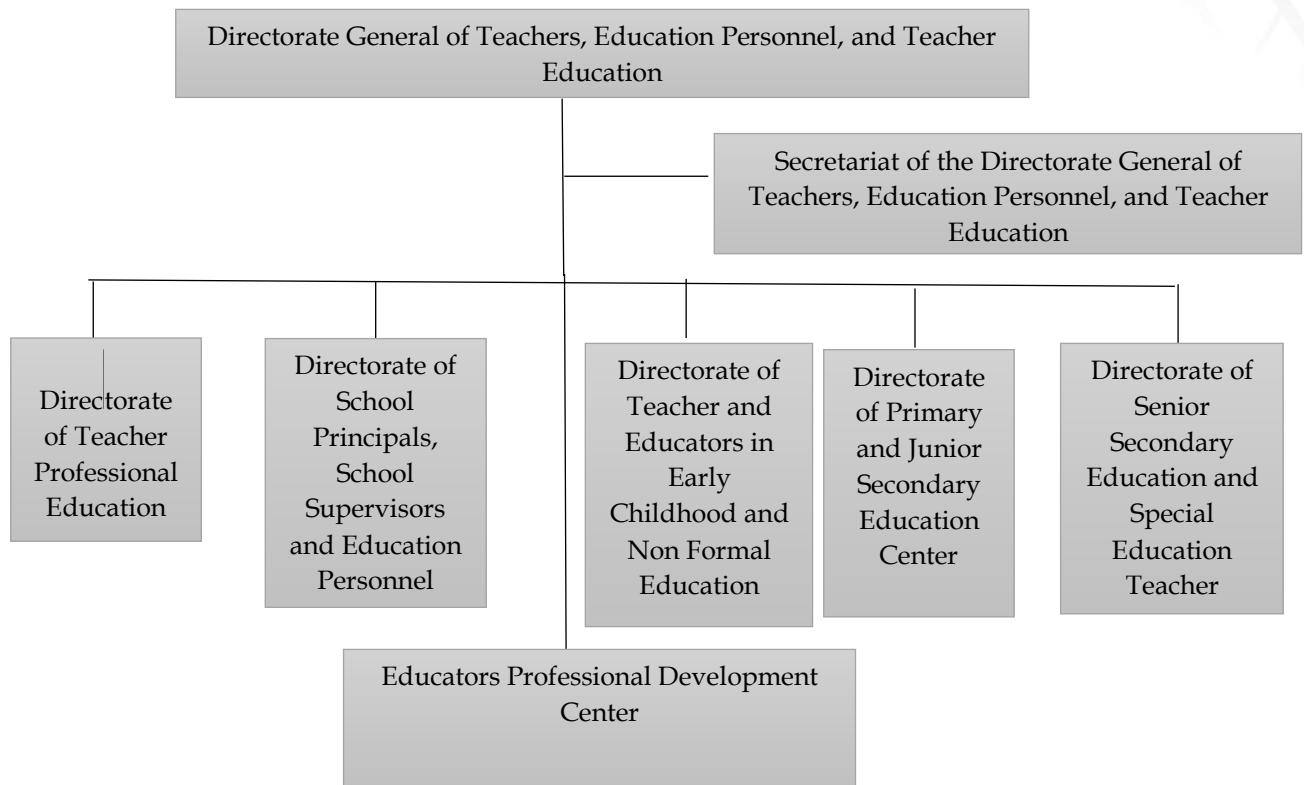
**Chart 1. OTK Director General of Teachers and Education Personnel**



**Source:** Regulation of the Minister of Education, Culture, Research and Technology Number 28 of 2021, compiled by author (2025)

Subsequently, the organizational structure of the Technical Implementation Units (UPT) under the Directorate General of Teachers and Education Personnel, Centers for the Development and Empowerment of Teacher and Education Personnel (PPPPTK) and Center for Development and Empowerment of School Principals and School Supervisor (LPPKS) –was restructured into the Educators Professional Development Center. This transformation was formalized through the Ministry of Education, Culture, Research, and Technology's Regulation Number 14 of 2022. The changes in the organizational structure are illustrated in the following chart:

**Chart 2. OTK Directorate General of Teachers, Education Personnel, and Teacher Education**



**Source:** Regulation of The Minister of Primary and Secondary Education Number 1 of 2024

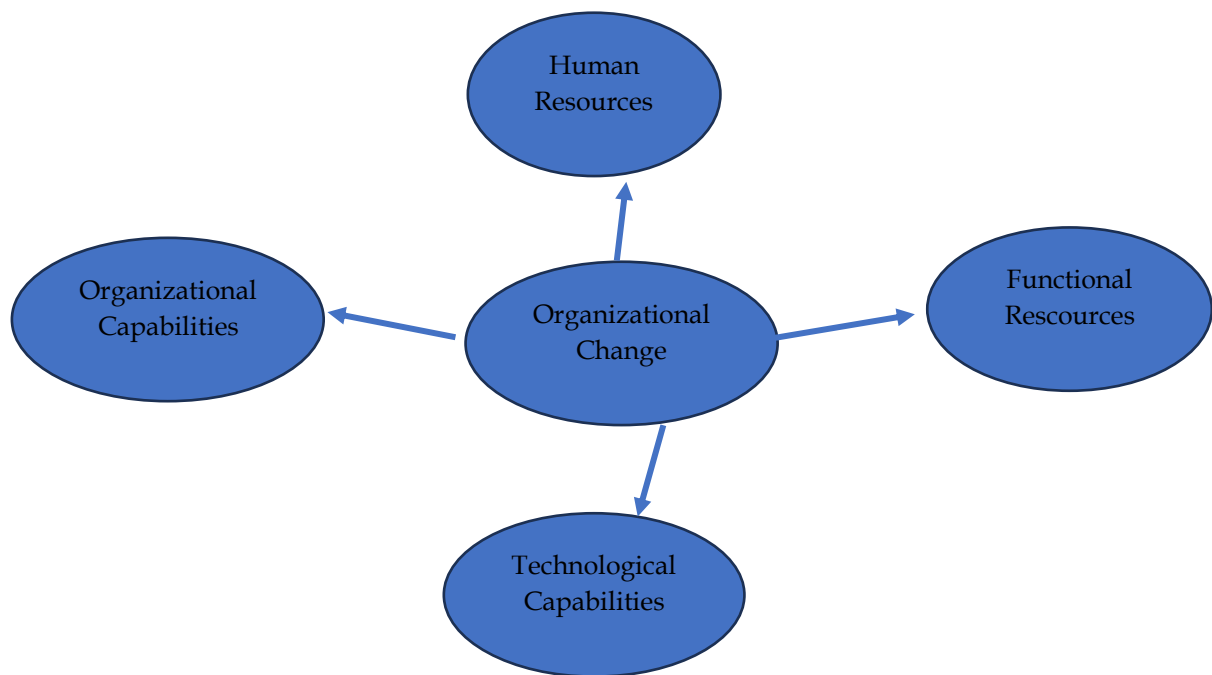
Based on the observations and interviews conducted by the author, several challenges were identified during the organizational change of the Educators Professional Development Center in West Java. These issues include:

1. The working teams established during the 2022–2023 period were not operating effectively, which led to the formation of new teams in 2024 that align more closely with the institutional functions of the Educators Professional Development Center in West Java.
2. Out of the 253 staff members at the Educators Professional Development Center in West Java, several employees were assigned to teams that did not align with their area of expertise.
3. The overall organizational work culture remains underdeveloped; some employees were observed arriving at work after the official start time of 07:30, indicating a lack of discipline.

The problem statement in this research, as previously described by the author, is that organizational change at the Educators Professional Development Center in West Java has been ineffective. Based on the problem statement in the study, the following research questions can be stated: "Why has organizational change at the Educators Professional Development Center in West Java not been effective?". The objective of this research is to ascertain whether the organizational changes at the Educators Professional Development Center in West Java have been effective.

Research related to organizational change has been done before, such as research by (Aarons, Ehrhart, Farahnak, & Hurlburt, 2015). Leadership training and organizational change have a significant impact on outcomes assessed by leaders. (Petrou, Demerouti, & Schaufeli, 2018) bringing together three concepts of organizational change, focusing on regulations and frameworks, and change actors in organizational change. (Oreg, Bartunek, Lee, & Do, 2018) a model of organizational change response to recipients. (Hussain et al., 2018) Theoretical and practical implications of Kurt Lewin's change model, (Yousef, 2017) Organizational change is often associated with factors such as supervision, working conditions, and job security. (Sroufe, 2017) Integration as a systems-based approach in organizational change and transformative leadership. (Van der Voet, Kuipers, & Groeneveld, 2016) Organizational change can impact public organizational change, as well as others. The difference in this research is that the emphasis is on leadership and actors of supervisory change in non-public organizations and Kurt

Lewin's organizational change method. In contrast, the author focuses on organizational change implemented in the technical implementation unit of the Ministry of Primary and Secondary Education Jones' theory of planned organizational change.



Source: Adapted from (Jones, 2013)  
**Figure 1. Organizational Change Framework**

## B. METHOD

The research method employed by the author regarding organizational changes in the Educators Professional Development Center in West Java is a qualitative method. The data sources used by the author consist of two sources, i.e. (1) Primary sources, provided by informants utilizing in-depth interviews and field observations; (2) Secondary data sources, derived from regulations or policies, Educators Professional Development Center in West Java Strategic Plan Documents, Educators Professional Development Center in West Java Performance Reports, and literature studies in the form of journals.

This research employs data gathering approaches, including interviews, observations, and documentary studies. The technique used to determine informants in this study employs a purposive sampling method. The author, in analyzing the data, employs the approach outlined by (Miles, Huberman, & Saldana, 2014) which involves data condensation, data presentation, and data verification or conclusion. The data condensation process involved the author selecting data by marking specific points, which were categorized based on the dimensions of organizational change from R. Jones, namely human resources, functional resources, technological capabilities, and organizational capabilities. The focus is on the problem that the organizational changes at Educators Professional Development Center in West Java are not yet effective. Then, abstracting was carried out to select statements that needed to be included in the research, from interview documents, observations, and documents such as the strategic plan and performance reports of Educators Professional Development Center in West Java. The next step is to evaluate and summarise the data through grouping. Data presentation is described in the form of brief details, tables, and images, followed by data verification by concluding organizational changes at Educators Professional Development Center in West Java based on information provided by informants. Data validation involves verifying data by comparing information from multiple sources, including informants, documents, and observations.

The number of informants in this study was 12 people, namely:

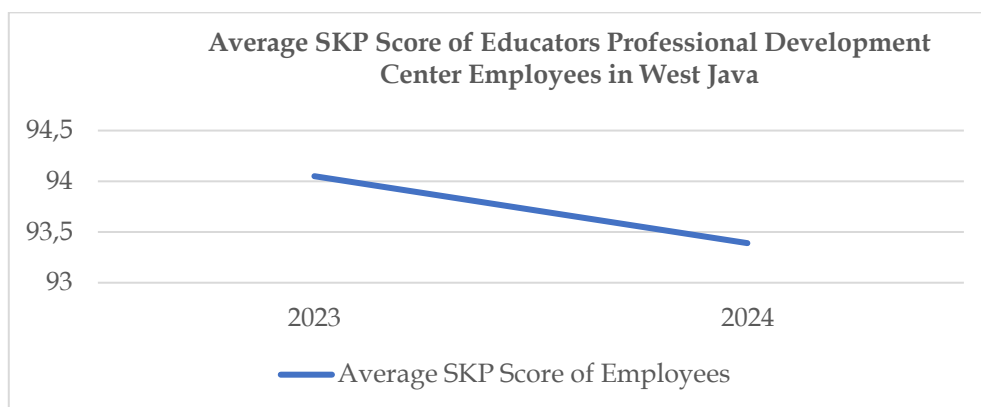
1. Head of Educational Professional Development Center in West Java ;
2. Head of the General Affairs Division;
3. Person in Charge of Administration and Personnel;
4. Person in Charge of Data and Information;
5. Head of the GTK Competency Improvement Work Team;
6. The person in charge of the implementation of the competency improvement of GTK PKB PJOK;
7. Head of the Working Team for the Development of GTK Competency Improvement Model;
8. Head of the GTK Learning Media Development Working Team;
9. Head of the Digital Transformation Team;
10. Member of Partnership Working Team;
11. Members of the Governance and Personnel Working Team;
12. Member of the GTK Competency Improvement Model Development Working Team

### C. RESEARCH FINDING AND DISCUSSION

Jones (2013) indicates that the theory of planned organizational change aims to enhance the effectiveness of human resources, functional resources, technological capabilities, and organizational capabilities. This aligns with the planned changes at the Educators Professional Development Center in West Java, as per the Ministry of Culture, Research, and Technology Regulation Number 14 of 2022, which aims to implement bureaucratic reforms in line with the vision and mission of the President of the Republic of Indonesia.

#### Human Resources

According to Jones (2013), human resources are the most important asset in an organization, particularly in terms of the competencies and capabilities of employees. Because the capabilities and competencies of employees can provide a competitive advantage for the organization, this aligns with the data collected in the field regarding the target value of employee performance assessments and employee development training.



**Graph 1. Recapitulation of Achievement Value of Employee Performance Targets of Educators Professional Development Center in West Java**

**Source:** compiled by the author (2025)

Based on graph.1 recapitulation of af achievement value of employee performance targets of educators professional development center in West Jawa. Educators Professional Development Center in West Java employees achieved an average value of meeting employee performance targets, with an Excellent value in 2023, as well as values of 94.05 and 93.09 in 2024. This is highly supportive of achieving goals with organizational performance, where each individual has exceeded an excellent target value. Although there is a decrease from 2023 to 2024, this is because some employees received scores below 90, despite having sufficient scores. Additionally, some employees lack awareness of the



importance of completing daily logs on a monthly basis to support the assessment of individual employee performance.

In addition, to support the development of the capabilities or competencies of employees in carrying out their duties, employees are required to develop competencies for at least 20 JP in one year, this is regulated in Presidential Regulation Number 27 of 2020 and Permendikbudristek Number 34 of 2023 concerning the development of competencies for ASN employees of the Ministry of Education and Culture. Various efforts have been made by Educators Professional Development Center in West Java to implement these regulations, as follows:

1. In 2024, employees are required to make a 5-year competency development plan on the page <https://karier.kemdikbud.go.id/>



Source: [karier.kemdikbud.go.id](https://karier.kemdikbud.go.id/) (2025)

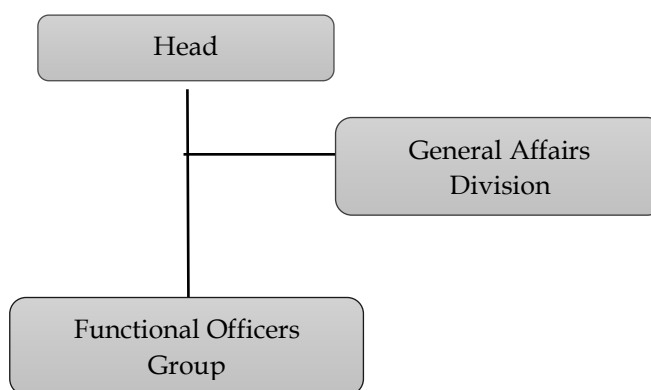
**Figure 2. Human Resources Career Management and Development Information System**

2. Educators Professional Development Center in West Java, Bureau of Human Resources of the Ministry of Education, Culture, Research, and Technology, Center for Personnel Education and Training from 2023 to 2024, has facilitated the training and development of employees.

The findings related to human resources in the organizational change at Educators Professional Development Center in West Java have been effective, as evidenced by the achievement value of employee performance, which has reached the excellent assessment target, thereby positively impacting the performance of Educators Professional Development Center in West Java. Employee training and development have been ongoing since 2023, as the company was still in a transition period in 2022. Based on the interview results, this training and development has equipped employees with new skills to support the achievement of the Educators Professional Development Center in West Java program.

### Functional Resources

Functional Resources, according to (Jones, 2013), every organizational function must establish processes to navigate the environment it encounters. Educators Professional Development Center in West Java can enhance the value generated by its functions by modifying its structure, culture, and organization. Founded on the Ministry of Education, Culture, Research, and Technology Regulation Number 14 of 2022, the structure of the Educators Professional Development Center in West Java is:



**Figure.3 Organizational structure of the Educators Professional Development Center in West Java**  
**Source:** Regulation of the Minister of Education, Culture, Research and Technology Number 14 of 2022

Based on the results of interviews with informants, the bureaucratic simplification involves the head directly overseeing the general department that handles administrative and program affairs. In its implementation, the head of the general department has not been able to do everything, so the head formed a work team to handle technical programs. Along the way, the head formed a work team in 2022 and 2023 with a management and program support team, but it has not been effective. In 2024, a work team was formed based on the function of the Educators Professional Development Center in West Java.

Based on field observations, the organization had a Standard Operating Procedure (SOP) in place for 2022 and 2023. However, in 2024, the structure of the work team changed, and as a result, the old SOP was still used. In addition, the organizational culture applied by Educators Professional Development Center in West Java already has a new culture, namely JUARA (Honest, Superior, Adaftif, Friendly, and Trustworthy), based on the results of interviews, which indicate that these organizational values have not been continuously internalized.

The study's results indicate that the functional resources have not been effective. This is evident in the indicators of organizational structure, with the simplification of bureaucracy. The weakness is that the work team works from upstream to downstream, and sometimes the programs between work teams are not well integrated. This creates a lack of integration within the work team. In addition, the latest operational standards have not been formulated in a standard way, so they still use the old Standard Operating Procedures in carrying out organizational tasks. The Educators Professional Development Center in West Java efforts to form a new culture involve internalizing JUARA values, with one example being the habituation of discipline in and out of work, as well as holding activities such as Morning Apples, Healthy Friday Moves, and Friday Improvement. However, some employees have not yet implemented it properly.

### Technological Capabilities

Technological capabilities (Jones, 2013) Specifically, those within an organization offer opportunities to transform it. With the organizational changes, the Educators Professional Development Center in West Java has implemented initiatives to enhance the development of technology use, both internally and externally, to fulfill its duties and functions. The following are internal and external applications used by Educators Professional Development Center in West Java in carrying out its duties:

**Table 1. Recapitulation of Educators Professional Development Center in West Java Application**



Application	Description	Domain Address
Personnel Information System (SIMPEG)	SIMPEG is a personnel management application that includes employee data and attendance, as well as the submission and processing of sickness, permits, and leave. It also facilitates the recapitulation of performance allowances, employee assignments, and the management of attendance machines, along with API services for connecting applications.	<a href="https://kepegawaian.bbgpjabar.id/">https://kepegawaian.bbgpjabar.id/</a>
The Integrated Training Administration Management Information System (SIMADDU)	The Integrated Training Administration Management Information System (SIMADDU) is a management information system to support the management of administrative activities. In addition, the system was developed with a more integrated system with participant registration, employee assignment mapping, guesthouse management, and academic evaluation rooms for the issuance of certificates. In 2024, Simaddu, in addition to introducing main features, began to be integrated with the Personnel Management Information System (SIMPEG) and the asset management system, as well as state property management systems.	<a href="https://simaddu.bbgpjabar.net/">https://simaddu.bbgpjabar.net/</a>
Electronic Office Manuscript System (SINDE)	Electronic Office Manuscript System (SINDE) is a digital correspondence system developed by the Ministry of Education, Culture, Research, and Technology. The use of SINDE aims to reduce document loss, facilitate document search and tracking, expedite response to services, and maintain information confidentiality.	<a href="https://sinde.kemdikbud.go.id/">https://sinde.kemdikbud.go.id/</a>
Guru Calakan	Guru Calakan (Smart, Collaborative, Creative, Advancing Education) platform is an innovative service from the Educators Professional Development Center in West Java, utilizing technology and information. With the Guru Calakan learning platform, teachers, education personnel, and other educators can choose to learn anything, anywhere, and at any time, without the limitations of space, time, or cost. Additionally, it offers opportunities for teachers, education personnel, and educators who have not been reached or have not participated in face-to-face activities organized by the Educators Professional Development Center in West Java.	<a href="https://gurucalakan.bbgpjabar.id/">https://gurucalakan.bbgpjabar.id/</a>

**Source:** compiled by the author (2025)

The findings on technological capabilities following organizational changes have been effective; this can be seen in internal applications such as SIMPEG and SIMADDU, which have been integrated with SINDE, resulting in more effective work and better digitized administrative arrangements. Guru Calakan Platform, which Educators Professional Development Center formed in West Java, was only realized in 2024 due to budget constraints. Although there are several obstacles, some employees lack the competence to operate SIMADDU. Then, for SINDE employees, they lack awareness to confirm incoming letters, so they are always reminded, which affects the institution's assessment.

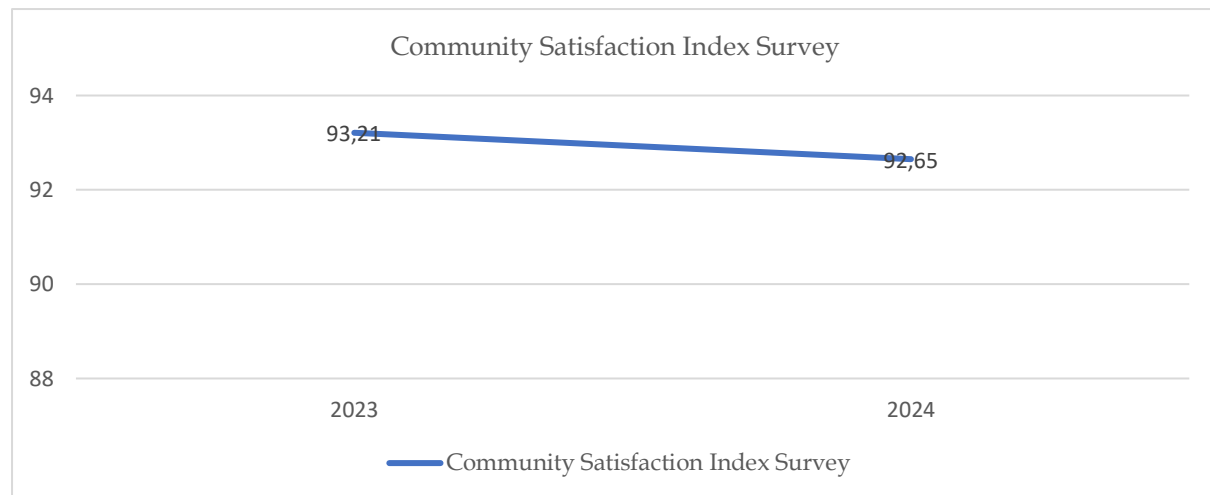
### Organizational Capabilities

Organizational Capabilities are evident in the Educators Professional Development Center in West Java's ability to achieve organizational performance in meeting its targets and assessing the public satisfaction index for services provided in West Java.

**Table 2. Recapitulation of Community Satisfaction Index Survey Results, Educators Professional Development Center in West Java**

Year	Month				Average
	January-March	April-June	July-September	October-December	
2023	91,34%	91,27%	95,21%	95,01%	93,21%
2024	91,00%	94,16%	93,79%	91,66%	92,65%

Source: compiled by the author (2025)



**Graph 2. Community Satisfaction Index Survey**

Source: compiled by the author (2025)

Based on table.2 recapitulation of community satisfaction index survey results, Educators Professional Development Center in West Java, the public satisfaction index for the services provided by the Educators Professional Development Center in West Java in 2023 is 93.24%, indicating a very good rating. In 2024, it obtained a value of 92.65% with a very good predicate (A). Although there was a decrease in assessment from 2023 to 2024, it still received a very good predicate. The public satisfaction index for public services provided by Educators Professional Development Center in West Java has been running effectively as measured by survey results, even though the evaluation of organizers and teachers has not been properly recapitulated, only collected in each activity report, and there has been no analysis of the impact of the assessment of organizers and teachers.

**Table 3. Performance Report of Educators Professional Development Center in West Java**

Year	SK 1 Improved Competence of Teachers and Education Personnel						SK.2 Improved Competence of Teachers and Education Personnel					
	IKK 1.1 Count of Educators and Educational Staff who Engaged in The New Paradigm Learning Training		IKK 1.2 Count Of Educators and Educational Staff who Engage in Learning Innovations to Enhance Their Competencies		IKK 1.3 Count Of Educators Who Engaged in The Novel Model School Leadership Education Program		IKK 1.4 Count Of Educators and Education Personnel who Are Used as Models in Implementing Innovations/Development of Education in The Fields of Mathematics, Natural Sciences (IPA), And Language in The Southeast Asian Region		IKK 2.1 Government Agency Performance Accountability System Predicate of Educators Professional Development Center In West Java		IKK. 2.2 Budget Performance Value for the Implementation of Ministry/Agency Work and Budget Plan Educators Professional Development Center in West Java	
	Objectivies	Realization	Objectivies	Realization	Objectivies	Realization	Objectivies	Realization	Objectivies	Realization	Objectivies	Realization
2022	6.495	8.996	40.714	39.582	2.712	5.457			A	A	99	95,60
2023	8.660	11.117	40.714	49.934	3.382	9.190			A	A	95	94,35
2024	17.320	17.334	49.935	50.177	9.195	10.822	3.000	3.598	A	A	95	96,38

**Source:** compiled by the author (2025)

Based on the data in table.3 Performance Report of Educators Professional Development Center in West Java , the Educators Professional Development Center in West Java's performance report indicates that several Activity Performance Indicators from 2022 to 2024 have exceeded their targets. However, as shown in Table 1.2, count of educators and educational staff who engage in learning innovations to enhance their competencies and the Budget Performance Value for the implementation of Ministry/Agency Work and Budget Plan Educators Professional Development Center in West Java did not meet the target in 2022. In Table 2, count of educators and educational staff who engage in learning innovations to enhance their competencies does not reach the budget performance due to the problem of facilitating communication on the issue of implementing the Merdeka Curriculum on the Merdeka teaching platform, which has not been as expected to provide progress on achievement data. In IKK 2.2 Budget Performance Value for the implementation of Ministry/Agency Work and Budget Plan Educators Professional Development Center Educators Professional Development Center in West Java, the target was not achieved due to budget deviations on page III of the DIPA and the accumulation of activities at the end of the year, which impacted the withdrawal of budget funds.

The findings on organizational capabilities following organizational changes have been running effectively, as indicated by the public satisfaction index, which has shown very good scores from 2023 to 2024. Budget targets and realizations have exceeded targets from 2022 to 2024. In addition, Educators Professional Development Center in West Java in 2024 received the Merdeka Belajar Ambassador Appreciation Award in the category of Synergy in Implementing the Policy of Merdeka Belajar Innovative UPT, General Champion in the 2024 Educators Professional Development Center Sports and Arts Week, 15 work units that received the Informative category of the Ministry of Education's public information disclosure 2024, 15 work units received excellent service predicates in monitoring and evaluating the performance of independent public service delivery in 2024 within the Ministry of Education, Culture, Research and Technology, and the best financial report award within the Directorate General of Teachers and Education Personnel.

## D. CONCLUSION AND RECOMMENDATION

### Conclusion

The organizational changes implemented over the past three years at the Educators Professional Development Center in West Java have been running effectively. This is evident from the Educators Professional Development Center in West Java's achievement of its performance targets, as well as the public satisfaction index, which yielded promising results. Despite internal organizational constraints, specifically with functional resources, such as the simplification of bureaucracy through the agile system, where echelons are reduced to two, there has not been significant integration between work teams. Therefore, it is necessary to strengthen the team by appointing a team leader and a program manager to assist the head of the general affairs department in ensuring that technical activities are conducted in accordance with the performance agreement targets set annually. The four dimensions of organizational change from R. Jones are highly supportive of effective organizational change at the Educators Professional Development Center in West Java.

### Recommendation

Research on organizational change at the Educators Professional Development Center in West Java using Gareth R. Jones' theory with a qualitative method. For future research, further study is needed on organizational change after becoming the Educators Professional Teachers and Education Personnel in West Java , as well as a quantitative study on organizational change to assess the response from recipients of training and development services.

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