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THE KEEP-GRASSROOT SYSTEM STRATEGY MODEL FOR IMPLEMENTING CHANGE MANAGEMENT AT ISLAMIC HIGHER EDUCATION

Elly Kartika Sari¹

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia (writterelly@gmail.com)

Muhtadi Ridwan

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia (muhtadi@uin-malang.ac.id)

Muhammad In'am Esha

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia (muhammadinamesha@gmail.com)

Kata Kunci:	ABSTRAK
Manajemen Perubahan, Strategy KEEP Grassroot System, Transformation Islamic Higer Education	<p>Latar Belakang: Transformasi kelembagaan Perguruan Tinggi Keagamaan Islam Negeri (PTKIN) menuntut strategi manajemen perubahan yang tidak hanya bersifat struktural dan top-down, tetapi juga mampu menggerakkan partisipasi dari seluruh pemangku kepentingan organisasi. Tujuan: merumuskan dan menjelaskan Model KEEP-Grassroot System sebagai strategi implementasi manajemen perubahan di Universitas Islam Negeri Sultan Aji Muhammad Idris Samarinda (UINSI Samarinda). Metode: Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam dengan actor perubahan, dan studi dokumentasi. kemudian dianalisis menggunakan model interaktif Miles dan Huberman yang didukung perangkat lunak NVivo 12 Pro serta diverifikasi melalui triangulasi sumber, metode, dan teori. Hasil: penelitian menunjukkan bahwa Model KEEP-Grassroot System merupakan strategi perubahan yang berorientasi pada penguatan akar organisasi (grassroot) melalui empat dimensi utama, yaitu Kolaborasi, Enkulturas, Edukasi, dan Partisipasi. Dimensi kolaborasi menekankan sinergi antara pimpinan, dosen, tenaga kependidikan, mahasiswa, dan pemangku kepentingan eksternal. Enkulturas berfungsi sebagai proses pembudayaan nilai, norma, dan identitas kelembagaan agar perubahan berkelanjutan. Edukasi diarahkan pada peningkatan kapasitas dan kesadaran sivitas akademika terhadap visi perubahan, sedangkan partisipasi memastikan keterlibatan aktif seluruh elemen organisasi dalam setiap tahap transformasi. Kesimpulan: Model ini berkontribusi secara teoretis dalam pengembangan manajemen perubahan pendidikan tinggi Islam dan secara praktis dapat dijadikan rujukan bagi PTKIN lain dalam mewujudkan kampus yang efektif dan berkelanjutan.</p>

¹ Correspondence Author

Keywords:	ABSTRACTS
Change Management, Strategy KEEP-Grassroot System, Islamic Higher Education	<p>Background: The institutional transformation of State Islamic Higher Education (PTKIN) requires a change management strategy that is not only structural and top-down but also capable of mobilizing comprehensive participation from all organizational stakeholders. Purpose: This study aims to formulate and explain the KEEP Grassroots System Model as a change management implementation strategy at Sultan Aji Muhammad Idris State Islamic University Samarinda (UINSI Samarinda). Method: This study used a qualitative approach with a case study design. Data were collected through observation, in-depth interviews with change agents, and documentation studies. Data were analyzed using the Miles and Huberman interactive model, supported by NVivo 12 Pro software, and verified through triangulation of sources, methods, and theories. Results: The findings indicate that the KEEP Grassroots System Model represents a change strategy oriented toward strengthening the organization's grassroots through four main dimensions: Collaboration, Enculturation, Education, and Participation. The collaboration dimension emphasizes synergy between leaders, lecturers, administrative staff, students, and external stakeholders. Enculturation serves as the process of internalizing institutional values, norms, and identity to ensure sustainable change. Education is aimed at increasing the capacity and awareness of the academic community regarding the vision for change. At the same time, participation ensures the active involvement of all organizational elements at every stage of the transformation process. Conclusion: This model theoretically contributes to the development of change management in Islamic higher education, and in practice, can serve as a reference for other PTKIN institutions in achieving effective and sustainable campuses.</p>

A. INTRODUCTION

Mobilizing State Islamic Higher Education institutions (PTKIN) to change requires a certain art. Why? Because the evolution of the times continuously brings new disruptions (Chairudin and Lestari Widodo, 2024). Therefore, the institutional transformation of PTKIN requires sound management to achieve university goals (Zaenuri, 2018). Institutional transformation is essential, as it can strengthen organizational competitiveness in the era of globalization (Khoeron et al. 2025).

Institutional change represents a strategic response to continuously evolving social, economic, technological, and regulatory dynamics. In this context, transformation is not merely a matter of administrative restructuring but also encompasses dimensions of values, institutional identity, and social relations with surrounding communities, thus requiring a holistic and contextual approach. Findings from a case study at UIN Sultan Aji Muhammad Idris Samarinda indicate that effective transformation demands strategies that integrate strategic leadership with grassroots movements to ensure value internalization and broad participation.

Grassroot system is different from the quadruple helix approach (Andriani and Mutafarida 2023). The research explains that institutional transformation involves government, industry, academia, and the community. The difference is that the grassroots system places broader community involvement not as users but as actors contributing to change. The community is given a place to contribute their ideas, concepts, and knowledge about change to realize PTKIN transformation. This argument explains that the grassroots system strategy emphasizes PTKIN's openness to the external environment in responding to institutional change.

Therefore, collaborative practices are necessary, not just participation. There is a process of exchange and sharing of values that occurs when implementing change. There is a meeting between local and Islamic values that occurs in grassroots system practices. As Esha views it, the success of institutional transformation lies in utilizing existing capital, including social, cultural, economic, symbolic, and spiritual capital. These capitals are utilized through several strategies of diplomacy, communication, *silaturahmi*, and connection (Esha, 2022). This view is very relevant to grassroots system practices.

In practice, change management is a strategic step taken by leaders to improve organizational performance (Baidowi, 2022). In this study, the strategic step proposed is a grassroots system. This study aims to identify the organizational strengths of PTKIN (Islamic State Islamic University) for change through strategic management and leadership strategies, and to examine the basic principles that can serve as a driving force for Islamic educational institutions (Suprayogo, 2012).

Although traditional change management literature emphasizes top-down models and linear stages, such as those of Kurt Lewin, John Hayes, Kotter, and others, there is empirical evidence that overly elitist strategies often encounter resistance and difficulty sustaining success if they do not involve actors at lower organizational levels. Hayes and other change researchers emphasize situational variables such as level of support, clarity of future conditions, and stakeholder engagement as determinants of appropriate strategies (Hayes, 2022). These findings provide an analytical basis for formulating more participatory change strategies.

In response to this gap, the present study introduces the KEEP–Grassroot System Model, a strategic framework that integrates four core dimensions—Collaboration, Enculturation, Education, and Participation (KEEP)—implemented through grassroots (bottom-up) mechanisms while remaining coordinated with strategic leadership. This model combines collaborative and community empowerment concepts as discussed in studies on grassroots organizations and social transformation practices, while emphasizing the enculturation of local and Islamic values as a source of legitimacy that strengthens the change process.

The literature on grassroots movements and collaborative processes highlights the role of local organizations and interpersonal networks in generating adaptive responses to change. This perspective is aligned with the role of the KEEP–Grassroot System, which engages internal university actors, local governments, religious organizations, and local communities in articulating the vision, institutional identity, and resources required for transformation. Studies on knowledge-sharing processes and social innovation further support the idea that interactions between higher education institutions and communities can foster sustainable transformational capacities.

The theoretical contribution of this article is twofold. First, it provides empirical evidence and theoretical arguments that position grassroots mechanisms as a strategic element rather than merely a complementary one in the change management of State Islamic Higher Education institutions (PTKIN). Second, it underscores the importance of integrating enculturation (the preservation of values and local wisdom) with education and participation to generate legitimacy and collective ownership of the change agenda. From a practical perspective, the KEEP–Grassroot System offers operational guidance for PTKIN leaders in designing change strategies that are locally adaptive and resilient to organizational resistance.

This article proceeds by (1) outlining the theoretical foundations and relevant literature on grassroots movements, collaboration, enculturation, education, and participation; (2) explicating the components and implementation mechanisms of the KEEP–Grassroot System Model; and (3) discussing managerial implications and policy recommendations for PTKIN seeking to navigate institutional transformation toward effective universities. Through this approach, the study aims to enrich the discourse on higher education change management by advancing a contextual and participatory multi-dimensional framework.

B. METHOD

This research uses the interpretivism or constructivism paradigm (Rahardjo, 2021) Using a qualitative approach, the type of case study is interpreted to interpret the strategic implementation process of change management at Islamic religious higher education institutions.

The researcher developed an in-depth analysis of a case (Creswell, 2014) which in this case highlighted the process of institutional change at UIN Sultan Aji Muhammad Idris (UINSI) Samarinda. This case study was chosen to explore the strategies of change actors in implementing change, specifically change leaders. This research will focus on the experiences of change leader in implementing their strategies to achieve institutional transformation in the organizations they lead. Uniquely, this transformation was carried out by the same leader.

Time taken to complete this research was six months. To further explore the change implementation strategy, data collection techniques included in-depth interviews, observation, and documentation.

Tabel 1.1 data source

Data	data source	Kodefikasi NVivo
Data Primer		No1PP
Interview	1. Pemimpin Perubahan (Rektor STAIN Samarinda 2013-2014, Rektor IAIN Samarinda 2014-2020), Rektor UINSI Samarinda (2021-2023)	
	2. Rektor UINSI Samarinda periode 2023 – sekarang	No2REK
Documentation	1. Rencana Strategis UINSI Samarinda 2020-2024	Do01
	2. Master Plan Pengembangan Kampus UINSI Samarinda 2023	Do02
	3. Rencana Induk Pengembangan UINSI Samarinda 2015-2039	Do03
		Do04
Observation	Objects of change (Infrastructure, organizational culture, academic culture, accreditation status)	-

secondary data interview	<ol style="list-style-type: none"> 1. Dekan Fakultas Ekonomi Bisnis Islam 2. Ketua LPM UINSI Samarinda 3. Ketua LP3M UINSI Samarinda 	<p>No3FEBI</p> <p>No4LPM</p> <p>No5LP3M</p>
Documentation	<ol style="list-style-type: none"> 1. Ortaker UINSI Samarinda 2. Statuta UINSI Samarinda 3. Dokumen-dokumen pend 	<p>Doo5</p> <p>Doo6</p> <p>-</p>

No1PP is a key informant in this study because he is a core change actor who has driven the organization to realize change since he became the leader of STAIN, IAIN, and then UIN. Meanwhile, No2REK is a key data source in creating post-change policies because he holds the highest leadership position at UINSI Samarinda, which continues the change. Core documents in this study are also important to strengthen the interviews, as are observations that can be observed by researchers as artifacts of change in tangible form.

The data analysis technique used in this study uses the NVivo 12 Pro application. The coding process follows the steps of creating categories for the information obtained (open coding), placing it in a theoretical model (axial coding), then construct a narrative from the relationships between these categories (selective coding)(Creswell, 2014)

Analysis also refers to Miles and Huberman's three streams of qualitative activity: data condensation, data display, and conclusion drawing or verification. Data condensation is a researcher's method of compressing data, referring to the processes of selecting, focusing, simplifying, abstracting, or transforming data that emerges as a whole from interview texts, documents, and other empirical materials. Data display is an organized and compressed collection of information that allows for conclusions and action. Furthermore, conclusion drawing and verification (Miles et al. 2014). To facilitate these three activities, researchers used the NVivo 12 Pro application for data condensation and display.

To test the validity of the data, what will be done in this research is triangulation (Miles et al. 2014) This was done by checking data in the field through interviews, observations, and documentation as source triangulation. Further theoretical triangulation was carried out, namely linking the facts from the field data with the theory adopted by the researcher in this study.

C. RESULT AND DISCUSSION

Strategy Implementing Management of Change in UINSI Samarinda

The results of the study indicate that the implementation of change management at UIN Sultan Aji Muhammad Idris Samarinda takes place through an approach that is not solely structural, but is based on strengthening actors and values at the grassroots level of the organization. This strategy is formulated in the KEEP-Grassroot System Model, a change implementation model that integrates four main dimensions: Collaboration, Enculturation, Education, and Participation, which is implemented through a bottom-up mechanism but remains coordinated in the strategic leadership of top leaders.

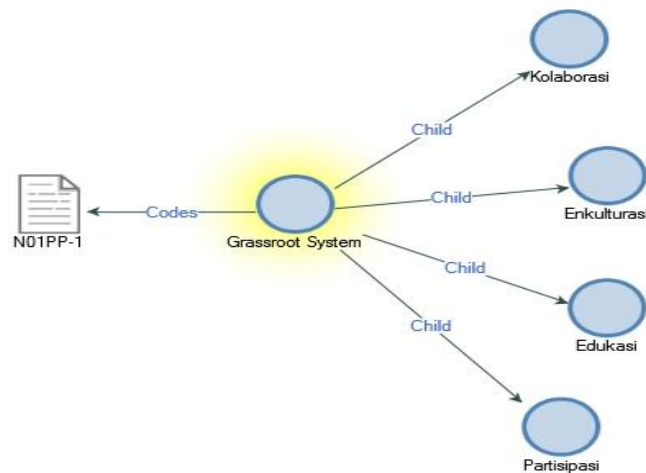


Figure. 1. NVivo 12 Pro Analysis of the Grassroots System Strategy Pattern at UINSI Samarinda

Disampaikan NoiPP

“The grassroots system is part of the process of achieving change. We involve various parties, from developing ideas to implementing institutional change” (interview, 2025).

Research findings show that collaboration is a key entry point for implementing institutional change. Collaboration is not limited to internal collaboration between leaders, lecturers, educational staff, and students, but also involves external stakeholders such as local governments, community leaders, religious institutions, and strategic partners.

NoiPP, a change leader, stated,

This grassroots system pattern has four main activities: collaboration, enculturation, education, and participation. Collaboration is necessary to ensure that changes meet all community expectations. Therefore, a collaborative agenda is established to discuss the changes. Likewise, the formation of institutional values involves many parties. Subsequent activities included formulating objectives, developing strategies, and selecting a national name for the institution. The design of the UINSI Samarinda logo, march, and anthem utilized a competition concept.

The vision and mission development document explains:

“The development of the vision, mission, goals, and strategies of the State Islamic University (UIN) of East Kalimantan involves various relevant parties. This is done to ensure that the formulated vision, mission, goals, and strategies align with the expectations and needs of the community. These stakeholders include the provincial government, local government, provincial and city ministries of religious affairs, alumni, graduate users, religious and community leaders; campus residents of the Majelis Ulama Indonesia (MUI) of East Kalimantan; socio-religious organizations such as Nahdlatul Ulama (NU) and Muhammadiyah; consultants from the Islamic Higher Education (DIKTIS) of the Ministry of Religious Affairs of the Republic of Indonesia; and curriculum experts, among others,” (UINSI Samarinda Vision and Mission Development Workshop, 2020).

The involvement of various stakeholders is a hallmark of UINSI Samarinda in implementing its changes. The goal is to ensure that the changes align with the

expectations and needs of the community. Based on the workshop's results, the development of the vision, mission, goals, and strategies was determined by consensus.

Enculturation is a key dimension that ensures sustainable change. Enculturation is understood as the process of cultivating values, norms, and institutional identities so that change doesn't stop at formal policy aspects. This finding expands the classical model of change, which tends to position culture as a hindering or supporting factor, into a strategic instrument of change itself.

Next, there's the enculturation pattern. Researchers use this term to describe UINSI Samarinda's efforts to implement a local wisdom approach in its region. As NoiPP explained:

"We adopt and accommodate community ideas. We admit that we haven't even established a name for local wisdom in East Kalimantan. We held discussions at a national seminar led by the governor, and we completely entrust it to a true grassroots system" (interview, 2025).

Local wisdom is a requirement set by the Ministry of Religious Affairs of the Republic of Indonesia for university status. NoiPP explained that, from a local wisdom perspective, East Kalimantan, where UINSI Samarinda is located, was the territory of the Kutai Kartanegara Kingdom, formerly the oldest kingdom in Indonesia. This region later received Islamic influence, becoming the Kutai Sultanate.

"The first Islamic kingdom in Indonesia was Mulawarman Kutai. Ideally, East Kalimantan, where that kingdom was located, should become a center of civilization. That is our ideal, and that is for sure. The spirit of these cultural values is what the university embraces in its institutional transformation" (interview, 2025).

The institutional development at UINSI Samarinda subsequently gave rise to a motto used by the university in its development. This statement empowers the university to transform the institution by embracing the spirit of the kingdom's values in East Kalimantan.

Therefore, the presence of PTKIN in East Kalimantan aims to revive the spirit of struggle and the cultural values developed within UINSI Samarinda. The adoption of these local wisdom values has given rise to UINSI Samarinda's distinctive tagline: spirituality, intellectuality, and professionalism.

The educational dimension of the KEEP–Grassroot System serves to strengthen the capacity of individuals and organizations to face change. Research shows that education is delivered not only through technical training but also through a process of conceptual and ideological awareness about the meaning of change for the institution. Education is conducted both formally and informally through academic forums, internal discussions, workshops, and persuasive leadership communication.

Next, there's the educational dimension. This is a hallmark of UINSI Samarinda, which was born within an educational framework. Embracing all stakeholders is part of its educational activities. Introducing change to the wider community through scientific values. The educational dimension is implemented through grassroots activities, particularly in conveying the core values espoused by UINSI Samarinda to all involved parties.

"The grassroots system truly starts from the bottom up. We introduce instruments of change, such as the vision and mission. We maintain open dialogue with various

stakeholders. Going forward, every policy and strength of UIN will always be firmly rooted in the people of East Kalimantan” (interview, 2025).

The research findings confirm that participation is at the heart of the grassroots system in the KEEP model. Participation is defined as the substantive involvement of the academic community in the decision-making process and the implementation of policy change. Bottom-up mechanisms enable aspirations, criticisms, and ideas from the organizational grassroots to influence the direction of institutional transformation.

Penegasan kembali dari pernyataan NoiPP

“Partisipasi datang dari aktivitas PTKIN yang mengajak masyarakat secara luas untuk membuat logo, hymne, dan mars UINSI. Aktivitas itu dikemas dengan kata sayembara. Harapannya ke depan apapun yang menjadi kebijakan dan keunggulan UIN selamanya akan tetap menjadi sesuatu yang mengakar pada budaya masyarakat Kalimantan Timur” (interview, 2025).

Discussion

Kolaborasi (Collaboration) as the Foundation of Change Strategy

Collaboration serves as the primary entry point for the implementation of institutional change. It extends beyond internal engagement within the higher education institution to include external stakeholders such as local governments, community leaders, religious institutions, and strategic partners. This is in line with the views of Paton and McCalman, who emphasize that organizational change is a multidisciplinary activity that requires networking and support across actors. (Paton and McCalman, 2008). Strengthening Sveningsson and Sorgarde's argument, they assert that successful change requires social legitimacy and shared meaning, not simply structural compliance. (Sveningsson and Sorgarde, 2020). Thus, collaboration serves as an initial mechanism to suppress resistance and build collective commitment to the transformation agenda.

Grassroots is a system that supports collection mediated collaboration (Kamiya et al. 1996). The term grassroots System in 1996 through Kamiya's research is a system used to develop electronic media systems. However, there are similarities related to the term grassroots this research system, namely the word “collaboration”. The difference is that grassroots system Kamiya on objects for the purpose of data collaboration. While grassroots System run by UINSI Samarinda is for the benefit of collaboration between humans.

A key foundation for a successful partnership is assessing just how much collaboration is required to make the relationship work (Nolan ,2009). The more collaboration that is carried out, the more successful the change organization will be. In practice, UINSI Samarinda carries out collaborative activities that touch all parties through the term grassroots. The involvement of local governments, stakeholders, experts, religious organizations, and stakeholders is encouraged to collaborate in implementing change.

Cohen outlined a three steps process for leading organizational change: creating a climate for change, engaging and enabling the whole organization, and implementing and sustaining change. This process offers a framework for leaders to include all stakeholders(Aefsky, n.d.).The birth of the institution's name, core values and beliefs, and vision and mission of PTKIN are the result of collaboration. Ideas, concepts, and hopes for change were actively involved by all parties involved.



Figure 2. Grassroots System Kolaborasi (Collaboration) Pattern Dimension

The image above illustrates a grassroots system pattern in the collaborative dimension, involving local governments, government organizations, religious organizations, experts and academics, and stakeholders, along with PTKIN, in formulating institutional change. The formula for change includes the formulation of the institution's name, vision and mission, and organizational values and beliefs. Furthermore, PTKIN can involve experts and academics in developing ideas for change, including providing sufficient human resources that PTKIN lacks.

The creation of the institution's name, core values and organizational beliefs, and the vision and mission of UINSI Samarinda are the result of this collaboration. All parties actively participate in developing ideas, concepts, and hopes for change. This activity is deemed necessary if they share the same perspective. Yukl dan Gardner An alternative view of leadership is to describe it as part of the evolving social order that results from interactions, exchanges, and influence processes among many people in an organization. The interactions, exchanges, and processes undertaken by multiple parties in collaborative activities undeniably contribute to successful change practices. Furthermore, Yukl and Garner argue that collaborations involving organizations and all social entities exhibit adaptive responses to change due to their shared activities. Through collaborative activities, institutional change occurs as a result of the collective work of all involved.

Enculturation as a Mechanism for Sustainable Change

Enculturation constitutes a key dimension in ensuring the sustainability of institutional change. It is understood as the process of embedding values, norms, and institutional identity so that change does not remain confined to formal policy adjustments. This practice extends classical change models, which often position culture merely as a facilitating or constraining factor, by reframing culture as a strategic instrument of change itself.

In practice, PTKIN transformation is required by adopting local wisdom. This aligns with the dimension of enculturation. Islamic values, local wisdom, and symbols of institutional identity are used as a medium for change. This process occurs through leadership role models, institutional narratives, symbolic practices, and informal policies. This aligns with Esha's perspective, which emphasizes the importance of utilizing symbolic, cultural, and spiritual capital in PTKIN transformation (Esha, 2022). Enculturation is the process of passing on values, norms and traditions from generation

to generation (Siregar et al. 2025). Enculturation refers to the maintenance of appreciating aspects of one's original culture (Saputra et al., 2023).

Enculturation is a key element in the movement for change. The goal is clearly to instill local cultural values, norms, and traditions into campus institutions. They chose names based on prominent figures from the regions where PTKIN is located.

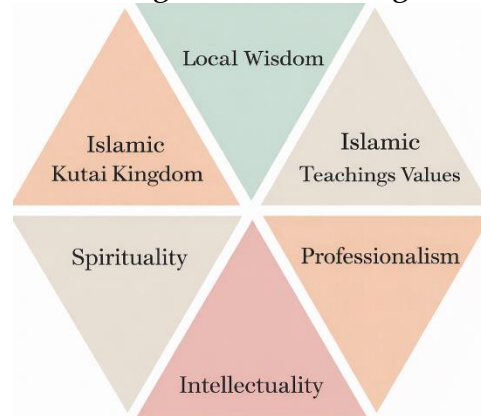


Figure 3. Grassroots System Pattern Enculturation Dimension

The image above illustrates the enculturation process within a grassroots system, a method PTKIN uses to translate local wisdom from the region where it operates. Previously separate buildings (triangles) are combined into one, representing the instruments within a unified framework. This solid institutional form illustrates the enculturation process through the adaptation of local community values, which can be framed as a single institutional transformation institution within PTKIN..

Another distinctive manifestation is the birth of a tagline that serves as the organization's cultural values. This tagline stands for spirituality, intellectuality, and professionalism, abbreviated to SIP. This campus motto is the result of enculturation and has become the spirit of the organization's performance, the hallmark of its graduates, and the campus's approach to implementing its programs.

Education as Strengthening Capacity and Awareness of Change

The educational dimension within the KEEP–Grassroot System functions as a mechanism for strengthening the capacity of both individuals and organizations in responding to change. Education is not limited to technical training; it also encompasses processes of conceptual and ideological awareness that cultivate an understanding of the meaning and implications of change for the institution. This educational process is carried out through both formal and informal modalities, including academic forums, internal discussions, workshops, and persuasive leadership communication. Through these integrated approaches, education becomes a strategic instrument for fostering adaptive capabilities and sustaining institutional transformation.

The above statement is supported by Hayes' view that the level of individual readiness is very important in determining the success of change (Hayes, 2022). When academics understand the direction and purpose of change and feel intellectually and emotionally prepared, resistance tends to decrease. Thus, education in the KEEP–Grassroot System serves as a bridge between the leadership's vision for change and the organization's understanding.

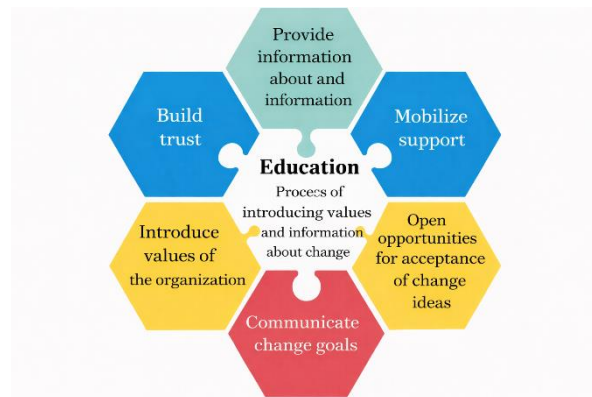


Figure 4. Grassroot System Pattern Educational Dimension

The image above illustrates the educational dimension of a grassroots system, which emphasizes informative change introductions. Announcing changes to the public is an organization's effort to promote their importance. This introduction aims to build trust and garner support from the broader community. Furthermore, through support and trust, organizational values are widely accepted, and the organization can more easily communicate its intended change goals. Furthermore, this dimension also serves as a broad platform for accommodating all ideas and suggestions for change from the community without discrimination.

The above activities are in line with Higgs' view, education is an approach that emphasizes changing people's values and beliefs to fully support change and move towards a set of shared organizational value developments (Kaswan, 2019). The role of leaders in the educational dimension is also important. Leader must serve as educators (Kissinger, 2022) Change leaders must act as educators. To inspire their strategies, they must become educators. Skills in the educational dimension involve how organizations communicate their goals to the public and then dispel external doubts by gaining support. Only through this dimension can PTKIN benefit from the social community in their institutional change.

Participation as the Core of the Grassroots Approach

Participation is at the heart of the grassroots approach in the KEEP model. Participation is defined as the substantive involvement of the academic community in the decision-making process and implementation of policy change. Bottom-up mechanisms enable the aspirations, criticisms, and ideas of those within the organization to influence the direction of institutional transformation. Participation in the grassroots system represents a step toward holistic community involvement in the implementation of change.

This dimension reinforces criticisms of top-down change models that tend to produce false compliance. In the KEEP-Grassroots System, participation builds a strong sense of ownership, so that the academic community becomes not merely an object of change, but an active subject of transformation. This aligns with the literature on grassroots change, which positions participation as a prerequisite for legitimacy and sustainability of change. (Sveningsson and Sorgarde, 2020).

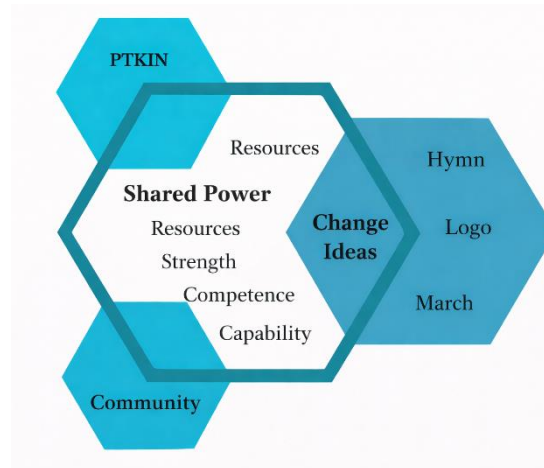


Figure 5. Grassroot System Pattern with Participation Dimension

The image above illustrates the pattern of participation dimensions in a grassroots system. Participation is a joint activity carried out by PTKIN with the community to achieve change. This activity is framed by the term "share power," meaning the sharing of power, potential, strength, and abilities in building change. This activity then gave rise to the design of the logo, march, and hymn, where the formula for change does not clearly see who receives the credit.

Participation is a sharing activity. Organizations build a culture of sharing their power, abilities, and authority with the wider social community (Green, 2017). This shared power is then utilized to help realize change. This grassroots system model opens opportunities for all parties, especially the general public, to enjoy the skills of designing change through the strength, power, and potential possessed by the institution's logo, hymn, and march design activities.

The primary strength of the KEEP-Grassroots System model lies in the integration of these four dimensions within a single strategic framework. Collaboration creates space for dialogue and support, enculturation anchors change in values and identity, education strengthens capacity and understanding, and participation ensures the sustainability of change from the bottom up.

This integration results in adaptive, non-linear, and contextual change, in keeping with the character of PTKIN (Private Universities). The KEEP-Grassroots System model does not replace the role of top leadership, but rather strengthens it through legitimacy and grassroots support. Thus, these findings enrich the literature on higher education change management by offering an implementation model that places values, culture, and participation at the core of change strategies toward an effective campus.

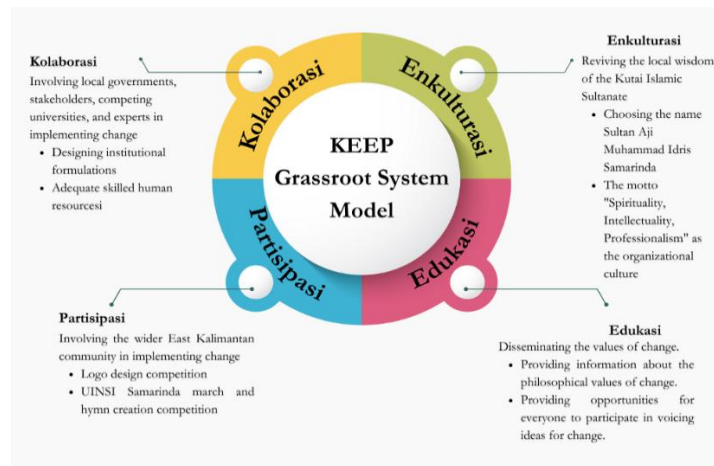


Figure 6. Model Strategy KEEP-Grassroot system

D. CONCLUSION

The KEEP–Grassroot System is an effective change management strategy for higher education institutions as it integrates collaboration, enculturation, education, and participation within a grassroots-based change framework coordinated by strategic leadership. The findings indicate that institutional change becomes more adaptive and sustainable when values, organizational culture, and the active involvement of academic communities are positioned at the core of the transformation strategy. To implement the KEEP–Grassroot System, other institutions are encouraged to establish cross-unit grassroots collaborative forums, develop value enculturation programs through leadership role modeling and institutional narratives, and provide continuous change-oriented education. In addition, university leaders should create mechanisms for substantive participation in policy formulation and evaluation to ensure that grassroots actors become active agents of change. Through these actionable steps, the KEEP–Grassroot System can be replicated as a practical guide for participatory, value-based, and context-sensitive university transformation.

Future research is recommended to examine the effectiveness of the KEEP–Grassroot System across different institutional contexts, such as non-religious universities, private higher education institutions, or organizations with diverse cultural backgrounds, to assess the model’s generalizability. In addition, comparative or quantitative studies may be conducted to measure the impact of the KEEP–Grassroot System on institutional performance, organizational culture, and the sustainability of change.

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