The Application of Kurt Lewin´s Model of Change in the Implementation of Higher Order Thinking Skills in School

Norhayati bt. Aziz @ Esa
Universiti Malaysia Terengganu, 21030 Kuala Terengganu, Terengganu, Malaysia.
Email: hayatiaziz@iab.edu.my

Mohd Shaladdin B. Muda
Universiti Malaysia Terengganu, 21030 Kuala Terengganu, Terengganu, Malaysia.
Email: shaladdin@umt.edu.my

Mohd Yusri B. Ibrahim
Universiti Malaysia Terengganu, 21030 Kuala Terengganu, Terengganu, Malaysia.
Email: yusri@umt.edu.my

Noor Rohana Bt. Mansor
Universiti Malaysia Terengganu, 21030 Kuala Terengganu, Terengganu, Malaysia.
Email: noor_rohana@umt.edu.my

Abstract
Stepping forward to get on par with other developing countries, our educational system has to be dynamic and able to equip the future generation with the 21st-century skills. In responding toward this need, education transformation must be implemented in order to create a better educational system, to achieve the aim of Ministry of Education Malaysia (MOE) to be of world-class quality. Hence, various changes have been strategized in the Malaysia Education Blueprint (MEB) 2013-2025. The implementation of Higher Order Thinking Skills (HOTS) in school is one of the vital initiatives that is given the special focus in the MEB 2013-2025. Implementer in school, especially the school's head administrator, are responsible in managing the changes in order to assure the efficiency of HOTS

implementation amongst students. Hence, the Kurt Lewin Model of Change is compatible to be applied by the change managers in the implementation of HOTS in the school. This concept paper discusses the application of the Higher Order Thinking Skills, Kurt Lewin Model of Change and its application in the implementation of HOTS. This conceptual paper is hoped to be a reference and literature in aspect of the application of Kurt Lewin´s Model of Change by the change managers for the purpose of executing changes in educational field.

Keyword: Change managers, The Higher Order Thinking Skills, The Kurt Lewin´s Model of Change

Introduction

Realizing the importance of 21st-century skills, MOE emphasizes on the efforts in the implementation of the HOTS amongst students in the MEB 2013-2025. These skills are significantly important to produce human capital that is able to apply the knowledge in order to face various challenges; possesses the strength of creative and innovative thinking style; and has high competitiveness value. A quality education system emphasizes on their thinking skills is will able to elevate the future generation´s potential in order to perform their role as a knowledge and product producer, and no longer identified solely as knowledge and product consumer (Abdul Rahman et al., 2014). Thus, to generate HOTS amongst student, the MOE is taking initiatives in implementing HOTS in a more comprehensive scope and caters the quarter aspects on it.

The Implementation of Higher Order Thinking Skills in School

Implementation of HOTS is one of the vital initiatives that has to be achieved in the MEB 2013-2025. Various proposals have been done in order to cultivate the atmosphere of HOTS amongst students ever since their early schooling days. In complementing this necessity, the government has spent huge amounts in executing this purpose. On 2013, as much as RM 500 million has been specially allocated as the additional amount in the field of education for enhancing the teaching skills of the teachers through the approach of HOTS (Najib, 2012). Meanwhile, in the Eleventh Malaysia Plan (MP-11) on 21st May 2015, the government gave the emphasis on the efforts in elevating the quality of teaching with the highlighted issue of utilizing the approach of HOTS amongst students (Najib, 2015). Thus, it is the role of school administrative to get prepared to receive the positive paradigm shift in the implementation of HOTS as school is a formal institution of performing as a primary platform in developing students´ thinking skills.

However, it is not an easy task to actualize the implementation of education changes in the school. The success of any particular school is not only defined by the head administrators of the school, but the teachers are also main contributors towards the school's organization (Azni, 2015). The mutual-complementing relationship between the school head administrators and teachers is the vital element in generating the success of continuous implementation of HOTS in school. The focus attention given by the school head administrator towards the teachers in implementing the process of delivering HOTS is indirectly able to change the teaching and learning patterns, thus the classrooms turn out to be an interactive and conducive venue for both parties. Rizal and Supian (2012) state that the efficiency value of certain school, teachers' productivity and commitment highly depends on the leadership skills of the school administrator. Owing to that, the positive relationship between school leader and teacher able to influence the efficiency of the implementation of HOTS in schools.

The Kurt Lewin´s Model of Change

Kurt Lewin is one of the prominent figures in the field of social psychology and has abundantly researched on the aspect of human changes. The theory of change proposed by Lewin has been utilized extensively in the previous empirical researches for examining organization changes, either locally or internationally done (Santhidran et al., 2013; Norshidah, 2011; Soumyaja et al., Foster, 2010; Walker et al., 2007; Armenakis & Bedeian, 1999; Armenakis et al., 1993). Besides, the local researches related to the education changes also refer to Lewin´s model of change (Azni, 2015; Tai, 2012; Norshidah, 2011; Tan, 2010). Lewin explains in his theory that the organization changes are able to change the attitude and behaviour of the members organization.

According to the Kurt Lewin Model of Change, there are three basic levels in the process of efficient change implementation, which are the unfreeze, moving and refreeze. The levels of change by Lewin (1951) that is explained by Burke (2008) states that the first stage of the change process, the unfreeze stage occurs. The unfreeze refers to the process of 'melting' the behaviours, beliefs or established status quo in certain organizations or particular individual for the purpose of decreasing the obstructive factor towards the change process. This first stage is the foundation in preparing own-self to accept the occurring change. In this stage, the willingness to move towards the change point is catalysed by the motivational desire of wishing to change, due to the sense of necessitating toward certain new changes or to substitute the previous behaviours.

In the second stage, the change occurred whenever any affected organization moves towards the desired change, hence giving the impact on the role, value, attitude and the restructuring of the organization in achieving the aim. At this stage, the organization experiences the restructuring and needs to be equipped with the needed sources and technology in assuring the efficiency of the executed changes. The third stage is a refreeze that takes place after the new change is successfully absorbed and stable, resulting in a new culture and practices in an organization. However, to reach this stage, it usually requires a plenty of time. Briefly, based on the Kurt Lewin´s Model of Change, the changes taking place in the organization are from the static position to the continuous changing and moving again to the static point where the culture in the organization is reformed.

The Application of Kurt Lewin Model of Change in the Implementation of HOTS

In the stage of unfreezing, the school head administrator as the catalyser towards the change has to put an effort in preparing the readiness of the teachers over the implementation of HOTS as proposed by the MOE. In this situation, the role of the school head administrator is highly crucial in influencing the behaviour and trust of the teachers in executing the shift of HOTS application, especially in the classrooms. Hence, clear and concise information on this program should be provided to all of the affected teachers by the school head administrator in order to get the teachers to be well-comprehended on the executed changes. The awareness of the benefits of this education change has to be spread widely in order to make sure that no school is left behind in the process of enhancing the quality of teaching and learning with the implementation of HOTS amongst students. Nonetheless, it is not a simple request for the current executor agents that are already comfortable with the present status quo in forming the new working culture. Hence, the information on this change has to be conveyed efficiently by the head administrator for the sake of successfulness of this program

(Armenakis, Bernerth, Pitts & Walker, 2007). The school head administrator must be capable in shifting the negative perception of teachers towards the implementation of HOTS from its initial stage to lessen the tribulations during the implementation of this change. Hence, the head administrator has to convince that the chosen change program is the right decision and suitable with the culture, structure and established organization system (Bernerth, 2004). The persuasive communication strategy of Armenakis et. al., is appropriate to be utilized by the change managers in order to spark the readiness of the teachers in accepting the implementation of HOTS. The stage of readiness amongst change managers in the school will give positive impact towards the upcoming steps taken in executing the change. Thus, the change managers have to be smart in handling the initial stage of this change for ensuring the implementation of the HOTS is seen as a requirement and benefits to all parties.

On the second stage which is the change, the school has to increase the effort in the implementation of executing seven elements of HOTS. This comprehensive demand the change to identify, plan and execute appropriate strategies in order to ensure the change shifter force is exceeds the obstacle force (Azni, 2015). In guaranteeing the change is successfully implemented, the school has to be provided with appropriate sources and technology. The efforts on boosting the skills and knowledge amongst teachers on the higher order thinking skills have to be highlighted and highly concerned as this aspect directly affects the process of teaching and learning (Rajendran, 2008). The elevation of higher order thinking skills of the teachers also indirectly improves their confidence in executing the change. Hence, the appropriate programs are may be conducted by the school such as an in-house training or meetings to discuss the strength, weakness, opportunity, and threat within the implementation of this change. In the context of teaching, teachers have to shift from conventional teaching method that provides less opportunity to the students to think on higher level. Contrarily, teachers have to motivate active participation amongst students doing the learning session. The implementation of this change requires the change managers to face challenges and tribulations in shifting from the static point towards a different situation, purposely on enhancing the quality of education. Stemming from this situation, the school head administrator has to educate, support and motivate towards this program in order to ensure the teachers continuously pour themselves out in fitting themselves within this change.

The freezing stage may consume plenty of time as it is the final stage point in the change implementation. By this stage, the new culture for the change supposedly exists, thus the proposed change is successfully stabilized in any particular organization (Armenakis et al., 1999). The change manager has to assist in stabilizing the changed system to integrate the new element into the status quo by giving the support and strengthening the individuals' efforts in fitting themselves in the implemented change (Burke, 2008). Though the new culture has been constructed in this stage, to maintain the momentum of education change is quite difficult in Malaysia (Izani, 2014). Thus, continuous effort and concern from the change manager in ensuring the freezing point is continuosly taking place implementation of HOTS, should not be neglected for guaranteeing the efficiency of this new educational program.

This last stage requires observation, assessment and reflection from the change manager so that the implementation of HOTS is ready for improvement, from time to time. Amongst the

focused aspects on this stage is the competency of the teachers in the implementation of HOTS. By this stage, the teachers supposedly are already competent in the teaching of the HOT's element and are already used to the student-centered learning, especially in the classroom. When the culture of the HOT's element has become a continuous routine in the school, thus the stage of freezing is achieved.

Conclusion

Based on the discussed model of change, every stage of modification requires an efficient change manager to move the organization members towards achieving the determined aim. The head administrator is influential in melting behaviour, attitude and practice of any particular individual during the initial change. Nonetheless, in all change stages, the head administrator and the guided members have to work together in a team to move from one point to another point until reaching the static point again. Hence, the positive relationship between the school administrator and teachers is extremely vital in assuring the success of the HOT's implementation.

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