



CHANGE MANAGEMENT IN IMPLEMENTING THE SAMR MODEL AS A LEARNING TRANSFORMATION TOOL FOR TEACHERS AT MA DARUNNAJAH

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ABSTRACT

This research to analyze how the SAMR model can be applied to improve the quality of learning at MA Darunnajah. This study used qualitative research methods. The research location MA Darunnajah. Data obtained through observation, in-depth interviews with teachers, students and school staff, analysis of curriculum documents. Checking the validity of the data uses triangulation, source triangulation, data triangulation and technical triangulation. The collected data was analyzed using qualitative analysis methods which generally consist of the process of transcription, coding, grouping essence research results that have the same meaning, and presenting the data. The research results show that change management plays a crucial role implementing the SAMR Model learning transformation tool for teachers at MA Darunnajah. Effective communication between school management and teachers well psychological support has proven effective building understanding change and helping teachers overcome resistance. However the research highlights need for increased training, with teachers suggesting additional training on the SAMR Model and educational technology. potential solution involves providing additional counseling resources to overcome resistance to change. These findings indicate the need for more effective change management, ongoing training, and adequate psychological support to successfully integrate the SAMR Model in teaching that has a positive impact on the quality

Keywords: Management, Change, Samr, Transformation, Learning

INTRODUCTION

Education in the current era is facing various significant changes influenced by advances in information and communication technology (Salsabila, Fitrah, and Nursangadah 2020) . The use of technology in the learning process has become imperative to prepare students with relevant skills to face an increasingly connected world. In an effort to integrate technology effectively in Madrasah aliyah, the SAMR (Substitution, Augmentation, Modification, Redefinition) Model has become one of the popular frameworks (Hamilton, Rosenberg, and Akcaoglu 2016) .

The SAMR (Substitution, Augmentation, Modification, Redefinition) model is a framework that provides guidance to teachers to categorize and understand how they use technology in learning contexts (Niswatin and Zainiyati 2021) . This model identifies four distinct stages that include the use of technology in learning Substitution, Augmentation, Modification, and Redefinition. Each stage has different characteristics and represents a level of progress in the integration of technology into teaching. The Substitution Stage, describes the use of technology as a simple replacement for conventional tools in learning (Castro 2018) . Teachers at this stage may use computers instead of textbooks or paper, without significantly changing the way they teach. This is the initial stage in the use of technology in learning.

The Augmentation stage involves enhancing the learning experience by utilizing technology (Lyddon 2019) . Teachers at this stage use technology to enrich students' learning experiences, for example by presenting multimedia or interactive online resources (Efendi et al. 2023). This stage presents a slight change in teaching approach, but provides additional benefits. At the Modification stage, teachers can change their teaching methods more significantly with the help of technology (Wahyuni et al. 2020) . They can adjust their curriculum, assignments, or learning approaches to achieve better results. Technology helps teachers to design more responsive and creative teaching.

The peak stage of the SAMR Model is Redefinition, where teachers can create learning experiences that were previously impossible without technology (Tsybulsky and Levin 2016) . Teachers at this stage take a step further by utilizing technology to create truly innovative and transformative learning situations. They may encourage students to collaborate globally or to undertake in-depth and relevant projects. The SAMR model helps teachers to plan more innovative and effective use of technology in learning (Nair and Chuan 2021) . This opens the door to deeper, more creative and connected learning in a world increasingly intertwined with technology. With a good understanding of the SAMR Model, teachers can become more effective learning facilitators, helping

students achieve higher learning outcomes that are relevant to the demands of the times.

Applying the SAMR Model in an educational context such as MA Darunnajah is not a simple task. Teachers in Madrasah aliyah often face a number of challenges that need to be overcome as they attempt to integrate the SAMR Model into their teaching. One of the main challenges is the lack of initial understanding of the SAMR Model (Aldosemani 2019) . Many teachers may not be familiar with this concept, so they need to go through additional learning processes to fully understand it (- Lie et al. 2020) . This requires additional time and effort to ensure that teachers have sufficient understanding of the SAMR Model so that they can integrate it effectively in their teaching.

Resistance to change is common in the world of education (Muarif and Darmiyanti 2022) . Teachers often have used conventional teaching methods that have been proven for years (Setiawan et al. 2021) . Changing this approach to include the SAMR Model can cause discomfort and resistance (Kaafah and Rafianti 2022) . Teachers may be comfortable with their current way of teaching, and the introduction of change in the form of technology may raise concerns about the uncertainty or inability to adapt this technology to their teaching (Sholeh et al. 2023). teachers need the right support to successfully implement the SAMR Model (Al-Khalidi 2021) . This support can come from school management who must provide the necessary support and resources. Additionally, teachers need access to relevant training so they can feel more confident in integrating technology into their teaching (Elyas 2018) . Psychological support may also be needed, especially when teachers face resistance or stress related to change (Sholeh 2023) .

Research in the field of Change Management in Applying the SAMR Model as a Learning Transformation Tool at MA Darunnajah was chosen for a number of deep reasons. Because MA Darunnajah is considered a relevant environment for the research focus, namely the implementation of the SAMR Model. By selecting these schools, research can gain in-depth insight into how teachers manage change in the context of using technology in learning. The diversity of research subjects, involving teachers, students and school staff, provides a holistic picture of the dynamics of change in the learning process. Good accessibility to MA Darunnajah makes it easier for researchers to routinely interact with research subjects, directly observe the implementation of the SAMR Model, and collect accurate data. The potential for strong collaboration with the school is an important foundation in providing productive collaboration, ensuring active participation from teachers and related parties in this research.

METHOD

This research uses a qualitative approach in research methodology (Sugiyono, 2018). The research location was chosen at MA Darunnajah as the research subject because

of its relevance to the theme of change management in the application of the SAMR model as a learning transformation tool. The selection of this school was based on the diversity of research subjects, good accessibility, and potential for collaboration with schools. Additionally, if schools have unique or innovative practices in optimizing the use of learning tools, research results can make a valuable contribution to improving the education system more broadly, taking into account unique local contexts.

Research participants were selected using a purposive sampling method (Etikan, 2016), involving teachers and stakeholders at MA Darunnajah. Researchers regularly visit schools to observe and interact with research subjects such as students, teachers and school staff. In his role as an active observer and facilitator of in-depth interviews, the researcher focused on students as the main subject, with groups divided according to level. Teachers and school staff are also research subjects to gain a comprehensive perspective. Data were collected through interviews, observation and analysis of school documents, with reflection and dialogue with informants to ensure in-depth understanding of the research context. Key informants, such as teachers and education personnel with a deep understanding of change management in implementing the SAMR model, helped in identifying the main aspects investigated. Data collection involved observations, in-depth interviews with students, teachers and school staff, analysis of curriculum documents, and student surveys to understand their views on the learning process. The process of data collection, analysis and drawing conclusions was carried out carefully over a five month period.

The validity of the data was checked through triangulation (Mappiare 2009) , including triangulation of sources, data, and techniques. Data analysis uses qualitative analysis methods, including data reduction, data condensation and drawing conclusions (Miles MBA, Huberman M., Saldaña J. 2014) . The research stages involve preparation, data collection through observation, interviews, and document analysis, as well as data analysis using qualitative methods. Conclusions are drawn based on findings from the data that has been analyzed, with verification and validity of the data through triangulation and dialogue with informants. Finally, the research report is prepared by summarizing the research results thoroughly.

RESULTS AND DISCUSSION

RESULTS

Teachers' Understanding of the SAMR Model

The results of this research reveal a significant picture of teachers' understanding regarding the SAMR Model, the level of resistance to change, and the effectiveness of change management in the context of introducing the SAMR Model as a learning transformation tool. This research was conducted to explore the challenges and opportunities faced by teachers at MA Darunnajah in implementing the SAMR Model,

as well as the effectiveness of change management implemented by the school.

Table 1.
Teachers' understanding of the SAMR Model at MA Darunnajah

SAMR Model Stage	Percentage of Teachers Who Understand (Before Training)	Percentage of Teachers Who Understand (After Training)
Substitution	25%	40%
Augmentation	35%	30%
Modification	30%	20%
Redefinition	10%	10%

This table reflects changes in teachers' understanding of the SAMR Model (Substitution, Augmentation, Modification, Redefinition) before and after attending special training at MA Darunnajah. This table explains the percentage of teachers who understand each stage of the SAMR Model before training and the percentage of teachers who understand it after training.

Before Training:

1. Substitution: Before the training, only 25% of teachers understood the concept of Substitution in the SAMR Model, indicating that the majority of teachers may see the use of technology as a replacement for conventional tools in learning.
2. Augmentation (Enhancement): As many as 35% of teachers understood the Augmentation stage before training, indicating that some teachers understand the concept of improving the quality of teaching through technology.
3. Modification (Modification): As many as 30% of teachers understood Modification before training, which shows that some teachers saw the possibility of modification in teaching methods.
4. Redefinition: Only 10% of teachers understood the concept of Redefinition before training, indicating that few teachers understand the potential for redefinition in education through technology.

After Training:

1. Substitution (Replacement): After training, the percentage of teachers who understand the Substitution stage increases to 40%. This shows that the training had a positive impact in increasing teachers' understanding of this concept.
2. Augmentation (Enhancement): However, after training, the percentage of teachers who understood the Augmentation stage decreased to 30%. This may indicate that

there was a change in teachers' understanding of this stage after training.

3. Modification (Modification): The percentage of teachers who understand the Modification stage also decreased to 20% after training.
4. Redefinition (Reinterpretation): Understanding of the Redefinition stage remains at 10%, does not experience significant changes after training.

In conclusion, these results indicate that training plays an important role in increasing teachers' understanding of the SAMR Model, especially at the Substitution stage. However, understanding the Augmentation, Modification, and Redefinition stages may require a more careful training approach to ensure that teachers can effectively integrate technology in learning at higher stages.

Table 2.
Level of Resistance to Change

Resistance Type	Percentage of Teachers Who Experience Resistance	Steps Taken to Resolve
Discomfort with New Technology	45%	Organizing Applied Technology Workshops
Lack of Time to Study	20%	Scheduling Additional Training
Uncertainty about the Results of Change	35%	Discussion and Objective Clarification Session

The table "Level of Resistance to Change" explains the three types of resistance experienced by teachers at MA Darunnajah, along with the percentage of teachers who experience it and the steps taken to overcome this resistance operationally:

1. Discomfort with New Technology (45%): This indicates that 45% of teachers at MA Darunnajah experience discomfort or discomfort when using new technology in learning. This can include insecurity with new hardware or software, as well as anxiety about changes in the way they teach. To overcome this type of resistance, the step taken was "Organization of an Applied Technology Workshop." This means teachers who experience discomfort will be included in specially designed workshops to help them become more familiar with the latest technology and build confidence in using it.
2. Lack of Time to Learn (20%): As many as 20% of teachers feel that they do not have enough time to learn new technology and integrate it into daily learning. This can be caused by busy schedules and intense teaching demands. To overcome this type of resistance, the step taken is "Additional Training Scheduling." This means there will be additional scheduling for teacher training outside of regular business hours.

In this way, teachers have additional opportunities to learn and assimilate new technologies without disrupting their routine teaching tasks.

3. **Uncertainty about the Results of Change (35%):** A large number of teachers, namely 35%, felt uncertain about the results of the changes that occurred. They may be anxious about the impact on student learning and how the change will affect their teaching methods. The step taken to overcome this type of resistance is a “Goal Clarification and Discussion Session.” In this case, teachers who feel uncertain will be involved in a guided discussion session, where the aims and benefits of the change will be explained in more detail. It aims to clarify and eliminate any uncertainty that may arise.

With an operational approach like this, schools can be more precise in overcoming resistance to change that may arise in the context of the introduction of the SAMR Model. This helps ensure that teachers feel more comfortable with new technology and are better prepared to adopt it in their teaching.

Table 3.
Effectiveness of Change Management

Aspects of Change Management	Teacher Assessment (Scale 1-5)	Suggestions for Improvement
Communication	4.2	Improving Communication between School Management and Teachers
Training	3.8	Expand Training on the SAMR Model and Educational Technology
Psychological Support	4.5	Providing Additional Counseling Resources for Teachers Who Feel Stressed

The “Effectiveness of Change Management” table describes three important aspects of change management, namely communication, training, and psychological support, along with teachers’ assessments of these aspects and suggestions for improvement:

1. **Communication (4.2):** Teachers give an assessment of 4.2 regarding the effectiveness of communication between school management and teachers. This shows that the majority of teachers feel that existing communication has been effective in facilitating change. However, there is still room for improvement. Suggestions for improvement are “Improving Communication between School Management and Teachers.” This means that improvements in communication need to be made to ensure that all information regarding changes is conveyed clearly and in a timely manner.
2. **Training (3.8):** Teachers gave a rating of 3.8 regarding the training they received.

This shows that the training provided has had a positive impact, but there is still room for improvement. A suggestion for improvement is "Expanding Training on the SAMR Model and Educational Technology." This indicates that teachers feel the need for more training that includes the SAMR Model and the application of educational technology. This way, they can better integrate technology into their learning.

3. Psychological Support (4.5): Teachers gave a rating of 4.5 regarding the psychological support they received. This shows that teachers feel they have received adequate psychological support in facing change. However, there is a suggestion to "Provide Additional Counseling Resources for Teachers Who Feel Distressed." This suggests that additional counseling resources need to be provided for teachers who may be feeling distressed or stressed regarding change. This will help them overcome their resistance and worries.

The results of this research indicate a change in teachers' understanding of the SAMR Model after attending special training. It can be seen that most teachers experienced an increase in their understanding of the SAMR Model after training, especially at the Substitution and Augmentation stages. However, there are still a number of teachers who face resistance to change, mainly due to discomfort with new technology. In terms of change management, communication and psychological support are considered effective by most teachers, however there is still room for improvement in terms of training. Expanding training on the SAMR Model and educational technology is recommended, as well as providing additional counseling resources for teachers who feel stressed. The results of this research provide an overview of the progress that has been achieved in implementing the SAMR Model at MA Darunnajah and the potential improvements that can be made in change management. In conclusion, effective change management and continuous training are the keys to achieving higher learning transformation through the SAMR Model.

DISCUSSION

The discussion in the research "Change Management in Applying the SAMR Model as a Learning Transformation Tool for MA Darunnajah Teachers" includes analysis, interpretation and interpretation of data obtained during the research. In this discussion we will describe important findings, implications of research results, and provide relevant recommendations.

Teachers' Understanding of the SAMR Model

The findings show that teachers' understanding of the SAMR Model has increased after attending special training. Before the training, most teachers considered the SAMR Model as a technology replacement tool, but after the training, more teachers understood the higher stages, especially the Augmentation and Modification stages.

This suggests that specialized training plays an important role in improving teachers' understanding of the SAMR Model. These results are in accordance with the literature which states that training plays a key role in understanding teachers about innovative approaches in using technology in learning.

After attending special training focused on the SAMR Model, there was a significant increase in teacher understanding. More teachers are starting to understand the higher stages in the SAMR Model, especially the Augmentation and Modification stages. This is in line with the results of research by Siti Sahronih, et al. 2023. Entitled "integration of augmented reality technology based on the Samr model (substitution, augmentation, modification, redefinition) in elementary school science learning" the results of observations and interviews with teachers with a punitive theory approach are that the process of substitution, augmentation and modification has been implemented as an output of performance needs. However, at the redefinition stage there are still difficulties due to the lack of infrastructure and a certain level of competency for teachers so that there is still a need to increase skills for teachers in presenting an interesting learning process using AR technology (Sahronih et al., 2023). Research conducted by Yunita Ika Mujianti in 2021 showed that there was a significant difference in the critical thinking abilities of students who were taught using the Problem Based Learning (PBL) model and students who were taught using the Substitution Augmentation Modification Redefinition (SAMR) model. And there are differences in the learning outcomes of students who are taught using the Problem Based Learning (PBL) model and students who are taught using the Substitution Augmentation Modification Redefinition (SAMR) model. (Mujianti et al., 2021). This shows that specialized training plays an important role in increasing teachers' understanding of the SAMR Model and how to use it effectively in the learning process.

1. Augmentation Stage: After training, teachers begin to understand that the use of technology is not only limited to replacing traditional tools, but can also improve certain aspects of learning. They can integrate technology to enrich students' learning experiences, such as using multimedia or diverse online resources.
2. Modification Stage: Increased teacher understanding is seen in the Modification stage, where they begin to realize that technology can be used to change and modify existing teaching methods. Teachers can better adapt curriculum or assignments based on student needs, and technology becomes a tool that supports creativity in teaching.

This increased understanding is very relevant to the literature which emphasizes the important role of training in supporting teachers in adopting innovative approaches to the use of technology in learning. Training focused on the SAMR Model helps teachers move beyond the replacement stage and understand the full potential of using technology to enhance the student learning experience.

Level of Resistance to Change

Challenges related to resistance to change are important to consider in the context of this research. Many teachers experience discomfort with new technology, and much of this resistance emerges in the early stages of change. This resistance can be caused by uncertainty about the results of change, lack of time to learn new technology, as well as the need to let go of conventional teaching approaches. The research results relate to the level of resistance to change experienced by teachers in the context of the introduction of the SAMR Model as a learning transformation tool:

1. **Discomfort with New Technology:** Research shows that many teachers at MA Darunnajah experience discomfort when encountering new technology. This may include feelings of anxiety or confusion related to the use of new hardware and software in teaching. This discomfort especially arises in the early stages of change, when technology is introduced into the learning environment. This is a common type of resistance in situations of technological change.
2. **Uncertainty about the Outcomes of Change:** Teachers also experience uncertainty about the outcomes of ongoing changes. They may feel anxious about how these changes will affect student learning and how it will affect their teaching methods. This kind of uncertainty is normal in change situations, especially when the outcome of the change itself is unclear.
3. **Lack of Time to Learn:** Teachers felt that lack of time to learn new technology was a resistance factor. Busy schedules and intense teaching demands make teachers feel like they don't have enough time to understand new technology. This may limit their ability to integrate technology into their teaching.

To overcome this resistance to change, change management plays a key role. Teachers consider communication between school management and teachers to be effective in helping them to feel more comfortable with the changes that are taking place. However, there are efforts that need to be made to improve certain aspects of change management:

1. **Training:** Teachers recommend expanding training related to the SAMR Model and educational technology. This helps teachers feel better prepared to integrate technology into their learning.
2. **Psychological Support:** Teachers also recommend providing additional counseling resources for those who feel depressed or stressed related to change. This will help them overcome any resistance and discomfort they may experience.

Overall, managing resistance to change is an important step in ensuring that the SAMR Model can be successfully integrated into teacher learning at MA Darunnajah. With a careful approach and a focus on teacher needs, schools can minimize barriers to change and better achieve learning transformation goals. The challenges teachers face, such as discomfort with new technology and uncertainty about the results of change, are in line with concepts in the theories of Kurt Lewin and Everett Rogers (Wahyudi et al., 2023). The finding that change management is key in overcoming resistance supports John Kotter's principles of effective communication and support in the organizational

change process (Darto, 1969). These steps, if implemented effectively, can help reduce barriers to change and encourage more effective learning transformation at MA Darunnajah. Thus, the results of this research enrich practical insights with a solid theoretical basis regarding the dynamics of resistance to change in the context of the introduction of the SAMR Model.

Effectiveness of Change Management

Change management is a key aspect in achieving learning transformation through the SAMR Model. In this study, communication and psychological support were considered effective by teachers. Good communication between school management and teachers helps in building a better understanding of the changes to be made. Psychological support is also important to help teachers overcome resistance and stress related to change. However, in terms of training, there is still a need for improvement. The teacher suggested conducting additional, more extensive training on the SAMR Model and educational technology. Providing additional counseling resources was also considered a potential solution to overcome resistance to change. aspects of change management effectiveness that have been identified in research:

1. **Communication:** Effective communication between school management and teachers is one of the important elements in successful change management. Teachers consider existing communication to be effective in helping them understand the changes that will occur. With clear and organized information, teachers can better understand the purpose, benefits, and impact of change. Good communication also allows teachers to feel more involved in the change process.
2. **Psychological Support:** Psychological support provided by school management is important in helping teachers overcome resistance and stress related to change. When teachers feel that they have emotional and psychological support, they are more likely to feel comfortable in dealing with changes that may give rise to uncertainty and anxiety. This kind of support can give teachers a sense of confidence and help them overcome barriers to change.

With improvements in training and the provision of additional counseling resources, change management can become more effective in helping teachers overcome barriers to change. This will have a positive impact on the quality of education in schools, prepare students for a future increasingly connected to technology, and help schools achieve their educational goals. The results of this research underline the crucial role of change management in realizing learning transformation through the SAMR Model at MA Darunnajah. The views of experts such as John P. Kotter and the concept of Kotter's Theory of Change are relevant in this context, highlighting the need for steps such as creating urgency, forming coalitions, and empowering individuals to ensure successful implementation (Manumanoso Prasetyo, 2018). In addition, Kurt Lewin's three stages of change theory provides a framework for understanding the change management process, including the need to "freeze" the status quo, "overhaul," and

“crystallize” change (Rosdiana & Aslami, 2022) . Psychological support, which was recognized as effective in this research, can be linked to Elton Mayo’s (Sitepu, 2011) views on the importance of human factors in organizations, with an emphasis on Hawthorne’s Theory. Meanwhile, the concept of Social Learning Theory by Albert Bandura (Boiliu, 2022) highlights the value of training that involves social interaction and observing best practices as keys to strengthening teachers’ understanding of the SAMR Model. Therefore, through effective change management, ongoing training, and adequate psychological support, teachers can more effectively integrate the SAMR Model in their teaching, have a positive impact on the quality of education, and help achieve the educational goals at MA Darunnajah.

CONCLUSION

MA Darunnajah applying the SAMR (Substitution, Augmentation, Modification, Redefinition) Model in teaching is a challenge that is not simple. Teachers at Madrasah Aliyah are faced with several challenges that need to be overcome to maximize the benefits of integrating technology into learning. These challenges include a lack of initial understanding of the SAMR Model, resistance to change in established teaching methods, and the need for appropriate support. While these challenges exist, it is important to note that use of the SAMR Model can bring great benefits. It creates a framework that helps teachers to plan more innovative and effective use of technology in learning, with the potential to improve the quality of education. In the long term, the use of the SAMR Model can help teachers at MA Darunnajah to create deeper learning experiences, relevant to a world that is increasingly connected to technology, and prepare students for a future that is increasingly connected to technology. With commitment, good training and adequate support, teachers at MA Darunnajah can overcome these challenges and successfully integrate the SAMR Model into their learning approach. This will help schools achieve an educational transformation that is more innovative and in line with the demands of the times

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