

Transformation of Charity Schools into Independent Hybrid Schools



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ABSTRACT

This study is an exploratory qualitative study that aims to reveal the process of transformation of charity schools into independent hybrids based on the paradigm of the Struss and Corbin (1998) logic model, and based on the perspective of institutional theory. The research site is the Yayasan Indonesia Juara (YIJ) which manages Sekolah Juara (SJ), a charity-based school that is undergoing the process of becoming independent through the implementation of social enterprise (SE). Data were collected through observation, documentation, and especially in-depth interviews with 8 key informants and 6 additional informants. This transformation process research was conducted for 3 years in revealing the process of school transformation at YIJ. Based on the analysis with an explorative institutional theory framework, the study can reveal the causal conditions that cause the transformation of charity schools, the actions and strategies implemented, especially the implementation of socio-enterprise, so that YIJ has succeeded in delivering three schools that were previously charity-based to become independent hybrids. The study also identified institutional isomorphism in actions, strategies, and changes that are coercive (coercive isomorphism), imitation (mimetic isomorphism) or changes that reflect forms of responsibility and professionalism (normative isomorphism). Although this school transformation was caused by coercive pressure, many of the strategies or actions carried out were normative isomorphism supported by mimetic isomorphism.

1. Introduction

Hybrid learning is better known in the world of education than hybrid schools, especially during the Covid-19 pandemic. The term hybrid school was adapted by researcher from the concept of a hybrid organization, which is an organization that operates with several institutional fields (Battilana et al., 2012; Battilana and Lee, 2014; Zollo et al., 2022) or termed

with institutional pluralism (Kraatz and Block, 2008:2; Pache and Santos, 2013:4).

The development of hybrid organizations in the last three decades has been rapid (Kraatz and Block, 2008; Pache and Santos, 2013:4; Battilana et al., 2012; Battilana and Lee, 2014; Zollo et al., 2022) and has become the norm in most business landscapes, and has been of concern to many researchers (Kraatz and Block, 2008; Zollo et al., 2022; Battilana and Lee, 2014; Pache and Santos, 2013). Even certain



hybrid forms such as social entrepreneurship have been described as innovative solution engines for social problems and transformation (Dees, 1998; Zollo et al., 2022). Hybrid organizational forms are often encountered in business organizations that adapt the form of non-profit organizations or vice versa, non-profit organizations that adopt the features of business organizations.

The emergence of hybrid organizations from non-profit organizations began with the proliferation of non-profit organizations that responded to the limitations experienced by many countries in providing public services (Wood, 2010:247). So that non-profit organizations such as philanthropic organizations in several countries fill many gaps where a problem is not touched by the government, or at least the state is overwhelmed in handling the problem.

In the education sector, philanthropic institutions provide free education for the underprivileged and marginalized. Historically, this philanthropic institution has been shown to play an important role in education (Dwyer, 2018:37; Azra, 2014 in Fauzia, 2016). And this is in line with the desire of effective school researchers who want justice, and hope that all children can learn, and bring poor children to school (Stoll and Fink, 1992; Townsend, 2007).

In its development, the traditional non-profit model organization has not adequately addressed the social and environmental problems faced (Haigh and Hoffman, 2012; Buccino and Mele, 2019: 4). They need greater funds for the sustainability and expansion of the program, so they transform and adopt business features to be implemented in non-profit organizations, in the hope of maintaining the sustainability of the organization and maintaining its legitimacy as a social institution. This phenomenon continues to attract the attention of many researchers on how the efforts of hybrid organizations maintain legitimacy and survive (Zollo et al., 2022; Battilana and Lee, 2014; Pache and Santos, 2013; Defourny and Nyssens, 2017).

The phenomenon of non-profit institutions that combine several organizational patterns also occurs in school organizations in Indonesia, such as Sekolah Juara (SJ) initiated by Rumah Zakat (RZ). SJ is a quality free school for those who cannot afford it, as an RZ charity program in the field of education. Furthermore, to be more professional, the management of SJ schools is handed over to the Yayasan Indoneia Juara (YIJ), while RZ continues to play a role as the main donor in the overall financing of the school.

After running in a decade the Sekolah Juara has grown to 19 schools, RZ as the main supporter in the overall school financing wants the reduction of subsidies to the cessation of funding for SJ schools. This is intended to make SJ schools independent and no longer dependent on RZ. YIJ as a school management body responded to RZ's policy by transforming all SJ schools from a charity school pattern to a hybrid school with the implementation of social enterprise (SE).

YIJ believes that with the implementation of SE, foundations and schools can maintain financial sustainability as well as achieve social missions (Alter, 2007). In the literature, it is stated that social enterprise is a typical hybrid that combines economic, social and environmental goals (Battilana and Lee, 2014; Doherty et al., 2014; Huybrechts et al., 2020). With this description, it is relevant that this school transformation study uses the term hybrid school as the goal of charity school transformation.

Establishing a school that was previously charitable is not easy. Although all SJ schools have become hybrid schools, it turns out that not all schools have become independent. The proof is that after three years of transformation, only SMP Juara Bandung has managed to become independent (Sobirin, 2021), while 18 other SJ schools are still in the process and fighting towards independence. This phenomenon is understandable, because changes that can succeed in one school may not necessarily be made or imitated by other schools.

The success of educational reform and an innovation depends on the context of the school (Arar and Nasra, 2018; Botha, 2010; Creemers et al., 2007; Chouhan and Srivastava, 2014), and related to organizational culture (Kusdi, 2011; Andrade et al., 2016; Stoll and Fink, 1992; Curry, 1992; Kezar, 2005). The context influences the strategy, the strategy will produce consequences (Creswell, 2015), and the consequences can be different, both expected and unexpected (Kezar, 2005).

The exact same policy design will most likely not give the same results, when applied in different institutional settings, policy replication with the keyword "best practice" must be realized that it does not always succeed with the same results (Putra and Sanusi, 2019). In the process of change or transformation, there are processes and roles of organizational actors that trigger and respond to different mechanisms at different levels (Wright and Zammuto, 2013). So this attracts researchers to reveal how the transformation process of charity schools is.

Research on this transformation process is important, because it is valuable in advancing management knowledge. This is in accordance with the expectations of the Forum on Process Studies of Change which invites to enter the world of processes and examine questions about how managerial and organizational phenomena emerge, change, and unfold from time to time (Langley et al., 2013).

Kezar and Eckel (2002) proposed the focus of the study of organizational change studies, first focusing on antecedents and consequences of change, and second focusing on the role of actors in the change process. Furthermore, Dawson (2014) explained that the most common comparisons that arise between theories are models that view change as a series of sequential stages or intermittent episodes, as well as models that are more process-oriented in characterizing change as something that develops.

Strauss and Corbin (1998) explained that to uncover the process must be able to show the nature of events

that develop, by knowing why and how actions or interactions in the form of events, are conceptualized as stages or phases of a time span. Creswell (2015:861) emphasized that no matter what the process, in research there is a sequence or sequence of activities, actions, and interactions between many people.

From the perspective of institutional theory, the change of all SJ school units that were previously charitable to hybrid schools is an effort to homogenize. Hawley (1968) describes the process of institutional homogenization as one of isomorphism (Barratt and Choi, 2009). Isomorphism is a restriction process that forces one unit in a population to resemble another unit facing a similar set of environmental conditions (DiMaggio and Powell, 1983; Hawley, 1968; Hanson, 2001; Jay, 2012). Isomorphism is an important consequence of institutional and competitive pressures (Scott, 2004; Svejvig, 2009), and is an effort to gain legitimacy and to survive.

There are many studies that use institutional theory as a framework in analyzing and understanding various organizational problems, such as understanding changes in information system relationships and organizational transformation (Avgerou, 2000), in the adoption and implementation of new practices such as financial systems (Astutiningrum et al., 2017; Innocenti et al., 2021; Siti-Nabiha and Scapens, 2005; Guerreiro et al., 2006), and explores the response of organizations to institutional pressures to adopt a system (Barratt and Choi, 2009; Ashworth et al., 2009; Liang et al., 2007; Braganza and Desouza, 2006),

In the world of education, the use of institutional theory as an analytical framework is widely encountered in the literature, such as to understand isomorphism and homogenization in innovation in universities, reform and application of certain regulations and programs (Caravella, 2011; Cardona et al., 2020; Wells and Henkin, 2005; Coutet, 2022; Puttick, 2017; Kezar and Sam, 2013). Cai and Mehari (2015) conducted a review of the application of



institutional theory in higher education research, and found that 83 (89.2%) of the 93 articles applied new institutionalism, and 4.3% combined old and new institutionalism.

Of the many studies that use institutional theory as the framework of analysis, there are still few similar studies conducted in schools or basic education levels. Moreover, in charity-based schools that have transformed into hybrids, to the knowledge of researchers, no one has done it. This study focuses on the transformation process carried out by YIJ for SMP Juara which has become independent and two SD Juara which are expected to follow to become hybrid independent in the following year.

DiMaggio and Powell (1983) identified three isomorphic change mechanisms with their respective antecedents, namely coercive pressure, mimetic pressure, and normative pressure. With these antecedents or causal conditions, the nature of change can be coercive (coercive isomorphism), or in the form of imitation (mimetic isomorphism), or changes based on an awareness of obligation and professionalism called normative isomorphism (Riduwan and Andajani, 2023). Based on these three institutional isomorphism mechanisms, the study of this transformation process reveals how the transformation pattern of charity schools is based on institutional theory.

This study of the transformation process of charity schools uses institutional theory as an analytical framework (Meyer and Rowan, 1977; DiMaggio and Powell, 1983; Ashworth et al., 2009). With institutional theory, it is hoped that they can understand the transformation process of charity schools at YIJ. Institutional theory is relevant to be used as an analytical framework in this study for the reason, first, educational institutions according to many researchers face strong institutional pressures and operate in a highly structured field of organization, making the field of educational organization the right unit of analysis to understand the changes in institutional isomorphism (Caravella, 2011).

Second, the policy of independent schools with the implementation of SE is a homogenization effort, and this process is ongoing, so it is possible that the actions and strategies for implementing SE continue to evolve and can be different or change. As explained earlier in the change process, there are processes and roles of organizational actors that trigger and respond to different mechanisms at different levels. Third, YIJ does not have a clear conceptual framework for transformation, so it is likely to cause the implementation of SE in schools to vary.

The novelty of this research is to reveal the transformation process of charity schools, namely research on the change of isomorphism from charity schools to independent hybrids, thereby expanding the study of hybrid organizations. Second, explore the transformation of charity schools as a process, this is important and valuable in advancing management knowledge. Third, revealing the pattern of transformation of charity schools into hybrid through an institutional theory perspective as far as the researcher's knowledge has never been done.

By referring to the problems that have been identified, this study formulates two main questions. First, what is the process of transforming a charity school into an independent hybrid school at Yayasan Indonesia Juara (YIJ)? Second, what is the pattern of transformation of charity schools in YIJ based on the perspective of institutional theory? The purpose of this study is to uncover the transformation process that occurs in the transformation of charity schools into independent hybrid schools in YIJ and to identify the transformation patterns within the framework of institutional theory perspectives.

2. Methodology

This research is about the transformation of charity schools into "independent hybrid" schools. This type of research is explorative qualitative research because it aims to identify and explore patterns, themes related to research phenomena or problems



(Marshall and Rossman, 1999:33; Bandur, 2019:51).

The basic purpose of exploratory research is to understand a phenomenon, where the phenomenon is still new and unfamiliar to researchers, so it needs to be explored in depth. So this study explores the facts in more depth about the phenomenon of transforming charity schools into independent hybrid even though the process is still ongoing and the existing facts have not yet produced something final.

The research uncovers the events or transformation processes of charity schools managed by YIJ, and identifies patterns of change or transformation based on the perspective of institutional theory. Is there a pattern of institutional isomorphism or institutional pressure in the transformation of charity schools into hybrid by implementing social enterprise?

Research Site

The research site is Yayasan Indonesia Juara (YIJ) which manages 19 charity-based schools, then in 2019 these schools were forced to be independent by implementing social enterprises. All schools under the auspices of YIJ are encouraged to gradually start paying while maintaining the scholarship or charity route. In the early stages of 2019, YIJ carried out transformation pilots in five

schools, namely Juara Bandung Elementary School, Juara Cimahi Elementary School, Juara Surabaya Elementary School, Juara Bandung Junior High School, and Pekanbaru Juara Junior High School.

Types of Data and Data Collection Techniques

The data collected from the interviews are the main data which include; policies, programs, strategies/actions, conditions and events, factors related to the transformation process of charity schools. To collect these data, researchers use various procedures in data collection (Stake, 1997), this is done to reduce the possibility of misinterpretation. The data collection process in this study uses interview, observation and documentation techniques.

The research was carried out from 2022 to 2024, the time duration was set to consider being able to follow the development of schools that succeeded in becoming independent hybrids, and other Juara Schools that have the potential to become independent hybrids one or two years later. It is estimated that if starting in 2019 it will be transformed, it is hoped that by 2024 most schools will be independent, because YIJ projects that in 2025 the overall composition of 80:20 has been achieved, and all schools are expected to become independent.

Research timeline

Time	Activities
January 2022	- Literature review on Organizational transformation, Institutional theory, <i>social enterprise organization Hybrid</i> , strategic issues and research related to change theory, Initial data collection.
February 2022	- Proposal Completion
March 2022	- Proposal Exam and proposal improvement



March – October 2022	<ul style="list-style-type: none"> - Deepen and collect information from the literature and research reports from <i>journals</i> on change, <i>social enterprise</i> and isomorphic institutionalism. - Collect data in the field. - The research design is revised and adjusted and develops research instruments
Nov 2022 – Dec 2023	<ul style="list-style-type: none"> - Consult an expert - Data collection and analysis.
February 2022 – Nov 2024	<ul style="list-style-type: none"> - Data collection and analysis
Nov – December 2024	<ul style="list-style-type: none"> - Progress Report 1 - Progress Report 2 - Report of Research Results

3. Result and Discussion

The process of transforming charity schools into independent hybrid

The transformation of charity schools into independent hybrids as the findings of this study are explained by adapting the logic model of Strauss and Corbin (1998). The discussion describes the relationship between causal conditions that cause charity schools to transform, actions/strategies carried out by YIJ, characteristics of Juara Schools that become conditions that influence strategies/actions, and consequences that occur (Creswell, 2015; Strauss and Corbin, 1998).

In the view of institutional theory, organizations (including educational organizations) make changes due to two things, the first is related to technical (internal) demands, namely economy, efficiency, and effectiveness; The second is because of the demand for social (external) legitimacy, namely the legitimacy of stakeholders. In the context of the transformation of charity schools, the causes that have been described previously such as financial problems, the ebb and flow of ZIS fund collection, and the optimization of funds for other programs are causal

conditions that cause RZ to establish the Juara School.

The ebb and flow of ZIS fund collection, fund optimization for other programs is a financial problem. This is a challenge for the main donor (RZ) and school managers, because school management requires a lot of funds, most of which are fixed costs. The source of school operational funds that depend on the collection of donations is the uncertainty of the funds obtained, while school operational costs are not fixed, in fact they tend to increase every year.

The condition of the school's operational funds continues to rise, but the acquisition of fundraising is uncertain, this is a concern for the managers of how the Juara School will continue which has spread across 10 provinces. And further aggravating the challenge is the mushrooming of the Amil Zakat Institution in Indonesia, so that based on this condition, it causes managers to transform charity-based schools into independent, the hope is that later they will no longer depend on the main donor (RZ).

Kasali (2013) stated that transformation is usually carried out by healthy companies (including other organizations) that begin to catch less encouraging signals. The uncertain condition (ebb and flow) of obtaining ZIS funds while the school's operating costs



are fixed costs make school managers take a strategic step, namely transforming charity schools, by becoming independent schools, which means that RZ reduces funds to stop subsidies when schools can become independent.

The gradual reduction of subsidy funds, to the cessation of school operational fund assistance is a form of coercive pressure that forces YIJ to make changes so that the Juara School survives. YIJ as a manager responded by implementing social enterprise. Institutional theory explains how organizations respond when pressured or mandated to implement new technologies (Barratt, M., and T. Choi, 2007; Meyer and Rowan 1977),

DiMaggio and Powell (1983) identified ways in which organizations are under pressure to conform to forms and processes that are considered legitimate, resulting in the similarity of forms and processes called institutional isomorphism. The three dimensions of isomorphism change, namely coercive isomorphism, mimetic isomorphism, and normative isomorphism.

As explained in the previous chapter, YIJ responded to RZ's mandate by implementing socio enterprise (SE), and transforming charity schools by paying and maintaining charity, and in the study it was termed a hybrid school. The change made by YIJ on the basis of RZ policy is a change based on coercion (isomorphism), which further makes YIJ implement social enterprise as a tool to support the school.

The selection of the social enterprise strategy is based on considerations other than maintaining the continuity of the school, while maintaining a positive image of the school, especially RZ. The selection of a social enterprise strategy that has become a new habit in schools is a form of adjustment or change that is normative isomorphism, which is a change based on awareness of the importance of a positive image of the institution, and as a form of accountability of YIJ as a school manager. Previously, there was an option to immediately implement a 100% paid pattern, but at that time it was not a management option.

In the implementation of social enterprises in schools, especially the embedded and integrated approaches, they are greatly influenced by the characteristics of schools. This is according to the results of a study by Ashworth et al. (2009) that isomorphic pressure has a variety of impacts on organizational characteristics. The obligation to implement social enterprise is coercive pressure on charity schools, because schools are forced to abandon old habits (full charity) by implementing new habits, namely social enterprises that combine paid and charity (hybrid) patterns.

The characteristics of schools in the Juara School network are the existence or location of buildings, school facilities, socio-economic conditions of the community around the school, and the number of levels at each school level. This characteristic affects the speed of school independence, as explained in the data on the socio-economic conditions of the surrounding community, school rates and facilities, especially the existence of classrooms, affect the speed of school independence.

Even though it is encouraged to have benchmarks for successful schools that are imitation (mimetic isomorphism), the socio-economic conditions of the community are different, this affects the school rates, the tuition fees at SD Juara Bandung cannot be imitated by SD Juara Cimahi. Furthermore, even though the percentage of general students is sufficient for the calculation of independence, the number of students and rates affect the speed of independence. In this case, even though SD Juara Cimahi is not 80% categorized as independent because the number of human resources is smaller than SD Juara Bandung, the incoming funds can meet the school's operational costs.

The strategies and actions implemented by the school have consequences on the expected results in the transformation of charity schools. Because only three schools have become independent hybrids, the strategy with the conditions of influencers, and consequences or results will continue to interact, even though later it has become an independent hybrid, all



the interactions of the three will continue, because change never stops.

Strauss and Corbin (1998) explain that actions/interactions or actions have certain properties. The first is the process, which has the property of developing, so it can be researched based on its sequence, movement, and changes over time. Second, goal-oriented. Therefore, actions are carried out through strategy and tactics. The three failed actions/interactions also need to be considered to develop the next strategy, even if it does not fail, the strategy continues to evolve. Fourth, there is always an influencing condition that either facilitates or inhibits action/interaction.

In explaining the process of transforming charity schools into independent hybrids, it is necessary to describe the conditions and related actions that give rise to the transformation of charity schools, along with variations in development as a result of the conditions of influencers (Strauss and Corbin, 1998). From the previous descriptive description, the researcher explored the relationship between causal conditions, context, strategy, and consequences. This relationship is expressed as a logic diagram and a series of propositions (Strauss and Corbin, 1998).

As explained in the introduction, YIJ implements social enterprise (SE) as a response to RZ's policy which independently establishes its service units, including the Juara School. And in the process of implementing the SE, there are influencing conditions so that they have an impact on the results or goals set. Apart from the strategies that exist in the literature according to Straus and Corbin (1998) to uncover processes such as the transformation process of charity schools, researchers must be able to show the nature of events that develop, by knowing why and how actions or interactions in the form of events, actions, or events that change, and develop or remain.

The strategy in this study is the SE approach implemented by YIJ as a form of responsibility as a school manager and has a good relationship with donor institutions. YIJ believes and realizes that the

SE strategy is able to maintain the sustainability of the school and still gain legitimacy. In the policy literature issued by RZ forcing (Coersive isomorphism) YIJ to transform the Juara School, and YIJ's response in the form of the application of SE which is believed and realized as the right solution is isomorphism in the normative isomorphism dimension.

As an institutional pressure, RZ policies and YIJ strategies have different variations or impacts on each school in the Juara School network. This is according to the results of a study by Ashworth et al. (2009) that isomorphic pressure has a variety of impacts on organizational characteristics, one of which is strategy and context or school characteristics.

Furthermore, Strauss and Corbin (1998) explain that action/interaction has certain properties. The first is the process, which is to have the property of developing. That way, it can be researched based on its order, movement, and changes over time. Second, it is directed to a purpose, which is done for several reasons in response to or to overcome a phenomenon. Therefore, actions are carried out through strategy and tactics. Third, failed actions/interactions also need to be considered, fourth, there are always influencing conditions that either facilitate or inhibit actions/interactions, in the study of these conditions must also be revealed in this study.

In this study, researchers recorded the development and changes of schools from hybrid that are not yet independent and hybrid that are independent. At the time of the field in early 2022, the school that was determined to be independent was SMP Juara Bandung, while other Juara Schools were still struggling towards independence. There are differences in some of the strategies implemented by schools in the implementation of social enterprises, and this is given autonomy by the foundation only related to finance to be the authority of the foundation, so that YIJ completes its own system.

Some of the actions and strategies that appear in the field are many similarities, but there are also



similarities in actions and strategies carried out by schools, although they are not exactly the same. In this literature as a form of change steps both mimetic isomorphism and normative isomorphism. Some of the actions of schools looking at other schools before setting school rates, visiting expensive schools around Bandung to get insight in school management are forms in the mimetic isomorphism dimension.

Actions in the form of improving the quality of school services, improving facilities, good planning, conducting HR training, and conducting periodic evaluations are forms of normative isomorphism. Advanced public schools around the school, including the Juara School network itself as an organizational field also contribute to exerting mimetic pressure (DiMaggio and Powell, 1983), even the institutions on which the school depends and other stakeholders can exert coercive pressure on the school.

Consequences assume a cause-and-effect relationship between an activity and an outcome, although these relationships can be complex and nonlinear. And it should be noted that in many literatures there are intentional or unintended consequences. The transformation of charity schools has been explained to aim for the expected results, namely school independence, and YIJ has succeeded in transforming three Juara schools from charity-based to independent hybrid.

Regarding the consequences/results of the transformation of charity schools, namely into independent hybrid schools, Caravella (2011) explained that there was a period of isomorphism and a period of institutionalism. Every time there is an organizational change, there is a period of heterogeneity in the organizational field. An example of this can be seen in this study when the hybrid school pattern in SJ first appeared, the school conditions were diverse, some were still charity, some had started hybrid, and the hybrid also had a different paid composition.

Furthermore, if the institutionalization process is allowed to continue, there is a high probability of isomorphism, or homogeneity in all areas of the organization or network of the Juara School. During the institutionalization period, a brief moment or brief period of isomorphism occurs as institutionalization remains but quickly disappears as it is replaced by new practices as a result of continuous changes in the school's organization.

By following the main logic of the paradigm model of Strauss and Corbin (1998) which shows that when certain causal conditions exist (policies to make schools independent by implementing social enterprises) and these conditions contribute to (the transformation of charity schools), strategies are used (implementation of social enterprises) with the desired outcome or consequence being (becoming an independent hybrid school).

Changes in institutional isomorphism can be shown by actions or strategies, both the implementation of social enterprises, the implementation of paid school rates, and changes that are mimetic. There are also forms of normative change and antecedents in the form of institutional pressure in order to accelerate the achievement of change results, such as workshops, training, or the preparation of service quality standards.

Yayasan Indonesia Juara (YIJ) continues to carry out the process of transforming schools from charity to independent hybrids. From the special analysis of institutional isomorphism, it is clear that RZ exerts pressure that forces YIJ to transform charity schools. This type of pressure is known as coercive isomorphism, forcing YIJ to make changes that are coercive isomorphism.

Departing from institutional pressure from RZ, realizing this pressure as a professional institution, YIJ carried out a strategy on how to establish the 19 schools. The choice to implement social enterprise was the right choice for that time, because in addition to maintaining the continuity of the school, it was also

to gain the legitimacy of stakeholders, especially the image of RZ as a national philanthropic institution.

Since the implementation of the SE, since then schools have had to abandon the old patterns of charity, awareness to improve services, change services that were still based on charity, is a normative pressure, including efforts to improve the competence of human resources and school facilities so that it becomes a normative isomorphism change.

Mimetic Isomorphism is also shown in this study the fact of schools that imitate the behavior patterns of other schools that are paid, It is also important to convey that the network of Juara schools runs mimetic pressure in YIJ, schools have succeeded in becoming independent hybrids also exert mimetic pressure on other schools. From this description, the diagram in figure 6.1 is presented as follows:

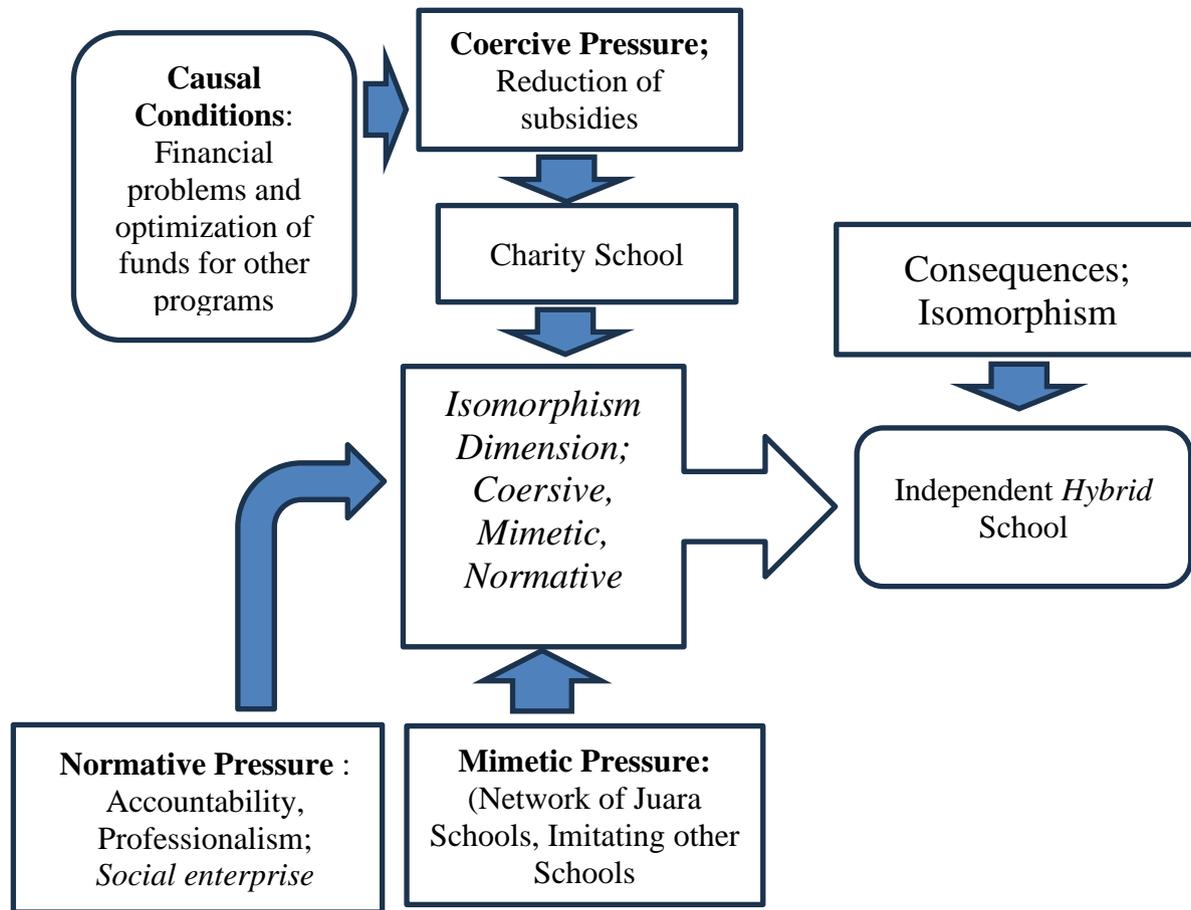


Figure 1. Transformation Pattern of Charity Perspective Institutional Theory

Pattern of Transformation of Charity Schools Based on Institutional Theory

Institutional theory states that organizations make changes or transformations because of two things, the first is related to technical (internal) demands, namely economics, efficiency, and effectiveness; The second

is because of the demand for social (external) legitimacy, namely the legitimacy of stakeholders. Furthermore, Isomorphism is the change or self-adjustment of an organization to a new practice (habit) by abandoning the old habit (DiMaggio and Powell, 1983).

In the context of the transformation of charity schools, Isomorphism is shown by RZ's policy as the main donor of financing the Juara School to establish the Rumah Zakat service unit (Juara School and Clinic). So that YIJ as a manager is looking for the right strategy to establish a school, the choice of implementing a social enterprise is based on the consideration of YIJ who realizes the importance of the legitimacy of the Foundation, especially the image of RZ, with this SE strategy is expected to continue to gain legitimacy as a social institution and maintain the operational sustainability of the Juara School.

The data from this study shows that the implementation of social enterprise in schools from 2019 to 2024 is still ongoing. And when the transformation process of charity schools can be grouped into three dimensions or traits, namely coercive isomorphism, mimetic isomorphism, and normative isomorphism, the following sub-chapter explains each dimension of isomorphism in the context of charity school transformation.

Coercive Isomorphism in School Transformation

Based on the perspective of institutional theory, especially the coercive dimension of isomorphism, RZ exerts pressure that forces YIJ to make changes. This type of pressure is known in the literature as coercive isomorphism. The data from the training shows that there is a gradual reduction in subsidies or operational funds, which in the end is expected that schools will be able to be independent and no longer depend on RZ.

The changes made by YIJ to turn charity schools into hybrid schools were triggered by the RZ policy of independent Juara Schools and gradually stopping school operational subsidies. RZ's policy is a coercive pressure on YIJ, so the changes made by YIJ to Juara schools are actions that are encouraged because of coercion (Coercive Isomorphism). Evidence of institutions or companies that change by force is widely proven in literature or other research (oliveira et. al., 2013; Coutet, 2022; Puttick, 2017)

Furthermore, YIJ as a school manager forced the weaning of the Juara School, it's just that to make the actual school independent for certain schools can be immediately made paid changes. It's just that YIJ chose the implementation of social enterprise, this choice was made as a form of responsibility and awareness, especially its donor partners (RZ) continue to get legitimacy and the school continues to continue without stopping in the middle of the road.

The actions and ways carried out by YIJ to make schools independent are a form of normative isomorphism dimension, because the changes or new practices mandated to schools are based on awareness for the good of RZ's image, and YIJ as a social educational institution. So it can be said that YIJ is forced to establish a Juara school, but the way it is done is a form of awareness that motivates the choice of social enterprise.

Another form of coercive pressure is pressure in the form of technical demands from within, this is what happens to RZ for the efficiency and effectiveness of other strategic programs. So that untied funds can be optimized for strategic programs that are relied on, while other service units are likely to be able to be independent and continue to be encouraged to be independent.

Other actions taken by RZ and YIJ to strengthen coercive isomorphism are to carry out gradual weaning, namely gradually reducing subsidies from 10% to 80%, in the form of reducing the quota of scholarship students.

Mimetic Isomorphism in School Transformation

The dimension of mimetic isomorphism is a change through the process of imitation, several aspects related to mimetic isomorphism are shown from the idea of applying the concept in YIJ, although the actor of the change does not yet know that SE can be applied to schools, but the idea that will be applied in the Health division by the Chairman of the Foundation then implemented to the Juara School is a form of mimetic isomorphism, and the change by



imitating this is further strengthened by the Chairman of the Foundation as an actor of change when he attended the British Council training in Jakarta, and became more aware that social enterprise can be applied in schools.

Many facts in this transformation research are related to mimetic isomorphism, namely uncertain conditions, how much rates for school maintenance must be applied, and how expensive school activities by observing and visiting other schools, as an effort to obtain information related to school rates are more efficient.

Efforts made by imitating this are more practical, the tendency of schools to imitate this is consistent with what DiMaggio and Powel (1983) stated that one of the considerations of organizations imitating the practices of other similar organizations (schools) is due to the consideration of resource efficiency to design their own practices starting from scratch, the short time must be immediately PPDB, they do not have experience in finding general students and the marketing model, So that imitating schools that have been believed to be successful is an effective and efficient action.

Furthermore, the strengthening of mimetic isomorphism is measured by the existence of a standard program format or SOP, Management Book 1.0, PPDB-related formats and a special school structure of the Foundation. It is evidence of institutional isomorphism related to organizational structure.

The implementation of SE in schools requires carrying out new practices, so that the concept of SE becomes new institutions. The evidence suggests that at the institutional level, the isomorphic change model used in this study proves useful in describing institutional isomorphism over time in specific areas including program structure and general professional values.

Not only the school foundation, in this case the foundation when it will be implemented is a paid

student pathway, KS Junior High School visits surrounding schools to find out how much school fees students have to pay in expensive schools in East Bandung.

The existence of its own network of Juara schools can be a self-tapping pressure, which will be another model of Juara Schools, which have not been successfully encouraged and motivated to imitate what Juara schools have proven to be successful, other research (Cardona et al., 2020; Caravella, 2011) also proves this.

Normative Isomorphism in School Transformation

The normative isomorphism dimension is a change due to needs or obligations (Riduwan and Andajani, 2023). The normative isomorphism in this study is that YIJ conducts plans, business plans, and sets quality standards. The obligation to implement social enterprise in schools is a coercive pressure received by Juara Schools, especially school principals.

The application of social enterprise is also a normative isomorphism dimension because the idea of implementing social enterprise emerged is an awareness of the responsibility of the Chairman of the Foundation and the team to maintain the sustainability of the school but also maintain the legitimacy of the Juara school that previously provided scholarships, especially the image of RZ which has been strong in social programs with the guidance of community funds, especially zakat, infak and shodaqah.

The changes in new practices carried out by YIJ which are normative isomorphism are based on the values of an Islamic organization in every action must be aksan, which is the best and commendable. Improving human resource competencies, improving learning facilities and quality services is a form of responsibility as a trustworthy and professional school manager.



The literature reveals that companies that carry out normative isomorphism are encouraged by environmental and social responsibility by placing it as the core values of the Company (Yu and Rowe, 2017) and become the philosophy of every policy, including YIJ which has the values of JUARA (Honest, Tenacious, Trusted, Religious, Active) believing that not only will be accounted for in this world, but everything will be accounted for in the hereafter:

4. Conclusion

The process of transforming Sekolah Juara (SJ) from a charity school to an independent hybrid is a homogenization effort influenced by RZ's policy to make these schools independent. This policy forces YIJ to change its operational model through the implementation of social enterprise, with the aim of maintaining the sustainability of the school and gaining legitimacy. This transformation has succeeded in ushering in three schools to become independent hybrids, albeit at a different pace due to location, human resources, and school rates.

This transformation pattern reflects institutional isomorphism, with the dimension of coercive isomorphism (coercive pressure), mimetic isomorphism (benchmarking), and normative isomorphism (awareness and responsibility of the manager).

This research has limitations, especially because it only focuses on charity schools in the Juara School network, which is related to RZ policy. Further research can expand this scope to compare with other schools and examine a broader context. Its theoretical implications enrich the understanding of institutional isomorphism. Practically, the strategy implemented by YIJ can be used as a reference for other schools, but it needs to be adjusted to each condition.

From a policy perspective, the hybrid school model that succeeds independently can be a solution for other charity-based schools, with policies that are

tailored to the characteristics of each foundation. As a suggestion for further research, this study can be used as a starting point to further examine homogeneity and heterogeneity in the process of transforming charity schools into independent hybrids.

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