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The Effectiveness of Physical Environment Change Management on Student Satisfaction at MTs Negeri 9 Kediri	
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<p style="text-align: center;">ABSTRACT :</p> <p>This study aims to analyze the effectiveness of physical environment change management in improving student satisfaction at MTs Negeri 9 Kediri. A mixed method approach was employed, utilizing both quantitative and qualitative data to explore how effective physical environment management contributes to student satisfaction. The research respondents consisted of 175 eighth grade students, selected using Slovin's formula with a 5% margin of error. Data were collected through questionnaire and analyzed using Partial Least Squares (PLS) with SmartPLS version 3.0 software. The results indicated a significant structural relationship between physical environment change management and student satisfaction, with a path coefficient value of 0.937. This value demonstrates that the more effective the physical environment change management implemented, the higher the level of student satisfaction achieved. These findings highlight the importance of continuous improvement in education facilities to create a supportive learning environment.</p>	
<p>Key words : <i>Physical Environment Change Management, Student Satisfaction.</i></p>	

1. INTRODUCTION (10 PT)

Educational institutions in Indonesia have experienced rapid development, data from the Ministry of Religion of the Republic of Indonesia, in 2020 it was reported that there were 80,000 madrasas, and in 2022 it was reported that the establishment of madrasas was 83,000 [1]. This significant increase reflects an average growth of 1.8% per year. The increase in madrasas shows a crucial role in the national education system, especially education based on Islam. This is one of the efforts to create a more comfortable and effective learning environment [2]. Changes in the physical layout of madrasas are an important aspect [3] to increase student satisfaction [4], especially in facing the challenges of limited facilities in many madrasas. Management of changes in the physical layout of madrasas focuses on creating a learning environment that supports student satisfaction and comfort [5]. This transformation is an effort to improve the quality of education,

Management of changes in the physical layout of the madrasah is an effort made consciously and planned by the head of the madrasah who is responsible for creating a comfortable and conducive learning environment for students [4]. Includes repairs and rearrangements of the physical facilities of the madrasah that support the learning process [6]. A good physical environment plays an important role in increasing student satisfaction. This role can affect motivation and learning comfort.

Educational institution managers will work hard to optimize all their potential and be able to work together with all madrasa communities to achieve their goals. Educational institutions cannot immediately achieve it smoothly, because they face various challenges in managing their management. Developing along with environmental dynamics, and increasingly strong competition. These challenges are divided into external and internal [7] challenges. External challenges come from factors outside the institution and are beyond the control of the manager, while internal challenges come from within the institution and are still within the manager's control environment [8].

Facing these challenges, educational institutions need to adapt not only in the managerial aspect, but also in the physical dimension that supports the achievement of educational goals. Changes in physical layout are one strategy to create a learning environment that is more responsive to the development of the times [9]. Relevant research conducted by Ali Mustopa Mustopa, entitled Management of Change in Islamic Educational Institutions (Case Study of Pesantren Fathul Ulum Kwagean Kediri). Changes in the realm of structure, Pesantren Fathul ' Ulum in terms of organizational structure changed from centralized leadership to a foundation system and technically formed institutional organizations in each field involving students as administrators. Changes in physical layout, the Pesantren from its establishment until the end of 2017 has experienced a change of location, starting from ndalem wetan (Kyai Hanan's in-laws' house), ndalem kulondan ends in Kwagean utara, in addition to the continuous construction of buildings every year [10]. Adjustments to the layout, infrastructure, and supporting facilities, educational institutions can ensure that every physical element contributes positively to the effectiveness of learning. This arrangement allows for the creation of a more dynamic, interactive, and conducive learning atmosphere, so as to motivate students and meet the increasingly complex needs of modern education.

Transformation of the physical layout in educational institutions is not only about beautifying the appearance of buildings, but also a strategic effort to create a learning environment that is adaptive to changing times. Modern infrastructure with advanced technology allows classrooms to be more interactive, thereby increasing student motivation and engagement. Flexible, environmentally friendly, and inclusive learning spaces, educational institutions are able to support contemporary learning methods that require flexibility and openness to the needs of diverse students.

2. METHOD (10 PT)

This study aims to analyze the effectiveness of management physical changes to student satisfaction at MTs Negeri 9 Kediri. Management Variable (X) change study This with The approach of environmental change and adaptation theory is used to understand and analyze changes in physical layout in madrasahs. This method is based on three main models, namely the Three Stage Model according to Kurt Lewin [11], ADKAR Model by Jeff Hiatt [12], and Environmental Adaptation Theory by Irwin Altman [13].

Table 1 Management variables (X) physical changes

Theory Model	Researcher/Developer	Stages and Description
Three Stage Model of Change	Kurt Lewin	<p>Unfreezing : Building awareness and readiness of students and staff for changes in the physical environment.</p> <p>Changing : Making changes to the physical layout, such as rearranging spaces and upgrading facilities.</p> <p>Refreezing : Stabilizing and ensuring student and staff adaptation to the new physical layout .</p>
ADKAR Model	Jeff Hiatt	<p>Awareness : Students and staff awareness of the importance of physical changes.</p> <p>Desire : Desire and commitment to support the change.</p> <p>Knowledge : Understanding the impact of physical changes.</p> <p>Ability: Ability to adapt to change. Reinforcement : Support from management to maintain the sustainability of the change.</p>
Environmental Adaptation Theory	Irwin Altman	<p>Privacy : Adjusting the physical layout to provide adequate privacy.</p> <p>Personal Space : Providing a comfortable space without distractions.</p>

The variable (Y) of student satisfaction in this study uses a theoretical approach to several main theories, namely Customer Satisfaction Theory (*Customer Satisfaction Theory*). *Satisfaction Theory*) by Oliver, RL [14]. , *Expectation-Confirmation Theory Theory*) by Bhattacharjee,A [15], as well as Hierarchy Maslow's needs [16].

Table 2 Student satisfaction variables (Y)

Theory Model	Researcher/Developer	Stages and Description
Customer Satisfaction Theory (<i>Customer Satisfaction Theory</i>)	Oliver, R. L	Quality Facilities : Quality facility physical and supporting services satisfaction student ; Satisfaction in Learning : How much Far facility physique support experience positive learning ;
<i>Expectation-Confirmation Theory Theory</i>)	Bhattacharjee , A	Perceived Value : Students' perceptions of whether changes in physical layout bring real benefits to them. Confirmation of Expectations : The degree of congruence between the changes made and the student's initial expectations. ;
Hierarchy of Needs	Maslow	Physiological Needs : Basic needs such as physical comfort in the study room (ventilation, lighting).

This research questionnaire was distributed to class 8 at MTs N 9 Kediri . Population from class 8 totaling 312 students , in this study the *Slovin formula was used* with the error rate that could be chosen by the researcher was 5% , so that obtained sample as many as 175 students . As many as 175 respondents were selected as research samples using the random probability sampling technique. simple so that give equal opportunity for all student class 8 which is of the type sex man and also woman Can become respondents , and the data obtained were tested for validity and reliability. This research model uses *Partial Least Square (PLS) with data analysis techniques using smartPLS software version 3.0* .

Validity and Reliability

Factor value loading is used in determining variables. The results of the validity and reliability tests in this study show that the variable (x) management changes in physical structure (Three Stage Model of Change , ADKAR Model and Environmental Adaptation Theory), as well as variable (y) satisfaction students (Customer Satisfaction , Expectations-Confirmation and Needs), all are valid because each indicator has a loading factor value above 0.7 . The following are the results of the loading factor values for each indicator:

Table 3. Results of Convergent Validity Data Processing

Variables	Indicator	Loading Factor	Validity Convergent
Three Stages of Change Model (X1.1)	Unfreezing (Defrosting) X1.1.1	0.945	Valid
	Changing (Change) X1.1.2	0.923	Valid
	Refreezing (Freezing) X1.1.3	0.932	Valid
ADKAR Model (X1.2)	Awareness (Consciousness) X1.2.1	0.893	Valid
	Desire X1.2.2	0.935	Valid
	Knowledge (Knowledge) X1.2.3	0.872	Valid
	Ability (Ability) X1.2.4	0.938	Valid
	Reinforcement (Reinforcement) X1.2.5	0.903	Valid
Environmental Adaptation (X1.3)	Privacy X1.3.1	0.941	Valid
	Personal Space X1.3.2	0.942	Valid
Customer Satisfaction (Y1.1)	Facility Quality (Y1.1.1)	0.974	Valid
	Satisfaction in Learning (Y1.1.2)	0.926	Valid
	Perceived value (Y1.1.3)	0.864	Valid
Hope-Confirmation (Y1.2)	Confirmation of Expectations (Y1.2.1)	1,000	Valid
Needs (Y1.3)	Physiological Needs (Y1.3.1)	1,000	Valid

Measuring the level of reliability of a variable using a **composite reliability model** with the provision that the value must be greater than 0.70 [17]. All research variables have a composite reliability value greater than 0.70; thus, the research variables are considered reliable.

Table 4. Reliability Composite for Reliability Test of Research Instruments

Variables	Reliability Composite	Reliability
Management Physical Layout Change (X)	0.969	Reliable
Satisfaction Student (Y)	1,000	Reliable

Mixed method Method is a procedure for collecting, analyzing and mixing quantitative and qualitative methods in a study or series of studies to understand the researcher's problems [18]. Researchers choose to use mixed methods . method . Research using this method is research that combines two forms of research, namely qualitative and quantitative. Quantitative data is used to explain qualitative data. Mixed method or Mixed Method is a procedure for collecting, analyzing and mixing quantitative and qualitative methods in a study or series of studies to understand the researcher's problems.

3. RESULTS AND DISCUSSION

3.1. Structural changes

Kurt Lewin developed an easy way to identify the phases in planned change, namely: first, the *unfreezing phase* , which is the thawing phase with a manager leading the change process that has previously socialized subordinates, provided direction, understanding to them that the organization must change but will not reduce the financial and social welfare of subordinates. This phase means weakening the forces that allow resistance and provocation to occur [19]. Second, *changing* , which is the movement phase or starting to change. At this stage, subordinates are accustomed to letting go of old ways and habits in carrying out their duties in the organization and getting used to working, acting and behaving with new habits that have been formulated and agreed upon together. Third, *Refreezing* , which is refreezing new habits that have been carried out. However, if according to the subordinate's opinion it turns out to be not beneficial, then the manager must take positive or even negative actions, such as by imposing new regulations with various strategies so that they can continue to run as they should. Conversely, if the subordinate's opinion is that the new habit is very beneficial, then this can be ammunition for reinforcing the freezing (reinforcement) [20].

Table 5 Types of change phases[21]

Conditions that apply	Transitional condition	New condition
Applicable roles and structures .	Letting go of old job.	Applicable roles and structures
Comfortable , familiar, and certain	Starting a new job	Comfortable , familiar, and certain
Controlled, certain and proven	Changing tasks, routines, demands and relationships	Controlled, certain and proven
Disbursement	Change	Freezing
Creating the need for change Minimizing challenges to change	Changing people and groups, tasks, structures, and technologies	Strengthening the results New jobs and routines Making modifications construct

The history of the establishment and development of MTsN 9 Kediri cannot be separated from the stages that this institution has gone through. Initially established in 2009 under the name MTs -SA MIN Doko, this institution became the forerunner for MTsN 9 Kediri. MTs -SA MIN Doko is the result of a partnership program between the Directorate General of Islamic Education of the Ministry of Religion of the Republic of Indonesia and the Australian Government through the AIBEP (Australian Indonesia Basic Education Program) organization which focuses on providing basic education assistance in Indonesia.

A year after its establishment, problems arose regarding the name of this madrasah, so a new operational permit was issued on July 1, 2010 with the name MTs SA Doko Ngasem Kediri. Three years later, this madrasah experienced a significant change in status with the issuance of the Decree of the Director General of Pendis No. DJ.I/590/2012 on May 23, 2012, which determined MTs -SA AIBEP as part of the preparation for nationalization of 64 madrasahs in nine provinces in Indonesia.

In 2017, the Decree of the Minister of Religious Affairs of the Republic of Indonesia No. 906 dated October 25, 2017 legalized the nationalization of 18 madrasahs, making MTsN Filial Pagu officially have the

status of MTsN 9 Kediri. Although it has now become a state madrasah, MTsN 9 Kediri still faces several administrative obstacles, especially related to the SIMPATIKA system (Educator and Education Personnel Information System of the Ministry of Religious Affairs) and EMIS (*Education Management Information System*) which has not been fully separated from its parent madrasah, namely MTsN 8 Kediri. In fact, data on SIMPATIKA and EMIS are very important for the operation of the madrasah, including funding, facilities and infrastructure, student administration, and teaching and education personnel.

MTS Negeri 9 Kediri continues to undergo a transformation process from a joint institution to an independent madrasah. The process not only requires administrative adjustments, but also an increase in the number of students and the addition of teaching staff as part of a strategic step towards stronger independence. This transformation has brought about significant changes in the institutional structure of the madrasah, strengthening its operational foundation to meet the demands of being an independent educational institution [22].

The results of the study indicate that the process of structural change at MTS Negeri 9 Kediri was carried out through the application of Kurt's planned change model. Lewin , which consists of three main phases: *Unfreezing* , *Changing* , and *Refreezing* . In addition, madrasah managers also implement the *Re-Energizing Phase* as an additional step to strengthen the changes that have been internalized. This change process takes place continuously, as shown in table 5 and figure 1, to ensure that changes are not only adopted, but also integrated and reinforced in the madrasah organizational culture, thus supporting the sustainability of the institutional vision.



Figure 1. Change management scheme according to Kurt Lewin

1 : Unfreezing

In the early stages of change, MTS Negeri 9 Kediri implemented a socialization strategy to introduce and explain the purpose of the separation step as an independent madrasah. This socialization was carried out on all components of the institution, including teachers, staff, and the surrounding community. The communication strategy implemented aims to build understanding and support for the changes to be made [23].

Madrasah managers take a central role in the change process by implementing a comprehensive approach. According to Narto as The principal of MTs Negeri 9 Kediri, one of the keys to success in this phase is the delivery that the changes made will not have a negative impact on the social or financial welfare of all parties involved . The way the madrasah is managed has succeeded in reducing resistance to change and creating a positive atmosphere that supports the transition to a new direction.

The approach taken by MTS Negeri 9 Kediri in initiating change shows a deep understanding of the psychological aspects that influence change in educational institutions. Referring to Kurt's three-phase change model Lewin , the *Unfreezing stage* aims to melt or weaken the internal resistance of the parties involved, such as teachers, staff, and the surrounding community, who may be hesitant or reject change. So that the madrasah management can create a more open environment and be ready to accept change, and facilitate the transition process towards a new status as an independent institution.

Phase 2: Changing (Movement)

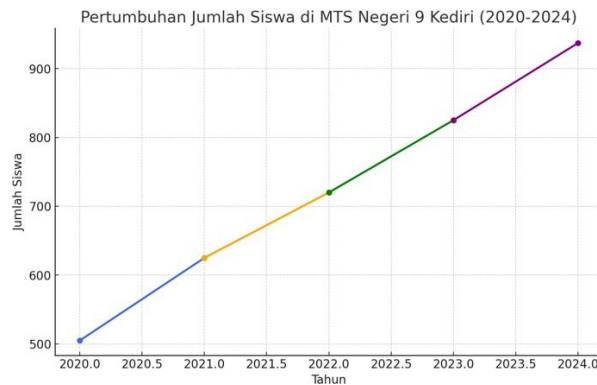
In the phase *Changing* , MTS Negeri 9 Kediri enters the stage of implementing concrete changes, where various components of the madrasah begin to abandon old ways of working and habits. This transformation involves adjusting roles and structures at all levels of the institution. The newly established independent madrasah, MTS Negeri 9 Kediri must adopt an institutional structure that supports independent operations.

The process of dividing the tasks of more specific educators, and education personnel who previously may have worked in a centralized institutional structure under MTS Negeri 8 Kediri, now carry out independent roles with more focused and directed responsibilities. Madrasah management establishes new, more detailed roles according to the needs of independent institutions. Madrasah management establishes new, more detailed roles according to the needs of independent institutions, covering several aspects of curriculum and learning management, academic administration and management, student affairs

and character development, public relations (PR), financial management, and development of facilities and infrastructure.

The results of the study show that since MTS Negeri 9 Kediri was established as an independent institution, there has been a significant increase in the number of students and teachers. Based on data in the last four years, 2020 totaled 505 students and 937 students in 2024. [24]The number of students continues to increase every year, with the percentage growth in the number of students from 2020 to 2024 being around 84.95%. See the graph diagram 1. Growth in the number of students at MTs N 9 Kediri 2020-2024. This shows the high public interest in this madrasah, which is considered capable of offering better quality education after separating from MTS Negeri 8 Kediri.

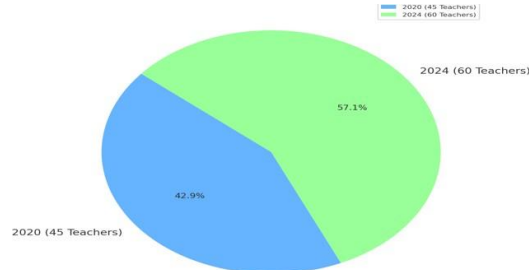
Diagram chart 1. Growth in the number of students at MTs N 9 Kediri 2020-2024



Data source: <https://referensi.data.kemdikbud.go.id/residu/satuanpendidikan/detail/69978960>

Along with the increase in the number of students, the number of teachers at MTS Negeri 9 Kediri has also increased. The addition of teachers is important to maintain the ideal teacher-student ratio, which is needed so that students can receive more individual attention in the learning process. Based on data in the last four years, 2020 totaled 45 teachers and 60 teachers in 2024. [24]There was an increase of around 57.89% in four years which is the percentage increase in the addition of teachers. The efforts of the madrasah management in adjusting the number of teachers to the needs, especially to maintain the effectiveness and quality of learning.

Figure 2. Growth in the number of teachers MTs N 9 Kediri 2020-2024



Source Data : Administration of MTs N 9 Kediri

An independent madrasah, MTS Negeri 9 Kediri has flexibility in determining recruitment policies. This freedom allows the madrasah to immediately recruit additional teaching staff according to the needs of increasing student numbers. Flexibility in recruitment also gives the madrasah the freedom to adjust educational strategies to developing conditions, so that the quality of education is maintained.

This discussion shows that the transformation into an independent institution has a positive impact on the development of madrasahs. With the increase in the number of students followed by the addition of teaching staff, MTS Negeri 9 Kediri can provide more optimal educational services and maintain the quality of learning expected by the community. This change reflects the success of the institutional strategy in accommodating growing needs, making MTS Negeri 9 Kediri a more competitive and responsive educational institution to the demands of modern education.

Phase 3 : Refreezing

The changes that have been implemented at MTS Negeri 9 Kediri are now permanently integrated into the culture and work structure of the madrasah, making it one of the daily operational practices. The new work pattern that emphasizes increased independence, clarity of division of tasks, and responsibility in the

implementation of independent programs has become a work standard accepted by all components of the madrasah. The changes are not only temporary but have been standardized as new norms that function to support the effectiveness and sustainability of the madrasah in carrying out its role as an independent educational institution (according to whom).

The management of MTS Negeri 9 Kediri also provides assistance by strengthening practices that have proven effective in achieving the goals of the madrasah. When madrasah members feel that new habits provide benefits, in terms of adding teachers to improve the teacher-student ratio, management provides awards or appreciation as a form of support for the change. If new habits are found to be less effective, such as obstacles in managing the increase in the number of students, management immediately implements corrective actions. This effort aims to ensure that the entire change process runs in line with the vision and mission of the madrasah, so that the changes implemented are able to support the success of the institution in a sustainable manner.

Phase 4: *Re- Energizing*

The researcher found that the Manager of MTS Negeri 9 Kediri also implemented the *Re-Energizing phase* as part of change management to ensure sustainability and commitment to the transformation that has been internalized in the madrasah culture. The *Re-Energizing phase* also serves to establish change as a new norm, and strengthen the values and missions of the madrasah through an adaptive approach that is relevant to the needs of the institution.

In practice, madrasah managers consistently conduct periodic evaluations and provide progressive feedback to support ongoing adjustments to the practices implemented. In addition, madrasahs also run self-development programs for teachers and staff, such as leadership training and learning innovations, which aim to strengthen their understanding of contributions that are in line with the madrasah's vision. This effort is in line with the research findings by Arifin and Binti [2], which state that in order to build transformational leadership in Islamic educational institutions (LPI), it is necessary to start by creating an organizational culture based on prophetic values. To achieve this, three models of acculturation can be applied, namely the structural, formal, and mechanical models. This in line with research conducted which shows

Management continuously provides rewards and recognition for positive contributions to maintain work motivation and build a collaborative culture in the madrasah environment. Through the involvement of external stakeholders, such as parents and community leaders, the managers of MTS Negeri 9 Kediri have succeeded in forming collaborations that support and enrich the change process. This approach not only strengthens innovation, but also makes change a solid and sustainable culture, allowing the madrasah to be more adaptive in facing the challenges of modern education.

3.2. Changes to buildings and structures

Changes in strategy and physical layout, it is seen that institutions often change their goals and tactics. The plans made by the madrasah are not always unique or completely new, but are often variations or developments of a larger theme or goal. [25] Strategy change is an important choice to implement institutional transformation [21]. While changes in physical aspects of the madrasah such as building structure, spatial layout, or facility arrangement are concrete depictions of various other changes that occur in the institution, such as changes in strategy, goals, or internal processes [20]. These physical changes are made so that the madrasah can be more in line with its vision and mission, and to support efforts to achieve the goals of the madrasah [26], [27]. In other words, the changed or adjusted physical layout allows the madrasah to adapt and demonstrate its commitment to the direction it wants to achieve.

The results of the study show that MTs Negeri 9 Kediri has undergone various significant changes in an effort to improve educational services and facilities, in line with the need for an increase in the number of teachers and students. This Madrasah continues to strive to improve the quality of facilities and infrastructure to support the teaching and learning process, including plans to add classrooms, office units, and various other supporting facilities. Changes in the physical form of the building are also a focus, with a scale that is adjusted to accommodate the increasing number of students, from previously small to larger, and includes additions and relocations to achieve optimal conditions.

MTs Negeri 9 Kediri consists of three separate buildings located in different locations, with shared facilities with other educational institutions. Building 1 is located on the land of MIN 2 Kediri and accommodates 11 classes, while Building 2 is located at SD Inpres Tugurejo Village, which has been renovated since 2014, providing 4 classes. Building 3, located at SD Inpres Doko Village, has 6 classes. The existence of buildings spread across three locations illustrates the urgent need for madrasahs to have more centralized and independent facilities to support more efficient operations.

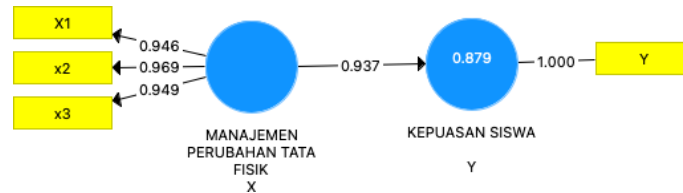
In addition to the changes that have been made, MTS Negeri 9 Kediri also received an additional new building from a grant from the Ministry of Religion and a land grant from local community leaders. The new building is located at Jl. Kendilwesi No. 31, Doko, Kec. Ngasem, Kediri Regency, East Java. This grant not only expands the capacity of the learning space but also supports the vision of the madrasah to have a more independent location and facilities. The new madrasah building can reduce dependence on shared

locations and begin to build a stronger identity as an independent educational institution, strengthening its role in providing quality education services in the Kediri Regency area.

3.3. Effectiveness of Physical Layout Change Management on Student Satisfaction

Bootstrapping analysis will show whether the research hypothesis is supported or not.

Figure 3. Structural equation model results Data processing in SmartPls 3.0



Total latent variables in research This Physical Change Management (X) is measured through three indicators, namely X1, X2, and X3. Each indicator has a *loading value factor* of 0.946, 0.969, and 0.949, which shows that the three indicators have a very strong contribution in representing this latent variable. The *loading value The factor* approaching the number 1 for each indicator confirms the high relevance between these indicators and the [28]Physical Layout Change Management variable (X) so that it can be concluded that this latent variable construct has strong validity in the measurement model used.

The latent variable Student Satisfaction (Y) acts as the dependent variable in this model, which is influenced by the independent variable Management of Physical Layout Changes (X) . The value of 0.879 shown in the circle indicates the level of *reliability* or strength of the latent variable Student Satisfaction. This shows that the latent variable has high consistency in representing the concept of Student Satisfaction being measured, and illustrates the accuracy of the model in explaining variations in satisfaction influenced by changes in physical layout at MTs Negeri 9 Kediri.

This study reveals a significant structural relationship between the latent variables of Physical Layout Change Management (X) and Student Satisfaction (Y), which is indicated by the *path value coefficient* of 0.937. This coefficient value shows the magnitude of the influence of the Physical Layout Change Management variable on increasing Student Satisfaction. The coefficient value is close to 1, it can be concluded that the more effective the physical layout change management is implemented, the higher the level of student satisfaction achieved [29]. This confirms that variable X contributes strongly and significantly in influencing variable Y in the context of this study.

bootstrapping results data are presented in the following table:

Table 5. Results of Hypothesis Test Data Processing

Hypothesis	Original Sample	Sample Mean	Standard Deviation	T-Statistics	P Value	Hypothesis
Management Physical Layout Change (X)→ Satisfaction Student (Y)	0.937	0.937	0.012	78,872	0.000	accepted

This study hypothesizes that **Physical Change Management (X)** has a positive influence on **Student Satisfaction (Y)** . Based on the results of the statistical analysis that has been carried out, several main components were obtained as follows ; **Original Sample Value and Mean (0.937)** : This value shows a very high correlation between Physical Layout Change Management and Student Satisfaction. The number 0.937 indicates a significant contribution of physical layout changes to increasing student satisfaction . **Standard Deviation (0.012)** : This small standard deviation reflects the stability and consistency of the measurement results across samples, indicating that the variation in the measured influence is minimal so that the results are considered accurate and reliable . **The T-statistic value ≥ 1.960** at a significance level of 5% indicates a significant result, meaning there is sufficient evidence to support the hypothesis proposed in this study. In this context, the T-statistic value of 78.872 far exceeds the critical value of 1.960 (at a 95% confidence level), indicating that the measured effect is very significant and provides a high level of confidence in the research results . **P Value (0.000)** : P value less than 0.05, which is 0.000, indicates significance at the 95% confidence level. This shows that the results of this study are not mere coincidence, but there is a real influence between Physical Layout Change Management and Student Satisfaction.

4. CONCLUSION

Based on the findings of this study, three main points can be identified that can be concluded ; 1. This study examines the effectiveness of physical layout change management in increasing student satisfaction at MTs Negeri 9 Kediri. The results of the analysis show a significant relationship between physical layout change management and student satisfaction, with a path value of coefficient of 0.937, which indicates a strong and positive influence; 2. The main challenge in implementing physical change management is to ensure that each change is in accordance with the needs of students and is able to create a supportive learning environment. Support from staff and madrasah management is crucial in minimizing resistance to change; 3. This study supports the importance of implementing sustainable physical change strategies to improve student comfort and satisfaction. By implementing a change model such as Kurt Lewin , including the stages of *Unfreezing* , *Changing* , and *Refreezing* , as well as the additional phase of *Re-Energizing* , madrasah management can build a learning environment that is adaptive, conducive, and focused on academic success and student well-being.

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