

Needs Analysis in Organizational Development for School Members in Padang City

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ABSTRACT

This research analyzes organizational development needs at SMKN A and SMPN B in Padang, covering personal, group, organizational and broad-scale aspects. Data was obtained through questionnaires and analyzed quantitatively descriptively. The results show that the personal aspect requires increasing individual competence (57%-58%), the group aspect requires strengthening team collaboration (59%-61%), and the organizational aspect shows the urgency of improving structure and management (72%-76%). Apart from that, relationships with external parties need to be strengthened (56%-58%). Recommendations include skills training, teamwork development, organizational restructuring, and strengthening external partnerships to support educational effectiveness. These findings are expected to become the basis for school organizational development strategies.

1. INTRODUCTION

Humans as social creatures need space to develop themselves for their survival. Self-development, both individually and in groups, can be achieved through organizations. An organization can be defined as a gathering place for a group of people who are bound by rules or norms to work together to achieve certain goals. Whether organizations in the private, public or community sectors are basically always in a state of continuous development and change. The survival of an organization depends greatly on its ability and progress in adapting to environmental changes, both internal and external (Sunarti & Puspitasari, 2022).

Schools, as a form of organization in the field of education, function to organize learning. Essentially, schools must transform into learning organizations, namely places for all their members to continuously develop potential, abilities and innovation in creating and achieving goals. Schools also act as a means of strengthening mindsets, conveying aspirations, learning together, as well as developing innovation and problem-solving abilities (Gistituati, 2017). Thus, schools as learning organizations must be managed effectively and efficiently so that the goals and functions of educational organizations can be achieved optimally (Febrizon et al., 2020).

To face dynamic changes, increasing organizational effectiveness and development is very necessary. Assessment or measurement is an important step in understanding organizational effectiveness, including work quality and performance in various divisions. This assessment also helps design relevant development steps to improve organizational effectiveness and quality. An organization is considered effective if it is able to achieve clear goals, has a structured division of tasks and work flow, competent members, consistent rules, and performance that is based on organizational cultural values with clear roles at each level (Cumming, 2005) (Widiantoro et al., 2021).

The purpose of needs analysis in organizational development is to gather information about the current conditions and requirements of members in performing their roles. This analysis helps both

organizations and individuals identify solutions for enhancing performance. Before carrying out organizational development, a needs analysis should ideally cover four main aspects, namely individual, group, organizational and broader needs. This approach becomes a basis for organizations in designing development programs that are in accordance with their goals and objectives (Nurhalim & Puspita, 2021). Planned change aims to increase the organization's ability to adapt to environmental changes while encouraging changes in member behavior (Robbins, 2001). Most experts state that external factors have a major influence on the future of an organization (Rusdinal & Afriansyah, 2021).

This research was conducted in several schools in West Sumatra to understand the need for organizational development that can improve the performance and quality of educational services. In the context of an increasingly dynamic world of education, schools need to continue to adapt to meet changing work demands, improve the competence of teaching and education staff, and ensure the effectiveness of services to students. By analyzing organizational development needs, schools can identify areas that require improvement, both at the individual, group and overall organizational levels, thus supporting improving the quality of education and creating a conducive work environment.

Literatur Riview

Organizational Development

According to Iskandar Wiryokusumo (1982) (in Rusdiana, 2016), development is a deliberate, planned, directed, organized, and responsible effort by educational institutions, both formal and non-formal, to introduce, nurture, guide, and develop a balanced, holistic, and harmonious foundation of personality, knowledge, and skills in line with students' talents, interests, and abilities as preparation for their future. As a result, students are expected to independently enhance, improve, and develop themselves, others, and their environment to achieve dignity, quality, optimal ability, and self-reliance. H. M. Arifin (1998) (in Rusdiana, 2016) describes development in the context of education as a gradual process of transformation toward a higher, broader, and deeper level, ultimately leading to the perfection or maturity of students.

The process of organizational development, as part of a broader organizational change plan, begins with a diagnostic phase (Latar. B, 2020). This phase involves identifying the need for change and planning development initiatives. It includes gathering and thoroughly analyzing data relevant to the goals of organizational change. Once the analysis is complete, the next step is to implement interventions in collaboration with individuals committed to driving the change. Following this, efforts are made to strengthen support from stakeholders who back the organization's transformation and development initiatives.

The next step is to create a fairly stable and balanced atmosphere among the members of the organization and motivate them to be ready for change. This step is unfreezing. The next process will be change. This process of change is an important step in the stages of change. After making changes, proceed to the next step called refreezing. "Refreezing" is an action or step that aims to integrate everyone in the organization into the corridor of change, thus enabling all members to think about and actively participate in change.

This model includes various elements that are considered to ensure the process of organizational change and development. Although organizational development is central, it is still related to the elements that surround it. The basic elements are people, structure, technology, and tasks. These four elements are actually important in organizational development. The four elements included in the above model have various elements that can be used as a reference in planning organizational change and development. All these points are given top priority and detailed to ensure a sustainable implementation process.

According to W. Warner Burke and Warren Schmidt in (Yulianti & Meutia, 2020), organizational development aims to:

- a. Facilitate the decision making process in carrying out work,
- b. Support planning and implementation of change in a structured and systematic manner,
- c. Encourage the creation of a sense of ownership of the organization's vision among members,
- d. Produce conditions that allow decisions to be made based on individual competence, not just position or position in the organization.

The purpose of organizational development in schools is to increase the effectiveness of the organization and the satisfaction of its members. Organizational development also aims to help the organization adjust to changes in the environment and the behavior of organizational members. Here are some of the benefits of organizing in schools:

- a. Builds self-confidence by performing in public, such as presenting, debating, or leading a meeting
- b. Foster school spirit and build a sense of community among students
- c. Help the school develop a culture that supports student character development

- d. Promote learning outside the classroom
- e. Avoiding the principal's actions that show excessive power
- f. Creating a more democratic working atmosphere

Thus, organizational development in education aims to enhance institutional effectiveness, adaptability, and member satisfaction through planned, systematic efforts. It emphasizes diagnosing needs, implementing changes, and fostering a balanced organizational culture. Key elements include people, structure, technology, and tasks, which are essential for sustainable change. The goals include facilitating decision-making, supporting structured change, fostering vision ownership, and prioritizing competence over hierarchy. In schools, organizational development promotes student character building, community spirit, democratic leadership, and learning beyond the classroom.

Factors That Influence Organizational Development

There are several factors that influence organizational development according to (Ishiqah Ramadhany Putri & Ningrum Fauziah Yusuf, 2022), namely as follows:

- a. Internal Factors
 - 1) Individual needs: Educators feel it is important to develop themselves in order to improve competence and work performance.
 - 2) Group needs: There is awareness of the need to build strong teamwork and create synergy among members.
 - 3) Organizational needs: Organizations have the desire to improve overall performance while adapting to environmental changes.
 - 4) Organizational vision and mission: The level of understanding and appreciation of the organization's vision and mission by all members.
- b. External Factors
 - 1) Environmental changes: Technological advances, increasing competition, and high societal expectations encourage organizations to continually adapt.
 - 2) Advancement of knowledge: The existence of new methods and approaches in the world of education requires teaching staff to continue to improve their knowledge and skills.
 - 3) Government policies: Government regulations and policies in the education sector also influence the direction of organizational development.

2. METHOD, DATA, ANALYSIS

The study conducted falls under the category of descriptive research with a quantitative approach. Descriptive research is a method used to describe or provide an overview of the subject being studied by utilizing data from samples or populations as they are, without conducting analysis or drawing general conclusions (Zulkarnaen, W., et.al., 2018:55). A questionnaire was used as the instrument in this research to gather data on the needs for organizational development. The questionnaire includes several important aspects, such as personal, group, organizational, and broad-scale needs. A five-point Likert scale was employed as the measurement tool. According to Sugiyono (2019:145), a population refers to the entire group of objects or subjects with specific characteristics that are studied in order to draw conclusions (Fadilla Fahiem & Gilang, 2020).

The population in the research carried out was 20 staff in each school where the research was conducted with a sample of 20 staff or as many as the existing population. Research data was collected using a questionnaire which was distributed to teaching staff and educational staff at the school. This instrument was distributed directly to ensure complete responses from each respondent. The analysis technique used in the research carried out is descriptive quantitative. This technique describes organizational development needs in various aspects. This analysis will use simple statistical methods to see the distribution of responses and trends in needs in each aspect. Then conclusions are drawn based on the results of data analysis from the processed questionnaire, which is connected to theories and concepts of organizational development. This conclusion is aimed at providing development recommendations that can be implemented by the school.

3. RESULT AND DISCUSSION

Result

Research conducted at SMKN A Padang and SMPN B Padang aims to identify organizational development needs by focusing on four main aspects, namely personal, group, organizational and broad-scale aspects. The results of the organizational needs analysis are described in Tables 1 & 2.

Table 1. Needs Analysis for Members at SMKN A Padang

Needs	Score	%
Personal Aspect	25,87	57%
Group Aspect	26,65	59%
Organizational Aspect	3,8	76%
Broad Scale Aspects	5,5	56%

Table 2. Needs Analysis for Members at SMPN B Padang

Needs	Score	%
Personal Aspect	26,25	58%
Group Aspect	27,35	61%
Organizational Aspect	3,6	72%
Broad Scale Aspects	5,8	58%

It can be seen that the school needs organizational development in four aspects, namely, personal, group, organizational and broad-scale aspects with the following research results:

Personal Aspect

SMKN A Padang received a score of 57%, while SMPN B Padang recorded a score of 58%. This shows that the need for individual development in both schools is quite significant. School members, both educators and educational staff, need to develop relevant competencies, knowledge and skills to improve their work performance and effectiveness. This personal development can include training, improving technical skills, and strengthening soft skills.

Group Aspect

The group aspect scored 59% at SMKN A Padang and 61% at SMPN B Padang. This highlights the importance of increasing collaboration and synergy within teams at both schools. This need reflects the need to build solid working relationships between team members to create a work environment that supports organizational effectiveness. Programs such as communication training, teamwork and team building activities are strategic steps that can be taken.

Organizational Aspect

The organizational aspect score at SMKN A Padang reached 76%, while SMPN B Padang got a score of 72%. These two scores indicate that the need for organizational development is very urgent, especially in the structure and work processes of the organization. SMKN A Padang has a higher need to improve the efficiency and effectiveness of organizational management, so that it is able to adapt to changes in education policy, technology and global competition. SMPN B Padang also faces similar challenges, but with slightly lower intensity.

Broad Scale Aspect

On a broad scale aspect, SMKN A Padang received a score of 56% and SMPN B Padang achieved 58%. These two scores show that relationships with external parties, such as the community and stakeholders, still need to be strengthened. Developing this aspect includes building strategic partnerships with business and industry, as well as increasing community involvement to support educational programs in schools.

Discussion

Based on the results of research conducted at SMKN A Padang and SMPN B Padang, several important findings were found related to the need for organizational development at the two schools. In the personal aspect, the scores obtained by SMKN A Padang (57%) and SMPN B Padang (58%) indicate that the development of individual competencies in these two schools needs to receive more attention. Educators and education personnel need to increase their abilities, both in technical skills and soft skills such as communication, leadership and time management. HRM in organizations is integral as individuals and systems as well as organizations as a forum for HR in a planned and sustainable manner to increase

worker competency through training, education and development programs (Noe, 2008) (in (Labola, 2019). Therefore, the training program that focusing on improving these skills is very necessary to improve their performance in supporting better education.

In the group aspect, both SMKN A Padang (59%) and SMPN B Padang (61%) indicated that collaboration between team members needed to be improved. Strengthening solid working relationships and synergy within teams is very important to create an environment that supports organizational effectiveness. Programs that focus on improving communication between team members, cooperation training, and team building activities can be strategic steps to improve the quality of relationships between team members at the two schools. In organizational development, teamwork is very necessary. By doing teamwork, it means trying to involve everyone in the decision-making process to make better changes for the organization, it is hoped that everyone will be more responsible in implementing every decision taken (Hidayat, 2009).

In the organizational aspect, SMKN A Padang received the highest score (76%), which indicates that the need to improve organizational structure and management is more urgent compared to SMPN B Padang which received a score of 72%. Increasing organizational efficiency and effectiveness is very important so that both schools can adapt to rapid changes, both in terms of educational policy, technology and competition. Organizational development is a structured and systematically controlled process aimed at altering the culture, systems, and behaviors within an organization to improve its effectiveness in problem-solving and goal achievement (Weiner, 2009). This process often includes formal restructuring, which is typically initiated, supported, and driven by shifts in norms and behaviors (Suci Febriani et al., 2023). Therefore, it is important to increase managerial capacity, improve organizational structure, and develop more efficient work processes to ensure the organization's success in carrying out its duties.

Finally, on a broad scale aspect, both SMKN A Padang (56%) and SMPN B Padang (58%) indicated the need to strengthen relationships with external parties, such as the community and industry. Strengthening strategic partnerships with business and industry as well as increasing community involvement in school education programs are very important to support school development. Closer relationships with external parties can provide major benefits, both in terms of resources, collaboration opportunities, and developing students' skills outside the school environment. Thus, strengthening external relations is an important step so that educational programs remain relevant and can survive in the face of continually developing social and economic changes.

4. CONCLUSION

Based on the research and analysis conducted at SMKN A Padang and SMPN B Padang, it can be concluded that both schools require organizational development in four main aspects: personal, group, organizational, and large-scale. Improving individual competencies, both technical skills and soft skills, is the main focus to enhance the performance of educators and educational staff. In addition, strengthening team collaboration and building strong working relationships is crucial to creating synergy within the organization. Improvements in the organizational structure and work processes are also necessary to ensure that the schools are more effective and responsive to changes occurring outside their environment. Lastly, strengthening relationships with external parties such as the community and the business world will greatly support the sustainability and relevance of educational programs. By paying attention to these four aspects, it is hoped that both schools can achieve organizational development goals more effectively. Therefore, it is recommended that both schools focus on enhancing technical and soft skills for educators and educational staff, strengthening team collaboration programs, and improving organizational management to increase efficiency.

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