

Analysis of Organizational Development Needs in Schools in Padang City

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ABSTRACT

Organizational development plays an important role in enhancing competitiveness and flexibility in the face of ever-evolving market conditions. In the context of education, particularly in schools A, B, and C in Padang City, organizational development not only focuses on improving the quality of education but also on enhancing service delivery. This study aims to analyze organizational development needs in schools, focusing on personal, group, organizational, and large-scale needs within the educational context. This research uses a case study approach and quantitative methods to collect data through surveys distributed to teachers and staff at schools A, B, and C. The results show that organizational development in these schools has achieved a "Good" category in terms of effectiveness, with scores of 62.71%, 66.5%, and 61.7% for schools A, B, and C, respectively. These findings highlight the importance of continuous efforts to improve organizational performance in response to the ever-evolving demands of education.

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1. INTRODUCTION

Organizational development is a critical component of increasing competitiveness and flexibility in today's ever-changing marketplace. Organizations in the education, industry and public service sectors face various external and internal difficulties that require continuous transformation. Organizations must develop continuously in response to technological developments and changes in stakeholder demands and expectations. In organizational development, it serves as a strategic approach that allows organizations to not only respond to change, but also actively determine their future. In the educational context, especially in schools A, B, and C in the city of Padang, organizational development does not only focus on improving the quality of education, but also on improving service delivery. Schools as educational institutions have a role in producing the best and most skilled people. So in this case schools A, B, C in the city of Padang are required to continue to adapt to changing times, developments in science, as well as the increasingly high demands of society (Sagala, 2018).

Literatur Review

Definition Of Organizational Development

In general, organizational development is a change effort undertaken by an organization to improve the organization's efficacy and productivity in attaining previously established goals. There are many expert opinions about organizational development. According to Becker, organizational development is a planned process for all members of the organization, such as a center of attention where in organizational change it can examine the people in the organization regarding how we can work together as a unit, function in their own uniqueness, and changes so that they can work effectively.

Udai (2005:265) states that organizational development is a planned effort, which begins with a problem diagnosis process assisted by experts, then continues with problem analysis and planning organizational development, and then determines problem solving strategies that are linked to the organizational system. According to Tyagi (2000:241) organizational development is not just about making changes, but is an effort carried out by the organization in a planned, systematic, organized and collaborative manner so that the quality of life of members in the form of health and vitality in the organization can be improved.

Organizational development is a planned process that includes a series of interventions aimed at improving the efficacy, quality of work, and well-being of all members of the company. In the educational setting, for example, organizational development is critical to ensuring that teaching personnel and leadership can adapt to the demands of modern education. This process includes creating a collaborative work environment, boosting skills and competences, and using innovative training methods. Schools are supposed to meet society's expectations and contribute to the construction of a better future generation through long-term organizational growth.

According to Robbins (2014), organizational development is a systematic effort to design organizational structures, processes and culture so that they can function more effectively. In the school context, organizational development is not only related to formal structures, but also includes the management of human resources, information systems, and improving the quality of educational services. Organizational development theories such as systems theory and change theory are also relevant to describe how schools can improve performance through better management and development.

Organizational Development Factors

In organizational development there are a number of factors that can influence how this development can proceed. These factors have an important role in ensuring how the organization can keep up with existing developments. Organizational development factors can be grouped into two, namely internal factors and external factors. Further discussion can be detailed as follows:

a. Internal Factors

Internal factors are factors found within an organization itself, where these internal factors can be further divided into three organizational, functional and individual factors.

- 1) Organizational Factors, Organizational culture and structure can influence organizational development. When an organization creates its organizational structure, a consistent pattern of task relationships is formed, which has an impact on the relationships between its employees. Task relationships remain unchanged when employees move. That's why the organizational structure doesn't want to change.
- 2) Functional Factors, Apart from organizational factors, organizational structure and culture at the functional level can also influence organizational development. Functional managers, like managers at the management level, will attempt to lobby for their own interests and attempt to influence the change process so that the outcome is in their favor.
- 3) Individual Factors, Prejudice towards change can influence the way managers view circumstances and help them make the changes they want. Stress and discomfort at work, for both managers and employees, is another reason why employees are unwilling to change.

b. External Factors

External factors are factors that influence development that originate from outside the organization. In essence, external factors influence organizational development, not internal, because the push from external factors of the organization must change and change internal factors. External factors change very quickly, and consumers or users of an organization's products are usually in the external environment or society.

- 1) Technology, developments and progress over time require technology that continues to develop, users must continue to follow these developments so as not to be left behind. Follow these developments so you don't miss out. Organizations also need technology to achieve their goals and to make them more effective and efficient. Due to increasing competitiveness, organizations must keep up with increasingly sophisticated and advanced technological developments.
- 2) Politics, Politics forces an organization to follow political changes, and sometimes forces it to make changes.

- 3) Education, The educational level of organizational members influences its growth because organizations that require skilled professional workers tend to recruit employees with education that matches their field of expertise.
- 4) Economy, changes made by an organization will be influenced by dynamic and unpredictable economic conditions. If the economy worsens, an organization will be required to change adaptively to adapt to the current circumstances. For example, by reducing the number of workers, changing the organization, and so on.
- 5) Social, When the social conditions around an organization change, this will influence the policies made by that organization. This change will have an impact on society's culture and then become a social phenomenon that affects organizations.
- 6) Culture, cultural values emerge and develop in society. So, it becomes a habit because it always happens. New values entering society cause cultural changes which are influenced by external values. Organizations are also following these changes. To stay alive and adapt to a new culture.

Organizational Development Issues

In this study, there are several problems faced in the development of school organizations in Padang City. These problems include lack of training and self-development, where in this case members of the organization in schools A, B, C in Padang City showed that they needed self-development from the organization from the need to improve their competence and skills in providing services to the public. In addition, the results of the survey and interviews with teachers and administrative staff revealed that teacher competence and skills in the IT field are important factors in improving the quality of learning and education. They said that teachers and administrative staff in schools need ongoing training from organizations related to technology. They feel that without this support, they will have difficulty providing up-to-date and relevant learning. This is important to ensure that students get an education that is in accordance with the demands of the job market. The competence and skills needed by teachers and administrative staff include application development and the use of digital tools.

The purpose of this study is to analyze the needs in organizational development in schools, personal needs in organizational development, group needs in organizations, how the organization's needs are in the development, and large-scale needs. This article will discuss the results of the instrument analysis that researchers have conducted in schools A, B, C in Padang City to identify what the needs are in organizational development in educational institutions.

2. METHOD, DATA, ANALYSIS

In this study, the author uses quantitative research for convenience and clarity with a case study approach. According to Sugiyono, quantitative techniques can be interpreted as an examination strategy in the perspective of positivistic thinking, and are used to see a particular population or sample, collect information using research instruments, analyze quantitative or factual information, statistical data analysis, with the aim of testing the predetermined hypothesis. The instrument development method used in this study is the use of a questionnaire or survey designed based on the results of an in-depth literature review. Then this questionnaire or survey was distributed to a small group of samples, namely teachers and educators at schools A, B, C in Padang City.

The data collection method used in this study, the author uses through the survey method. The data analysis method used is descriptive statistical analysis. The data that has been collected through the survey is processed using descriptive statistics to provide an overview of the needs of school organizational development. The results of the data analysis are then integrated to provide a comprehensive picture related to the needs of organizational development in schools.

3. RESULT AND DISCUSSION

Result

In this study, to determine the scale of answers, namely using a Likert scale. According to Sugiyono (2019: 146) 'The Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena'. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions.

Table 1. Likert scale

Scale	Score	Scale Range
Disagree (D)	1	0% – 19,99%
Disagree Less (DL)	2	20% – 39,99%
Agree (A)	3	40% – 59,99%
Strongly Agree (SA)	4	60% – 79,99%
Completely Agree (CA)	5	80% – 100%

The questionnaire used consists of 9 statements regarding personal needs indicators, 9 statements regarding group needs indicators, 1 statement regarding organisational indicators, 2 statements regarding broad scale indicators, which were tested on 20 employees and educators in schools A (Junior High School), B (Senior High School), and C (Senior High School) in Padang City. The following table recapitulates the validity test of the questionnaire :

Table 2. Recapitulation of the Questionnaire Validity Test

No	Indicators	Statement
1	Personal Needs	Statement 1, 2, 3, 4, 5, 6, 7, 8, 9
2	Group Needs	Statement 1, 2, 3, 4, 5, 6, 7, 8, 9
3	Organisational Needs	Statement 1
4	Wide Scale Needs	Statement 1, 2

Then based on the results of the research that has been done, the results are obtained :

Table 3. School A (Junior High School)

No	Indicators and Statements	Scale				
		1 (D)	2 (DL)	3 (A)	4 (SA)	5(CA)
1	Personal Needs	27	28	48	47	30
2	Group Needs	33	25	41	49	32
3	Organisational Needs	0	1	7	9	2
4	Wide Scale Needs	2	3	14	13	6

Table 4. School B (Senior High School)

No	Indicators and Statements	Scale				
		1 (D)	2 (DL)	3 (A)	4 (SA)	5(CA)
1	Personal Needs	42	25	39	14	60
2	Group Needs	41	26	36	11	66
3	Organisational Needs	0	1	5	1	13
4	Wide Scale Needs	0	1	8	7	24

Table 5. School C (Senior High School)

No	Indicators and Statements	Scale				
		1 (D)	2 (DL)	3 (A)	4 (SA)	5(CA)
1	Personal Needs	30	30	60	33	27
2	Group Needs	33	33	46	35	33
3	Organisational Needs	0	0	11	3	6
4	Wide Scale Needs	0	5	18	6	11

From the three data above if summed up, the total score for school A = 1317, school B = 1398, and school C = 1297. This total score is the whole of the indicators in this study.

To find out the ideal number of all the highest and lowest respondent answers can be seen in the following explanation:

Maximum score = \sum number of statements \times highest weight $\times \sum$ Respondent
 Maximum score = $21 \times 5 \times 20 = 2100$

Minimal score = \sum number of statements \times highest weight $\times \sum$ Respondent
 Minimal score = $21 \times 1 \times 20 = 420$

Average = maximum score – minimum score / 5
 Average = $2100 - 420 / 5 = 336$

Based on the score, the level of grouping of respondents' assessment of needs analysis in organisational development is obtained.

- | | |
|----------------------|---------------|
| 1. Strongly Agree | = 1764 - 2100 |
| 2. Agree | = 1428 - 1764 |
| 3. Quite Agree | = 1092 - 1428 |
| 4. Disagree | = 756 - 1092 |
| 5. Strongly Disagree | = 420 - 756 |

Interval Formula

$I = 100 / \text{sum of scores}$

Then, $100 / 5 = 20$ ((interval distance from lowest 0% to the highest 100%))

Score interpretation criteria based on interval.

- | | |
|-------------------------|---|
| 1. Figures 0% – 19,99% | = Strongly (disagree/dissatisfied/bad/excellent) |
| 2. Figures 20% – 39,99% | = Disagree / Not satisfied / Not good) |
| 3. Figures 40% – 59,99% | = Moderately satisfied / Moderately agree / Neutral |
| 4. Figures 60% – 79,99% | = (Agree/Good/Satisfied/Like) |
| 5. Figures 80% – 100% | = Strongly (agree/Good/Satisfied/Like) |

Final Solution Index Formula %:

$$\frac{\text{Total score}}{Y} \times 100 \%$$

School A: $\frac{1317}{2100} \times 100\% = 62.71\%$ (*good*)

School B: $\frac{1398}{2100} \times 100\% = 66.5\%$ (*good*)

School C: $\frac{1297}{2100} \times 100\% = 61.7\%$ (*good*)

Discussion

In general, organisational development is considered important to improve organisational effectiveness and productivity based on needs analysis. Based on the results of Likert scale calculations from the data provided:

1. School A obtained a total score of 1317 (62.71%), which is in the Good category.
2. School B obtained a total score of 1398 (66.5%), also in the Good category.
3. School C obtained a total score of 1297 (61.7%), which is in the Good category.

Interpretation of Results:

All three scores indicate that respondents generally agreed on the importance of needs analysis in organisational development. This reflects a good level of satisfaction with an organisational development process that is systematically designed and needs-based. With a percentage index in the range of 60%-79.99%, it can be concluded that the development steps have met respondents' expectations but still have room for improvement. Successful organisational development requires the involvement of all members of

the organisation to ensure collaborative planning, efficient implementation, and continuous quality improvement.

4. CONCLUSION

Based on the research results, organizational development in schools A, B and C in Padang City has gone well. This is supported by the results of the needs analysis which shows the level of satisfaction is in the "Good" category with a percentage score of 62.71% (School A), 66.5% (School B), and 61.7% (School C). This shows that although there is still room for improvement, the actions taken to increase the productivity and effectiveness of the organization are in line with needs.

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