# Analysis of Organizational Development Needs for Members at Schools A, B and C in West Sumatra

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ABSTRACT

This study aims to identify and analyze the organizational development needs of three schools in West Sumatra, focusing on improving the quality of education and organizational effectiveness. Schools A, B, and C each demonstrate different organizational development needs. School A requires development in various aspects, including personal, group, organizational, and broad-scale needs, while School B focuses more on developing technical skills and soft skills to support vocational education. At School C, change management becomes a crucial element in organizational development to enhance effectiveness and adapt to contemporary challenges. The research methods used in this study include a descriptive quantitative approach at School A, qualitative methods at School B, and a case study approach at School C. The results of the study show that organizational development in each school significantly impacts performance quality and educational sustainability. With the right development strategies, schools in West Sumatra can enhance their competitiveness and educational relevance in facing dynamic changes

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## 1. INTRODUCTION

Education plays a strategic role in building quality human resources, namely individuals who are able to adapt to changing times and technological developments. In the context of nation-building, education does not only aim to provide knowledge, but also to shape character that is resilient, innovative, and able to compete globally (Sudarsana, 2016). Therefore, educational institutions, especially schools, have a great responsibility in ensuring that these goals can be achieved through various quality improvement efforts and sustainable organizational development.

As one of the educational institutions, schools are not only a place where the teaching-learning process takes place, but also a complex organizational system. This system includes various elements such as teachers, education personnel, students, and supporting environment that interact with each other to achieve educational goals (Aedi, 2008). In this case, schools must continuously strive to improve their service quality and operational effectiveness through a planned and directed organizational development approach. Organizational development, according to French and Bell (Anah et al., 2024), It involves changing behaviors, strategies, and overall work systems to improve organizational performance and responsiveness to challenges from both internal and external environments.

School A in West Sumatra, as one of the formal educational institutions, has an important role in producing the next generation of the nation that is not only intellectually intelligent, but also noble. In accordance with the vision of national education, this school is expected to be able to make a significant contribution in shaping students who have global competence without ignoring moral values and local culture. To achieve this goal, organizational development efforts focused on improving the quality of

educational services are a strategic step. In addition, the ability to adapt to changing times is an important key in ensuring the relevance and sustainability of the school in facing various challenges (Rahmulyana et al., 2024).

Unlike School A, School B in West Sumatra has a primary focus on vocational education which aims to produce work-ready graduates. With the development of industry and technology, the needs of the labor market are increasingly dynamic, so this school is required to continue to improve the quality of graduates in order to compete at the local and global levels. To achieve this, a thorough evaluation of training needs, both technical and nontechnical, as well as the development of supporting facilities, relevant curricula, and the competence of educators are required. According to Robbins and Judge (Cahyadi et al., 2023), Appropriate training and development can enhance human resource capabilities and encourage innovation in the organization. Thus, effective development strategies are key in supporting the achievement of vocational education goals.

Meanwhile, School C in West Sumatra faces a different challenge, namely in the aspect of change management. In this dynamic era, organizational change is inevitable, especially in building an organizational culture that supports individual development and institutional effectiveness. Change management, according to Kotter (Rismansyah, 2024), requires a systematic approach involving all elements of the organization to create an environment conducive to innovation and growth. The school needs to adopt a long-term strategy that focuses on improving the organizational structure, optimizing work processes and empowering human resources. By doing so, the school can become more adaptive to changes in the environment while having a broader positive impact.

Understanding the diverse organizational development needs of each school is an important first step in formulating strategies that are appropriate to their respective contexts. This research aims to provide strategic solutions that not only improve competitiveness and education quality, but also ensure sustainable organizational effectiveness. With the right development strategy, schools are expected to deliver excellent education services that are relevant to the needs of the times, so that they can optimally contribute to the achievement of the national education vision.

## Literatur Review

### Organization Development

Organizational development can be understood as a process that is planned with the aim of increasing the ability and effectiveness of the organization in responding to changes that occur in the surrounding environment. An organization, in essence, is a system consisting of individuals or groups working together to achieve a common goal through a predetermined structure. In organizational development, various systematic approaches such as education, training, and coaching are carried out to improve skills, knowledge, and relationships between individuals in the organization. It aims to improve the overall performance of the organization. Organizational development is not only related to changes in structure, but also changes in the way of thinking and acting of individuals in the organization. This process is essential to ensure the survival and success of the organization in the face of increasingly complex challenges over time (Turno et al., 2024).

The main objective of organizational development is to create a conducive environment that allows individuals and groups within the organization to work more effectively and efficiently. One of the key objectives is to increase trust and support between organizational members, which in turn will strengthen cooperation and collaboration at all levels of the organization. Organizational development also aims to raise awareness about the importance of solving problems together, improving communication between members, both vertically (between superiors and subordinates) and horizontally (between peers). In addition, organizational development motivates individuals and groups to take more responsibility for their tasks and roles, so that they can better develop in achieving organizational goals. In this way, organizational development creates a solid foundation for individual growth within a larger and more dynamic structure (Julia & Masyruroh, 2022).

Organizational development provides a range of significant benefits, both for the individual and the organization itself. At the individual level, it can improve interpersonal abilities, such as communication skills, teamwork, and the ability to solve problems collectively. At the organizational level, the benefits of organizational development include improved harmony in working relationships between leaders and staff, as well as increased transparency in communication that enables faster and more informed decision-making. Furthermore, organizational development strengthens the organization's ability to control and adapt to rapid external changes, and ensures its sustainability and relevance in the face of ever-changing

challenges. Through the right development process, organizations can continue to grow, improve operational efficiency, and achieve long-term goals more optimally (Nasution, 2016).

The organizational development process begins with the first step, which is a diagnosis that serves to identify the need for change in the organization. This diagnosis will help determine the areas that require attention and change. After that, the next step is intervention, which involves cooperation between individuals who want to make changes and support from all relevant parties in the organization. This process also includes assessing the existing problems, identifying the impact of the changes to be implemented, and formulating strategies to deal with the challenges. The strategy must be flexible, measurable, and in accordance with the needs of the organization to achieve the goals that have been set. Finally, an evaluation of the results of organizational development is carried out to assess the extent to which the changes made have a positive impact on organizational performance. This organizational development process requires an effective approach in order to run smoothly and achieve the desired results (Mangundjaya, 2020).

In the context of education, organizational development has a very important role in creating a better and quality learning environment. In schools, the principal acts as a leader who is responsible for designing and implementing a structured and sustainable organizational development program. Principals are not only required to have good managerial skills, but also adequate leadership skills to manage change and improve the quality of education in the institutions they lead. Organizational development in schools involves various parties, including teachers, support staff and even students. Through proper development, schools can improve educational performance, enhance relationships among members and create an organizational culture that supports innovation and positive change. This process must be carried out in a planned manner by considering the broader vision and mission of education, as well as adaptation to the demands of an increasingly dynamic era. With effective organizational development, schools can ensure that they are not only relevant but can also take the lead in providing quality education that meets the needs of the future (Ginting & Haryati, 2012).

## School Member

School members are a group of individuals who have a very important role in achieving educational goals and creating a positive and supportive learning environment. They consist of the principal, teachers, support staff and students. Each of these individuals has a major contribution to make and together they work to create an effective and quality school. Therefore, an in-depth understanding of the roles, characteristics and development of school members is essential so that the quality of education can improve and educational goals can be better achieved.

Principals have a very strategic role in school management and development. As the main leader, the principal is not only responsible for developing and implementing the education program, but also for evaluating and ensuring that the program is in line with the school's vision and mission. The principal must be able to plan strategic steps that will lead the school to progress, both in terms of academics, extracurricular activities and resource management. In addition, principals must also have adequate managerial skills to manage change and overcome challenges that arise along with the times. As explained by Luthfita (dalam Afgani, 2024), effective principals have the ability to create a work environment that supports productive collaboration between teachers, staff and students. Such principals will be able to facilitate a positive and sustainable change process in order to improve the overall quality of education.

Teachers are the most directly involved members in the learning process. The main task of teachers is to deliver subject matter and guide students in achieving the desired competencies in accordance with the applicable curriculum. However, the role of teachers in the development of school organizations is not only limited to teaching activities. Teachers also play an important role in creating a positive and conducive learning atmosphere, building effective communication relationships with students, and helping to develop their social and emotional skills. Moreover, teachers also participate in decision-making related to school policies and management. As people who are directly in the field and interact with students on a daily basis, teachers have a key role in creating the desired cultural change in schools. As stated by Darma and Banurea (Arifianto et al., 2019), teachers can influence the development of school culture, such as creating a more open, inclusive and supportive climate.

Support staff in schools, although not directly involved in the learning process, play a very important role in supporting the smooth operation of the school. Administrators, librarians, cleaning staff and various other support staff ensure that the facilities required for teaching and learning activities are in good working order. They provide services that allow teachers and students to focus on the educational process without being burdened by administrative problems or inadequate facilities. Sahadi et al. (dalam Bismillah, 2023)

state that support staff who have good skills can contribute greatly to the creation of a harmonious and more efficient environment in schools, which in turn will support the achievement of better educational goals.

Students are the main members of the school and are at the center of all learning activities carried out. Their role is crucial to the success of the education process. Apart from participating in classroom learning, students are also expected to play an active role in various other school activities, such as extracurricular activities, student organizations, and maintaining good relationships with their friends and other school members. According to Siregar et al. (Lsitiani et al., 2023), students' participation in activities outside the classroom, such as student organizations and social activities, can help them feel more attached to school. It can also increase their sense of responsibility towards the surrounding environment and help them develop into more mature and well-rounded individuals.

Competency development of school members, including principals, teachers, staff and students, is an integral part of the overall development of the school organization. This development process includes improving the skills, knowledge and attitudes needed to meet the challenges of the changing times, especially in the face of rapid technological development. Cumming (dalam Muryani et al., 2022) explains that effective organizational development includes the identification of training needs for each member, as well as the provision of appropriate training programs to meet these needs. This competency development can be done not only through formal training, but also through seminars, workshops, and collaborative activities that can improve the practical skills of school members.

Organizational culture in schools plays a huge role in determining how school members interact and work together to achieve common goals. A positive culture promotes a supportive, open and collaborative environment, which is essential for creating a conducive learning environment. Conversely, a negative culture can inhibit communication and cooperation between school members. As stated by Tampubolon (dalam Laia et al., 2024), organizational culture change in schools must be done carefully and involve all parties, including principals, teachers, staff and students. This cultural change process requires a systematic and sustainable approach so that it can be well received and internalized in daily life at school.

Overall, all school members play a very important role in supporting the development and success of the school organization. To achieve optimal educational goals, school organizational development needs to be comprehensive. This includes improving the competencies of all school members, changing the organizational culture in a positive way and strengthening the relationships between school members so that all elements can work together to achieve the common goals that have been set.

## 2. METHOD, DATA, ANALYSIS

This study used different approaches in three schools in West Sumatra to understand the organizational development needs and strategies in each educational context. In School A, a descriptive quantitative approach was used to identify organizational development needs through a questionnaire distributed to 20 respondents, consisting of teachers and staff. The questionnaire included 21 questions divided into four groups of indicators: personal needs, group needs, organizational needs, and needs on a broader scale. The data were analyzed descriptively by converting the answers into percentages, which were then used to formulate strategic recommendations for organizational development.

In School B, a qualitative approach was applied to gain an in-depth understanding of the organization's development needs. Data was collected through surveys and interviews; surveys were conducted using questionnaires to identify technical skills, soft skills, and institutional support needed, while in-depth interviews delved into experiences and challenges faced in professional development. Data was analyzed using thematic techniques to identify patterns and key themes that provided insights in designing relevant development programs.

Meanwhile, in School C, a qualitative case study approach was used to explore the effectiveness of change management in organizational development. Data were obtained through field observations, interviews and documentation, with validity secured through triangulation. Analysis was conducted inductively to organize the data into relevant findings, providing an in-depth picture of the effectiveness of the change management strategies implemented. These three methods were designed to address the organizational development needs of each school with a contextual and sustainable approach.

## 3. RESULT AND DISCUSSION

### Result

The research conducted in schools A, B and C in West Sumatra aimed to identify the organizational development needs of school members. The research focused on four main aspects, namely personal,

group, organizational, and broad-scale needs. Each aspect was then analyzed and presented in the form of tables and statements below.

Table 1. Organizational Development Needs for Members at School A in West Sumatra

| Needs | Score | % Engagement |
|---|---|---|
| Personal | 2.88 | 100 |
| Group | 2.28 | 100 |
| Organization | 3.60 | 100 |
| Wide Scale | 3.15 | 100 |

Table 2: Organizational Development Needs for Members at School B in West Sumatra

| Needs | Score | % Engagement |
|---|---|---|
| Personal | 2.14 | 25 |
| Group | 1.57 | 29.43 |
| Organization | 1.8 | 21.8 |
| Wide Scale | 2.2 | 30 |

In the research at School C in West Sumatra using descriptive qualitative research so that this research shows that organizational development at School C in West Sumatra is considered very important by the interviewees, especially to improve organizational efficiency and support mutual growth and development between individuals and organizations. The majority of respondents agreed that a developed organization can increase benefits for its members, both in terms of individual work and positive impact on the family. Organizational development also has a significant impact on groups, especially in improving cohesiveness and collaboration between members, such as in a school environment. In addition, organizational development also shows the importance of cooperation between institutions and other fields to improve overall effectiveness. Principals play an important role in organizational management and development through planning, organizing, coordinating, and supervising. Evaluation of results is also considered crucial to determine the extent of progress that has been made, and this makes it easier for leaders to assess the effectiveness of the activities that have been implemented.

## Discussion

The results of research conducted in three schools in West Sumatra show similar views on the importance of organizational development, although there are differences in the level of acceptance and implementation. In School A, which involved teachers and staff, the majority of respondents showed a positive view of organizational development in various aspects, such as personal, group and overall organization. They believe that organizational development is essential for enhancing their personal and professional well-being and improving their quality of life. This is reflected in the high percentage of respondents who agreed that organizational development has a positive impact on their personal and family lives. Respondents in School A also recognized that organizational development is not only beneficial for individuals, but also for the work group, ultimately improving the well-being of the group as a whole. They felt that a thriving organization would have a positive impact on them and their colleagues. In addition, almost all respondents showed strong support for organizational development efforts that involve paying attention to the development of other institutions as part of internal development, which is important for long-term success.

In contrast to School B, which also involves teachers and staff, although there is a strong desire for improvement in organizational development, many respondents felt that their needs in this regard had not been fully met. Several respondents expressed that they felt there was no similarity in the way organizations are organized, and most did not see the urgency of organizational development. In terms of personal needs, although there is hope for improvements in the organizational management system, the majority of respondents feel that the organization where they work is quite stable and does not need major changes. On the other hand, at the group level, the majority acknowledged that organizational development could increase collaboration and synergy between members, but there were still a handful of respondents who did not feel direct benefits from this development. In terms of organizational needs and their impact on society at large, there is a fairly large gap between expectations and reality. Even though many realize the importance of building relationships with the community, many feel that the interaction between schools and

the community is not yet optimal, thus affecting the effectiveness of organizational development at a broader level.

Meanwhile in School C, research findings show that the majority of respondents also view organizational development as very important, both for improving personal and group welfare. They tend to support the idea that growing organizations provide significant benefits to their work and contribute to long-term stability. Respondents also considered that attention to the development of other institutions is very important to support internal development, which in turn can improve the quality of public services. In this case, School C has the same views as School A, where respondents feel that organizational development must include development aspects not only for individuals, but also for groups and organizations as a whole.

Overall, although the three schools show similar views regarding the importance of organizational development, there are differences in terms of levels of acceptance and challenges faced in implementing it. School A and School C demonstrated higher levels of support for organizational development and recognized the direct benefits of organizational improvement for individuals and groups. In contrast, School B faced a fairly large gap between expectations and reality, where many respondents felt that organizational development had not fully progressed according to expectations. This reflects the need for more mature planning and a more strategic approach in designing more relevant and effective organizational development programs. For this reason, it is important for school management to involve all parties in the organizational development process so that the benefits can be felt maximally and sustainably.

## 4. CONCLUSION

This research emphasizes the importance of organizational development in schools in West Sumatra to improve the quality of education and school performance. Each school has different needs according to the challenges they face. School A requires development in various areas, such as personal, group and organizational abilities. School B focuses on developing technical skills and soft skills for vocational education, while School C needs change management to adapt to existing changes.

Overall, organizational development in schools must be carried out in a planned manner and involve all school members, including the principal, teachers, staff and students. The main goal is to create an environment that supports learning, improves communication and cooperation among school members. Apart from that, competency development and positive cultural change are also important to achieve better and sustainable educational goals. With the right strategy, schools can improve the quality of education and be better prepared to face future challenges

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