Analysis of Organizational Development Needs for Members of the Pariaman City Education Office

Amira Azmi[1]

[1] Department of Educational Administration, Padang State University, Padang, Indonesia

A R T I C L E   I N F O

A B S T R A C T

This study aims to analyze the needs of organizational development for members in the Pariaman City Education Office. Organizational development is the key to improving the effectiveness and efficiency of the work of service members, which ultimately has an impact on the quality of education services. This study uses a qualitative approach with survey methods and interviews with service members to identify factors of organizational development needs, such as competence, motivation, managerial support, and work environment. The results of the study indicate that the needs of organizational development in the Pariaman City Education Office include technical and managerial training, strengthening a collaborative work culture, and improving work facilities. The recommendation from this study is the need for a structured training and development program and organizational policies that support improving the competence and welfare of service members. This is expected to improve organizational performance and the quality of education services in Pariaman City.

Corresponding Author:
Amira Azmi
Email: amiraazmi99577@gmail.com

1. INTRODUCTION

Organizational development is an important process in improving the effectiveness and efficiency of an institution's work, including in the government sector. In the era of globalization and rapid technological development, organizations are required to continuously adapt and improve the quality of public services, including services in the field of education. For the Pariaman City Education Office, organizational development not only involves improving technical skills, but also includes managerial aspects, work motivation, and an environment that supports productivity.

In the context of government organizations, the need for organizational development for department members has a significant role in achieving the vision and mission of the organization. Each member must have adequate competence and be able to work effectively in accordance with their respective roles and responsibilities. In addition, managerial support and a collaborative work culture are also key factors in creating a conducive work environment. Current conditions show that the challenges faced by the Pariaman City Education Office are increasingly complex, both in terms of administrative demands, resource management, and equitable and quality education services. Therefore, the analysis of organizational development needs is crucial to understand what aspects need to be improved in supporting the performance of the office members.

This study aims to analyze organizational development needs for members in the Education Office of Pariaman City, with a focus on increasing competence, managerial support, and member motivation and welfare. It is hoped that the results of this study can serve as a reference in designing effective and sustainable development programs to improve the quality of education services in Pariaman City.

2. METHOD, DATA, ANALYSIS

This research uses a qualitative approach with observation and interview methods to analyze organizational development needs for members at the Pariaman City Education Office. The qualitative approach was chosen because it allows researchers to gain an in-depth understanding of the perceptions, experiences, and needs of agency members in organizational development.

1. Research Location

This research was conducted at the Education Office of Pariaman City, as an institution that has an important role in managing and improving the quality of education in the region. The selection of this location was based on the relevance of the research in understanding the needs of organizational development in the education sector.

2. Research subjects

The subjects in this study were members of the Pariaman City Education Office, including administrative staff, supervisors and managers who have diverse work experiences and roles. The number of respondents was purposively selected based on their involvement in organizational processes and their ability to provide in-depth information about organizational development needs.

3. Data Collection Techniques

a. Observation.

The observation technique was carried out by observing the work environment, interactions between members, and work patterns that occur at the Pariaman City Education Office. This observation aims to get a real picture of the organizational conditions, work culture, and factors that affect the performance of office members. Researchers recorded any relevant findings for further analysis.

b. In-depth Interview.

Interviews were conducted with several service members who were selected as key informants. These interviews focused on the perceived needs of service members in improving competence, motivation, managerial support, and work facilities. Questions in the interviews were semi-structured to allow flexibility in the exploration of relevant topics.

4. Data Analysis Technique

Data obtained from observations and interviews were analyzed using the thematic analysis method. The analysis process began with transcribing the interviews and recording the observations. Next, the data was categorized based on key themes, such as training needs, managerial support, and work motivation. After that, the data was coded to identify patterns and relationships between variables that support organizational development needs.

5. Data Validity and Reliability

To improve validity and reliability, this study applied source triangulation by comparing data from various informants and observations in the field. In addition, a member check was conducted by providing a summary of the findings to the informants to ensure that the interpretation of the data was in line with their experiences and views. The observation and interview methods in this study are expected to provide an in-depth understanding of the organizational development needs of members at the Pariaman City Education Office. The findings of this study can be used as a basis in formulating development programs that are more effective and in accordance with the needs of the organization.

3. RESULT AND DISCUSSION

Result

Institution Description

The Education Office of Pariaman City is a local government agency tasked with organizing government affairs in the field of education at the Pariaman City level. This agency has an important role in designing, implementing, supervising, and evaluating education programs and policies to improve the quality of education services at all levels, from primary to secondary education. With the vision of creating an inclusive, equitable and quality education system, the Education Office of Pariaman City focuses on various aspects, such as the management of primary and secondary education, the professional development of teachers and education personnel, the provision and maintenance of educational facilities and infrastructure, the development of a relevant curriculum, and community empowerment to support educational progress. Through an approach based on transparency, accountability, and integrity, the office is committed to realizing a generation that is smart, noble, and ready to face global challenges.

Organizational Structure

The following organizational structure of the Education Office of Pariaman City is used at the local government level. This structure can be customized according to local regulations and needs:

1. Head of the Education Office
   Leads and is responsible for the overall implementation of the duties and functions of the Education Office.
2. Secretariat
   Managing general administration, staffing and household affairs. Prepares work and budget plans and manages the office's finances.
3. Basic Education Division
   Fostering curriculum implementation and assessment in basic education. Managing learners and building student character. Facilitating facilities and infrastructure for basic education.
4. Secondary and Vocational Education
   Developing curriculum and assessment in secondary and vocational education. Managing learners and character building at the secondary level. Managing facilities and infrastructure for secondary education.
5. Division of Educators and Education Personnel
   Providing training and improving teachers' competence and welfare and evaluating teachers' performance.
6. Early childhood and non-formal education sector
   Fostering early childhood education and managing non-formal education such as courses and training.
7. Technical Implementation Unit (UPT)
   A unit under the Education Office that carries out operational technical tasks in a specific working area.
8. Functional Position Group
   Group of functional staff who carry out tasks in accordance with their respective expertise and functions.

Discussion

Table 1. Personal Needs Analysis

No.	Statement	N	FX	Mean	Category
1.	Every individual employee in the organization where I work needs organizational development.	17	68	4	Valid
2.	A thriving organization can increase benefits for its members individually	17	70	4,11	Valid
3.	A growing organization can threaten the existence of its individual members	17	71	4,17	Valid
4.	The situation of an organization that does not develop provides comfort for each member	17	66	3,88	Invalid
5.	A growing organization can help the work of each member	17	50	2,94	Invalid
6.	A non-growing organization creates more stability than a growing organization.	17	55	3,23	Invalid
7.	Growing organizations have an indirect positive impact on my family.	17	78	4,58	Valid
8.	The growing organization has an indirect adverse impact on my family.	17	74	4,35	Valid
9.	I as an individual in the organization need self-development activities from the organization to provide services to the public.	17	70	4,11	Valid

Based on the table presented, it can be concluded that employees have a positive perception of the importance of organizational development in their workplace. This is reflected in statements related to individual organizational development needs, such as "Each individual employee in the organization where I work needs organizational development," which received a valid category with an average score of 4.00. Most employees are also aware that a thriving organization can increase benefits for its members, help with work, and have a positive impact, both directly and indirectly on their families, with an average score above

4.00 on these statements. Employees also expressed a need for self-development activities from the organization to support them in providing services to the public.

However, there are concerns regarding stability and comfort in a non-growing organization. Statements such as "The situation of a non-developed organization provides comfort for each member" and "Non-developed organizations create more stability than developed organizations" were declared invalid with an average score below 4.00. In addition, the statement that "A growing organization can help the work of each member" also received a low score (2.94), indicating a challenge or perception that the direct benefits of organizational development to individual work have not been fully felt by all employees.

The statement about the impact of the growing organization on the family also attracted attention. While the positive impact of a thriving organization on the family received the highest score (4.58), the adverse impact was also significant (4.35). This indicates that organizational development has complex consequences, not only for individuals but also for their family environment.

Overall, the findings suggest that employees at the Pariaman City Education Office have strong views on the importance of organizational development, both for personal and professional reasons. However, there are areas of concern, particularly in terms of creating a balance between the benefits of organizational development and employees' perceptions of its stability and impact on families. Therefore, it is important for the Pariaman City Education Office to continue to promote inclusive organizational development programs that focus on the needs of employees, while managing the possible impacts in order to create a supportive, stable and competitive work environment.

Table 2. Group Needs Analysis

No.	Statement	N	FX	Mean	Category
1.	The group or field in the organization I work for needs organizational development.	17	78	4,58	Valid
2.	A growing organization could increase benefits to our group or field.	17	60	3,52	Invalid
3.	A growing organization could threaten the existence of our group or field.	17	70	4,11	Valid
4.	The situation of an organization that does not develop provides comfort for our group or field	17	75	4,41	Valid
5.	A developing organization can help the work of our group or field	17	77	4,52	Valid
6.	A non-growing organization creates more stability for our group or field than a growing organization.	17	65	3,82	Invalid
7.	Thriving organizations have an indirect positive impact on my family	17	58	3,41	Invalid
8.	A thriving organization has an indirect negative impact on my family.	17	77	4,52	Valid
9.	I as an individual in the organization need personal development activities from the organization to provide services to the public.	17	55	3,23	Invalid

Based on the data presented, it can be concluded that perceptions of organizational development and its impact on groups or work fields show mixed results in terms of needs, benefits, and risks perceived by employees. In general, there is a recognition of the importance of organizational development, although certain areas require specific attention to enhance perceptions and the tangible benefits experienced by work groups and individuals.

The results considered valid, with average scores above 4.00, indicate that employees significantly feel the need for organizational development to support their group or work field. For instance, the statement that groups or fields in the organization require development received the highest score (4.58), affirming a strong drive to continually develop the organization's capacity to support performance and work efficiency. Additionally, the statement that a growing organization can assist the work of groups or fields also received a high score (4.52), signifying that employees believe organizational development provides direct benefits to the smooth running and improvement of their work outcomes. Interestingly, the situation of a non-developing organization is also perceived to provide comfort for workgroups (4.41), indicating that stability in such conditions is an important factor in employee satisfaction.

On the other hand, there is a perception that organizational development may bring risks or challenges. The statement that a growing organization could threaten the existence of groups or fields scored high (4.11), reflecting concerns that changes occurring during organizational development could negatively impact workgroups, such as restructuring, role changes, or challenges in adaptation. Similarly, perceptions of the impact of organizational growth on employees' families also reveal mixed feelings. While a growing organization is seen as beneficial to families indirectly, some employees perceive it as having negative effects, as evidenced by the high score for the statement that a growing organization has an indirect negative impact on families (4.52). This suggests that while organizational development supports professional performance, increased job demands or pressures may affect work-life balance.

Statements with average scores below 4.00, deemed invalid, highlight greater challenges in employee perceptions of certain benefits of organizational development. For example, the statement that "a growing organization provides indirect benefits to families" (3.41) and "a non-growing organization creates better stability than a growing organization" (3.82) indicate doubts or less positive perceptions of the benefits of organizational growth. Moreover, individual needs for personal development activities within the organization also scored low (3.23), highlighting a gap between employees' expectations for self-development and the organization's efforts to support such needs.

Overall, the data shows that employees have a positive view of organizational development, especially in terms of supporting workgroups and improving work outcomes. However, there are challenges that need to be addressed effectively, such as concerns about negative impacts on workgroups and families, as well as perceptions that stability and comfort may be more easily achieved in non-developing organizations. Therefore, it is crucial for organizations to design development programs that not only focus on professional aspects but also consider a balance between the needs of individuals, workgroups, and employees' families. A holistic and inclusive approach can help address negative perceptions and create a supportive, stable, and sustainable work environment, ensuring that organizational development provides maximum benefits for all parties involved.

Table 3. Analysis of Organizational and Wide-Scale Needs

No.	Statement	N	FX	Mean	Category
1.	Institutions / fields need to pay attention to the development of other institutions / fields in organizational development	17	70	4,11	Valid
2.	The community needs your organization/agency to develop well.	17	73	4,29	Valid
3.	The community will be harmed by your organization/agency that is not well developed.	17	73	4,29	Valid

Based on the data provided, it can be concluded that there is a strong perception among respondents regarding the importance of organizational development, both within the institution and its broader impact on the community. All three statements analyzed received average scores above 4.00, indicating a significant level of agreement and a shared understanding of the critical role that organizational development plays in ensuring mutual progress, meeting societal expectations, and avoiding potential negative consequences for the public.

1. Attention to Organizational Development Across Institutions or Fields

    The statement, *"Institutions/fields need to pay attention to the development of other institutions/fields in organizational development,"* received a mean score of 4.11, signifying the respondents' recognition that organizational growth does not happen in isolation. Instead, it is interconnected with the progress of other institutions or fields. This perspective highlights the importance of collaboration and synergy between different sectors or departments within an organization. Respondents likely perceive that fostering cooperation and mutual support can lead to more holistic and sustainable development, as opposed to siloed efforts that may limit progress. This finding implies that institutions should actively seek ways to align their development goals with those of their counterparts, ensuring that their growth contributes to the collective success of the organization as a whole.

2. The Community's Need for Organizational Development

    The statement, *"The community needs your organization/agency to develop well,"* received a high mean score of 4.29, indicating a strong belief that the community relies on the organization to thrive and fulfill its roles effectively. This underscores the idea that organizational development is not merely

an internal matter but also a critical external expectation. The public views organizations, particularly those in public service or governance, as key contributors to societal welfare. Well-developed organizations are perceived as being better equipped to deliver high-quality services, address public needs, and adapt to emerging challenges. This finding suggests that organizational development efforts should be aligned with community needs and expectations, ensuring that growth initiatives directly benefit the people the organization serves. Failure to prioritize this aspect may lead to a disconnect between organizational goals and public expectations, ultimately undermining trust and effectiveness.

3. Harm from Organizational Underdevelopment

The statement, *"The community will be harmed by your organization/agency that is not well developed,"* also received a mean score of 4.29, reflecting a shared understanding of the risks and negative consequences that can arise from organizational stagnation or inefficiency. This finding highlights a concern that underdeveloped organizations may fail to meet public needs, resulting in dissatisfaction, reduced trust, and potentially negative impacts on the community's overall well-being. Such a perception reinforces the urgency of continuous improvement within organizations to avoid these adverse outcomes. Furthermore, it suggests that respondents view organizational development as not only beneficial but also essential for maintaining societal stability and ensuring that public resources are utilized effectively.

4. CONCLUSION

The results clearly indicate a strong consensus among respondents on the importance of organizational development for both internal success and its broader impact on society. There is a recognition that organizations must actively engage in development efforts to foster collaboration, meet public needs, and mitigate potential harm caused by inefficiency or stagnation. These findings emphasize the need for a strategic and inclusive approach to organizational growth, one that considers both internal improvements and external expectations.

Institutions should prioritize partnerships and collaborative efforts with other fields to ensure mutual progress, align their development objectives with community needs, and proactively address potential risks of underdevelopment. By doing so, organizations can enhance their relevance, efficiency, and trustworthiness, ultimately contributing to a more resilient and prosperous society. Furthermore, these insights underline the importance of transparent communication and accountability in organizational development processes, ensuring that both internal stakeholders and the community remain engaged and supportive of the organization's growth initiatives.

5. REFERENCES

Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. The Leadership Quarterly, 16(3), 315-338.

Kotter, J. P. (2012). Leading change. Harvard Business Review Press.

Senge, P. M. (2010). The fifth discipline: The art and practice of the learning organization. Crown Business.

Yukl, G. (2013). Leadership in organizations (8th ed.). Pearson Education.

Northouse, P. G. (2018). Leadership: Theory and practice (8th ed.). Sage Publications.

Robbins, S. P., & Judge, T. A. (2017). Organizational behavior (17th ed.). Pearson.

Daft, R. L. (2016). Organization theory and design (12th ed.). Cengage Learning.

Armstrong, M. (2016). Armstrong's handbook of management and leadership: A guide to managing for results (2nd ed.). Kogan Page.

Noe, R. A. (2017). Employee training and development (7th ed.). McGraw-Hill Education.

Goleman, D. (2017). Emotional intelligence: Why it can matter more than IQ (10th Anniversary ed.). Bantam.

Rini, R., & Aisyah, N. (2020). Pengaruh Pelatihan terhadap Kinerja Karyawan di Dinas Pendidikan. Jurnal Manajemen Pendidikan, 12(2), 123-132.

Rahmawati, I. (2019). Analisis Pengembangan Kompetensi Sumber Daya Manusia di Lingkungan Dinas Pendidikan. Jurnal Ilmiah Pendidikan, 15(3), 45-56.

Sari, D. P., & Yulianti, E. (2021). Peran Manajerial dalam Meningkatkan Motivasi Kerja Karyawan. Jurnal Sumber Daya Manusia, 10(1), 90-101.

Andriani, R., & Supriyadi, Y. (2018). Budaya Kerja dan Dampaknya terhadap Kinerja Karyawan. Jurnal Administrasi Pendidikan, 5(2), 67-78.

Kurniawan, B. (2022). Kebutuhan Pelatihan dalam Peningkatan Kualitas Pendidikan. Jurnal Pendidikan dan

Pembelajaran, 14(1), 24-35.

Utami, F. D. (2020). Dampak Lingkungan Kerja terhadap Kinerja Karyawan di Dinas Pendidikan. Jurnal Administrasi dan Manajemen, 8(1), 112-123.

Widodo, S., & Wahyuni, E. (2019). Pengaruh Motivasi terhadap Kinerja di Dinas Pendidikan. Jurnal Manajemen dan Bisnis, 11(2), 40-52.

Setiawan, I. (2021). Pengembangan Organisasi untuk Meningkatkan Kualitas Layanan. Jurnal Kebijakan Publik, 9(3), 101-114.

Silalahi, M. (2018). Analisis Kebutuhan Pelatihan di Dinas Pendidikan. Jurnal Pendidikan dan Kebudayaan, 16(1), 59-70.

Wibowo, A., & Pramudiya, I. (2022). Faktor-Faktor yang Mempengaruhi Motivasi Kerja Karyawan. Jurnal Sosiologi Pendidikan, 13(2), 74-86.

Prasetyo, B. (2020). Hubungan Dukungan Manajerial dengan Kinerja Karyawan. Jurnal Organisasi dan Manajemen, 7(4), 88-99.

Nasution, M. (2019). Implementasi Program Pengembangan SDM di Dinas Pendidikan. Jurnal Manajemen Sumber Daya Manusia, 15(1), 56-67.

Juliansyah, D. (2021). Pengaruh Kualitas Lingkungan Kerja terhadap Kinerja Karyawan. Jurnal Ekonomi dan Pendidikan, 14(3), 22-33.

Lestari, N. A., & Rahmawati, R. (2022). Strategi Pengembangan Organisasi dalam Meningkatkan Kinerja. Jurnal Ilmu Pendidikan, 15(2), 118-129.

Anwar, H., & Ikhsan, M. (2023). Kinerja Karyawan dan Pengaruhnya terhadap Layanan Publik. Jurnal Administrasi Publik, 10(1), 45-58.