

Analysis of Organizational Development Needs for Members At SDN 20 Jalamu, Pesisir Selatan

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ABSTRACT

This article discusses the efforts of SDN 20 Jalamu in defining and implementing educational policy changes to improve the quality of learning. The process began with a comprehensive evaluation of existing policies, where active participation from teachers, parents, and the community was key in designing improvement strategies. The main focus is on teacher training and the application of innovative teaching methods, such as project-based learning, to increase student engagement. However, challenges like limited resources, adapting to technology, and rapid policy changes remain obstacles. Student and parent involvement through forums and extracurricular activities strengthens collaboration, while an organizational culture that supports cooperation among teachers has a positive impact on learning effectiveness. This article demonstrates that with transparent communication and active participation, educational changes can be successfully addressed, creating a better learning environment for students and the community.

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1. INTRODUCTION

Learning strategies that embrace constructivism emphasize the use of knowledge meaningfully, the learning order follows the opinions of students, and the emphasis is on the process and activities of the learning process in real-world situations, not following the order of textbooks. On the other hand, the focus of learning assessment is to create active meaning that accompanies integrated skills by using problems in real-world contexts, exploring different thinking, and requiring multiple solutions rather than just focusing on formation.

Assessment is an important part of the learning process (Degeng, 2007). Learning strategies are a combination of a series of activities, ways of organizing learning materials and students, equipment and materials, and time used in the learning process to achieve the specified learning objectives. In other words, learning strategies can also be described as a systematic way of delivering learning content to students to achieve certain learning objectives (Suparman, 2004).

In a world full of rapid changes in various fields of life today, the world of education is faced with the challenge of adapting to the increasingly complex needs of society. One of the educational institutions that is trying to answer this challenge is the State Elementary School (SDN) 20 Jalamu.

As a school in an area with various challenges, including limited resources and access to technology, SDN 20 Jalamu has developed a new education policy that aims to improve the quality of learning through a collaborative and participatory approach and taking progressive steps.

This approach involves a thorough evaluation of existing practices and policies and developing new strategies to better meet the needs of today's students. SDN 20 Jalamu's first step in this process was to identify areas for improvement, from curriculum, teaching, and student engagement to collaboration with the school, parents, and the community.

This assessment showed that supporting a more modern and interactive curriculum requires innovation. Improving learning methods and teacher professional skills at SDN 20 Jalamu realizes that meaningful change absolutely requires the involvement of all stakeholders, including teachers, students, parents, and the community. Therefore, the school holds regular meetings with parents, involves students through discussion forums, and involves the community in extracurricular activities that aim to build loyalty and a sense of belonging to the school.

These challenges have an impact on the smooth implementation of new technology-based policies and educational innovations. However, the school is trying to overcome these obstacles through creative approaches such as: Funding, promoting digital access, and providing training to help teachers maximize their potential. SDN 20 Jalamu also focuses on building an organizational culture that supports collaboration between teachers through professional working groups and cross-curricular collaboration, which has been shown to increase student engagement and learning outcomes. This study aims to examine how SDN 20 Jalamu manages educational policy changes, engages stakeholders, and overcomes existing challenges to create a more inclusive and high-quality learning environment. By considering the process and results achieved, it is hoped that this study can contribute to the literature on change management in educational institutions and provide guidance to other schools that want to implement similar policies.

2. METHOD, DATA, ANALYSIS

This study uses a qualitative descriptive approach that aims to provide a comprehensive picture of the policy change process at SDN 20 Jalamu. This approach was chosen because it allows researchers to examine in detail how various components and actors in an institution can interact and overcome the challenges faced in the process of change in schools. Qualitative research also allows researchers to identify specific patterns in political practices, which can lead to an understanding of the factors that support or hinder change in the school environment. According to Bodgan and Tailor (Moleong, 2007), this qualitative research provides descriptive data in the form of written or oral statements from the people being observed. This qualitative research is natural and does not involve planning that is not responsive to the research situation or environment. However, it is possible to investigate the situation without any technical expertise. This study also consciously takes into account the conditions being investigated in the current situation. Hadi (Novianti, 2010) states that observation is a conscious and systematic research method that allows someone to summarize events that are or are happening through the senses. Meanwhile, Cartwright and Cartwright (Pratiwi, 2010) stated that observation is the process of observing and recording information about behavior systematically for decision-making purposes. In addition, Warner and Maurer (Novianti, 2010) formulated observation as a way to collect all information systematically.

The data collection methods used include direct observation, in-depth interviews, and document analysis. Observations were conducted at the school for several weeks to monitor the implementation of new policies in daily learning, including innovative teaching methods applied by teachers, interactions between students, and parental participation in school activities. These observations provide concrete data on the dynamics that occur in the teaching and learning process and the challenges faced by teachers and students in adapting to change.

Data analysis techniques are methods for changing data into the information needed. Data analysis techniques are very important during the research process, making it easier for researchers to analyze data. Qualitative data is collected using analysis techniques and qualitative techniques are used to produce qualitative data. Qualitative analysis means interpretation using systematic reasoning and logic.

The analysis used is a qualitative analysis model consisting of three components, namely data reduction using the Miles and Huberman Sugiyono (2013) interaction model, data presentation, and drawing conclusions. (a) Data reduction, Data reduction is a step in organizing important parts of data sources and summarizing the most important things (Sugiyono, 2014). Data reduction provides a clear picture and helps researchers in the data collection process. If a reduction is made as much as , it is done continuously throughout the research, including from when the researcher collects the data until the research is completed. (b) Data presentation: Data presentation in qualitative research is done in the form of simple explanations, diagrams, or tables that show the relationship between categories, and others (Sugiyono, 2014).

This presentation is a text that is structured logically and systematically, and by reading it it is easy to understand what is happening, and researchers can analyze it and others can use it based on that understanding, action can be taken. The presentation of this data should be related to the problem formulated as a research problem. (c) Drawing conclusions. The conclusion here is a new insight, never

before in the form of a sentence taken from an idea. In-depth interviews were conducted with several key groups, namely teachers, school staff, and students. Teachers were interviewed to find out how far they understood the new policy, their readiness to implement it, and the obstacles they faced in adopting project-based learning methods and technology.

Students were interviewed to gain insight into their views on the new policy, particularly in terms of their engagement in learning. Additional data were obtained through document analysis, including policy evaluation reports, teacher training programs, and minutes of meetings with parents and the community. These documents provided information on the structure of the new policy, the programs that had been implemented, and official responses from the school and other stakeholders regarding the change process. Through document analysis, researchers were able to understand the context behind the new policy and the effectiveness of the implementation of the strategies that had been carried out. The data collected were analyzed using a thematic analysis approach, which allowed researchers to identify key themes related to the effectiveness of the policy change, the challenges faced, and the roles of each stakeholder in the process. Each theme was analyzed in depth to understand its contribution to achieving the goal of improving the quality of education at SDN 20 Jalamu. Through this approach, the study is expected to provide comprehensive insights into how innovative education policies work at the elementary school level and provide recommendations for other educational institutions facing similar challenges.

3. RESULT AND DISCUSSION

Result

a. Description of the institution

SDN 20 JALAMU is one of the state elementary schools located in Batang Kapas District, Pesisir Selatan Regency, West Sumatra. SDN 20 JALAMU was established on January 1, 1970 with the Establishment Decree Number under the auspices of the Ministry of Education and Culture. The current principal of SDN 20 JALAMU is Mimi Murniati. The operator in charge is Dini Handayani. With the existence of SDN 20 JALAMU, it is expected to contribute to educating the nation's children in Batang Kapas District, Pesisir Selatan Regency. This school has been accredited B with the Accreditation Decree Number 851/BAP-SM/LL/X/2015 on October 16, 2015. The address of SDN 20 JALAMU is in Jalamu, IV KOTO HILIE, Batang Kapas District, Pesisir Selatan Regency, West Sumatra.

b. Research Results

Implementing educational policy changes aimed at improving the quality of learning. This process begins with a comprehensive evaluation of existing policies and practices, where teachers actively identify areas that need improvement and innovation. This evaluation includes not only aspects of the curriculum, but also teaching methods, student engagement, and support from parents and the community. In this way, schools can design strategies that are more targeted and relevant to current educational needs. After identifying areas that need improvement, SDN 20 Jalamu involves various stakeholders in the planning process. Active participation from parents, the community, and students is an integral part of designing policy changes. Regular meetings are held to discuss expectations and needs of each party, so that all voices are heard and considered in decision-making. This not only increases ownership of the new policy, but also creates a stronger bond between the school and the community.

In implementing the changes, the school placed a strong focus on training and professional development for teachers. This training was designed to ensure that they not only understood the new curriculum, but were also prepared to face the challenges that might arise in teaching. Innovative learning methods, such as project-based learning and the use of technology in the classroom, were the main focus of this training. Through this approach, it is hoped that teachers can apply more interesting and effective methods in learning, so that students feel more involved and motivated.

However, SDN 20 Jalamu's journey in the organizational development process was not without challenges. Limited resources, both in terms of funds and facilities, often hindered the implementation of new programs. The school had to face the reality that these limitations could limit creativity and innovation in implementing the curriculum. In addition, frequent and sometimes sudden changes in education policies required the school to adapt quickly, which could be a challenge for teaching staff who were used to the old ways.

Adapting to technology in learning is also a significant challenge faced by SDN 20 Jalamu. Although technology has the potential to enrich the learning experience, not all teachers or students have equal access to the necessary technology. Limited internet access in the school area often becomes a barrier to optimal use of technology. In facing this challenge, the school tries to find creative solutions, such as

conducting technology use training and facilitating access to digital resources. The school is also committed to involving students and parents in organizational development. By holding regular meetings aimed at discussing and listening to opinions and input, SDN 20 Jalamu creates a platform where all parties can contribute. Extracurricular activities involving students and parents are also a means to strengthen collaboration. For example, the school holds social service activities and environmental projects that involve all elements of the community, so that students not only learn in the classroom but also understand the importance of contributing to society.

Internal factors such as organizational culture, management structure, and availability of human resources greatly influence the effectiveness of classroom learning. An organizational culture that supports collaboration between teachers at SDN 20 Jalamu is one aspect that supports the success of the learning process. For example, project-based learning activities that involve collaboration between students in various groups show how important a supportive environment is. However, in situations where leadership changes without clear communication, it can cause confusion among staff, which has a negative impact on the teaching and learning process. On the other hand, external factors such as government education policies and community involvement also play an important role in the strategy for developing the quality of education at this school. SDN 20 Jalamu has adapted to education policies that encourage innovation, by involving the community and utilizing technology to improve the quality of education. Strong community support allows the school to create a better and more inclusive learning environment. The use of technology in learning has been shown to increase student motivation, strengthen digital skills, and make students more proactive in the learning process.

Changes within the educational organization at SDN 20 Jalamu encourage all stakeholders to adapt to the evolving needs of society. This process is managed effectively through open dialogue and active participation from students, teachers, and parents. By involving all stakeholders, resistance to change can be minimized, and everyone can be better prepared to adapt to the necessary adjustments. Challenges in planning and implementing changes, such as resource limitations and resistance from staff, are inherent to this process. The school addresses these challenges by fundraising, involving stakeholders in the change process, and organizing relevant training sessions. Student involvement in this process is also crucial, as it fosters a sense of responsibility and engagement with their learning.

In the context of organizational development interventions, the primary challenge is resistance to change. Team members often feel comfortable with established ways of working, making it difficult to adopt new approaches. To overcome this, the school commits to open communication and explains the benefits of the proposed changes. By involving all team members in the change process, they feel a sense of ownership and contribute to the implementation of these changes. At SDN 20 Jalamu, the most effective intervention for improving teacher collaboration has been the formation of professional working groups. Collaborative sessions where teachers from various disciplines share best practices and design cross-curricular projects have proven to enhance student learning outcomes. Moreover, the greatest challenge in implementing new teaching methods often arises from resistance among teachers accustomed to traditional methods. Addressing this requires transparent communication and providing the necessary support.

Involving students in the change process has also been key to success. The school organizes student forums to gather their opinions and ideas regarding implemented innovations. When students feel heard and included, they are more likely to support new initiatives and help reduce resistance from parents and teachers. Ultimately, communication and transparency are vital in leading change. Explaining the vision and listening to contributions from all parties foster trust and strong commitment to change. By taking steps to ensure everyone feels involved, SDN 20 Jalamu can create a collaborative atmosphere that supports successful change. All of this contributes to creating a better learning environment where students can thrive and be prepared for future challenges.

Discussion

The school demonstrates that with the right approach, challenges in education can be overcome, and positive transformations can occur. The conclusions drawn from the survey I distributed can be summarized as follows:

- 1) A developing organization is considered beneficial in improving the work of its members and groups, as well as having a positive impact on their families. However, there is a perception that a non-developing organization tends to provide more stability compared to a constantly evolving organization. Some respondents also feel that organizational development might threaten the existence of certain groups or fields of work.

- 2) Generally, members also feel that organizational development indirectly impacts their school positively. There is an individual need within an organization to engage in self-development activities and school development to improve public services.
- 3) Groups or work fields within the organization require further development to achieve greater benefits. Meanwhile, the stability in a non-developing organization provides comfort for some work groups. Furthermore, the institution is also expected to pay attention to developments in other fields.
- 4) The community is also expected to benefit from a well-developed organization or institution, whereas a non-developing organization risks harming the community.
- 5) Employees individually recognize the need for organizational development for personal growth and believe that a developing organization can provide more benefits to its members.
- 6) However, there is a view that organizational development could threaten the existence or stability of individuals within the organization.
- 7) There is also a belief that a non-developing organization provides comfort and stability, leading some to consider it more focused on stability than growth.
- 8) In terms of individual personal needs, respondents consider it important to have opportunities for self-development to provide better public services. Nevertheless, some feel that a non-developing organization tends to offer stability and comfort. There is a positive perception that organizational development can benefit their families, though there are concerns about potential negative impacts.
- 9) Regarding group or field needs within the organization, respondents deem it important to develop the organization, as this can increase benefits and support their work. However, there are concerns that organizational development might threaten the existence or stability of these groups, making some feel more comfortable with a non-developing organization.
- 10) For organizational needs, respondents agree that institutions or fields should pay attention to developments in other areas as part of overall organizational development.
- 11) Lastly, on a broader scale, there is an awareness that the community requires a developing organization to provide better services. If the organization does not develop, there is concern that the community may suffer.

Overall, the survey results show that despite uncertainties regarding the impact of organizational development on the stability and existence of certain groups, there is a clear need for individual and group development to improve public service and support organizational development that benefits society at large. Organizational development is a systematic, integrated, and planned approach to improving organizational effectiveness and addressing issues such as lack of cooperation, excessive decentralization, and inefficiencies that hinder operational efficiency at all levels (Tampubolon, 2019).

In other words, organizational development is a systematic, planned, and holistic step to develop all aspects of an organization. Organizational development, often abbreviated as OD, is a comprehensive approach to planned change designed to enhance and refine overall organizational effectiveness to increase competitiveness. This competition tests an organization's ability to adapt to changes to remain relevant over time. Organizational sustainability mobilizes organizations for development, commonly referred to as organizational development.

Organizational development is one of the disciplines of human resource management that focuses on helping organizations achieve sustainable performance improvement through their human resources. It is a critical, science-based process that helps organizations build their capacity for change and achieve greater effectiveness by developing, enhancing, and strengthening strategic work processes (Dhian Kusumawardhani, 2022). Organizational development is also considered a time-consuming process with results that are not immediately visible due to the many stages and evaluations required during implementation. Organizational development is also an essential tool for managing and planning organizational growth. One of the goals of organizational development is to identify what changes are needed within the organization and what aspects of those changes are necessary. Organizational development is a continuous planned change process aimed at improving employee and organizational performance. According to Suparyadi (2015, p. 233), development is a planned and continuous preparation process for job promotions, training potential leaders, and enhancing competitive advantages through a series of steps. According to Kasmir (2016, p. 140), employee/teacher development is a process of updating, improving, and expanding abilities, skills, interests, and behaviors.

Supporting factors for employee development in schools include the provision of free education, training, and seminars for employees without any cost burden. Another important supporting factor is the

motivation provided by a leader to employees. When employees feel motivated to develop themselves, they are more likely to fully engage in learning and growth processes.

According to Hasibuan (2017, p. 85), challenges in development will always arise, and every company or school needs to have a good understanding and the ability to address the impacts of these challenges. Evaluating success is the final step in implementing educational activities, training courses, seminars, and group discussion forums. Evaluation is the point where management or responsible parties assess whether the training, education, seminars, and group discussion forums conducted have been effective, had a positive impact, and aligned with the plans. The purpose of evaluation is to obtain accurate and objective information about the program, including its implementation process, impacts and outcomes, as well as the efficiency and benefits of the program. According to Nurbiyati (2017), the CIPP evaluation model (Context, Input, Process, Product/Output) focuses not only on the end results but also on the context, program inputs, processes, and outcomes. The CIPP model consists of four components that must be analyzed during the evaluation process:

- a. Context Evaluation aims to describe and evaluate the environment, unmet needs, and objectives of an organization or individual.
- b. Input Evaluation should help determine the resources, solution options, plans, and strategies needed to achieve the established objectives.
- c. Process Evaluation aims to identify the steps or implementation plans during the implementation phase, provide information for program decisions, record the steps taken, the extent of implementation, and components that need improvement.
- d. Product/Output Evaluation evaluates program performance or success in achieving established objectives and determines whether the training and development conducted should be continued, expanded, or terminated.

4. CONCLUSION

The success of implementing educational policies greatly depends on several key factors. One of these is the active participation of all stakeholders, including teachers, students, and parents. Involving them in every stage of the change process creates a sense of ownership and stronger support for the initiatives undertaken. Effective communication also plays a significant role in building trust among school community members. By establishing open and transparent communication, schools can reduce resistance and make everyone feel valued. Additionally, continuous training and development for teachers and staff are essential. Providing them with the necessary skills will make them more confident in implementing new changes.

5. ACKNOWLEDGE

The recommendations provided are to continue enhancing the involvement of students and parents in the learning process. Schools should develop forums or activities that allow them to provide constructive input. Additionally, training programs for teachers need to be strengthened with deeper and ongoing training sessions. Regular monitoring and evaluation of implemented changes are also crucial to ensure all parties remain aligned and to identify areas for improvement. The use of technology in learning can enrich students' experiences and increase their motivation. Finally, collaborating with external institutions or organizations to provide additional support in resources, training, and program development can be an effective step toward creating a better learning environment. With an integrated and collaborative approach, SDN 20 Jalamu can be more prepared to face future educational challenges.

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