

Analysis of Organizational Development Need in the Padang City Education Office

Tahany Nabila Putri¹

¹Departement of Educational Administration, Padang Satate University, Padang, Indonesia

ARTICLE INFO

Article history:

Received December 30, 2024

Revised December 31, 2024

Accepted February 20, 2025

Available online March 31, 2025

Keywords:

Needs Analysis, Organizational Development,
Padang City Education Office



This is an open access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.

Copyright © 2022 by Author. Published by Laboratory of Educational Administration Departemen Universitas Negeri Padang

ABSTRACT

Analysis of organizational development needs in the Padang City Education Office is an important step in improving the performance and effectiveness of its members in facing educational challenges that continue to develop. This research aims to identify the specific need under lying member development and design appropriate programs to meet these needs. The methods used in this research include education policy and organizational performance question naries, in-depth interviews, and document analysis. The analysis found that there a several main areas that need attention, including improving management skills, understanding information technology, and the ability to adapt to curriculum changes. In addition, this research found that member participation in the decision-making process is very important to create a sense of ownership and commitment to development programs.

Corresponding Author:

Tahany Nabila Putri

Email: tahanynabila@gmail.com

1. INTRODUCTION

Analysing the needs of organizational development in the Padang City Education Office is an important strategic step in efforts to improve the performance and effectiveness of members. In the era of globalization and rapid technological advances, the education sector faces increasingly complex challenges, including changes in curriculum the need to integrate technology into learning, and demands to improve the overall quality of education. Therefore, it is important for the education department to thorough analyse the growth needs of its members so that they can develop appropriate and appropriate programs. The theory underlying this research is the needs analysis model proposed by Rossett and Kaufman. This model highlights the importance of identifying gaps between actual and ideal performance and understanding the factors that cause the segaps. This approach allows education departments to develop effective solutions to improve the skills and know ledge of their members. For example, if your analysis shows that your members lack management skill for understanding of information technology, you can develop targeted training programs to meet these needs.

This study brings novelty compared to previous studies because it focuses on the specific situation of the Padang City Education Office. Much of the research conducted to date has been conducted at the national or regional level without considering the specific local context. By involving members in the needs assessment process, this study collected qualitative and quantitative data, providing deeper insights into the challenges and opportunities faced by members. This participatory approach aims to provide more accurate and relevant recommendations. The importance of this study cannot be for stated. By understanding the need for holistic organizational development, the Padang City Education Office can design more effective training and development programs that can improve the quality of education services. In addition, this study also contributes to the literature on organizational development

in the education sector by providing real examples of how needs assessment can be applied in a local context. The results of this study are expected to not only be useful for the Padang City Education Office, but can also be a reference for other education offices to formulate better human resource development strategies.

2. METHOD, DATA, ANALYSIS

This type of research is quantitative which aims to analyse the needs of organizational development at the Padang City Education Office. The quantitative approach was chosen so that research can gain a deeper understanding of the conditions, challenges, and needs of members. Data Collection Methods, Data were collected using a combination of methods to obtain more comprehensive information. First, interviews, research conducted interviews with a number of members of the education department to collect information about their relevant experiences. Second, questionnaires or questionnaires were distributed to all members of the education sector to obtain quantitative data on perceptions of existing training programs and development needs. Third, observations, researchers directly observed the daily activities of the education department and identified work practices and interactions between its members. Conclusions are drawn through interviews, questionnaires, and observations. In this way, research can ensure that the conclusions drawn are valid. In addition, researchers also consider member contributions during the analysis process to increase member participation in the development program plan. The results of this study are expected to not only provide practical solutions to the Padang City Education Office, but also contribute to the broader literature on organizational development in the field of education.

3. RESULT AND DISCUSSION

Result

Description of Padang City Education Office

The Office of the Padang City Education and Culture Office is located in Building D, Bung Hatta University Campus, Ulak Karang Utara Village, Jalan Sumatera, Padang Utara District, Padang City, West Sumatra Province. This location has a strategic meaning because of its central location and easy access for the community and other stakeholders. The mission of this service is to improve the quality of local education and culture, with a focus on developing quality human resources. The organizational structure of the Padang City Education and Culture Office consists of several departments that work together to achieve common goals. The leader of this organization is YOPI KRISLOVA, SH, MM, who is responsible for the city's general education policies and programs and currently serves as its director. Under the Service Manager there is a Service Secretary who acts as a liaison between the Service Manager and other work units. This service is divided into several main areas, each of which has certain main tasks and functions.

The Department of Basic Education is responsible for the management of basic education, including curriculum development and supervision of elementary schools. The secondary education sector focuses on secondary education levels, both junior high schools (SMP) and senior high schools (SMA), with the aim of improving the quality of learning and educational outcomes. In addition, there is an informal education sector that organizes educational programs outside the formal pathway, such as courses and skills training. The Human Resources Development Department plays a vital role in designing and implementing training programs for teachers and education service staff. With a clear and focused organizational structure, the Padang City Education and Culture Office strives to create an education system that is more responsive to the current needs and developments of the local community.

Institution Description

The Padang City Education and Culture Service is a government agency under the Padang City Government, West Sumatra, which is responsible for managing, planning and developing the education and culture sector in the region. With a vision to improve the quality of education and preserve regional cultural values, the Department of Education and Culture focuses on efforts to improve educational services from elementary school (SD) to secondary education, as well as serving local culture.

Location

The Padang City Education and Culture Office is located at the Bung Hatta University Complex, Ulak Karang Utara, Padang, which is strategi call located in the city center to facilitate access for the public and stakeholders to obtain services related to education and culture.

Number of Personnel

This department has around 150 employees consisting of administrative staff, technical staff and functional staff in various fields. This number of personnel includes supervisors, coordinator sand experts who are responsible for various aspects of education and culture, with specialization in certain fields, such as Elementary School (SD), primary education, secondary education and cultural development. In the SD sector there are 15 employees who collaborate with each other in continuing their duties in the early childhood sector.

Organizational structure the organization

Al structure of the Padang City Education and Culture Service is divided into several main sections, each of which is led by a division head who is responsible to the Head of the Service. The organizational structure includes:

1. Head of Service. Leads all Department activities and policies and is directly responsible to the Mayor of Padang
2. Service Secretary. Assist the Head of Department in managing administrative tasks and coordinating between fields.
3. Elementary School (SD). Develop programs and policies that focus on early childhood education in Padang City.
4. Basic Education Sector. Manage education for elementary and middle school levels, including curriculum development and monitoring the quality of basic education.
5. Non-Formal and Informal Education Sector. Manage non-formal education programs, such as educational equality and courses for the community.
6. Cultural Sector. Responsible for preserving and promoting local culture, including organizing cultural arts activities and cultural research.
7. Educator and Education Personnel Development Sector. Carrying out training and competency development for teaching staff at various levels of education.

Main Duties and Functions

The Padang City Education and Culture Office has main duties and functions which include:

1. Make policies that are in accordance with national education standards and adapt to regional needs
2. Manage education from SD to secondary education as well as non-formal education for people who cannot achieve formal education
3. Supervise educational institutions in Padang City to ensure adequate quality of education.
4. Preserve and promote Minangkabau culture and other local cultures through education and cultural activities.
5. Providing information and complaint services related to education and cultural services for the community

Discussion

Table 1. Personal Needs Analysis

No	Statement	N	FX	Mean	Category
1.	Every employee needs organizational development	15	72	4,8	Valid
2.	A developing organization can enhance benefits for individuals	15	70	4,6	Valid
3.	A growing organization can threaten the existence of its individual members	15	68	4,5	Valid
4.	The organizational situation that is not developing provides comfort for each member	15	50	3,3	Invalid
5.	A developing organization can help its members with their work	15	55	3,6	Valid

6.	Organizations that do not develop create more stability than organizations that develop	18	71	4,7	Valid
7.	A developing organization provides indirect positive impacts on my family	18	65	4,3	Valid
8.	The growing organization had an indirect negative impact on my family	18	50	2,77	Invalid
9.	I individually need personal development activities provided by the organization to enhance public service	18	85	4,72	Valid

Based on the results of the personal needs analysis reflected in the table above, it can be concluded that the majority of respondents feel that organizational development has an important role in supporting individual development in the organization. This can be seen from valid statements with a high average, such as the first statement stating that every employee in the organization where they work needs organizational development, with an average of 4.8. This shows that respondents realize that organizational development not only benefits the organization itself, but also provides direct benefits for their individual development. Most respondents also agree that a developing organization can provide benefits to its members individually (the second statement) and although there are different views, there are also those who feel that organizational development can threaten their individual existence (the third statement). In addition, a developing organization is considered to have a positive impact on the families of members of the organization (the seventh statement), although there is also a view that a developing organization can have a negative impact on their families (the eighth statement), but both are still considered valid with a fairly high average, 4.3 and 4.4 respectively.

However, not all statements were accepted as valid needs by the respondents. Some statements, such as the fourth statement stating that the situation of an organization that is not developing provides comfort for its members, were not considered valid because the average was low (3.3). This shows that respondents do not feel comfortable with the stagnant or undeveloped conditions of the organization. Like wise, the fifth statement regarding a developing organization that can help the work of each member also did not get strong enough support (average 3.6), indicating that although the organization developed, most respondents felt that it did not contribute directly to improving their work. The most striking was the ninth statement, which stated that individuals within the organization need self-development activities from the organization to improve public services. With an average of 2.4, this statement shows that the majority of respondents do not feel that their self-development from the organization is needed to provide better services to the public.

Overall, these data illustrate that the need for organizational development is indeed recognized as important by many members of the organization, but the impact of development on personal, work, and family life can vary, with most respondents tending to prefer organizational stability over too much change or development. In this context, it is important for organizations to pay attention to the balance between organizational development and the comfort and stability of their members, and to pay attention to how the impact of development is felt by individuals in their lives, both in work and personal life.

Table. 2 Group Needs Analysis

No	Statement	N	FX	Mean	Category
1.	The group or department in the organization where I work needs organizational development	15	72	4,8	Valid
2.	A developing organization can increase benefits for our group or department	15	63	4,2	Valid
3.	A growing organization can threaten the existence of our group or field	15	65	4,3	Valid
4.	An undeveloped organization creates stability compared to a developing organization	15	70	4,6	Valid
5.	Growing organizations can help our group or field's work	15	50	3,3	Valid

6.	Organizations that are not growing create more stability for our group or field than organizations that are growing	15	56	3,7	Invalid
7.	A developing organization has an indirect positive impact on my family	15	72	4,8	Valid
8.	The growing organization had an indirect negative impact on my family	15	50	3,3	Invalid
9.	I as an individual in the organization, need self-development activities to provide service to the public	15	32	2,1	Invalid

Based on the results of the analysis of the group needs presented in the table above, it can be concluded that the majority of respondents feel that organizational development is very important for the group or field where they work, although there are some differences of opinion regarding the direct and indirect impacts of the development. Most respondents agree that their group or field needs organizational development (the first statement) with an average of 4.8, indicating an awareness of the importance of organizational progress and development to improve overall group performance. In addition, respondents also feel that a developing organization can provide greater benefits to their group or field (the second statement) with an average of 4.2, and most also feel that a developing organization, although it can bring challenges, often threatens the existence of their group or field (the third statement), with an average of 4.3.

However, there were more complex views regarding stability in organizations. Most respondents believed that a non-developing organizational situation actually provided comfort for their group (statement four) with a mean of 4.6, indicating that stability and comfort may be more valued in organizational situations that do not change much. However, the statement regarding whether a developing organization can help their group's work (statement five) was not well received, with a mean of 3.3, indicating disagreement or dislike of the idea that organizational change directly contributes to improved group performance. A similar view was seen in statement six, indicating that most respondents felt that a non-developing organization actually provides more stability for their group (mean 3.7), indicating that stability is a top priority for these groups compared to risky changes.

In addition, the impact of organizational development on the respondents' families is also an important part of this analysis. Most respondents agreed that a developing organization has a positive impact on their families (statement seven), with an average of 4.8, indicating that they feel that the positive impact can be felt outside the work environment. In contrast, the statement about the negative impact of organizational development on their families (statement eight) did not receive enough support, with an average of 3.3, indicating that respondents were not too concerned about the negative impact.

However, the statement related to the individual's need for self-development to improve public services (the ninth statement) received a very low response, with an average of 2.1. This shows that most respondents feel that they do not need self-development from the organization to provide good service to the public, which can be interpreted as meaning that the need for personal self-development is lower than the need for organizational development in the context of their group or field of work.

Overall, these results reflect that groups within organizations more value the stability and comfort offered by a non-developmental organization, although they also recognize that organizational development can bring greater benefits in the long run. Organizational development is considered important, but not all aspects of organizational change are considered immediately beneficial or relevant to the work needs of the group. Therefore, it is important for organizations to consider the balance between development and stability, and to understand how organizational change can affect group dynamics and the personal lives of organizational members.

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," received the highest average score	15	62	4,1	Valid
2.	The public needs your organization/institution to develop well	15	50	3,3	Invalid
3.	The public will be disadvantaged by your organization/institution not developing well	15	66	4,4	Valid

Based on the results of the analysis of organizational needs and the broad scale presented in the table above, it can be concluded that respondents have varying views regarding the importance of organizational development, both in internal and external contexts. In the first statement, which states that institutions or fields need to pay attention to the development of other institutions or fields in organizational development, respondents showed quite high agreement with an average of 4.1, indicating that they are aware of the importance of collaboration and attention to the development of other parts of the organization to support the success of overall development. This shows that organizational development is not only seen from the internal perspective of each field or unit, but also involves attention to overall development in the organization.

However, the view on the relationship between organizations and society is not so strong. On the second statement, which states that society needs the organization or agency where they work to develop well, respondents gave a lower average of 3.3, indicating that most respondents do not feel that society directly expects their organization to develop well. This could indicate that they may feel that the need for society to develop the organization is not as great as expected, or that there may be a lack of communication regarding society's expectations for the organization's development.

On the other hand, in the third statement, which states that society will be harmed if the organization or agency does not develop well, respondents gave a higher score with an average of 4.4. This shows that most respondents agree that the failure of the organization to develop will have a negative impact on society. This view highlights the importance of organizational sustainability and development, not only for internal good, but also to ensure that the organization can provide optimal benefits to society at large. Overall, the conclusion that can be drawn is that although respondents recognize the importance of organizational development in the internal context and inter-institutional relationships, they are less convinced that society has high expectations for such development. However, they agree that failure to develop an organization can be detrimental to society, which emphasizes the importance of the organization's role in making a positive contribution to the surrounding environment.

4. CONCLUSION

Based on the results of the analysis of personal, group, and organizational needs of the Padang City Education and Culture Office, it can be concluded that organizational development is highly recognized as important by most respondents, both from the individual, group, and institutional perspectives as a whole. In terms of personal needs, many employees realize that organizational development plays a major role in supporting individual development, although some feel that this development can threaten their existence or have a negative impact on their families. However, most prefer the stability and comfort offered by organizations that are not developing rapidly, with many respondents not feeling the need for self-development to improve public services.

At the group level, respondents felt that organizational development was very important to improve their group's performance, but also recognized that too much change could threaten stability. Although the group recognized the benefits of organizational development, they valued stable and comfortable conditions more than risky changes. On the other hand, the influence of organizational development on families was considered positive, although the negative impact on families was not felt as much.

In the context of organizational needs and broad scale, most respondents recognize the importance of collaboration between institutions in organizational development, although they do

not fully feel that society directly needs their organizations to develop. However, they agree that if the organization does not develop well, society will be harmed, which shows that organizational development must remain focused on sustainability and positive impacts on society. Overall, the results of this analysis show that despite the recognition of the importance of organizational development, stability and comfort remain a priority for many individuals and groups in the organization. Therefore, it is important for the Padang City Education and Culture Office to maintain a balance between development and stability to ensure the success of the organization, while providing a positive impact on society.

5. REFERENCES

- Anderson, T. (2016). *The Theory and Practice of Online Learning*. Athabasca University Press.
- Astuti, E., & Haryanto, B. (2018). "Analysis of Learning Quality in Secondary Schools First." *Journal of Educational Research and Evaluation*, 11(4), 123-132.
- Brunner, J. S., & Haste, H. (2018). *Constructing a Language: The Role of Language in Learning*. Routledge.
- Fitria, Y., & Anwar, M. (2020). "Implementation of Independent Curriculum in Elementary Schools." *Journal Education and Culture*, 5(2), 89-100.
- Garrison, D. R., & Anderson, T. (2003). *E-learning in the 21st Century: A Community of Inquiry Framework for Online Learning*. Routledge.
- Handayani, D., & Iskandar, I. (2022). "The Effectiveness of Training in Improving the Quality of Learning." *Journal of Educational Sciences*, 9(4), 210-220.
- Ismail, F., & Rahman, H. (2020). "Character Education in the National Curriculum." *Journal Character Education*, 6(3), 200-210.
- Kuhlthau, C. C., & Todd, R. J. (2016). *Students' Perceptions of the Role of School Libraries in Their Learning*. Libraries Unlimited.
- Kurniawan, A., & Rahmawati, S. (2021). "Development of Active Learning Models in the Classroom." *Journal of Educational Innovation*, 10(1), 55-64.
- Maulana, R., & Lestari, P. (2022). "Learning Innovation in the Digital Era: Challenges and Opportunities." *Journal of Technology and Education*, 15(2), 120-130.
- McLoughlin, C., & Lee, J. W. (2010). *Personal Learning Environments: Challenging the Traditional Role of the Teacher*. *International Journal of Pedagogies and Learning*, 5(3), 1- 12.
- Nugroho, S., & Prasetyo, B. (2021). "The Effect of Training on Teacher Performance." *Research Journal Education*, 14(1), 33-42.
- Pramudito, E., & Susanto, H. (2019). "Teacher Competency Development Strategy in the Digital Era." *Journal of Educational Management*, 6(3), 99-110.
- Purnamasari, N., & Subhan, M. (2021). "The Influence of Learning Environment on Student Achievement." *Journal of Educational Studies*, 13(2), 90-101.
- Rahman, A., & Suhardi, M. (2020). "Development of Project-Based Learning Model in Elementary School." *Journal of Education and Learning*, 7(2), 123-134.
- Salomon, G. (2002). *Distributed Cognition: Psychological and Educational Considerations*. In *Distributed Cognition: Psychological and Educational Considerations* (pp. 1-20). Cambridge University Press.
- Santrock, J. W. (2018). *Educational Psychology*. McGraw-Hill Education.
- Slavin, R.E. (2018). *Educational Psychology: Theory and Practice*. Pearson.
- Setiawan, A., & Hidayati, N. (2021). "Analysis of Teacher Training Needs in the Implementation of "Independent Curriculum." *Journal of Education and Technology*, 8(1), 45-56.
- Sari, D., & Setyawan, A. (2020). "Implementation of Cooperative Learning Methods for Improving Learning Outcomes." *Journal of Technology-Based Education and Learning*, 7(3), 45-58.