



Implementation of Educational Organization Diagnosis in Junior High Schools

Umi Anugerah Izzati^{1,*}, Olievia Prabandini Mulyana²
^{1,2} Universitas Negeri Surabaya, Surabaya, Indonesia



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ABSTRACT

This study aims to carry out an educational organizational diagnosis in junior high schools. The method used in this research is quantitative. Data collection was carried out by distributing the instrument to the subject. The instrument was compiled using an organizational diagnosis scale developed by the research team based on the Weisboard Concept. The subjects of this study were 40 teachers who worked in one of the junior high schools in Surabaya. Teachers who are the subject of research in this school have a minimum working period of one year—the data analysis techniques using descriptive statistics. The results of this study indicate that in junior high school, most aspects consisting of goals, structure, leadership, relationships, and helpful mechanisms are already in the high category. While the reward aspect needs to be improved further. Therefore, in the future, this school needs to improve a better reward system so that this school becomes better.

INTRODUCTION

Education is an essential sector in community development institutions in Indonesia. Education provides human development in the quality of their lives so that they can become human beings who are moral, virtuous, and dignified. Education is a means for humans to develop their various potentials through learning (Fadia & Fitri, 2021). Education is divided into formal education and non-formal education, in which the limits of education regulated by the government are for formal education, while for non-formal education, the community can determine for themselves according to their interests and needs. Formal education is carried out in an organization, or educational institution called a school. Participants who get an education are called students or students who a teacher or teacher guides. However, in practice, a school not only consists of students and teachers but as an organization; the school also has an organizational structure starting from the leader or principal to other support staff.

Good quality education comes from good quality schools, and this is because quality schools will produce quality human resources (Hidayat, 2013; Sugarda, 2018). Therefore, the government plays a role in realizing good quality education to get the best results. One of the efforts made by the Indonesian government is to implement a 12-year compulsory education policy, namely the obligation for the community to take formal education for 12 years consisting of three levels, namely Elementary School for six years, Junior High School for three years, and Middle School for three years (Sugarda, 2018). The quality of education in Indonesia is currently quite apprehensive because it is caused by various factors, one of which is weakness in school Helpful mechanisms, unsupportive infrastructure, low-quality human resources, and inadequate government

support. (Fadia & Fitri, 2021). Therefore, an intervention is needed to find the roots of the problems that often arise in a school as an institution implementing educational activities. Schools as educational organizations must be distinct from the demands of the times. Changes need to be made by schools to achieve better quality schools and be able to compete with other schools. Schools have the opportunity to develop their organizations through the development of school organizations by identifying the categories of schools that exist today, starting from the school level, type of school, the curriculum used, and so on. One of the educational organizations is the Junior High School, which is also a level of basic education held formally in a building called a school. This organization also participates in competition with other equal educational organizations.

First Secondary School is the second level of formal school in Indonesia. Generally, students at this level have completed six years of primary school or are around 13 years of age. Like schools in general, a Junior High School as an educational organization certainly has its Helpful organizational mechanism. This school's helpful mechanism is essential for managing all activities ranging from administrative activities to evaluating the implementation of learning and teaching. School-based Helpful mechanisms can be effectively implemented to reveal indicators that reflect the roles and responsibilities of each aspect, including human resources in schools (Marwan et al., 2021). Therefore, to achieve the stability of a good school Helpful mechanism, it is necessary to evaluate and develop the school as a whole.

Organizational development is a planned effort at the organizational level to achieve organizational goals more effectively and efficiently (Nilawati et al., 2021). In addition, according to Purnomo (2019), organizational development is an effort to change individual behavior along with existing organizational systems to adapt to changes that occur in the environment so that organizational goals can still be achieved optimally. Organizational development is a system used to make long-term development plans and strategies (Hadi, 2021). Therefore, an organization needs to always carry out organizational development to achieve organizational goals effectively and efficiently. Identifying the problems and things that are good potential for the organization can provide an overview for an organization to take corrective actions or steps for organizational development. This identification process can be called organizational diagnosis, which was carried out in school organizations in this study.

Organizational diagnosis is a creative method for understanding an organization as a whole so that even hidden aspects of the organization can be identified (Appelbaum, 2020). Meanwhile, organizational diagnosis can also be defined as a systematic approach to understanding an organization's condition so that information related to the organization will be obtained and become the basis for organizational development planning (Bashori et al., 2019; Cummings & Worley, 2013). In line with this definition, Kontić (2012) also states that organizational diagnosis is a process of identifying organizational activities to obtain data so that it can be used as research based on existing theories, models, and values to support better organizational development. Many organizational diagnostic models have been developed at this time. Not all organizational diagnosis models will be suitable for all types of organizations or organizational identification needs, so adjustments are needed regarding the model used. Different diagnostic models can be used in different situations depending on the needs, objectives, and type of organization involved (Appelbaum, 2020). So it is important to choose the right model of diagnosis because a good organization diagnosis will result in the investigation of the best organization (Singh et al., 2017; Alemu & Shea, 2019).

Organizational diagnosis in schools aims to identify everything that exists in the school's Helpful mechanisms to determine the level of effectiveness in achieving school goals. The organizational diagnosis model is determined according to the needs and suitability of the diagnosis subject. This study uses the six-box organizational diagnosis model developed by Weisbord (1976), which consists of six aspects; purpose, structure, relationships, rewards, helpful mechanisms, and leadership. Previous research on organizational diagnosis focused more on profit organizations such as corporations and higher education organizations such as public and private tertiary institutions, so research on organizational diagnosis in schools, especially junior high schools, has not been widely carried out.

Research conducted by Mamilo (2016) on increasing organizational effectiveness using organizational diagnosis in institutions in Kosovo and Albania showed that in public institutions, there were no serious problems with the results of organizational diagnoses on work divisions, organizational goals, leadership style, systems rewards, conflicts that arise between individuals and work units, helpful mechanisms, and the ability to change. In addition, Zaffar et al. (2018) also conducted research on organizational diagnosis in the health sector in Peshawar using the Six-Box organizational diagnosis model by Weisbord. In this study, no serious problems were found in the dimensions used in diagnosing the organization. It is necessary to develop efficiency and effectiveness in achieving customer satisfaction and to be able to compete with other organizations.

Research on organizational diagnosis in the Sheikh Bahaei Science & Technology Park organization was also carried out (Tarki & Mohammadi, 2019), which found that the highest value in organizational diagnosis was on aspects of goals and leadership, while the lowest was support and communication mechanisms. This can then be used as a basis for developing an organizational development strategy based on the results of the existing organizational diagnosis. In contrast, to previous research, where the organizational diagnosis was mostly carried out in companies. In this study, the organizational diagnosis was carried out at educational institutions, namely Junior High Schools. This was done in order to find out the strengths and weaknesses of these educational institutions.

RESEARCH METHOD

This research involved teachers who worked in one of the private junior high schools in Surabaya. The subjects in this study used the total population of teachers working at this school, totaling 40 people with permanent teacher status and having worked for at least one year. This research uses quantitative methods. Data collection was carried out through the distribution of research instruments in the form of organizational diagnosis scales on respondents. This organizational diagnostic scale was developed by the research team using the concept of the Weisbord Model, which has six dimensions. This scale uses a Likert scale which is arranged into five categories. This scale consists of favorable and unfavorable statements. This research has several stages carried out, and the researcher describes it in the process flowchart as shown Figure 1.

The first stage is to conduct preliminary studies at the research to determine the condition of the school. This activity was carried out by conducting interviews with foundation administrators and school principals. The second stage is the preparation of literature and then the completion of research instruments. Before being used as a

research instrument, an instrument trial was conducted to determine whether the scale was valid and reliable.

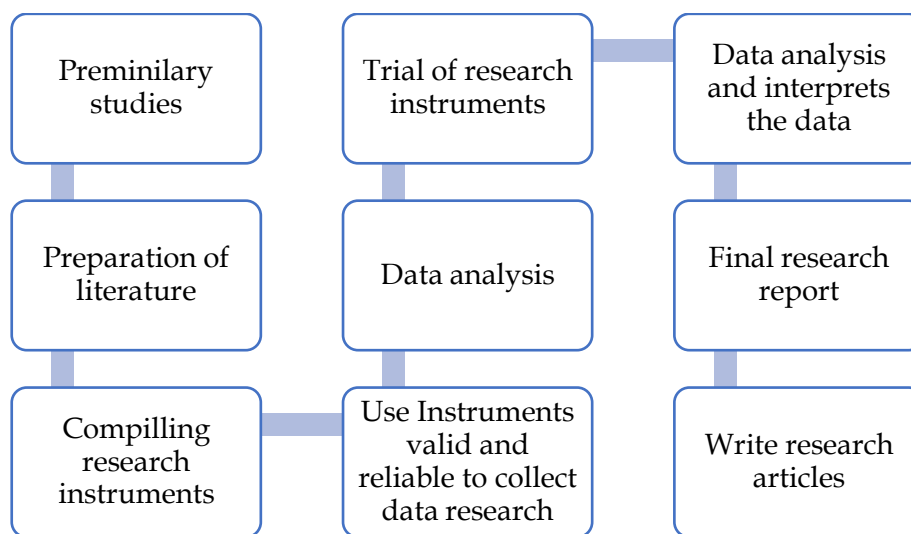


Figure 1. Research stages.

Based on the results of the validity and reliability test of the research instrument, which totaled 36 items, six items were dropped so that there were 30 valid and reliable items. The results of the validity test for the objective dimension show that the differential power ranges from 0.383 to 0.597 with a reliability value of 0.737. The structural dimensions show that the results of the validity test have a differential power between 0.412 and 0.558 with a reliability value of 0.704. Meanwhile, on the leadership dimension, the validity test results showed a different power between 0.418 and 0.563 with a reliability of 0.710. The relationship dimension shows that the validity test results have a differential power between 0.373 and 0.544 with a reliability value of 0.701. Furthermore, on the dimensions of the rewards dimension, the validity test results show a different power between 0.389 to 0.570 with a reliability of 0.742. In the dimensions of the helpful mechanism, it shows that the validity test results have a differential power between 0.399 and 0.547 with a reliability value of 0.724.

Based on the results of the validity and reliability tests, each item has a corrected item-total correlation value greater than 0.3, so it can be stated that these items are valid in measuring the dimensions of organizational diagnosis. In addition, it is also known that the Cronbach alpha value produced for each dimension is greater than 0.6, so it can be concluded that the scale measuring the dimensions of goals, dimensions of the structure, dimensions of leadership, dimensions of relationships, dimensions of rewards, and dimensions of helpful mechanisms is declared reliable.

Furthermore, after testing the instrument, the researcher confirmed the valid instrument items and distributed the data to the subject, namely teachers in junior high schools in Surabaya. The next stage is to analyze the data that has been collected using descriptive statistics. After conducting data analysis, the researcher interprets the data and final research reports and write research articles.

RESULTS AND DISCUSSION

The results of this study indicate that each dimension of organizational diagnosis in junior high schools can be described as follows:

Organizational Diagnosis Description

Description of the answers is done by calculating the average (mean) and standard deviation of the total score of the dimensions that make up the organizational diagnosis as shown in the Table 1.

Table 1. Mean and standard deviation of organizational diagnosis.

Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
Purpose	40	16	25	20.03	2.044
Structure	40	17	25	20.00	2.265
Leadership	40	17	25	21.40	2.134
Relationships	40	18	25	20.33	1.953
Rewards	40	14	25	19.43	2.183
Helpful mechanisms	40	15	25	19.78	2.213
Organizational Diagnostics	40	106	141	120.95	7.578

Based on Table 1, it can be seen that overall the average Junior High School teacher's assessment of organizational diagnosis is 120.95. This shows that the Junior High School teachers who are the respondents have the perception that organizational dimensions, which include goals, structure, leadership, relationships, rewards, and support mechanisms for the Junior High School unit, are following the current conditions of teachers. When viewed based on the average value of each organizational dimension, it can be seen that leadership is the dimension that has the highest suitability, which is indicated by an average of 21.40. Meanwhile, rewards are the dimension that has the lowest suitability, which is indicated by an average of 19.43.

These results indicate that generally, the six boxes have a healthy and stable situation, only on the rewards dimension that needs to be improved. This is in line with the results of research conducted by Muhammad (2015), where the organizational diagnosis that has been carried out in bureaucratic organizations shows problematic situations in the dimensions of rewards; problems arise due to the small incentives received by employees while their duties and functions are increasingly broad and demanding.

Organizational Diagnosis Categories

To find out the appropriate category of organizational diagnosis, the total score categorization is carried out on valid items according to the technical norms of categorization (Azwar, 2015). The description of the total score on the organizational diagnosis variable is as in Table 2.

Table 2. Organizational diagnosis dimension.

Organizational Diagnostics	Frequency	Percentage
Suitable	23	57.5
Very suitable	17	42.5
Total	40	100.0

Based on data from Table 2, it can be seen that 57.5% of respondents answered 'suitable' for the category of conformity with the organizational diagnosis, and 42.5% of respondents answered 'very suitable'. This shows that most of the teachers who were the subject of the study had suitable perceptions of the dimensions of the organization. To find out the description of suitability dimensionally, then the minimum, maximum,

mean, and standard deviation values of the total score are then calculated, which are used in categorizing the dimensions of goals, structure, leadership, relationships, rewards, and mechanisms in the Table 3.

Table 3. Purpose dimension.

Purpose	Frequency	Percentage
Quite suitable	1	2.5
Suitable	30	75.0
Very suitable	9	22.5
Total	40	100.0

Based on data from Table 3, it can be seen that 2.5% of respondents answered 'quite suitable' for the objective dimension. 75% of respondents answered 'Suitable', and 22.5% of respondents answered 'very suitable'. The objective dimension shows that most of the teachers who are the subject of the study have perceptions that are suitable to the objective dimension. This shows that participants understand the goals of the organization and believe in them so that they can work seriously to achieve the goals that have been formulated.

According to Robertson (2002) in Sawitri & Widyarini (2019) stated that one of the characteristics of an effective organization is the clarity of organizational goals, a comprehensive understanding of organizational goals will direct the behaviour of its members to achieve organizational goals. This indicates that more than 50% of the teacher respondents involved in the research have understood the goals of the organization they are working for. In accordance with research conducted by Syukran et al. (2022), organizational goals will be achieved effectively if all people, all officials, and all organizational units and all resources are aligned with organizational goals. There needs to be the cooperation of a group of people where if you want to achieve organizational goals must be clearly formulated and defined.

Table 4. Structure dimension.

Structure	Frequency	Percentage
Quite suitable	1	2.5
Suitable	31	77.5
Very suitable	8	20.0
Total	40	100.0

Based on data from Table 4, it can be seen that 2.5% of respondents answered 'quite suitable' for the structural dimension. 77.5% of respondents answered 'Suitable', and 20% of respondents answered 'very suitable'. This means that most of the respondents already understand the existing structure in the related organization. Studying the organizational structure makes it possible for everyone to know the activities that exist in an organization. The structure is the way an organization organizes existing resources towards a clear goal. The importance of a structure will help leaders to design an organization as a way of identifying and managing human resources and all of their functions (Gammahendra et al., 2014). The organizational structure is related to who has to implement or do what has been decided. The first aspect that must be regulated is the division of work units, including tasks, functions, and responsibilities in working both

vertically and horizontally (Evans & Kitchin, 2018; Kost et al., 2020). When viewed from the organizational structure in Junior High School has a clear, streamlined shape.

Table 5. Leadership dimensions.

Leadership	Frequency	Percentage
Quite suitable	1	2.5
Suitable	14	35.0
Very suitable	25	62.5
Total	40	100.0

Table 5 shows 2.5% of respondents answered 'quite suitable' for the leadership dimension. 35% of respondents answered 'Suitable', and 62.5% of respondents answered 'very suitable'. This shows that most of the teachers who are the respondents have very suitable perceptions of the dimensions of leadership. Suherman (2019), in his research, concluded that a person's expertise is needed to lead an organization. If someone does not meet the criteria to become a leader, then that person must have the desire to develop himself in order to be able to become a good leader. Leadership is a determining factor for the success of an organization. This is because leadership is the center point of significant change in an organization. One of the roles of a good leader is to be able to manage conflicts that occur and minimize losses to various parties.

Table 6. Relationship dimension.

Relationship	Frequency	Percentage
Suitable	31	77.5
Very suitable	9	22.5
Total	40	100.0

Based on data from Table 6, it can be seen that 77.5% of respondents answered 'Suitable' for the relationship dimension, and 22.5% of respondents answered 'very suitable'. This shows that most of the teachers who are the respondents have suitable perceptions of the dimensions of the relationship. There are three important things related to relationships, namely: a) the relationship between organizational units with different tasks and activities, b) the relationship between organizational units with different task activities, c) the relationship between people with the traits and requirements demanded by the job (Ali et al., 2018).

Table 7. Rewards dimension.

Rewards	Frequency	Percentage
Quite suitable	4	10.0
Suitable	30	75.0
Very suitable	6	15.0
Total	40	100.0

Based on data from Table 7, it can be seen that 10% of respondents answered 'quite suitable' for the dimension of the reward. 75% of respondents answered 'Suitable', and 15% of respondents answered 'very suitable'. This is supported by the results of research conducted by Prabu & Dewie (2016), where the salaries received by working employees are felt to be in accordance with the workload they receive. So they feel that they have been well-valued by the company. In line with the results of research by Sajuyigbe et al.

(2013), rewards have a positive effect on employee performance, where salaries, bonuses, attention, and praise are tools used by managers to motivate employees so that their performance can run more efficiently.

This means that there are indications that the reward dimension needs to be improved. A good reward or reward system is a system capable of guaranteeing the satisfaction of members of the organization, which in turn allows the organization to acquire, maintain and employ a number of people with a variety of positive attitudes and behaviors to work productively for the benefit of the organization. Rewards can be material or non-material; this finding is in line with research conducted by Hadisoebroto & Sulindra (2021); the low reward variable is likely because the incentive scheme and salary of the Institution follow the standards set by the Foundation, which happens to be the same Foundation as the two previous institutions. Whereas in the research conducted by Sawitri & Widayarni (2019), even though material rewards, namely incentives and salaries, are sufficient to fulfill and motivate employees, in fact, the dimensions of appreciation are still low. This occurs because of the possibility of not fulfilling non-material rewards in the form of training. Training is one of self-development for individuals. Therefore it is important to provide training as a reward for employees to help develop their potential.

Table 8. Helpful mechanisms dimension.

Helpful mechanisms	Frequency	Percentage
Quite suitable	2	5.0
Suitable	31	77.5
Very suitable	7	17.5
Total	40	100.0

Based on data from Table 8, it can be seen that 5% of respondents answered 'Quite suitable' for the aspect of the Helpful mechanism, 77.5% of respondents answered 'Suitable' and 17.5% of respondents answered 'very suitable'. These results indicate that respondents have perceptions of helpful mechanisms that are suitable. A good and effective helpful mechanism can at least do things like; have the desire and ambition to work hard, be able to lead others, be able to get along with others, have solutions to a problem, be able to make decisions quickly and accurately, be able to express something effectively in writing or verbally, and have character and can be trusted by people others (Gesi et al., 2019). In addition, helpful mechanisms must also continue to improve their capabilities in terms of knowledge and professionalism so that they can influence their followers in a better direction (Husaini & Happy, 2019).

CONCLUSION

The organizational diagnosis in junior high schools has been going well. The use of the six-box organizational diagnosis model by Weisbord with six aspects or dimensions has succeeded in identifying organizational problems. Of the six dimensions studied, the rewards dimension has the most compatibility that needs to be improved when compared to the other five dimensions, where this dimension still needs to be improved in order to develop school organization, especially those with good potential for Junior High Schools. This research has implications for junior high school education organizations to carry out organizational development by developing interventions and development strategies after successfully diagnosing and finding indications of dimensions need that might hinder organizational development. However, this research

still has limitations in a number of ways, namely the form of reward that is in accordance with the ability of the school has not been explained. Therefore, it is hoped that this can be considered for future research with a similar theme.

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Dr. Umi Anugerah Izzati, M.Psi., Psikolog. (Corresponding Author)

Department of Psychology, Faculty of Education,
Universitas Negeri Surabaya,
Jl. Ketintang, Surabaya 60231, Indonesia
Email: umianugerah@unesa.ac.id

Olievia Prabandini Mulyana, M.Psi., Psikolog

Department of Psychology, Faculty of Education,
Universitas Negeri Surabaya,
Jl. Ketintang, Surabaya 60231, Indonesia
Email: olieviaprabandini@unesa.ac.id
