



Implementation of Educational Organization Diagnosis in Junior High Schools

Um¹⁶nugerah Izzati^{1*}, Olievia Prabandini Mulyana²

¹² 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 Wheelboard 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

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