Analysis Of Organizational Development In Islamic First School Integrated Dar El Iman Padang

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Abstract−To get a better and growing school it is necessary to develop a good organization too. Development organizations are practices in establishing cooperation which is well between leaders and employees, teachers, and the parties are interested in achieving the purpose of the organization. An institution that managed to be seen from the increasing achievement of objectives from year to year. The results of the research that has been conducted by the authors note that the analysis of the development of the organization in SMP IT Dar El Iman done with some few technical developmet of the organization, namely the survey feedback, sensitivity training, team building, and alternative work. The conclusion that can be drawn from the research this is that the strategy of development of the organization in SMP IT Dar El Iman is already enough to go effectively.

Keywords−*Analisys,Organizational Development*

I. Introduction

School as a formal education institution, has a responsibility in improving the quality of education. Schools not only as a place of education, will be but the school is also a place to prepare the child learners acquire skill, character, as well as a package complete the build and add knowledge child learners in the period ahead. School is one of the education systems that functions to help improve human resources. From the education received by the nation's children in school, it will be able to change the mindset and creativity to create a state and a good level of welfare and an increasing economy.

Therefore, to get a better and more developed school it is necessary to develop a good organization as well. Organizational development is the application of a systemic approach to functional, structural, technical and personal relationships within the organization. With the development of a good organization in the school, the system or relationship that exists in the school will be renewed, so that stakeholders in the school will experience gradual changes towards the better. Their development and renewal of institutions of education both state and private sector in Indonesia is able to compete, but the competition from them the competencies are healthy in order to provide quality education that is best for a generation of young nation we are.

Based prasurvei and interview the researchers did in junior IT Darel Iman Padang showed that the institutions that had an increase towards the more better every year, things have seen from the increasing number of students each year the teachings , increasing school quality, relevance and effectiveness of the schools are improving . Development organizations are practices in esta blushing cooperation which is well between leaders and employees, teachers, and the parties are interested in achieving the purpose of the organization. An institution that managed to be seen from the increasing achievement of objectives from year to year .

Improvement of Darel Iman Middle School towards a better direction is inseparable from good organizational development too, while good organizational development is carried out with various strategies, namely by *Feed Back* survey , where the principal collects information by asking back to the staff of the teacher and employees, then with a *Sensitivity Training* where after the principal has dealt with any problems or constraints that exist in the school then the principal explains how to solve the problem, and finally *Team Building* , after the principal gives an explanation of how to solve the problem, the team is made to solve the problem that is. in this way there will be organizational

development. Based on the background of organizational development problems in Darel Iman Junior High School, related to the following three things, First, Survey Feedback, Second, Sensitivity Training, Third, Team Building. Of the three problems, the researchers focused research is on " Analysis of Development of Organizations in Schools Secondary First Darel Iman Padang".

II. Theoretical basis

Organization is an institution which is managed by people who have a goal that is the same. Institutions have had to have the ability to achieve objectives and developments that clearly towards the much better from time to time. Sutarto (2000:26) said that the development of the organization is a circuit arrangement completing were done in planning and kept constantly in order to solve the various problems that arise as a change and adjust them selves to changes by applying the science of behavior were carried out by officials in the organization and them selves or with the help of from outside the organization. Furthermore Wibowo (2006 :53) explains that the development of the organization is a series of engineering science social which is designed to plan the change in the setting work with the goal to improve the development 's private individual and improve the effectiveness of the function of the organization .

Two concepts in the above explained that the development organization is activities that tersistematis and planned with good, and also executed with good. The leader becomes the tip of the spear in doing things that in the neighborhood organizations that dikendalikan. In the opinion of the matching, Child. J. (2005 : 40) said that the development of the organization is an attempt plan who made the level of the organization to improve the effectiveness and/or allow the organization to mencapai target strategic. Based on the case at the top, then that is the development of the organization in research this is an effort planned and sustained include the organization as a whole that is managed from the top to increase the efficiency, effectiveness and health organizations through the intervention planned on the processes that occur in the organization by using knowledge/knowledge behavior. Brown and Harvey in Amir (2017: 168) say Organizational development is a planned and comprehensive intervention, managed by management to improve the effectiveness and health of organizations that use behavioral science in the process. Normally development organization begins with diagnosing *the status quo* and the need level, the organization is careful . Development organizations conducted between disciplines ilmu-take the techniques of the science of behavior, especially sociology and psychology (included theory learning, motivation, and personality), the

areas related that arise include the development of capacity, thinking the system, thinking complexity, epidemiological, clinical, and organizational learning.

A. Strategy development organization

Anifah (2011: 15) says several techniques that can be used to make changes or organizational development (1) *Survey Feedback , (2) Sensitivity Training , (3) Team Building , (4) Management by Objectives*

B. Organizational Development Process

Sondra (1995:108) said that the point of departure to begin organizing a program the change is to understand what that meant to the strategy change in total. With the words of others need an introduction that is right about the process of development of the organization as an instrument that is reliable in thinking, planning, and realize the changes. In conceptual, strategy changes a whole with the understanding that the organization use the services of a consultant. Organizational Development includes four main things, namely : (1) The consultation process. (2) The introduction and use of strategies Development Organizations (3) Make a form of intervention specified (4) The state of the coveted, has understandably Importance of Development Organizations

Amir (2017: 170) says the field of organizational development is a field that is quite rapidly developing . One of the reason is because the organization is designed to achieve multiple objectives and functions of which are expected to take place as long as possible. While it is, the changes are often synonymous with the assumption that less enjoyable for the employees . In essence, necessary efforts to specialized and development organizations can facilitate things are. In more specific, some of the causes of the changes can be presented as follows : (1) The level of competition. (2) The need to survive. (3) Needs to improve performance. From the aspect of interest, then there are a few destinations that can be designed organization that runs the development of the organization, namely : (1) Improving productivity (2) Improve the ability to respond to changes in the environment (3) Increase the position of competitive-especially since productivity (4) Increase the involvement and participation of employees (5) Enhance the spirit of the work of employees (6) Developing the skills of managerial and effectiveness of the strategies that the new

III. Research methods

The research method used in this study is a qualitative or naturalistic research method. The choice of this method is based on the consideration that this study aims to describe the analysis of organizational development at Darel Iman Middle

School. Sugiyono (2013: 368) explains that the research qualitative is a method of research that is used to examine the object that is naturally where the researcher is an instrument of the key in the study. Furthermore, to provide instructions on the procedures that are passed in conducting qualitative research, namely : 1) determine the research topic, 2) go down the field to make observations and interviews, 3) collect documents based on research topics, 4) triangulation, 5) data analysis, and 6) compile research repor.Research is implementation out in the School Secondary First Darel Iman Padang, which starts from the month of April 2019 until the month of November 2019. Consideration of that is very important in determining the location of the research is based on a location that is easily accessible and can be done repeatedly. In the case of this in a study at the School Secondary First Darel Iman Padang already meet the criteria in determining the location of which is flexible to get the results of the study are maximum. Informants research this is the first person the head of school, I the head of school, 2 the teacher, two people planning effort and one person committee. Overall the informants who took part in this study amounted to 7 people. Maleong (2005:75) said the informant research this is a person who provides information that is already familiar with the situation in fact and information that is delivered is not in doubt.

IV. Discussion

SMP Dar El Iman as one of the divisions that exist in the foundation of Dar El Iman in the city of Padang has implemented organizational development which generally walk to well, on techniques such as first *survey feedback*, where the *survey feedback* heads of schools do development organization with m engambil information is not with the questionnaire, m engadakan meeting in attracting information , m ewajibkan each member to convey the problems faced when meeting, egera find solutions to problems faced, the concept of kinship is upheld, Islamic values are always used in solving problems

Both *sensitivity training*, where the *sensitivity training* heads of schools do development organizations with less give training according to the needs , m endatangkan sources that vary in training , give flexibility to teachers to attend training that exist outside the organization , t raining interest would make teachers more active in training

Third , *team building*, where the *team building* the head of school do development organization with m emberikan training according to the needs , m endatangkan sources that vary in training , m emberikan flexibility to teachers to attend training that exist outside the organization , t raining interest would make teachers more active in training

To four, *management by objectives*, where the *management by objectives* heads of schools undertake the development of the organization by saying Objective clear long-term will make it easier to reach the target in the medium-term objectives and short , e valuation needs to be done to reach the target set , as a follow up to immediately problems in achieving the target . t arget yet achieved not abolished, but improved.

Pursuant to the description at the top , can be seen that the SMP IT Dar El Iman city of Padang in developing the organization has been using the strategy that is supposed to .

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Contribution Of Organizational Development And The Principal's Democratic Leadership Style To The Teachers' Performance In Public Elementary Schools (Sd Negeri) Of Nanggalo District, Padang

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Abstract—This research aims to determine the contribution of organizational development and the school principals' democratic leadership style to the performance of Public Elementary School's (SD Negri) Teachers in Nanggalo District, Padang City both separately and simultaneously. This research uses an ex-post facto approach. The populations of this research are 272 teachers, and taken as a sample are 86 teachers. Data analysis techniques used are partial correlation and multiple linear regression. Research findings show: (1) there is a contribution of organizational development on teachers' performance by 5.4% (2) there is a contribution of organizational development and the democratic leadership style of school principals on teachers' performance by 1.7%. (3) There is a contribution of organizational development and the democratic leadership style of school principals on teachers' performance by 6%. Based on these results, it can be concluded that there is a contribution of organizational development and democratic leadership style of school principals to the performance of Public Elementary School's Teachers in Nanggalo District, Padang City.

Keywords—Organizational Development, Principal's Democratic Leadership Style, Teachers' Performance

Introduction

Education plays an important role to develop students' knowledge in order to reach quality results. The level of science and technology achieved by a nation is usually used as a benchmark for the progress of the nation. In this era, the progress of a nation is largely determined by the progress of human resources who own and master the science and technology. Therefore, the preparation of human resources must be carried out seriously and well planned from an early age.

Teachers as the main actors in the process of *transfer of knowledge*, in the minds of researchers, can be used as variables that have the responsibility in shaping the abilities and mentality of their students. In an effort to produce quality students, the work productivity of the teachers can be used as a reflection of their performance. It can be seen from the

learning results of students and their behaviors, whether they are in accordance with applicable norms or not. In improving the work productivity of these teachers, it can be seen from their performance in completing each given obligation. Therefore, it is reasonable if the problems related to teachers' performance, both in terms of physical aspects and psychology, need special attention from the principal as their leader.

From the results of observations and initial information that conducted at the Public Elementary Schools (SD Negri) of Nanggalo District, Padang City, researchers found symptoms of low teachers' performance, including: (1) some teachers are late in submitting learning programs (syllabus, lesson plans, annual programs, semester programs) from the set time, (2) there are still many teachers who cannot create new lesson plan, most of them only edit from the previous one, (3) some teachers deliver the learning material only from textbooks, (4) some teachers still come late for school, (5) there are still some teachers who leave the class for breakfast or chatting in the school canteen during teaching and learning process, (6) some teachers have not done *pre-test* and *post-test* on students as well as not conducting daily tests on time, and (7) some teachers have not been able to use the media and tools to support PBM such as projector and laptop.

In order for the tasks and responsibilities given can be carried out properly in accordance with predetermined standards, it needs to be supported by organizational development and good leadership style of the principal towards the teacher. Both of these independent variables are chosen for consideration to encourage individuals in the school to work well and actively so that they would be able to create a great performance. In contrary, the development of an unpleasant organization will prevent the implementation of works in the school, so that the performance result is not good. So, good organizational development will affect teachers' performance.

The phenomenon from pre-survey that the researcher encountered are the low level of teachers' work accuracy and achievement, lack of responsibility in carrying out the tasks, lack of neatness and discipline, low skills, lack of teachers' initiative to create a conducive learning atmosphere, and no cooperation established from teacher to teacher.

Based on the above phenomenon, the writer feels interested to describe it into a scientific paper in the form of a thesis entitled "Contribution of Organizational Development and the Principal's Democratic Leadership Style to the Teachers' Performance in Public Elementary Schools (SD Negri) of Nanggalo District, Padang". The research's objective is to find out: (1) The contribution of organizational development on teachers' performance (2) The contribution of democratic leadership style on teachers' performance, (3) The contribution of organizational development and democratic leadership style simultaneously on teachers' performance.

Theory

Bernardin & Russel in Redan Werang (1998: 128) defines performance as: "*the record of outcomes produced on a specified job function or activity during a specified time period*". Thus, performance is defined as a record of the output produced by a particular job function or activity carried out within a certain time period.

In addition, Suriansyah (2014: 361) states that performance as a person's real behavior and the result of work achieved in carrying out the tasks assigned to them, driven by a motive to behave in accordance with the workloads they bear and based on the skills, experience, encouragement, and commitment of the employees. Dessler in Kristanto (2015: 88) states that performance is a comparison between work performances; that is the comparison between work results and expected

standards. From the above opinions, it can be concluded that the teachers' performance is the result and work performance in quantity achieved by a teacher in carrying out their duties in accordance with the responsibilities given to the teacher.

Professional teachers are required to have certain abilities. The teachers are person who are concerned with their actions in the classroom, how to communicate and interact with the school community itself. Sabandi (2013: 8) said that the development of sustainable teacher professionalism is important to improve the quality of learning, in line with the development of science, technology, as well as socio-economic, and community culture.

Robbins (2008: 353) said that organizational development is a set of interventions for planned change, built on democratic *humanistic* values, which seek to improve organizational effectiveness and employee welfare. Furthermore, Yuwono (2005: 260) said that *Organizational Development* (OD) is a planned effort, covering the entire organization, managed from above, to improve organizational effectiveness and health through planned interventions in organizations using behavioral science.

Rivai (2004: 460) said *organizational development* is a systematic application of behavioral science at various levels such as groups, intergroup and organizations in totally to make changes. Moreover, Minner in Muhyadi (2012: 175) states that organizational development is a process of data collection, diagnosis, action planning, intervention and change, and evaluation of the results which is applied to the whole organization and its components.

Rusdinal (2017: 673) said that basically, organizational development is a planned effort at the organizational level to increase effectiveness and enable the organization to achieve its strategic objectives. Rivai (2004: 462) explains that organizational development is complex and can take a year or more to design and implement it. Sometimes the process is not

clearly visible. Organizational development tries to change from the current conditions to what should be desired.

Effendy (2002: 58) states that leadership style is a way for a leader to carry out his activities in an effort to guide, direct, and control the thoughts, feelings and behavior of a person or a number of people to achieve a certain goal. Meanwhile, according to Winardi (2002: 78) leadership style is an approach that can be done to understand the success of a leadership.

Fiedler in Wahjosumidjo (2005: 32) states that the *leadership approach* is a flexible leadership style so that leaders can adjust their leadership styles immediately according to different situations. The situations are time, job demands, and the ability of subordinates, leaders, coworkers, ability and expectations of subordinates, organizational goals and expectations of subordinates.

White and Lippitt in Winardi (2002: 79) suggest three leadership styles, namely authoritarian, democratic and laisez-faire. These three leadership styles are based on the relationship between the party leader and the situation. Democratic leadership is characterized by the existence of a structure whose development uses a cooperative decision making approach. Under democratic leadership, subordinates tend to have high moral, can work together, prioritize the quality of work and can direct themselves (Rivai 15:2003).

Research Method

This research uses quantitative non-experimental methods, descriptive and correlational that will uncover and find out the contribution between two variables by measuring the coefficient and significance. The purpose of correlational research is to investigate the relationship and contribution between hypothesized variables (Gay, (2000:30).

This research places research variables into two groups of independent variables and one dependent variable. As the independent variable is the organizational

development and democratic leadership style of the principal, while the dependent variable is the teachers' performance. In this research, the facts will be examined to see the extent of the relationship and contribution of organizational development and the democratic leadership style of school principals variables to the performance of public elementary school's (SD Negri) teachers in Nanggalo District, Padang City.

According to Sugiyono (2013: 55) population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then draw conclusions. The population in this research are all **272** public elementary schools' teachers in Nanggalo District, Padang City based on data from the Education Board (Dinas Pendidikan) of Padang City.

The sample is determined by the *simple random sampling* technique. According to Sugiyono (2005: 93), *simple random sampling* is taking sample members from the population randomly regardless the degree that exist in that population. In *random sampling*, all individuals in the population, either individually or together, are given the same opportunity to be selected as sample members.

Research Result

1. Teacher's Performance (Y)

Teachers' performance variable (Y) questionnaire consists of 37 items. The minimum score is 37 and the maximum score is 259. Based on respondents' answers, the lowest score is 187 and the highest score is 229. The results of data processing obtained an average score (*mean*) of 206.80. Mode is 199 and median is 207.00 and standard deviation is 9.422. The average score (mean), mode, and median value are not much different and do not exceed one standard deviation, this means that the teacher's performance distribution tends to be

normal. The score of professional teacher competency is: 22 respondents (25.58%) get average scores, 15 respondents (17.44%) get below average score, and 71 respondents (82.56 %) get above average scores. The difference in average score (mean), median and mode does not exceed one standard deviation, so the distribution of teachers' performance data tends to be normal.

The level of achievement of respondents' scores on teachers' performance variables obtained 89.90% are in the good category. From this data, it can be said that the performance of teachers in public elementary school (SD Negeri) Nanggalo district, Padang City, in general is in the good category.

2. Organizational Development (X_1)

The organizational development variable (X1) questionnaire consisted of 37 items. The minimum score is 36 and the maximum score is 252. Based on respondents' answers, the lowest score is 185 and the highest score is 238. The results of data processing obtained an average score (mean) of 213.97. Mode is 211, median is 213.00, and standard deviation is 10,345. The average score (mean), mode, median value is not much different and does not exceed one standard deviation; this means that the distribution of organizational development tends to be normal.

Organizational development score is: 21 respondents (24.42%) get an average score, 20 respondents (23.27%) get below average score, and 66 respondents (76.73%) get above average score. Difference in average score (mean), median and mode does not exceed one standard deviation, and then the distribution of organizational development data tends to be normal.

3. Democratic Leadership Style (X_2)

Democratic leadership style variable (X2) questionnaire consists of 40 items. The minimum score is 40 and the maximum score is 280. Based on

respondents' answers, the lowest score is 199 and the highest score is 250. The results of data processing obtained an average score (mean) of 226.35. Mode is 226, median is 227, and standard deviation is 10,398. The average score (mean), mode, median value is not much different and does not exceed one standard deviation; this means that the distribution of democratic leadership styles tends to be normal.

The score of democratic leadership style is: 21 respondents (24.42%) get average scores, 21 respondents (24.42%) get below average scores, and 65 respondents (75.58 %) get above average scores. Difference in average score (mean), median and mode does not exceed one standard deviation, and then the distribution of democratic leadership style data tends to be normal.

Discussing

There are three hypotheses tested in this research, namely, (1) there is a contribution of organizational development on teachers' performance, (2) there is a contribution of the principal's democratic leadership style on teachers' performance, (3) there is a contribution of organizational development and the principal's democratic leadership style simultaneously on teachers' performance.

The first hypothesis tested in this study is that organizational development contributes to teachers' performance. A simple correlation analysis is used to determine the contribution of organizational development on teachers' performance. The calculation result of the correlation coefficient of organizational development with teachers' performance is 0.233, The regression equation explains that $\hat{Y}$ 161.48 + 0.212 X1. Every improvement in organizational development of 1 scale will contribute to improving teacher's performance by 0.212 scales, while the score of implementing teacher's assignments already exists at 161.48 scales without organizational development. For example, if a teacher has an organizational

development score of 100 scales, the teacher's performance can be predicted at 161,468 + 0.212 x 100 = 182.68.

The second hypothesis tested in this research is the principal's democratic leadership style contributes to teachers' performance. To find out the principal's democratic leadership style contribute on teachers' performance, a simple correlation analysis is used. The calculation result of the correlation coefficient of the principal's democratic leadership style with teachers' performance is 0.130. The regression equation 180 = 180.05 + 0.118 X2 explains that each improvement of 1 scale of the democratic leadership style will contribute to teacher's performance by 0.118 scales, while teachers' performance scores already exist at 180.05 scales without organizational development. For example, if a school principal has a score of democratic leadership style of 100 scales, the task implementation can be predicted at 180.05 + 0.118 x 100 = 191.85.

The third hypothesis tested in this research is the organizational development and school principals' democratic leadership style simultaneously contributing to teachers' performance. To test this hypothesis, a double correlation of organizational development and democratic leadership style is done together with teachers' performance of 0.245, The regression equation model $\hat{Y}$ = 161.468 + 180.055 + 148.997 explains that the X1 coefficient is 161.468, and the X2 coefficient is 180.055. It means that any improvement in organizational development (X1) of 1 scale will contribute to teachers' performance (Y) of 161,468 scale, and the democratic leadership style achieves 180,055 of 1 scale will contribute to teachers' performance (Y) of a constant of 148,997 scale without influence from both of these predictors.

Based on the test results above, it can be concluded that the third hypothesis which called "organizational development and the school principals' democratic leadership style simultaneously contribute to

teachers' performance" can be accepted at the 95% confidence level. Furthermore, it can be stated that there is a significant relationship between organizational development and the school principals' democratic leadership style that simultaneously contribute to the performance of teachers in public elementary school (SD Negeri) of Nanggalo District, Padang City by 6%.

Conclusion

Organizational development contributed to the performance of teachers in Public Elementary Schools (SD Negri) of Nanggalo District, Padang City by 5.4%. This means that organizational development contributes significantly to the performance of teachers in schools, the higher the organizational development, the better the performance of teachers in the school. If seen descriptively, the organizational development in this research is included in good category. For this reason, organizational development needs to be further improved so that teachers' performance becomes better.

The principal's democratic leadership style contributes to performance by 1.7%. This means that the principal's democratic leadership style contributes greatly to the performance of teachers in the school, the higher the democratic leadership style of the principal in carrying out their duties in the school, the better the teachers' performance. If seen descriptively, the principal's democratic leadership style in this research is included in a good category. For this reason, the school climate needs to be further improved, so that teachers' performance becomes better.

Organizational development and the principal's democratic leadership style both contribute significantly in improving teachers' performance by 6%. This means that the better the organizational development and democratic leadership style of school principals in carrying out their duties in schools, the better the performance of the teachers.

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