Organizational Development in Education and Continuing Professional Development for Teachers

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Abstract:

The purpose of this article is to explain the importance of organizational adaptation in educational settings and the significance of continuing professional development (CPD) in enhancing teacher professionalism. This research utilizes a literature review method to gather, analyze, and evaluate relevant literature on the research topic. The findings highlight that organizational development also needs to manage growth by

identifying strengths, weaknesses, opportunities, and challenges. Analysis of work processes is crucial in creating an adaptive educational organization. However, organizational development requires time, and financial resources, and carries the risk of failure. The process involves assessing needs, implementing intervention strategies, preparing organizational members, implementing changes, and integrating them into the organizational culture. Strategies such as training, feedback, team formation, and continuous professional development can be employed to achieve sustainable and effective change.

Development, Continuous Professional Development For Teachers.

INTRODUCTION

Education organizations in the era of the industrial revolution, such as the present time, are seen as systems that continuously interact with their environment (Lundeto et al., 2021). The curriculum organization is one of the important aspects of education organizations that require adaptive behavior to change (Ghitulescu, 2013). Technological advancements, scientific developments, and societal orientations influence the concepts and designs of the curriculum (Stuckey et al., 2013). A good curriculum should follow these advancements and consider students' talents, interests, needs, and the environment. Paradigm shifts in learning organizations in the 21st century have transformed education worldwide. Educational institutions need to be sensitive to changes and make adjustments in management and leadership by applying the principles of learning organizations.

Effective learning within an organization should occur at the individual, team/group, and organizational levels, allowing the organization to face environmental changes and integrate with other organizations (Maguni, 2015). Leadership with a forward vision and awareness of environmental changes is crucial in dynamic organizations (Schoemaker et al., 2018). Education must also respond to the challenges of global competition by broadening students' global perspectives, quickly adapting education policies, and reconstructing curricula, organizations, and educational leadership. All of these aim to create quality human resources capable of competing and facing future changes.

In facing the current era of the industrial revolution, education plays a crucial role in developing quality Human Resources (HR) (Muktiarni et al., 2019). The success of national goals and the progress of Indonesia as a country is greatly determined by the availability of quality HR in the field of education. Many factors can influence school quality, such as facilities, funding sources, human resources, parental/community support, student input factors, and school management. In this context, school principals play a significant role in creating a conducive climate within the school environment (Hartinah et al., 2020). Paradigm shifts in learning organizations in the 21st century have been extensively researched. The development of science and technology has led to the expansion and strengthening of

globalization in various aspects of human life, including education. Therefore, educational institutions need to be sensitive to the changes occurring in their surroundings, both locally and globally, and make adjustments in management and leadership by applying the principles of learning organizations.

One important aspect of learning organizations is the process of effective learning (Odor, 2018). Effective learning processes should occur at the individual, team/group, and organizational levels. This aims to enhance organizational competitiveness, face environmental changes, and integrate with other organizations. A learning organization is one of the main characteristics of organizations in the 21st century (Hussein et al., 2014). Such organizations can respond to challenges and ensure their survival. The importance of change and development within an organization is also related to leadership. Organizational leaders must have a forward vision, adaptability to a constantly changing environment, and a high sense of change. An organization's ability to adapt to environmental dynamics and grow is heavily influenced by change agents within the organization.

Continuous Professional Development (CPD) is a gradual and continuous process of developing teachers' competencies to enhance their professionalism (Indrawati & Octoria, 2016). CPD includes planning, implementation, evaluation, and reflection, designed to improve teachers' characteristics, knowledge, understanding, and skills (Luneta, 2012). CPD should be tailored to the needs of the respective teachers, especially to achieve or enhance their competencies beyond the standard teacher professional competencies. CPD also has implications for earning credits for promotion or functional positions for teachers. CPD consists of three main components: self-development, scholarly publication, and innovative work. Teacher professionalism entails expertise in intellectual decisions and attitudes, as well as upholding professional ethics within a dynamic organization (Kusumaningrum et al., 2019). Teachers are responsible for various tasks in developing their profession, including teaching, mentoring, classroom administration, curriculum development, professional development, and community engagement. However, not all teachers respond quickly to government regulations and policies. Some teachers tend to wait for facilities provided by the government, and thus, encouragement is needed for teachers to actively develop themselves and enhance their professionalism.

In the context of education, globalization requires broader understanding and global thinking from students so that they can maintain their existence and face various global issues. Therefore, education needs to undergo modernization by determining policies that align with the demands of change. Education policies must continually adapt to be anticipatory of the development of societal aspirations. Reconstructing education through curriculum reconstruction, educational organization, and educational leadership is also an important step in modernizing educational practices. Thus, the curriculum organization in education plays a central role in achieving quality education goals that are relevant to the demands of the time. A good curriculum should consider changes in society, technology, and science, as well as students' needs and interests. With adaptive approaches, responsive policies, and visionary and innovative leadership, education can continue to transform to produce quality human resources capable of facing future challenges.

METHODS

This research adopts the method of literature review, which involves the collection, analysis, and evaluation of relevant literature related to the research topic. In this literature review, various sources are used, including books, journal papers published at both national and global levels, and other relevant sources (Hopfenbeck et al., 2018). These sources are carefully selected to ensure that the obtained information can support comprehensive analysis. During the literature collection phase, researchers search for and select publications that are relevant to the research topic (Vom Brocke et al., 2015). Selection criteria may include publication year, relevance to the research problem, source reliability, and freshness of information. After the literature is gathered, researchers proceed with systematic analysis to identify main themes, differences in opinions, and significant findings emerging from the reviewed literature.

The process of the literature evaluation is conducted comprehensively and critically. Researchers evaluate the validity and quality of the methodologies used in the research presented in the literature (Mohamed et al., 2021). Additionally, the relevance and credibility of the authors, clarity of presented arguments, and consistency of findings are also evaluated. By adopting this comprehensive approach, researchers aim to obtain a deep understanding of the research topic and build a strong foundation for concluding the research. The conclusions and findings derived from this research are based on the analysis and synthesis of relevant literature. By integrating findings from various sources, researchers can provide a comprehensive view of the research topic. In this process, literature obtained from books, journal papers published at both national and global levels, and other sources play a crucial role in supporting this research and providing a solid basis for the obtained conclusions.

RESULTS

3.1 Definition of Educational Organizational Development

Organizational development is a development area of human resource management that focuses on supporting firms in attaining sustainable performance gains through their human resources (Mishra, 2017). Due to the many stages of the process and evaluation during implementation, organizational development is critical and science-based, and it helps organizations build their capacity for change and achieve greater effectiveness by developing, improving, and strengthening strategies, structures, and work processes. Organizational development is defined as a planned leadership effort in increasing organizational effectiveness by using intervention methods (by third parties) based on the approach human behavior because it involves changes in attitudes, perceptions, behavior, and expectations of all members of the organization (Burke, 2022). In other words, organizational development is implemented in organizations with the assistance of experienced consultants, systems must be supported by leaders, and the scope of its application is limited.

Basic understanding of organizational development Planned change. Change, in the form of

organizational renewal and organizational development, continues to occur and has a very dominant influence in today's society. Organizations and their citizens, who make up society in organizational development, inevitably have to adapt to this flow of change (Burke, 2017). The changes that occur can basically be grouped into four categories, namely technological developments, organizational developments, the explosion of knowledge and services which results in shortening the life cycle of organizational development, as well as social changes that affect the behavior, lifestyle, values and expectations of each individual. person. To be able to survive, organizations must be able to direct their citizens so that they can adapt properly and even be able to take advantage of the positive impacts of these various reforms by self-development and organizational development. The process of directing organizational members to develop themselves in the face of change is widely known as the process of organization development (Heidenreich & Talke, 2020). Because it involves changes in attitudes, perceptions, behaviors and expectations of all members of the organization, organizational development is defined as a planned leadership effort in increasing organizational effectiveness, by using an intervention method (by a third party) based on a human behavior approach. In other words, the implementation of organizational development within the organization is carried out with the help of expert consultants, the system must be supported by the leadership and the application process. The definition of organizational development according to some experts. From several definitions of organizational development, it can be concluded that the development of educational organizations is defined as a process of planning changes to the existing individuals within the organization as a whole in order to reorganize, evaluate previously implemented work programs to create educational policies that can address new problems at that time, aiming to create effective and efficient education policies. The development of educational organizations is a management action to improve and empower systems, mechanisms, services, policies, and organizational programs, as well as to assist individuals within educational organizations in harnessing their potential and achieving their goals and objectives, and preparing individuals to solve future problems.

3.2 General Purpose of Educational Organizational Development

Educational organizational development is an effort to enhance the quality and effectiveness of educational institutions (Shaturaev, 2021). The general objective of educational organizational development is to serve as a tool for identifying necessary changes within an organization (Anderson, 2017). In the context of education, effective and relevant changes are crucial in responding to the evolving demands and needs in the field. One important goal of educational organizational development is to seek and identify the changes that are needed. Educational institutions must be able to keep up with developments in curriculum, technology, teaching methods, and educational trends in general. By analyzing trends and challenges in education, educational organizations can identify the need for change and prepare themselves to address it.

The importance of identifying necessary changes in educational organizations is to ensure their relevance and adaptability to the needs and expectations of students, the community, and the overall development of the education sector. Without the ability to identify necessary changes, educational organizations risk falling behind and losing competitiveness in providing quality education services

(Malik, 2018). In identifying the necessary changes, educational organizational development requires a thorough analysis of the aspects that need improvement or modification (Burke, 2022). These changes may include enhancing teaching methods, improving the curriculum, adjusting organizational structures, enhancing the quality of human resources, or utilizing more effective educational technology. By specifically identifying the required changes, educational organizations can formulate appropriate strategies and action plans to achieve their development goals.

The identification of necessary changes can also involve the involvement of various stakeholders, such as teachers, administrative staff, students, parents, and the local community (Mitchell, 2017). This participatory approach can provide diverse perspectives and valuable insights in identifying the necessary changes and ensure broader acceptance and support for the planned changes. The significance of educational organizational development in addressing changes lies in how it can enhance learning and teaching through relevant and innovative changes. Furthermore, it provides an understanding of how educational organizational development can contribute to broader educational goals through necessary changes.

3.3 Promoting & Managing Growth

Organizational development is an effort to ensure the growth and progress of an organization by expanding capabilities, improving efficiency, and creating an environment conducive to innovation and development. Organizational development analysis is an important tool in achieving these goals through the collection, evaluation, and interpretation of data about the organization (Shahzad et al., 2017). Its main objective is to identify the strengths, weaknesses, opportunities, and challenges faced by the organization (Longhurst et al., 2020). With a comprehensive understanding of the organization's conditions and potential, appropriate steps can be taken to promote and manage growth. Identifying organizational strengths such as high-quality human resources, advanced technology, strong branding, and good business relationships can be utilized to expand markets, increase productivity, and achieve competitive advantage. However, organizational development analysis should also consider weaknesses such as inadequate infrastructure, limited resources, inefficient processes, or a lack of key expertise. By identifying these weaknesses, organizations can take corrective steps to improve their performance.

Organizational development analysis involves identifying opportunities and challenges in the external environment (Ginter et al., 2018). Opportunities can include increased market demand, the development of new technology, or favorable regulatory changes (Lee & Shin, 2018). Meanwhile, challenges can come in the form of intense competition, changes in consumer trends, or economic uncertainty. With this understanding, organizations can take appropriate adaptive measures. Organizational development analysis also helps in identifying necessary strategies and action plans. Based on the findings of the analysis, organizations can design appropriate development initiatives such as employee training, investment in new technology, or innovative marketing strategies. This analysis also enables continuous monitoring, evaluation, and necessary improvements. In today's fast-paced and ever-changing era, organizational development analysis is essential to understand organizational

conditions, identify growth potential, and formulate relevant strategies. By integrating this analysis into decision-making processes, organizations can manage their growth more efficiently and effectively.

3.4 Work Process Analysis

The purpose of organizational development is to create an adaptive educational organization capable of transforming and reinventing itself according to needs, remaining effective over time. Through continuous improvement and well-planned strategies, educational organizations can develop themselves as a whole (Paluch et al., 2020). The goal is to enhance all systems within the organization to achieve better outcomes. Furthermore, organizational development can also generate changes that enhance motivation among employees, ultimately improving their performance and dedication. This motivation also plays a role in increasing quantity, quality, and timeliness in work productivity (Haryono et al., 2020). Additionally, organizational development stimulates innovation, which impacts the development of better products and services. However, there are some limitations to educational organizational development. One of them is that planning and implementing organizational development requires a considerable amount of time to ensure its success (Burke, 2022). Furthermore, organizational development efforts often entail substantial financial costs, including budget allocations for making changes and improving infrastructure. Moreover, the success of organizational development plans cannot always be predicted, thus posing a risk of failure in the process. The main steps in educational organizational development can be carried out by gathering information about the issues and necessary changes from members of the educational organization. This information is then organized and shared with all parties involved in the change efforts. Subsequently, planning and implementing specific activities are done to address the identified problems.

In the process of educational organizational development, several steps need to be taken (Duchek, 2020). First, an assessment of the organizational transformation needs and development initiatives is necessary by collecting and analyzing information related to the goals of change. Then, intervention strategies are implemented by involving stakeholders who support the goals of organizational transformation and obtaining their full support. The preparation stage is carried out to prepare organizational members to face the changes and motivate them to be ready for the transformation process. After that, the necessary changes are implemented to enhance the organization. Finally, re-crystallization is performed to integrate the changes into the organization so that they become part of the organizational culture. Various strategies can be implemented in organizational development. Sensitivity training, organizational development grids, feedback forms, process consultation, team building, Transactional Analysis (TA), intergroup activity focus, and third-party resolution are some strategies that can be used to address organizational issues and facilitate positive change (Laugeri, 2020).

Continuous professional development is a concept aimed at gradually and sustainably developing teachers' competencies to enhance their professionalism (Baskoro et al., 2021). This concept involves various activities such as self-improvement, scientific publications, and the creation of new works (Petrenko et al., 2020). To engage in continuous professional development activities, various methods can be employed, such as attending courses, training sessions, skill enhancements, and other forms of

training. Additionally, teachers can participate in collective activities such as attending workshops, seminars, or discussions related to professional teacher development. Teachers can also engage in scientific publications by presenting papers at scientific forums or publishing research findings in books or academic journals. Furthermore, the development of educational materials is crucial, such as creating modules, instructional guides, and textbooks that support the teaching and learning process. This model demonstrates that organizational development is a central element that interacts with other key components, including people, structure, technology, and tasks. By implementing various appropriate strategies and steps, the goals of implementing sustainable and effective organizational change and development can be achieved.

CONCLUSION

Organizational development is a field of human resource management that aims to enhance company performance through the development of strategies, structures, and work processes. In education, its focus is on improving the quality and effectiveness of educational institutions through changes such as curriculum updates and technology integration. Organizations also need to manage growth by identifying strengths, weaknesses, opportunities, and challenges. Analyzing work processes is crucial in creating an adaptive educational organization. However, organizational development requires time, financial resources, and carries the risk of failure. The process involves assessing needs, implementing intervention strategies, preparing organizational members, implementing changes, and integrating changes into the organizational culture. Strategies such as training, feedback, team formation, and continuous professional development can be employed. Organizational development plays a crucial role in achieving sustainable and effective organizational change and development..

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