



An Examination of Organizational Development at FTIK UIN KH Abdurrahman Wahid Pekalongan From the Viewpoint Of Stakeholders And The Academic Community

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Abstract: This study is descriptive qualitative research. From the academic community's and stakeholders' viewpoint, this study identifies the critical areas for developing the Faculty of Tarbiyah and Teacher Training Sciences of K.H. Abdurrahman Wahid State Islamic University Pekalongan. To determine the answers to the issues with organizational development facing the Faculty of Tarbiyah and Teacher Training Sciences at K.H. Abdurrahman Wahid State Islamic University Pekalongan, as seen from the viewpoint of the academic community and stakeholders. In this study, documentation, interviews, and observation are the methods used for gathering data. The academic community and stakeholders of K.H. Abdurrahman Wahid State Islamic University Pekalongan's Faculty of Tarbiyah and Keguruan Sciences are the subjects of this study. The study's findings show that organizational growth inextricably linked to the three pillars of higher education is among the top priorities for FTIK UIN KH Abdurrahman Wahid Pekalongan from the viewpoints of stakeholders and the academic community. In education and learning, research, publications, services, and supporting fields, organizational development refers to the development of research, publications, services, education and learning, and related sectors.

Keywords: organizational development, academic community, stakeholders

INTRODUCTION

To achieve organizational development goals, it is essential to implement specific strategies. Policymakers must adhere to organizational development principles to create a high-quality organization. This ensures that individuals within the organization can effectively carry out their duties and responsibilities while also experiencing increased motivation through rewards. Additionally, clear and well-planned work goals for each individual are crucial. As stated by Syukron et al. (2022: 97), organizational activities should be guided by principles such as division of labor, authority and responsibility, discipline, unity of command, unity of steps, subordination of interest to the common

good, gift-giving, centralization, hierarchical level, order, equality, stability of employee positions, initiative, and unity of the corps soul. These principles contribute to the overall quality of the organizational process.

This research aims to analyze the organizational development of the Faculty of Tarbiyah and Keguruan Science, one of the largest faculties at the State Islamic University, K.H. Abdurrahman Wahid Pekalongan, from the perspective of the academic community and stakeholders. The main objectives of this study are to identify the critical areas of development according to the academic community and stakeholders, to identify the organizational development issues as perceived by the academic community and stakeholders, and to propose solutions to these issues from the perspective of the academic community and stakeholders.

LITERATURE REVIEW

According to Sahadi et al. (2022), organizational development is a deliberate and systematic endeavor that can be implemented at the organizational level to enhance organizations' quality, quantity, and overall capacity. It encompasses the objectives, procedures, stages, and organizational development methodologies. Some organizational development objectives include fostering support among members, promoting shared awareness of issues, assigning responsibilities, and enhancing motivation and job satisfaction. Essential procedures involve identifying and defining problems, gathering data, conducting diagnosis, planning, evaluating, and providing feedback. The stages encompass problem identification, diagnosis, data analysis, feedback, development of interventions leading the change process, and evaluating and institutionalizing the changes. Common practices in organizational development include using project management systems, customer service training, public relations, and change and talent management.

Irwan Raharja's journal title is "Strategic Organization Development in Efforts to Improve Employee Performance of BAPPEDA Level 1 Central Java". The research conducted in this journal concludes that the performance of the BAPPEDA Level 1 employees in Central Java is reflected in their analysis of the existence of the BAPPEDA organization in Central Java province. This analysis pertains to the empowerment and development of the organization through a strategic management approach, using the SWOT analysis tool. To elaborate, this study is primarily concerned with the strategic development within the organization, specifically BAPPEDA Level 1 in Central Java, to

enhance the performance of its employees. The researchers have used a strategic management approach to assess the organization's existence and effectiveness in empowering and cultivating growth within the organization. An essential tool used in this analysis is SWOT - an acronym for Strengths, Weaknesses, Opportunities, and Threats. This tool allows for a comprehensive evaluation of the internal and external factors that influence the organization and can help formulate strategic development plans. The results of this research could be instrumental in providing insights and recommendations for improving the performance of employees within the organization.

The research journal by Wahyu Purhantara, entitled "Organizational Development Based Change Management," discusses change management for organizational development. This research does not use subjects as informants in the study; instead, it uses books as the primary references. To elaborate, Wahyu Purhantara's journal addresses change management within organizational development. Change management refers to the process, tools, and techniques used to manage the people side of change and achieve the required business outcomes. It's about balancing the technical side of change (which includes systems, tasks, and business processes) with the human side (which includes culture, behaviors, and attitudes). In this research, the traditional method of using subjects or individuals as informants or primary data sources was not employed. Instead, the study is more theoretical, relying heavily on literature reviews or secondary data sources such as books for information. This approach can provide a broad understanding of the topic, allowing for an in-depth exploration of the existing theories and models of change management and their application in organizational development.

Conceptual Framework

Organization is a system that regulates the activities of a group of people who are interrelated and related to each other, and they are patterned and directed toward specific goals (Wexley & Yukl, 1977). According to Robbins (1994), the definition of organization is a social group consisting of two or more people with relatively identified boundaries and consciously coordinating with each other to achieve common goals. According to Davis (1994), an organization is a group that strives to achieve common goals under leadership. According to Tyagi, organizational development is not just making changes but is an effort made by the organization in a planned, systematic, organized, and collaborative manner so that the quality of life of members in the form of health and vitality in the organization can be improved (Tyagi, 2000).

From the opinions expressed above, it can be seen that there are two types of organizational change: unplanned change and planned change. So, it can be concluded that organizational development is a planned, systematic, sustainable, and binding strategy for the entire organization to realize organizational effectiveness and productivity so that the organization can achieve its goals under leadership.

Organizational Development aims primarily at enhancing organizational effectiveness and augmenting the satisfaction of its members. As detailed by Robbins (1994), the objectives of organizational development are multifaceted. They encompass fostering a greater sense of trust and support among organizational members and promoting a higher frequency of confrontations over organizational issues, both within and between groups. In addition, it is crucial to create an environment where established role authority is supplemented by authority based on knowledge and skills. The goals also include improving the openness of communication in all directions—horizontally, vertically, and diagonally. There is a targeted effort to boost the level of enthusiasm and personal satisfaction within the organization. Furthermore, planned change has two purposes. It aims to bolster the organization's adaptability to environmental changes and simultaneously instigate changes in employee behavior. Most experts agree that the external environment holds substantial sway over an organization's future. Kurt Motamendi investigates the relationship between these two environments in terms of adaptability and capability.

Internal factors are factors that originate from within the organization. Within the organization, these factors can be divided into three organizational, functional, and individual factors (Davis & Newstorm, 1994). Internal factors include organizational factors, functional factors, and individual factors. On the other hand, external factors are factors that come from outside the organization. A good organization will be responsive to changes outside the organization, providing appropriate responses to changes so that the organization can adapt to these changes and survive amid changes that occur. Some external factors that influence organizational development are technological, political, educational, economic, social, and cultural factors.

METHOD

This research was conducted at the Faculty of Tarbiyah and Keguruan Sciences, State Islamic University K.H. Abdurrahman Wahid Pekalongan. It was carried out for approximately two months, from September to October 2022, and used descriptive

qualitative research. The research focused on the organizational development of the Faculty of Tarbiyah and Keguruan Science, one of the largest faculties at K.H. Abdurrahman Wahid State Islamic University Pekalongan, from the perspective of the Academic Community and Stakeholders.

In this study, the techniques used were observation, interviews with interview techniques conducted free guided interviews, and interviews with the academic community and stakeholders. The sampling technique is purposive sampling. The object of this research is the academic community and stakeholders. Data Validity In the data validity checking technique, the author uses three methods: triangulation, observation persistence, and discussion with friends. Data collected from observations, interviews, and documentation are recorded in field notes, consisting of description and reflection.

RESULTS AND DISCUSSION

Problems Analysis of Organizational Development FTIK UIN K.H. Abdurrahman Wahid Pekalongan

Based on the research results described in the previous chapter, there are five main problems in the organizational development of FTIK UIN K.H. Abdurrahman Wahid Pekalongan. First, there needs to be more faculty support for the career development of lecturers and education staff. Second, the quality and quantity of human resources for education personnel still need to be improved. This causes uneven workloads. Third, the quality and quantity of facilities and infrastructure are different from the needs. Classrooms need to be balanced with capacity. Many electronic equipment needs to be updated and upgraded. Fourth, data digitization is required. Many people still input academic data manually, allowing for high human error. Some documents are still complex files, so it takes work to search for use. The results of interviews with students cover five aspects, namely the quality of learning in FTIK, mastery of classes and materials by lecturers, service of educational staff, service improvement by lecturers and educational staff of FTIK.

Regarding learning quality in FTIK, students stated that learning in each FTIK study program was mostly very good. However, some courses still need to be improved. One aspect that students often mention in their interviews is the ability of lecturers to deliver material.

The learning model is also one of the aspects highlighted by students during the interview. Some students hoped the learning model could be more varied, not just

presentation and question-and-answer methods. Students also revealed that they wanted other variations besides presentation and question and answer in learning because the presentation and question and answer learning methods made students less attentive and sleepy throughout the presentation. This results in a less in-depth understanding of the material presented by the lecturer.

Several student interviews stated that during their studies at FTIK UIN K.H. Abdurrahman Wahid Pekalongan, the quality of learning at FTIK has improved yearly, especially during the transition from the pandemic to the post-pandemic period. During the pandemic, lecturers and students must adapt to the online learning situation. We will start by adapting to the required learning media, the meeting platform, and the proper learning methods during distance learning. However, during the post-pandemic period, FTIK implemented several improvements in various aspects, especially the improvement of facilities and infrastructure related to the transition from the pandemic to the post-pandemic period. From interviews with students regarding the quality of learning, it can be said that students want to increase the mastery of lecturers' understanding of the courses they teach. This is so lecturers can provide material students can understand without long-winded explanations and confusing students.

In this aspect, most students stated that the lecturers had good mastery of the class and material. However, according to them, some lecturers need to distribute the RPS at the beginning and during the class. As expressed by student C: "Very good, but there are some lecturers who, when explaining the material, are difficult to understand because there are no references such as lesson plans." In this explanation, lecturers who do not share the RPS at the beginning of the semester make it difficult for students to understand the material presented because students need careful preparation before the lecture begins. Suppose the lecturer shares the RPS at the beginning of the semester. In that case, students' incomprehension of the material presented by the lecturer can be minimized because students have a reference to study independently both before and after lectures.

On the other hand, some students state that other factors influence lecturers' mastery of classes and material. Student A responded: "Actually, all lecturers master the material, but maybe it's just the delivery that is lacking, and for class mastery, there are still some lecturers who are lacking, maybe because of the number of students or the condition of the room, which is too narrow or wide." The explanation confirmed that students also noticed that some classes were less comfortable for learning because of the large number

of students and the narrow room. The disproportionate number of students and the size of the lecture hall are also some of the criticisms often received by UPPS in pre and post-semester academic forums.

Most students were satisfied with the mastery of the class and the material presented by the lecturer. Some students stated that the mastery of the class and material from the lecturer was quite pleasant because it was based on the lesson plan or flow delivered at the beginning of the meeting. In addition, it was added that the material obtained by students was also quite satisfying. This shows that the control, monitoring, and evaluation system owned by the Faculty of Tarbiyah and Teaching Science for academic activities has been running and functioning as it should. However, some things need to be improved, especially in punishing lecturers who do not perform service functions optimally so that the suggestions and criticisms obtained from interviews with students remain consistent.

The service aspect of education staff is criticized similarly by students. Most students interviewed stated that staff from specific study programs had extended breaks. Time discipline is a problem widely expressed by several students in the interview session. They expressed their disappointment with the services available by the study program staff, who are only sometimes on standby when students need services. This resulted in urgent matters or needs needed by students needing to be handled more quickly. This is more than just direct service. Students also complain that sometimes study program staff are still slow to respond in online services via WhatsApp. This is supported by what student D said in his interview, "Not really because sometimes when it is needed, the education staff is absent and when in a chat there is no response, making confusion for students." The lack of responsiveness of study program staff in serving students can lead to a trim level of student satisfaction with the faculty's services, specifically the study program.

Another thing related to education staff services that students often complain about is the need for more staff to serve students. The study program staff are amiable when serving students, but the staff is only sometimes in place when students need their services, so students have to wait, and new student services and interests will be resolved in quite a long time.

However, many students interviewed thought the education staff services were good. Judging from the friendliness, speed of service, and student response, the education staff are considered to have carried out the obligations of the study program administration

service well. Student E expressed this in the interview: "I am quite satisfied with the existing services by providing the needs needed by students, which are given well." Interviews with stakeholders are intended to explore aspects of cooperation implemented between the Faculty of Tarbiyah and Keguruan Sciences of UIN K.H. Abdurrahman Wahid Pekalongan and stakeholders. These aspects include the suitability of the vision and mission of FTIK to the needs in the field, the quality of cooperation, the quality of human resources produced by FTIK, the monitoring and evaluation process, and priorities in the development of FTIK.

Regarding the suitability of the vision and mission of FTIK to the needs in the field, all stakeholders stated that the vision and mission of FTIK were per the needs in the field. Stakeholders know the vision and mission of FTIK through the socialization of the vision and mission and meeting activities with stakeholders. In these activities, UPPS explained or socialized the vision and mission of FTIK and listened to suggestions and needs expressed by stakeholders to make adjustments to the vision and mission before it was formalized.

Meanwhile, regarding the quality of cooperation, stakeholders stated that the collaboration between FTIK and stakeholders and bestari partners is good. However, the quality and quantity of the products need to be improved. Stakeholders noted that there needs to be more concrete cooperation beyond the existing ones (such as PPL and Workshop/Teacher Training), such as strengthening student competence and experience that is not only carried out through PPL. According to one stakeholder, FTIK needs to cooperate related to institutional/madrasa management and community service by utilizing the results of lecturer/student research on madrasahs. In addition, it is necessary to expand cooperation by involving madrasah teachers/heads as educational practitioners in teaching in FTIK and conducting joint research with lecturers/students. In addition, all stakeholders revealed that the quality of human resources produced by FTIK is good. Some stakeholders added that specific competencies need to be improved. But overall, the quality of human resources of the Faculty of Tarbiyah and Teaching Science is good.

Stakeholders also revealed that monitoring and evaluating cooperation had gone well. However, one stakeholder said that monitoring and evaluation were still limited to Teaching Practices. This is because the scope of collaboration with several partners still needs to be expanded to implement PPL. Monitoring is carried out periodically during the

PPL implementation period. Meanwhile, evaluation is carried out by completing questionnaires and conducting FGDs.

Analysis of Solutions to the Problem of Organizationa Development of FTIK UIN

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Several solutions might be done by FTIK. First, provide full support to lecturers and education personnel to develop careers. This can be done by increasing the training quota, providing permission and support for lecturers and education staff who will continue their education or advance their positions, and conducting in-depth monitoring and evaluation. Second, the number of education staff should be increased, and training for education staff should be increased. Third, continuous maintenance of infrastructure facilities should be carried out, and the quantity of infrastructure facilities should be comparable to the needs. Fourth, digitizing data. This can be done by developing and using software that is easily accessible. Digitizing data will minimize the occurrence of errors and facilitate monitoring.

Several aspects concern the development of the Faculty of Tarbiyah and Teacher Training of UIN K.H. Abdurrahman Wahid, and the Study Program Management Unit needs to consider several things. Regarding the academic and teaching fields, lecturers need to increase the variety of learning models, create a pleasant atmosphere in the learning process, and deliver more easily digested material.

Enhancing the classroom environment is something another instructor must consider when giving lectures. Student B commented, "What should be improved is the lecturer's way of breaking the atmosphere because the lecturer is too focused on the material, so students are a little tense or tense, causing difficulty in entering the material." Student B asserts that a cozy classroom environment is necessary for pupils to learn the content being taught. It will be difficult for pupils to absorb course content if they are uneasy and plagued by pressure while learning. In this situation, some instructors need to include humor and interludes into the lesson so that pupils do not get too down and can accept the

However, educators must consider some factors, including being approachable, transparent about facts, and ready to assist pupils. Students have expectations regarding the integrity and thoroughness of the information provided by the study program education staff regarding study program administration. The friendliness and quickness of service are

additional areas where educational staff members need to improve. Student B commented: The staff should be even friendlier when serving students; the pace of service should also be increased; and, of course, the teaching staff should consider student comfort. This is explained by the students' belief that they receive less response when they contact educational personnel for particular reasons. This will surely impair students' academic performance.

Regarding the priority of FTIK development, stakeholders made a variety of recommendations. According to one interested party, FTIK must enhance graduates' teaching and institution management proficiency. Another stakeholder said that for students and alumni to exchange experiences in the community, FTIK must arrange events like focus group discussions. The recommendations are invaluable information that FTIK may use to enhance the organization further and expand its impact on Indonesian education, particularly in Pekalongan City.

CONCLUSION

According to stakeholders and the academic community, FTIK UIN KH Abdurrahman Wahid Pekalongan's organizational growth aims are inextricably linked to the three pillars of higher education. Organizational growth includes education and learning, research, publishing, services, and auxiliary fields.

The issues facing FTIK UIN KH Abdurrahman Wahid Pekalongan's organizational development are related to paperwork, infrastructure, communication, cooperative relations, academic and institutional administration, and human resource development.

Acknowledgement:

From the academic community's and stakeholders' perspective, FTIK UIN KH Abdurrahman Wahid Pekalongan's organizational development priorities include organizational development that is inseparable from the tri dharma of higher education. This includes organizational development in teaching and learning, research, publication, service, and supporting fields.

The organizational development of FTIK UIN KH Abdurrahman Wahid Pekalongan has its challenges. We face issues related to documents, academic and institutional administration, communication and cooperative relations, human resource development, and infrastructure. These are areas that require our immediate attention and collective effort to overcome.

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