



The Implementation of Organization Diagnosis in Vocational High School

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Abstract. This study aims to determine how effective the implementation of the Vocational High School Organization is, in terms of goals, structure, leadership, relationships, rewards, and mechanisms. This research method uses descriptive quantitative. Data collection techniques through questionnaires. The results of this study indicate that in general the Vocational High School Organization is considered quite effective. However, there is one thing that needs to be improved, namely the award. Therefore, the leadership at Vocational High Schools needs to increase appreciation for teaching and education.

Keywords: Organization · Diagnosis · Vocational High School

1 Introduction

An organization is a system formed with a specific purpose [1]. Therefore, an organization must have a vision and mission that supports the achievement of a goal. Organizations can also be a means to develop themselves, work together, and develop a group both for-profit and non-profit. Of course, an organization will not be separated from various problems that must be faced. The challenges that need to be faced by organizations include technological, economic, social, and environmental developments that continue to change with the development of the era, [2]. Therefore, an organization is required to be adaptive to various situations and conditions that occur due to the acceleration of existing developments. The problem that often occurs is that organizations cannot compete in the era of globalization so many cannot survive and experience setbacks.

Organizational diagnosis is the essential first stage in change intervention planning. Failure to design suitable change strategies may impair organizational performance, squander scarce resources, and, in extreme situations, lead to the demise of the company. Regardless of whether the change process is planned or emergent, organizational diagnosis is essential for comprehending organizational issues, identifying their root causes, and choosing the most suitable remedies. In the absence of a thorough diagnostic approach, consultants and organizational leaders are likely to address the incorrect issues and/or choose the inappropriate remedies. Organizational diagnosis also has a role in affecting organizations' willingness to change. Together, errors in diagnosis and employee reluctance to embrace the need for change are likely suspects in the literature-reported lack of success of change initiatives. Sadly, the concept and implementation of

organizational diagnosis are often misunderstood and abused. organizational diagnosis as three distinct data gathering techniques (namely, observations, interviews, and questionnaires), thereby equating diagnosis with data collection. Our knowledge of organizational diagnostics has not evolved throughout the decades. "much of the OD literature just avoids defining diagnosis or defines it in eccentric ways". He discusses the many conceptualizations of organizational diagnosis now in use, suggesting that there is little or no agreement on the meaning of diagnosis or the procedures involved. This can cause an imbalance in the organization because external demands are getting higher, but internal resources are not developing, so there is a need for organizational development as an evaluation and innovation that can support the organization to survive.

Despite the quantity of papers concentrating on learning organizations, the research literature lacks a clear or consistent conceptual description. On the basis of their own experiences and viewpoints, researchers prefer to describe the idea of learning organization differently. originally defined the learning organization as a place [3]. "where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people continually learn how to learn together". [4] defined the learning organization as "one that continually learns and evolves".

[5] characterized a learning organization as one "with an expanded ability to learn, adapt, and change" and "where learning processes are examined, monitored, created, managed, and aligned with improvement and innovation objectives". Numerous studies concur that the optimal structure for enabling continual change and development is a learning organization.

[3] fifth discipline model was derived from his fieldwork done via the MIT Sloan School of Management's Center for Organizational Learning. Senge argued that learning organizations need five fundamental disciplines: personal mastery, mental models, shared vision, team learning, and systems thinking.

Systems thinking is a core discipline that serves as an ensemble in the development of a learning organization. It incorporates the other four disciplines, yet relies on each to fulfill its full potential. Consequently, systems thinking is both distinct from and integrated into each of the other four disciplines.

The five disciplines model is the most common learning organization model that is now accessible and it transcends the limits of several other models. "The learning organization as a paradigm evolved from system thinking in the United States, and Senge's model exemplifies this systemic approach" [6]. The Fifth Discipline was quoted so often in seminars and business magazines in the early that its stature resembled that of a manifesto. Currently, many problems faced by organizations include environmental pressures, depletion of economic resources, and community demands for good quality with modern technology [7]. So to be able to maintain their existence, many organizations then try to develop themselves and even change their orientation to organizations that also pay attention to the sector and also focus on the economy and technology to meet the demands and participate in the competition with other organizations [8]. What organizations need to do is to know the state of the environment. Thus, the organization can analyze the needs that must be provided to adapt to the environment [9]. In this process, it is not only necessary to identify the environmental conditions but also

the internal state of the organization. The need for an organization to know the current strengths and weaknesses so that later an organizational development program can be arranged according to the needs and conditions of the organization. This is also known as conducting organizational diagnosis.

Diagnosis means the process of identifying the core cause of a problem that is carried out by collecting information, analyzing, and making conclusions or problem-solving designs [10]. So, organizational diagnosis is a process of finding the main problems that hinder the achievement of organizational goals and looking for alternative solutions to problems through organizational improvement or development strategies. Organizational diagnosis is a method used to identify all layers in an organization from the most visible to the least visible. A good organizational diagnosis can produce systematic information for the organization so that it can be used to determine the appropriate intervention design for the organization, organizational diagnosis is a step to examine and determine the gap between what is happening with what should be happening in an organization. Organizational diagnosis is also not only about identifying problems and finding solutions, but also improving orientation to the organization so that it can find an aspect of the organization that can be developed in the future.

Vocational high school (SMK) is an organization in the field of education that focuses on mastering practical skills so that students will be ready to enter the industrial world after graduation []. Therefore, vocational school organizations have an important task, namely the need to produce graduates who can compete professionally while working [18]. This causes parents/guardians to look for the best schools that can prepare their children to be ready to work. Therefore, to be able to attract the attention of prospective students, an SMK needs to have things that are superior to other SMKs.

Competition in organizations occurs in various sectors including the education sector. Vocational High School which is an organization engaged in education also participates in this competition [9]. To maintain their existence, vocational schools need to show a superior program that can attract students' interest to study at the vocational school. But in reality, there are not many SMKs that stand out with a certain advantage so prospective students are only interested in superior SMKs. A vocational school needs to determine the specialization or superiority of the school because it is different from high school in general, vocational school has a characteristic that is to prepare students to be ready to work in the industrial world so vocational schools with superior study programs will be more trusted by the community in producing the best graduates [19].

One thing that can be done by a vocational school to continue to exist and be able to compete is to highlight the specialization or superior program of the school. Organizational diagnosis can be an alternative in helping SMK to map and find out things that can be a school's advantage. The need for an organizational diagnosis in SMK also aims to assist SMK in identifying the weaknesses and obstacles of the school so that it can then be analyzed and used to formulate steps for better organizational development.

One of the organizational diagnosis models that are often used. This organizational diagnosis model is structured like air radar so that it can capture all the main problems in an organization [11]. The six-Box model is an organizational diagnosis model that is easy to use and can provide comprehensive results [12]. The Six-Box Model has six aspects, namely goals, structure, relationships, leadership, rewards, and auxiliary mechanisms,

each of which can be used to uncover problems that exist within the organization [13]. The aspect of goals in the organization is represented through the vision and mission of the organization, the aspect of the structure is the way a group is organized, the aspect of relationships shows how colleagues in an organization interact with each other, the aspect of leadership describes the tasks of leadership in the organization, the aspect of rewards refers to rewards intrinsically and extrinsically associated with work, as well as aspects of auxiliary mechanisms are procedures that exist within the organization to facilitate the running of organizational activities [14].

This study aims to a) determine the organizational diagnosis process that occurs in vocational high schools, and b) analyze the results of organizational diagnosis using the six-box model. Previous research has mostly focused on profit organizations such as companies, industries, and private higher education institutions. Vocational High School (SMK) is also an organization that needs to compete with other organizations, because of its specialty in preparing high school graduates who can work professionally. Therefore, this study focuses on organizational diagnosis carried out in Vocational High Schools using the six-box organizational diagnosis model.

2 Method

2.1 Design of Study

This research uses quantitative methods.

2.2 Population and Sample Setting

The population in this study were principals, vice principals, and teachers at the Vocational High School (SMK). Sampling was carried out using a purposive sampling technique.

2.3 Measurement

Measurements were made using the Organizational Diagnosis questionnaire which was developed using aspects of organizational diagnosis by Weisbord (1976) and consisted of six aspects, namely goals, structure, relationships, leadership, rewards, and auxiliary mechanisms.

2.4 Data Collection

The data collection is done by collecting primary data with questionnaires.

2.5 Data Analysis

The data analysis technique was carried out by using a six-box model approach consisting of 6 aspects, namely, goals, structure, relationships, leadership, rewards, and auxiliary mechanisms by comparing the average value of each aspect to the overall average value.

3 Result and Discussion

Based on the results of the data analysis shows that the objective variable is an important aspect of the organization. Every organization should have clear and easy-to-understand goals. Organizational goals are usually stated in the formulation of the Vision and Mission. The results of the study indicate that goal management in Vocational high schools is quite effective. The results show that the staff and education staff stated that the organizational structure in vocational high schools already has clarity and can be understood.

Meanwhile, the leadership variable shows the effective category [15]. This is because the leader has carried out his role well in various ways, including directing, guiding, evaluating, and monitoring all education and training. The results of the data analysis show that the relationship variables show good results. The relationship between all teaching and educational staff helps each other and can work well together.

In the results of the data analysis of the award variable, the subjects considered that it was still lacking. So far, the variety of awards given is still limited, so it still needs to be improved. Furthermore, the mechanism variable in vocational high schools shows that the subjects already consider the mechanism to be clear.

4 Conclusion

Based on the analysis of the results of the organizational diagnosis of vocational high schools (SMK) above, the following conclusions can be drawn: (1) the organizational diagnosis model used in this study has been successfully used to diagnose organizations, namely in SMK, (2) all aspects of organizational diagnosis used In this study, it plays a role in improving school management to be able to develop the potential of schools so that they can compete with other schools.

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