Educational Organizational Design in Facing the Society 5.0 Era

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Abstract:
Currently, the use of technology has become a necessity and has simultaneously brought about behavioral changes across all sectors. Accordingly, this study aims to explain the design of educational organizational development in the era of Society 5.0. This research employs a qualitative method with a phenomenological approach. The data sources consist of secondary data in the form of online documents. Data were collected through systematic observation and analysis of these online documents. The analysis of the online documents highlights that the design of educational organizational development in response to the Society 5.0 era is essential. Such development can be implemented through intervention techniques as a form of informed action, following preliminary research to identify elements of "novelty." These findings indicate that the quality of human resources, management readiness, organizational behavior, and the ability to access and utilize literacy skills are the primary factors enabling the effective, efficient, and targeted design of educational organizations.

Abstrak:
Saat ini penggunaan teknologi telah menjadi kebutuhan dan sekaligus berhasil membuat perubahan perilaku dalam semua sektor. Oleh karena itu, penelitian ini bertujuan untuk menjelaskan desain pengembangan organisasi pendidikan dalam menghadapi era society 5.0. Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Sumber data dalam penelitian ini terdiri dari data sekunder berupa dokumen online. Teknik pengumpulan data dalam penelitian ini adalah observasi terhadap dokumen online yang didapatkan dan di analisis. Dari hasil observasi dokumen online menekankan bahwa desain pengembangan organisasi pendidikan dalam menghadapi era society 5.0. perlu dilakukan dan untuk melakukannya dapat menggunakan teknik intervensi sebagai bentuk tindakan setelah melakukan penelitian terlebih dahulu untuk menemukan "*novelty*". Hal tersebut, menandakan bahwa kualitas sumber daya manusia, kesiapan manajemen, perilaku organisasi dan kemampuan mengakses literasi menjadi kunci utama dalam melakukan desain organisasi pendidikan dengan mudah, cepat dan tepat sasaran.

Keywords:
Technology Use, Human Resource Quality, Management Readiness,
Organizational Behavior, Literacy Skills.

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Introduction

The development of society is directly proportional to the advancement of education; therefore, education must continuously offer innovations in response to contemporary developments. This condition can be understood as an inherent aspect of human nature, which consistently seeks change and ultimately transforms existing systems into new ones. The emergence of such new systems, in turn, necessitates high-quality human resources capable of adapting to the systems they have created. For instance, digital technology continues to evolve and has significantly altered behavior across all sectors, including education. This phenomenon gives rise to two contrasting perspectives. The first perspective emphasizes the positive impacts of technology. Jamun (2018) argues that in the implementation of school-based learning, teachers can integrate technological tools to make the learning process more flexible, particularly in terms of time and place, thereby enabling students to access required information anytime and anywhere through internet-connected devices. A similar view is expressed by Selwyn (as cited in Subandowo, 2022), who states that internet-based technology can serve as an effective learning medium to accommodate diverse student learning styles and enhance student motivation. This perspective is further supported by survey data from the Association of Indonesian Internet Service Providers (APJII, 2022), which indicate a steady increase in the number of internet users in Indonesia. During the 2021–2022 period, the number of domestic internet users reached approximately 210.03 million, representing a 6.78% increase compared to the previous period, which recorded 196.7 million users. In addition, data from the Central Statistics Agency (BPS) show that internet access via mobile phones increased from 96.95% in 2019 to 98.31% in 2020.

Based on these research findings and survey data, it can be concluded that the use of internet-based technology has become an integral and commonplace aspect of contemporary life, particularly within the educational context. However, this conclusion contrasts with the second perspective, which argues that technology also produces significant negative impacts. Research conducted by Munti and Syaifuddin (2020) identifies several adverse effects of technology use, including disruptions to child development and the emergence of dependency. Furthermore, the misuse of internet-based technologies may lead to shifts in value systems and social norms. Similarly, Saodah, Amini, Rizkyah, Nuralviah, and Urfany (2020) report four major negative impacts of internet-based technology in education. First, students' moral development may be compromised due to the ease of access to pornographic content. Second, reduced interaction between teachers and students can limit meaningful learning experiences that require active pedagogical engagement. Third, the pervasive use of technology contributes to the erosion of local cultural values. Fourth, it encourages an instant-oriented mindset

that contradicts the educational philosophy emphasizing process-oriented learning to achieve meaningful outcomes.

Additional evidence is provided by Kurnia and Edwar (2021), who argue that many of the negative effects of internet-based technology stem from insufficient digital literacy, particularly regarding ethical and responsible technology use. This lack of literacy may result in decreased face-to-face social interaction, increased vulnerability to cybercrime and cyberbullying, and excessive exposure to negative online content. Such content can divert attention from academic or professional responsibilities, ultimately leading to decreased learning achievement or work performance. The core argument of these studies is reinforced by Maritsa, Salsabila, Wafiq, Anindya, and Ma'shum (2021), who emphasize that the negative influence of internet-based technology can reduce students' focus on learning and, consequently, lower academic achievement.

These two perspectives implicitly present a multifaceted phenomenon that offers numerous points of reference while simultaneously posing significant challenges for the education sector. As noted by Imtinan (2021), whereas during the period from 1900 to 2000 schools were primarily required to produce graduates with strong foreign language proficiency, contemporary educational demands have expanded to include not only language mastery but also technological competence and data literacy, ranging from data creation and processing to monitoring and evaluation. This argument is consistent with the findings of Hanafie, Rosmiati, Rezki, and Haris (2021), who concluded that SMAN 7 Makassar has implemented an information system designed to facilitate data input, testing, and system implementation. Their results indicate that the system's input–process–output functions operate effectively, enabling the replacement of previously used manual systems. However, these findings reflect organizational readiness from a limited perspective. In reality, educational organizations have long been engaged in an ongoing dialogue with social and technological changes, which has led to shifts in meaning that manifest as macro-social phenomena within the educational domain, such as issues related to educational quality, competency development, and institutional capacity. Therefore, this article seeks to examine more deeply the design of educational organizational development in responding to the challenges and opportunities of the Society 5.0 era.

According to Sagala (2016), an effective organization clearly divides duties, authority, and responsibilities among its members to enhance work efficiency. Consequently, organizational direction is guided by shared objectives that must be implemented in accordance with predetermined plans and systematically controlled by management. In this sense, organizations possess the capacity to facilitate the realization of societal aspirations. This view aligns with Etzioni's (1985) definition of an organization as a social unit or grouping of individuals deliberately formed and structured to achieve specific goals. Furthermore, Hasibuan (2008) emphasizes that organizations continuously experience development in terms of tasks, fields of activity, size, and scope. Regardless of their form, organizations inevitably operate based on fundamental principles that drive organizational processes. Keon and Barnard (1986) identify three core organizational principles. First, organizations must have clear, firm, and operational goals that represent

the needs of all organizational members. Second, organizations should function democratically by involving participation from all elements, from leaders to subordinates, each exercising their respective authority to enhance organizational effectiveness and efficiency. Third, organizational communication should reflect openness, whereby all available communication channels are utilized to ensure the safe, timely, and effective execution of tasks.

The above explanations indicate that organizations tend to undergo change in response to broader social transformations, which subsequently influence organizational behavior. Robbins (1996) defines organizational behavior as a field of study that examines the impact of individuals, groups, and organizational structures on behavior within organizations, with the objective of applying this knowledge to improve organizational effectiveness. Similarly, Gibson and Donnelly (1996) describe organizational behavior as an interdisciplinary field encompassing theories, methods, and principles from various disciplines that examine individual perceptions, values, learning capacities, and actions within groups and organizations. This field also analyzes the influence of external environments on organizations, including human resources, missions, goals, and strategies. Owens (2001) further explains that organizational behavior integrates multiple scientific disciplines, concepts, theories, and research findings to support effective decision-making related to individual and group behavior within organizations. In addition, Hersey and Blanchard (1969) emphasize that organizational behavior involves the interaction between individuals and their organizational environment. Ndraha (2005) adds that individual behavior is shaped by interests that emerge either directly or indirectly as responses to environmental conditions, and that behavior can, to some extent, be deliberately shaped or engineered. However, McConnell (1989) argues that humans possess multiperspective characteristics, meaning that not all aspects of behavior can be solely attributed to organizational behavior. In line with this view, Sobirin (2014) proposes two primary ways of understanding individuals within organizations: first, viewing humans as individuals with personal characteristics, and second, viewing humans as members of groups who interact within organizational structures.

Based on the foregoing discussion, organizational behavior can be understood as the study of interactions among individuals within an organization and between individuals and their environment, which mutually influence one another and enable the organization to function as a vehicle for achieving its goals. Individuals possess unique characteristics shaped by life experiences, heredity, and environmental influences prior to joining an organization. Through interaction, individuals engage in shared activities and develop common orientations, such as exchanging experiences, expectations, and aspirations. These interactions give rise to a social system in the form of groups or organizations. Furthermore, the conceptualization of organizational behavior outlined above is highly applicable to the educational context, particularly within educational institutions as social units or human groupings that are deliberately established and continuously restructured to achieve educational objectives in a coordinated and systematic manner.

According to Duha (as cited in Amri, Hendri, Rusdinal, & Gistituati, 2021), organizational development is a continuous and systematic process aimed at addressing shortcomings and errors while fulfilling organizational expectations in order to improve existing conditions, without abandoning the fundamental values embedded in organizational culture. Similar perspectives have been proposed by several scholars, including Warren G. Bennis, Richard Beckhard, Wendell L. French, and Cecil H. Bell Jr. These views are synthesized by Yulianti and Meutia (2020), who note that, according to Bennis, organizational development represents a strategic response to change. Beckhard defines organizational development as a planned, organization-wide effort initiated from the top management level to enhance organizational effectiveness and health through deliberate interventions in organizational processes, grounded in behavioral science knowledge. Likewise, French and Bell Jr. conceptualize organizational development as a planned and systematic process that continuously applies behavioral science principles and practices within organizational activities to achieve improvement objectives, strengthen organizational authority, and increase overall effectiveness.

Reflecting on these conceptual foundations, Latar (2020) emphasizes that organizational development involves several interrelated processes. These processes are further elaborated by Schermerhorn (as cited in Siahaan & Zen, 2012; Latar, 2020), who explains that organizational development begins with a diagnostic stage. This stage highlights the critical importance of data collection and analysis in identifying organizational needs and development goals. Following diagnosis, intervention actions are implemented by individuals or groups committed to initiating change. Subsequently, a reinforcement stage is undertaken to secure full support from organizational members who endorse the proposed development and change initiatives. Overall, these stages illustrate that organizational development is fundamentally an intervention-based process that begins with planned change and is sustained through systematic reinforcement mechanisms.
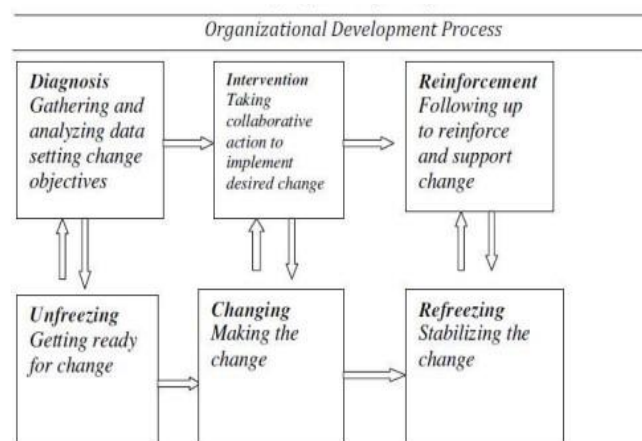

Figure 1. Organizational Development Process

According to Latar (2020), the model illustrated in the figure above involves several key elements, namely human resources, organizational structure, technology, and tasks.

Each of these elements is interconnected and functions as part of an integrated system. Therefore, planning for organizational development must carefully consider a clear scale of priorities to ensure the sustainability and effectiveness of the implementation process. Based on this framework, organizational development can be understood through two principal aspects. The first aspect concerns effective and efficient planning aimed at achieving strategic organizational goals. Such planning is driven by various forms of change, including technological advancement, scientific development, and broader social transformations that influence individual behavior, lifestyles, values, and expectations. The second aspect relates to organizational adaptation to change. As previously discussed, change is an inevitable condition that exerts significant influence on social life, as well as on the continuous development of science and technology.

Research Method

This study employs a qualitative research design grounded in an interpretive paradigm. This paradigm seeks to construct social reality in order to understand its underlying meanings by closely examining events and preserving the authenticity of the phenomena under investigation, particularly within the context of education in the Society 5.0 era. Accordingly, a phenomenological approach is adopted to explore shifts in meaning that are manifested in the design of educational organizational development. The data sources consist of secondary data in the form of online documents relevant to the research problem, namely the design of educational organizational development in response to the challenges of Society 5.0. The primary research instrument in this study is the researcher, who is responsible for determining the research focus, selecting data sources, establishing research procedures, collecting data, evaluating data quality, conducting data analysis, and interpreting findings to draw conclusions. The research procedure comprises seven stages: (1) determining specific research objectives; (2) defining key terms requiring detailed explanation; (3) identifying the units of analysis; (4) collecting relevant data; (5) constructing logical and conceptual relationships to explain how the data align with the research objectives; (6) planning the sampling strategy; and (7) formulating coding categories. Data were collected through systematic observation of online documents and analyzed using triangulation. In qualitative research, triangulation is not intended to determine absolute truth or to resolve contradictions among data sources; rather, it serves as a strategy to provide empirical support and enhance the depth and credibility of understanding of the phenomena under study.

Results and Discussion

Several studies indicate that the primary focus of organizational development is to enhance renewal processes, enabling managers to rapidly adapt organizational culture in response to challenges that inevitably arise. This perspective underscores that organizational development represents both a desire and a necessity for individuals who utilize organizations as instruments for achieving goals. According to Siahaan and Zen (2012), desires may emerge implicitly, whereas needs are articulated through systematic

planning and subsequently communicated and coordinated among organizational members to ensure that development initiatives align with organizational requirements, including those of educational institutions.

Educational organizations possess distinctive characteristics compared to other types of organizations. Notably, they exert substantial influence on society, are able to align with the dynamics of social life and can identify emerging societal phenomena more rapidly. Moreover, educational organizations have the capacity to respond accurately and effectively by optimizing the use of available resources. The effective utilization of these resources constitutes a critical determinant of successful planning. This rationale highlights that educational organizations must prioritize quality in all aspects of their operations. Consequently, educational institutions should continuously design and implement organizational development initiatives that align with societal dynamics across different eras. Building on this explanation, Leavitt (as cited in Yulianti & Meutia, 2020) proposes four interrelated components for designing organizational development: tasks, technology, structure, and people. These components are mutually dependent, such that changes in one component will inevitably influence the others. On this basis, organizational development can be effectively pursued by strategically adjusting one or more of these components. Further illustration of this model is presented in the figure below.
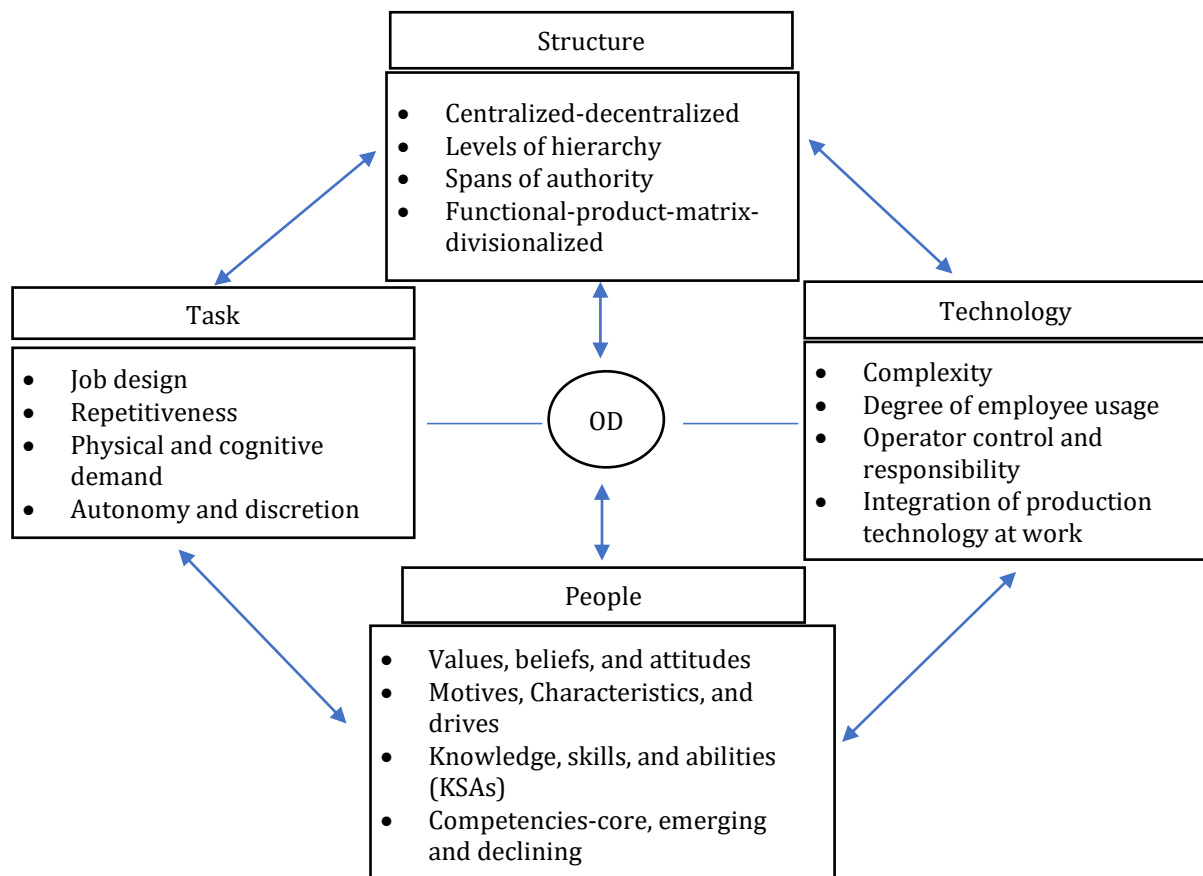

Figure 2. Organization Development Model

Furthermore, Leavitt (as cited in Yulianti & Meutia, 2020) proposes three approaches that can be applied in organizational development. The first is the structural approach, which begins with a deductive analysis of tasks and organizational goals in relation to human behavior, followed by the formulation of appropriate organizational and managerial structures for implementation. The second is the technological approach, which emphasizes operational research and information system technologies as critical variables in organizational development, particularly in supporting organizational efforts to address and resolve emerging problems. The third is the human approach, in which development is achieved through changes in individual behavior within the organization. This approach is considered a prerequisite for modifications to tasks, structure, and technology, as it facilitates change across other organizational variables. Collectively, these approaches demonstrate that Leavitt offers a comprehensive framework for identifying organizational elements that enable planned development through the application of behavioral theory.

According to Latar (as cited in Amri, Hendri, Rusdinal, & Gistituati, 2021), in practice, organizational development design can be implemented through planned intervention techniques targeting organizational processes, utilizing principles of behavioral science. Anam (2018) clarifies that such interventions should not be understood as exercises of power, as conceptualized in political science, but rather as systematic and constructive efforts to facilitate change. Similarly, Hardiyansyah and Sumantri (2019) define intervention as an action undertaken after identifying problems through a diagnostic process. This diagnostic process encompasses not only the identification of current organizational issues but also the assessment of skill development within the organization, ensuring that these competencies can be employed to diagnose problems as part of routine organizational functions and to design appropriate directions for organizational development.

The effectiveness of interventions in organizational development design depends on the accuracy and usefulness of the information obtained, as this determines whether interventions are directed toward clear goals and targets. Yulianti and Meutia (2020) classify interventions based on their intended objectives, including technostructural interventions, which focus on changes in organizational structure. Cummings and Worley (as cited in Umar, 2001) further explain that the primary emphasis of technostructural interventions is the improvement of organizational technology. Moreover, Jones (2001) notes that organizational technology is closely related to the structural configuration of the organization. Based on these perspectives, organizational technology in the design of efficient and effective educational organizational development encompasses all relevant information, equipment, techniques, processes, and methods, as well as the integration of skills, knowledge, abilities, materials, machines, computers, tools, and other resources. These elements function collectively to transform inputs into organizational outputs that are valuable in delivering educational services.

Building on the preceding discussion, Yulianti and Meutia (2020) propose several guidelines for achieving effective and appropriate intervention outcomes. These

guidelines emphasize the importance of conducting a comprehensive analysis of encountered problems to minimize potential failures. Such analysis should consider impacts at multiple levels, including individual factors within the organization (such as personal interests and organizational expectations), organizational factors (including systems and structures), and process-related dimensions (particularly the relationships between superiors and subordinates). Once these aspects have been adequately addressed, intervention techniques can be implemented. Typically, such interventions begin with specific organizational changes and are subsequently adjusted over time based on accumulated experience and organizational responses to change.

From both theoretical and practical perspectives, Sagala (2016) categorizes the development design of educational organizations into several components, one of which is the design of an effective educational organization. An effective organization is one that is capable of selecting and achieving its objectives accurately through appropriate processes. Financial resources are allocated to programs and activities that contribute to quality improvement and are managed with administrative accountability, ensuring that all initiatives have clear indicators of success. In this sense, an effective organization fulfills its needs based on core organizational principles, including clarity of goals and targets, unity of purpose and command, a clear chain of control, appropriate delegation of authority, balance between authority and responsibility, division of labor, proper personnel placement, efficiency, continuity, and coordination.

Furthermore, Paul Mott (as cited in Hoy & Miskel, 1987) identifies four key indicators of organizational effectiveness. First, effectiveness is reflected in the integration of both the quantity and quality of outputs with operational efficiency. Second, an effective organization demonstrates adaptability, characterized by flexibility and innovation in modifying operating procedures in response to internal and external forces. Third, effectiveness is evident in goal attainment, achieved through the optimal utilization of inputs and independent variables to realize institutional objectives and enhance student learning outcomes, including performance on standardized assessments. Fourth, job satisfaction serves as an indicator of effectiveness, highlighting positive communication relationships among organizational members, opportunities for participation in decision-making, and the alignment of individual and organizational interests.

This perspective is consistent with the view of Scott and Davis (2015), who argue that an effective organization is one that possesses well-functioning instruments and subsystems, enabling it to mobilize resources to achieve organizational goals while simultaneously adapting to both internal and external environments. Based on this explanation, an effective organizational development design reflects clear relationships between authority and supervision, both at the individual and group levels, which are established according to organizational needs and professional considerations in role assignment. In addition, such a design incorporates defined timeframes and performance standards aligned with the organization's vision, mission, goals, and targets. This understanding suggests that the development mechanism of an effective educational organization requires a clearly articulated structure and an integrated information system

that connects individuals in decision-making processes, serving as a key indicator of organizational effectiveness.

Furthermore, the discussion above highlights that organizational development design inherently acknowledges the necessity of coordination within organizations. Robbins (2015) emphasizes that coordination is essential, as it represents a fundamental form of interaction within organizational structures. He identifies several organizational models, including the simple, bureaucratic, professional, adhocratic, and divisional models, each characterized by distinct strengths and limitations. Similarly, Robbins (1996) notes that organizational development designs commonly adopt three primary structural models: the simple structure, the bureaucratic structure, and the matrix structure. The simple structure model is characterized by a wide span of control, centralized authority vested in a single individual, and minimal formalization. In contrast, the bureaucratic structure features highly routine operational tasks achieved through specialization, formalized rules and regulations organized into functional departments, narrow spans of control, and decision-making that follows a clear chain of command. Finally, the matrix structure represents an organizational form that creates dual lines of authority by combining functional departmentalization with product-based departmentalization.

In contrast, Galbraith (as cited in Tarmizi, 2019) proposes that organizational development design adopts a systematic approach to align structure, processes, leadership, culture, individuals, practices, and performance metrics in order to enable organizations to achieve their mission and strategic objectives. The key implication of this perspective is that organizations differ in terms of their characteristics and the challenges they face; therefore, development designs must be context-specific and aligned with organizational needs. Meanwhile, Riyono (2006) emphasizes that organizational development design involves four fundamental decisions, namely those related to the division of labor, delegation of authority, task grouping, and coordination mechanisms. Drawing on the preceding discussion, the author recognizes that educational organizations function as institutional instruments deliberately established by individuals or communities to achieve shared goals, as mandated by the 1945 Constitution of the Republic of Indonesia, particularly the objective of educating the life of the nation. In responding to the dynamics of the Society 5.0 era, the discussion above highlights two constructive perspectives.

First, educational organizations must engage in development design through systematic research processes to identify elements of "novelty." This requirement implies the presence of qualified human resources capable of conducting research, interpreting ongoing social and technological phenomena, and projecting future developments. Second, the increasing availability and accessibility of scholarly literature on educational organizational development indicate that the dynamics of the Society 5.0 era have exerted a positive influence. Specifically, educational organizations are now better positioned to design and implement organizational development initiatives in a manner that is efficient, timely, and well targeted.

In addition, the authors acknowledge the findings of Tarmizi (2019), who identifies the curriculum as the central challenge in Indonesian education. Consequently, the curriculum must continuously evolve to align with the needs of contemporary society in the era of Society 5.0. This view is reinforced by Aprilia (2020), who emphasizes that educational organizations cannot be separated from the curriculum, as it constitutes a fundamental component of the educational system. Therefore, curriculum development must be aligned with organizational development design to ensure that the resulting curriculum addresses the needs and expectations of students, educators, and the broader community. According to Armenakis and Harris (2002), effective implementation of such initiatives requires management readiness and appropriate organizational behavior. Management readiness refers to the preparedness of all stakeholders, including leadership, academic and non-academic personnel, as well as the organization's systemic capacity to implement new programs. These programs are translated into policies that subsequently shape individual behavior within the organization. Individual behavior, in this context, represents a response to environmental changes that have been institutionalized through policy. Furthermore, Bauer and Erdogan (as cited in Wahyudin, 2016) argue that this transformation process can only be successfully achieved when organizations possess high-quality human resources. Such resources encompass the knowledge, skills, and attitudes that enable individuals and groups to systematically apply change initiatives. Accordingly, the curriculum represents an essential and inseparable element in the design of educational organizational development in the era of Society 5.0.

Conclusion

The theoretical framework proposed by Leavitt presents four interrelated models and approaches that can be applied in the development of educational organizations, while Seting emphasizes the role of intervention techniques in the practical implementation of organizational development design. In addition, the literature presented by Yulianti and Meutia offers several guidelines for generating intervention techniques that are appropriate and aligned with organizational needs. Furthermore, Sagala's work integrates theoretical and practical dimensions in designing effective educational organizational development, utilizing Paul Mott's indicators of organizational effectiveness. Collectively, these perspectives underscore the importance of implementing educational organizational development designs in the Society 5.0 era, as this period is characterized by rapid technological advancement that has fundamentally transformed behavior across all sectors.

Nevertheless, technological change in the Society 5.0 era also provides critical insights for designing educational organizational development through intervention techniques that are implemented following rigorous research processes, particularly research focused on institutional development to identify elements of "novelty." This condition indicates that educational organizations possess both high-quality human resources and management readiness. Management readiness refers to the preparedness of all stakeholders, including leaders, academic staff, and non-academic personnel, as well

as the organizational system's capacity to implement new policies that are subsequently reflected in individual behavior within the organization. Moreover, technological advancements in the Society 5.0 era have facilitated broad access to literature related to educational organizational development design. This accessibility enables educational organizations, in particular, to implement organizational development initiatives in a manner that is efficient, timely, and precisely targeted.

Ethical Statement

This study was conducted in accordance with ethical research principles. As the research relied exclusively on secondary data obtained from publicly accessible online documents, it did not involve human participants, personal data, or sensitive information. Therefore, formal ethical approval was not required.

CRediT Authorship Contribution Statement

- **Author 1**: Conceptualization, Methodology, Data Collection, Data Analysis, Writing – Original Draft
- **Author 2**: Methodology, Data Collection, Writing – Review & Editing

Conflict of Interest

The authors declare that there are no competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability

The datasets generated and/or analyzed during the current study are available from the corresponding author upon reasonable request.

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