

## Outcomes of School Resource Organizing Health Diagnostics

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### ABSTRAK

Manajemen sekolah merupakan bagian paling dasar dari manajemen pendidikan. Penerapan manajemen pendidikan dalam organisasi sekolah merupakan komponen dari sistem pendidikan yang berlaku secara nasional. Penelitian ini bertujuan menganalisis bagaimana cara mendeteksi penyakit manajemen sekolah sehingga dapat diketahui upaya kesehatan atau pencegahannya. Metode penelitian yang dipilih adalah deskriptif dalam bentuk penelitian dan pengembangan. Subyek penelitian adalah kepala sekolah, guru dan tata usaha. Kategori sekolah yang dipilih adalah SMP Negeri dan Swasta. Instrumen pengumpulan data dikembangkan berupa instrumen angket untuk menguji kebenaran dan kesesuaian indikator kesehatan dalam penyelenggaraan sumber daya sekolah oleh praktisi di sekolah. Berdasarkan hasil perhitungan Weight Mean Score (WMS) secara keseluruhan dimensi termasuk dalam kategori sangat sehat dengan skor rata-rata 3,42 dan jika dikonversikan dalam skala 1-100 maka skor yang dihasilkan adalah 85,48. Dari data tersebut dapat disimpulkan bahwa SMP Negeri dan Swasta memiliki kesiapan dalam menjalankan fungsi pengorganisasian sumber daya sekolah agar organisasi sekolah tersebut dapat tetap bebas penyakit.

### ABSTRACT

School management is the most basic part of education management. The application of education management in school organizations is a nationally applicable education system component. This study aims to analyze how to detect school management diseases so that health or prevention efforts can be identified. The chosen research method is descriptive in the form of research and development. The research subjects were school principals, teachers, and administration. The school categories were selected from public and private junior high schools. The data collection instrument was developed as a questionnaire instrument to test the correctness and suitability of health indicators in the organization of school resources by practitioners in schools. Based on the results of the calculation of the Weight Mean Score (WMS) as a whole, the dimensions are included in the very healthy category with an average score of 3.42, and when converted on a scale of 1-100, the resulting score is 85.48. From these data, it can be concluded that Public and Private Junior High Schools are ready to organize school resources so that these school organizations can remain disease-free.

### 1. INTRODUCTION

The number of existing organizations resulted in the need for understanding and improvement to improve the quality of an organization. An organization is two or more people working and coordinating to achieve a common result as an organization that is a dynamic, unified system (Luthfie, 2018; Wahyuni & Supartha, 2019). Positive interactions are sought to occur between actors in the organization as a unit that continuously increases their capacity, improves organizational performance, and achieves organizational goals to the fullest so that organizational performance increases. Such an organization is often called a learning organization (Meyer, 2020; Purwanto et al., 2020; Supardi, 2012). This view of the learning organization leads to organizational dynamism and development through a continuous learning process of all organization members to increase capacity and performance to achieve organizational goals. (Rose et al., 2020; Vastyanov et al., 2021). The view of a learning organization that emphasizes the learning process and capacity building of human resources is an important feature of a healthy organization (Batsila, 2020; Supardi, 2012; Vastyanov et al., 2021). This view of the learning organization is an update in organizational theory that leads to organizational dynamism and development through a continuous learning process of

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all members of the organization to increase capacity and performance to achieve organizational goals (Hariandja and Hardiwat, 2016; Rose et al., 2020; Wahyunianti Dahri & Aqil, 2018). The view of learning organization theory that emphasizes a learning process and capacity building of human resources is an important feature of a healthy organization.

One part of the organization in the formal environment is the school. The school organization is a unitary system that moves and plays a role in formulating the goal of human maturity as social beings so that they can interact with the environment (Chairunnisa, 2013; Marini et al., 2017). Previous research explains that organizing is an activity to organize all employees by establishing the division of labor, work relations, delegation of authority, integration, and coordination in the organizational chart (Nasution, 2016). The organization is only a means to an end. The organization is only a means to an end. A good organization will help the realization of goals effectively. A good organization will help achieve goals effectively (Herliana, 2017; Windasari et al., 2022). In line with that, according to other studies, the importance of organizing in an educational institution is an effort to achieve the expected goals (Saifulloh & Darwis, 2020).

In recent years, efforts to improve and improve organizational performance, especially school organizations, have become very important to do immediately. It is because there are demands for the quality of education as a direct consequence of the rapid development of science and technology (Chairunnisa, 2013; Komariah & Triatna, 2016). In the school system, graduates are the focus of goals, and quality graduates are only possible to achieve with a quality educational process. A quality educational process can only be achieved with the right school organization (Komariah & Triatna, 2016; Nurochim Nurochim & Ngaisah, 2020). A quality school needs a good regulatory process, known as school management. School management is the most basic part of education management, or the application of education management in school organizations is one of the components of the nationally applicable education system (Ratnasari et al., 2018; Windasari et al., 2022). Through school management, it is hoped that it can improve the quality of education, which can be seen as a result of implementing the learning process in schools (Pramungkas, 2020; Rochmawati et al., 2019).

However, school management in Indonesia needs to improve the implementation process and educational outcomes. The study shows that the condition of school management is experiencing many problems. Still, it has not been realized directly by school principals, teachers, school supervisors, and various related parties, including policy and program makers at the district/city, provincial, and national education office levels, so efforts to improve school management have never been carried out or carried out but not appropriately and systematically based on the problems encountered (Mantiri, 2019; Triatna, Cepi, 2019).

Various real problems in school management in Indonesia today. Based on the SNP compliance criteria regarding management standards (school management), the national average for SMP management standards is 3.93 on a scale of 0-7. This achievement is categorized as "towards SNP 3". It means that the condition of SMP management in Indonesia requires arrangement and development so that all indicators in management standards can be met. It is a real condition. This big problem must be solved immediately based on appropriate studies, especially related to the measurement of school management problems, the causes and effects of these problems, and how to solve these problems.

Efforts to solve educational quality problems through school management can lead to two things: 1) identification of school management health conditions, 2) identification of school quality conditions, and 3) preparation of a school management health diagnosis model. However, the researchers focused on developing a school organization health diagnosis instrument in this study. Several studies suggest that transformational leadership is needed to meet stakeholders' demands to become a competitive school organization with sustainable superior scores (Fitriyani, 2019; Windasari et al., 2022). The results of other studies show that for schools to continue to achieve educational goals with good quality, the integration of functions between school principals, teachers, and all school resources, educational and educational staff organizational groups, between organizations, institutions in society, and policies must work in harmony (Nurochim Nurochim & Ngaisah, 2020). Different from the previous studies that have been put forward because the organization as a complex adaptive system focuses on producing innovations, this research produces a health diagnosis model for school organization, which so far does not exist, so that efforts to improve school quality can be carried out in a systematic, systemic and sustainable manner. This study aims to analyze how to detect school management diseases so that health or prevention efforts can be identified.

## 2. METHOD

The chosen research method is descriptive in the form of research and development. The research phase will follow several stages of Borg and Gall (Putra et al., 2020; Sugiyono, 2013).

Research and data collection (research and information collecting). Measurement of needs, literature studies, small-scale research, and value judgments. Planning (planning). Development of product drafts (develop a preliminary form of product), development of learning materials, learning processes, and evaluation instruments. Initial field trials (a preliminary form of product), interviews, and questionnaires were distributed during the trial observations. Revise the trial results (main product revision). Correcting or perfecting the results of the trial 1.) Revision of principles, values, and procedures 2.) Contextualization of instruments in educational units 3.) Contextualization of educational units in Indonesia 4.) Contextualization between levels.

Field trials (main field testing). Conduct a wider trial in 5 to 15 schools with 30 to 100 test subjects. Completion of product field test results (operational product revision). Field implementation test (operational field testing). Completion of the final product field test (final product revision). Improvements are based on input from field implementation tests. Dissemination and implementation (Dissemination and implementation). Report results in professional meetings and journals. Collaborate with publishers for publication. Monitor deployment for quality control.

Researchers used Microsoft Excel and SPSS arithmetic tools to calculate the data that had been obtained. The validity test was carried out based on the number of respondents and the number of instrument items. The number of instruments for school principals was 24 items, with 101 principals as respondents. For the number of teacher instruments, there are 20 items, with 317 teachers as respondents. As well as the number of instruments for administrative staff, as many as 20 items with 135 administrative staff respondents. Then it is adjusted according to the degrees of freedom ( $dk = n - 2$ ), then for the results of the principal  $dk = 101 - 2 = 99$ , the teacher  $dk = 317 - 2 = 315$ , and the administrative  $dk = 135 - 2 = 133$ . Then it is known that the significant level is 5%.

The research subjects for the Satdik management health diagnosis instrument trial were school principals and teachers throughout Purwakarta Regency. Public and private schools chose the school category. The data collection instrument was developed as a questionnaire instrument for testing the correctness and suitability of school management health indicators by practitioners in schools. Thus, the data collection needs several questionnaire instruments to test the health validity of the Satdik management.

### 3. RESULT AND DISCUSSION

#### Result

The formation of this school resource health diagnosis instrument refers to the four pillars of organizing, which form the basis for the organizing process. The four pillars are a division of work, departmentalization, determination of relationships between divisions within the organization (hierarchy), and determination of mechanisms to integrate activities between departments within the organization or coordination. The following is the distribution of dimensions and indicators, which will be explained in Table 1.

**Table 1. Dimensions and Indicators of School Organizing Health Diagnosis**

No.	Dimension	Indicator
1	Division of Work	Describe the details of tasks professionally, clearly, and firmly. Does not place someone according to their respective expertise, educational background, and experience Performing job analysis Classification of jobs based on function: school leaders, teachers, and administration Grouping jobs based on products or services Grouping work based on service area. Grouping jobs based on subscription: students, parents, government, and private.
2	departmentalization	Grouping work based on the process: PBM, program decision-making, monitoring, and evaluation. Classification of work based on time: shift (shift). Grouping jobs based on service: regular or executive class. Grouping jobs based on Alphanumerical. Grouping work based on matrix projects, quality improvement, and other projects

No.	Dimension	Indicator
3	Hierarchy	Several people or sections under a department will be responsible for a particular department or section (span of management control). There are limits to the authority made, who, and which department will report. There is a command line, either horizontally or vertically
4	Coordination	Integrate all activities from various departments or parts of the organization to achieve organizational goals effectively. There is good communication and coordination, and one can combine various tasks. Includes monitoring activities for the implementation of the integration of various tasks

Based on Table 1, the dimensions and indicators in the table above have developed much, so instruments based on these dimensions and indicators are suitable for measuring instruments. The results of the validity test on the principal's instrument were valid. The number of instrument items was 24 and consulted with r table 0.197. The validity test results on the teacher's instrument with 20 instrument items and consulted with r table 0.111 show valid results. The results of the validity test on the administrative instruments also showed validity. As many as 20 instrument items were consulted with r table 0.169. All instruments are valid and declared valid to be used as a research measurement tool.

The reliability test aims to make the results of the instrument stable when used. Reliability is the level of precision, accuracy, or accuracy of an instrument. This reliability calculation uses Microsoft Excel and SPSS tools. In SPSS, a calculation using the Alpha Cronbach method is used to see reliability. The results of the school principal's reliability test were rcount 0.749 and rtable 0.197, which means rcount ≥ rtable, then for school principals, it was reliable. The results of the teacher reliability test were r count 0.905 and r table were 0.111, which means rcount ≥ r table, then for teachers, it is reliable. Administrative reliability test results of rcount 0.903 and rtable of 0.169, which means rcount ≥ r table, then for administration it is reliable. The average Weight Mean Score (WMS) for Health Organizing School Resources in Junior High Schools throughout Purwakarta Regency is described in Table 2.

**Table2. Average Weight Mean Skor (WMS)**

Dimensio n	Indicato r	It e m	Respondent Answer Category												Mean X/F	Categ ory		
			4		3		2		1		0		Total					
			F	X	F	X	F	X	F	X	F	X	F	X				
Division of Work	Describe the details of tasks	1	3	12	2	6	1	2	2	2	4	0	5	19	3.	88.	Very health y	
			2	80	1	5	0	0	2	2	4	0	5	53	53	29		
			0	80	7	1	0	0	2	2	4	0	3	53	53	29		
	professi onal manner clearly and not lead to interpret ation	2	7	14	7	3	1	2	0	0	2	0	5	20	3.	91.	Very health y	
			7	88	7	3	1	2	0	0	2	0	5	24	66	50		
			2	88	8	4	1	2	0	0	2	0	3	24	66	50		
	Division of Work	manner clearly and not lead to interpret ation	3	4	17	1	3	7	1	1	1	2	0	5	20	3.	93.	Very health y
				2	08	1	4	7	4	1	1	2	0	5	71	75	63	
				7	08	6	8	7	4	1	1	2	0	3	71	75	63	
	<b>Sub Indicator Average Score</b>												<b>3.</b>	<b>91.</b>	<b>Very</b>			
	Place someone accordin g to their respective expertise, educatio	4	3	13	1	5	1	3	1	1	0	0	5	19	3.	89.	Very health y	
			4	84	8	6	7	4	1	1	0	0	5	86	59	78		
			6	84	9	7	7	4	1	1	0	0	3	86	59	78		
	Place someone accordin g to their respective expertise, educatio	5	3	15	1	4	1	2	1	1	0	0	5	20	3.	91.	Very health y	
			8	52	5	5	2	4	1	1	0	0	5	33	68	91		
8			52	2	6	2	4	1	1	0	0	3	33	68	91			

Dimensi	Indikator	Item	Respondent Answer Category												Mean X/F	Category	
			4		3		2		1		0		Total				
			F	X	F	X	F	X	F	X	F	X	F	X			
	nal backgro und, and experien ce														3. 6 3	90. 85	Very health y
			<b>Sub Indicator Average Score</b>														
	Job analysis	6													3. 78	94. 58	Very health y
			<b>Sub Indicator Average Score</b>												3. 7 8	94. 58	Very health y
			<b>Dimension Average Score</b>												3. 6 9	92. 19	Very health y
	There are several people or lower departm ents who will be responsi ble for certain departm ents or sections (span of manage ment control)	16	3 4 7	13 88	1 8 0	5 4 0	1 2 0	5 5	5 5	1 1	0 0	5 5 3	19 33	3. 50	87. 39	Very health y	
		17	3 0 1	12 04	2 2 0	6 6 0	1 3 7	3 4	5	1 0	1 0	0	5 5 3	19 08	3. 45	86. 26	Very health y
Hierarchy			<b>Sub Indicator Average Score</b>												3. 4 7	86. 82	Very health y
	There are limits to the authorit y that is made and who and how will report to which departm ent	18	3 7 2	14 88	1 7 2	5 1 6	2	4	2	2	5	0	5 5 3	20 10	3. 63	86. 26	Very health y
			<b>Sub Indicator Average Score</b>												3. 6 3	90. 87	Very health y

Dimensi	Indikator	Item	Respondent Answer Category												Mean X/F	Category		
			4		3		2		1		0		Total					
			F	X	F	X	F	X	F	X	F	X	F	X				
Departemen	There are command lines both horizontally and vertically	19	3	15	1	4	6	1	3	3	1	0	5	20	3.68	92.09	Very healthy	
			9	72	5	0	5	2	3	3	1	0	5	37				
		20	3	13	1	5	1	2	3	3	3	0	5	19	3.59	89.65	Very healthy	
			4	96	8	8	6	4	0	0	3	3	3	0	5	83		
	<b>Sub Indicator Average Score</b>														<b>3.63</b>	<b>90.87</b>	<b>Very healthy</b>	
	<b>Dimension Average Score</b>														<b>3.58</b>	<b>89.52</b>	<b>Very healthy</b>	
	Grouping of jobs based on function: school leaders, teachers, and administration	7	3	15	1	4	6	1	3	3	7	0	5	20	3.65	91.18	Very healthy	
			9	64	4	6	3	8	2	3	3	7	0	5	17			
			8	3	12	1	5	3	7	1	1	1	0	5	18	3.36	83.95	Very healthy
				1	64	6	7	0	1	8	6	6	6	6	0	5	57	
<b>Sub Indicator Average Score</b>														<b>3.65</b>	<b>91.18</b>	<b>Very healthy</b>		
<b>Dimension Average Score</b>														<b>3.36</b>	<b>83.95</b>	<b>Very healthy</b>		
Grouping jobs based on: product or service		9	3	12	1	5	2	5	6	6	2	0	5	18	3.40	85.08	Very healthy	
			2	84	8	0	4	4	6	2	6	6	0	0	5	82		
			10	2	92	1	4	1	3	7	7	1	0	5	16	3.05	76.36	Healthy
				3	4	4	8	4	4	7	4	7	7	0	0	5	3	
	<b>Sub Indicator Average Score</b>														<b>3.40</b>	<b>85.08</b>	<b>Very healthy</b>	
	<b>Dimension Average Score</b>														<b>3.05</b>	<b>76.36</b>	<b>Healthy</b>	
	Classification of work by subscription: students, parents, government	10	2	92	1	4	1	3	7	7	1	0	5	16	3.05	76.36	Healthy	
			3	4	4	8	4	4	7	4	7	7	0	0	5	3		

Dimensi	Indikator	Item	Respondent Answer Category												Mean X/F	Category	
			4		3		2		1		0		Total				
			F	X	F	X	F	X	F	X	F	X	F	X			
			ent, and private														
			<b>Sub Indicator Average Score</b>												<b>3.05</b>	<b>76.36</b>	<b>Healthy</b>
			Classification of work based on the process: PBM, program decision-making, monitoring, and evaluation														
		11	215	860	174	522	129	258	233	223	102	553	1663	301	75.18	Healthy	
			<b>Sub Indicator Average Score</b>												<b>3.01</b>	<b>75.18</b>	<b>Healthy</b>
			Grouping based on time: shift														
		12	192	768	171	513	158	326	119	119	103	533	1616	292	73.06	Healthy	
			<b>Sub Indicator Average Score</b>												<b>2.92</b>	<b>73.06</b>	<b>Healthy</b>
			Classification of jobs by service: regular or executive class														
		13	341	1364	168	504	362	744	444	444	0	553	1944	352	87.88	Very healthy	
			<b>Sub Indicator Average Score</b>												<b>3.52</b>	<b>87.88</b>	<b>Very healthy</b>
			Job grouping based on Alphanumeric														
		14	399	1596	108	324	379	718	333	334	40	553	2001	362	90.46	Very healthy	
			<b>Sub Indicator Average Score</b>												<b>3.62</b>	<b>90.46</b>	<b>Very healthy</b>
			Grouping of work based on matrix projects, quality improvement														
		15	358	1432	159	477	289	576	555	533	0	553	1970	356	89.06	Very healthy	

Dimensi	Indikator	Item	Respondent Answer Category												Mean X/F	Category		
			4		3		2		1		0		Total					
			F	X	F	X	F	X	F	X	F	X	F	X				
	projects, and others																	
	<b>Sub Indicator Average Score</b>												3.56	89.06	Very healthy			
	<b>Dimension Average Score</b>												3.34	83.58	Very healthy			
Coordination	Integrate all activities from various departments or parts of the organization so that organizational goals can be achieved effectively	21	62	248	37	11	1	2	1	1	0	0	10	362	3.58	89.60	Very healthy	
	<b>Sub Indicator Average Score</b>												3.58	89.60	Very healthy			
	Good communication and can combine various tasks	22	14	56	23	69	64	12	0	0	0	0	10	253	2.50	62.62	unhealthy	
	<b>Sub Indicator Average Score</b>												2.50	62.62	unhealthy			
	Includes monitoring activities for the implementation of the integration of various tasks	23	13	52	27	81	61	12	0	0	0	0	10	255	2.52	63.12	unhealthy	
<b>Sub Indicator Average Score</b>												3.11	77.72	Healthy				



Dimensi	Indikator	Item	Respondent Answer Category										Mean X/F	Category		
			4		3		2		1		0				Total	
			F	X	F	X	F	X	F	X	F	X			F	X
<b>Dimension Average Score</b>											3.07	76.65	Healthy			
<b>Overall Dimensional Average Score</b>											3.42	85.48	Very healthy			

Based on Table 2, the calculation of the average score using the WMS technique shows a figure of 85.48 and indicates a very healthy category. The picture of the health of organizing school resources can be seen in Figure 2.

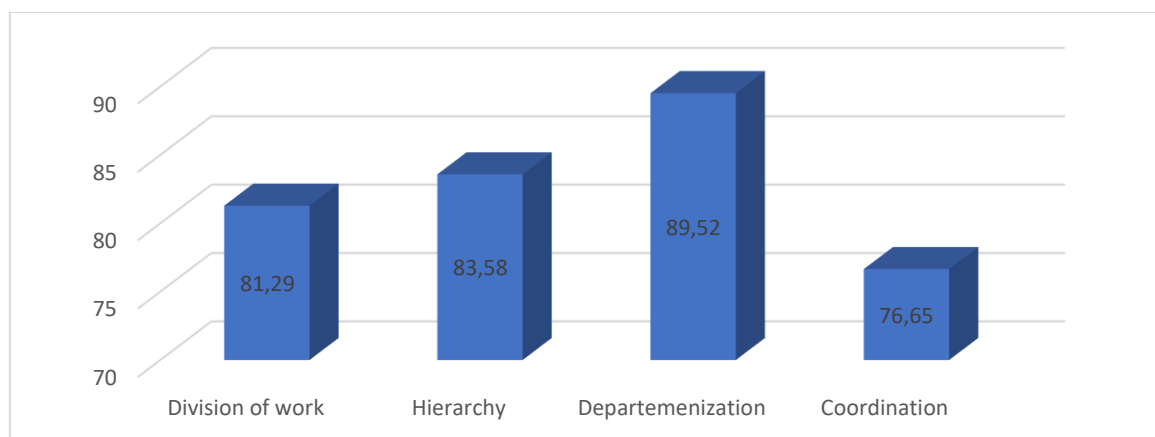


Figure 2. Average Weight Mean Score (WMS) for Health Organization of School Resources in Junior High Schools in Purwakarta Regency

Based on Figure 2, it can be seen from the graph above that it shows that the division of labor dimension has the highest average score of 92.19 or equivalent to 3.69, which is included in the very healthy category. The occupational grouping dimension shows a score of 83.58 or the equivalent of 3.34, which is included in the healthy category. Then on the dimension of determining the relationship between parts within the organization, it shows a score of 89.52 or the equivalent of 3.58, which is included in the very healthy category. While the coordination dimension shows the smallest average score of the other three dimensions, 76.65 or equivalent to 3.07, it is still included in the healthy category. Then an overview of the Overall Health Organization of School Resources in Junior High Schools (SMP) in Purwakarta District with A Accreditation is in Figure 3.

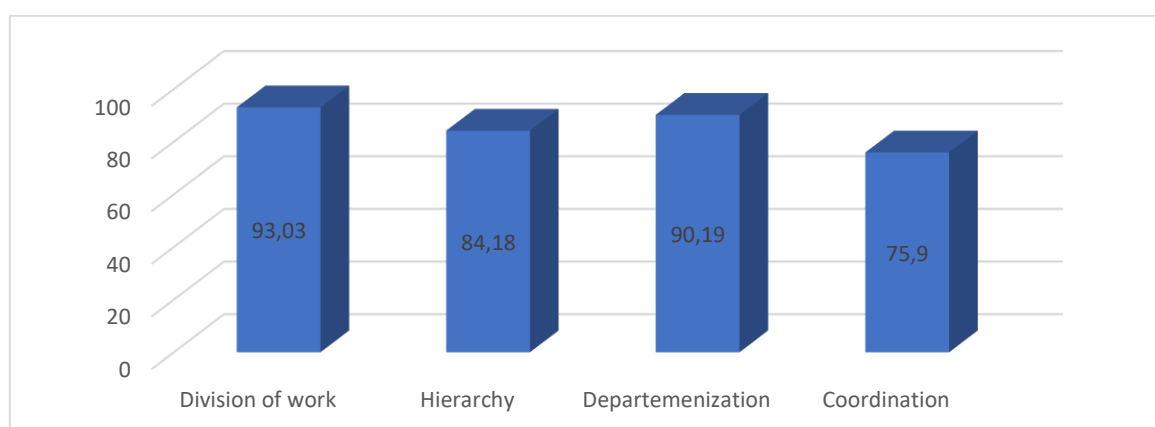
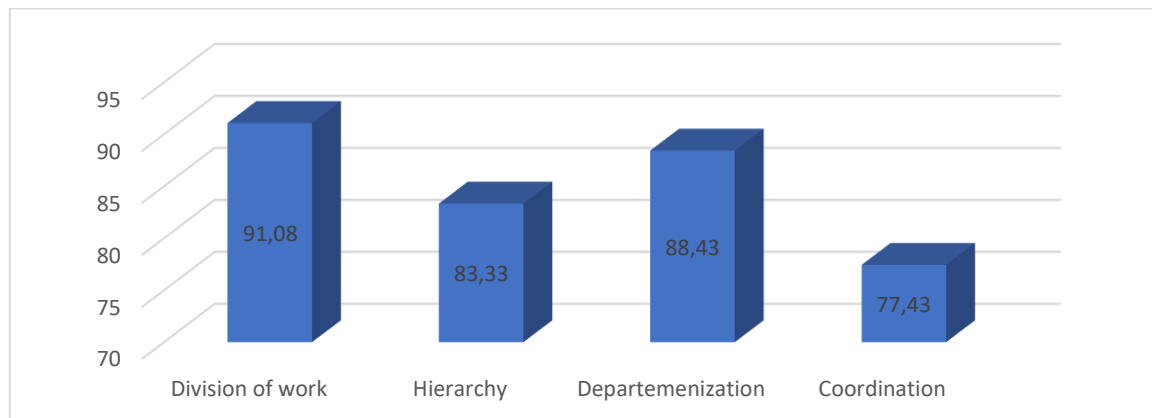


Figure 3. Health Organization of School Resources Accredited A

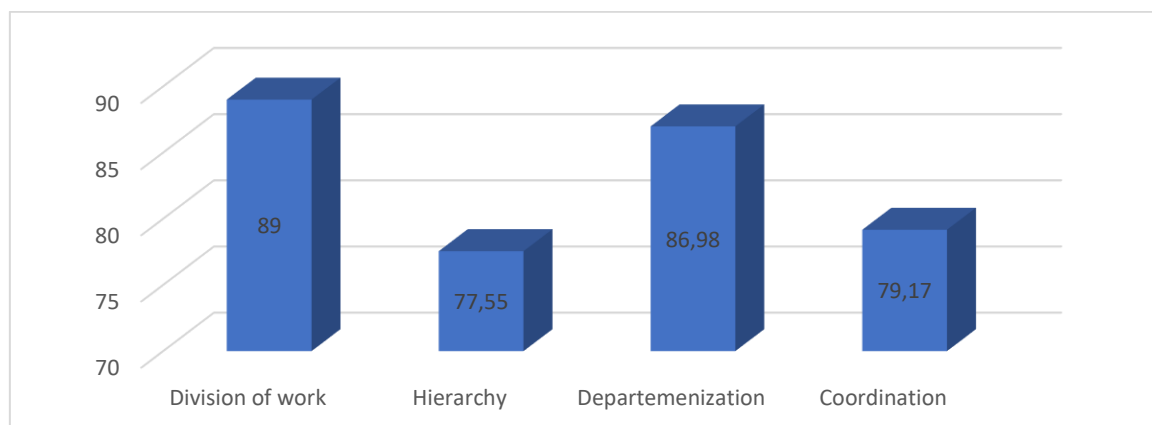
Based on Figure 3, it can be seen that the graph above shows that the dimension of the division of labor has the highest average score of 93.03 or equivalent to 3.72, which is included in the very healthy

category. The occupational grouping dimension scores 84.18 or the equivalent of 3.37, which is included in the very healthy category. Then on the dimension of determining the relationship between parts within the organization, it shows a score of 90.19 or equivalent to 3.61, which is included in the very healthy category. While the coordination dimension shows the smallest average score of the other three dimensions, 75.90 or equivalent to 3.04, it is still included in the healthy category. Then an overview of the Overall Health Organization of School Resources in Junior High Schools (SMP) in Purwakarta District with B Accreditation is in [Figure 4](#).



**Figure 4.** Health Organization of School Resources Accredited B

Based on [Figure 4](#), it can be seen that the graph above shows that the dimension of the division of labor has the highest average score of 91.08, or equivalent to 3.64, which is included in the very healthy category. The occupational grouping dimension shows a score of 83.33 or the equivalent of 3.33, which is included in the healthy category. Then, determining the relationship between parts within the organization shows a score of 88.43 or the equivalent of 3.54, which is included in the very healthy category. While the coordination dimension shows the smallest average score of the other three dimensions, 77.43 or equivalent to 3.10, it is still included in the healthy category. Then an overview of the Overall Health Organization of School Resources in Junior High Schools (SMP) in Purwakarta District with C Accreditation is in [Figure 5](#).



**Figure 5.** Health Organization of School Resources Accredited C

[Figure 5](#) shows that the dimension of the division of labor has the highest average score of 89.00 or equivalent to 3.56, which is included in the very healthy category. The occupational grouping dimension shows the lowest score, 77.55, equivalent to 3.10, in the healthy category. Then the dimension of determining the relationship between parts in the organization shows a score of 86.98 or equivalent to 3.54, which is included in the very healthy category. Finally, the coordination dimension, which scores 79.17 or is equivalent to 3.10, is healthy.

## Discussion

Based on the graph and the Health Weight Mean Score (WMS) calculation, organizing school resources shows good results with an overall average score reaching 85.48 and belonging to the very healthy category, the highest average score reaching 92.19 on the division of labor dimension, which means very healthy. Then the lowest average score is 76.65 on the coordination dimension, but it is still in the healthy category. Several indicators fall into the unhealthy category (Supardi, 2012; Susana, 2018).

Based on the graph and calculation of the Weight Mean Score (WMS), it is considered very healthy, with an overall average score of 85.83 in the very healthy category. The highest average score is on the division of labor dimension, 93.03. However, there is an unhealthy category on the coordination dimension, on indicators of good communication and being able to combine various tasks, and on indicators of activity monitoring the implementation of the integration of various tasks. This can be the main focus in following up on the results of a health diagnosis in organizing school resources (Darim, 2020; Marini et al., 2017). Efforts to follow up on the results of a health diagnosis by organizing school resources for the category of unhealthy indicators can be carried out by establishing communication between departments in carrying out their respective duties, both teachers and administration. Monitoring from the school principal regularly is also necessary so that it can run effectively in organizing school resources (Khodijah & Haq, 2021; Soleh, 2020; Sumarsono et al., 2019). Teachers, administrators, and school principals can consult with school supervisors and a team of school management experts to formulate certain health indicators.

Based on the graph and calculation of the Weight Mean Score (WMS), it is considered very healthy, with an overall average score of 85.07 in the very healthy category. The highest average score is in the division of labor dimension, with an average score of 91.08 in the healthy category. However, there is an unhealthy category on the coordination dimension, even though overall, the coordination dimension is included in the healthy category. Follow-up efforts from the results of a health diagnosis organizing school resources for the category of unhealthy indicators can be monitored and directed by the school principal so that school members, both teachers, and administrators, can jointly carry out the dimensions of coordination well (Limbu et al., 2012; N. Nurochim, 2020). It is supported by previous research results stating that teachers, administrators, and school principals can consult with school supervisors and a team of school management experts to formulate certain health indicators (Khodijah & Haq, 2021).

Based on the graph and calculation of the Weight Mean Score (WMS), it is considered very healthy, with an overall average score of 83.17 in the healthy category. The highest average score is on the division of labor dimension, 89.00. There are unhealthy categories in the two dimensions of work grouping and coordination. Follow-up efforts from the results of a health diagnosis organizing school resources for the category of indicators in the two unhealthy dimensions can be followed up by continuing to improve the system for grouping work on school members so that schools can achieve healthy and even very healthy numbers (Nurhayu et al., 2018; N. Nurochim & Ngaisah, 2020). Teachers, administrators, and school principals can consult with school supervisors and a team of school management experts to formulate certain health indicators (Meidiana et al., 2020; Nurman et al., 2018).

The implications of this research contribute to improving the quality of education. Good School Management Research can help improve the quality of education in schools. It can be done by improving an effective, efficient, transparent school management system. Good school management research can help improve teacher performance and student participation by providing the support, training, and resources needed to help teachers teach more effectively. The limitation of this research is that the results may only sometimes apply to every different context or environment. Every school has different characteristics, and a solution in one school may not work well in another. Therefore, it is hoped that future research will deepen and involve other factors in research related to school management.

## 4. CONCLUSION

The results of the dimensions and indicators of organizing school resources can be seen from the calculation of the Weight Mean Score (WMS) described in the previous chapter. It can be concluded that overall, Public and Private Junior High Schools (SMP) throughout Purwakarta Regency fall into the very healthy category. It can also be seen from the calculations carried out using Microsoft Excel and SPSS based on schools accredited A indicating very healthy categories, schools accredited B indicating very healthy categories, and schools accredited C indicating healthy categories, according to the results of the follow-up workshop on improving school resource organization carried out by school practitioners in consultation with and monitoring with school supervisors or school management expert lecturers.

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