

## DEVELOPMENT OF ORGANIZATIONAL PSYCHOLOGY MODULE FOR TEACHERS AT MTS PERSIS LEMPONG GARUT

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### Abstract

The purpose of this study is to develop an organizational psychology module that is specifically designed to meet the needs of teachers in improving collaboration and communication competencies at MTs Persis Lempong Garut. The method in writing this journal uses a qualitative method with a field research approach. This type of research is development *research* to produce products (modules). The researcher develops the module through the ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) *development model*. The data collection includes questionnaires, interviews, observations, and document studies. Furthermore, the results of the research findings are divided into several important points, including; a) Research results that include the development of organizational psychology modules, results and analysis (both qualitative and quantitative), b) Research discussion that includes module trials, results analysis, implications of findings, and contribution to results. So it can be concluded that the research on the development of the organizational psychology module at MTs Persis Lempong Garut has succeeded in fulfilling its goal of improving the understanding and management of organizational psychology in the context of education.

**Keywords:** Module, Organizational Psychology, Teachers

## INTRODUCTION

Education plays a crucial role in producing quality human resources. The importance of human resources needs to be realized by all parties that the quality of educators will greatly support the success of the management of an educational institution (Asrulla et al., 2024). Thus, this quality is greatly influenced by the national education pattern, considering that education is the main basis for individuals in acquiring knowledge, skills, and positive attitudes. The purpose of education is to develop individuals who excel and are able to survive various challenges faced (Mardhiyah et al., 2021). Thus, this quality is greatly influenced by the national education pattern, considering that education is the main basis for individuals in acquiring knowledge, skills, and positive attitudes. The purpose of education is to develop individuals who excel and are able to survive various challenges faced (Hanipah, 2023). One of the aspects that teachers or education stakeholders often pay less attention to is organizational psychology, organizational psychology can provide an in-depth understanding of *interpersonal dynamics* in the educational environment and how to motivate and manage teams.

Organizational psychology is a discipline that analyzes the behavior of individuals and groups in the context of an organization, as well as the influence of those interactions on organizational effectiveness. The study of organizational psychology is in line with the study in the discipline of organizational behavior. Organizational behavior is a field of study that investigates the influence of individuals, groups, and structures on behavior in organizations, with the aim of applying this knowledge to improve organizational effectiveness (Muhtarom et al., 2023). According to Wijaya, organizational behavior is a discipline that studies individual-level and group-level behavior in an organization and its impact on performance (both individual, group, and organizational performance) (Mubarak et al., 2023).

In the management of Islamic education, organizational psychology has a significant role because Islamic educational institutions have two main goals: educating students academically and forming character in accordance with Islamic values whose main mission is to humanize humans, and make humans able to carry out the rules of Allah SWT and His Messenger (Haniyyah & Indana, 2021). By understanding organizational psychology, management in Islamic educational institutions can improve the effectiveness of human resource management, create a positive learning environment, and improve communication

between all parties involved. This psychological approach allows educational institutions to meet the needs and expectations of all members, from students to administrators, so as to achieve better results in achieving educational goals.

MTs Persis Lempong in Garut as a junior secondary education institution has its own challenges in managing human resources. Human Resources as a component of education which is considered to be the key to the success of education must be fostered and developed continuously so that it becomes a quality Human Resource capable of carrying out its functions professionally. Because quality and professional Human Resources are an absolute necessity in efforts to improve the quality of education (Darim, 2020). In addition, teachers also not only act as teachers, but also the main pillar in shaping student success and the success of the education system as a whole (Palembangan & Sihotang, 2023). Teachers are also team members who contribute to the achievement of school goals. However, a lack of knowledge about organizational psychology among teachers can hinder effective collaboration and the achievement of optimal educational goals.

In dealing with this, it is necessary to have a formulation or foundation that is able to provide a basic understanding of organizational psychology problems. This formulation or foundation in understanding organizational theory is also called the conceptual dimension. The conceptual dimension refers to a special design that functions as a guideline in the management of an organization. This means that every action or activity that will be carried out must still be based on the guidelines that have been prepared by all or part of the members of the organization who have the authority (Afif & Suhada, 2024). In other languages, it is also called a module. Therefore, the development of an organizational psychology module specifically designed for teachers at MTs Persis Lempong is expected to provide the needed insights and skills. This module will cover a variety of topics, such as the basic concepts of organizational psychology, and several other topics such as leadership, effective communication, conflict management, and motivation, all of which are relevant to the educational context.

There are several research literature related to the development of modules, including those that have been carried out by Mufhadal Barseli et al about the development of guidance and counseling modules for the management of students' academic stress which aims to reveal whether the guidance and counseling modules for the management of students' academic stress are feasible in terms of material and appearance, as well as to

describe the level of usefulness of the guidance and counseling modules for the management of students' academic stress by counselors (Barseli et al., 2020). The research conducted by Lailatul Fitriyah et al on the development of modules and training aimed at developing training modules and counseling materials suitable for adolescent peer counselors in secondary schools (Fitriyah et al., 2023). Furthermore, research conducted by Aulia Rahmi on the development of career guidance modules aims to analyze the importance of developing career guidance modules that can help junior high school students plan for further education (Rahmi & Asnah, 2023).

With the development of modules, it is hoped that teachers can improve their competence in working together and communicating well in the team, as well as creating a more productive learning environment. This research aims to evaluate the needs and challenges faced by teachers at MTs Persis Lempong, as well as formulate appropriate modules to support their professional development. Through this research, it is hoped that a strong foundation will be created for the implementation of organizational psychology in educational practice at MTs Persis Lempong, so that it can contribute to improving the quality of education in the area.

## METHODS

The method of writing this journal uses a qualitative method with a field research approach (Anwar, 2020). This type of research is development *research* to produce products (modules). The researcher develops the module through the ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) development model (Barseli et al., 2020). The data collection technique in this study is by using; *Questionnaires*, are tools that contain a series of written questions designed to obtain information from respondents systematically (Rahman, 2019). This questionnaire usually consists of multiple-choice questions, a Likert scale, and open-ended questions. Which aims to collect quantitative data regarding teachers' experience, understanding, and needs related to organizational psychology. The method of using the questionnaire was distributed to teachers at MTs Persis Lempong Garut, both online through Google Forms and in paper form. Respondents will be asked to fill out a questionnaire within a predetermined time, and the data collected will be analyzed to get an idea of the situation on the ground.

*Interview*, Interview techniques are used to collect subjective data such as opinions, attitudes, and behaviors of the interviewees related to a phenomenon being researched (Hansen, 2020). Interviews are also a data collection technique where researchers interact directly with respondents to dig up more in-depth information. The purpose of the interview is to understand the perceptions, experiences, and challenges faced by teachers in the context of organizational psychology. The method of using interviews can be done face-to-face, by phone, or video call, depending on the convenience and availability of teachers. A pre-drafted interview guide will be used to ensure all important topics are covered.

*Observation*, Observation Method is a data collection technique that is carried out through an observation, accompanied by recording the state or behavior of the target object (Hasibuan et al., 2023). The purpose of observation is to get information about the dynamics that occur, of course, related to organizational psychology for teachers. This method of using observation requires that the researcher will make observations, field notes will be created to record observations, which will then be analyzed to identify relevant patterns or challenges.

*Documentation*, Documentation is one of the techniques for collecting data through existing documents or written records (Tanjung et al., 2022). Documentation involves collecting and analyzing data from various documents related to the organization, such as activity reports, curriculum, and learning outcome records. The aim is to obtain additional information about the policies and practices at MTs Persis Lempong. The researcher will collect relevant documents to analyze the organizational context. The data from this document can be used to support findings from questionnaires, interviews, and observations. This research was conducted from September 17 to October 15, 2024.

## RESULTS

### 1. Development of Organizational Psychology Module

The content of the organizational psychology module for teachers in Islamic educational institutions consists of eight chapters including CHAPTER I Introduction: *module background, guide/module objectives, and module user targets*. CHAPTER II Introduction to Organizational Psychology: *Definition and scope, Relevance in the context of Islamic education*. CHAPTER III Objectives and Benefits of Organizational Psychology: *The purpose of applying*

*organizational psychology, Benefits for Islamic educational institutions.* CHAPTER III Main Concepts of Organizational Psychology: *Basic theories of organizational psychology.* CHAPTER IV Strategies for the Application of Organizational Psychology: *Human resource development, Leadership and effective communication, Conflict management and performance evaluation.* CHAPTER VI Application of Organizational Psychology in Islamic Educational Institutions. CHAPTER VII Case Study. And CHAPTER VIII Closing.

## 2. Results and Analysis

The following is an explanation of the results obtained from the organizational psychology module development project which is divided into several parts, including:

### a. Project Results

#### 1) Qualitative Results

From the results of interviews and observations conducted in the field. So, there are main findings obtained from Principals/Madrasas, Counseling Guidance Teachers, and other education personnel. The following are the results of an interview with the Principal of MTs Persis Lempong Garut, Saeful Rahman, S.Ip on Wednesday, September 19, 2024.

#### a) Needs and Challenges

- What are the main challenges you face in managing human resources at MTs Persis Lempong?

**Answer :** *"The existing challenges are not too significant, however, the main challenge in managing teachers is to maintain motivation and enthusiasm to continue to make a good contribution at MTs Persis Lempong".*

- How do these challenges affect the learning and teaching process?

**Answer :** *"To maintain a positive trend towards teachers, of course, institutions must have special rewards, especially for teachers who often use interactive and interesting learning accompanied by using learning methods".*

#### b) Understanding Organizational Psychology

- How do you define organizational psychology in the context of education?

**Answer :** *"For psychological problems, I actually don't really understand, but organizational psychology itself is interpreted as the management of an organization*

*or institution. In this case, management at MTs Persis Lempong is based on rules or policies, and formulations in the vision and mission of the institution".*

- How important do you think it is to understand organizational psychology for teachers and other educational staff?

*Answer : "It is very important, with the aim that teachers understand the conditions and situations of students in the classroom, with teachers or other staff in the MTs Persis Lempong environment".*

#### **c) Experience and Training**

- Have you ever attended training or workshops related to organizational psychology? If so, how was the experience?

*Answer : "Once, the type of training or workshop that is often followed is around leadership in educational institutions".*

- Are there any specific things you learned from the training that are relevant to apply in school?

*Answer : "Yes, what is learned is how the role of school principals, management of teachers and education personnel".*

#### **d) Expectations for the Module**

- What are your expectations for the organizational psychology module to be developed?

*Answer : "My hope is that the organizational psychology module for teachers, especially at MTs Persis Lempong, will add insight for me in particular, and teachers in general. And it can be a guide in accommodating the needs of teachers in relation to the interaction of fellow teachers or students at once".*

- What topics do you think are particularly relevant to include in the module and why?

*Answer : "Some of the topics that must be in the module are related to leadership, because it is very much needed in managing educational institutions. In addition, the development of teacher competence, and subsequently related to work motivation".*

#### **e) Implementation and Impact**

- If this module were implemented, how would you imagine the impact it would have on cooperation and communication among teachers?

**Answer :** *"The modules prepared will have a good impact on teachers, provide a new understanding for teachers, to support performance in educational institutions. Also, it can increase cooperation among teachers".*

- What steps do you think need to be taken to implement this module effectively at MTs Persis Lempong?

**Answer :** *"The thing that will be done is to dissect the module in workshops, coaching, or training activities intensely and instructively so that all teachers understand the module".*

The following are the results of an interview with the BK MTs Persis Lempong Garut Teacher, namely Suherman, S.Pd.I on Wednesday, September 19, 2024.

#### a) Needs and Challenges

- What are the main challenges you face in managing human resources at MTs Persis Lempong?

**Answer :** *"Resource management in MTs is carried out based on the tasks that have been given to each field, such as the distribution of waka-waka, including assignments to counseling guidance teachers (BK). However, the main challenge is to maintain cohesiveness in performance".*

- How do these challenges affect the learning and teaching process?

**Answer :** *"Teachers who can maintain cohesiveness in performance will have an effect on the state of teaching. Teachers will tend to be active in managing the class, motivating students, and it will be very easy to maintain communication with students".*

#### b) Understanding Organizational Psychology

- How do you define organizational psychology in the context of education?

**Answer:** *"As far as my experience as a BK teacher, in the context of organizational psychology education it is related to managing an institution better. The main task is teachers or education personnel who must understand the management.*

- How important do you think it is to understand organizational psychology for teachers and other educational staff?

**Answer:** *"It is very important to support teachers in carrying out activities related to teachers or with students".*

**c) Experience and Training**

- Have you ever attended training or workshops related to organizational psychology? If so, how was the experience?

*Answer : "Ever, in the form of training or workshops related to the management of educational institutions, and the management of students".*

- Are there any specific things you learned from the training that are relevant to apply in school?

*Answer : "There is, especially in the management of students. As far as my understanding is needed, it is related to increasing learning motivation".*

**d) Expectations for the Module**

- What are your expectations for the organizational psychology module to be developed?

*Answer : "The module developed is expected to be able to accommodate all aspects related to the conditions and situations in this educational institution. The main focus is to improve teacher competence in student management".*

- What topics do you think are particularly relevant to include in the module and why?

*Answer : "About the motivation of teachers and students".*

**e) Implementation and Impact**

- If this module were implemented, how would you imagine the impact it would have on cooperation and communication among teachers?

*Answer : "If the module is well arranged, and understood well, it will have a positive impact on teachers".*

- What steps do you think need to be taken to implement this module effectively at MTs Persis Lempong?

*Answer : "Teachers must understand the module, by providing training or workshops related to the content of the module".*

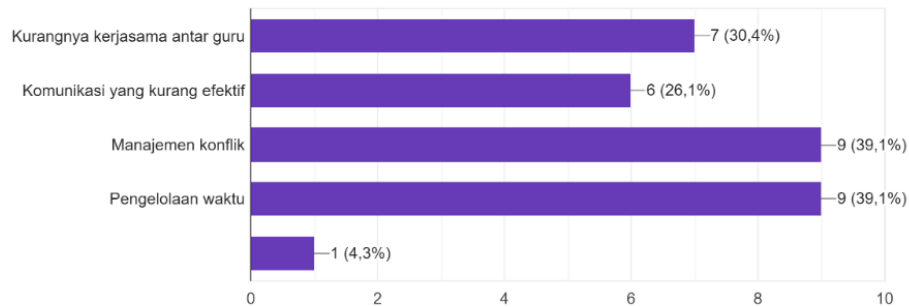
**2) Quantitative Results**

From the questionnaire that has been distributed to 23 teachers at MTs Persis Lempong, the following is an analysis of the data:

### a) Needs and Challenges

a. Apa tantangan terbesar yang Anda hadapi dalam pengelolaan sumber daya manusia di sekolah?  
(Pilih satu atau lebih)

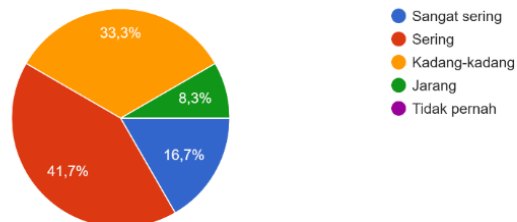
23 jawaban



The survey conducted at MTs Persis Lempong Garut on the challenges faced in managing human resources was 30.4% showing the results of lack of cooperation between teachers, 26.1% related to less effective communication, 39.1% about conflict management, and 39.1% about time management.

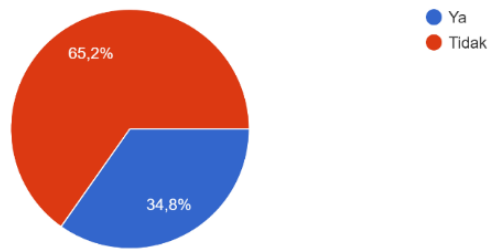
b. Seberapa sering Anda merasa perlu untuk meningkatkan pemahaman tentang psikologi organisasi?

23 jawaban



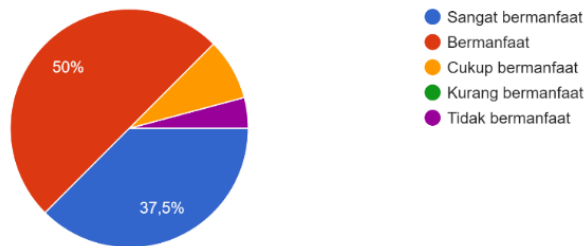
From the question about improving the understanding of organizational psychology, there were results including 16.7% answered very often, 41.7% answered often, 33% answered sometimes, and 8.3% answered never.

c. Apakah Anda sudah pernah mengikuti pelatihan tentang psikologi organisasi sebelumnya?  
23 jawaban



Furthermore, related to organizational psychology training, there were results including 34.8% saying "Yes", and 65.2% saying "No".

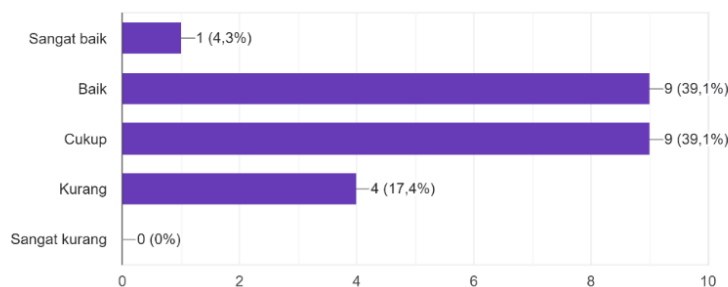
d. Apakah pelatihan tentang psikologi organisasi akan bermanfaat bagi Anda ?  
23 jawaban



Furthermore, based on the question about the usefulness of organizational psychology training, there were results among which 37.5% said "Very useful", 50% said "Useful", 8.3% said "Quite useful", and 4.2% said "Not useful".

**b) Understanding Organizational Psychology**

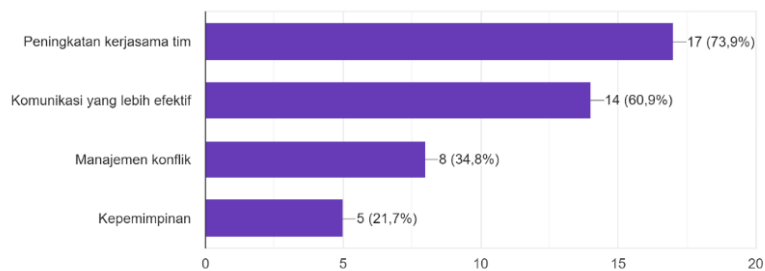
a. Seberapa baik pemahaman Anda tentang konsep dasar psikologi organisasi?  
23 jawaban



Based on the question of understanding the basic concepts of organizational psychology, there were results including 4.3% Very Good, 39.1% Good, 39.1% Adequate, 17.4% Poor, and 0% Very Poor.

b. Apa yang Anda harapkan dari modul psikologi organisasi yang akan dikembangkan? (Pilih satu atau lebih)

23 jawaban

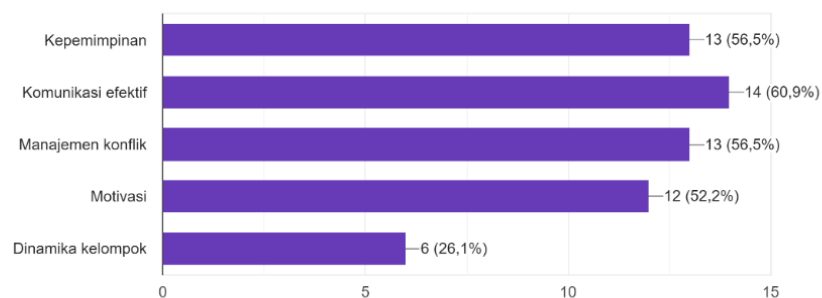


Furthermore, based on the question about the expectations of the organizational psychology module developed, 73.9% showed "Increased teamwork". 60.9% about "more effective communication", 34.8% about "conflict management", and 21.7% about "leadership".

### c) Expected Topics In The Module

a. Topik mana yang menurut Anda penting untuk dimasukkan dalam modul psikologi organisasi? (Pilih satu atau lebih)

23 jawaban



Based on the question about the most important topic for the development of the organizational psychology module, 56.5% showed "Leadership". 60.9% about "Effective communication", 56.5% about "Conflict management", 52.2% about "Motivation", and 26.1% about "Group dynamics".

### b. Project Analysis

The following is the analysis data of the results of the organizational psychology project at MTs Persis Lempong Garut, based on qualitative and quantitative data that has been obtained, including:

### **1) Needs and Challenges**

Based on the results of interviews with school principals and Counseling Guidance Teachers (BK), the main challenges in human resource management are focused on maintaining teacher motivation and enthusiasm as well as cohesiveness among education staff. This is in line with quantitative data which shows that 30.4% of respondents feel a lack of cooperation between teachers and 26.1% identify problems with less effective communication. The implications of the results of the analysis are very important for school management to develop strategies that encourage better collaboration and communication, such as team-building activities and rewards for teachers who contribute positively.

### **2) Understanding Organizational Psychology**

In the interview, both with the Principal and BK Teacher emphasized the importance of understanding organizational psychology for teachers and education staff to improve student interaction and management. Quantitative data showed that 73.9% of respondents hoped that the organizational psychology module could improve teamwork, which showed awareness of the importance of effective organizational management. This has implications for the development of modules that must emphasize the concept of organizational psychology, with a focus on managing interpersonal relationships within the institution.

### **3) Experience and Training**

The Principal mentioned the experience of participating in training on leadership, while the BK Teacher emphasized the importance of managing students. The results of the questionnaire showed that 65.2% of respondents had never participated in training related to organizational psychology, but 87.5% of them found the training useful. This has implications for increasing the frequency of training and workshops on organizational psychology can enrich staff knowledge and skills, especially in student management and leadership development.

### **4) Expectations for the Module**

The Principal hopes that the organizational psychology module can be a comprehensive guide for teachers, while BK teachers emphasize the importance of improving teacher competence in managing students. The results of the questionnaire showed that 56.5% of respondents considered leadership topics very

important to be included in the module. As such, modules need to be designed by integrating key topics such as leadership, effective communication, conflict management, and motivation to provide holistic guidance for teachers.

### **5) Implementation and Impact**

The Principal revealed that the implementation of the module will have a positive impact on cooperation and communication between teachers. This is in line with the survey results which show respondents' expectations for increased teamwork and more effective communication. The implementation steps of the module include active and participatory learning, such as workshops and coaching involving all teachers, so that the understanding and application of the module can be optimal.

Overall, the results of the analysis show that there is a significant need to improve teachers' understanding and skills in the context of organizational psychology. There are challenges that must be overcome, especially related to cooperation and communication between staff. With the development of the right modules and adequate training, it is hoped that a better educational environment will be created, improve teacher motivation and performance, and support more effective student management.

## **DISCUSSION**

### **1. Module Trial**

After conducting training, workshops, or dissecting the contents of the organizational psychology module that has been prepared, the following are the results of interviews with several *stakeholders* at MTs Persis Lempong Garut. Based on the results of an interview with the Principal of the School/Madrasah, namely Saeful Rahman, S.Ip on Tuesday, October 1, 2024 as follows:

#### **a. Introduction**

- 1) What do you expect from this organizational psychology module?

Answer: "*What is expected from this module is to be able to provide guidance or guidelines in the management of educational institutions, especially in MTs Persis Lempong*".

- 2) Do you have any previous experience with similar modules?

Answer: "*Never, so far the first*".

## b. Module Evaluation

### 1) Module Materials

- How do you assess the relevance of the material presented in the module?

Answer: *"The module that has been prepared and socialized to the teacher, is very good and the content in the module is quite comprehensive. The module provides an understanding of how educational institutions should be managed in the context of organizational psychology".*

- Is the material easy to understand? why?

Answer: *"Some of the material is easy to understand, but there are some parts of the material that I personally find difficult to understand".*

### 2) Delivery Method

- What do you think about the method of delivering the material?

Answer: *"The material presented is partially understandable, because the presenter uses tools such as laptops, infocus, and also displays power points. Of course, I myself facilitated it to use the computer lab room".*

- Is there a method that you feel is more effective?

Answer: *"By far, the most effective method of presentation is to present it using power point".*

### 3) Practical Applications

- Do you feel that this module can be applied in your daily work? Give an example?

Answer: *"This module will be very useful for the institution if implemented, one of which is to provide an understanding of a school principal in carrying out his duties and responsibilities".*

- Are there any aspects that you think are less applicable?

Answer: *"None".*

### 4) Interaction and Discussion

- What was your experience in interacting with other participants during the trial?

Answer: *"It is quite open, because the module provides opportunities for teachers to be able to ask questions and discuss".*

- Does group discussion help understanding in the material? Why?

Answer: *"It is very helpful, because the teacher's understanding is different. Of course, each individual will exchange understanding with other teachers"*.

5) Feedback

- Do you have any feedback for future module development?

Answer: *"So far, there has not been one, but we will maximize the existing modules first"*.

- Are there any specific topics that should be added or subtracted?

Answer: *"In the module, it can be said that it is enough to support the understanding of the teachers"*.

**c. Cover**

- 1) What is your overall impression of this module of organizational psychology?

Answer: *"Very good"*.

- 2) Would you recommend this module to your colleagues? Why?

Answer: *"I would highly recommend, hopefully the existence of this module can be a testament for the development of Islamic educational institutions"*.

Furthermore, the results of the interview with the Counseling Guidance Teacher (BK), namely Suherman, S.Pd.I on Tuesday, October 1, 2024 are as follows:

**a) Introduction**

- 1) What do you expect from this organizational psychology module?

Answer: *"The modules are very well structured to provide teachers with an understanding of the importance of organizational psychology"*.

- 2) Do you have any previous experience with similar modules?

Answer: *"None"*.

**b) Module Evaluation**

- 1) Module Materials

- How do you assess the relevance of the material presented in the module?

Answer: *"It is good to include several things needed by educational institutions such as increasing the effectiveness of educational institutions, managing human resources, increasing innovation, and increasing teacher competition or performance"*.

- Is the material easy to understand? why?

Answer: *"Some are easy to understand, some must be able to be deepened"*.

- 2) Delivery Method

- What do you think about the method of delivering the material?

Answer: *"The method used is very good, because it uses media such as infocus"*.

- Is there a method that you feel is more effective?

Answer: *"By far the presentation using power point is the most effective"*.

### 3) Practical Applications

- Do you feel that this module can be applied in your daily work? Give an example?

Answer: *"Obviously, because in it there is a basic understanding that teachers must have in managing educational institutions"*.

- Are there any aspects that you think are less applicable?

Answer: *"Maybe, None"*.

### 4) Interaction and Discussion

- What was your experience in interacting with other participants during the trial?

Answer: *"Very interesting"*.

- Does group discussion help understanding in the material? Why?

Answer: *"Very interesting, because each individual can exchange information with each other"*.

### 5) Feedback

- Do you have any feedback for future module development?

Answer: *"For development I don't think so, but this module is suitable for teachers"*.

- Are there any specific topics that should be added or subtracted?

Answer: *"No"*.

## c) Cover

- 1) What is your overall impression of this module of organizational psychology?

Answer: *"Very good"*.

- 2) Would you recommend this module to your colleagues? Why?

Answer: *"Yes". I think it needs to be recommended because this will be very beneficial for educational institutions.*

## 2. Result Analysis

The analysis of the results aims to find out the results of the pre and post trial of the organizational psychology module at MTs Persis Lempong Garut, the following is an analysis of the project results including:

**a. Material Relevance**

The results of the interview with the Head of MTs Persis Lempong Garut stated that the module provided a good understanding of the management of educational institutions. Meanwhile, the BK teacher added that the module covers important things such as institutional effectiveness, human resource management, and performance improvement. In the theory of organizational psychology, it emphasizes the importance of understanding the structure and function of the organization in achieving goals. The results of the interviews show that the module has met this criterion well, according to the literature that emphasizes the need for psychological understanding in the management of the institution.

**b. Ease of Understanding**

The results of interviews with the Principal and BK teachers at MTs Persis Lempong, stated that some of the material is easy to understand, but there are some parts that need to be deepened. This is in line with the theory of education which states that complex material often requires a gradual approach and in-depth explanation. The availability of time for discussion and question-and-answer during the training can improve understanding according to the constructivist learning theory. An increase in understanding in the principles of constructivism will result in a change in concept towards a concept that is detailed, complete, and in accordance with scientific concepts (Masgumelar & Mustafa, 2021).

**c. Delivery Method**

The use of media such as power point and infocus was considered more effective by both respondents. The use of technology in the delivery of material is very important in the context of modern education. This is in line with the multimodal theory which suggests the use of various media to reach different learning styles. In other terms multimodal is used to refer to the way people communicate using different *modes* at the same time (Akbar, 2018).

**d. Practical Applications**

The results of interviews with the Principal and Teacher of BK MTs Persis Lempong, stated that this module is useful in its application in daily work, especially in improving the performance and management of the institution. Practical applications in organizational psychology emphasize that a good module must be directly applicable in

a real context. This shows that the module has been well designed, in accordance with relevant learning principles.

#### **e. Interaction and Discussion**

The results of interviews with the Principal and BK teachers at MTs Persis Lempong, showed that group discussions were considered very helpful in improving understanding. In the theory of social interaction or social process, which means that there is reciprocity between two or more people, and each person involved in it will affect each other (Moh Fahri & Hery Qusyairi, 2019). Thus, the theory of social interaction in learning shows that collaboration between individuals can increase understanding and reproduction of information. Active involvement in the discussion supports the results obtained.

#### **f. Feedback for Development**

The results of the interviews showed that respondents did not have much criticism for further development, indicating satisfaction with the module. This can be linked to the user satisfaction theory which states that if users feel the module meets their needs, then negative feedback will be reduced.

Overall, the results of the interview show that the organizational psychology module tested at MTs Persis Lempong Garut is very relevant and useful. Respondents felt that the module was in line with the theories of organizational psychology and learning principles, and was effective in the context of educational institution management. There are no significant differences indicating a mismatch between theory and practice, indicating that this module has been well designed to achieve its objectives.

### **3. Implications of Results**

The results of the organizational psychology module pilot project at MTs Persis Lempong Garut have several important implications for organizational psychology in general, the following are some points that can be discussed, including:

#### **a. Improving Understanding of Psychology**

The results of the interviews showed that the module was able to provide a good understanding to principals and teachers about the principles of organizational psychology. This implies that a psychological understanding within an organization can aid in better decision-making, increased effectiveness, and the achievement of organizational goals.

**b. Relevance of Learning Methods**

The use of methods such as presentations with visual media (*power point and infocus*) strengthens the importance of a multimodal approach in learning. This shows that in the context of an organization, the use of various methods of information delivery can improve the understanding and engagement of organizational members, in accordance with the learning theory that supports the use of various tools and media.

**c. Social Interaction and Collaboration**

Participants' involvement in discussions and interactions during training suggests that social collaboration can strengthen individual understanding. In organizational psychology, this underscores the importance of building a collaborative work culture, where organizational members feel comfortable exchanging ideas and knowledge, so that they can increase innovation and creativity.

**d. Practical Applications**

The module that is considered applicative shows that the theory of organizational psychology must be translated into real practice in the context of the organization. This implies that professional training and development should always focus on how theory can be applied directly to improve organizational performance and effectiveness.

**e. Stakeholder Engagement**

The results of this project also highlight the importance of involving various stakeholders (such as principals, teachers, and staff) in the development of the module implementation. This reflects a systemic approach in organizational psychology, where the success of a program depends on the involvement and commitment of all parties involved.

**f. Continuous Feedback**

The lack of negative feedback indicates participant satisfaction, but also implies the need for continuous evaluation. In organizational psychology, it is important to continuously gather feedback from members of the organization for the improvement of training modules and programs, always relevant to the changing needs of the organization.

**g. Development of Organizational Culture**

Positive implementation of modules can contribute to the formation of a better organisational culture, where members feel valued and supported in their professional

development. This is in line with the theory that a strong organizational culture can improve employee performance and loyalty.

#### 4. Contribution of Results

The pilot project of the organizational psychology module at MTs Persis Lempong Garut has made a significant contribution to the understanding of problems in organizations and their application in the real world of work. The following are some points that explain the contribution and application of the results of this project:

##### a. Identify Organizational Problems

This project is very helpful in identifying problems that are often faced in the management of educational institutions such as; (a) *leadership and management* : provides an understanding of how a school principal can lead more effectively by using a psychological approach, (b) *human resource management* : teaches the importance of understanding interpersonal dynamics and motivation in teams, which are often a source of conflict or dissatisfaction.

##### b. Improved Decision Quality

By understanding organizational psychology, leaders and members of the organization can make more informed decisions based on data. This project teaches how to analyze situations and needs in a broader context, so that the decisions taken can be more beneficial for the organization, institution or agency.

##### c. Practical Implementation

The modules developed include practical aspects that can be directly applied in daily work for example; *Implementation of Management Strategies*: Using the techniques taught to improve the effectiveness of human resource management and innovation. *Continuing training program*: develop a continuous training program for teachers and staff, based on feedback obtained from the modules.

##### d. Positive Organizational Culture

This project contributes to the formation of a better organizational culture. With a deeper understanding of organizational psychology, educational institutions can create an environment that; support collaboration, value feedback, encourage professional development.

## CONCLUSION

The main summary of the results of the organizational psychology module project for teachers at MTs Persis Lempong Garut contains several conclusions, including: (1) The purpose of this project is to develop and test the organizational psychology module to improve the management of educational institutions. (2) Principals and teachers gave positive feedback, stating that the module was very relevant and beneficial for the management of the institution. (3) The module covers important aspects in human resource management, organizational effectiveness, and teacher performance improvement. (4) The use of media such as Power Point and InFocus is considered effective in facilitating the understanding of the material by participants. (5) Open group discussions help participants exchange ideas, improve understanding, and build networks between participants. (6) Participants feel that the material can be applied directly in their daily work, especially in carrying out their duties and responsibilities as an educator. Although there are some drawbacks, such as the material that needs to be simplified and the time that may not be enough. Overall, the project successfully fulfilled its goal of improving the understanding and management of organizational psychology in the context of education. Thus, it can be concluded that the objectives of this project have been achieved.

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