
Analysis of the Impact of Organizational Structure Flexibility on School Stakeholders: A Study on Schools in Sleman Regency, DIY

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Abstract

Research aim : This study aims to analyze the impact of organizational structure flexibility on school stakeholders in Sleman Regency, Special Region of Yogyakarta. It investigates how flexible structures affect learning effectiveness, school administrative efficiency, instructional innovation, and stakeholder engagement.

Design/Method/Approach : The research employs a qualitative case study approach. Data were collected through in-depth interviews and direct observation involving school principals, teachers, students, administrative staff, parents, and school committee representatives. Thematic analysis was conducted to interpret the findings.

Research Finding : The results show that organizational flexibility positively influences the quality of teaching and learning, supports administrative efficiency, encourages innovation in instruction, and promotes active stakeholder participation. However, bureaucratic procedures remain a significant barrier to the optimal implementation of flexibility.

Theoretical contribution/Originality : This study contributes to the discourse on educational management by highlighting how adaptive structures can drive school transformation toward becoming more innovative, collaborative, and stakeholder-oriented learning organizations.

Practitioner/Policy implication : The study suggests the need for adaptive policies and responsive management systems to overcome bureaucratic rigidity and support sustainable school development.

Research limitation : The scope of the study is limited to selected public schools in Sleman Regency using qualitative methods. Future research may include broader areas and mixed-method approaches to enhance generalizability.

Keywords : Organizational Structure Flexibility, School Management, Educational Innovation, Learning Effectiveness, School Stakeholders

1. Introduction

The organizational structure of schools is a fundamental element in creating an education system that can adapt to the dynamics of social and technological change (Lusiman et al., 2017; Norlena, 2015). Along with the development of the modern era marked by technological advancements, globalization, and increasingly complex societal demands, schools can no longer rely on rigid and hierarchical organizational structures (Lecturer et al., 2019; Zufari & Kejora, 2022). Traditional education models that apply a top-down approach are now facing challenges as the need for flexibility and innovation in school management

increases. Digitalization, dynamic changes in education policies, and the development of technology-based learning methods encourage schools to adopt a more adaptive organizational structure in order to respond quickly and efficiently to changes (Imanulhaq & Prastowo, 2022; Suryaningsih, 1992).

Ideally, schools should have flexible structures to support more dynamic learning. However, the reality is that many schools still apply a bureaucratic organizational model with a long chain of command (Mitrohardjono & Rosyidin, 2020a; Rizky et al., 2024). This condition causes the decision-making process to run slowly and is less responsive to the needs of students and the challenges faced by educators. In addition, the overly rigid division of duties and authorities often hinders collaboration between stakeholders in the school environment. As a result, schools have become less flexible in adapting to changes in education policies, technological advancements, and increasingly diverse student needs (Mitrohardjono & Rosyidin, 2020b; Sari et al., 2022).

The difference between ideal conditions and reality in the field confirms that flexibility in the school organizational structure is indispensable to increase effectiveness and efficiency in education management (Astuti & Hendriani, 2024; Yaqin et al., 2023). A flexible organizational structure allows schools to adapt to curriculum changes, optimize the use of technology, and encourage innovation in the learning process. In addition, schools with more dynamic organizations can respond more quickly to the needs of students and teachers, build a collaborative learning environment, and improve the overall performance of educators and education personnel (Henderika et al., 2025; Syamsir et al., 2024; Wijayanti & Widodo, 2024).

The importance of this research is increasing along with the rapid changes in the world of education, especially in facing the challenges of the industrial revolution 4.0 and the era of school organizations can support the effectiveness of learning and school management in the modern era. The results of this study are expected to provide recommendations for policy makers, school principals, and education practitioners in implementing a more adaptive and innovative organizational model. Thus, this research not only contributes theoretically in enriching the literature on school management, but also practically in offering real solutions for schools in the face of today's educational challenges.

1.1. Statement of Problem

- a. Explore how the flexibility of school organizational structures can support the effectiveness of learning as well as school management in the modern era.
- b. Provide advice to schools and the government so that they can implement a more modern and efficient system.
- c. Provide information that is useful for future educational research and practice.

1.2. Research Objectives

1. Many schools still use systems that are too rigid and complicated, making it difficult to adapt to change.
2. The decision-making process is slow because it has to go through many bureaucratic stages.
3. Collaboration between teachers, students, and parents is less than optimal because the rules are too strict.

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4. Schools need to find ways to be more flexible without sacrificing quality and existing rules.

2. Method

This study uses a qualitative approach with a case study method to analyze the flexibility of the school organizational structure. The data was collected through in-depth interviews with principals, teachers, and administrative staff in several public schools in Sleman Regency, DIY. Direct observation was also carried out to understand the internal dynamics of schools in implementing structural flexibility.

Secondary data sources in the form of school policy documents, management reports, and literature reviews related to organizational flexibility in education were also used to strengthen the analysis. The data analysis technique is carried out through a thematic approach by identifying the main patterns that reflect the level of flexibility of the school's organizational structure as well as the factors that support and hinder this flexibility.

The validity of the data is maintained through triangulation of sources, methods, and theories to ensure that research findings have high validity. With this approach, it is hoped that the research can provide an in-depth picture of the strategies that schools can apply in increasing the flexibility of their organizational structure, as well as its implications for the effectiveness of learning and school management.

3. Results and Discussion

Flexibility in the organizational structure of the school has a broad positive impact on all stakeholders. By creating an adaptive and responsive environment, schools can improve the quality of education, strengthen relationships with communities, and ensure that all parties are involved in a better educational process. Flexibility is not just about the ability to change, but also about creating opportunities for sustainable growth and innovation. The following are the results of in-depth interviews with public school stakeholders in Sleman Regency, DIY:

3.1. Respondent to 1 Student

- a. Personalized Learning Experience: Flexibility in organizational structure allows schools to adapt teaching methods according to students' learning needs and preferences. For example, with a project-based learning or problem-based learning approach, students can be more actively involved in the learning process. This not only improves their understanding of the material, but it also helps them develop critical and creative skills. Thus, students feel more valued and motivated to learn.

Interview answers with "A" students:

"I feel more involved in the lesson when the teacher uses different methods, such as group projects. I can learn from my friends and understand the material better. When teachers give us the freedom to choose project topics, I feel more motivated."

Interview answers with "B" students:

"I think it is quite flexible, especially in academic activities. If there is a need such as remedial or consultation with teachers, the system is clear and not convoluted. But for non-academic activities, sometimes they are not quick to respond, for example when students want to propose school events."

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- b. Access to a Variety of Programs: Flexible schools can offer a variety of extracurricular programs, such as art clubs, sports, and scientific activities. These programs provide opportunities for students to explore their interests and talents outside of the academic curriculum. With a variety of programs, students can develop social, leadership, and cooperative skills, which are critical to their personal development.

Interview answers with "A" students:

"I am very happy that there are many choices of activities at school. I joined the science club and also the basketball team. This activity helped me find my interests and made me more confident."

Interview answers with "B" students:

"I feel that the organizational structure at school is quite good, but sometimes it is not flexible. For example, if there are student council or extracurricular activities that need quick approval from the school, the process is often long because it has to go through several bureaucratic stages. If it can be simpler, it will be more efficient."

3.2.Respondent to 2nd Teacher

- a. Professional Development: Flexibility in organizational structure allows teachers to attend training and workshops relevant to their needs. For example, if there is a change in educational technology, schools can provide training to help teachers integrate the technology into their teaching. With improved skills, teachers feel more confident and able to provide more effective teaching, which in turn has a positive impact on student learning outcomes.

Interview answers with teacher "C":

"Our school has always supported professional development. When there is training on new technologies, I feel given the opportunity to learn and apply them in the classroom. This makes me more prepared and confident in teaching."

Interview answers with teacher "D":

"I feel that schools still have limitations in supporting the professional development of teachers. If we wanted to attend training or seminars, we often had to apply for a long permit and it was not always approved. There should be a more flexible policy so that teachers can continue to improve their competencies without being hampered by bureaucracy."

- b. Innovation in Teaching: When teachers are given the freedom to experiment with new teaching methods, they can find more effective ways to deliver material. For example, the use of interactive technology or collaboration-based learning can increase student engagement. These innovations not only make the learning process more engaging, but also help students develop skills that are relevant to the real world.

Interview answers with teacher "C":

"I love being able to try new methods of teaching. For example, I use an interactive app to teach math. Students are more enthusiastic and their learning outcomes improve."

Interview answers with teacher "D":

"Yes, schools are quite supportive by providing internal workshops and opportunities to take part in training. However, sometimes there are limitations in time and funding. If there is a more flexible system in the allocation of time and budget for teacher development, we can be more optimal in improving the quality of learning."

3.3. Respondents to 3 Parents

- a. Greater Involvement: Flexible organizational structures facilitate better communication between schools and parents. Schools may hold regular meetings, seminars, or workshops that involve parents in the educational process. With greater involvement, parents feel more connected to their child's development and can provide better support at home.

Parent "E" response:

"I feel more involved with my child's school. The school often invites us to meetings and listens to our input. This makes me feel valued and believe more in the education my child receives."

Parent "F" Response:

"I find it quite difficult to communicate with the school regarding input or suggestions. Sometimes we want to propose improvements to facilities or teaching methods, but we have to wait for official meetings that are rarely held. If we are more flexible, we as parents can be more active in supporting children's education."

- b. Higher Satisfaction: When schools can adjust to the needs of students and parents, the level of parental satisfaction with the educational services provided tends to increase. For example, if a school listens to parental input about a particular policy or program and makes changes accordingly, parents will feel valued and trust the educational institution more.

Parent "G" response:

"I am very satisfied with the way the school handles the problems we conveyed. When we propose a change in policy, they listen and make adjustments. It shows that they care about our needs."

Parent "H" Response:

"I feel quite satisfied because there is good communication with the school, especially through WhatsApp groups and parent forums. Schools also often ask for our opinions in important decision-making."

3.4. Respondent to 4th School Administration

- a. Operational Efficiency: Flexibility in organizational structure allows the administration to manage resources more efficiently. For example, if there is an urgent need to allocate a budget to a specific program, the administration can quickly make adjustments without having to go through a lengthy bureaucratic process. This reduces waste and ensures that resources are used optimally to support educational goals.

Answer of School Administration Personnel "I":

"We always try to optimize the budget and resources. When there is an urgent need, we can quickly adapt and allocate funds to programs that are needed more without having to go through a complicated process."

Answer of Administrative Personnel "J":

"I feel that there are still many procedures that can be simplified. For example, in submitting activity funds, there are many stages that must be passed, so that sometimes there are delays in the implementation of school programs."

- b. Adaptability: In unexpected situations, such as natural disasters or pandemics, schools that have flexible structures can quickly switch to emergency mode of operation. For example, they can immediately implement remote learning and provide training for teachers and

students to use digital platforms. The ability to adapt quickly ensures that the learning process continues even in difficult conditions.

Answer of School Administration Personnel "I":

"When the pandemic hit, we immediately switched to distance learning. We already have a flexible system, so that transition went smoothly. We can immediately train teachers and provide support to students and parents."

3.5.5th Respondent School Committee Representative

Better Collaboration: Flexible schools can more easily forge partnerships with local organizations, businesses, and other institutions. For example, they can work with local companies to provide internship programs for students, which provide practical experience and skills needed in the workforce. This kind of collaboration not only benefits students, but also strengthens the relationship between the school and the community.

School Committee Representative "K" Answer:

"We really appreciate the partnership with the school. When they invited us to collaborate on the internship program, we felt we could make a real contribution to the students and help them prepare for the workforce."

a. **Community Support:** When schools can adjust to the needs of the community, they tend to get greater support from the surrounding community. For example, if a school holds an event that involves the community, such as an art festival or bazaar, this can increase community participation and create a sense of belonging to the school. This support can be in the form of donations, volunteering, or participation in school activities, all of which contribute to the school's long-term success.

School Committee Representative "K" Answer:

"Our school often holds events that involve the community. When we see schools trying to engage with us, we feel more motivated to support them, both with donations and participation in activities."

School Committee Representative "L" Answer:

"I feel quite satisfied because the school provides space for the committee to discuss and contribute. If there is a proposal from us, it can usually still be accepted and discussed together."

The results of interviews with various school stakeholders show that the flexibility of organizational structures still faces a number of challenges, especially in accelerating decision-making and increasing stakeholder involvement in various aspects of the school. Students and parents consider that the school administration system is sometimes too bureaucratic, especially in the process of submitting activities or submitting aspirations. Teachers also feel that even though coordination has gone well, a more flexible system is still needed to support innovation in learning. Meanwhile, the administrative staff and school committee assessed that the current organizational structure is quite supportive of school operations, but can still be improved to make the work process more efficient.

In teacher professional development, there are several challenges that need to be overcome, such as limited time, funding, and a lengthy licensing process to participate in training and competency improvement. Although schools have provided some opportunities for professional development, many teachers feel that a more flexible system would better support them in improving the quality of learning without interfering with the main tasks. In addition, support from school committees and parents in this aspect needs to be optimized

through more open and collaborative policies. Therefore, schools need to implement an organizational structure that is more adaptive and responsive to the needs of all stakeholders to create a more dynamic and innovative educational environment.

A number of studies support the results of these interviews related to the flexibility of the school organizational structure and the professional development of teachers. According to research by (Imanulhaq & Prastowo, 2022; Norlena, 2015; Rizky et al., 2024; Sari et al., 2022; Suryaningsih, 1992) organizational structure that is too bureaucratic can hinder innovation in school management, especially in decision-making and stakeholder involvement. The findings of the interviews also show that students, parents, and school committees often face obstacles in conveying their aspirations and proposing activities. Another study by (Astuti & Hendriani, 2024; Mitrohardjono & Rosyidin, 2020b; Syamsir et al., 2024; Yaqin et al., 2023) In addition, a more flexible organizational structure can improve the effectiveness of schools by accelerating the process of change and expanding the participation of various parties.

In the context of teacher professional development, research by (Syamsir et al., 2024; T.S., 2022; Wijayanti & Widodo, 2024) Showing that training programs that are sustainable and tailored to the needs of teachers play a role in improving the quality of learning. However, a study by (Ambarwati, 2024; Minsih et al., 2019; Ramadhan & Karwanto, 2020; Sudrajat & Sarino, 2005) emphasize that rigid organizational structures often limit the time and resources for teachers to develop. This is in line with interviews that show that many teachers face administrative obstacles in participating in training. Therefore, schools need to consider more flexible professional development models, such as community-based teacher learning training (Henderika et al., 2025; Imanulhaq & Prastowo, 2022; Rizky et al., 2024; Stuart, 1992; Wijayanti & Widodo, 2024) has proven to be effective in improving the quality of learning in a sustainable manner.

4. Conclusion

This research shows that the flexibility of the school organizational structure has a positive impact on all education stakeholders. Students experience a more personalized and diverse learning experience, teachers get the opportunity to innovate in teaching methods, and parents and school committees can be more involved in the educational process. In addition, administrative staff feel an increase in efficiency in school management. However, rigid bureaucratic constraints often hinder the implementation of more flexible policies. Therefore, a strategy is needed to balance the aspect of flexibility with governance that remains structured in order to improve the quality of education optimally.

5. Suggestion

1. Schools need to simplify the bureaucratic system in decision-making to be more responsive to the needs of students and educators.
2. Professional development programs for teachers should be expanded with more flexible procedures, including technology-based training and learning communities.
3. Collaboration between schools and stakeholders needs to be improved through more open and participatory communication to strengthen support for educational innovation.

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