Modeling Organizational Management in Institutions Learning EFL (English as Foreign Language): Approach Six Box Model

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Article Info	Abstract
	Challenges for many institutional administrators EFL (English as Foreign Language) learning are building proper organizational management and the increasing number of educational institutions that manage EFL (English as Foreign Language) learning. This issue becomes significant, in line with the feedback from various surveys regarding the quality of language schools or educational institutions that assist EFL learning in related studies. These findings contribute to the design of EFL learning administration in any educational institution, especially in Southeast Asia. This study will map the pattern of administrative management applied in EFL educational institutions. The approach study is Descriptive qualitative. The locus of this research is three institutions at the Widya Mandala Foundation, Surabaya. Instrument collection of the data uses a questionnaire containing question-related variables in management organization , based on Six Box Models. Faculty of Teacher Training and Science Education: English Education Study Program, showing the best score in the Relationship Variable. The second institution is the Academy of Secretary Widya Mandala Surabaya. The result shows variable Attitude Towards Change has the best score. The third institution is the Widya Mandala Language Institute. This institution shows variable Purpose has the best score. Here _ seen that different EFL learning institutions evidently emphasize pattern management in other educational administrations. Finding this will be useful as consideration or suggestions for institution EFL learning in Case management organization, which aspects need to be noticed by intensive for smoothness organization.

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INTRODUCTION

As a significant trend in the ASEAN economic community, the implementation of language learning foreign languages, especially English, gets more attention from members of multilingual societies in the Southeast Asian region. Many language schools and administrators are challenged to carry out the formation of appropriate organizational management to improve the performance of educational institutions that manage EFL (English as Foreign Language) learning. EFL learning is learning using English _ as a foreign language introduction used _ in the learning process.

We know that several types of organizational models are used by educational institutions, ranging from flat/simple variants to who uses the system hierarchically. Likewise, educational institutions manage EFL learning. Educational institutions that manage EFL learning are educational institutions that also use an organizational model used by other non-educational organizations, with just emphasis different in some aspect organization.

Studies on appropriate organizational models have been carried out in the fields of business and commerce. One study conducted by Hamid et al (2011) analyzed the quantitative variable of each aspect in the six box model, then generalized the analysis result. The study finds that aspect leadership , relationships , and rewards hold _ _ role more big in the organization than *Purpose*, structure, and useful mechanisms. _ _ On the other hand, Levenson and Boser (2014) stated that role technology is fundamental information for Modern Education management. According to the six box model, as for Technology Information, including in aspects of the 'helpful mechanism. ' These models affect organizational performance and also determine the achievement of organizational goals. One more view from the results studies Kucinskas and Paulauskaite (2005) highlight the importance of culture organization (which in the six box model would impact structure and relationship) in running and growing an organization.

Related to shape Educational management organization that manages EFL learning has become a general phenomenon. EFL educational organizations try to adapt and use one particular model in managing EFL learning, while others try another. Because of that, the need arises for look description model of which organization is best for the administration of E FL learning. In line with requirements, this research aims to describe E FL learning organizational model in the Six Box Model".

"Six Box Model" proposed by Marvin Weisbord in 1978, is one _ tool assessing the quality of an appropriate and good organizational model. This tool is called with " Six Box Model" because it evaluates an organization based on six components that is Purpose, structure, relationships, rewards, Leadership, and useful mechanisms. Various American organizations have used this tool to determine the organization's quality.

This research uses two approaches in two fields: English Language Teaching (ELT)/ English as Foreign Language (EFL) and business administration. The framework used is a collaboration of two fields. From a business administration point of view, it would describe a framework that uses Marvin Weisbord 's "Six Box Model" and some business process theory. From the view of teaching English, there are several theories about the principles of EFL and the components affecting the success of learning. The method used is descriptive qualitative with steps as follows: planning, acting, developing, and reflecting (Piggot-Irvine in Mertler, 2009)

Literature Review

A Study on the organizational model for EFL agencies and operational processes institution conducted by Richards (2000) revealed that two factors the main influencing EFL agency are culture organization and approach for guard quality education. Culture organization, according to Richards (2000), includes factors following :

Organization Goals
Duty
Management Style
Shared Value

Style Of Decision Making
Staff Development
S Attitude To Change

According to Davidson and Tesh (1997) in Richards (2000), the approach for guard quality depends on the organizational model. The most common organizational education models follow the organic and mechanical models. Mechanical model more rigid, hierarchical, defined tasks _ by narrow and taking decision centered. On the other hand, organic more easily adapt, take decision decentralized, rules lose, and low-level formalization—_ (Lunenburg, 2012).

Figure. 1. "Six Box Model" Marvin Weisbord (1978)

"Six Box Model" Marvin Weisbord

Organizations are described as open entities that allow various factors to influence their components. These factors include the day-to-day activities of the organization — one of the essential factors is the existence of humans as leaders and followers in the organization. Organizational activities are carried out to ensure that all planned programs are under the goals of the organization. The Six Box Marvin Weibord model is one of the models used to study organizational performance (Hamid et al. l, 2011). This model (Figure 1) tries to investigate or diagnose organizational performance through several aspects: goals, structure, relationships (relationships) between component organization), rewards, Leadership, and useful mechanisms.

Some study-related components have been done; however, no using the six box model. Among them is the study about interpersonal relationships in organizations affected by activities _ supervision boss and culture organization (Nurul Istiqomah et al., 2018) . Another research in the same scope was conducted by (Hayumita & Soesanto, 2021) on Leadership on performance in organizations. The result is that Leadership has an important effect on work motivation. Research on compensation management conducted by (Lestari et al., 2019) shows that compensation (award) significantly affects the quality of organizational performance. This finding regarding the impact of compensation management on performance is also corroborated by (Luthfiyani et al., 2021) that compensation management is crucial in organizations if they want to achieve good performance. Regarding emotional intelligence and relationships between individuals, (Ningga et al., 2019) also stated as significant factors in an organization.

Regarding the use of the six box model, based on the six boxes proposed by Marvin Weisbord, the points of inquiry can be outlined in the following outline: (Saleem & Ghani, 2013) (Saleem & Ghani, 2013) Goal: what is it? our 'business' realm? (EFL business). Organizations must have goals that are aligned with the organization's mission.

1. Relationships: coordination system (eg technology/IT support).
2. Structure: division of labor or Organizational structure

3. Leadership: leadership roles/models
4. Useful mechanisms: the cover simply applies to planning, organizing, actuating, and controlling, sometimes using technology.
5. *Reward: Incentive System* / Bonus that the organization can give for achievements or work.

Characteristics of English as EFL Learning

As a foreign language, several factors affect the learning and acquisition of English, namely factors which are also principles in EFL (Richards, 2017) :

Age

Human Learning (Style and Strategy)

Personality Factor

Sociocultural factors

Si Communication Competence

Age is the first factor determining how learning can affect students because age will affect the maturity of students and how students acquire language.

Human learning also affects how people absorb teaching and apply learning styles and strategies. The type of learning will affect the way a person acquires the language, while the learning strategy will impact how a person uses learning resources to acquire the language.

Besides age and human learning, personality is another factor that influences how effectively and efficiently a language learner uses learning resources to acquire language. Psychologically mature students are relatively easier to understand the learning material than less mature students. Mature learners can utilize learning resources such as time, printed materials, access to learning resources more efficiently and effectively. For example, more mature learners can access the internet without being tempted by other distracting websites that are inappropriate for learning. On the other hand, students who are less mature will be easily distracted by these disturbances.

Another factor that is also important is the sociocultural factor. Learning a language cannot be separated from the surrounding social conditions and influences culture. Learning a language means learning the culture of native speakers, too, because language is an expression of the culture of native speakers, their way of life, how they use language to communicate and interact with their surroundings.

The last factor is communication competence. As a learning factor related to the intellectual ability of a language learner, communication competence is primarily determined by how a language learner improves himself to use the language. This factor is strongly influenced by the training received by students, the frequency of using the language, and interacting with other language users.

Characteristics of EFL Learning and Organizational Models.

The learning characteristics are strongly influenced by institutional values, mission, and vision, part of the organizational model. Therefore organizational culture influences many teaching and learning processes in EFL institutions. According to Richards (2017), the EFL organizational model follows the organic organization model. This model has the following characteristics:

Many programs value specialization; participants prefer that teachers specialize in one or two specific skills levels. On the other hand, many programs provide teachers with a global course curriculum and class syllabus to complete materials and exercises in a day.

Temporary, In addition, some programs have an explicit command chain. This program's policies on recruitment, promotion, and firing are according to the mechanical model. All communication in such a program is vertical (hierarchical).

Therefore, all administrators of EFL institutions need to reflect shared values, culture, vision, and mission in a learning and teaching atmosphere. Organizational culture is integrated with the learning process and implemented in learning characteristics.

METHOD

This study investigates several standards of EFL learning organizations using Marvin Weisbord .'s six-box model with an addition of one box, *Attitude towards Change* (organizational attitude towards external or internal Change), and

tries to find a feasible EFL learning administration model. This research is studied with a qualitative approach with limited numbers to describe phenomena and distributions incident. This research pattern uses order schemes: planning, acting, developing, and reflecting. This research design is Exploratory Research, generally used for Social Science Research.

Planning means identifying the topic, gathering initial information, reviewing the relevant literature (as suggested by Mertler (2009), and additional steps: designing an action plan, organizing a set of semi-structured interview questions, and preparing a questionnaire for the respondents.

The development of an action plan is carried out after carrying out these two steps. The first step includes these elements: implementing an action plan collecting data through research tools (semi-structured interviews, questionnaires, and observations (keeping notes using field notes). The second step is data analysis and interpretation. After data analysis and interpretation, findings are used to develop the following action plan to develop and improve EFL learning and organizational model administration. This developed action plan is an important goal of any exploratory research because this developed action plan is a tool to describe research results. Reflecting on the entire existing research process is the last step of the research cycle.

Due to the nature of Exploratory Research, the participants in this study were three EFL learning organizations, namely: Faculty of Teacher Training and Science Teacher Education (English Department); Academy Secretary Widya Mandala Surabaya; Widya Mandala Language Institute (Language Center); All of them are at the Widya Mandala Surabaya Foundation and at the Widya Mandala Catholic University Surabaya. Due to the qualitative nature of the study, this study aims to describe the characteristics of organizations that carry out EFL learning administration activities.

Qualitatively, the research instrument is the author himself. The researchers distributed the questionnaires to the respondents. They observe administrative processes in EFL learning organizations, record observations, and analyze data. The results of the triangulation questionnaire

and the observations describe the administrative and organizational model of EFL learning.

The data collected are of two types: qualitative data and quantitative data. Quantitative data serves for descriptive purposes to support the findings obtained through observations and interview notes. Qualitative data comes from observations - the second type of data collected in quantitative data. The researchers used the survey method to obtain quantitative data from the respondents. This data was obtained from 35 items in the questionnaire distributed to respondents. The results of the questionnaire were translated and calculated. However, the study did not process quantitative data further due to the non-quantitative nature of the study.

The respondents of this study are members of the academic community who are not involved in a managerial positions. Data analysis was carried out for two types of data. The questionnaire results were grouped, translated, and interpreted using categories and patterns. Observation records are also categorized and grouped, seeing if a similar pattern occurs or an equivalent type emerges. The researchers then triangulated the results of the previous data analysis with the results of the questionnaire calculation analysis. The questionnaire results were grouped and then interpreted using the *six-box tools* instrument.

Characteristics of respondent

This study uses three respondents groups: English Department (Teacher Faculty_and Educational Sciences); Widya Mandala Secretarial Academy Surabaya (Secretary College); Widya Mandala Language Institute (Center for Languages). These three institutions are members of the Widya Mandala Surabaya Foundation. In addition, the three institutions administer the EFL learning method for all their students. Research respondents consisted of support system staff/administrative staff, English lecturers, and students.

The three institutions have unique characteristics such as:

The Faculty of Teacher Training and Education has three study programs: English, physics, and children's early education. This research is aimed at the characteristics of the study

program English, focusing on the learning process to produce English teachers.

Widya Mandala Secretarial Academy Surabaya (Secretary College) is one of the vocational higher education institutions belonging to the Widya Mandala Surabaya Foundation. One of the strong points of this institution is to produce graduates who are competent in English language skills as one of the desired skills in the job market. Therefore, the percentage of English subjects at the institution is 30% of the total credits awarded.

Widya Mandala Language Institute (language center) is a non-formal educational institution under the administration of the Widya Mandala Foundation in Surabaya. The language center helps students learn English as one of the faculty courses of Widya Mandala Catholic University Surabaya and opens classes for public needs. In addition, the language center also helps students who want to master other foreign languages such as Korean and Chinese.

The focus of the research is to describe the characteristics of management institutions that do learning EFL. The respondents of this study were lecturers, support system staff, and students. Each of them was given a different set of questionnaires according to the group (students, staff, and lecturers). The questions in each questionnaire have been adapted to the group. Each set of questionnaires consists of 35 questions from 7 variables. The variables are *goals* (organizational goals), *structure* (hierarchy and division of work), *Leadership* (leadership quality), *relationships* (relationships between members of the organization), *rewards* (rewards, incentives, bonuses, appreciation for achievements), useful mechanisms. (technical assistance from information systems used in implementing planning, organization, actualization, and control in the organization), and *Attitude towards Change* (the organization's attitude towards external or internal changes). Attitude to change is an additional variable in the helpful mechanism for people involved in organizational diagnosis (

Preziosi, 1980) . The format and content of the questionnaire for support systems staff are based on the design of the six-box tool questionnaire by Marvin Weisbord. Meanwhile, the lecturer and student questionnaires were also based on the Weisbrod format with some adjustments and modifications.

Here is a description of the results of the feedback from the questionnaire given to the respondents:

Questionnaire for support system staff

The number of questionnaires distributed to three institutions' research respondents was 15 units. The number of questionnaires that can be processed is 93.33% of the total questionnaires were administered.

Questionnaire for Lecturers

The total number of questionnaires is 32 pieces, distributed to three institutions' respondent studies. The number of questionnaires in which data can be processed is 68.75% of the total questionnaires given.

Questionnaire for Students

The total number of questionnaires distributed was for 270 people. Questionnaires that can be processed are 76.67% of the total distributed questionnaires.

RESULTS AND DISCUSSION

The descriptive analysis of characteristics for management of educational institutions using Marvin Weisbord's Six-Box Model has been adapted to academia. Generally, Marvin Weisbord's Six Box Model only involves the internal staff of the company or corporation as respondents. All staff (lecturers and support system staff, and students) were engaged as respondents in this study.

This table is based on the organizational diagnosis questionnaire by Robert C. Preziosi. This study uses the Seven-Quadrant Linkert-Scale as follows:

Table 1 . Seven Quadrant Linkert Scale

Level/Quadrant				Score Scales			Description
1				1	-	35	Very Agree
2	36	-	70	Agree			
3	71	-	105	Moderately Agree			
4	106	-	140	Neutral			
5	141	-	175	Moderately Disagree			
6	176	-	210	Disagree			
7	211	-	245	Very Disagree			

The questionnaire contains seven variables; each variable is implemented in 5 (five) questions. The research instrument uses the number 1 (one) for the highest score; Therefore, if all respondents answered all questions with a score of 1, then the total questionnaire must have a maximum score of 35 (thirty-five).

The ideal characteristic of an organization is when all respondents give a score of 1 out of all questions. A summary of the results of the questionnaire is described in the form of a Radar Graph. The ideal graph shows that all the answers are in the first circle (Figures 1-35) as shown in the diagram.
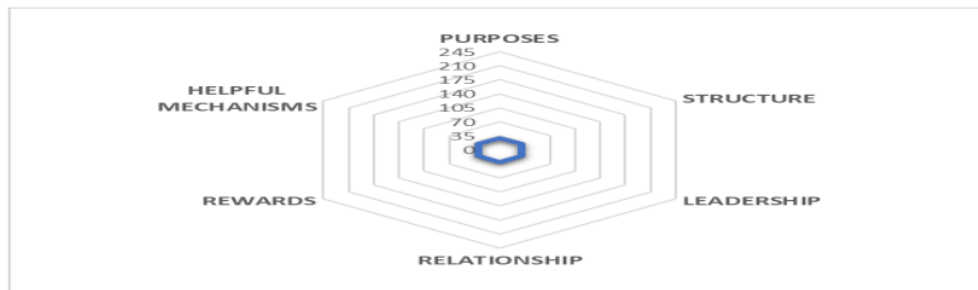

Figure 1 . Radar Charts for All Answers in Option Number 1

The following discussion will describe a description of the radar chart of each organization within—characteristics of each organization that manages EFL Learning.

1. Faculty of Teacher Training and Science Teacher Education (English Department)

Based on the number of respondents who filled out the questionnaire, the Seven Quadrant-Likert-Scale was arranged as shown in table 2.

Table 2 . Seven Quadrant-Likert Scale Questionnaires for English Department

Level/Quadrant	Score Scale			Description
1	1	-	400	Very Agree
2	401	-	800	Agree
3	801	-	1200	Moderately Agree
4	1201	-	1600	Neutral
5	1601	-	2000	Moderately Disagree
6	2001	-	2400	Disagree
7	2401	-	2800	Very Disagree

Tabel 3 . Summary of Questionnaire Scores at the English Department

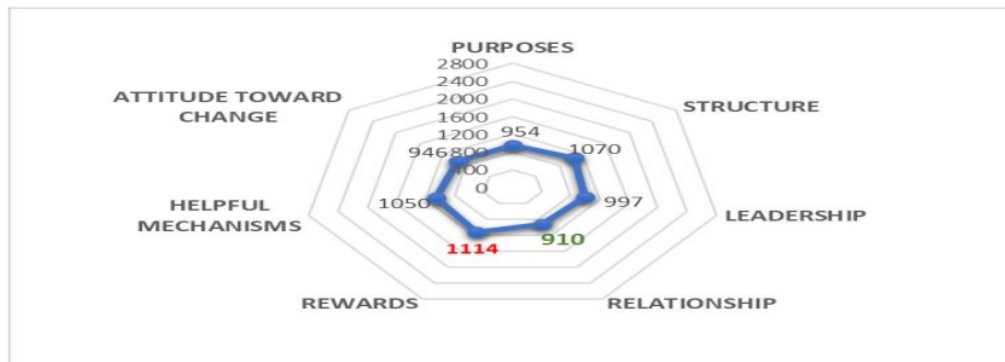| Variable	Total	Description
Purposes	954	Moderately Agree
Structure	1070	Moderately Agree
Leadership	997	Moderately Agree
Relationship	910	Moderately Agree
Rewards	1114	Moderately Agree
Helpful Mechanisms	1050	Moderately Agree
Attitude Toward Change	946	Moderately Agree

Figure 2 . English Department Radar Graph

Based on the graphic summary for the English Departmentas shown in Figure 2, it can be concluded that

The score of each variable is usually in ring 3 (between 801 to 1,200), reflecting "Simply Agree" on each questionnaire question.

Generally, the three groups of respondents considered that the Relationship Variable (variable relationship) had the best score, 910 points.

Meanwhile, the lowest score is the Rewards variable, 1114 points.

2. Widya Mandala Secretarial Academy Surabaya (Secretary College)

Based on the number of respondents who filled out the questionnaire, the Seven Quadrant-Likert-Scale was arranged as shown in table 4.

Table 4 . Seven Quadrant-Linkert Scales for Questionnaires at Secretary College

Level/Quadrant	Score Scale			Description
1	1	-	300	Very Agree
2	301	-	600	Agree
3	601	-	900	Moderately Agree
4	901	-	1200	Neutral
5	1201	-	1500	Moderately Disagree
6	1501	-	1800	Disagree
7	1801	-	2100	Very Disagree

Tabel 5. Summary of Questionnaire Scores at the Secretary College

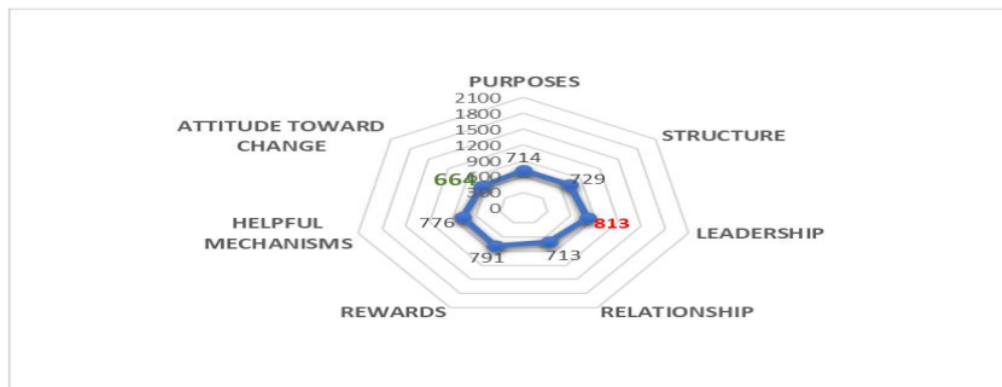| Variable	Total	Keterangan
Purposes	714	Moderately Agree
Structure	729	Moderately Agree
Leadership	813	Moderately Agree
Relationship	713	Moderately Agree
Rewards	791	Moderately Agree
Helpful Mechanisms	776	Moderately Agree
Attitude Toward Change	664	Moderately Agree

Figure 3 . Radar Graphics in the Secretary College

Based on the summary in Figure 3, it can be conclude that:

Generally, the score of each variable is in ring 3 (scores between 601 to 900), which reflects "Simply Agree" on each question in the questionnaire.

In general, the three groups of respondents considered that the *Attitude towards Change variable* had

Best score, 664 points. Meanwhile, the lowest score was on the Leadership variable, 813 points.

3. Widya Mandala Language Institute (Language Center)

Based on the number of respondents who filled out the questionnaire, the Seven Quadrant-Likert-Scale was arranged as shown in table 6.

Table 6 . Seven Quadrant-Linkert Scales for Questionnaires in Language Centers

Level/Quadrant	Score Scale			Description
1	1	-	525	Very Agree
2	526	-	1050	agree
3	1051	-	1575	Moderately Agree
4	1576	-	2100	Neutral
5	2101	-	2625	Moderately Disagree
6	2626	-	3150	Disagree
7	3151	-	3675	Very Disagree

Table 7 . Summary of Questionnaire Scores at the Language Center

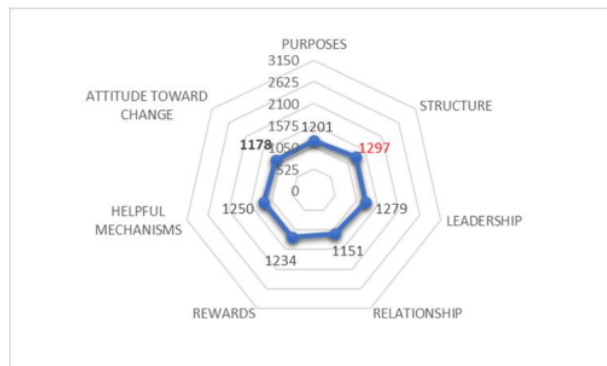| Variable	Total	Description
Purposes	1201	Moderately Agree
Structure	1297	Moderately Agree
Leadership	1279	Moderately Agree
Relationship	1151	Moderately Agree
Rewards	1234	Moderately Agree
Helpful Mechanisms	1250	Moderately Agree
Attitude Toward Change	1178	Moderately Agree

Figure 4 . Radar Graphics in Language Center

Based on the summary described in Figure 4, it can be concluded that:

Generally, the score of each variable is at level/quadrant 3 (score between 1051 to 1.575), which reflects "Simply Agree" in each question in the questionnaire.

Generally, the three groups of respondents considered that the *Attitude Towards Change variable* (Attitude to Change) has the best score, 1,178 points. Meanwhile, the variable structure has the lowest score, 1.297 points.

Each institution has different characteristics in managing EFL learning and administrative styles that affect the institution's management pattern.

The three institutions have unique characteristics as described in the following sections:

Faculty of Teacher Training and Science Teacher Education, which has three study programs: English, Physics, Early Childhood Education, focuses on the learning process of producing English teachers.

Based on the summary graph for the English Departmentas seen in figure 6, it can be concluded that generally, the score of each variable is at level/quadrant 3 (between 801 to 1,200), which reflects "Quite Agree" in each question in the questionnaire. Three respondents assessed that the Relationship Variable had the best score, 910 points. Meanwhile, the lowest score is the Rewards variable, 1114 points. In addition, the attitude variable towards Change has 946 points. This point indicates the Study Program English has a will to change.

Widya Mandala Secretarial Academy Surabaya aims to produce graduates competent in English language skills as one of the desired skills in the job market. Therefore, the percentage of English subjects at the institution is 30% of the total credits awarded. Based on the summary in Figure 7, it can be concluded that generally, the score of each variable is at level/quadrant 3 (score between 601 to 900), which reflects "Simply Agree" in each question in the questionnaire. The three groups of respondents considered that the *Attitude Towards Change variable* had the best score, 664 points. Meanwhile, the lowest score was on the Leadership variable, 813 points. In Figure 7, the *Attitude Towards Change variable* reaches the lowest value. The result shows that the Academy Secretary Widya Mandala Surabaya has a strong desire to develop. On the other hand, the variable leadership value has the lowest total score. The lowest value of the Leadership variable was contributed by students whose total score was at level 7 / quadrant (688 points) than the scores of other respondents.

Widya Mandala Language Institute (Language Center), a non-formal educational institution under the administration of the Widya Mandala Foundation in Surabaya, helps students from Widya Mandala Catholic University Surabaya learn English. This institution also opens classes for public needs. Apart from English, the Language Center also allows students to master other foreign languages such as Korean and Chinese. Based on the summary described in

Figure 8, it can be concluded that generally, the score of each variable is in ring 3 (scores between 1051 to 1.575), which reflects "Simply Agree" in each question in the questionnaire. Three respondents considered that the variable attitude towards Change had the best score, 1.178 points. Meanwhile, the variable structure has the lowest score, 1.297 points.

The three institutions differ like the organization. Although all three institutions serve the same general goal: managing EFL learning, they differ [5] in organizational culture and hierarchies. English Language Study Program, Faculty of Teacher Training and Science Teacher Education belongs to a higher hierarchy, Widya Mandala Catholic University Surabaya. Being a part of a university, its management style is influenced by higher education and context. The organization's primary Purpose is to support the vision and mission of the university. Because English education is the main thing in the English Department, the organization aims to graduate students with optimal proficiency in English. The interesting thing found in this study is that the relationship variable has the highest value among all, and the variable *Rewards* or reward has the lowest score of all the variables. One might argue that the results are influenced by the fact that the department's teaching staff have the same educational background as most of them will be graduates of the English Language Teaching Formal Education background. The similarity in the background causes the communal feeling in the relationship to be strong (Istiqomah et al. , 2018) . However, this claim can be challenged by the argument that common background has proven not to be a substantial factor in a relationship. The idea is that the relationship variable has been influenced by the individual positively influencing the relationship. Therefore, it has no relevance to common background factors (Ningga et all, 2019) .

Regarding *Rewards. Variable* or remuneration, which faculty members perceive as relatively low, due to the standard salary and incentive system, which has been established by *fixed* in the organization. However, this claim requires further research because the standard is

also applied to other faculties in the same university environment (Lestari et all, 2019) .

About the next institution, the Widya Mandala Secretarial Academy Surabaya, who also manages EFL learning, has the highest score in the attitude variable towards Change, and the lowest is Leadership. In this institution, English subjects cover about thirty percent of all issues. In terms of the age level of students, this institution has students who are the same age as the previous institution, the English Language Study Program, Faculty of Teacher Training and Education. Teacher Education. The best arguments in favor of the highest level of attitudes toward Change relate to various traits in institutions. Change and flexibility have occurred in institutions. Because tolerance and flexibility are relatively high in institutions, low Leadership can sometimes be mistaken. Management often needs to consider several considerations before deciding to accommodate all variations as opposed to strict and 'clear' decision making (Istiqomah et al, 2018) .

The Widya Mandala Language Institute (Language Center), assessed that the objective variable had the best score, and the reward variable had the lowest score. This phenomenon is .

supported by the fact that this institution is unlike the other two, which belong to the context of higher education institutions. This institution has a clear goal, to provide the best English competency training (although some classes serve as mandatory classes to fulfill credits in English subjects for several faculties at Widya Mandala Catholic University Surabaya). Activities are focused on one goal, in Learning English Foreign Languages. Two other institutions that fall within higher education have three significant tasks: research, teaching, and community service. Balancing the three of these tasks has been a challenge for institutions to maintain their explicit Purpose in operating (not to mention that institutions also need to create profit centers to support institutions financially).

The rewards variable, which the study participants to below felt, it was probably because the institution's incentive and salary schemes followed the standards set by the foundation, which happened to be the same foundation the two previous institutions had. This finding is in line with the research conveyed by Luthfiyani et all (2021). Compared to other institutions, which serve the same Purpose (such as EFL training centers), the standard is rated relatively lower.
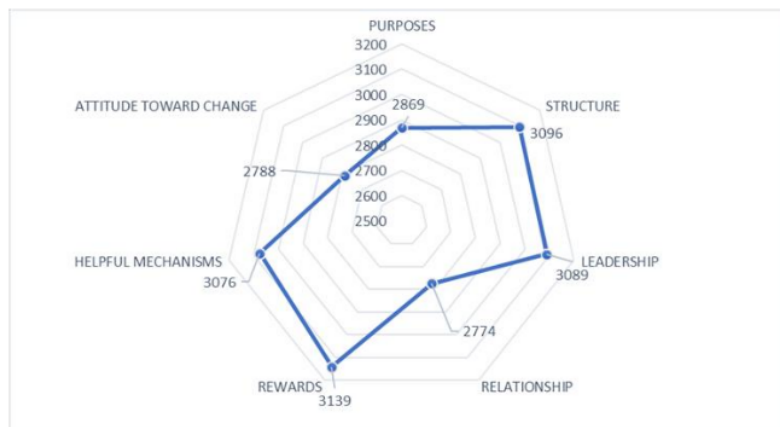

Figure 5 . Summary of Radar Charts of All Agencies

Figure 5 shows a summary of results from the three institutions. Although each institution has different management characteristics, it has something in common: the value of relationships and attitudes towards Change at the quadrant level. 3. In the results of previous studies, the objective, structure, and valuable mechanism variables had low scores below the average. Meanwhile, the variables of relationship, motivation, and rewards have values above the average value. (Hamid et al., 2011). Human qualities also determine organizational performance as part of the organization. Human attributes are determined by people development, Leadership, and employee outsourcing. (Altunel et al., 2015)

In conclusion, the agency's management style has been influenced little by the institution's nature to teach EFL. Non-EFL factors partially influence style. This is shown by the various styles in the Six Box scheme even though all institutions are involved in the same field: EFL learning.

CONCLUSION

Studies and research on viable organizational models have been carried out in business and commerce using the 'six box model', proposed by Marvin Weisbord, in 1978. This model is applied to institutions managing EFL learning in the current study. Various American organizations have widely used this model to determine organizational quality. It is called the 'six box model' because it evaluates an organization based on its Purpose, structure, relationships, rewards, Leadership, and rewarding mechanisms. It has been revealed in research that nature moderately influences the management style of the institution that the institution teaches EFL. Non-EFL factors partly influence this style. The evidence can be seen from the various styles in the Six Box scheme, even though all institutions are involved in the same field: the administration of EFL learning. This study found a phenomenon that in EFL learning administration institutions, the staff expectations are still more or less the same as

business or profit-oriented organizations (as evidenced by the rewards variable which is rated low by organizational members, despite their awareness that they work in educational institutions, not business institutions. Further research can be carried out more quantitatively with a wider scope and perhaps a more complex quantitative analysis.

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