

# The Contribution Of School Administrative Staff To Improving Educational Quality In The Digital

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## Abstract

The purpose of this article is to explore in greater detail how the role of school administrative staff contributes to efforts aimed at enhancing the overall quality of education, particularly in the context of the digital era. This article delves into various aspects, including the specific functions and responsibilities of administrative staff, the standards and quality of school administrative services, the ways in which administrative personnel can positively influence the improvement of school quality, and how they navigate and address the unique challenges presented by the digital age. The article is structured using a comprehensive literature review, which draws on a variety of sources such as academic books, peer-reviewed journals, past research studies, and other relevant materials that shed light on the essential functions provided by school administrative staff. After collecting the necessary references, the materials were thoroughly analyzed and synthesized to develop the discussion presented in the article. Ultimately, the article concludes that school administrative staff play a pivotal role in ensuring the efficient and effective implementation of school programs. The quality of educational administrative services is key to the smooth functioning of a school, requiring careful planning, precise execution, and thorough administration. Through their work, administrative staff contribute significantly to the improvement of educational quality, enabling a more seamless educational process and positively impacting overall school performance.

## 1. Introduction

All aspects of human life are now significantly influenced by the advancement of the times, particularly with the rapidly evolving presence of information technology. The global shift towards the digital era has not only transformed the way people interact but has also made information technology an essential need, inseparable from daily life. Among the various sectors affected by this transformation, education holds a strategic position as one of the industries that greatly leverages information technology to support teaching and learning activities. Schools, as formal educational institutions, play a crucial role in shaping high-quality and competitive human resources. To achieve this goal, schools must be managed with effective and efficient management strategies, encompassing all supporting components. One of the key components within the school ecosystem is educational personnel, which includes various roles, among them school administrative staff. School administrative staff are not only responsible for handling administrative tasks, but they also play a vital role in enhancing the quality of services provided by the school, thereby contributing to the overall quality of education delivered (Chairunnisa et al., 2021).

Amid the rapid development of information and communication technology (ICT) today, the role of education has become increasingly important in the effort to create a high-quality and competitive future generation. Education is not only aimed at transferring knowledge but is also expected to shape the character of students, helping them become individuals who have faith in and devotion to God Almighty, possess noble character, and uphold moral values. Additionally, education is expected to produce a generation with broad knowledge, excellent skills, and the ability to think creatively and innovatively. Students are also expected to grow into independent, confident individuals who can contribute positively as responsible citizens in society, the nation, and the state. With this holistic education, the future generation is expected to be well-prepared to face global challenges in an ever-evolving digital era (Febriani et al., 2023).

Explains that the term "administration" originates from two Latin words, "ad" and "ministrare." In his study of school administration and supervision, Purwanto elaborates that "ad" shares a similar

meaning with the English word "to," indicating direction or purpose, as seen in phrases like "to serve" or "to help." Meanwhile, "ministrare" means "to serve" or "to carry out," which implicitly conveys the idea of "providing service," "assisting," or "guiding." Thus, "ministrare" suggests an active and responsible form of service that supports ongoing processes. Furthermore, the English word "administration" also encompasses additional meanings such as "to control," "to keep," and "to direct." Therefore, administration can be understood as a series of actions aimed at assisting, serving, directing, or controlling others to achieve efficiency and effectiveness in various contexts, particularly in the management of organizations or institutions. This indicates that administration is not limited to administrative tasks alone but also involves broader elements of leadership and management.

School Administrative Staff (SAS) are key contributors to the functioning of educational activities within schools, with a primary responsibility for supporting the administrative services required by the institution (Putri et al., 2022). According to Permendiknas Number 24 of 2008, school administrative staff are composed of various task performers, including finance, management of facilities and infrastructure, school-community relations, student affairs, correspondence and archiving, curriculum administration, general administration, and special services. Among these nine roles, one notable responsibility is the task of managing correspondence and archiving, which is essential for overseeing the documentation and records that are crucial to the school's operations. Of the nine functional areas, the staff responsible for correspondence and archiving holds specific duties in managing the school's letters and archives. To ensure effective management, school administrative staff must meet the required skill standards and qualifications in line with national regulations. As outlined in Permendiknas Number 24 of 2008, administrative staff in charge of correspondence and archiving at schools or madrasahs must fulfill four competency standards: personal competence, social competence, managerial competence, and technical competence (Permendiknas RI, 2008).

In addition to the vital role of educators in the learning process, educational personnel also play a crucial role in determining the success of education in Indonesia. Educational personnel not only function as a human resource supporting the technical aspects of education but also bear broader responsibilities, including administration, management, program development, operational supervision, and technical services, all of which are essential for schools to ensure the smooth running of the educational process. According to (Ashari et al., 2021) the presence of educational personnel is a critical factor in maintaining the efficiency and effectiveness of overall school operations. This is in line with the provisions of Article 39, paragraph (1) of the National Education System Law No. 20 of 2003, which explicitly states that educational personnel are directly involved in the management, development, supervision, and provision of technical services in schools, in addition to assisting schools in administrative task. Thus, educational personnel play an integral role in creating a holistic and high-quality educational ecosystem.

When discussing quality, (Arina et al., 2022) indicates that there are three dimensions that reflect the success of education: achievement, environment, and economic factors. On the other hand, Sallis, Edward (1933) identifies two fundamental criteria for assessing quality: (1) standards established by consumers and (2) standards for products and services. Key indicators include the conformity of services to specified criteria, their suitability for particular purposes, the absence of defects, and the ability to perform tasks correctly on the first attempt. Educational outcome standards encompass the requirements for knowledge, skills, and attitudes that students acquire through education, which can then be applied in both society and the workplace, in line with their implications.

The quality of education is fundamentally shaped by the actions involved in transforming inputs into outputs through efficient processing subsystems. The outcomes produced not only depend on the inputs and activities undertaken but also on the feedback received and the evaluation of the resulting outputs (Nurhikmah, 2020). To enhance the quality of administrative services and to achieve the institution's vision, goals, and objectives, the role of administrative staff in both formal and informal educational settings is crucial. These staff members play a significant role in elevating service standards within the educational process, based on an open system that incorporates constructive input, ideas, and feedback from both internal and external sources. In order for administrative staff to fully understand and effectively carry out their role in implementing policies for collective achievement, moral actions such as participatory service are essential. This involves

delivering services with kindness, courtesy, and maximum tolerance, aiming to continuously improve the quality of services provided. For administrative staff to grasp their responsibilities in executing these policies for shared success, ethical actions in the form of participatory service—provided in a friendly and respectful manner, while ensuring maximum tolerance—are crucial for further enhancing service quality in the digital age.

## 2. Method

The strategy or analytical methodology in this research involves the application of a thorough and comprehensive literature review technique. The study's analytical approach utilizes various tools to conduct a literature review that aims not only to describe the existing knowledge on a particular topic but also to identify knowledge gaps and seek justification for completed studies or even to inspire new research ideas. The literature review itself is a detailed description of research conducted on specific issues, providing both theoretical and empirical foundations for the ongoing study. A wide range of sources can be accessed to support this study, including academic books, scientific journals, official documents, websites, and libraries (Nuraini et al., 2022).

This literature study approach involves a series of crucial tasks, such as gathering reading materials from various sources, carefully reading and taking notes, and conducting an intensive literature search through relevant sources. In the writing process, the style used focuses on synthesizing previous studies directly related to the topic or issue being discussed, a method generally known as a literature review. In this article, the researcher organizes and evaluates relevant research findings on how administrative staff can contribute to improving the quality of school services.

This process also involves efforts to compile and synthesize various theories that discuss related issues, which are then used as a foundation to build arguments supporting the research conclusions (Marzuki, 2022). Moreover, the researcher applies analytical methods, including analyzing information sources obtained through the compilation of previously available literature. Thus, these steps help the researcher in analyzing and collecting the necessary data to compile and complete the article regarding the role of administrative staff in improving the quality of educational services in schools in a comprehensive and systematic manner.

## 3. Results and Discussion

### 3.1. The Role of Administrative Personnel

Soekanto as cited in (Annisak et al., 2024) emphasizes that a role is a dynamic component of one's status. A person assumes a role when they fulfill the duties and rights associated with their position. Since roles and statuses are interdependent, they cannot be separated from one another. Due to social interaction patterns, every individual plays multiple roles throughout their life. This implies that a person's function simultaneously defines what they contribute to society and what opportunities society offers in return. Conversely, Wazir's perspective as cited in (Arina et al., 2022) sees roles as intentional participation in social relationships and particular circumstances. Achmat suggests that, in social relations, anyone can join a group and engage in diverse social interactions with others, sharing values, norms, emotions, loyalty, obedience, and obligations. Thus, the role of individuals, including administrative staff in educational institutions, is vital in maintaining social balance and continuity while facilitating cooperation and efficiency to achieve collective goals.

According to definitions provided by experts, a role can be understood as a series of actions or activities required to be performed by an individual, group, organization, entity, or institution based on the status or position they hold, which in turn has a significant impact on the surrounding environment or group. In the context of educational administration, this role is often narrowly defined to refer to purely administrative tasks such as tracking admissions, managing inventory, documenting activities, generating reports, managing the use and issuance of goods, and maintaining balance sheet records. While this view is not entirely incorrect, as every step in administrative work indeed requires such procedures, it only scratches the surface of what administrative duties entail.

According to the National Education Report of 2007, the role of administrative personnel is to provide administrative services that support the execution of the educational process in schools. They are not teachers, but rather staff members who carry out administrative tasks, commonly referred to as school administrative staff. School administrative personnel are defined as human resources within the school who are not directly involved in teaching but are essential in ensuring the successful management of the school, in line with Kepmendiknas No. 053/U/2001 concerning the Guidelines for the Preparation of Minimum Service Standards for Schools. School administrative staff hold various positions within schools or madrasahs, including Chief of Administrative Personnel, human resources officers, financial managers, and those responsible for managing facilities and infrastructure. Minister of Education Regulation No. 24 of 2008 outlines their tasks, which include managing student affairs, facilities and infrastructure, public relations, and the administration of correspondence and archiving. Hence, it can be concluded that the primary role of administrative personnel is to facilitate and support the smooth running of the educational process.

Management uses administration as a tool to carry out all managerial functions, such as planning, organizing, controlling, regulating, and decision-making. Therefore, administrative personnel are regarded as key resources who manage other resources to ensure that the educational process runs in accordance with the Lesson Implementation Plans (RPP) that have been formulated. They serve as facilitators who assist and provide essential administrative services in the school environment. However, it is important to recognize that the role of administrative personnel extends beyond simple record-keeping and routine tasks. It encompasses broader institutional, functional, and instructional objectives aimed at achieving educational success (Tawas et al., 2022).

### **3.2. The Quality Standards of Administrative Services in Education**

Emphasizes the crucial role of quality in shaping the educational experience (Pandi, 2022). Essential indicators of educational quality include not only the caliber of graduates but also the favorable experiences of all individuals involved in the educational system. Graduates who meet the required standards, are well-regarded, and achieve impressive academic results are granted the opportunity to progress to advanced levels of cognitive, emotional, and physical development (Wati & Umar, 2022). Moreover, effectively addressing the needs of students, teachers, staff, and the wider community is essential for ensuring satisfaction among those who utilize school services, which has a direct effect on overall service quality. The levels of satisfaction expressed by students, parents, and the community—who act as consumers of educational services—are vital metrics for evaluating the success of educational delivery systems, as pointed out by Nasim (2018). High levels of stakeholder satisfaction are indicative of quality services, which in turn foster increased support for educational institutions.

The services provided often involve various administrative processes, which are a fundamental component of administrative tasks. When administrative personnel offer or manage services for clients, particularly in terms of information retrieval and assistance, they are essentially providing necessary goods or support for others. Gronroos characterizes these services as intangible activities or a sequence of interactions that arise from the collaboration between customers and employees or other entities, as discussed by Ratminto and Atik Septi Winarsih in their 2009 publication. Addressing customer issues and meeting the needs of stakeholders is at the heart of the services provided by these educational organizations. Based on insights from multiple experts, it becomes clear that all facets of educational administration in schools must be conducted and executed in a manner that aligns with the requirements and expectations of the stakeholders involved in the educational process. This alignment is essential for achieving and maintaining high-quality standards in educational administration.

### **3.3. Strategies for Improving Service Quality**

Before we can obtain a quality service certificate, it is essential to first understand the various types of services that can be offered (Setiawati, 2020). Recognizing the distinctions between these services not only helps in evaluating their quality but also aids in implementing effective strategies for enhancement. The following are the different categories of services: a) Service Provision Only : This type refers to services that are purely focused on delivering a specific function or task without the involvement of any physical goods. Examples include consulting services, training programs, or support services where the primary output is the expertise or assistance provided to the client.

Understanding the nuances of this service type allows organizations to refine their service delivery processes, ensuring that they meet or exceed customer expectations. b) Services Related to Preparation and Distribution of Goods : In this category, services are closely linked to the handling, preparation, and distribution of physical products. This could involve logistics services, warehousing, or customer support related to product delivery. By focusing on optimizing these service processes, organizations can enhance efficiency and ensure that products are delivered in a timely and satisfactory manner, which is crucial for customer satisfaction. c) Dual Services Combining Both Elements : This type encompasses services that integrate both the provision of service and the handling of goods. For instance, a restaurant provides food (goods) and dining experience (service), or a retail store that not only sells products but also offers after-sales support. Understanding how to balance both elements effectively is critical for delivering an exceptional customer experience, as customers often evaluate the overall quality based on both the product and the service received.

By categorizing and thoroughly understanding these types of services, organizations can develop targeted strategies that address the unique challenges and opportunities associated with each category. This comprehensive approach will ultimately lead to improved service quality, increased customer satisfaction, and a higher likelihood of achieving the desired quality certification. Thus, it is vital for organizations to engage in continual assessment and refinement of their service offerings, aligning them with industry standards and customer expectations to foster a culture of quality service delivery.

### **3.4. The Contribution of Administrative Personnel in Enriching School Service Quality**

Administrative personnel in schools, whether at the elementary or secondary levels, often referred to as school or madrasah staff, play a crucial role in facilitating the educational process within their institutions. Their responsibilities are fundamental to ensuring that various operational activities function effectively, directly impacting the quality of services offered to students, teachers, and other key stakeholders. According to the findings of (Palahidu, 2021), administrative staff contribute to improving school service quality through three core functions: planning, execution, and management. These functions involve systematic actions undertaken by the administrative or office staff (TU) to guarantee the efficient delivery of educational services. Only through professionalism and competence can administrative staff consistently provide high-quality services. Typically, three key administrative staff members are assigned specific areas of responsibility: (1) managing correspondence and document handling, (2) overseeing financial administration, and (3) supporting school operational services. These areas are vital for ensuring that school processes adhere to established standards. In addition to performing regular tasks, administrative staff are also expected to enhance the school's infrastructure, communicate effectively, and deliver prompt, accurate services (Sulastri, 2020).

Moreover, the role of administrative personnel extends to the oversight of school facilities and resources, which is a crucial factor in achieving improved educational outcomes. By executing their duties with professionalism, they help create a supportive learning environment and provide effective services to the entire school community. The results of (Pandi, 2022) reveal that the education industry employs a variety of administrative personnel, including administrative staff, laboratory assistants, librarians, and other specialists. Most work plans for administrative staff are developed to aid schools in reaching their goals. One of the elements that greatly influences a school is the role of administrative personnel. Competence and skill are essential for effective administrative support. The learning process is critical for the development of high-quality schools at the primary and secondary education levels, where administrative personnel play an important role in ensuring the school operates efficiently and effectively. However, it is crucial to acknowledge that the responsibilities do not rest solely on the administrative staff; they also bear direct accountability to the school principal while performing their assigned duties. Additionally, both the administrative staff and the principal work together to provide services to stakeholders.

The findings of Rintayati et al., (2021) highlight that the primary responsibility of administrative personnel is to perform their designated tasks and duties effectively. For efficient administration and performance, staff members are expected to consistently adhere to the directives provided by both the head of administrative staff and the school principal. When student administrative staff are

uncertain about their specific responsibilities and core functions, they are encouraged to consult with the head of administrative staff and school administrators to ensure these important activities are executed efficiently.

Furthermore, administrative personnel are expected to consistently demonstrate accountability in fulfilling their primary responsibilities. The student administration staff always ensure that administrative services operate effectively and are focused on enhancing service standards to meet the expectations of both students and parents. The findings from several previous studies indicate that administrative personnel play a significant and crucial role in the process of improving administrative standards or quality within an educational institution. Administrative staff engage in various efforts aligned with their distinct roles and primary responsibilities, starting with planning aimed at achieving the goals of educational administration itself.

## Conclusion

Based on the above discussion, it is evident that the effectiveness of all operations within a school significantly influences the overall success of the educational institution. The findings suggest that administrative staff serve as essential resources, aiding management in streamlining various administrative functions. Consequently, they play a key role in facilitating, serving, and leading tasks, ensuring that the educational process runs smoothly and efficiently. As part of the teaching team, school administrative personnel bear the primary responsibility for supporting the effective functioning of the educational process. To maintain a well-operating institution, these administrative staff are crucial and strategic contributors. Thus, to fulfill their roles and responsibilities effectively, they must possess the necessary knowledge and skills in the field of administration. Every facet of educational administration within schools needs to be managed and provided in alignment with the expectations and requirements of all stakeholders involved in the educational process. This is a crucial part of the initiative to improve the quality of administrative services in the education sector. Previous research findings further affirm that having professionalism in administration is vital for enhancing the quality of services provided in schools. To meet these goals and ensure effective teaching implementation, the enhancement of administrative services must be approached systematically, which encompasses planning, executing, managing, and taking additional measures related to the fulfillment of administrative roles in schools

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