



THE UTILIZATION OF DIGITAL MEDIA IN IMPROVING THE COMPETENCE OF SCHOOL ADMINISTRATIVE STAFF TO PREVENT TERMINATION OF EMPLOYMENT

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Abstract

School administrative staff play a crucial role in supporting school management and administration. With the rapid advancement of technology, these processes are increasingly carried out through various digital platforms, requiring administrative personnel to adapt to technological developments. This study aims to explore the efforts made by school administrative staff to avoid layoffs by utilizing digital media as a means to improve their competencies in the digitalization of school management. It also emphasizes the importance of self-evaluation in identifying weaknesses and selecting appropriate digital tools to enhance performance. The research adopts a qualitative method with interviews as the primary data collection technique. The findings reveal that effective use of digital media significantly helps administrative staff manage school digital platforms more efficiently, thereby reducing the risk of termination. Additionally, staff members who regularly engage in self-evaluation are more capable of recognizing their shortcomings and promptly addressing them through targeted competency development. Overall, the study highlights that continuous self-assessment and skill enhancement using digital media can equip school administrative staff with the necessary competencies to remain relevant and productive, ultimately helping them avoid the threat of layoffs in the evolving digital era.

Keywords: Improved Competence; Digital Media; Avoiding Layoffs

1. Introduction

Ulfatin and Triwiyanto (2022) affirm Human resource management is an activity carried out by organizations in order to achieve organizational goals and success in facing various challenges, both internal and external, by establishing policies, practices, and systems that can influence the attitudes, behavior, and performance of employees. According to Law Number 20 of 2003 concerning the National Education System, educational personnel are personnel tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units. According to Law Number 20 of 2003 concerning the National Education System, educational personnel are members of the community who dedicate themselves and are appointed to support the implementation of education. According to Law Number 20 of 2003 on the National Education System, Article 43, promotions and awards for educators and educational personnel are based on educational background, experience, ability, and work performance in the field of education.

According to Anonymous in Arina, et al. (2022), SAS (school administrative staff) are human resources who support the smooth running of the educational process in educational institutions but are not actively involved in the learning process. SAS (school administrative staff) play a role in assisting the implementation of the educational process in schools through

administrative services. Although not directly involved in the teaching and learning process, school administrative staff play a significant role and are directly involved in the success of educational management at schools. School administrative staff are tasked with assisting, serving, and guiding to ensure that the educational process runs in accordance with the planned lesson plans. According to Zulkarnain in Febriani et al. (2023), enhancing competencies, particularly technical competencies, among educational human resources must be a priority to address the ongoing changes and advancements in technology. To effectively utilize and adapt to technological advancements, adequate skills and capabilities from human resources (especially school administrative staff) are required.

According to Andina in Mutmainah, et al. (2021), competence is a set of soft skills and hard skills needed to complete a particular job. This is in line with Rustini's opinion in Mutmainah, et al. (2021) that competence includes three characteristics, namely the ability to perform one's job. The second characteristic is the ability to work based on knowledge, skills, competence, and authority. The final characteristic is the ability to demonstrate that one can work rationally in order to achieve goals. According to Zulkarnain and Sumarsono in Maulana et al. (2021), school administrative staff, as administrators tasked with assisting educational institutions in carrying out their duties effectively, must possess technical, personal, and social competencies. According to Rowley and Jackson in Maulana et al. (2021), enhancing the knowledge, abilities, and skills of educational staff/school administrative staff is a process of developing the competencies of educational staff.

According to Suyadnya (2024), the use of technology in educational administration is a crucial step. The implementation of technology in educational administration can have a significant impact on improving the effectiveness and efficiency of educational administration. According to Hermawan and Rohman in Suyadnya (2024), the use of technology not only facilitates the learning process but also simplifies the educational administration process. With the use of technology, order and consistency in the educational administration process can be achieved more effectively and efficiently. According to Febrianti in Suyadnya (2024), the use of technology in educational administration processes can help reduce bureaucracy and the time required for school administrative processes. As a result, educational administrative staff can focus more on core tasks that support the improvement of educational quality. Therefore, school administrative staff must possess adequate skills and competencies regarding technological developments in school management and administration.

Termination of employment is a measure taken by companies to end their working relationship with their employees. Termination of employment is a decision made based on careful consideration by management. Termination of employment can occur due to various factors, such as a decline in performance. According to Aisyah et al. (2024), the reasons behind termination of employment in educational institutions can vary, ranging from failure to meet performance standards for educators and educational staff, the need to adjust school budgets, to strategic changes in education policies. However, regardless of the reasons, the decision-making process regarding layoffs is crucial for decision-makers to make decisions transparently and uphold principles of fairness.

Based on the results of research conducted by Safitri et al. (2023), termination of employment has a significant effect on the emergence of employee work motivation. The threat of termination of employment causes employees to have higher work motivation to provide

maximum work quality to satisfy the organization. The threat of termination of employment at any time, for various reasons experienced by the organization or institution that necessitates termination of employment, one of which is termination of employment due to the lack of competencies possessed by employees, this can motivate employees to enhance their competencies to avoid the threat of termination of employment. According to Arum (2023), the development of the digital era also brings rapid dynamics, and education management must also adapt to keep up with technological developments by using digital era management. Thus, rapid technological changes often pose quite complex challenges in quality education management. In human resource management, it is essential to effectively manage both educational staff and teachers to develop competencies in addressing technological changes, particularly the digital competencies of educational staff, where digital-era education management requires expertise in technology use.

According to Ibrahim in Brutu, et al. (2024), the use of technology in education makes technological competence important for both educators and educational staff. An integral part of modern education is the use of technology in education management. One example of the use of technology in education is school administration, where technology can improve the efficiency of school administration and management. According to Ibrahim in Brutu, et al. (2024), the use of technology in education not only improves efficiency in education but also helps improve performance and opens up opportunities for innovation in improving the quality of education. According to Suryadi in Zakiah (2024), the use of technology in education can support educators and administrative staff in the operational efficiency of schools through the automation of technology/digital-based administrative tasks. According to Maspuroh in Zakiah (2024), using technology in education management can help optimize the time and effort required in education management. With more efficient education management through the use of technology, educators and school administrative staff can focus more on allocating time to improve the quality of learning.

Based on the preliminary explanation above, this study discusses improving the competence of school administrators by utilizing digital media as a means of improving soft skills to reduce the risk of termination of employment. Self-evaluation is used as a means of identifying areas that need improvement to reduce the risk of termination of employment so that digital media can be selected in accordance with the results of self-evaluation.

2. Method

The method used in this study is a qualitative research method. According to Waruwu (2024), qualitative research is a research method that emphasizes natural and in-depth observation and understanding, presented descriptively and interpreted comprehensively. In this study, the research design used is a case study design conducted at 2 Bantur Junior High School.

This study uses interviews as the main technique for collecting data related to the research focus. According to Kristina (2024), interviews are a means of collecting primary data/information. Interviews involve direct interaction between the researcher and informants to explore the information needed. The research was conducted at a junior high school, namely 2 Bantur Junior High School, located at Jl. Raya No.297, Wonokertopasar, Wonokerto, Bantur, Kabupaten Malang, Jawa Timur 65179. In this study, 2 Bantur Junior High School became the subject of research, where the educational administration staff of Junior

High School 2 Bantur served as the source of research data. The analysis technique used in this study was Narrative Analysis. According to Nurrisa et al. (2025), narrative research presents reports in the form of narratives aimed at describing events in a sequential and detailed manner. The research activities were conducted in March 2025. The interview results were used as the basis for discussion through qualitative methods.

3. Results and Discussion

3.1 Result

3.1.1 Improving the competence of school administrative staff by utilizing digital media as a means of enhancing soft skills to reduce the risk of termination of employment.

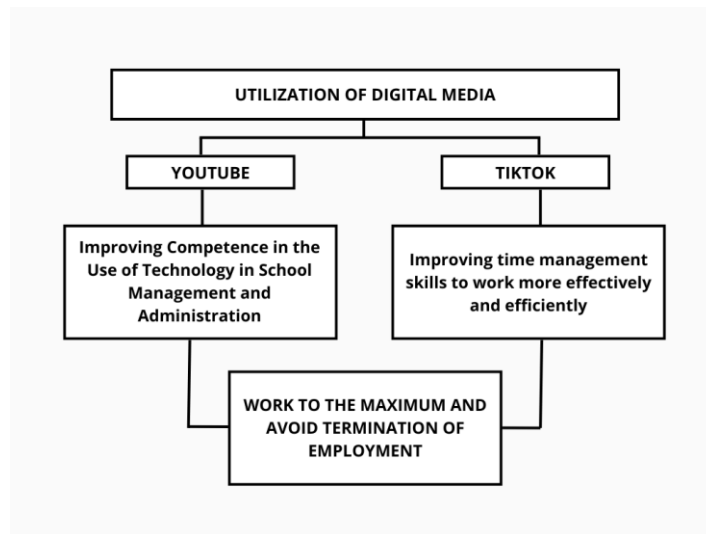


Figure 1. Utilization of Digital Media to Improve Competence and Avoid the Threat of Termination of Employment

Based on the results of interviews conducted by the author, it appears that improving the competence and soft skills of school administrators through the use of digital media such as YouTube and TikTok has proven to be an effective means of enhancing their technological skills, enabling them to keep pace with technological developments more easily, particularly in the areas of technology and digitization in school management and administration. Based on the results of interviews conducted by the author with school administrative staff at 2 Bantur Junior High School, the use of digital media as a means of enhancing competencies can help school administrative staff avoid job termination caused by insufficient competencies, thereby preventing them from being outcompeted by new administrative staff who may lead to job termination for school administrative staff unable to keep pace with technological advancements. The challenge of job termination caused by the inability and lack of competencies possessed by school administrative staff has motivated them to continuously improve their competencies, keep up with technological advancements, and effectively manage and administer the school using digital platforms. This also supports educators in the school to apply digital platforms in teaching, thereby avoiding job termination.

The improvement of competencies carried out by school administrative staff often uses digital media as a means of enhancing competencies. Based on interviews conducted by the

author at 2 Bantur Junior High School, the use of TikTok and YouTube has become one of the digital media frequently accessed and utilized by school administrative staff to develop and enhance their competencies, particularly in learning the digital platforms used in school management and administration, enabling them to manage and administer school operations using digital platforms more effectively. In addition to using YouTube and TikTok to learn about the use of digital platforms in school management, school administrative staff also use YouTube and TikTok as tools to improve their time management skills. Improved time management skills can help school administrators prioritize tasks in school management and administration more optimally and efficiently, enabling school administrators to work more effectively and efficiently. The use of digital media such as TikTok and YouTube as tools to enhance competencies in the digitalization of school management and administration, as well as to improve time management skills, can help school administrative staff avoid layoffs (PHK) because educational staff can now work with superior and adequate competencies in keeping pace with technological advancements, and can work effectively and efficiently, thereby generating job satisfaction felt by educational institutions as well as those receiving school administrative services.

3.1.2 Self-evaluation as a means of identifying areas that need improvement to reduce the risk of termination of employment so that digital media can be selected in accordance with the results of self-evaluation.

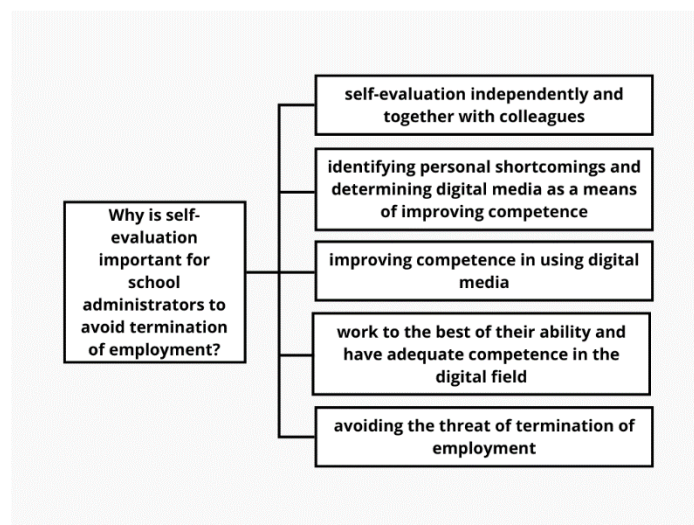


Figure 2. Self-evaluation to improve competence and avoid the threat of termination of employment

Self-evaluation of school administrative staff, both independently and jointly with colleagues, has proven to be effective in identifying the shortcomings of school administrative staff, especially in the field of technology. Through self-evaluation and identifying areas of weakness, high motivation can be generated to continuously improve competencies in technology/digital platforms related to school management. By regularly conducting self-evaluations, either independently or with colleagues, school administrative staff can continuously enhance their digital competencies, enabling them to work to the best of their ability.

Based on the results of interviews conducted by the author with school administrators at 2 Bantur Junior High School, it was found that conducting regular self-evaluations of performance and shortcomings related to the management and administration of schools based on digital technology helps school administrators to continue to improve their competencies. Through self-evaluation, identifying areas of weakness can help school administrative staff decide which digital media to target as a means to enhance their competencies. Additionally, through self-evaluation, school administrative staff can continuously identify areas of weakness and improve their competencies, thereby assisting the school in managing and administering school operations more effectively. School administrative staff who can work effectively and possess superior and adequate competencies through self-evaluation can avoid the threat of termination of employment, as those who regularly conduct self-evaluations can continuously identify areas of weakness and continuously improve the quality of their performance.

3.2 Discussion

The discussion is focused on relating the data and the results of the analysis with the problem or research objectives and the broader theoretical context. It can also be an answer to the question of why facts are found as in the data. The discussion is written attached to the data discussed. The discussion is tried not to be separate from the data discussed.

3.2.1 Improving the competence of school administrative staff by utilizing digital media as a means of enhancing soft skills to reduce the risk of termination of employment.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2008 concerning standards for school/madrasah administrative staff. One of the competencies that school administrative staff must possess is mastery of the use of information and communication technology (ICT), which consists of sub-competencies such as operating office equipment/computers. Utilizing ICT for personnel administration, finance, facilities and infrastructure, school-community relations, correspondence and archiving, student affairs, and curriculum. This aligns with the findings of an observation conducted by Sumarsono et al. (2023), which states that an educational institution requires development, improvement, and innovation in managing school records by integrating technology and information into school record management. This highlights the critical need for educational administrative staff to master technology and information. This view aligns with the opinion of Ghaznavi et al. in Sumarsono et al. (2023) Technology plays a significant role in educational institutions. The ability to master technology is highly needed for educational administrative staff because the demands for managing and administering education are increasing in line with the development of the times and technology. This aligns with the opinion of Azzahra et al. (2024) that one of the strategic steps in improving the quality of education in the Society 5.0 era is by integrating technology into educational administration and management, thereby creating more effective and efficient educational management.

According to Setyaningsih et al. (2024), school administrative competence and school culture influence school services. Therefore, every school must have competent school administrative staff. Given the relationship between the competence of school administrative staff and school services, school administrative staff must continue to improve their competence to be able to assist the school to the fullest extent possible. According to Alfa

(2016), one of the factors influencing the decision to terminate an employee's employment by a company is the employee's inability to demonstrate discipline, ability, or good performance in assisting the company. According to Maier in Alfa (2016), the cause of employment termination is the organization's dissatisfaction with the performance provided by the employee, where the employee is deemed not to have achieved high performance. Educational administrative staff must continue to improve their competencies because layoffs can occur due to factors originating from the employees themselves, as stated by Hambali (2022) that the factors causing layoffs are due to personal factors, such as not having adequate work skills that are in line with what has been determined and required by the organization. According to Yulianti and Nazif (2021), to perform tasks productively and professionally, educational administrative staff must possess personal competencies, technical competencies (including mastery of technology), social competencies, and managerial competencies. Therefore, educational administrative staff must continuously enhance their competencies, particularly in the field of technology.

The importance of using technology in school management and administration is in line with Maskur's opinion in Jannah (2024) that an administration system that uses technology enables more accurate and transparent data management, because the application of technology also helps in the decision-making process. Therefore, administrative staff are expected to have competencies that keep up with technological developments in order to perform their jobs to the fullest. By continuously improving competencies that keep pace with technological advancements, school administrative staff can avoid job termination caused by their inability to manage and administer using digital platforms, as outlined by Alfa (2016), where one of the factors leading to job termination is the company's dissatisfaction with employee performance. This aligns with Mangkunegara's perspective in Farida (2021), as job termination aims to maintain organizational effectiveness and efficiency. Based on the results of research conducted by Febrianti, et al (2025), there is a problem with the lack of skills among school personnel, especially educational administrators, in managing school websites, which can lead to a lack of school branding. Therefore, school administrators must continue to improve their technological skills in order to assist in the management of the school to the fullest extent possible.

The importance of time management for school administrators to be able to work more effectively and efficiently is in line with Syelviani's (2020) opinion that time management has an important role, namely: 1) helping to work more effectively and efficiently using a priority scale. 2) helping to control each task, date, and time more effectively and efficiently. 3) helping to work more productively. According to Zakhroh (2017), the quality of education cannot be separated from the role of school administrative staff in providing services. This indicates that school administrative staff must possess adequate competencies and the ability to manage time effectively in order to provide services to the fullest extent possible.

3.2.2 Self-evaluation as a means of identifying areas that need improvement to reduce the risk of termination of employment so that digital media can be selected in accordance with the results of self-evaluation.

Regular evaluations conducted by school administrators at SMPN 2 Bantur aim to identify areas of weakness in order to improve their competencies, in line with several opinions. Rismawati and Mattala (2019) state that performance evaluations aim to regularly

review and assess an individual's performance. Performance evaluation aims to understand work performance and identify an individual's shortcomings in their work. Achieving organizational success depends on the performance of its employees, which aligns with the opinion of Saputra and Rahmat (2024) that achieving employee performance quality requires a performance evaluation system through self-assessment. This is also necessary for educational administrative staff to continuously conduct self-evaluations, thereby continuously improving their competencies. According to Manurung et al. (2024), performance evaluation provides an opportunity for individuals or workers to reflect on their achievements so far and identify areas for improvement so that they can develop their weaknesses. According to Genata and Sumarsih (2020), the competence of school administrative staff is key to school administrative activities, so evaluation is needed to identify competencies that still need to be improved and developed in order to work more effectively.

Mahmudi's opinion in Hidayat and Asyafah (2019) states that evaluation has the characteristic that the evaluation process will end with decision making. This decision is related to the benefits and value of the evaluation. According to Sudijono in Hidayat and Asyafah (2019), the general evaluation process serves to measure progress, support planning, and improve or refine existing shortcomings. In addition, the results of interviews conducted by the author indicate that school administrators who continuously evaluate and improve their competencies lead to performance satisfaction felt by educational institutions, which is in line with Alfa's (2016) opinion that one of the factors causing termination of employment is the company's dissatisfaction with employee performance. According to Muspawi and Robi'ah (2020), in improving the quality of school services, the efforts of school administrative staff are very important, through planning, implementation, and evaluation. This aligns with the results of the interviews conducted by the author, which indicate that evaluating school administrative staff can enhance the services provided.

According to Sumarsono et al. (2021), the integration of technology in school financial management is important to maximize school financial management. This shows the importance of continuous competency improvement through regular evaluation to continuously improve existing competencies. Based on the research conducted by Safitri et al. (2023), termination of employment significantly impacts employee work motivation. The threat of termination of employment motivates employees to work harder to deliver the highest quality of work. This highlights the need for educational administrative staff to continuously engage in self-evaluation and enhance their competencies to avoid the risk of job termination.

4. Conclusion

Based on the results of the research conducted, it is recommended that school administrative staff continuously improve their competencies, particularly in the mastery of information and communication technology, by utilizing digital media such as YouTube and TikTok wisely and purposefully to support the effectiveness and efficiency of their work. Schools are encouraged to provide support through regular training or workshops on the use of digital platforms in school administration management, as well as providing adequate facilities and time for administrative staff to conduct self-evaluation and skill enhancement. Additionally, the government, through the education department, needs to formulate policies supporting the professional development of school administrative staff, including digital-based training in programs aimed at improving the quality of non-teaching educational staff. This

study is also expected to serve as a reference for future research with a broader scope, both in terms of location and methodological approach, to gain a deeper understanding of the effectiveness of digital media in enhancing the competencies of school administrative staff.

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