



Capacity Development Strategy for School Administrative Staff to Support Improving the Quality of Education

Agus Hari Wibowo, Agus Timan*, Ahmad Yusuf Sobri

Program Studi Adminitrasi Pendidikan, Universitas Negeri Malang, Jawa Timur, Indonesia
agus.hari.2101316@students.um.ac.id, agus.timanfip@um.ac.id, yusuf.sobri.fip@um.ac.id

Abstract: The capacity of school administrative staff plays an important role in improving the quality of education. Low administrative staff capacity in educational institutions can have a significant impact on the quality of educational services and student learning outcomes. Administrative staff capacity that is not optimal can also cause economic losses. This can affect the overall performance of the organization, including the quality of educational services provided. This research aims to identify and develop effective strategies in increasing the capacity of school administrative staff, so that they can contribute directly to improving the quality of education at various levels. The research approach used is a qualitative approach with data collection through literature study. Data sources focus on secondary data sources. The analysis technique used is thematic analysis. The findings obtained are that the strategy for developing the capacity of school administrative staff includes continuous training and development, the formation of a Professional Learning Community (PLC), a leadership role in supervision and support, effective collaboration and cooperation, and an integrated capacity development model.

Keywords: Capacity, School Administrative Staff, Strategy

Introduction

Quality education is not only determined by teachers and students, but also by school administration staff who have an important role in supporting educational operational and managerial processes (Arina et al., 2022). However, administrative staff often receive little attention in efforts to improve the quality of education. Even though administrative staff do not have formal decision-making power, their influence is often indirect but significant. School administrative staff play a role in managing data, finances, infrastructure and other services that support school academic and operational performance. Good management of administrative staff will have a positive impact on improving the overall quality of education.

Even though their role is very important, school administrative staff often face various challenges, such as limited skills, lack of continuous training, and technological limitations (Amelia, 2023). This hinders their ability to provide optimal support in the educational process. Developing the capacity of administrative staff is very important to answer these challenges. Improving the skills, knowledge and understanding of administrative staff will strengthen school management and support the achievement of higher quality education.

Low administrative staff capacity in educational institutions can have a significant impact on the quality of educational services and student learning outcomes. Administrative staff capacity that is not optimal can cause economic losses. This can affect the overall performance of the organization, including the quality of educational services provided. Low administrative staff capacity can also have a negative impact on



the quality of educational services and student learning outcomes (Taridala & Anwar, 2023). Therefore, it is important for educational institutions to manage the capacity of administrative staff well to achieve optimal performance and provide high-quality educational services.

The approach in this research will refer to educational management theory and human resource capacity development. By integrating relevant capacity development models, this article will provide a deeper understanding of how administrative personnel can be optimized. This research aims to identify and develop effective strategies in increasing the capacity of school administrative staff, so that they can contribute directly to improving the quality of education at various levels.

Method

The research approach used is a qualitative approach. A qualitative approach can provide an in-depth understanding of social phenomena. This qualitative approach was chosen to explore the experiences and perspectives of school administration staff regarding capacity development. Data collection was carried out through literature study, including analysis of literature, journal articles and relevant education policy documents. Data sources focus on secondary data sources, such as academic publications, research reports, and books discussing human resource management in an educational context. Data analysis is used through thematic analysis to identify main patterns and themes from the literature read, then link the findings with the proposed capacity development strategy.

Result and Discussion

Result

Developing the capacity of school administrative staff is an important aspect in efforts to improve the quality of education. Various studies have examined various strategies and approaches that can be applied to achieve this goal, including:

1. The Importance of Continuous Training and Development.

Continuous training and development of administrative staff is essential to improve their technical and professional competence. This includes training in the use of information and communications technology, as well as the development of managerial and administrative skills (Lidyanti et al., 2023).

2. Professional Learning Community (PLC).

The establishment of Professional Learning Communities (PLCs) in schools can help in developing management capacity. PLCs enable administrative staff and educators to share knowledge and experience, and learn from daily practice in providing educational services (Dimiyati, 2019).

3. Effective Collaboration and Cooperation.

Effective collaboration between administrative staff and educators is essential to improving the quality of education. This includes organizing joint seminars and training, as well as intra-school monitoring and development to ensure accountability and quality improvement (Eminyan & Baghdasaryan, 2023).

4. Systemic and Managerial Approach.

A systemic and managerial approach in developing the capacity of administrative staff can help in the maintenance and efficiency of school organizations. This includes the



redefinition of roles and responsibilities, as well as the introduction of a monitoring system to support school change and development.

5. External and Internal Support.

Support from external and internal agencies is essential in the school improvement process. This includes encouragement and support from external parties such as the education department, as well as internal support from school principals and other staff (Kamijan, 2021).

6. Management Capacity Development Model.

Developing a management capacity model that includes vision, skills, resources, incentives, action plans and partnerships can significantly improve the quality of education through developing school management capacity (Agustin & Effane, 2022).

Developing the capacity of school administrative staff requires a comprehensive and sustainable approach. Continuous training, formation of professional learning communities, effective collaboration, systemic and managerial approaches, and external and internal support are some of the key strategies that can be implemented. By integrating these approaches, schools can improve the competence of their administrative staff and, ultimately, improve the overall quality of education.

Discussion

The capacity of school administrative staff plays an important role in improving the quality of education. Efficient and effective administrative staff can support the organizational and financial performance of educational institutions. Excessive administrative capacity can cause economic losses, and the importance of optimal use of human resources to achieve sustainable performance (Suryana et al., 2018). Human resource management (HR) in schools is very important in improving the quality of education. Good planning in analyzing human resource needs and mapping positions in accordance with the school's vision, mission and goals can improve the quality of education. Development and training of existing human resources is also a key factor in achieving targets set by educational institutions.

In addition, we need to highlight the importance of planning and organizing the performance of administrative staff. The distribution of job descriptions in accordance with the abilities of each administrative staff as well as the supervision and evaluation carried out by madrasah principals show that good performance management can improve school administrative services (Achmadwati et al., 2018). Effective collaboration between teaching staff and administration is also an important factor in improving the quality of education. Effective human resource management, increased responsibility in teaching and training activities, and the creation of a healthy work atmosphere can improve the quality, efficiency and accountability of the education process.

Developing the capacity of school administrative staff is an important aspect in efforts to improve the quality of education. However, according Salim & Rochaendi (2020) there are various challenges in this regard which include: (1) Limited human resources. One of the main challenges in capacity development is limited skilled human resources. This can be seen in the context of the development of Indonesia's new capital city, where limited skilled labor is a significant obstacle; (2) Budget limitations. Limited funding is also a big challenge in capacity development. Without an adequate budget, it is difficult to implement effective capacity development programs; (3) Knowledge and



skills gaps. Gaps in knowledge and skills between various stakeholders can hinder effective coordination and collaboration; and (4) Technological change and innovation. Rapid technological changes require rapid adaptation from all parties involved in capacity development.

Capacity development is also an important aspect in facing various existing challenges, and requires a planned strategy to ensure success. Various strategies and approaches that are effective in building this capacity, which can support improving the quality of education in schools, include: (1) Continuous training and development. Continuous training and development of administrative staff is essential to improve their technical and professional competence. This includes training in the use of information and communications technology, as well as the development of managerial and administrative skills (Nuraini et al., 2022); (2) Establishment of a Professional Learning Community (PLC). The establishment of Professional Learning Communities (PLC) in schools can help in developing school management capacity. PLCs enable administrative staff and educators to share knowledge and experience, and learn from daily practice in providing educational services (Ardhi et al., 2024); (3) Leadership role in supervision and support. School leadership, especially the principal, plays an important role in supervising and supporting administrative staff. Principals who are active in communicating and collaborating with administrative staff can improve their technical and professional competence (Abrori & Muali, 2020); (4) Effective collaboration and cooperation. Effective collaboration between teaching staff and administration is essential to improving the quality of education. This includes organizing seminars and joint training, as well as introducing trust mechanisms and a healthy working atmosphere (Putri et al., 2024). Collaboration in professional learning networks can improve teachers' knowledge, skills and attitudes, as well as their application in practice; and (5) Integrated capacity development model. An integrated capacity development model, which includes vision, skills, resources, incentives, action plans and partnerships, can significantly improve the quality of education through better school management (Achmadwati et al., 2018).

The strategy for developing the capacity of school administrative staff can then be carried out by making maximum use of technology. Many school technology plans include strategies for ongoing staff development, which includes evaluation of teacher and student performance (Sumarsono et al., 2021). This shows that ongoing staff development can improve teaching and learning. The role of administrators is very important in the acceptance, adoption, integration, and implementation of technology by teachers. Technology leadership that supports and expects the use of computer technology can result in more effective curriculum integration by teachers (Fadillah et al., 2024). Additionally, technology training designed for school administrators is also critical to ensuring successful use of technology in schools. This training should include a practical approach and connect technology to the world of work of school administrators. Strong technological knowledge and skills are required to effectively carry out administrative responsibilities.

Furthermore, developing the capacity of administrative staff can be carried out with collaboration strategies between schools and professional networks. Collaboration between schools and professional networks is very important for school administration staff because this collaboration can improve the quality of continuous professional development (CPD) for school staff (Harjaya & Idawati, 2022). Collaboration between



schools can also help in overcoming the challenges faced in implementing learning networks. This collaboration includes organizing joint seminars and training, as well as intra-school supervision and development. Collaborative support between teachers is critical to school success. Communication, openness, and participation are key to creating a climate of trust that can develop a shared vision for the school. This shows that good collaboration can create a positive and productive work environment. Collaboration through online professional networks can also provide significant benefits. Collaboration in virtual environments can enhance teachers' professional learning and instructional processes.

Finally, strategies for developing the capacity of school administrative staff can be carried out through methods and models that have been identified to evaluate the effectiveness of strategies for developing the capacity of school administrative staff. According Munandar et al. (2023), this model for evaluating the capacity development of school administrative staff includes (1) a continuous system assessment model. This sustainable system assessment model includes three phases, namely needs assessment and problem identification, intervention design and staff capacity building, and intervention implementation and evaluation.; (2) participation in capacity development programs; (3) use of diagnostic feedback; (4) staff development by colleagues; (5) utilization of work facilities; and (6) self-evaluation mechanisms all contribute to improving the performance and effectiveness of school administration. Governments and educational organizations need to consider the approaches that best suit their context and priorities to achieve optimal results.

Conclusion

The capacity of school administrative staff plays an important role in improving the quality of education by supporting the organizational and financial performance of schools. Effective human resource management, good planning, development and training of administrative staff can improve the quality of educational services. However, this capacity development faces challenges, such as limited skilled human resources, minimal budgets, knowledge and skills gaps, and rapid technological changes. Overcoming these challenges is necessary to achieve optimal human resource management and better quality education.

Some effective strategies that can be implemented include continuous training and development, the formation of a Professional Learning Community (PLC) to share knowledge, the leadership of the principal in providing supervision and support, and effective collaboration between teaching staff and administration. Maximum use of technology can also support capacity development, including technology training for school administrators. Inter-school collaboration and professional networks help improve the quality of staff professional development. Additionally, evaluation methods such as continuous system assessment models, diagnostic feedback, and peer development of staff play a role in improving the effectiveness of school administration.

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