



Administrative Personnel Strategies in Improving the Quality of Education Services

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Abstract: Educational services in educational institutions often face challenges related to the performance of administrative personnel, which has an impact on the quality of educational services. This study aims to analyze the strategies applied by administrative staff in improving the quality of education services. Using a qualitative research method with a literature study approach, this study reviewed several journals and reports related to education management. The results show that an effective strategy involves three main stages, namely strategy formulation, implementation and evaluation. Supporting factors for administrative staff performance include government policy support, adequate technology and continuous training, while inhibiting factors include lack of training, resistance to new technology and limited infrastructure in remote areas. This research confirms the importance of implementing comprehensive strategies to improve the quality of administrative services, which has a positive impact on student achievement and the overall effectiveness of the education process.

Keywords: Strategy, Administrative Personel, Quality of Education Services.

Introduction

Education is a very important part of the life of the nation and state in order to advance the nation. According to Indonesian Law No. 20 of 2003 concerning the National Education System, article 1 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Undang, 2003). Education can also be interpreted as a conscious effort to realize a cultural inheritance from one generation to another. Education makes this generation a role model of the previous generation's teaching (Rahman et al., 2022). Education exists formally or non-formally, which initially did not know to make someone know because of the discovery of knowledge.

In advancing this nation, quality education is needed. Quality education is certainly inseparable from the strategy to achieve it. Strategy is the process of determining the plans of top leaders who focus on the long-term goals of the organization, accompanied by the preparation of a way or effort how these goals can be achieved (Dra. Yatminiwati, 2019). According to Fred R. David, the success of an organization is largely determined by the formulation of a good strategy, proper implementation, and continuous evaluation. One of the educational strategies to improve the quality of education is to improve educational services at the institution. According to Kotler quoted by (Brian P. Polla et al, 2020) service is any action or activity that can be offered by a party to another party, which is basically intangible and does not result in any ownership. The quality of service of educational institutions must



of course be able to be maintained and developed so that customers get a good service even more than they expect. The quality of education services is a necessity to meet customer needs for better education.

The quality of education services in Indonesia is one of the important indicators in determining the success of the national education system. Various challenges, such as the lack of effectiveness of administrative personnel, often hamper efforts to improve this quality. The quality of education services in educational institutions is strongly influenced by the effectiveness of administrative personnel. Educational administrative personnel are human resources who are not directly involved in teaching and learning activities, also known as administration, which is part of the educational staff who have an important role in carrying out the school administration process. In the process of educational administration, all the efforts of the people involved in the process of achieving educational goals are integrated, organized, and coordinated effectively and all the necessary and existing materials are used efficiently and effectively to support the process of learning and teaching activities. However, many educational institutions still face challenges in terms of administrative management, which impacts on the quality of services provided to students and teachers.

Therefore, it is important to analyze the strategies that can be applied by administrative staff to improve the quality of educational services that include performance, strategies used and supporting and inhibiting factors.

Method

The research method used is a qualitative approach with a literature study research type and is descriptive in nature by analyzing several sustainable and relevant scientific journals. Data collection is done through a literature review of various journal articles in the last five years that focus on the topic of strategies related to school administration personnel and the quality of education services. Data sources came from several journal articles, research reports and books related to education management. Data analysis was conducted using the content analysis method, in which key themes such as administrative personnel strategies, service quality and impact on service quality were identified. The results of the analysis were then synthesized to understand the strategies related to administrative staff in improving service quality.

Results and Discussion

Results

Based on the data obtained through the literature study with some findings related to administrative personnel to improve educational services, the main results are as follows:

1. Performance of Education Administrators

Based on the research conducted, the performance of administrative staff in educational institutions shows mixed results, depending on their respective competencies. Some educational institutions have administrative personnel who are familiar with information technology, so the administrative process runs efficiently. On the other hand, there are also educational institutions that still rely on manual systems, so that administrative services are slower. In this study, the performance of education administration personnel includes efficiency in completing tasks, information technology (IT) skills and communication and service to customers of educational institutions.



2. Strategies for improving education services

Different educational institutions apply different strategies to improve the quality of education services. However, several stages are used in carrying out the strategy. First, strategic planning or strategy formulation is the initial stage where schools or educational institutions develop plans to improve the quality of administrative personnel. This stage involves an in-depth analysis of the internal and external situations that affect administrative services in schools. In this strategic planning, there are several things such as formulating the vision, mission, goals and objectives, identifying internal and external factors. The formulation of the strategy reflects the existence of goals and objectives to describe the mission of the institution..

Second, strategy implementation is the execution of the planned strategy. In the context of administrative personnel, strategy implementation involves organizing and implementing plans to improve educational services, motivating all administrative personnel and allocating resources in educational services. This strategy implementation describes the operationalization of how to achieve organizational goals and objectives. Third, evaluation of education service strategy management is the final stage where educational institutions assess the effectiveness of the strategies that have been implemented. In the context of administrative personnel, evaluation is carried out to measure whether the changes made actually improve the quality of administrative services. Evaluation also monitors all the results of the formulation and implementation of strategies in administrative personnel education services as well as activities to measure, evaluate, and provide feedback on organizational performance..

3. Supporting and inhibiting factors for administrative staff in improving education services.

This study also found several factors that support and hinder the performance of administrative staff in improving the quality of education services:

- a. Supporting factors, lack of awareness of apparatus and government policies, rules for implementing administrative services, abilities and skills, facilities and infrastructure.
- b. Inhibiting factors, resources and supporting facilities, lack of further training, coordination with other parties.

Discussion

Performance of Education Administrators

The performance of education administrators plays an important role in supporting the success of institutional operations and improving education services. In the context of education management, the role of administrative personnel is often considered as the “backbone” that ensures that administrative processes run smoothly and efficiently, so that teachers and students can focus on teaching and learning activities without being distracted by technical matters.

The work efficiency of administrative personnel is directly related to the quality of education services provided to all stakeholders, including teachers, students and parents. Administrative personnel who are able to complete administrative tasks appropriately and on time support the smooth operation of educational institutions. This efficiency is influenced by various factors, including the workload handled and the availability of resources. In schools with an adequate number of administrative personnel, routine tasks such as financial management, recording student data and archiving documents can be done well. However, in some schools, especially in remote



areas, the limited number of administrative personnel causes the workload to pile up and administrative processes are often delayed.

In the digital era, mastery of information technology is an important factor in the performance of administrative personnel. The use of IT-based school management systems, such as the School Management Information System (SIMS), helps simplify and speed up administrative processes. Research shows that schools that have adopted this system tend to have better administrative performance than schools that still use manual methods. IT systems allow for the automation of various tasks, such as student attendance, financial management and document processing. However, it was found that not all administrative personnel have sufficient competence in the use of this technology. In some educational institutions, especially in less developed areas, limited access to technology and training makes it difficult for administrative personnel to adapt to technological changes, which results in slow administrative services.

One important indicator of the performance of administrative personnel is how they interact and provide services to customers of educational institutions, such as teachers, students and parents. Fast, responsive and friendly service is highly valued by stakeholders. Administrative personnel who are able to communicate well and handle requests quickly will increase service satisfaction in educational institutions. However, the results showed that not all administrative personnel have adequate communication skills, especially in the face of pressure from high volumes of work. This often results in complaints from teachers or parents regarding delays in service or discrepancies in the information provided.

The performance of education administration requires full support from various parties, including the government, school principals and other education policy makers. Improving the performance of administrative personnel, especially in terms of work efficiency, mastery of technology and communication skills, will have a direct impact on improving the overall quality of education services. Support in the form of continuous training and coaching is needed so that administrative personnel can continue to adapt to the dynamic development of the world of education.

Strategies for Improving Education Services

The stages of strategy theory in the scope of administrative staff to improve education services are described as strategic planning or formulation, strategy implementation and strategy evaluation. This planning includes setting goals and objectives. The institution must set clear goals, for example “improving the efficiency of academic document management” or “accelerating financial administration services” These goals must be measurable and realistic. To achieve the goals and targets, a SWOT (Strengths, Weakness, Opportunities, Threats) analysis can be used to identify the internal strengths and weaknesses of the administrative staff as well as external opportunities and threats that may affect service improvement efforts. Then the preparation of strategies that will be applied to achieve goals, objectives and targets. This strategy can be in the form of training administrative personnel, adopting new technology, or restructuring the administrative work system. In this planning, it is necessary to determine the budget, time, and other resources needed to implement the strategy, including technological tools and skills development and all that is needed to implement the strategy.

Based on research, this implementation stage is the implementation of the planned strategy. In the context of administrative personnel, strategy implementation involves organizing and implementing plans to improve educational services. Strategies



can involve improving competencies, so administrative personnel should be involved in relevant training programs, such as training in information technology, document management or effective communication. Educational institutions should adjust work procedures in accordance with the strategies implemented. For example, if there is a new system for managing student data, the workflow must be changed to adapt to the technology. Strategies also involve the digitization of administrative services, the implementation of technology such as the school management information system (SIMS) should start by providing access, technical training and ensuring administrative personnel are familiar with the newly implemented system. In the implementation phase, it is important to monitor the implementation of the strategy on a regular basis. The school principal or administrative leader should ensure that each administrative staff understands and carries out their duties in accordance with the plan.

Evaluation is the final stage where educational institutions assess the effectiveness of the strategies that have been implemented. In the context of administrative personnel, evaluation is carried out to check whether the goals, targets carried out can improve the quality of administrative services. Evaluation must be based on concrete data. Key performance indicators such as the speed of administrative services, the level of satisfaction of students and parents, and the level of administrative errors must be measured and compared with the conditions before the strategy was implemented. In this case, the evaluation requires continuous improvement. If the evaluation shows that there are aspects of the strategy that are not working according to the goals, targets and expectations, educational institutions must be ready to make adjustments. This could be in the form of revising work procedures, adding training, or replacing less effective technology. The results of the evaluation need to be reported to relevant parties, including the head of the educational institution, teachers and even parents if necessary. Follow-up of the evaluation is important to ensure that improvements in the quality of administrative services continue and remain relevant to the needs of service users.

These three stages must proceed systematically and interrelatedly. Careful planning guides purposeful implementation, while good evaluation ensures that the strategies implemented actually bring about improvements in the quality of education administration services.

Supporting and inhibiting factors for administrative staff in improving education services

Based on the findings of several studies, it is revealed that to support the smooth performance activities of administrative staff in improving the quality of service of educational institutions and meeting the needs of administrative staff, then supported by administrative staff, each of whom already has a computer. In addition to supporting factors, there are also inhibiting factors such as lack of training or training for administrative staff (Sohail Aslam, Maqsood Ahmad, 2021). Whatever we will do will not avoid the obstacles that hit us, to get maximum results, of course, accompanied by obstacles that will become a lesson for future improvement, some of the supporting and inhibiting factors are described as follows:

a. Supporting Factors

1.) Apparatus Awareness and Government Policy Factors

Apparatus awareness is the main key in building dedication, seriousness, and discipline when carrying out duties and functions as an administrative service provider. This ensures that the expected results from the implementation of the main tasks and



functions can meet the established service standards, as well as operational standards in organizing administrative services. In providing administrative services, the supporting factor is getting used to providing good and polite service to everyone who needs the service.

Government policy regulates the career development of administrative staff with a credit score assessment system that encourages them to continuously improve their performance. This career development is one of the strategies to motivate administrative staff to be more professional in providing educational services.

2.) Rule Factors in the Implementation of Administrative Services

Rules are the main supporting factor in the implementation of administrative services. The rules function as an important element that directs every action and behavior of the apparatus as a service implementer. In addition, the rules also act as indicators of progress.

3.) Ability and Skills Factors

In the field of service, the most prominent aspect and quickly felt by service recipients is the skill in its implementation. Service standards explain that the main ability that officers must have is the skill to operate computers and manage data. Service officers already have the necessary abilities and skills to provide these services.

4.) Facilities and Infrastructure Factors

The facilities and infrastructure referred to here include types of equipment, work equipment, and other facilities that function as the main tools in carrying out work, as well as supporting the interests of people related to the organization. However, the facilities needed to support service quality are sufficient, such as the availability of chairs and tables that support the comfort of the apparatus at work. Supporting facilities such as computers, printers, and Wi-Fi are available, but additional power is needed to improve performance.

b. Inhibiting Factors

1.) Lack of Resources and Supporting Facilities

Although some facilities are adequate, administrative personnel are often faced with limited resources. For example, hardware limitations (computers or printers) that are outdated, or Wi-Fi power that is not strong enough, can hinder smooth operations and reduce service quality.

2.) Lack of Advanced Training

Not all administrative personnel receive regular training. Lack of access to ongoing training programs leaves their skills behind, especially in the face of rapid technological change. This can affect their ability to provide up-to-date services.

3.) Lack of Coordination with Other Parties

Lack of communication and coordination with teachers or principals can lead to misalignment in carrying out administrative tasks. For example, if there is no good coordination in timetabling or information distribution, administrative services can be slow or inaccurate. The lack of informativeness of administrative service officers means that various information that should be conveyed to teachers and students is slow or even does not reach these teachers and students.



These supporting and inhibiting factors greatly affect the ability of administrative staff to provide quality services in educational institutions. Efforts to improve services should include providing better facilities for skills development through regular training, as well as improving coordination between all parties involved in the operation of educational institutions.

Conclusion

This study concludes that the strategy of administrative staff in improving the quality of education services in secondary education institutions involves three main aspects, namely strategy formulation, implementation, and strategy evaluation. Strategy formulation requires in-depth analysis of internal and external factors affecting administrative services, as well as clear planning of the goals and objectives to be achieved. At the implementation stage, emphasis is placed on the importance of utilizing information technology and developing the skills of administrative personnel to support the smooth operation of educational institutions. Periodic evaluation is required to ensure that the strategies implemented are successful in improving the quality of services, and if necessary, strategy revisions are made based on the evaluation results. Good performance can be seen in their ability to manage data, process information and serve the needs of all school elements, including students, teachers and parents. Optimal performance can only be achieved if administrative personnel have relevant skills, work in a disciplined manner and carry out their duties with high responsibility. In addition, this study identified supporting and inhibiting factors that influence the performance of administrative personnel. Supporting factors include supportive government policies, availability of technology, as well as regular training programs. On the other hand, the main barriers were limited training, resistance to new technology and inadequate infrastructure, especially in remote areas.

Overall, administrative personnel play a very important role in improving the quality of education services and with the right strategies, they can contribute significantly to the effectiveness of the learning process and student achievement. Continuous implementation and evaluation of strategies, as well as the provision of support in the form of training and infrastructure, will strengthen the role of administrative personnel in achieving better education services.

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