



Effective School Strategies in Developing the Competence of School Administrative Staff to Achieve Educational Vision

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Abstract: This article aims to explore and analyze effective strategies implemented by schools in developing the competencies of administrative staff to support the achievement of educational vision. The competencies of administrative staff play a crucial role in ensuring the smooth operation of schools and making a tangible contribution to the success of educational programs. This research uses a qualitative approach with a literature method on books, journals, and previous sources. The research results indicate that several key strategies, such as relevant and ongoing training, the utilization of information technology, strengthening internal communication, and providing career development pathways, have proven effective in enhancing the performance of administrative staff. In addition, the proactive involvement of school management and consistent government policy support are considered very important for the success of competency development programs. This finding is expected to provide insights for education stakeholders in designing human resource development policies within the school environment.

Keywords: School Administration Competencies, Development Strategies, Educational Vision, School Management, Human Resources

Introduction

Educational administration is an important aspect that must be considered in the administration of education, as the improvement of educational administration quality will also enhance other aspects of education, since the quality of education is influenced by the quality of educational management. Education is one of the most important aspects of a person's life. Education does not only take place in schools, but also in environments such as communities and families. Education is what determines and guides a person's future and direction in life, as education can also be referred to as an effort to develop and train an individual's knowledge, skills, and abilities. Education is also one of the important factors that can determine a person's future. According to Kurniawan & Syahrani (2021), the vision of education is that the national education system must be able to ensure equal opportunities for education, improve quality, as well as the relevance and efficiency of education management to face challenges in accordance with the demands of local, national, and global changes. Therefore, it is necessary to carry out educational renewal in a planned, directed, and sustainable manner. To achieve quality education, a supportive school climate is certainly necessary. The success of a school in achieving its goals is greatly influenced by the school climate, and one of the elements of that climate is the implementation of effective school administration (Muspawi & Robi'ah 2020).

The quality of education is determined by the actions involved in handling the conversion of input into output through processing subsystems, and the results produced from inputs and activities through feedback and output assessment. To improve the quality of administrative services and achieve the vision, goals, and objectives of the



institution, administrative staff in educational institutions, both formal and informal, are very important in this situation. According to Arina et al. (2022), the contribution of administrative staff to improving service standards in the educational process is based on an open system and includes constructive input, ideas, and feedback from both internal and external sources. According to Rianti et al. (2021), school administrative staff are educational personnel responsible for providing administrative support to ensure the smooth implementation of the educational process in schools. If administrative staff can understand their role in implementing this policy for shared achievements, moral actions in the form of participatory service—by providing friendly, courteous service and offering the utmost tolerance to improve service quality—then it is essential for schools to develop the competencies of school administrative staff. This is because the school administrative staff play a crucial role in ensuring the smooth operation of activities, managing information, and supporting the implementation of educational policies. Therefore, the development of administrative staff competencies becomes a crucial factor to ensure that schools can move in line with the established educational vision.

According to Sulistiyono (2021), school administrative staff function as managers of school administration related to management. Human resources administration, finance, facilities and infrastructure, public relations, correspondence and archiving, student affairs, curriculum, and special services. The school administration staff also plays an active role in providing administrative services to all interested parties. The position and role of administrative staff are so important in the management of a school that the government, through Ministerial Regulation No. 24 of 2008, has established standards for school administrative personnel. This standard regulates the minimum qualifications and competencies that must be met by a school administrative staff member. The competencies outlined in the National Education Minister's Regulation Number 24 of 2008 are standard competencies or essential competencies that must be possessed by school administrative personnel. The situation in schools shows that many school administrative staff have competencies below the expected standards. This occurs because their recruitment process as school administrative staff does not refer to the fulfillment of competencies based on the relevant ministerial regulation. They were appointed as administrative staff long before the issuance of that ministerial regulation. As a result, the management of personnel administration is not functioning as it should. This research aims to find effective strategies to enhance the competencies of school administrative staff. The study focuses on how various schools have implemented these strategies and how it has impacted the achievement of educational goals.

Method

This article employs a qualitative approach with literature review as the primary tool for data collection. According to Adlini et al. (2022), qualitative research is a type of research aimed at gaining an understanding of reality through an inductive thinking process. Literature review is usually associated with the framework or theoretical foundation, which refers to the theories used to analyze the subject. A literature review on books and scientific articles published online, as well as research related to both quantitative and qualitative research methods, is utilized in the source collection process for this paper. Analyze the data using data reduction, which means extracting important theories from books and articles relevant to the topic of this paper, then presenting the data and drawing conclusions from the relevant data.



Results and Discussion

Results

The competency level of school administrative staff in Indonesia plays an important role in supporting the operational effectiveness of schools. The administrative staff is responsible for various functions, ranging from data management, finance, to logistics. Although their role is very vital, literature shows that there are still challenges in developing the competencies of administrative staff in schools in Indonesia.

1. Administrative Competence

Research shows that one important aspect of the competence of school administrative staff is the mastery of basic administrative skills. Prasetyo and Darmawan (2019) reveal that skills in document management, financial administration, and archiving are crucial for administrative staff. However, there is still a gap between the expected competencies and the actual competencies possessed by some administrative staff, especially in remote areas.

2. The Use of Information Technology

One of the increasingly important aspects of competence is the ability to operate information technology. (TI). Slamet (2018) emphasizes that mastery of technology is becoming increasingly important in this digital era, especially with the implementation of School Management Information Systems. (SIMS). However, research by Azzahra (2020) shows that most administrative staff, especially in rural areas, still have limitations in mastering this technology.

3. Managerial Competence

In addition to technical competence, Supriyanto and Zulkarnain (2021) emphasize the importance of managerial skills for administrative staff, particularly for those in the position of head of administration. The ability to plan, organize, and supervise administrative staff is crucial in maintaining the smooth operation of a school. However, many administrative staff have not received adequate managerial training.

4. Training and Competency Development

Several studies highlight that training and competency development for administrative staff in Indonesia is still not optimal. Hartono (2019) states that the budget allocation for training administrative staff is often limited. This impacts the lack of access to quality training, making it difficult for administrative staff to keep up with developments in modern administrative systems.

5. Challenges in Competency Development

A study by Nugroho (2018) shows that one of the biggest challenges in developing the competencies of administrative staff is the lack of attention from the government and school management regarding the importance of their roles. Many administrative staff feel that their work is undervalued, which affects their motivation and performance.

Based on the results of the literature study obtained from several journals and articles, the Results section is a key part of a scientific article, containing the raw results without the data analysis process, as well as the results of hypothesis testing. The results can be presented in tables or graphs to clarify the findings verbally. The Discussion section is the most important part of the entire content of the scientific article. The purpose of the discussion is to answer the research problems, interpret the findings, integrate the findings from the research into the existing body of knowledge, and formulate new theories or modify existing ones.



Discussion

A. Educational Administration Power

A school is a system built on various subsystems, so it certainly contains several elements that influence the achievement of its goals. Even schools are systems that exist within a broader system, namely the social system. Therefore, systems theory is very important and has implications for administrators. As a social system, schools are connected to data processing systems and decision networks. This is because all systems theories emphasize that the components within a system are interconnected and influence one another. (Rifky, Malahayati, et al., 2023).

According to Newell in Nasution, the task of an administrator is to recognize the significance of the existence and potential relationships between various groups and schools/madrasahs, and to realize that at the same time, various issues can be addressed realistically only if there is interconnection among different groups and institutions, taking them into account and involving them in the school. (Nasution & Pratiwi, 2017).

In the Regulation of the Minister of National Education Number 13 of 2007, "School Administrative Staff are human resources in schools who are not directly involved in the teaching and learning activities but play a role in supporting the smoothness of the learning process and school administration." (Arfanaldy, 2024). Meanwhile, in the Minister of National Education Regulation Number 24 of 2008 concerning School/Madrasa Administrative Staff Standards, it explains that school administrative staff includes: Head of school administrative staff, Administrative affairs implementers, and Special service officers. School administrative staff are educational personnel tasked with providing administrative support services to ensure the educational process in schools runs smoothly. School administrative staff are educational personnel who work in schools, often referred to as TU (Administrative Affairs). (Rohiat, 2010).

In the Minister of National Education Decree Number 53 of 2001 regarding Guidelines for the Preparation of Minimum Service Standards for the Implementation of Basic and Secondary Education, it is stated that School Administrative Staff are human resources in schools who are not directly involved in teaching and learning activities but greatly support the success of school administration activities. (Rifky, Nasution, et al., 2024).

B. The Role of Administrative Staff in Achieving Educational Vision

The educational vision is created by each school to achieve long-term goals of having quality students. The school administration staff and teachers also play a crucial role in achieving that vision. Various operational parts are assisted by administrative staff, such as financial management, document archiving, and communication with external parties. Competent administrative staff can provide efficient services that allow schools to run smoothly and achieve educational goals more easily. On the other hand, if the administrative staff lacks the necessary skills, the process may be hindered. For example, improper financial management can lead to budget issues that affect teaching and learning activities. Therefore, it is very important for educational institutions to develop the skills of administrative staff to achieve their goals.

Student data management, financial management, facility maintenance, and communication with parents and the community are all responsibilities borne by school administrative staff. As stated by Harris and Lambert (2017), this role is crucial in



supporting teacher performance and the success of learning in schools. Therefore, the skills of the administrative staff must be continuously improved to ensure that all school operations run smoothly. The basic skills that school administrative staff must possess are as follows:

1. Managerial skills: managing resources, time, and administrative tasks;
2. Communication skills: conveying information clearly and effectively to relevant parties;
3. Knowledge of information technology: using school management software, financial systems, and student data management; and
4. Problem-solving skills: the ability to effectively and efficiently handle complex administrative issues.

C. Strategies to Enhance the Skills of School Administrative Staff

Strategies that educational institutions can use to enhance the capabilities of their administrative staff. Here are some key strategies that can be used:

1. Sustainable Training and Development

One of the most common approaches to enhancing the skills of administrative employees is ongoing training. Internal training can be provided through workshops or seminars facilitated by educational administration professionals. A study conducted by Zulkarnain (2018) states that regular training is very important for improving the technical skills of administrative staff, especially in the field of data management and ever-evolving information technology.

In addition, administrative employees can acquire new skills and knowledge through training programs offered by professional institutions. It is very important to ensure that this training aligns with the operational needs of the school and the existing technological development.

2. Career Development and Recognition

To enhance the skills of school administrative staff, career development strategies must also be taken into account. Incentives such as promotions, salary increases, and recognition of achievements can enhance the motivation and performance of administrative employees, according to Robbins. (2019).

If administrative staff have the opportunity to participate in further education programs or professional certification in the field of educational management, they will be more motivated to enhance their skills. This can help them develop their careers.

3. The Use of Information Technology

The increasing use of technology in modern schools requires administrative staff to master technology. Technology-based school management systems, such as School Management Information Systems (SIMS), enable administrative staff to manage data more efficiently. Shimi's study (2020) shows that the use of information technology in schools enhances the efficiency of administrative staff and reduces human errors in data management. To ensure the effective use of this technology, specialized information technology training should be included as part of the skill development for administrative staff. Skilled administrative staff in the use of technology can help schools adapt to the demands of the times and improve the accuracy and speed of administrative processes.

4. Supervision and Mentoring

Effective supervision also enhances the competencies of management staff. According to Wijaya's research (2016), the routine supervision conducted by the school principal helps



administrative staff to enhance their focus on work and increase their sense of responsibility. In addition, a mentoring program, where senior managers guide new managers, can accelerate the process of transferring knowledge and skills. Constructive supervision and supportive coaching create a collaborative work environment and encourage improvements in work quality.

5. Sustainable performance evaluation

Periodic performance evaluation is also an important strategy. Evaluation provides feedback to management staff regarding areas that need improvement. According to Sudrajat's research (2017), periodic competency-based performance evaluations can provide guidance for the personal development of administrative staff. This evaluation is based on assessments conducted by supervisors, colleagues, and the results achieved in the work. Objective performance evaluation allows schools to determine the necessary further development steps for each individual.

6. Collaboration with other educational institutions

Cooperation with other educational institutions or organizations creates opportunities to share experiences and best practices in school management. According to Supriyanto (2018), schools that collaborate with other institutions both nationally and internationally tend to have more innovative and adaptable administrative staff. The collaboration can take the form of school visits, participation in educational administration forums and conferences, joint training program cooperation, and more.

D. Challenges in the Development of School Administrative Staff Competencies

In the process of developing the competencies of school administrative staff, various strategies have been identified, and the implementation of these strategies is not without challenges. The challenges often faced by schools in developing administrative staff include budget constraints, a lack of administrative support, and resistance to change from the administrative staff themselves. According to research by Suryadi (2019), many schools struggle to allocate a specific budget for administrative staff training due to other budget priorities. In addition, deeply rooted work cultures and a mindset resistant to change often serve as obstacles to innovation and the adoption of new technologies. Therefore, it is important for schools to develop strategies that are not only technically effective but also acceptable and applicable to all stakeholders.

Conclusion

The development of administrative staff competencies is very important to support the operational effectiveness of schools and the achievement of educational vision. This research highlights several key effective strategies, namely: (1) Continuous training is essential for enhancing the administrative and technological skills of administrative staff through relevant and regular training, (2) The utilization of information technology mastery, especially School Management Information Systems (SIMS), is becoming increasingly important for operational efficiency, (3) Career development and recognition of clear career development pathways, incentives, and acknowledgment play a role in motivating administrative staff to perform better, (4) Good supervision and regular performance evaluations help improve the quality of administrative services, (5) Inter-agency cooperation, collaboration with other educational institutions creates opportunities for enhancing the competencies and innovation of administrative staff.



In addition, support from school management and consistent government policies are crucial to ensure the success of this competency development program. Challenges in developing the competencies of administrative staff, such as budget constraints and resistance to change, also need to be addressed. Please write your conclusions in this section. Brief but clear. Do not repeat too many things in the Results and Discussion section; instead, summarize them. This section is just one paragraph.

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