



Improving the Quality of Education Through the Competence of School Administrative Staff

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Abstract: Many schools tend to focus on the development of teachers and the curriculum, while administrative staff often do not receive adequate training and support. This leads to inefficiencies in data management, communication, finance, and resources, which can ultimately hinder the educational process. With training and professional development, administrative staff can play an important role in enhancing their competencies. As a result, investing in the development of administrative staff competencies will improve school performance and overall student academic achievement. Thus, the quality of education from an institution will develop well. This research aims to determine the influence of school administrative staff competence on the quality of education and to provide insights for education stakeholders on how to maximize the role of administrative staff in improving educational quality. The method used in this research is a qualitative approach with data collection through literature study, which involves gathering data from several sources such as books, journals, and previous research. This research shows that the competence of school administrative staff has a significant impact on the quality of education. Competent administrative staff can efficiently manage the school management system, accurately handle data and finances, and leverage information technology to expedite administrative processes.

Keywords: Quality, Competence, School Administrative Staff.

Introduction

Quality education is the key to creating competent and competitive human resources. The quality of education is not only influenced by the quality of the curriculum and the skills of teachers, but also by the effectiveness of educational management carried out by school administrative staff. The school administration staff plays a role as managers who support the smooth running of the educational process, ranging from resource management, personnel administration, finance, facilities, to correspondence. According to Sururi et al. (2023), school administrative staff, as implementers of school administrative management activities, can assist in school management activities. However, there are many schools in Indonesia that face challenges in improving the quality of education. One of the main causes is the lack of competence among school administrative staff. This inadequate competency can hinder the effectiveness of education management, preventing the quality of education from reaching the expected level. Therefore, it is necessary to conduct supervision by monitoring the competencies of school administrative staff; through this activity, the feedback obtained can potentially enhance their competencies.

Based on the Regulation of the Minister of National Education Number 24 of 2008, the competencies of school administrative staff are divided into several categories, namely personal, social, technical, and managerial competencies. This competency includes the ability to perform administrative tasks well, as well as skills in



communicating and collaborating with various parties in the school environment. However, many administrative staff have not yet met the expected competency standards, so there is a need for efforts to enhance their competencies and knowledge through targeted mentoring management (Sulistiyono, 2021). Although the role of administrative staff is very vital, many schools face issues related to the lack of skills and knowledge among administrative personnel. This results in suboptimal performance in the execution of administrative tasks that should support the teaching and learning process. In addition, the lack of training and professional development for administrative staff is one of the factors that exacerbates this situation.

It is therefore important to understand how improving the competencies of school administrative staff can contribute to the enhancement of education quality. Therefore, this article aims to analyze the role of school administrative staff competencies in improving the quality of education. This article will also discuss strategies and tactics that can be used to enhance the competencies of school administrative staff, as well as the implications of such competency improvements on the overall performance of the school. Thus, it is hoped that this research can provide insights for stakeholders in education regarding the importance of investing in the development of administrative staff competencies as a key factor in improving the quality of education in Indonesia. It also highlights the challenges faced by school administrative staff in developing their competencies, both in terms of limited resources, institutional support, and the dynamic changes in education policy. In addition, the discussion will include case studies or real-life examples in the field regarding how the enhancement of administrative staff competencies directly impacts school operational performance, management effectiveness, and the comfort of the learning environment for both students and teachers.

In the era of globalization and rapid technological advancement, school administrative staff also need to possess relevant and adaptive competencies in response to the changing times. This improvement in competency not only includes technical skills in administration but also the ability to use information technology, good time management, and effective communication skills with various stakeholders. Therefore, the competency development strategy must include continuous training, the introduction of new technologies, as well as the enhancement of soft skills that support administrative tasks. By strengthening the competencies of school administrative staff, it is hoped that a more efficient, organized education system can be created, one that is capable of facing future challenges. Their vital role in supporting the operational success of schools must receive more serious attention so that the quality of national education can improve comprehensively.

In facing global challenges and rapid technological advancements, school administrative staff are required to adapt and develop competencies that are relevant to the times. The competencies of quality school administrative staff go beyond merely mastering daily administrative tasks; they also encompass the ability to effectively utilize information technology, manage time efficiently, and communicate professionally with various stakeholders. These skills are essential to support the smooth operation of schools and ultimately enhance the overall quality of education.

The strategy for enhancing the competencies of school administrative staff must be planned comprehensively, including continuous training, mentoring in the introduction of new technologies, and the development of soft skills that support administrative tasks. With the right and ongoing training, administrative staff will have



the opportunity to continuously hone their skills, enabling them to work more effectively and efficiently in supporting the achievement of educational goals in schools.

So that, the improvement of the competencies of school administrative staff also has implications for the efficiency of school management. Professional administrative performance will help create a more conducive learning environment, where students and teachers can focus on the learning process. Therefore, the role of administrative staff cannot be overlooked in the efforts for educational reform. Through targeted and continuous competency development, it is hoped that a superior education system can be created, one that is ready to face global challenges in the future.

Method

This research uses a qualitative descriptive method, where qualitative research itself is a process of discovering knowledge that is descriptive in nature and utilizes non-numeric data, such as words, language, audio, text, and video. In this research, the researcher employs literature study to explain the issues being discussed. The main focus of the qualitative descriptive method is on the exploration and in-depth understanding of the phenomena being studied, prioritizing interpretation and narrative to describe the research results in detail. In this research, the researcher used literature review as the main data collection technique. Literature review involves gathering information from various written sources, such as books, scientific journals, previous research reports, and other related articles. This approach allows researchers to gain a broader and deeper perspective on the issues being discussed, namely the role of school administrative staff competencies in improving the quality of education. Analysis of various existing literature will help provide comprehensive and in-depth insights into how the development of administrative staff competencies can contribute to the effectiveness of school management and the overall improvement of education quality.

The data obtained from the literature study was then critically analyzed using qualitative methods. This analysis involves the process of identifying key themes that emerge from the literature, classifying data, and providing an in-depth interpretation of the relationship between administrative staff competencies and the quality of education. Researchers also consider various perspectives found in the literature to produce a holistic synthesis that is relevant to the research objectives. In the analysis stage, the researcher seeks to explore the relationship between theory and practice, as well as identify the key factors that support the improvement of school administrative staff competencies. With this approach, the research results are expected to provide a comprehensive perspective and enrich the academic discussion regarding the role of school administrative staff in enhancing the quality of education. The qualitative descriptive method used in this research allows the researcher to produce a deep and detailed understanding of the topic being studied, as well as provide evidence-based recommendations for the future development of school administrative staff competencies.

Result and Discussion

Result

Quality management can enable measurable and objective performance assessment (Armadan et al., 2023). This data can be used to identify the strengths and weaknesses of the educational process and provide a foundation for improvement.



Without measurable performance indicators, educational goals and objectives may become unclear. Educational institutions and stakeholders will have difficulty determining whether the goals have been achieved or not. In line with the school administration staff, who should rightly have a measurement of their performance. According to Nurussalami (2020), school administrative staff, in addition to meeting qualification standards, also require competencies to complement the qualifications they already possess.

The School Administration Staff (SAS) plays a very important role in supporting the smooth operation of a school, both in management processes and in the learning process (Nuraini et al., 2023). They are non-teaching staff commonly referred to as administrative staff. The school management also plays an active role in providing administrative services to all interested parties. A school that is not supported by proper administrative services will not succeed in achieving its expected goals. The Minister of Education Regulation No 24 of 2008 on Educational Administration Standards states that there are several types of competencies that must be possessed by educational administration heads, including personal, social, technical, and managerial competencies.

Personality competencies include having integrity and noble morals, a strong work ethic, self-control, self-confidence, flexibility, attention to detail, discipline, creativity and innovation, and responsibility. Administrative staff with high integrity and a good work ethic can create a positive work environment, which impacts the increase of motivation and productivity among teaching staff and students. School administrative staff must also possess strong personality competencies, such as discipline, integrity, and responsibility in carrying out daily tasks. They need to have a strong motivation to continue learning and improving themselves in order to keep up with developments in the field of educational administration. An honest and trustworthy attitude is an important value that must be possessed, especially when handling finances and important documents. They must be able to work under pressure and maintain a high quality of work. In addition, the ability to manage time well is very important, considering the numerous tasks that must be completed by the deadlines. This personal competency will be the main foundation in maintaining the professionalism and credibility of administrative staff in schools.

Social competence includes the ability to work in teams, provide excellent service, have organizational awareness, communicate effectively, and build working relationships. Administrative staff who can interact well with teachers, students, and parents create harmonious relationships, thereby supporting the learning process. Social competence is essential for school administrative staff because they often serve as a link between the school, parents, and the community. They must have good communication skills, both verbal and written, to ensure that information is conveyed clearly and accurately. In carrying out their duties, administrative staff need to demonstrate a friendly, professional, and cooperative attitude when interacting with students, teachers, and external parties. They must also be able to work in teams and build harmonious working relationships, both within the school environment and with external partners. With good social competence, administrative staff will help create a more positive and conducive school environment.

Technical competencies include the ability to carry out personnel administration, financial management, infrastructure management, school-community relations, correspondence, and archiving, student administration, curriculum administration,



special services administration, and the application of information and communication technology. Research shows that skilled administrative staff in this field can enhance the operational efficiency of schools, thereby providing teachers with more time to focus on teaching. Technical skills are essential for school administrative staff, especially in terms of operating technology devices and school management information systems. They must be skilled in using various data management software, such as financial administration applications, asset management, and student data systems. In addition, administrative staff are also required to be able to produce accurate and timely administrative reports, including financial reports and other reports. They need to understand proper filing procedures and manage the school's official correspondence. These technical skills also include the ability to fix minor issues that occur with technology devices, such as computers and printers, that are used in their daily work.

Managerial competencies (specifically for school administrative staff heads) include the ability to support the management of national education standards, develop work programs and reports, organize staff, develop staff, make decisions, create a conducive work environment, optimize resource utilization, nurture staff, manage conflicts, and prepare reports (Nurussalami, 2020). Managerial competencies for school administrative personnel are essential to effectively manage school resources. This standard regulates the qualifications and minimum competencies that must be met by a school administrative staff member. Just like in a school that desperately needs human resources to improve its quality. Not only teachers or educators but also administrative staff play a role in supporting the quality of education related to the educational process, one of which is by improving the quality of school administrative services. School administrative staff must possess the ability to manage various administrative tasks effectively and efficiently. They are responsible for preparing the annual work plan and budget, ensuring that the school's operational needs are met on time. In addition, they must be able to organize various administrative activities, including financial management and school assets, while adhering to applicable procedures and regulations. In carrying out this task, the ability to coordinate with various parties, such as the school principal, teachers, and other administrative teams, is crucial for the smooth operation of the school. In addition, they also need to have leadership skills in order to guide other administrative staff to achieve the organization's goals.

Service is an activity offered by organizations or individuals to consumers (customers/clients), which involves the actions of individuals or groups and/or organizations, either directly or indirectly, to meet needs where customer satisfaction is the primary goal of excellent service (Nurussalami, 2020). Excellent service is the implementation of social competence and personality in providing educational administrative services optimally and satisfactorily. Good service can only be realized when there is a service system within the organization that prioritizes the interests of citizens, especially the service users, and human resources that are oriented towards the interests of the citizens. Based on the explanations from the experts above, it can be interpreted that service is an effort made to provide convenience to others or service users, which can only be achieved if there is a service system within the organization that prioritizes the interests of customers or service users. As part of the school management team, TAS is responsible for implementing and ensuring that every internal customer, such as students and teachers, as well as external customers, such as parents and stakeholders, receive the services they need (Yuliastanty & Hazlif Nazif, 2021).



As a key role in school operations, school administrative staff are expected to be capable and motivated to face the rapidly advancing technology. Certainly, this is also related to the competencies required for school administrative staff to manage education in schools, enabling them to utilize a technology-based management information system. School administrative personnel must possess the ability to use technology for the smooth execution of their tasks, such as managing student data, managing teacher and staff data, handling administrative correspondence, and more (Putri & Rusdinal, 2024). The presence of this digital technology can facilitate administrative tasks in schools. The utilization of digital technology in the field of school administration is no longer just a lifestyle that reflects a modern school, but rather a necessity. However, in its implementation, there are still many obstacles faced by school administrative staff.

According to Sari et al. (2021), one of the determining factors for the success of school administration activities is seen from the extent of the role of school administrative staff in carrying out their duties and responsibilities as implementers of administrative activities. Therefore, school administrative staff need to enhance their role and performance in carrying out school administrative activities to achieve the goals. Based on the statement above, a reliable and competent school administration staff in their field is an important aspect of administration and achieving activities. Because having a good mastery of competencies by administrative staff will greatly support the achievement of the main tasks and functions of school administrative personnel in accordance with the established objectives.

The findings of Siregar's (2022) research indicate that, according to the given directives, the responsibility of administrative staff is to carry out their core responsibilities and tasks. For efficient administration and performance, the staff always adhere to the instructions of the head of administration and the principal. The student administration staff will consult with the head of administration and the school administrator if they are unclear about their responsibilities and main functions to carry out this important activity efficiently. The administrative staff is also consistently good and responsible in carrying out their main duties. The student administration staff always ensures that the student administration services can function effectively and consistently focuses on improving the standards of student administration services to meet the expectations of both students and parents.

Discussion

This research shows that the competencies of school administrative staff have a significant impact on the improvement of education quality. One of the main findings is that competent administrative staff can create a more efficient and structured school management system, allowing teachers and other educational staff to focus more on teaching and student development. With good administrative management, administrative tasks such as student data management, filing, scheduling, and information distribution can be carried out more quickly and accurately, reducing the potential for errors and delays in the teaching and learning process.

Another impact is the increased efficiency in the management of school finances and resources. Competent administrative staff have the ability to manage personnel administration, finances, facilities, school-community relations, correspondence, and archiving, student administration, curriculum administration, special services administration, and the implementation of information and communication technology.



Furthermore, good administration also ensures that all resources, both human and material, are managed optimally, ultimately creating a more conducive learning environment for students.

This research also found that the competence of administrative staff impacts the quality of communication between schools and parents, the community, and other external parties. An efficient administration can strengthen smooth and transparent communication between the parties involved, making it essential for maintaining good relationships and public trust in the school. Information related to school policies, student progress, and school activities can be communicated more quickly and clearly, enhancing parental involvement in the educational process and supporting student development.

Finally, the results of this research indicate that the mastery of information technology by administrative staff also plays a crucial role in improving the quality of education. The use of an integrated school information management system facilitates data and documentation management, while also providing easier access for teachers, students, and parents. This improvement not only accelerates the administrative process but also provides significant support in making more data-driven decisions, enhancing responsiveness, and operational effectiveness in schools.

Overall, this research explains that the competence of school administrative staff is a key factor in creating a more effective, efficient, and quality-oriented education system. Trained and competent administrative staff not only support the operational activities of the school but also play a crucial role in creating an optimal learning environment for students, thereby encouraging better academic achievement.

This research shows that competent school administrative staff play a crucial role in ensuring smooth operations and improving the overall performance of the school. The main result of this research emphasizes that administrative staff with good competencies are able to carry out administrative tasks efficiently, which directly contributes to the overall progress of the school. Several important aspects of competence include the ability to manage data, communication, resource management, and the utilization of information technology. Administrative staff with strong data management skills have proven to be able to compile and manage information about students, teachers, and school finances more accurately and quickly. They are able to use the school management information system that facilitates archiving, student data processing, and transparent financial reporting. This is very helpful in making better decisions at the management level, as the information provided is more reliable and can be accessed in real-time. The accuracy of this data not only minimizes errors but also shortens the time needed to address administrative issues.

In addition, competent administrative staff possess effective communication skills, both in internal communication with teachers and school principals, as well as external communication with students' parents, the community, and the government. This ability ensures that important information can be communicated clearly and in a timely manner, which plays a crucial role in maintaining good relationships between the school and stakeholders. For example, efficient administration can expedite the dissemination of information regarding new school policies, activity schedules, or student progress, which can enhance parental satisfaction and their participation in the educational process.

Furthermore, the research results indicate that good resource management by school administrative staff can help manage the school budget more efficiently. A



competent administration can ensure that budget allocation is carried out carefully according to the school's priorities, such as facility maintenance, procurement of learning tools, and enhancement of educational programs. Good management not only improves the quality of education but also reduces the risk of budget misuse or fund leakage, which often poses a problem in many schools.

The importance of technological competence in this modern era continues to be a focus within the realm of education. Administrative staff who can effectively utilize information technology, such as using school management applications, have proven to accelerate administrative processes and enhance the transparency of school operations. With the appropriate use of technology, various routine tasks, such as financial report preparation, student registration, and attendance monitoring, can be completed more quickly and accurately.

Overall, this research concludes that competent administrative staff with good competencies play a vital role in supporting the effectiveness of school management. They not only lighten the administrative burden of teachers and school principals, but also contribute to a more organized and professional educational environment, which ultimately helps improve the quality of educational services and student achievements in schools.

Therefore, the presence of training, socialization, discussions, and meetings is expected to assist human resources in carrying out management and to strengthen the relationships that support its implementation. (Julaiha et al., 2023). Basically, the components and their relationships will reveal the shortcomings and weaknesses of the organizational system and service system, allowing for the determination of policies to improve the system or develop the administrative system. Not forgetting the existence of implementation strategies that facilitate problem-solving by generating and considering more alternatives that have a beneficial impact.

Conclusion

The competencies of school administrative staff play a crucial role in supporting the efficiency of school management and the quality of education. Competent administrative staff can enhance the operational performance of schools by effectively managing data, finances, resources, and communication. This leads to a more structured and efficient school management, contributing to the smoothness of the teaching and learning process. With the ability to manage data, finances, resources, and utilize information technology, administrative staff help optimize school management, thereby minimizing errors and enhancing transparency. The mastery of technology by administrative staff also contributes to speeding up administrative processes, improving data accuracy, and supporting data-driven decision-making. The proficiency in information technology by administrative personnel also plays a crucial role in facilitating better decision-making and accelerating administrative processes. In addition, good competencies in personality, social skills, technical skills, and management can create a harmonious and productive work environment, thereby positively impacting the motivation of both teachers and students. The importance of these administrative competencies includes abilities in communication, budget management, and the use of technology, which ultimately contribute to the achievement of educational goals. Therefore, training and development of administrative staff competencies are essential to ensure optimal performance and improve the quality of educational services. Efficiency in administrative management allows teachers and staff



to focus more on student development tasks, creating a more conducive learning environment.

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