



Developing School Administrative Staff Competence Through Training and Career Development to Face the Digitalization Era

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Abstract: Developing the competence of school administrative staff is one of the essentials in the digitalization era, therefore schools need to improve the knowledge and skills of school administrative staff through training and career development to meet the needs and keep up with the times so that they can create quality schools. The purpose of this study is to solve problems related to school administrative staff who are still stuttering about technology in the digitalization era. This study uses a qualitative descriptive research method. The technique used in this study is Literature Study by reviewing previous studies through articles or journals. The results of this study are that developing the competence of administrative staff in keeping up with the development of digitalization can be done through consistent training and career development.

Keywords: Competency Development, Training, Career Development

Introduction

In today's era, Indonesia is experiencing various developments from various aspects and fields, such as from economics, social, culture, technology to education, without exception. This development has provided many changes in human daily life, especially as a form to facilitate human work in the future, especially in the field of technology. If adjusted to current conditions, it can be seen that technological developments in Indonesia are developing rapidly and significantly. One form of technological development that is currently developing is digitalization. Digitalization is a shift from analog or conventional activities to digital activities, in which these activities contain sophisticated tools as support in various existing fields. The existence of this digitalization is one form of following the development of an increasingly advanced and sophisticated era so that this digitalization has an impact on various other fields, both positive and negative impacts. One of the fields that feels the impact of this digitalization is the field of education. It can be seen that previously education in Indonesia was still very behind, especially after Covid-19, where all conventional learning in the classroom finally changed to online or digital through various learning platforms. This happened because to meet the needs and catch up on the existing educational gap by adjusting the development and utilization of technology.

Digitalization in the field of education provides innovation for every school to apply a similar concept as a form of improving quality and keeping up with current developments (Sutarsih et al., 2024). The application of digitalization in schools is not only carried out in the learning process but also in the school administration process so that it can facilitate school administration staff in supporting learning in schools. The school administration process and services are one of the main aspects that build the quality of a school because through a good administration system it can increase the effectiveness and efficiency of a school. In implementing administrative digitalization in schools, it must be ensured that each administrative staff has the ability to apply



digitalization in the administration process optimally. Through the application of digital administration, administrative processes such as managing student and teacher data, creating learning schedules and other administrative matters can be done practically, besides that it can also minimize errors or data loss that usually often occur if done conventionally or manually (Zakaria et al., 2024).

However, in fact, in today's era, even though digitalization has been implemented by various schools, there are still administrative staff who are not yet competent in implementing administrative technology, which is in line with the opinion of Suyadnya (2024) who explained that one of the challenges in implementing digitalization in school administration is the lack of understanding and skills of school administrative staff so that the administrative process occurs less effectively and efficiently. This is because in previous conditions, school administrative staff used conventional processes such as writing, making schedules and inputting data manually into books so that after digitalization was implemented in schools, there were still many administrative staff who were not yet proficient in IT. In addition, in the past, technology had not developed as much as it is today and moreover, most school administrative staff are now seniors and elderly so they are still unfamiliar with digital technology, so efforts are needed to solve these problems.

In solving these problems, training and career development are needed for each school administrative staff as a form of improving digital skills and competencies. In this context, training is a process to develop the skills of administrative staff through structured short educational activities such as workshops or seminars as an effort to improve the performance of school administrative staff in achieving goals optimally (Anastasya Mechta Mediana & Hwihanus Hwihanus, 2024). Then career development itself is an effort to develop school administrative staff to achieve the desired career, which is adjusted to future needs (Rifky et al., 2023). Basically, school administrative staff as one of the keys to running every school program effectively and efficiently has a close relationship with training and career development, which is a form of keeping up with current developments and preparing for future needs.

Method

The method used in this study is descriptive qualitative with the type of research library research, which is a study that uses library studies as a basis for research. Literature review is a study that examines theoretically and critically the sources that are the basis for research in order to solve problems in the research being studied. This study focuses on solving problems through the discovery of various theories and thoughts to be analyzed and implemented as a form of problem solving in research (Wulandari, 2020). This research is descriptive analysis, namely describing the descriptions of information and theories that have been obtained and then reprocessed to make it easier for readers to understand them. The data obtained in this study is data obtained indirectly (secondary) so that it is obtained from journals or previous articles that are related to the research being studied so that the data needs to be managed and analyzed to adjust to the problems discussed in this study.



Results and Discussion

Results

The development of the era has brought many changes in the education sector, one of which is digitalization, where every school integrates technology into every education process in the school, from learning to management. In the education process, of course, it cannot be separated from the role of administrative staff in it as one of the keys to a quality education process. In following the development of globalization, it is necessary to develop competencies by school administrative staff to meet needs and keep up with the times. Competency development of administrative staff can be carried out through training and career development activities by schools as a forum to improve the insight and skills of school administrative staff. Through consistent training and career development, it can create quality schools, in addition, with the competencies that have been developed, it can make it easier for school administrative staff to fulfill their careers in the future that are in line with the goals of the school in the future. Training and career development of school administrative staff provide changes in their performance productivity so that national education goals can be achieved effectively and efficiently.

Discussion

School Administration Staff

Education is one of the important aspects in human life, because through education a person can know what was not known before. In addition, education is a person's mainstay or basis in living their future life, especially in terms of stages of life and following the development of the times. Education itself can be obtained anywhere, both in formal institutions such as educational institutions or social institutions in the surrounding community. However, as is known, in Indonesia, everyone is required to undergo education, which has been stated in Government Regulation of the Republic of Indonesia Number 47 of 2008 concerning Compulsory Education, which states that every person or child is required to undergo education up to junior high school level as an effort to equalize education and to equip them for their future life in society. In line with the previous explanation, to obtain this education, it can be obtained through formal education because it is stated that the minimum education that must be taken is junior high school level which only exists in formal education.

In general, formal education is an education that has levels and binding regulations in it, this is also in accordance with the explanation of Destiyani (2024) who explained that formal education is an education that is carried out in schools regularly and in stages by following strict provisions or regulations. Basically, although education consists of various types and levels, its goals remain the same, which are stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2008 concerning School/Madrassa Administrative Personnel Standards which states several focuses that are the goals in national education based on each existing level, both from the lowest level to the highest level. Basically, in the process of achieving these educational goals, of course, it cannot be separated from the role of each actor in it, namely teachers and school administrative staff. These two roles are closely related to each other so that they must go hand in hand in order to achieve goals effectively and efficiently. In its implementation, teachers cannot stand alone in carrying out the learning process at school, of course there needs to be a supporting role from school administrative staff such as forming and organizing school management to facilitate teachers, students and the learning process at school.



School administrative staff are people who are no longer foreign to education circles, especially in schools. School administrative staff in the current era are still often referred to as school administration, but basically school administrative staff do not only take care of administration but also take care of all administrative and learning processes in schools, even though they work behind the scenes, their role is very vital and crucial to the quality of management of a school. The definition of school administrative staff or education staff in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System is a group of people or members of society who dedicate themselves to supporting the implementation of education effectively and efficiently. This is also in line with the opinion of Pandi (2022) who states that school administrative staff are resources or personnel who are responsible for the smooth running of the education process in schools, especially in school management and administration. So it can be concluded that school administrative staff are resources that help support the existing learning process without being directly involved in it.

Administrative staff have different terms in their placement, for example in universities they will be called educational staff while in schools they are called school administrative staff, although they have different terms, the tasks and roles they have remain the same, namely carrying out the administrative process effectively and efficiently to achieve educational goals effectively and efficiently (Arina et al., 2022). School administrative staff generally consist of 3 main elements, namely the head of educational administrative staff, the executor of affairs and special service officers, where each element has different fields according to the substance of educational management (Arfanaldy, 2024).

TAS Competency Development

Developments in the world of education are something that cannot be avoided anymore, because in the current era, globalization has developed rapidly and comprehensively, causing many changes and developments in it (Hayati et al., 2024). In the field of education, there have been many changes, both in terms of curriculum and the learning process in the classroom. In facing these changes, of course, many things are still unfamiliar to all education actors, especially for school administration staff, because school administration staff need to conceptualize and manage school management in accordance with existing developments as a form of a school in keeping up with the times and maintaining the quality of school quality. A school certainly cannot be separated from the role of school administration staff, even though they work behind the scenes, school administration staff have a very vital role in achieving the goals of a quality school. In schools, administrative staff have a close relationship with educators because it can be seen that these two components must go hand in hand to carry out school activities effectively and efficiently. Similarly, educators must continue to develop themselves as an effort to keep up with the times and meet the needs of the students they teach, so administrative staff also need self-development (Sururi et al., 2023).

To find out the quality of a school can be known through the management system in the school which is also in accordance with the opinion of Nuraini et al. (2023) who said that a quality school has an effective management system in it. Therefore, to achieve an effective management system in a school, qualified competence is needed so that it can work optimally. In doing so, of course, competent school administrative staff are needed according to their qualification standards. The qualification standards for school administrative staff have been stipulated in the Regulation of the Minister of National



Education of the Republic of Indonesia Number 24 of 2008 concerning Standards for School/Madrassa Administrative Staff which explains the qualifications and competency standards that must be possessed by school administrative staff based on levels in formal education. However, with the many changes in various aspects in the field of education, abilities or competencies are needed that are in accordance with these changes so that competency development is something that needs to be considered in order to achieve quality schools.

The definition of administrative staff competency development is a process of improving the ability of an administrative staff to continue to support education in an increasingly developing era. This competency development can improve the productivity of school administrative staff towards the education process in schools so that its existence needs to be supported. The development of school administrative staff competencies has been widely implemented by various educational institutions, this is because they realize the urgency of developing the competencies of school administrative staff to face many changes, especially in the digital era.

TAS Training to Face Digitalization

Educational institutions in the current era are no stranger to existing technology, which is a tool to facilitate the performance of education actors. The application of this technology is not only in the learning process but also in the school administration process so that school administrative staff also need to master the use and application of technology in their performance. However, the fact is that now there are still many school administrative staff who do not master the use of technology so that they cannot apply it in their performance, this is reinforced by the opinion of Julaekha et al. (2022) who explained that there are still many administrative staff who are not familiar with technology, causing work to be ineffective and inefficient. Seeing the many conditions, efforts are needed to improve the capabilities of school administrative staff, especially in the field of technology, which can be done through digital training for administrative staff. Digital training is something essential that needs to be implemented in today's era, because the need for digital skills is increasingly needed, especially by school administrative staff. Digital training is one effort to improve a person's digital skills through structured short-term activities (Gustiana et al., 2022). The purpose of training for school administrative staff is as a form of keeping up with the times and meeting needs by increasing their digital insight and skills for more productive performance (Mustopa et al., 2021).

This training is flexible because it can be done anytime and anywhere, besides that in conceptualizing a training for school administrative staff, it must be adjusted to their fields such as academics, finance and so on. Schools as Educational Institutions should pay attention to the quality of each Education actor in it, starting from teachers or school administrative staff. For teachers, it can be done more easily because training can be done through the pmm application developed by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek). Meanwhile, for school administrative staff, it can be done through training organized by schools, local governments and other institutions. To find out the level of success of a training, namely through active interaction and participation from school administrative staff during the training (Sumarsono et al., 2021). With this training, it is hoped that every school administrative staff can become a competent and professional person so that they can carry out their duties in supporting the Education process effectively and efficiently.



TAS Career Development to Face Digitalization

An educational institution must certainly maintain its existence in the era of increasingly developing globalization. The effort to maintain it is through improving the quality of education in a school, especially its human resources, because those who manage an educational institution are teachers and school administration staff. Both work together and complement each other in order to carry out an effective and efficient education process. In carrying out their duties, both teachers and school administration staff must have adequate competence, especially with globalization which brings many changes in it. However, in today's era, it is necessary to improve skills in order to keep up with developments and changes that occur, especially in the field of technology. Managing an educational institution that integrates technology in it is certainly not easy, especially since its implementation is not only in the learning process but also the school management process which is basically a determinant of the quality of the school. Therefore, Kuswibowo (2021) explained that career development is needed by school administration staff as an effort to improve their competence to achieve the expected career in the future.

According to Mangkunegara in Yaningsih & Triwahyuni (2022), career development is an activity carried out by schools for school administrative staff to help and plan future careers so that they can develop optimally to fulfill them. Basically, the purpose of career development for school administrative staff is as a form of school effort to increase the effectiveness and efficiency of its performance in order to achieve optimal productivity (Sari et al., 2023). The career development process is not easy and requires a lot of time in it because it is a form of preparation to fulfill a future career and achieve professional competence so that through career development, school administrative staff can improve their insights and abilities that are relevant to the needs of the future era to fulfill their careers and support the education process optimally in the digital era. With school administrative staff who have a career ladder, it can be ensured that a school has quality education.

Conclusion

Developments in the world of education have brought many changes to it. One of these changes is digitalization which is integrated into the world of education, thus requiring the development of school administrative staff competencies to meet the needs and developments of the era. Developing the competency of school administrative staff can be done through training and career development activities that focus on the digitalization of education.

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