



## The Role of School Administration Personnel In Improving School Services

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**Abstract:** This study aims to examine the role of school administration personnel (TAS) competencies in improving school services. TAS competencies include technical, managerial, interpersonal, and professional abilities. Through the literature study method, this study reveals that mastery of information technology and effective communication skills are the key to the success of administrative services in schools. Adequate TAS competencies not only improve the operational efficiency of the school but also contribute to the positive image of the school and the satisfaction of the parties involved. Therefore, the continuous development of TAS competencies is very important to support the achievement of educational goals. TAS competence is a key factor in elevating school services and ultimately achieving educational success.

**Keywords:** Competence Administrative Personnel, School Services, Education, Competency Development

### Introduction

Services in schools aim to provide education optimally and effectively to all stakeholders, both inside and outside the school, in order to achieve educational goals and progress. This service is a factor that affects the quality and success of educational institutions. In order to realize good school services, quality school resources and personnel are needed to be one of the important to achieve school education goals, namely school administration personnel, which are education personnel who have the task of providing administrative support for the implementation of the educational process in schools (Susanto, 2016).

Every school institution must need responsible and creative administrative personnel so that basically educators will not be able to carry out the duties and functions of an administrative staff because the profession follows special regulations and the profession is a service to facilitate learning, thus requiring special skills that are different from teachers who in some have problems and do not have a direct relationship with students, So that according to regulations related to staffing, administrative personnel cannot be shouldered with other functional staff (Mulyasa, 2022). Service is the action of producers to meet the needs and desires of consumers and achieve consumer satisfaction. School services now include services provided by service providers or schools to students (Anggraini dkk., 2016). Administrative personnel have an important role in supporting school operations so that they run smoothly so that they need competence and skills in supporting management in this field, in realizing a quality school, elementary and secondary administrative personnel are needed in the learning process, in service activities must follow certain rules to facilitate the learning process and need abilities that are different from others needed by an educator.

Therefore, the school must be able to realize good school services in order to gain the trust of the community, with the quality of a school determined by school services. Meanwhile, the quality of educational services and school culture indirectly



shapes the image of schools in the community (Fredy dkk., 2019). School administration personnel are the spearhead in the field of administration, so it is necessary to pay special attention to how to improve their competence based on the specified competency standards. In general, school office work is technically carried out by school administration personnel. Therefore, it is important to empower the abilities and competencies of school administration staff so that all their energy and time can be optimally poured for the school (Gunawan dkk., 2018). School administration personnel are a part that supports teaching and learning activities so that they run smoothly in accordance with school plans and goals. Therefore, schools in empowering school administration personnel need to have good principal leaders, to make school administration effective, professional personnel in the field of school administration are needed (Muspawi & Robi'ah, 2020).

The competencies regulated in the regulation of the minister of national education number 24 of 2008 are standard competencies or minimum competencies that must be possessed by school administration personnel. The reality in schools shows that many school administration personnel have competencies below the expected competency standards (Sulistiyono, 2021; Fransiska, dkk., 2021). This happens because the process of recruiting them to become school administration personnel does not refer to the fulfillment of competencies based on the Permendiknas. They were appointed as administrative employees long before the issuance of the Permendiknas. As a result, the management of personnel administration does not run as it should. This happens because the process of recruiting them to become school administration personnel does not refer to the fulfillment of competencies based on the Permendiknas. They were appointed as administrative employees long before the issuance of the Permendiknas. As a result, the management of personnel administration does not run as it should.

Competent school administration personnel can also be influenced by school culture by referring to the working atmosphere between fellow teachers, teachers and principals, and also staff and teachers in the school environment are interconnected. Quality from the customer's point of view is whether the services provided meet the customer's tastes and needs. The formation of school culture with interconnection or interaction such as attitudes and beliefs, the environment outside the school, cultural norms at school and also relationships between individuals at school. Therefore, the school culture of these elements cooperates with each other with synergy and program implementation with the aim of the quality of educational services based on human values, professionalism and destiny determination. Thus, the principal and teachers feel satisfied in spending time together and interacting with each other. Such a school culture has a great impact on school services so that in the end educational goals can be achieved effectively and efficiently (Anggal et al., 2020; Suwarni, 2022).

Based on the literature study carried out by obtaining data, it is known that there is a condition related to services in schools that are still in poor condition, for that it is necessary to get special attention from the school, so that the school service is considered important to remember the dimension of services related to community satisfaction related to school services so that it can be a consideration for parents to register their children in the school.

## Method

The research was carried out using library research so that the method used in this study was a literature study. Special characteristics used as a basis for developing



research knowledge are; This research is directly confronted with data or text presented not with field data or through eyewitnesses in the form of events; Researchers only deal directly with sources that already exist in the library or ready-to-use data, as well as secondary data used (Snyder, 2019).

Mendes dkk (2020) stated that the library research process is carried out by reviewing the literature and analyzing the relevant topics combined. Literature search can utilize sources in the form of journals, books, dictionaries, documents, magazines, and other sources without conducting field research (Apriyanti dkk., 2019). The technique used in data collection in this study uses secondary data, namely by collecting data indirectly by researching existing objects. This method aims to explore theories, concepts, and previous findings that are relevant to the research topic, namely the Role of School Administration Personnel Competency in Improving School Services.

## Results and Discussion

### Result

Based on literature studies, the competence of school administration personnel (TAS) plays a crucial role in improving school services related to education, finance, staffing, and school public services. These competencies include technical skills, communication skills, understanding of regulations, and the ability to adapt to technology, all of which contribute to the effectiveness of administrative services in schools (Sutrisno, 2021). Interpersonal skills are also a key factor. Administrative personnel who are able to communicate well can build a harmonious working relationship, both with teachers and students. This has a positive impact on productivity and service quality (Amalia, 2023).

Research also shows that the digital competence of school administration personnel is increasingly important in the era of education digitalization. Widodo & Santoso (2022) stated that the use of information and communication technology (ICT) helps speed up the administrative process, from student data management to academic reporting, which in turn increases efficiency and transparency in school services. In addition, ICT mastery by administrative personnel is considered one of the indicators of the success of the implementation of the Independent Curriculum, because this curriculum emphasizes flexibility and collaboration between stakeholders (Nugroho, 2023).

In addition to technical skills, *soft skills* such as communication, teamwork skills, and customer service orientation are also key in improving service quality. Research from Amalia (2023) emphasizes that administrative personnel who have good interpersonal skills are able to build effective relationships with teachers and students, create a harmonious work atmosphere and increase overall school productivity.

### Discussion

The competencies needed by school administration personnel consist of several main aspects, namely: (1) Technical competence, including the ability to manage data, compile reports, operate software, and manage financial administration; (2) Managerial competence, including the ability to plan, organize, direct, and supervise administrative activities; (3) Interpersonal competence, including the ability to communicate effectively, build good relationships with various parties, and work together in a team; (4) Professional competence, including knowledge of education policies, laws and regulations, and professional ethics (Suwarni, 2022).



Technical competencies include the ability to manage data, compile reports, and operate relevant software to support school administration. This ability is essential to ensure that all data related to students, finances, and staffing can be managed properly and in a timely manner. According to research by Widodo & Santoso (2022), the use of information technology in school data management not only increases efficiency, but also transparency in academic and non-academic reporting.

In addition, managerial competence is also very much needed by school administration personnel. This competency includes the ability to plan, organize, direct, and supervise various administrative activities that take place in schools. Research conducted by Muspawi & Robi'ah (2020) shows that TAS who have good managerial skills are able to carry out administrative tasks more efficiently, so that they can minimize errors and speed up the service process to all parties in the school.

Interpersonal competence is also a very important aspect in carrying out duties as administrative personnel. Good communication skills enable TAS to establish harmonious working relationships with teachers, students, as well as students' parents. This is important because TAS is often a liaison between the school and the community, so the ability to communicate with various parties can increase the satisfaction of all parties involved. Amalia (2023) stated that TAS who have good interpersonal skills are able to create a harmonious work atmosphere, which ultimately has a positive impact on the overall productivity of the school.

Finally, professional competence is urgently needed by school administration personnel. This competency includes a deep understanding of education policies, applicable laws and regulations, and professional ethics that must be upheld in every administrative activity. According to Setyaningsih dkk., (2024), understanding education regulations helps TAS to ensure that all procedures related to administration run in accordance with applicable rules, so as to minimize the risk of administrative errors that can affect the quality of school services.

### **The Relationship between TAS Competency and School Service Quality**

Competent school administration personnel play an important role in improving the efficiency of school services. Their competence allows for faster and more accurate administrative management, thereby minimizing errors and speeding up the service process (Setyaningsih, 2024). In addition, the good communication skills of TAS help create effective coordination with various parties, including teachers and principals, which ultimately increases the satisfaction of school service users (Triwijayanti et al., 2022). Administrative personnel who have adequate competence will be able to: (1) Increase the efficiency and effectiveness of services, competent TAS can manage all administrative affairs quickly, precisely, and accurately, so as to minimize errors and speed up the service process; (2) Strengthening communication and coordination, good communication skills enable TAS to establish good relationships with all parties, so as to create effective coordination in the implementation of school activities; (3) Increase customer satisfaction, fast, accurate, and friendly service will make all parties feel satisfied with the services provided by the school; (4) Supporting the achievement of educational goals, a competent TAS can assist schools in achieving educational goals by providing optimal administrative support.



### **The Importance of TAS Competency Development**

In order to achieve high service standards, the development of TAS competencies must be carried out on an ongoing basis. Development efforts can be carried out through training, the use of information technology, and periodic performance evaluations to ensure that their competencies continue to improve (Indriati et al., 2023). Trained TAS is able to adapt to changes and new needs that arise along with the development of the curriculum and educational policies. Therefore, to improve the quality of school services, it is necessary to make efforts to develop TAS competencies in a sustainable manner. Some of the efforts that can be made include: (1) Training and development, participating in training or development programs relevant to duties and responsibilities; (2) Comparative study, conducting comparative studies to other schools that have a good administrative system; (3) Utilization of technology, utilizing information technology to improve work efficiency; and (4) Performance evaluation, conducting periodic performance evaluations to identify areas that need improvement.

### **The Influence of TAS Competencies on School Image**

TAS competence not only affects the quality of services, but also the image of the school in the eyes of the public. TAS that provides fast, precise, and friendly service will increase the trust of parents and students in the school. This positive image is important to attract parents' interest in choosing schools that are considered capable of providing the best education for their children (Fredy et al., 2019).

TAS competencies also contribute to the achievement of educational goals in schools. With good administrative support, teachers and principals can focus more on the teaching and learning process without being distracted by administrative problems. This supports the achievement of better quality of education, in accordance with applicable expectations and educational standards (Daga, 2022).

### **The Role of School Administration Personnel in Improving School Services**

Education personnel are the most important part of a school, especially in the field of administrative services. Education personnel are school administration personnel who are in charge of providing administrative service support for all school residents in terms of administrative technicalities, therefore every education staff from each section, both the executive of affairs and the implementer of special services, must have good competence in providing services in order to produce quality services so that the school's goals can be achieved properly.

Competencies and skills are needed that support the administrative field. As administrative staff at the secondary level, in the learning process, it is very necessary for the creation of quality schools. In this regard, the role of administrative personnel is very important to support the smooth and successful administration of the school. The tasks carried out by administrative personnel, according to several service users, have been carried out quite well such as the management of teaching, students, personnel, school equipment, including teaching media and school books as well as school and community relations that already have adequate competence and qualifications and are competent in their fields. Likewise, school administration staff are given the opportunity to participate in activities that can improve their skills.

A supportive school atmosphere is indispensable to achieve quality education (Daga, 2022). The success of the school in achieving its goals is greatly influenced by



the school climate. One part of the school climate is the implementation of effective school management (Malik, et al., 2021), and the running of a good school climate, effective school management, and the running of the administrative process in schools need to be supported by the competence of school administration personnel as implementers of administrative management activities in schools (Indriati, et al, 2023). Competency standards and professionalism are the minimum measures so that TAS must continue to develop itself in order to improve competence beyond the standards that have been set.

The determining factor for administrative activities to be successful can be seen from the large role of school administration personnel in carrying out their duties as implementers of administrative activities, for those administrative personnel must be able to improve performance in carrying out activities in schools as the basis for determining the achievement of goals. Meanwhile, according to Andriani & Hidayat, (2023) explained that school administration personnel must have an active role in providing administrative services to all parties who have interests, for this reason the willingness of administrative personnel in the school to be a model so that it must be managed optimally and with competent administrative personnel, the school has an obligation to manage administrative staff by directing, Moving and developing in helping to achieve the school that has been determined, administrative personnel in schools are not only as education personnel but also play an important role with tasks that not only help schools but also support the running of the educational process in schools through administrative services in order to carry out an efficient and effective educational process in schools.

School administration personnel are services that function to alleviate the achievement of the goals of the school as an educational institution. For this reason, this condition will have an impact on the trust of the community or parents in their children who will attend school and also the quality of school services affects several aspects in the learning process which include teacher competence, positive competence and productive students c. For this reason, the competence of administrative personnel must be conditioned personally to be felt as an obligation that can encourage every officer or staff to have the feeling that the school must both maintain its good name, maintain its condition and also be improved so that the performance carried out will be of high quality and quality.

The technical competence of school administration personnel is seen from the use of information and technology (ICT) personnel in improving services in schools with good ability to use Microsoft excel (Putri, H., & Rusdinal, R. 2024).

## **Conclusion**

The competence of school administration personnel (TAS) plays a central role in improving the quality of educational services. TAS competencies include technical, managerial, interpersonal, and professional aspects. Each of these aspects is interrelated and contributes to providing effective and efficient administrative services. Competent administrative personnel are able to manage data well, compile accurate reports, and operate relevant software. In addition, they also have the ability to plan, organize, and supervise administrative activities. Good interpersonal skills allow TAS to build harmonious relationships with various parties, both internal and external to the school. Meanwhile, professional competence ensures that TAS carries out its duties in accordance with laws and regulations and professional ethics.



The importance of TAS competence in improving the quality of school services is undeniable. A competent TAS can improve service efficiency and effectiveness, strengthen communication and coordination, increase customer satisfaction, and support the achievement of educational goals. Therefore, the development of TAS competencies must be the main concern for every school. TAS competency development can be carried out through various ways, such as training, comparative studies, the use of information technology, and periodic performance evaluations. By improving TAS competencies, schools can create a conducive learning environment, improve the school's image in the eyes of the community, and achieve the educational goals that have been set. Improving administrative competence not only has an impact on school operational efficiency, but also on improving the overall quality of education. Therefore, improving the competence of administrative staff must be an integral part of the school development strategy in the future. The effectiveness of school administration is significantly influenced by the performance and active role of administrative staff, which is important in facilitating the educational process and improving the overall quality of school services. Competent administrative personnel not only support the institution's goals but also foster public trust and contribute to the success of students' education.

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