



School Principal's Strategy Shapes TAS Performance in Carrying Out Dual Tasks (School Operators)

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Abstract: The Principal has a role in shaping the performance of School Administration Personnel, especially in carrying out dual duties as school operators, the dual tasks received by TAS often add to the workload and responsibilities quite large, so it requires an effective managerial strategy from the principal including improving competence through training, clear division of tasks, and the implementation of a periodic supervision and evaluation system. This study uses a descriptive qualitative method to analyze the principal's efforts in shaping TAS performance, by using literature studies to understand what is known about the topic, as well as identify gaps in knowledge, and help researchers formulate questions or hypotheses more sharply. The purpose of this study is to find out the strategies and efforts of school principals in dealing with the determination of dual tasks given to TAS, which will later find several strategies and steps for school principals in supporting TAS performance. The results of this study will show the strategy of school principals in shaping TAS performance in carrying out dual tasks such as, improving TAS performance through the leadership role of the principal, time management and division of labor priorities, improving performance through training and development, and creating a supportive work environment.

Keywords: Performance, Principal Strategy, TAS Dual Task.

Introduction

School Administration Personnel is one of the holders of responsibility for the implementation of school administrative tasks, roles in managing general administration such as recording, archiving, correspondence management, and supporting various aspects of school management. A school can be said to be successful in achieving goals that are influenced by the school climate, one of the elements of the school climate is effective school administration, therefore school administration needs to be strengthened and strategies in shaping performance and improving the quality of education in schools (Sulistiyono, 2021). Shaping TAS performance in carrying out duties needs management and also directed guidance by the principal, especially if a school has inadequate TAS resources, administrative personnel who do not meet the standards can be developed into administrative personnel who meet the standards through the support and direction of the principal (Muspawi, 2020).

The role of school principals in shaping TAS performance is in dire need of strengthening, especially in the midst of technological developments in complex administrative demands, TAS is often given dual tasks such as being a school operator that involves additional responsibilities in managing basic education data (Dapodik), filling out various educational applications, to other administrative reporting related to the school information system. School operators function to build a work team attitude to assist the principal in managing the management system of education providers, so it is



necessary for education personnel who have competence in accordance with their fields, duties and responsibilities (Fetia Nurul Hidayat et al., 2024).

Limited resources in schools, especially schools that have a small number of teachers, result in many TAS who have dual duties in addition to carrying out their duties as school administration managers, TAS also carries out duties as school operators. However, in the scope of elementary school education, it is still rare to find a specific field of school data management, according to the opinion Dewi et al., (2022) Which in its implementation the management of school operators should be carried out by special employees who have competence in the field of technology, the fact in the field that those who carry out their duties as school operators are administrative personnel who basically focus on the service and implementation of school administration.

The dual tasks carried out often add to the workload and cause pressure for TAS, especially if they lack adequate training, in this context the role of the principal as a managerial leader becomes very crucial. The Principal is responsible for helping to improve the quality of administration, in the implementation of duties and responsibilities to improve administrative services in accordance with school terms and regulations (Fajriah, 2023). School principals need to create the right strategies to shape TAS performance, starting from improving competence, providing facilities and infrastructure, to providing moral support.

Opinion Herlina et al., (2020) stated that as an administrator, the principal must have the ability to improve and develop strategies in solving existing problems. Based on this, to analyze the various efforts of school principals in forming and improving the performance of TAS who carry out dual duties as school operators, further discussion is needed, which in the discussion can identify the challenges and solutions implemented by school principals in facing increasingly complex administrative demands.

Method

This study uses a descriptive qualitative approach based on phenomena, symptoms, and social information to analyze the efforts of school principals in shaping the performance of TAS who carry out dual duties, including as school operators. Qualitative Research is one of the research methods that aims to gain an understanding of reality through an inductive thinking process (Adlini et al., 2022). This method was chosen because it allows researchers to gain an understanding of research approaches, data collection, data sources, and data analysis methods. The technique used in this study is a literature study in which this study identifies relevant sources to find research gaps, build a theoretical framework, and gain an understanding of the research context.

According to Bahri (2023) A research can be said to be a literature research or literature study can be seen when the data needed to complete the research comes from libraries in the form of books, encyclopedias, dictionaries, journals, documents, magazines, and other sources. The variables used in literature study research are non-standard where the data obtained is poured into sub-chapters so that it can answer the formulation of research problems. The benefits of the literature study itself can be to know the latest developments of the research, which allows researchers to understand the latest developments on related topics, as well as gain an in-depth understanding, this benefit helps researchers gain insight into various theories, methods, and findings related to school principals' strategies in shaping TAS performance in carrying out dual duties as school operators. According to Sofiah (2020) There are three reasons for choosing



literature studies to be used as a research method, namely (1) research problems can only be answered through literature research and it is impossible to expect data from the field, (2) preliminary studies are carried out to understand the symptoms in society, and (3) literature data remains reliable in answering researchers' problems. The research sources used in this study are taken from scientific journals and articles that contain information about the problems that will be discussed in this study, namely the role of school principals in forming strategies to handle the dual tasks received by school administration personnel as school operators.

Results and Discussion

Performance of School Administration Personnel

School administration is generally carried out by school administration personnel who have an important role in recording incoming and outgoing student data, making student data and recording school master books, all activities related to school administration are the tasks of school administration personnel. Performance is a description of the level of achievement in the implementation of an activity in realizing the goals, goals, missions, and visions of the organization contained in the formulation of the strategic scheme (*Strategic Planning*) an organization (Minnah, 2020). The responsibility carried out by school administration personnel should be appreciated because behind the regularity of school management governance can produce the effectiveness of education and learning implementation, this is supported by the professional performance of TAS (Nuraini et al., 2023).

TAS performance refers to the extent to which they carry out their duties and responsibilities effectively, efficiently and in accordance with the standards set by the school. According to Bashori (2021) Stating performance can be said to be the amount of contribution or results achieved by employees to the development of the organizational goals they are assigned to. Performance itself can be said to be an output if the exclusive process carried out by all components towards the purpose used (input), the ability possessed based on the tasks and responsibilities given is driven by motivation in carrying out and producing a job. Aspects of the performance of school administration personnel in this study are seen from work morale, responsibility, task completion, professionalism and target targeting.

The performance of school administration personnel has the task of assisting the principal in the following activities; school administration related to learning, staffing both educators and education, managing school finances, managing school logistics equipment, managing secretariat and student affairs, arranging outgoing letters, maintaining and repairing school facilities in the form of buildings, equipment, and practical equipment, in this case giving rise to factors that affect the performance of TAS in carrying out their duties (Marzuki, 2022). Factors that affect performance can be seen from the element of motivation where the physical condition of an organization in the process of carrying out tasks so that the achievement of educational goals can run smoothly, effectively and efficiently, this can be seen from the encouragement of the principal and the provision of adequate facilities and infrastructure (Simamora, 2023). The motivation given by the principal increases the performance, productivity and job satisfaction of school administration staff, a strategy that can be used by the principal to provide motivation, namely giving awards to school administration staff who show good



performance, as well as recognizing the contribution of TAS in the smooth running of school administration to increase self-esteem and enthusiasm for working even better.

In addition, school principals can also provide self-development opportunities in the form of training such as time management, information technology, and financial administration. The importance of motivation in the person of school administration personnel can cause, channel and support behavior so that they want to work hard to achieve optimal results, work motivation itself is a condition where behavior affects a person in achieving the goal of meeting needs and an impulse that arises in carrying out an activity to achieve the goals of an institution (Rahsel, 2020). High work motivation causes a person to do a better job than before, in order to achieve educational goals in general and school goals in particular.

This happens because the work is done with pleasure and internal and external encouragement in the school administration staff (Santiari et al., 2020). When TAS gets good work motivation from the principal, TAS will be able to carry out administrative tasks consistently with higher quality, TAS performance will improve in facing the needs of students, teachers, and parents and be more proactive in solving problems that arise in the work environment. According to Retno (2020) A conducive work environment will provide a sense of security and comfort for school administration staff, thus allowing the achievement of work optimally so as to help the institution in achieving the goals that have been set. The work environment can also affect the performance of school administration staff, which when a comfortable work environment is created, it makes it easier for TAS to carry out its duties as an administrative service both internally and externally to the school.

Aspects of the work environment that affect the performance of TAS are as follows: adequate facilities, harmonious working relationships, psychological safety and comfort, and support from the principal. Supportive facilities such as workspaces, technological equipment, and access to resources involved in school management, help TAS work more efficiently. The principal provides moral support, guidance, and motivation to create a more positive work atmosphere, therefore it is necessary to have a school principal's strategy in forming a comfortable work environment and also shaping the performance of school administration staff in increasing work spirit to achieve institutional goals.

Principal's Strategy in Improving TAS Performance

School administration is the activity of managing, arranging and implementing tasks related to school administration, in this case the education staff who are involved in school administration are school administration personnel or TAS. Administrative personnel are one of the supporting work units in the organization that have a strategic position in achieving organizational goals, with the duties and functions of administrative personnel as *supporting* which makes it as important as the role of achieving other organizational goals (Khafidah, 2019). The duties and functions of school administration personnel must be supported by the role of the principal, which has an important role in supporting the success of educational institutions, according to Harianto (2023) The principal must have a vision and mission as well as a strategy in the management of the institution to improve the quality of education including, school discipline, cultural climate, performance of educators and education.



The effective role of the principal will certainly affect the performance of education personnel, especially school administration personnel who have crucial tasks related to school administration services, so that TAS feels enthusiastic in carrying out their duties. The principal's duties as an education leader must be able to encourage his staff to understand the goals to be achieved, the principal must provide opportunities to exchange opinions and ideas before setting goals, by being able to arouse high morale and create a safe and enjoyable working atmosphere (Vienty, 2022). Based on this, school principals need to have a strategy in shaping the performance of school administrative personnel, starting from workload management and task division, training and skill development, provision of resources and technical support, and work welfare and motivation, efforts to improve TAS performance through the role of school principals.

The principal must ensure a clear distribution of work between the main task and additional tasks if it is felt that the resources are inadequate, the determination of the right task priorities is very important so that it does not become a burden for school administration staff. In addition, principals can delegate tasks that they feel are heavy to other staff if possible, so that the burden of dual tasks can be lighter. According to Salim (2020) The main duties and functions of school administration personnel have a very wide scope and have a workload that is not light, therefore the workload received by school administration personnel needs communication and coordination to get an agreement between the two parties. Communication and coordination are necessary in an organization, especially in increasing TAS collaboration where the principal needs to hold regular meetings with TAS to evaluate performance, discuss the obstacles faced, and find solutions to the problems faced.

Communication in the principal's strategy aims to foster a skilled and experienced attitude in order to provide better, responsive, and efficient services in managing school administration, such as coordination with interested parties, and data management (Handayani et al., 2024). In addition to these strategies, there is a priority setting and flexible tasks where the principal needs to assist TAS in setting task priorities, ensuring that urgent and important tasks receive the main attention, which can be done through setting a clear schedule, in flexible work the principal must also provide flexibility in working hours to manage stress due to double tasks, in this case it can foster work discipline for administrative staff school, but according to Nurafni (2024) stated that work discipline did not have a significant effect on employee performance due to several factors, namely lack of motivation, education and training, welfare, leadership, and enforcement of discipline through law. The Principal must have supervisory competence in order to supervise the performance of administrative personnel in order to improve human resources and improve the quality of education (Dian, 2020). The quality of human resources greatly affects the effectiveness and efficiency of the tasks carried out, therefore the role of the principal in fostering work discipline needs to be considered, especially in setting work priorities and task flexibility. The principal's strategy in improving TAS performance aims to minimize and also help TAS in carrying out its duties, especially the existence of dual tasks.

Dual Task Management

Dual duties in the context of school administration personnel (TAS) refer to situations where TAS must carry out several responsibilities at once, outside of the main role as administrative personnel. Inadequate resources result in many schools, especially elementary schools involving TAS, having other responsibilities as school operators,



according to Ismail (2024) Mention that school operators are the main role in importing data based on physical sources, managing the data on the application to ensure that the data is valid and *up to date* to be used at any time if needed for the needs of educational institutions, especially policy and program management. TAS is required to understand and carry out its responsibilities as operators and administrative personnel at almost the same time, the workload received needs management and support from the principal as the leader of an educational institution.

The principal as the leader of the educational institution must be able to recognize the workload faced by TAS and provide the necessary support, the principal can direct, guide, and facilitate the management of dual tasks. According to Ulva (2023) Regarding school operators, it is stated that School Operators are part of the school administration personnel assigned by the school in managing data related to education. The duties of the administration and also the school operator have their own differences where the school administration personnel are responsible for various aspects of school administration and management, while the school operator focuses on information technology-based data management that supports the school management system, especially the basic education data system (Dapodik).

The dapodik system is an information system through which data on the school can be managed and presented so as to support the structure of school administration and can present information to external parties (Nurjanah et al., 2023). School operators generally have expertise in the field of information and communication technology, according to Ambarwati (2022) Information and Communication technology (ICT) is a source of innovation and innovation in the field of technology in the education system because in the context of ICT offers various new features and instruments that have the potential to change the foundation of technology, organizations, and institutions, not many education personnel have in-depth skills regarding technology, therefore the need for resources that have capabilities in the field of technology. In fact, there are still many perceptions that have emerged regarding school administration personnel who must be able to master technology in order to be able to manage basic data into a system that has been determined by the Ministry of Education and Culture. The role of the principal in overcoming this needs to be considered so that the task can run efficiently without sacrificing quality, as in the management of multiple tasks provided by TAS, the principal holds training on the development of multitasking skills which allows TAS to carry out several tasks simultaneously.

Conclusion

The importance of the role of school administration personnel (TAS) in supporting the success of school management, starting from recording student data to managing logistics, finance, and facilities. TAS plays a key role in the smooth administration and effectiveness of education implementation, with performance assessed based on work morale, responsibility, task completion, and target achievement. Performance is an overview of the level of achievement of the implementation of an activity in realizing the goals, goals, missions, and visions of the organization contained in the formulation of *an organization's strategic planning*, the principal plays an important role in motivating TAS through awards, training, and clear workload arrangements to avoid burdensome double tasks. Motivation and a conducive work environment contribute to the improvement of TAS performance, in terms of the dual duties of school principals need to support TAS with multitasking skills training and



information technology, considering that the role of TAS often involves responsibility as a school operator, especially in the management of Dapodik data. The role of the principal in overcoming this needs to be considered so that the task can run efficiently without sacrificing quality, as in the management of multiple tasks provided by TAS, the principal holds training on the development of multitasking skills which allows TAS to carry out several tasks simultaneously.

Dual duties in the context of school administration personnel (TAS) refer to situations where TAS must carry out several responsibilities at once, outside of the main role as administrative personnel. An effective principal strategy will ensure that TAS is able to carry out their duties efficiently without compromising the quality of work, implementable strategies include, clear division of tasks and structure, use of technology for process automation, provision of periodic training, monitoring of TAS performance evaluation, flexibility and workload management, intensive and rewarding of TAS, and improvement of communication and teamwork, With these measures, TAS can work more efficiently without sacrificing the quality of work.

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