

General Description of School Administrative Staff Services in High School Education Units in Mempawah Regency, West Kalimantan Province

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Abstract

This research is an attempt to find out more about school administrative management in the High School Education Unit in Mempawah Regency, West Kalimantan Province. The research method chosen is Descriptive Qualitative and also with Literature Review in the data collection process. In this study, the subjects of the study were school principals, heads of school administrative staff, school administrative staff who had the task of managing administration in schools. School administrative personnel are part of the education human resources besides teachers who play an important role in the education service process. However, attention to the existence of administrative staff is still lacking. Support from school management, especially school principals, in increasing professionalism, administrative services, increasing competency, ratio of personnel, supporting facilities and welfare is urgently needed. Therefore, it is necessary to make efforts to increase the existence of school administrative staff so that they can provide professional, quality and excellent quality educational administration services.

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1. INTRODUCTION

National education functions to develop the ability and form the character and civilization of a dignified nation in the framework of enlightening the life of the nation, aiming at the development of human resources in order to become human beings who believe and fear God Almighty, have noble character, health, knowledge, ability, creative, independent, and become democratic and responsible citizens.

To realize these national education goals, educational resources are needed in the implementation of education which include teaching staff, educational staff, community, funds, facilities and infrastructure. As educational resources, educational staff are tasked with carrying out administration, management, development, supervision and technical services to support the educational process in educational units. School Administrative Staff are educational staff who are tasked with providing support for school administration services at the SD/MI, SMP/MTs, and SMA/MA/SMK/MAK levels, or other equivalent forms.

One of the functions of an education unit is to provide educational services, including academic services, student services, personnel services and administrative services. Administration is a form of service provided by administrative staff. An administrator is a person or individual who manages the running of an organization. Meanwhile, organization in simple terms is a cooperative process between two or more people which is regulated by certain rules to achieve a goal.

According to Prajudi Admosudirdjo (1982), the form of work of an administrator in an organization is divided into two, namely *administer* and *management*. *Administer* means assisting, assisting and serving people related to carrying out organizational tasks so that organizational goals can be achieved as expected. Whereas *management* is the work of organizing and managing the organization and matters related to the implementation of activities within the organization. These two forms of work are called administration.

Gie (1992) stated etymologically that administration comes from the Latin *ad* and *ministrare* which means to serve, help, support, achieve goals so that they are actually achieved. In order for administrative activities to run well, administrative activities (organizing administration: registration, inventory, bookkeeping, documentation, correspondence and archives) are required to be carried out in accordance with applicable systems, procedures and rules.

According to Gie, the complete definition of administration is the entire series of activities structuring the main work carried out by a group of people in collaboration to achieve certain goals.

Purwanto (1999) stated that educational administration is the entire process of directing and integrating everything, both personnel, spiritual and material, which is related to achieving educational goals. According to the Ministry of Education and Culture, educational administration is an overall process of joint activities in the field of education.

School is a formal educational institution that provides services in the service sector and provides quality education for each student. Quality education is quality education. These qualities include aspects of learning, character, graduates, and school administration.

Quality according to ISO (International Organization of Standardization) 9000 is a degree obtained from inherent characteristics with the aim of meeting predetermined requirements. An important factor when determining the success and quality of an organization is the ability of the organization to provide good service to its customers.

Public services according to Law Number 25 of 2009 concerning Public Services are an activity with the aim of meeting service needs in accordance with statutory regulations for every citizen and resident for goods, services or administrative services provided by public service providers.

Referring to the Minister of National Education Regulation Number 24 of 2008 concerning Competency of School Administrative Personnel, the scope of duties of School Administrative Personnel services includes managing Personnel Administration, Financial Administration, Curriculum Administration, Student Administration, Mail and Archives Administration, Facilities and Infrastructure Administration, Public Relations Administration and implementation of special services consisting of school guards, janitor, drivers, gardeners, cleaners and management of school information systems (school operators).

If you look at the references above, it can be concluded that school administration staff have an important role in providing administrative service support in schools. This role provides good, quality and excellent school service quality in accordance with the vision, mission, goals and objectives the school wants to achieve. However, in reality, based on several previous studies, the quality of administrative services in several schools has not shown satisfactory results. This occurs due to internal factors of school administration staff, and external factors such as lack of support from management, condition of facilities and infrastructure and work complexity in each work environment.

Efforts need to be made by management, especially school principals, to improve the quality of administrative services in schools. According to previous research written (Abdul Pandi, 2021), competencies and skills that support the field of administration are needed.

As administrative staff at the primary and secondary education levels, the learning process is very necessary for the creation of quality schools.

This research was carried out with the aim of finding out the obstacles in the implementation of school administration services and formulating efforts that need to be made to improve the quality of school administration services that are professional, high quality and excellent. The approach taken in this research is to use the quality assurance instrument as a basis or standard value for measuring the quality of school administration services.

2. RESEARCH METHOD

This research uses a descriptive method with a qualitative approach. The research was carried out at the High School Education Unit in Mempawah district, West Kalimantan, applying a quality approach carried out by school administration staff in the administrative service process at High Schools.

Research participants:

1. Headmaster.
2. Vice principal.
3. Head of School Administrative Staff
4. The teachers
5. School Committee Management.
6. Learners
7. School Administrative Staff.

3. RESULTS AND DISCUSSION

Based on previous research by (Mitra Melsani: 2016) citing Parasuraman's opinion, he stated that the concept of service quality related to satisfaction is determined by five elements which are commonly known as "RATER" service quality (*responsiveness, assurance, tangible, empathy dan reliability*). The essence of the RATER service quality concept is to shape the attitudes and behavior of service developers to provide a strong and basic form of service, in order to receive an assessment according to the quality of service received.

Apart from that, it also refers to Regulation of the Minister of National Education Number 24 of 2008, that to be appointed as a school administrative staff member you must fulfill several competency requirements, namely personal, social, technical and managerial competencies.

In other words, apart from having to have several of the above competencies, a school administration staff needs to have attitudes and behavior that are responsiveness, assurance, tangible, empathy and reliability. This is in line with the core value proclaimed by the Ministry of State Apparatus Empowerment and Bureaucratic Reform regarding ASN having morals. *BerAKHLAK* is an acronym for Service Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive and Collaborative. The existence of ASN Core Values is an extract from the basic values of ASN in accordance with Law no. 5 of 2014 concerning State Civil Apparatus in one common perception that is easier to understand and apply by all ASN. Meanwhile, #banggameservainegara is the modern ASN Employer Branding which serves wholeheartedly.

Based on data collected by the Association of Indonesian School Administrative Personnel (ATAS) for Mempawah Regency, the number of school administrative personnel in the high school education unit in Mempawah Regency is 110 people, consisting of 35 people with ASN status and 75 with honorary staff status. This is still far from the ideal

ratio when compared with the number of schools, teachers and education staff, students and the number of facilities and infrastructure that need to be served by a school administration staff. Of course, these conditions affect the quality of service.

Through a research approach using quality assurance supervision instruments, in this case administrative staff will be asked to fill out a self-evaluation instrument regarding the main tasks they carry out daily compared to standard indicators for quality assurance of administrative services. Through this research, supervision instruments were also filled in by the Principal and Head of Administrative Staff at the school.

From the results of the research carried out, it was found that the condition of the quality of administrative services still does not meet the expected indicator criteria in accordance with the service standards set out in the instrument. The condition of the quality of administrative services will be influenced by several indicators, namely the number of personnel, competency of administrative staff, complexity and workload, regulations and work guidelines, condition of facilities and infrastructure as well as support from school management.

By paying attention to the indicators above, in general it can be seen that the condition of administrative services in SMA, SMK and SLB education units in Mempawah Regency is as follows:

1. The ratio of the number of administrative staff to the number of students, GTK and infrastructure is not appropriate
2. Inappropriate educational qualifications
3. Low competency of administrative staff
4. Too much workload
5. Facilities and infrastructure that are not yet supported
6. Guidelines for performing work
7. School Management Support

4. CONCLUSION

The role of school administration staff is quite important in the process of providing educational services in schools. Schools have two main functions in providing education, namely providing academic services and providing administrative services. Therefore, administrative staff must be able to carry out their duties and functions professionally, well, with quality and excellence.

The quality of school administration services is influenced by several indicators, namely the number of personnel, competency of administrative staff, complexity and workload, regulations and work guidelines, condition of facilities and infrastructure and support from school management.

Efforts that can be made to improve the quality of school administrative staff include providing training to increase competence and mastery in carrying out tasks, managing the workload in the form of dividing tasks with an ideal ratio, providing support for work facilities and infrastructure, providing work instructions and guidelines, and providing welfare in the form of decent wages or honoraria.

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