

THE STRATEGY OF THE HEAD OF ADMINISTRATION IN IMPROVING THE QUALITY OF ADMINISTRATIVE SERVICES AT MUHAMMADIYAH AL-KAUTSAR JUNIOR HIGH SCHOOL SPECIAL PROGRAM

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ABSTRACT

School administrative services are not merely technical routines but represent a form of public service that shapes the school's image. Therefore, they require strategic management by the head of administration to ensure continuous improvement in service quality. This study aims to analyze the strategies employed by the Head of Administration in enhancing the quality of administrative services at Muhammadiyah Al-Kautsar Junior High School Special Program, their implications for school administrative governance, and the obstacles encountered in the process. The research employed a descriptive qualitative approach, with data collected through interviews, observations, and document analysis. Data analysis followed the stages of data reduction, data display, and conclusion drawing. The findings indicate that strategies to improve service quality were implemented through digitalization initiatives, including the use of the alkapro.site portal and an online payment application; capacity building of administrative staff through workshops and in-house training; and the establishment of coordination mechanisms through weekly meetings, annual meetings, and structured task distribution. These strategies contributed to enhancing the effectiveness and orderliness of administrative services. However, challenges arose when the digital system underwent maintenance disrupting administrative processes and when staff absenteeism occurred. This study provides insights into the strategies of the Head of Administration, which can serve as a reference for other schools seeking to improve the quality of administrative services.

Keywords: Strategy, Head of Administration, Administrative Services

Introduction

Good and high-quality school administration services are not only the obligation of educational institutions but also an important instrument in building a positive image and credibility for schools. School administration services are closely related to the satisfaction and trust of the entire school community, including students, educators, and parents (Fitra A M et al., 2024). Meanwhile, research by (Margareta & Saputra, 2025) Good school administration services will support the smooth running of the learning process and create a conducive atmosphere for students to learn. Optimal school administration services can accelerate systematic student data management, neat document filing facilitates institutional management, and responsive information services improve the effectiveness of communication with parents (Ulpiana et al., 2022). This shows that administrative services are not merely technical activities, but rather a foundation that can determine the quality of a school. Along with the dynamics of educational development in the modern era, society now requires school administrative services that are fast, accurate, and transparent. Therefore, good school administration services will support the implementation of an effective and efficient educational process (Mardiana & Afriza, 2023). In educational institutions, administrative services are part of the school's administration, serving as the front line in ensuring the smooth running of school administration.

The Head of Administration, as the leader of the administrative staff, has the responsibility to contribute to motivating the administrative staff to provide the best administrative services. Therefore, the Head of Administration's strategy is needed to optimize the performance of administrative staff, integrate existing resources, and establish effective communication patterns (Azzahra1, 2025). School administrative services should reflect the principles of fairness, effectiveness, efficiency, transparency, and accountability as mandated in Law No. 20 of 2003 concerning the National Education System, which emphasizes the importance of professional education management (Diaz Restarie et al., 2025). This is in line with the principle of good governance in education management, which emphasizes transparency, accountability, effectiveness, and efficiency in every public service in the field of education. School administration is expected to go beyond merely carrying out technical routines, but also play a role in improving the quality of education through accurate data management, responsive services, and the use of information technology that supports service transparency (Syamsudduha, 2016). Quality administrative services are services that are able to satisfy the people being served. Law No. 25 of 2009 on Public Services emphasizes that every service provider, including schools, is required to implement measurable, transparent, and accountable service standards. Thus, school administrative services are measured not only by the absence of complaints but also by clear and measurable performance indicators (Margareth, 2017). Meanwhile, research by (Basirun et al., 2022) Ideal administrative services are those that are supported by adequate facilities, capable of providing fast and accurate services, and supported by good communication between administrative staff and all members of the school community. Good service must

also provide security and certainty of information, and be demonstrated through a friendly, empathetic attitude and a willingness to help students. According to (Wirasa et al., 2024), for a service to be truly satisfactory, there are four key points that officers need to pay attention to. First, be polite in every action, Second, convey information in a manner appropriate to the needs of the person being served, Third, provide service at the right time, Fourth, be friendly so that people receiving the service feel valued.

School administrative services play an important role in supporting the smooth running of the educational process, but in reality, many schools still do not provide maximum service to their students (Ndibo, 2018). The results of a study (Robiatul et al., 2023) at The State Islamic Junior High School 1 and the State Islamic Junior High School 2 in Bandung showed that student administration service management was only in the “fairly good” category with an average score of 3.09, while student satisfaction was in a higher category with a score of 3.43. These findings indicate a gap between students' expectations of school administrative services and the reality they experience, particularly in terms of speed, accuracy, and clarity of procedures. Improving the quality of school administrative services is therefore urgently needed to ensure that student satisfaction is truly met and that educational service objectives can be optimally achieved. Based on initial observations at Muhammadiyah Al-Kautsar Junior High School Special Program, some administrative staff members are still struggling to adapt to the implementation of administrative technologies, and student financial payments are still processed manually. As a result, students who choose this payment method often experience long queues and inefficient service. Although digital infrastructure is already in place, improvements in training and familiarization of administrative staff are essential to enhance human resource capabilities and strengthen the use of technology, so that administrative services can run more optimally and modernly.

The results of a study (Syakhrani et al., 2023) explains that a consistent leadership strategy by the principal that involves continuous monitoring and evaluation can improve the quality of school administration. In this case, the head of administration plays a role in providing strategies that can help these efforts run smoothly, so that school administrative services can be more efficient, professional, and transparent (Hasanah et al., 2024). Meanwhile, research by (Northouse, 2016) states that managerial leadership emphasizes the importance of planning, organizing, controlling, and evaluating in every organizational process. Thus, focused and strategy-based leadership enables the creation of administrative services that are efficient, responsive, and oriented towards the needs of the school community. Every school must have an administrative head who not only creates a high-quality administrative environment but also builds an administrative system that supports the achievement of educational goals. Therefore, the administrative head must have a strategy to improve the quality of school administration services and act as a driving force to ensure that the administrative service system runs smoothly (Rizih, 2025).

Meanwhile, research by (Nurhasanah et al., 2023) In his research discussing the effectiveness of good administrative management in supporting more efficient and faster administrative services in schools, with a focus on

planning and supervision. The strategy of the Head of Administration in improving the quality of administrative services has the potential to contribute significantly to the development of educational management, particularly in the area of school administration (Sismawati, Armida, 2025). This study aims to explore the strategies that can be implemented by the Head of Administration to enhance the quality of administrative services at SMP Muhammadiyah Al-Kautsar Special Program. This study focuses on the strategies employed by the Head of Administration in improving the quality of school administrative services, their implications for school administrative governance, and the obstacles encountered in enhancing service quality. Thus, the findings of this study are expected not only to provide an overview of best practices that can serve as a reference for other schools but also to contribute to the broader improvement of educational governance through the optimization of the Head of Administration's role as a key driver of administrative services.

Method

This study employs a qualitative approach using a descriptive method. The use of descriptive qualitative research methods allows researchers to gain a comprehensive and in-depth understanding. The research procedure was carried out in several stages, starting from data collection in the field, data processing and analysis, to the stage of drawing conclusions and verifying the results. The subject of this study is the Head of Administration at Based on initial observations at Muhammadiyah Al-Kautsar Junior High School Special Program. The selection of this subject is based on the consideration that the Head of Administration serves as both the decision-maker and the primary person in charge of school administrative management. The research informant is the Head of Administration at SMP Muhammadiyah Al-Kautsar Special Program.

The research was conducted at Based on initial observations at Muhammadiyah Al-Kautsar Junior High School Special Program. Data collection techniques were carried out through observation, in-depth interviews, and documentation studies. Observations were used to directly observe administrative practices, while interviews with the head of administration and staff were conducted to explore strategies and reinforce information. Documentation studies were conducted on school archives and administrative records. The instruments used included interview guides, field notes, and documentation. To ensure validity and reliability, the researchers applied triangulation by comparing the results of observations, interviews, and document analysis (Sugiyono, 2019).

The data analysis technique in this study employed an interactive model (Matthew B.Miles, A. Michael Huberman, 2014) which includes four stages, namely data collection, data reduction, data presentation, and conclusion drawing. Data was collected through observation, interviews, and document studies related to the principal's strategy in improving school administrative services. Next, the data was reduced by sorting and summarizing relevant information, then presented in the form of a descriptive narrative to reveal patterns and relationships between findings. The final stage involves drawing

conclusions, where the researcher systematically interprets the data to address the research questions and achieve the study objective.

Results

Data obtained from Muhammadiyah Al-Kautsar Junior High School Special Program shows that this school is one of the private institutions that places great emphasis on the quality of its administrative services. Muhammadiyah Al-Kautsar Junior High School Special Program not only strives to provide efficient services, but also emphasizes the importance of technology use, staff competency improvement, and structured work coordination. The strategy of the Head of Administration at Muhammadiyah Al-Kautsar Junior High School Special Program to improve the quality of administrative services has been implemented through: Digitization of administrative systems, Development of Administrative Staff, Establishment of coordination mechanisms.

1. Digitization of administrative systems

Muhammadiyah Al-Kautsar Junior High School Special Program has utilized various applications and portals to accelerate and simplify workflows. The school payment system works with third parties through the “Sekolahku” app, which can be downloaded from the Play Store. Through this application, parents receive a username and password that allows them to make various online payments, monitor bills, and access payment history more easily and transparently. In addition, in managing data and correspondence, the school also utilizes alkapro.site as an integrated data center. This portal includes various digital services, such as an incoming and outgoing mail filing system, a student database, and personnel data. The Head of Administration stated that the use of this digital system has had a positive impact on workflow efficiency and supports the realization of more modern and effective school management.

2. Development of Administrative Staff Competencies

Muhammadiyah Al-Kautsar Junior High School Special Program has implemented workshop and In-House Training (IHT) programs as part of efforts to develop the competencies of administrative staff. This program is conducted regularly and systematically, with the aim of improving staff skills in performing digital-based administrative tasks. The workshop focused on strengthening the technical skills of staff, particularly in the use of the school portal, digital correspondence management, and the operation of the “Sekolahku” application as a means of supporting the student payment system. This activity featured experienced speakers from the fields of education and school information system management. During the activity, administrative staff received direct explanations of the material and practiced using digital administration applications and systems. Staff are also given the opportunity to perform real-life simulations in line with their daily tasks, such as data entry, digital document filing, and online administration service management.

3. Establishment of coordination mechanisms

Based on the results of interviews, the administrative head stated that coordination is carried out through regular meetings, clear division of tasks, and continuous internal communication between administrative staff. This coordination meeting is used to ensure that each staff member understands their respective duties and responsibilities, while also providing a space to discuss obstacles and solutions. Coordination meetings are held in three forms, namely weekly meetings, team meetings, and annual meetings. Weekly meetings are held regularly every Friday as a forum for short-term evaluation, discussing the latest developments and obstacles that arise in administrative services. In addition, the school also holds special coordination meetings for each team during the first and third weeks of every month. This meeting was held on Friday afternoon and focused on technical discussions within specific work teams. Meanwhile, annual meetings are used for reflection and long-term strategic planning of administrative services to be developed. In addition to regular meetings, tasks are clearly divided according to the main duties and functions (tupoksi) of each staff member. This aims to prevent overlapping work and strengthen individual accountability. Through this coordination mechanism, communication between staff becomes more effective.

In its implementation at Muhammadiyah Al-Kautsar Junior High School Special Program has implemented system digitization, including an information system, but there are still several technical obstacles in the form of disruptions to the digital system application used. The disruption occurred due to system maintenance and server technical errors. In addition, the Head of Administration at Muhammadiyah Al-Kautsar Junior High School Special Program stated that apart from technical obstacles, there were also obstacles in implementing strategies to develop staff competencies related to the implementation of training programs, such as skill levels, motivation, and adaptation to new and different work systems, which required a long time to adjust to. The Head of Administration at Muhammadiyah Al-Kautsar Junior High School Special Program said that sometimes there are staff who don't show up for coordination meetings. Their absence means that some team members have to cover their tasks, and adjusting to new tasks takes time to get used to.

Discussion

School administration plays an important role in supporting the smooth running of all educational activities, without good administrative management, various school programs will be difficult to implement effectively (Ushansyah, 2017). School administration is currently facing complex challenges, especially regarding the need for digitalization (Fadhilah, 2024). Research by (Nuraini, 2024) states that in the digital era, schools are required to provide complete and fast information for parents, students, and teachers, as well as all school administration, so that services can be more efficient, effective, and accountable. This condition is what encourages schools to prepare special strategies so that administrative management can run as needed and remain oriented towards the

satisfaction of all parties involved. Muhammadiyah Al-Kautsar Junior High School Special Program is one of the private schools that pays great attention to the quality of administrative services. This school not only strives to provide efficient services, but also emphasizes the importance of using technology, improving staff competence, and structured work coordination. The strategy of the Head of Administration of Muhammadiyah Al-Kautsar Junior High School Special Program to improve the quality of administrative services that have been implemented through: Digitalization of the administrative system, Administrative Staff Development, Formation of a coordination mechanism.

1. Digitalization of administration system

Muhammadiyah Al-Kautsar Junior High School Special Program has utilized various applications and portals to speed up and simplify the workflow. The digitalization applied by Muhammadiyah Al-Kautsar Junior High School Special Program shows significant progress in administrative services. The use of the online payment application "Sekolahku" and the alkapro.site portal facilitates access and speeds up the administration process. This not only increases efficiency, but also transparency and accountability which are very important in public service. The system is considered more practical because it is not only connected to one bank, but has been facilitated for various bank options, so that payments become more flexible. This is in line with the research (Silivian Dewi et al., 2023) which states the use of digital payment methods or e-payment midtrans as a payment medium that provides various types of payment methods, with this system the treasurer can easily process payments and students get other alternative options in making payments.

Muhammadiyah Al-Kautsar Junior High School Special Program has also started to replace several manual procedures, such as the guest book which was previously done by handwriting is now replaced with barcode scanning. Digitalization at Muhammadiyah Al-Kautsar Junior High School Special Program is not only to accelerate the technical process, but also to increase transparency and public accountability. Academic and administrative information services can be accessed more easily by teachers, students, and parents through the classroom WhatsApp portal and group as a two-way communication medium. This strategy supports the public service theory (Denhardt, 2016) about the principle of responsiveness and accountability in technology-based public services. In line with research (Aminah et al., 2025) which shows that the use of digital technology in administrative services at State Senior High School 10 Wajo not only accelerates the administration process and data management, but also strengthens communication between schools and parents, thus increasing the trust and quality of services."

2. Comtency Development of Administratuve Staff

The effectiveness of administrative services is not only determined by the availability of systems and technological tools, but also depends heavily on the capabilities of human resources that manage them, therefore, strengthening competence through training, assistance, and contextual learning is a prerequisite for the digitalization of administration to truly benefit schools (Anarki et al., 2025). Workshop and In-House Training (IHT)

programs that are carried out routinely and structured. Workshop and IHT activities not only provide theoretical understanding, but also practical skills that are directly applied in daily work. This approach is relevant to the concept of learning by doing, where staff learn from direct experience to strengthen technical and service skills. Through the workshop will make the staff's insight wider, technical knowledge will increase, and they will have a more professional work reference (Aminah et al., 2025).

Based on the research results of In-House Training (IHT) carried out at Muhammadiyah Al-Kautsar Junior High School Special Program, it was designed internally with an applicative approach and oriented to real practice. This activity is not only in the nature of material delivery, but also emphasizes direct simulation of the daily work carried out by business administration staff. Administrative staff practice inputting personnel data, recording digital attendance, to managing digital-based correspondence documents. In addition, staff are also given learning about the standard of excellent service (excellent service), so that they can interact with teachers, students, and parents in a friendly manner, responsive, and in accordance with the applicable administrative procedures. Real practice like this makes it easier for staff to relate theories to the problems they face on a daily basis. In this way, IHT not only functions as a training facility, but also a forum for collaboration and problem solving together (Agustus, 2024).

3. Formation of Coordination Mechanism

Coordination that is carried out in a structured manner through routine meetings and clear division of tasks plays a big role in maintaining the effectiveness of administrative performance (Aziz & Wulandari, 2024). The research results show that Muhammadiyah Al-Kautsar Junior High School Special Program conducts coordination meetings through routine meetings, clear division of tasks, and continuous internal communication between business management staff. Meeting patterns that include weekly meetings, team meetings, and annual meetings, providing periodic evaluation forums, technical discussions, and long-term strategic reflection and planning. (Amstrong, 2014) emphasized that the effectiveness of the organization does not only depend on the work system, but also on the extent to which the coordination between team members can run consistently. Weekly meetings play a role in maintaining the continuity of communication, while annual meetings provide long-term strategic direction. This is in line with research (Ansori Firdaus & Sutarasih, 2020) which found that regular meetings become an important instrument in maintaining synchronization between staff, preventing miscommunication, and speeding up decision-making.

The head of business administration also revealed that the division of administrative staff duties at Muhammadiyah Al-Kautsar Junior High School Special Program was also carried out clearly and systematically. Each staff obtains tupoksi (main tasks and functions) according to their field of work, so that they can minimize the occurrence of overlapping work. The head of business administration stated that this division of labor not only increases the effectiveness of services, but also strengthens individual accountability. In addition, to form a maintained communication, problems can be followed up

immediately, and every administrative staff can understand their respective roles. This shows the concept of shared leadership, which is a form of leadership where responsibilities and managerial functions are not only centered on one individual, but are divided among team members so that everyone has specific responsibilities and the organization's performance can be more measurable (Amsor & Akbar, 2019). This finding is in line with the research (Döös & Wilhelmson, 2021) which states that a clear division of roles in shared leadership helps increase accountability in schools, because every individual knows their specific responsibilities and their performance can be assessed in a measurable manner.

Digitalization can accelerate decision making, increase operational efficiency, and enable innovation in many sectors, such as education, public services and other sectors (Baladuddin et al., 2025). This is in line with the results of research (Fauzia Hoerunnisa et al., 2024) which proves that the implementation of a management information system (SIM) has a positive and significant effect on improving the quality of school administrative services. Based on the research results showing that although the digitalization of the administrative system at Muhammadiyah Al-Kautsar PK Junior High School has been implemented, there are still technical obstacles in its implementation, such as application interruptions due to maintenance and technical errors on the server. This disturbance has an impact on the obstruction of the administrative service process and requires additional time for recovery. Thus, even though the digital system is able to increase efficiency, technical factors remain an obstacle that must be anticipated so that the quality of administrative services does not decline.

Staff Competency Development is related to the human resource development theory (Human Resource Development Theory), which emphasizes the importance of improving the capabilities, skills, and knowledge of educators through the continuous training process (Dahiya et al., 2023). Training is one of the effective ways to improve individual and organizational performance as a whole. However, the success of the training is greatly influenced by internal and external factors of the participants, such as motivation, time availability, and support from management or leadership (Masbullah et al., 2024).

According to Handoko in (Jannah et al., 2024) coordination is the process of harmonizing tasks, responsibilities, and activities between parts of the organization so that common goals can be achieved efficiently and effectively. Coordination is an important factor to ensure alignment between leaders, staff, and all parties involved, so that administrative activities can run smoothly and support each other. In the implementation of the coordination meeting at Muhammadiyah Al-Kautsar Junior High School Special Program, the absence of staff became an obstacle that had an impact on the effectiveness of teamwork. The absence results in other team members to bear the additional burden of duties and make adjustments to the division of labor.

In line with the results of the researcher (Lestari et al., 2024)) who stated that coordination is often hindered by the absence of members, differences in activity schedules, and dishargment of work time between teams. These factors also affect the synchronization of task implementation and internal

communication, which ultimately has an impact on delayed decision-making and the effectiveness of the organization's work as a whole. Research (Sari et al., 2021) states that the hindering factors in the implementation of administrative duties not only come from limited facilities, but also from the aspect of discipline and staff presence. The absence of some administrative staff causes the division of tasks to be unbalanced, so that the coordination process between sections is disrupted and the completion of administrative work becomes less efficient.

The implementation of a digital-based administration system brings implications for the formation of more modern, efficient school administrative governance and transparency of school services (Ramamukti et al., 2025). In addition, digitalization also grows a technology-based work culture for administrative staff, so that administrative staff is required to adapt and improve their digital literacy (Nay & Dopo, 2024). In its implementation, the Head of Business Administration of Muhammadiyah Al-Kautsar Junior High School Special Program acts as a change agent that encourages the formation of a responsive and accountable service system. This transparency is not only limited to data disclosure, but also builds public trust in the integrity of school governance. This condition is in line with the principle of Good Governance explained by (Ikmal et al., 2025) transparency and accountability are the two main pillars in the management of public organizations, including educational institutions. In line with this, research (Rodhiyah, 2024) shows that the implementation of digitalization in education management, including e-administration and academic applications, is able to increase the work efficiency of administrative staff, speed up reporting time, and increase data accuracy.

Digitalization not only streamlines the administrative flow, but also fosters a more structured, transparent, and accountable work culture in the school environment. The strategy of developing competence through training, workshops, and In-House Training (IHT) carried out at Muhammadiyah Al-Kautsar Junior High School Special Program has implicated the improvement of administrative staff capacity and strengthening the work culture and professionalism. A planned and applicative training program is able to grow awareness of professionalism at work. This transformation gives birth to a new work culture that is oriented towards accuracy, speed, and reliability. Administrative staff must learn and adapt to technological developments, thus forming professional habits based on digital competence (Bintang et al., 2016). The development of staff competence at Muhammadiyah Al-Kautsar Junior High School Special Program can encourage the creation of a sustainable learning culture among administrative staff and adapt to the ever-changing work system. This competence strengthening encourages the creation of a continuous learning culture (continuous learning culture) in the school administration work environment (Rohida et al, 2025). Research by (Nirmala, 2025) shows that the development of staff competence integrated with technology can improve the efficiency and effectiveness of administration, as well as encourage an adaptive and innovative work culture.

The strategy of establishing a coordination mechanism through routine meetings and the division of tasks at Muhammadiyah Al-Kautsar Junior High School Special Program has important implications for the effectiveness of the

performance of administrative staff and improving the quality of administrative services more optimally, can help meet the needs of school residents quickly and help build the school image. The coordination helps staff understand their roles and responsibilities clearly. In addition, good coordination strengthens the sense of belonging and togetherness among administrative staff. Good internal coordination and a clear division of labor in the field of business administration have a significant impact on improving the quality of school services, which can strengthen the reputation of educational institutions. In line with research by (Sismawati, Armida, 2025) shows that effective communication and structured distribution of tasks between the head of administration and the principal can make administrative services more efficient, timely, and consistent. Improving the quality of administrative services is not only improving the technical process, but also to increase the satisfaction and trust of service users (Sastradiharja & Kurniasari, 2022). This is in line with the concept of service quality which emphasizes the dimensions of reliability, responsiveness, assurance, empathy, and physical evidence as factors that determine user satisfaction. Research at State Islamic Junior High School Mathla'ul Anwar Seribu Pesawaran shows that the application of these five dimensions is effectively able to increase student satisfaction, so that administrative services become more responsive, reliable, and meet user expectations (Azizah & Maydiantoro, 2020).

Conclusion

The strategy of the Head of Administration in improving the quality of administrative services at Muhammadiyah Al-Kautsar Junior High School Special Program shows a planned and thorough managerial step through three main focuses, namely system digitization, staff competency development, and a structured coordination mechanism. Digitalization through the alkapro.site portal and online payment applications has succeeded in making workflow more efficient, reducing data errors, and increasing service transparency and accountability. The development of staff competence through workshops and In-House Training (IHT) ensures that staff not only master the digital system, but also have professionalism and a spirit of continuous learning. In addition, the coordination mechanism through routine meetings and clear division of tasks strengthens the synergy of work and individual responsibilities. This strategy has a positive impact on the creation of modern, effective, and reliable school administrative governance, even though there are still technical obstacles and staff absences. Overall, the results of this research become an important reference for other educational institutions in developing the strategy of the Head of Administration to realize quality and adaptive administrative services.

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