



The head of school administrative staff's strategy in improving administrative services at MAN 2 Model Medan

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ABSTRACT

This research aims to determine the strategies implemented by the head of school administration in improving administrative services at Madrasah Aliyah Negeri (MAN) 2 Medan Model and identify the obstacles faced in its implementation. School administration services are an important part that supports the smooth running of the teaching and learning process, so a strategic approach is needed so that these services can run well and not waste time and money. This research uses a qualitative approach with a descriptive research design. Data was obtained through observation, interviews and document collection conducted with the head of administration and school administrative staff. Data analysis techniques are carried out through the stages of data reduction, data presentation, and drawing conclusions. Research shows that the methods used by heads of administrative staff to improve administrative services include structured work planning, clear assignment of tasks to staff, use of technology to manage data, and implementation of regular monitoring and evaluation. Managing student data, correspondence and student services can be more effective with the right strategy.

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INTRODUCTION

School is a group of individuals who work together to achieve common goals. Good and efficient administrative services, managed by the head of administrative staff and administrative personnel, are a very important part of supporting educational success. Administration is not only about managing documents, but also serves as a primary support system in creating a pleasant, calm, and productive learning environment (Hilal, 2015; Bush, 2018; Hoy & Miskel, 2013). However, in practice, the implementation of administrative services in schools often does not fully reflect these ideal conditions. Delays in service delivery, inaccuracies in data management, and weak coordination among administrative staff are still frequently encountered, creating a gap between the expected quality of administrative services and the actual practices in schools.

Strategy is a systematic plan and procedure used to achieve organizational goals. Important factors included in a strategy consist of the planning process, determination of work programs, division of tasks, supervision, and evaluation of activity implementation (Yunus, 2024;

Wheelen et al., 2018). In addition, strategy also has different levels, ranging from corporate-level strategy, business-unit strategy, to operational strategy that governs daily task implementation (Daud, 2024; David & David, 2017). With a well-developed strategy, an educational institution is able to move in a clear direction, be responsive, and anticipate various obstacles in the service process (Mintzberg et al., 2009).

The head of administrative staff is responsible for organizing and coordinating various administrative tasks as a leader. They must also understand school administration, supervise data services, collaborate with staff, ensure that daily administrative processes run smoothly, and develop administrative plans. This role requires managerial, technical, and interpersonal skills (Usman, 2021; Robbins & Coulter, 2016). In addition, the head of administrative staff is also responsible for various administrative duties such as filing, data management, and correspondence services (Usman, 2021; Mulyasa, 2013).

The head of administrative staff must also be able to build an organized work system and adapt to advancements in modern administrative technology. They are responsible for creating a disciplined, orderly, and service-oriented work culture, as well as ensuring that service procedures comply with school operational standards. Furthermore, administrative leaders must have the ability to improve team performance through training and regular evaluation (Setiawati, 2020; Armstrong, 2020).

School administrative staff are human resources in schools who are not directly involved in the teaching process but play a crucial role in supporting administrative services to ensure that the educational process runs effectively (Nurjannah, 2025; Sergiovanni, 2015).

The purpose of school administration is to integrate instructional management into administrative and operational domains. Administration is one of the key components in improving overall educational standards (Bush, 2018).

All types of services related to the management of educational data, information, and documents are known as school administrative services. These services must be orderly, fast, accurate, and in accordance with school operational procedures (Nurjannah, 2025; OECD, 2019). Digital services such as data collection and updating school data must be carried out periodically and accurately. Various activities, such as student data management, grade input, preparation of school documents, issuance of correspondence, and services related to university admission selection, are included in these services (Fullan, 2016).

Based on the above explanation, it is clear that the strategy implemented by the head of administrative staff greatly influences the quality of administrative services. Administrative service processes may encounter problems if planning strategies, task distribution, and supervision are not properly implemented. This can lead to delayed services, disorganized data management, and a decline in the quality of services received by students and teachers (Kotter, 2012). Therefore, to ensure that all school administrative activities run effectively, the head of administrative staff must have a clear and effective strategy.

Studies on the strategies of administrative leaders show that the quality of administrative services is strongly influenced by the leader's ability to plan, coordinate, and supervise staff work. According to research conducted by (Amiroh, 2025), the head of administrative staff must implement systematic work planning and continuous supervision to ensure optimal administrative services. This finding is in line with (Heriman, 2025), who found that administrative managers can improve the quality of student administrative services if they have clear strategies for task distribution, utilize information technology, and conduct regular staff performance evaluations (Drucker, 2017; Daft, 2018).

Despite various theories and previous studies emphasizing the importance of strategic administrative management, there is still a noticeable gap between the ideal expectations of administrative services and the actual conditions found in many schools. Ideally, school administrative services should be efficient, accurate, timely, and well-coordinated. However, in

reality, administrative practices often experience delays, weak coordination, and ineffective data management, which ultimately affect the quality of services provided to students and teachers.

Based on preliminary observations, the condition of administrative services at MAN 2 Model Medan still shows several shortcomings that affect the quality of services provided to students. This is evident in student administrative matters, particularly in managing data of students eligible to participate in the state university admission selection through the invitation pathway, which experienced delays in data input. This nearly caused some students to lose the opportunity to participate in the selection process. The lack of timeliness in managing student data indicates that administrative processes have not been running effectively and lack coordination (OECD, 2019).

RESEARCH METHODOLOGY

This study employs a qualitative approach with a descriptive research design. This approach was chosen because the study aims to gain an in-depth understanding of the strategies implemented by the head of school administrative staff in improving administrative services. Through a qualitative approach, the researcher can obtain a more comprehensive picture of the planning, implementation, and evaluation processes of administrative service strategies within the school environment (Creswell & Creswell, 2018; Merriam & Tisdell, 2016).

The research was conducted at Madrasah Aliyah Negeri (MAN) 2 Model Medan. The subjects of this study include the head of administrative staff and administrative personnel who are directly involved in the implementation of administrative services. They were selected as informants because they are considered to possess relevant information regarding administrative management strategies in the school (Sugiyono, 2021). The selection of informants was carried out purposively based on several criteria, including individuals who have direct involvement in administrative service activities, possess sufficient experience and understanding of school administrative management, and actively participate in planning, implementing, and evaluating administrative services. These criteria were applied to ensure the depth, accuracy, and relevance of the data obtained during the research process.

Data collection was carried out through several techniques, namely observation, interviews, and documentation (Duli, 2020; Yin, 2018). Observation was conducted to directly examine administrative service activities as well as the coordination among administrative staff. In-depth interviews were conducted with the head of administrative staff and administrative personnel to obtain information regarding the strategies implemented, challenges encountered, and efforts made to improve the quality of administrative services. In addition, documentation was used to complement the research data, including school administrative documents, activity archives, and other data related to administrative services (Patton, 2015).

Data analysis in this study was conducted through several stages, namely data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and focused on data relevant to the research objectives. The data were then presented in a descriptive form to facilitate understanding. The final stage involved drawing conclusions after all data had been thoroughly analyzed (Kusumastuti & Khoiron, 2019; Miles et al., 2014). To ensure data validity, the researcher employed source triangulation and method triangulation techniques. Triangulation was conducted by comparing data obtained from various sources and data collection methods to ensure the accuracy and credibility of the information (Lincoln & Guba, 1985).

RESULTS AND DISCUSSION

Based on the results of research conducted at MAN 2 Model Medan, several findings were obtained related to the implementation of strategies by the head of administrative staff in improving the quality of administrative services in the school. The head of administrative staff

plays an important role in managing, coordinating, and directing administrative personnel so that administrative services can run effectively. For further clarity, the researcher presents the findings as follows:

Implementation of the Strategy of the Head of Administrative Staff in Improving the Quality of Administrative Services at MAN 2 Model Medan

Strategy implementation is a stage in which strategic plans are translated into concrete actions within an organization. Effective implementation is essential to ensure that the formulated strategies achieve their intended goals. In carrying out a plan, follow-up actions are required, namely implementing the plan. Implementation is an activity or action derived from a detailed plan designed to achieve specific objectives, and it begins once all planning is considered complete.

The strategies implemented by the head of administrative staff are carried out collaboratively with administrative personnel. Each staff member has their own duties and responsibilities in accordance with the established division of work. In practice, the head of administrative staff plays a role in directing staff to perform their duties effectively so that administrative services for the school community can be carried out optimally.

Based on the research findings at MAN 2 Model Medan, it is known that the implementation of the head of administrative staff's strategy in improving the quality of administrative services is carried out through several activities, such as work program planning, task distribution among administrative staff, coordination in the execution of tasks, and supervision of staff performance.

This is in line with Terry's perspective, as cited in Usman (2026) on educational administration, which states that effective administrative management requires proper planning, organizing, implementation, and supervision. With the implementation of strategies by the head of administrative staff, it is expected that the quality of administrative services in schools will continue to improve.

Based on field findings, it is also revealed that in order to create high-quality administrative services, administrative staff must possess competencies in information technology, demonstrate a friendly attitude in serving the school community, and show responsibility in carrying out administrative tasks.

The findings of this study also provide implications for the theory of educational administration management, particularly in emphasizing that effective administrative management is not only determined by formal administrative procedures, but also by leadership strategies, coordination, communication, technological competence, and continuous supervision. These findings reinforce the view that educational administration management requires collaborative and adaptive leadership practices to improve service quality and organizational effectiveness within schools.

Thus, it can be concluded that the implementation of strategies by the head of administrative staff in improving the quality of administrative services at MAN 2 Model Medan is carried out through proper work planning, clear task distribution, effective coordination, and supervision of staff performance, thereby enabling administrative services in the school to function more effectively.

Supporting and Inhibiting Factors in the Implementation of Administrative Service Improvement Strategies at MAN 2 Model Medan

In efforts to improve the quality of administrative services at MAN 2 Model Medan, there are various factors that act as both supporting and inhibiting elements. These factors arise from the institution's internal conditions as well as operational situations encountered in the daily implementation of administrative activities.

Based on the research findings, the supporting factors for improving administrative services can be seen in the existence of a harmonious working relationship between the head of

administrative staff and the staff members. Well-established interactions facilitate the delivery of instructions and the completion of urgent tasks. In addition, task assignments that are aligned with the competencies of each employee contribute to the smooth execution of work, particularly in activities related to the use of technological devices.

Moreover, the presence of regular evaluation activities provides an opportunity for both the head of administrative staff and the staff to improve their performance. These evaluations serve as a means to identify shortcomings and formulate corrective measures aimed at continuously enhancing the quality of administrative services.

However, in practice, several inhibiting factors are still encountered. One of the most dominant obstacles is technical disruptions, such as power outages, which directly affect the continuity of computer-based administrative activities. Barriers also arise when administrative staff are absent, causing their assigned tasks to be delayed and not completed on time. To address this issue, the head of administrative staff typically coordinates with other staff members to ensure that administrative tasks are completed in accordance with the school's service needs.

In overcoming these challenges, the head of administrative staff maintains communication and coordination with the administrative team so that emerging problems can be resolved promptly. Through effective collaboration between the head of administrative staff and administrative personnel, obstacles in administrative services can be minimized, allowing services to the school community to continue running effectively.

CONCLUSION

Based on the research data regarding the strategies of the head of administrative staff in improving administrative services at MAN 2 Model Medan, the following conclusions can be drawn:

The head of administrative staff has effectively implemented strategies through proper work program planning, task distribution based on staff competencies, as well as coordination and supervision in task execution. These strategies are supported by staff competencies in information technology, a friendly attitude in service delivery, and a strong sense of responsibility in completing tasks, thereby enabling administrative services to run optimally.

In its implementation, there are both supporting and inhibiting factors. Supporting factors include good cooperation between the head of administrative staff and staff members, task distribution based on competencies, and regular evaluations to improve performance. Meanwhile, inhibiting factors include technical constraints such as power outages and staff absenteeism. However, these obstacles can be addressed through effective coordination and communication, allowing administrative services to continue running smoothly.

The findings of this study also open opportunities for further research in the context of school administrative management. Future studies may examine the effectiveness of digital-based administrative systems, leadership styles of administrative managers, staff professional development, or the influence of organizational culture on the quality of administrative services in schools. In addition, comparative studies between schools or research using mixed-method approaches may provide broader insights into strategies for improving educational administrative management.

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