

## **Strategies for Quality Improvement of School Administration Staff Performance: A Multi-Site Study at PGRI 1 Martapura Vocational School and PGRI Banjarbaru Vocational School**



**Fitri Meldawati<sup>1</sup>, Sulaiman<sup>2</sup>, A. Muhyani Rizalie<sup>3</sup>**

<sup>1,2,3</sup>Master in Educational Administration, Lambung Mangkurat University, Banjarmasin, Indonesia

**ABSTRACT:** This study aims to describe the formulation, implementation, and evaluation of strategies for improving the quality of performance of School Administration Staff at PGRI 1 Martapura Vocational School and PGRI Banjarbaru Vocational School. The focus of this study is examining how the formulation, implementation and evaluation of the School Administration Staff (SAS) performance quality improvement strategies implemented in both schools. This research used a qualitative descriptive approach that described the objects under the study. The data collection was carried out by observation, interview and documentation techniques. Determination of the subject used purposive sampling techniques. Data analysis techniques were carried out by reducing, presenting data and drawing conclusions as well as verifying the reliability of research results with techniques of accuracy of observation, triangulation and consultation of supervisors. The results of this study showed that 1) the formulation of a strategy to improve the quality of SAS performance planned in the form of SAS performance targets and reports makes the quality of SAS performance directed and on target, 2) the implementation of SAS performance quality improvement strategies is able to make SAS performance quality better and more appropriate, and 3) evaluation of SAS performance quality improvement strategies are able to improve the quality of SAS performance to be optimal.

**KEYWORDS:** Strategies, Quality Improvement, School Administration Staff Performance

### **I. INTRODUCTION**

Schools are among the educational institutions that contribute significantly to the production of educated and high-quality human resources (HR). Schools must be able to contribute positively to the growth and advancement of human resources. The school is one of the educational institutions established by the government and the private sector as the best place to learn in order to foster the development of intellectual, potential, spiritual, personality, and social skills, as well as the formation of democratic and responsible individuals. The existence of planned commitment cooperation and continuous improvement of competency management of autonomy activities, and cooperation with external stakeholders, believing in transparent, responsible, collaborative, and loyal, award management and providing responses, monitoring, and periodic assessments, and continuously also important in shaping the quality of work culture (Suriansyah, 2017) are required to achieve quality performance. Moreover, work commitment reflects an individual's level of identification with and participation in their profession, as well as their reluctance to quit (Ahmadiyanto & Suriansyah, 2022).

The existence of school administration staff in learning process is indispensable and the duties and functions of School Administration staff (SAS) cannot be replaced by a teacher as an educator. This is because the work is administrative in nature subject to special rules. Administration is a service job to help the smooth learning process, requiring specific skills, certain skills, competencies that are different from the competencies required by students. In accordance with the staff rules, the duties of school administration staff at each level of education must not be combined by other functional staff (Marmoah, 2016). The existence of the substance and components of learning must meet the requirements both in terms of quantity and quality in accordance with the National Education Standards so that the expected results in the learning objectives in each educational unit can be achieved in accordance with the strategic plan that has been implemented (Yuliani, 2016).

According to Wildan (2015), in order for administrative activities in an educational institution to run well as desired, school administration staff who have professional competence in the field of administration are needed. Competency standards and qualification standards for school administration staff in educational institutions, both primary and secondary education, are mandatory and must be carried out by school institutions. In the learning process, school administration staff are indispensable in both primary and secondary education. As one of the supporting factors in the learning process, the role of school administration staff cannot be carried out by educators in primary and secondary education. The difference is that the work of school

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administration staff is more administrative and has its own rules, its task is to provide services in such a way that the learning process becomes effective, requires certain competencies, certain skills that are specific and not the same as educators and require competencies that are different from the competencies that have been required for educators (Winda, 2018: 20).

The need for adequate school administration staff will be in accordance with the competency standards of school administration staff which is an obligation to answer challenges and problems regarding education (Lujeng, 2017: 20). Meanwhile, according to Rossa (2018: 35), quality of educational institutions should indeed be supported by good management. Things that can be done in improving the performance of employees in this case school administration staff to have high work competence through providing support. The performance of school administration staff decreased due to the low competence they had. The results of its performance can be seen from the cooperation carried out appropriately, meticulously, effectively and efficiently. Considering that, the role of school administration staff is very important in supporting the success of the educational process, thus how the skills they must have are taken into account.

A preliminary study conducted on site 1 at PGRI 1 Martapura Vocational School located on Jalan Sekumpul Ujung, Sekumpul Village, Martapura district, Banjar Regency, which is one of the favorite private schools in the Sekumpul area, was identified as having excellent quality performance of School Administration Staff (SAS) with optimal quality of public services. The preliminary study on site 2 at PGRI Banjarbaru Vocational School located on Jalan Kebun Karet, Kelurahan Loktabat Selatan, Banjarbaru District, Banjarbaru with School Administration staff (SAS) in accordance with their competencies, and adequate facilities so that School Administration staff (SAS) are considered to be excellent in providing excellent service to the community and school members. Based on the preliminary studies conducted by researchers, there are two private companies that were chosen as research the settings because these two schools have the following characteristics. 1) One of the favorite private schools in the district/ city, 2) the performance of school administration staff provides optimal services so that it affects the trust given by the community, 3) The business administration function is carried out effectively and efficiently, 4) Excellent customer or community satisfaction, 5) Have a strategy to improve the quality of schools/ educational institutions.

## **II. METODOLOGY**

This research on strategies for improving the quality of performance of School Administration staff is included in the qualitative research approach. According to Bogdan and Biklen in Sugiyono (2012). The research design used in this study was descriptive qualitative which described and explained the object under study (Arikunto, 2011). The data analysis in qualitative research was carried out through three streams of activities that occur simultaneously, namely: 1) data reduction, 2) data displays and 3) withdrawal conclusion drawing/veriffication (Miles and Huberman, 2014).

The research settings of this study were at PGRI 1 Martapura Vocational School, Banjar Regency and PGRI Banjarbaru Vocational School. The researchers conducted a study to obtain data. The data to be collected here was about strategies for improving the quality of performance of School Administration staff (SAS). The design using a multi-site study in this study produced detailed information in two different places.

According to Margono (2010:26), multi-site studies are designs that seek to describe a certain setting, object, or event in detail and in depth. Case studies or sites are studies that aim to study intensively about certain social units that include individuals, groups, institutions and communities. This method is used in accordance with the objective of studying research naturally learning to understand the structure and rules of anecdotal texts of strategies for improving the quality of performance of School Administration staff (SAS) at PGRI 1 Martapura Vocational School, Banjar Regency and PGRI Banjarbaru Vocational School, Banjarbaru, South Kalimantan Province.

In this study, the researchers were involved in the situation and setting of the phenomenon under study. The researchers were expected to always focus on reality or events in the context under study. Each incident was unique and different from the others because of the difference in context. The data collection techniques were carried out by observation, interviews and documentation. This study used a multi-site study design, so in analyzing the data was carried out in two stages, namely: (1) analysis of individual case data and (2) cross-case data analysis (Sugiono, 2013).

## **III. RESULTS AND DISCUSSION**

Strategy is a general approach that is long-term. Instead, tactics are specific approaches that are short-term in nature (Suriansyah & Aslamiah, 2015). In its development, the concept of strategy is constantly evolving. Rangkuti (2014) defines strategy as a tool to achieve company goals in relation to long-term goals, follow-up programs, and resource allocation priorities. Purwanto (2013: 75) defines strategy as a number of decisions and actions that lead to the preparation of a strategy or a number of effective strategies to help achieve company goals. Based on the above opinion, it can be concluded that a strategy is a long-term plan based on the analysis and diagnosis of the internal and external environment which subsequently Formulate the results of the analysis into a strategy that is a tool to achieve the ultimate goal.

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Quality improvement means adding skills and the ability to improve it. In addition, improvement also means achievements in processes, sizes, traits, and relationships. The definition of epistemological improvement is to raise the level and thus further increase production and so on (Connie, 2016)

According to Komariah (2015), education administration is a whole process of cooperation by empowering all resources through planning, organizing, mobilizing, controlling, supervising and assessing activities to realize an effective and efficient education system. In line with Komariah (2015), administration staff is a staff member who carries out administrative technical tasks with their respective background expertise and educational background (Asmani, 2011). Meanwhile, Sagala (2010) concluded that school administration staff are in charge of assisting principals, teachers, and education staff in the smooth running of administrative activities of administration, staffing, finance, equipment, correspondence, and education which are technical administration.

School administration staff assist the principal in administrative activities (correspondence and administration) of the school related to learning, staffing, both educators and educators on duty at the school, managing school finances, managing school supplies or logistics, managing secretariat and student affairs, arranging outgoing letters (Danim, 2010: 55).

In this study, strategies to improve the quality of performance were carried out based on the steps of management strategies in order to obtain a detailed strategy. The stages of strategy management consist of three stages: strategy formulation, strategy implementation, and strategy assessment (David, 2013). In more detail, the stages of the strategy are the steps that must be formulated and implemented and evaluated according to the needs of the school, with the following elaboration 1) Strategy Formulation means reflecting the goals and objectives of the organization describing the mission of the organization; 2) Strategy implementation is a process by which management implements its strategies and policies through program development actions, administration and procedures. Theoretically, the implementation of the strategy requires the school to set annual goals, 3) Strategy evaluation is the activity of assessing the evaluation, and reciprocity of organizational performance. The processes through which organizational activities go through and the results of monitored performance and actual performance are compared to desired performance (Kholis, 2016).

### **A. Performance Quality Improvement Strategy Formulation of SAS at PGRI 1 Martapura Vocational School dan PGRI Banjarbaru Vocational School**

According to Siagian (2012: 20), strategy formulation is the design of good goals, which are directed and will be guidelines in achieving educational goals and responsive to changes and developments in education. The results of the research findings at PGRI 1 Martapura and PGRI Banjarbaru Vocational Schools showed that the two schools have a specific strategy formulation to improve the quality of SAS performance. It can be seen from the evaluation of work programs as an evaluation of SAS performance in the form of daily SAS journals and SAS's monthly performance. In essence, the evaluation of work programs is the basis for the two schools to determine the strategies that will be implemented next. Found in both schools the strategies implemented are SAS goals and performance reports.

A strategy is considered successful if there is a positive impact resulting from the implementation of the strategy, the impact can be known by the evaluation of a well-implemented strategy. Formulation is the point that ranks first in the strategy stage. It can be concluded that formulation is the main factor in how the quality of SAS performance can be improved or not.

In formulating the strategy, the two schools involved all components of SAS, and other stakeholders. In this case, the role of stakeholders as input on the design of the strategy formulation to be applied. Before the design of the school strategy formulation, it must be aware of any obstacles or obstacles that existed in the previous year as a benchmark for the formulation to be applied.

In this study, the role of SAS head and principal was strongly emphasized. Before formulating the strategy, the head of SAS needs to conduct a job analysis and job analysis first. The existence of these two analyses is to find out what are the shortcomings that must be corrected before there is a strategy. Through a direct approach, it will be easier to find out the performance and abilities of each SAS, then compile a job description according to the abilities possessed by each individual. Before there was a strategy in improving the quality of SAS performance carefully so that the strategy ran smoothly. After the job description is set, then the formulated strategy is applied in improving the quality of SAS performance.

Strategy is an approach taken by everyone in achieving goals, including organizational leaders, in this study, namely the head of SAS and school principals, the application of strategies, namely formulation, implementation and evaluation by considering the time period in accordance with their respective plans (Sedermayanti, 2014). Improvement strategies in the world of education are very much needed, because with the strategy of improving the quality of employee performance, it can be improved and become better. The established formulation will not work if the SAS in both schools runs independently and uses their respective abilities without looking at the tasks that have been determined. Long-term formulations to be applied to SAS in both schools.

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### **B. Implementation of Performance Quality Improvement Strategy of SAS at PGRI 1 Martapura Vocational School dan PGRI Banjarbaru Vocational School**

In theory and practice, the implementation of the strategy requires the company to set annual goals, make policies, motivates employees and allocates resources so that the formulated strategy can be implemented (Ahmadi, 2019). The strategies that have been designed by the two schools in improving the quality of SAS performance need implementation to find out whether the performance carried out is effective or even detrimental. The performance improvement strategy carried out by the two schools is the implementation of targets and performance reports in the form of daily journals and SAS performance, which are reviewed by the Head of SAS and assessed by the principal as the highest leader in the educational institution, namely vocational schools.

The SAS performance goals and reports serve to improve the quality of SAS performance and make it easier for schools to control the performance of staff at work. Not only with the strategy of journal writing and performance, the two schools also require SAS to participate in other activities in improving the performance of SAS staff. Additional activities include coaching and development.

The existence of the above activities as a support for the abilities already possessed by SAS staff and improving what is still a weakness of staff in running school administration. The implementation of the strategy to improve the quality of SAS performance in two schools is with targets and performance reports in the form of daily journals or SAS performance. From these two strategies, both schools can find out what kind of coaching and development is needed by SAS staff to achieve optimal and maximum work realization success. The type of SAS coaching and development activities will be a follow-up plan from the results of the SAS target assessment and performance report after SAS staff have carried out the plan and realized it in accordance with the targets to be achieved.

### **C. Evaluation of Performance Quality Improvement Strategy SAS at PGRI 1 Martapura Vocational School dan PGRI Banjarbaru Vocational School**

Strategy evaluation manifested in the implementation results of the implementation of the strategy is a series of activities carried out deliberately to see the success rate of the strategy (Ahmadi, 2019). The starting point of the strategy evaluation activity is the curiosity of the two schools to see whether the objectives of the SAS performance quality improvement strategy have been achieved or not related to further actions in the form of follow-up plans (RTL) that must be given both in the form of development activities and coaching SAS personnel.

Strategy evaluation can be defined as the process of collecting data or providing an overview or information regarding the success rate of a planned activity. In addition, the information can be used as a factor for decision making in advanced planning and as a controller of strategy implementation, so that the offered follow-up plan will be in compliance with the field's requirements.

The evaluation of the SAS performance quality improvement strategy was implemented at PGRI 1 Martapura Vocational School and PGRI Banjarbaru Vocational School, not only to determine the end result of a strategy implementation in the form of targets and performance reports, but also to carry out the activity. This attempts to eliminate deviations, waste, and recurrences of errors, as well as further create ideas to enhance the performance quality of SAS.

According to the findings of the evaluation conducted at PGRI 1 Martapura Vocational School and PGRI Banjarbaru Vocational School, more emphasis is placed on the obstacles that prevented the target from being met 100% of the time and the success rate from being optimal, as well as for determining the amount of performance allowances that SAS staff will receive and for being able to develop a follow-up plan to improve the situation and conditions that exist in the field in the form of development. The existence of a follow-up plan consisting of development activities and coaching for SAS personnel is the embodiment of the results of the implementation of the strategy in the form of goals and performance reports.

This study supports the quality of SAS performance (Fitriani, 2015), which concludes that a strategy is required to improve the quality of bag performance. According to Umi, the strategy is an optimally executed plan. According to (Niza, 2021), techniques for enhancing the quality of performance include rewarding disciplined and good employees and on-the-job training, in which SAS personnel attend workshops on school administration data to enhance their technical abilities. This study's findings also support the contention (Rahman, 2019) that the dedication of schools to improve educational services is a method that may be implemented to achieve the highest quality performance. This study provides additional references to the descriptions of strategies for improving the quality of SAS performance conducted by previous researchers, as well as reveals whether the strategies in the previous research can be used or implemented in the schools that are the subject of the current study, namely PGRI 1 Martapura Vocational School and PGRI Banjarbaru Vocational School.

## **IV. CONCLUSION**

It can be concluded that the formulation of the SAS performance quality improvement strategy carried out by PGRI 1 Martapura Vocational School and PGRI Banjarbaru Vocational School by applying SAS Targets and Performance Reports, so that the quality of SAS performance is directed and on target. In the implementation of the strategy to improve the quality of performance of



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School Administration staff (SAS) at PGRI 1 Martapura Vocational School and PGRI Banjarbaru Vocational School is to implement SAS performance targets and reports related to the obstacles faced by the field and how SAS determines priorities on targets and performance reports carried out to make the quality of SAS performance better and more effective. Evaluation of strategies for improving the quality of performance of School Administration staff (SAS) at PGRI 1 Martapura Vocational School and PGRI Banjarbaru Vocational School is through evaluation of targets and performance reports of SAS, by identifying obstacles and designing a Follow-up Plan that will help overcome obstacles in improving the quality of SAS performance so that it becomes optimal and maximum.

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