

Analysis of Administrative Staff Performance in Serving Student Administration at SMK Pembina 2 Palembang

Iga Delia Mewagi¹

¹ Universitas PGRI Palembang

*Corresponding author: igadm10@gmail.com

Abstrak

Penelitian ini bertujuan untuk menganalisis kinerja tenaga administrasi dalam memberikan layanan administrasi kepada siswa di SMK Pembina 2 Palembang. Penelitian ini berfokus pada empat aspek utama, yaitu kualitas, kuantitas, ketepatan waktu, dan efektivitas kinerja tenaga administrasi. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa secara keseluruhan kinerja tenaga administrasi sudah baik. Dari segi kualitas, staf bersikap sopan, ramah, dan responsif terhadap kebutuhan siswa. Dari segi kuantitas, mereka mampu menyelesaikan tugas dengan cepat tanpa penundaan. Dari segi ketepatan waktu, mereka hadir tepat waktu dan selalu siap melayani siswa. Dari segi efektivitas, staf mampu memanfaatkan teknologi informasi untuk mendukung pekerjaan administrasi secara efisien. Dengan demikian, layanan administrasi siswa di SMK Pembina 2 Palembang telah dilaksanakan secara optimal dan memuaskan.

Kata kunci: Kinerja, tenaga administrasi, layanan siswa, manajemen sekolah.

Abstract

This study aims to analyze the performance of administrative staff in providing student administrative services at SMK Pembina 2 Palembang. The research focuses on four main aspects: quality, quantity, timeliness, and effectiveness of administrative staff performance. The study employs a qualitative method with data collected through observation, interviews, and documentation. The results indicate that overall, the administrative staff's performance is good. In terms of quality, staff members are polite, friendly, and responsive to students' needs. In terms of quantity, they complete their tasks promptly without delays. Regarding timeliness, they are punctual and consistently available to serve students. In terms of effectiveness, staff are able to utilize information technology to support administrative work efficiently. Therefore, student administrative services at SMK Pembina 2 Palembang have been implemented optimally and satisfactorily.

Keywords: performance, administration staff, student services, school management

1. INTRODUCTION

Education serves as a fundamental pillar in shaping the character and civilization of society as well as the nation. In the absence of education, communities are vulnerable to stagnation and moral deterioration. As a transformative process, education fosters human growth and maturity, enabling the formation of a generation that is both competent and morally grounded. Therefore, an educational system that cultivates individual potential and excellence is indispensable to achieving these aspirations (Alves, et al., 2020; Bakhmat, et al., 2023).

Within the school context, administrative personnel often referred to as school administration staff play a strategic role in ensuring that operational activities are systematically executed and that institutional records are accurately maintained. The effective completion of administrative responsibilities, supported by well-structured systems, enhances organizational

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efficiency and accountability. The government likewise contributes through its involvement in policy formulation and deliberative decision-making processes. Moreover, the systematic review of administrative documentation constitutes an integral aspect of supervisory oversight (Van Maanen, 2025; James, 2021). Effective school governance thus necessitates a professional and competent administrative team capable of supporting both managerial and instructional functions (Joshi, 2024). Such professionalism fosters a conducive and productive work environment, ultimately strengthening staff performance. In service-oriented institutions such as schools, clearly defined standards are essential to ensure that services are delivered efficiently, ethically, and in compliance with regulatory frameworks, particularly with regard to service quality (Israel-Fishelson & Hershkovitz, 2020; Andayani, et al., 2024; Rabani, et al., 2023)

In accordance with the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2008 concerning Standards for School Administrative Personnel, the quality and professional capacity of administrative staff are intrinsically linked to the quality of the teaching and learning process. To meet national education standards, administrative personnel are required to fulfill established qualification and competency benchmarks as stipulated in management regulations. The attainment of these standards contributes to balancing and enhancing the overall quality of educational delivery. Furthermore, qualification and competency standards represent professional rights that must be acknowledged and upheld by school leadership (Day, et al., 2020; Windasari, et al., 2024; Na, et al., 2024).

The responsibilities of administrative staff extend beyond routine operational duties. They are entrusted with facilitating the achievement of organizational objectives, providing accurate and timely information to school leaders, and ensuring the continuity and institutional development of the school. It is therefore imperative that every educational institution, including elementary-level schools, maintain a structured management body to support effective educational administration. The implementation of such administrative management should be carried out by personnel possessing specialized expertise in management and organizational practices (Rokhyati, 2024; Meisani & Purnawarman, 2019).

Administrative staff performance is closely associated with the provision of comprehensive school services, particularly those directed toward students. These encompass administrative services, guidance and counseling support, management of facilities and infrastructure, and welfare-related services. Through the optimization of these service domains, administrative personnel are expected to enhance service quality and student satisfaction. However, despite the established qualification and competency requirements, the performance of administrative staff at SMK Pembina 2 Palembang has yet to reach its optimal potential in delivering student services. The principal's limited recognition of qualifications as a determinant of performance has further influenced the execution of administrative duties and responsibilities. Suboptimal performance inevitably hampers the effective implementation of work programs and organizational targets (Malik, et al., 2020; EF-EPI, 2024).

Based on these considerations, the performance of administrative staff in delivering educational services particularly student administrative services remains a critical issue requiring further attention. Although the existing administrative programs have been implemented satisfactorily, certain areas still demand refinement to maximize performance outcomes. Consequently, this study was undertaken under the title: "Analysis of

Administrative Staff Performance in Serving Student Administration at SMK Pembina 2 Palembang.”.

2. METHOD

According to Erlviera et al. (2019), this study adopts a qualitative research design aimed at examining the extent to which the performance of school administrative staff contributes to the advancement of school administration and facilitates the effective and efficient implementation of the learning system. The research emphasizes an in-depth exploration of administrative practices and their strategic role in supporting educational processes within the school environment (Vaandering & Reimer, 2021; Keeley, et al., 2019).

Similarly, Said and Basri (2022) employ a qualitative approach in their study. Data were collected through multiple techniques, namely observation, interviews, and documentation, to obtain comprehensive and contextual insights. The data analysis process was conducted systematically through the stages of data reduction, data presentation, and conclusion drawing. To ensure the credibility and trustworthiness of the findings, validity testing was carried out using both source triangulation and method triangulation. The research participants comprised the school principal, the head of administration, teachers, and students, thereby enabling a holistic understanding of the phenomenon under investigation (Song, et al., 2024; Smith, 2023; Shi, et al., 2024).

3. RESULT AND DISCUSSION

Result

The performance of administrative staff in serving student administration at SMK Pembina 2 Palembang was evaluated based on four principal indicators: quality, quantity, timeliness, and effectiveness.

First, in terms of quality, the findings show that administrative personnel demonstrate strong service orientation in assisting students. They consistently provide courteous, friendly, and patient service, creating a positive and supportive administrative environment. Students express satisfaction with how their concerns and administrative needs are addressed, particularly regarding the clarity of information and responsiveness to complaints. The staff's ability to communicate empathetically and resolve issues accurately reflects a high standard of service quality and contributes positively to the school's institutional image.

Second, regarding quantity, the administrative staff exhibit productive performance in handling student administrative tasks. The volume of work completed aligns with institutional targets, and student documentation, certification processes, and academic records are processed systematically. The integration of digital systems and ICT tools has streamlined workflow management, allowing staff to complete tasks efficiently within established deadlines. This structured approach minimizes delays and enhances overall administrative productivity.

Third, in terms of timeliness, administrative personnel maintain punctual attendance and consistent availability during working hours. Their presence in the administration office ensures that students can access services without disruption. Service delivery follows procedural order, typically based on arrival sequence, which promotes fairness and organizational discipline. The punctual handling of tasks prevents backlog accumulation and supports smooth operational flow.

Fourth, concerning effectiveness, the administrative staff demonstrate the ability to achieve predetermined service objectives within the required timeframe. Their competence in

operating technological tools, such as computers and digital record systems, enables efficient task completion. In addition to technical proficiency, they maintain professionalism through respectful communication, appropriate appearance, and disciplined work habits. These combined attributes reinforce the overall effectiveness of student administrative services and reflect a strong level of organizational performance.

Discussion

The findings indicate that administrative performance at SMK Pembina 2 Palembang aligns with contemporary perspectives on performance management, which emphasize service quality, productivity, punctuality, and goal attainment as core dimensions of institutional effectiveness (Amin, 2019; Ulfa & Shalahuddin, 2023; Ulandari et al., 2025). High service quality, characterized by courtesy, responsiveness, and empathy, supports student satisfaction and strengthens institutional credibility, consistent with research highlighting the importance of relational service in educational organizations (Love & Horn, 2019; Merta et al., 2023; Rosdiana et al., 2024).

From a quantitative and efficiency perspective, the integration of ICT into administrative processes enhances productivity and systematic workflow management. Digitalization reduces manual errors, accelerates data processing, and supports timely completion of tasks, reflecting broader findings that technological adoption improves administrative performance in educational settings (Herdina & Ningrum, 2023; Citra Kurniawan, 2021; Na et al., 2024).

Timeliness further strengthens organizational discipline and operational stability. Consistent staff attendance and structured service procedures contribute to efficient task management and prevent work overlap, supporting arguments that punctuality is fundamental to administrative effectiveness (Herri & Andayani, 2021; Rabani et al., 2023; Boonsuk, 2023).

Finally, effectiveness emerges from the combination of technical competence, professional attitude, and disciplined work culture. The findings reinforce the view that successful administrative service depends not only on technological infrastructure but also on staff capability, ethical conduct, and interpersonal communication skills (Endeshaw, 2023; Niswahilma et al., 2025; Yahya et al., 2019). Overall, the results suggest that the synergy between technological proficiency and professional service orientation is essential in ensuring high-quality, efficient, and sustainable student administrative services.

4. CONCLUSION

The findings of the research conducted at SMK Pembina 2 Palembang demonstrate that the performance of administrative staff in delivering student administrative services can be categorized as commendable. From the perspective of quality, the staff consistently display professionalism through their courteous demeanor, politeness, and responsiveness to students' needs, thereby fostering a positive service experience. In terms of quantity, administrative tasks are completed in accordance with established timelines, with no significant delays, reflecting a strong capacity to manage workload effectively. Regarding timeliness, the staff maintain consistent attendance and readiness in the administration office, ensuring that students can access services whenever required. Furthermore, in the aspect of effectiveness, the administrative personnel demonstrate proficiency in utilizing technological tools to support their duties. This technological competence enhances operational efficiency and contributes to more streamlined and satisfactory services for students

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