**ALGEBRA : JURNAL PENDIDIKAN, SOSIAL DAN SAINS**

ISSN : 2807-663X e-ISSN : 2807-629X
Journal Homepage : https://algebra.yana.or.id/index.php/ejournal/index
**Volume 6 Number 4 (2026)**

# THE ROLE OF ADMINISTRATIVE STAFF IN DEVELOPING STUDENT ADMINISTRATION SERVICES AT MTS.S AL-HIDAYAH AIR HITAM SCHOOL

**Ajeng Triwarti[1], Novita Sari[2], Nurmisdaramayani[3]**
[12]Program Studi Manajemen Pendidikan Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Institut Jam'iyah Mahmudiyah Langkat, Langkat, Indonesia
[3]Program Studi Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Institut Jam'iyah Mahmudiyah Langkat, Langkat, Indonesia
Correspondence Email: ajengtriwarti01@gmail.com

***ABSTRACT***

*Student administrative services are an essential part of supporting student management in schools. At MTs.S Al-Hidayah Air Hitam School, several issues are still found, including delays in information delivery, discrepancies between student data and official documents, and difficulties in obtaining updated data from the central system. This study aims to analyze the role of administrative staff in developing student administrative services, as well as the supporting and inhibiting factors involved. This research employed a qualitative approach with informants consisting of the Head of Administration, Vice Principal for Student Affairs, and School Operator. Data were collected through observation, semi-structured interviews, and documentation, then analyzed through data reduction, data presentation, and conclusion drawing. The results of the study indicate that administrative staff play roles as managers, implementers, supervisors, and coordinators in student administrative services. The services are carried out through both manual and digital systems to manage, archive, update, and provide student data. Supporting factors include cooperation among stakeholders, support from the head of the madrasah, availability of facilities and technology, and parental involvement. Meanwhile, inhibiting factors include data discrepancies, delays in information, network disruptions, and problems with the central system. The development of student administrative services is carried out through document verification, coordination, data updating, and the use of manual archives when digital systems experience problems.*

*Keywords: admnistrative staff role; student administrative services; student data; digital system*

| ***Submited: 13 October 2026*** | ***Accepted: 10 November 2026*** | ***Published: 19 November 2026*** |
|---|---|---|

## INTRODUCTION

Educational institutions require effective administrative management to ensure that educational services operate systematically and support the achievement of institutional goals. School administration has developed beyond routine documentation activities into a strategic function that manages information, provides services, and supports decision-making processes. Administrative staff play an important role because they are responsible for managing various educational data and providing administrative services for students, teachers, parents, and school leaders. The effectiveness of administrative management is closely related to the accuracy of information, the efficiency of services, and the ability of schools to respond to administrative needs. Research on educational administration indicates that well-managed administrative systems contribute to improving organizational effectiveness through structured information management and service procedures (Amelia & Hadijaya, 2024). Administrative staff competence, including technical skills, managerial ability, and responsibility, influences the quality of administrative services provided by schools (Arafah et al, 2026). Furthermore, administrative service quality is influenced by work discipline, responsibility, and cooperation among administrative personnel within educational institutions (Ilham, 2026).

Student administration is an important part of school administration because it directly relates to the management of student information and educational services. The scope of student administration includes student registration, data collection, document management, attendance records, student transfers, and the provision of various documents required by students and stakeholders. Accurate student data management is necessary because administrative information becomes a foundation for planning, evaluation, and decision-making at the school level. The implementation of student administration requires clear procedures and systematic management to ensure that services are accessible and reliable. Research on student administration implementation shows that effective management of student data supports the orderly implementation of school services and strengthens institutional accountability (Lestari, et al 2022). Effective archive management contributes to improving data accuracy and administrative service quality in educational institutions. Systematic storage, classification, and retrieval of documents help administrative staff maintain reliable student information and support efficient school services (Sholeh, Najma La'i, Arif, Fahtezi, & Darojah, 2025). The quality of school administrative services can be assessed through service dimensions such as reliability, responsiveness, assurance, empathy, and tangible aspects. These dimensions reflect the ability of administrative staff to provide accurate information, respond quickly to student needs, and maintain effective service processes (Firdaus, Fajrina, & Syafrina, 2025).

The development of digital technology has encouraged educational institutions to transform administrative services through the adoption of information systems. Digital-based administration enables schools to improve data management efficiency, accelerate information accessibility, and enhance the accuracy of administrative reporting processes. However, successful digital transformation requires not only technological infrastructure but also organizational readiness, including the digital competence of personnel responsible for managing administrative systems. School Management Information Systems (EMIS) have been recognized as important tools for improving administrative efficiency, supporting data-driven decision-making, and strengthening transparency in educational management. Nevertheless, the effectiveness of these systems depends on the availability of adequate infrastructure, user competence, and institutional support (Grepon, Gumonan, Baran, & Lacsa, 2020). Furthermore, digital transformation in education requires administrative personnel to develop technological skills and adaptability because human resource readiness determines whether digital systems can be effectively utilized in organizational practices (Basilotta-Gómez-Pablos, Matarranz, Casado-Aranda, & Otto, 2022). Therefore, strengthening administrative staff competence becomes a critical factor in ensuring that digital transformation contributes to improving the quality and efficiency of educational services (López-Nuñez, Alonso-García, Berral-Ortiz, & Victoria Maldonado, 2024).

At MTs.S Al-Hidayah Air Hitam, student administrative services are implemented through both manual procedures and digital-based systems. However, the transition toward digital administration may create several challenges, including data inconsistencies, limited system integration, information delays, and difficulties in maintaining updated records. These conditions indicate that improving administrative services does not solely depend on technological availability but also requires effective organizational processes, competent personnel, and continuous adaptation. Digital transformation

in educational institutions involves complex changes in technology, human resources, and work practices, where successful implementation depends on institutional readiness and the ability of users to adapt to new systems (Verhoef et al., 2021). Furthermore, the effectiveness of digital information systems is influenced by data quality, system usability, and organizational support, as these factors determine whether technology can improve administrative performance (Dwivedi et al., 2020). Therefore, administrative personnel play an important role in ensuring service continuity by managing information accurately, coordinating with stakeholders, and adapting administrative procedures when technological disruptions occur (Shrestha & Khadka, 2022).

Previous studies have investigated various dimensions of educational administration, including administrative management, service quality, and the implementation of information systems in educational institutions. However, research that specifically explores the strategic role of administrative staff in developing student administrative services, particularly regarding their functions as managers, service providers, supervisors, and coordinators, remains limited. Existing studies tend to emphasize administrative effectiveness and organizational outcomes rather than examining how administrative personnel respond to practical challenges in managing student data, documentation, and administrative services. Research on school administration highlights that administrative personnel contribute significantly to improving institutional performance through effective information management, service coordination, and administrative governance (Achmadwati, Meirawan, & Rahyasih, 2018). Furthermore, studies on educational management indicate that the quality of school services is closely associated with the effectiveness of administrative processes and the capacity of educational institutions to manage information systematically (Hidayat, Sobari, & Afifah, 2026). Therefore, examining administrative practices at the madrasah level is important to provide deeper insights into how administrative staff develop sustainable student administrative services..

Based on the identified problems and research gaps, this study aims to analyze the role of administrative staff in developing student administrative services at MTs.S Al-Hidayah Air Hitam. This research focuses on identifying the roles performed by administrative staff, the implementation of student administrative services, and the supporting and inhibiting factors influencing service development. A qualitative approach is employed to explore administrative practices, experiences, and strategies implemented by school personnel in managing student administration. The use of qualitative methods is considered appropriate because administrative service development involves organizational processes, human interactions, and contextual factors that cannot be fully explained through quantitative measurements alone (J. W. Creswell, 2015).

The findings of this study are expected to contribute to the development of educational administration studies, particularly regarding the strategic role of administrative staff in improving student services. Practically, this research may provide recommendations for schools in strengthening administrative procedures, improving data management, and developing more effective service systems. Previous studies emphasize that improving educational administrative services requires continuous management improvement, staff competence development, and effective coordination among school components (Amelia & Hadijaya, 2024).

## RESEARCH METHODS

This study employed a qualitative research approach to analyze the role of administrative staff in developing student administrative services at MTs.S Al-Hidayah Air Hitam. A qualitative approach was selected because this research focuses on understanding administrative processes, roles, experiences, and challenges encountered by administrative personnel in providing student services. The object of this study was student administrative services, particularly the role of administrative staff in managing student data, documents, information services, and administrative procedures. The research was conducted at MTs.S Al-Hidayah Air Hitam. The research subjects consisted of the Head of Administration, Vice Principal for Student Affairs, and School Operator as key informants who were considered capable of providing relevant information regarding the implementation of student administrative services. Qualitative research is appropriate for exploring phenomena within their natural context by examining participants' experiences and perspectives in depth (J. Creswell, 2015).

Data were collected through observation, semi-structured interviews, and documentation. Observation was conducted to identify the implementation of administrative services, including data management, document processing, and service procedures. Semi-structured interviews were conducted to explore the roles, strategies, supporting factors, and obstacles experienced by

administrative staff in developing student administrative services. Documentation was used to complement the data through the examination of relevant administrative records and documents. The operational definition of the research focus includes two main aspects: the role of administrative staff, which refers to their functions as managers, service providers, supervisors, and coordinators in student administration; and student administrative services, which include data management, document archiving, information provision, and service responsiveness. Data were analyzed through data reduction, data display, and conclusion drawing to obtain comprehensive findings regarding the development of student administrative services (Miles, M. B., Huberman, A. M., & Saldaña, 2020)

## RESULTS AND DISCUSSION

### Result

The findings of this study reveal that administrative staff have a strategic role in developing student administrative services at MTs.S Al-Hidayah Air Hitam. Based on observations, interviews, and documentation, administrative staff do not only perform routine administrative tasks but also contribute to ensuring the accuracy, accessibility, and continuity of student information services. The role of administrative staff is reflected through several functions, including managing student data, implementing administrative services, supervising administrative activities, and coordinating with other school components.

**Table 1. Role of Administrative Staff in Developing Student Administrative Services**

| Role of Administrative Staff | Implementation Findings |
|---|---|
| **Data manager** | Managing, recording, updating, and organizing student data and administrative documents |
| **Service provider** | Providing student administrative services such as document preparation, information services, and administrative assistance |
| **Supervisor** | Checking the accuracy of student documents and ensuring administrative procedures are implemented properly |
| **Coordinator** | Coordinating with student affairs personnel, school operators, and other stakeholders to resolve administrative issues |

The findings indicate that administrative staff function as the center of student administrative management. They are responsible for ensuring that student data and documents are properly managed and available when required. The administrative process at MTs.S Al-Hidayah Air Hitam is implemented through a combination of manual and digital systems. The digital system is used to manage and update student information, while manual records are maintained as an alternative when digital systems experience technical problems.

**Table 2. Implementation of Student Administrative Services**

| Administrative Service Activities | Implementation Process |
|---|---|
| Student data management | Collecting, recording, updating, and verifying student information |
| Document management | Organizing and storing student documents such as identity records and administrative files |
| Information services | Providing administrative information required by students, parents, and school personnel |
| Data updating | Adjusting student information based on document verification and system availability |
| Problem handling | Coordinating with relevant parties when administrative problems occur |

The research findings also show that the development of student administrative services is supported by several internal and external factors. Cooperation among school personnel, support from the head of the madrasah, availability of facilities and technology, and parental involvement contribute to improving administrative service processes.

**Table 3. Supporting and Inhibiting Factors in Developing Student Administrative Services**

| Category | Findings |
|---|---|
| Supporting factors | Cooperation among school personnel, support from school leadership, availability of facilities and technology, and parental involvement |
| Inhibiting factors | Data inconsistencies, delayed information, network problems, and central system limitations |

To overcome these challenges, administrative staff implement several strategies, including checking documents, coordinating with related parties, updating student data, and using manual archives when digital systems cannot be accessed. These efforts demonstrate that the development of student administrative services depends not only on technological systems but also on the ability of administrative personnel to manage problems and maintain service continuity.

Overall, the results indicate that administrative staff at MTs.S Al-Hidayah Air Hitam play an important role in maintaining and improving student administrative services. Their responsibilities extend beyond administrative documentation to include data management, service coordination, supervision, and adaptation to technological challenges. The combination of manual and digital administrative practices allows the school to continue providing student services despite operational limitations.

**Discussion**

The findings of this study indicate that administrative staff at MTs.S Al-Hidayah Air Hitam play a strategic role in developing student administrative services through their functions as managers, service providers, supervisors, and coordinators. This finding confirms that school administration is no longer limited to routine clerical activities but has become an essential management function that supports information availability, organizational coordination, and educational service quality. The role of administrative personnel in educational institutions is closely related to their ability to manage information, organize administrative procedures, and provide responsive services for school stakeholders. Previous studies explain that effective educational administration requires the integration of human resources, management processes, and information systems to support institutional effectiveness (Nguyen, Broekhuizen, Dong, & Verhoef, 2023). Similar findings indicate that administrative personnel contribute to organizational performance through systematic data management and service coordination (Grepon et al., 2021). However, some studies emphasize that administrative improvement cannot rely solely on individual staff capability because sustainable service quality requires institutional policies, standardized procedures, and continuous organizational support (Dwivedi et al., 2021).

The finding that administrative staff are responsible for managing student data, documents, and administrative information demonstrates that data accuracy is a fundamental component of student administrative services. At MTs.S Al-Hidayah Air Hitam, administrative staff conduct verification and updating processes when discrepancies occur between digital records and official documents. This practice shows that administrative services involve not only data storage but also data quality control to ensure information reliability. Research on information management systems indicates that accurate and accessible data contributes to better decision-making and improves organizational efficiency (Dwivedi et al., 2021). Furthermore, educational institutions that implement information systems require effective data governance because incomplete or inconsistent information can reduce the benefits of digital platforms (Pettersson et al., 2022). Nevertheless, other research highlights that technology adoption without proper data management practices may create new administrative challenges, meaning that human supervision remains necessary to maintain information quality (Verhoef et al., 2021).

The implementation of administrative services through both manual and digital systems found in this study reflects the adaptation process of schools toward digital transformation. The combination of digital platforms and manual documentation indicates that schools develop flexible strategies to maintain service continuity when technological problems occur. This finding supports the perspective that digital transformation in education involves changes in organizational practices, work processes, and human capabilities rather than merely the introduction of technological tools. Studies on digital transformation emphasize that organizations must develop technological readiness,

infrastructure capacity, and employee competence simultaneously to achieve successful transformation (Verhoef et al., 2021). Research on educational technology adoption also shows that digital systems improve administrative efficiency when users have sufficient competence and institutional support (Basilotta-Gómez-Pablos et al., 2022). However, some studies argue that excessive dependence on digital systems may create vulnerability when technical problems occur, particularly in institutions with limited technological resources (Dwivedi et al., 2021).

The supporting factors identified in this research, including leadership support, cooperation among school personnel, technology availability, and parental involvement, indicate that administrative service development is influenced by organizational collaboration. The findings demonstrate that administrative staff cannot improve student services independently because effective administration requires interaction among different stakeholders within the school environment. This finding is consistent with research highlighting that leadership support and organizational culture influence the success of educational innovation and administrative improvement (Basilotta-Gómez-Pablos et al., 2022). In addition, studies on school management systems indicate that stakeholder involvement strengthens information flow and improves the effectiveness of administrative processes (Grepon et al., 2021). However, previous studies also indicate that organizational collaboration alone is insufficient when schools lack adequate infrastructure and professional development programs for personnel (Pettersson et al., 2022).

The obstacles identified in this study, including data inconsistencies, delayed information, network disruptions, and limitations in accessing central systems, demonstrate that administrative service development faces both technical and organizational challenges. These findings indicate that digital-based administration does not automatically eliminate administrative problems but may introduce new challenges related to system integration, user adaptation, and data management. Research on digital transformation emphasizes that technological implementation requires continuous adaptation because organizations must adjust their processes and human resources to technological changes (Verhoef et al., 2021). Similar research explains that digital competence among educational personnel influences the effectiveness of technology utilization in administrative practices (Basilotta-Gómez-Pablos et al., 2022). However, some studies provide a different perspective by highlighting that infrastructure limitations and external system dependencies remain significant barriers, particularly for educational institutions that rely on centralized digital platforms (Dwivedi et al., 2021).

The finding that administrative staff develop solutions through document verification, coordination, data updating, and the use of manual archives when digital systems experience problems highlights the importance of administrative adaptability. This finding expands previous discussions that often focus on technological effectiveness by showing that human problem-solving capability remains essential in maintaining service continuity. Administrative personnel function not only as system operators but also as decision-makers who interpret problems and determine appropriate solutions based on institutional conditions. Previous studies suggest that digital competence involves not only technical skills but also the ability to adapt, solve problems, and utilize technology effectively within organizational contexts (Pettersson et al., 2022). Research on educational administration transformation also indicates that successful digital implementation requires a balance between technological capability and human-centered management approaches (Basilotta-Gómez-Pablos et al., 2022). Nevertheless, other studies emphasize that relying heavily on individual adaptability may create sustainability issues if institutions do not establish formal systems and continuous capacity development programs (Verhoef et al., 2021).

Overall, this study confirms that the development of student administrative services at MTs.S Al-Hidayah Air Hitam is influenced by the interaction between administrative staff competence, organizational support, and technology utilization. The findings contribute to educational administration literature by emphasizing that administrative staff remain a central element in ensuring accurate, responsive, and sustainable student services, particularly within Islamic educational institutions. This perspective supports research suggesting that digital transformation should be approached as a socio-technical process involving technology, people, and organizational structures (Dwivedi et al., 2021). Furthermore, effective educational information management requires both technological readiness and competent personnel capable of managing administrative changes (Pettersson et al., 2022). However, this study also reinforces the argument that technology should be viewed as an enabling tool rather than the sole solution, because sustainable

administrative improvement depends on continuous human resource development and institutional commitment (Verhoef et al., 2021).

## CONCLUSIONS

This study concludes that administrative staff at MTs.S Al-Hidayah Air Hitam have an important role in developing student administrative services. The role of administrative staff is not limited to routine administrative tasks but includes managing student data, providing administrative services, supervising administrative processes, and coordinating with other school components. The implementation of student administrative services is carried out through both manual and digital systems to support data management, document archiving, information delivery, and administrative service processes. The development of student administrative services is supported by several factors, including cooperation among school personnel, support from the head of the madrasah, availability of facilities and technology, and parental involvement. However, several obstacles remain, such as inconsistencies between student data and official documents, delays in information delivery, network problems, and limitations in accessing updated data from the central system. These challenges require administrative staff to implement adaptive strategies through document verification, coordination, data updating, and the use of manual records when digital systems experience disruptions. Based on these findings, improving student administrative services requires strengthening the competence of administrative staff, improving administrative procedures, and optimizing the utilization of technology while maintaining effective manual management systems. The role of administrative personnel remains a key factor in ensuring accurate, responsive, and sustainable student administrative services. Therefore, schools, particularly Islamic educational institutions, need to continuously support administrative development through improved human resources, infrastructure, and coordination mechanisms to enhance the quality of educational services.

## BIBLIOGRAPHY

Achmadwati, W., Meirawan, D., & Rahyasih, Y. (2018). PEMANFAATAN SARANA PRASARANA KERJA, SELF CAPACITY BUILDING , DAN KINERJA TENAGA ADMINISTRASI SEKOLAH. *Jurnal Administrasi Pendidikan*, *25*, 1–12. https://doi.org/10.17509/jap.v25i1.11566

Amelia, Y., & Hadijaya, Y. (2024). Peran Tata Usaha Membantu Meningkatkan Mutu Pendidikan di MAPN 4 Medan. *MODELING: Jurnal Program Studi PGMI*, *11*(1), 711–724. https://doi.org/10.69896/modeling.v11i1.2344

Basilotta-Gómez-Pablos, V., Matarranz, M., Casado-Aranda, L.-A., & Otto, A. (2022). Teachers' digital competencies in higher education: a systematic literature review. *International Journal of Educational Technology in Higher Education*, *19*(1), 8. https://doi.org/10.1186/s41239-021-00312-8

Creswell, J. (2015). *Riset Pendidikan, Perencanaan, Pelaksanaan, dan Evaluasi, Kuantitatif dan Kualitatif*. Yogyakarta: Pustaka Belajar.

Creswell, J. W. (2015). *Penelitian kualitatif & desain riset*. Yogyakarta: Pustaka Pelajar.

Dwivedi, Y. K., Hughes, D. L., Coombs, C., Constantiou, I., Duan, Y., Edwards, J. S., … Upadhyay, N. (2020). Impact of COVID-19 pandemic on information management research and practice: Transforming education, work and life. *International Journal of Information Management*, *55*, 102211. https://doi.org/https://doi.org/10.1016/j.ijinfomgt.2020.102211

Firdaus, F., Fajrina, N. N., & Syafrina, M. (2025). Analysis of School Administrative Service Quality Using SERVQUAL Model in SMA Negeri 19 Batam. *Jurnal Bisnis Mahasiswa*, *5*(3), 1261–1269. https://doi.org/10.60036/jbm.618

Grepon, B. G., Gumonan, K. M. V., Baran, N., & Lacsa, M. L. (2020). *Designing and Implementing e-School Systems: An Information Systems Approach to School Management of a Community College in Northern Mindanao, Philippines*.

Hidayat, A. N., Sobari, S., & Afifah, A. (2026). Implementasi Digitalisasi Administrasi Sekolah dalam Meningkatkan Efisiensi Kerja Tenaga Kependidikan: Studi Kasus di MTs Al I'anah Kosambi Karawang. *RIGGS: Journal of Artificial Intelligence and Digital Business*, *4*(4), 12269–12277. https://doi.org/10.31004/riggs.v4i4.5632

ilham, M. (2026). Peran Tenaga Administrasi dalam Meningkatkan Kualitas Layanan di Sekolah .

*Journal of Innovative and Creativity (Joecy)*, *6*(1 SE-Articles), 21855–21859. https://doi.org/10.31004/joecy.v6i1.9901

Lestari, Rini Eka, Muthia Umi Setyoningrum, Winda Islamitha Nurhamidah, N. S. (2022). Implementasi Administrasi Kesiswaan Pada Sekolah Atau Madrasah. *Jurnal Tarbiyah dan Ilmu Keguruan Borneo*, *3*(3 SE-Articles), 169–179. https://doi.org/10.21093/jtikborneo.v3i3.6320

López-Nuñez, J.-A., Alonso-García, S., Berral-Ortiz, B., & Victoria Maldonado, J. (2024). A Systematic Review of Digital Competence Evaluation in Higher Education. *Education Sciences*, *14*. https://doi.org/10.3390/educsci14111181

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook (4th ed.)*. SAGE Publications.

Muhammad Arafah, Muhammad Nasir, Evita Lestari, S. (2026). PENGARUH KOMPETENSI TERHADAP KINERJA TENAGA ADMINISTRASI SEKOLAH DI UPT SMA NEGERI 1 WAJO. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *11*(01), 167–186.

Nguyen, D. K., Broekhuizen, T., Dong, J., & Verhoef, P. (2023). Leveraging Synergy to Drive Digital Transformation: A Systems-Theoretic Perspective. *Information & Management*, *60*, 103836. https://doi.org/10.1016/j.im.2023.103836

Sholeh, M., Najma La'i, H., Arif, R., Fahtezi, N. A., & Darojah, Z. (2025). Pengelolaan Arsip yang Efektif Terhadap Akurasi Data dan Pengambilan Keputusan di SDN Siwalankerto I . *Jurnal Administrasi Pendidikan Islam*, *7*(1 SE-Articles), 85–99. https://doi.org/10.15642/japi.2025.7.1.85-99

Shrestha, D., & Khadka, A. (2022). The Role of Digital Technologies in Educational Transformation (hal. 140–154).

Verhoef, P. C., Broekhuizen, T., Bart, Y., Bhattacharya, A., Qi Dong, J., Fabian, N., & Haenlein, M. (2021). Digital transformation: A multidisciplinary reflection and research agenda. *Journal of Business Research*, *122*, 889–901. https://doi.org/https://doi.org/10.1016/j.jbusres.2019.09.022