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Analysis of School Administrative Technique Competency in Vocational School

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Abstract

The administrative staff has a very important role, so they need to know the analysis of school administration staff competency. For this reason, the purpose of this article is to find out about the competency of school administration personnel in vocational high schools needed. The method of this research is a description of qualitative and quantitative. The population in this study were all administrative forces in 18 city districts. The sample was taken by cluster random sampling and took 7 districts. In more detail, the sample consisted of 158 school administration staff and 63 school administration heads. This research instrument uses a semantic scale that has been tested for validity and reliability. The results showed that the technical competence of technical administration of about 82.75%. This means that administrative staff has the competence of being able to present the percentage of these achievements.

Keywords

school administrative, technique competency, vocational school

1 Introduction

The school administrative staff is increasingly important, in line with the increasingly complex school tasks and the increasing demands of the community for quality education services. Yuningsari (2015) said that the qualifications and competence of school administrative staff is high that will affect work productivity to be high. Then Surya (2012) said that school administration staff play an important role in strengthening school culture in the implementation of character education and Zakhroh (2017) said that school administration performance affects the quality of school services.

Realizing this, the Government issued a regulation on the Standards for School Administration Personnel, namely Permendiknas No. 24 of 2008. This regulation said that school administration staff is required to master a set of competencies. Mastery of this competency can be developed through preservice and in-service programs. So far, there has been no formal preservice program and a requirement for school administrative personnel. Therefore, it is necessary to have an in-service program that is planned and can be accounted for scientifically and professionally to develop the competence of administrative personnel in schools today. This study aims to produce an education and training program, as well as modules/teaching materials for education and training for school administration staff.

However, a phenomenon in the field according to Joko (2007, p. 4) in Zahro & Zahro (2013) shows that the competence of school administrative personnel is still low. There are still a lot of school administrative personnel who do not have the ability and sufficient skills to carry out their duties. The performance, discipline, loyalty, and responsibility of school administrative personnel are still low. Excellent service to students, parents, and the community is still invisible. Likewise, with emotional, spiritual, and even intellectual intelligence as school administrative staff in solving various problems and in interacting in the school environment. Alhar (2014) also said that from the results of his interview with the principal of SMK Negeri 1 Gorontalo, it was found that school administration staff still have several obstacles in carrying out their duties, both in terms of personal competence, social competence, and technical competence.

In this case, from the results of the review conducted by the author in several Vocational High Schools (SMK) throughout West Sumatra in November 2016, there is a finding that there is still a lack of competence possessed by school administrative staff in schools in accordance with Permendiknas Number 24 of 2008 This can be seen from several phenomena, namely (1) the still weak capacity of the school administration staff in applying computers, while the tasks they manage use a lot of existing applications on computers, (2) There are still administrative personnel who less concerned with their job responsibilities and delegating their duties to their subordinates, while their subordinates already have their own job in the administrative division, (3) Administration personnel lack respect in providing services, such as speaking attitudes to subordinates, to students and the community involved. This can be seen from the tone of voice and coldness he shows, (4) The administrative staff in the school are still in control of emotions, when the work piles up to him, he often gets angry and unclear, (5) Administration personnel are sometimes inaccurate in providing information to parties. school, so that school matters related to school administration often have misunderstandings. Seeing these phenomena, it is known that school administration staff throughout West Sumatra do not have good competence. Therefore, it is necessary to conduct research on the competency analysis of school administration staff.

2 Methodology

All of this research is development research using the ADDIE (Analysis, Design, Development, Implementation) model. However, this article is one of the stages in the research process, namely the analysis stage. At this stage of the analysis, the researcher is looking for information to obtain an overview of the competence of the current school administrative staff. The method used is a mix of qualitative and quantitative. The instrument used was a questionnaire using a Likert scale and an interview guide. The questionnaire was tested for validity and reliability. Then the research results are analyzed using existing theories.

3 Results And Discussion

The technical competence of school administration personnel at SMK West Sumatra was studied, there were 31 schools with 158 respondents. This competency is researched using 56 statement items for eight indicators. The results of research on the technical competence of school administrative personnel are described in the table below:

Table 1 The results of research on the technical competence of school administrative personnel

| No | Indicator | Average | Achievements (%) | Interpretation |
|----|--|-------------|------------------|----------------|
| 1 | Carry out personnel administration | 6.04 | 86.28 | Able |
| 2 | Carry out financial administration | 5.70 | 81.43 | Able |
| 3 | Carry out the administration of facilities and infrastructure | 5.90 | 84.28 | Able |
| 4 | Carry out the administration of school and community relations | 5.89 | 84.14 | Able |
| 5 | Carry out paperwork and filing administration | 5.59 | 79.86 | Able |
| 6 | Carry out student administration | 5.77 | 82.43 | Able |
| 7 | Carry out curriculum administration | 5.47 | 78.14 | Able |
| 8 | Implementing information and communication technology | 5.86 | 83.71 | Able |
| | Average | 5.78 | 82.75 | Able |

The results of the research described in the table above show that the competence that is best controlled by the school administrative staff is to carry out personnel administration with an average score of 6.04 and the percentage of achieving an ideal score of 86.28%, with the capable category. The number two score is high on the item carrying out the administration of facilities and infrastructure, namely 5.90 or 84.28% with the capable category. While the lowest score was on the item implementing curriculum administration with an average score of 5.47, and achievement of 78.14%, with the capable category. Average number two low is in the item carrying out correspondence administration and filing, namely 5.59, an achievement of 79.86%, with the category still capable. Overall, the technical competence of school administrative personnel obtained an average score of 5.78, the percentage of achievement was 82.75 in the capable category.

Based on the results of interviews conducted by researchers with several heads of the administrative staff at each Vocational High School in West Sumatra, the chosen statement is in line with the results put forward where the competence of school administration staff in curriculum administration is not that good. This is because administrative staff insights about the importance of their role in curriculum administration are still lacking. After all, curriculum matters are the duty of subject teachers. Likewise, the technical ability of school administrative personnel in correspondence and filing administration, according to the head of the school administration staff, still needs attention. Administrative work for correspondence and filing is indeed a routine task of school administrative personnel, but in reality, each employee is often mistaken in drafting letters, and archives are not well organized so that it is difficult to find them quickly if needed.

According to Yuliani & Kristiawan (2016), the leadership of the principal plays a role in fostering social competence (excellent service) for school administrative personnel. Therefore it needs support and assistance from the principal to improve the competence of school administrative personnel. Then, Achmadwati, Meirawan, & Rahyasih (2018) stated that the Government should pay more attention to the availability, feasibility, and comfort of work infrastructure and hold various training aimed at school administrative personnel in an effort to increase the capacity building of school administrative personnel to work. Sartini (2010) explains that the performance of school administrative personnel or administrative staff is greatly influenced by the leadership of the principal, both in terms of creating positive relationships, providing feedback and creating a harmonious school culture, and creating a conducive atmosphere of communication. Furthermore, Afriyenti (2013) also explains that every administrative staff needs to be empowered effectively and efficiently to improve the services provided. So that with the good competency of school administrative personnel, it can create a good service culture and facilitate technical implementation in assisting the implementation of the duties of school principals and school management teachers.

4 Conclusion

Based on the results of the research, it is known that the school administration staff has sufficient competence. It is quite capable of carrying out personnel administration, carrying out financial administration, administering facilities and infrastructure, carrying out the administration of school and community relations, carrying out correspondence and filing administration, carrying out student administration, implementing curriculum administration, and implementing information and communication technology.

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