

The Influence of School Administration for Educational Institutions at VHS 15 Merangin

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ABSTRACT

Schools are integrated educational institutions, where there are supporting components within an institution, this is school administration and this cannot be separated from competent personnel who can handle this matter, so to handle administration in a school institution, competent personnel are needed according to their expertise. This research aims to determine the influence of school administration services on Vocational High School (VHS) 15 Merangin students, to determine the influence of teacher administration services on VHS 15 Merangin students, and the influence of administration on the VHS 15 Merangin institution itself. In this research, researchers used quantitative research methods, with instrument testing taking place at VHS 15 Merangin. The sample used was 34 students. Data collection through questionnaires, documentation, and observation. The results of the research showed that there was a good influence of school administration services on students, namely 25 students (73.5%), and the remaining 9 students (26.5%) were influenced by other factors. There is a positive influence of teacher administrative services on students, namely 27 students (79.4%), and the remaining 7 students (20.6%) are influenced by other factors.

Keywords: Influence of Students, Teachers, School Administration Services, VHS, Merangin.



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INTRODUCTION

Education is a conscious effort that is necessary for oneself to create a learning atmosphere and learning process so that students can be active and able to develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, the nation's community and the state. Law No. 20/2003 states that there are 3 educational pathways, namely formal education, non-formal education, and informal education. In an educational institution, there are of course school principals, deputy principals, educators, guidance and counseling teachers, librarians, laboratory managers, and TU heads (Candra et al., 2003).

Educational science is studying the process of forming human personality through learning activities that are designed consciously and systematically in interactions between educators and students. According to Nowak et al (2005), personality is a dynamic condition that is integration between thought patterns, attitude patterns, and individual action patterns. Personality formation includes the process of transfer and transformation of knowledge, attitudes, and treatment regarding logical, ethical, and aesthetic aspects, each of which consists of cognitive, affective, and psychomotor elements.

Education is a conscious effort to prepare children's potential through guidance,

teaching, and/or training activities for their role in the future. in this case, it states that education is the transformation of knowledge, ideas, ideas, norms, laws, and values to other people using certain structures, both formal, informal, and non-formal.

In an educational institution, you should pay attention to how administrative services the institution can run well, so this cannot be separated from the administrative staff. Minister of Education and Culture Regulation No. 24/2004 concerning "School Administration Standards". Which includes the head of administrative staff, affairs administrators, and School/Madrasah special service officers.

School administrative staff are staff in education who are tasked with providing administrative services to expedite the educational process in schools. And administrative staff in schools must serve students, especially students so that students feel satisfied with being served about all their administration. Administrative staff are human resource staff in school agencies who are not directly involved in teaching and learning process activities but are very supportive of success. in administrative activities at school.

According to Bowen & Booms (Rolfe et al., 2007), service quality is a measure of the extent to which the services provided meet customer expectations. If the service received or perceived is as expected, then the quality of the service is perceived as poor. On the other hand, if the service received exceeds consumer expectations, then the quality of the service is perceived as ideal quality. Thus, whether the service quality is good or not depends on the service provider's ability to consistently meet consumer expectations.

As with the services provided by VHS 15 Merangin to students, they have provided good service, as well as the provision of teacher services to students. In this case, the researchers carried out research by observing and giving questionnaires to students and the researchers also conducted direct interviews with students. With this, the administrative staff has provided services related to everything that is needed by students, and also based on interviews with students, the provision of learning methods to students, including teaching styles, methods, media, and even teachers' approaches to students, has been implemented. done well and students feel served by studying at VHS 15 Merangin.

Administrative services are a process of a series of activities and actions that are provided and carried out to fulfill educational desires that do not result in ownership of anything and can provide satisfaction benefits to students in school institutions, where student satisfaction is the goal of the VHS 15 Merangin educational institution that wants to be achieved.

METHOD

The location of the research carried out by researchers was VHS 15 Merangin, Mampun Baru Village, West Pamenang Regency. Raise the buffer. Jambi with samples taken from class X students totaling 34 students. This research aims to determine satisfaction with regulatory services provided by the institution to students and teacher services to students at VHS 15 Merangin. This research is a Causal Explanatory relationship research in the form of a survey that aims to determine the pattern of causal relationships between the variables of the Influence of School Administration Services and Teacher Performance on Student Satisfaction at MTs Al Munawwarah Dumai.

RESULT

3.1 Administrative Concepts

The word administration comes from the Latin *ad* and *ministrare*, *ad* means intensive, and *ministrare* means to serve, help, and fulfill. So administration can be interpreted as serving intensively. Administration, if interpreted broadly, can be interpreted as cooperation. The term administration relates to cooperative activities carried out by humans or groups of people to achieve the desired goals. Collaboration is a series of activities carried out by a group of people together, in an orderly and directed manner based on the division of tasks by mutual agreement (Silalahi, 2010). Some expert opinions regarding administration in the sense of cooperation are as follows: 1) Simon (2013) defines administration as cooperative group activities to achieve common goals; 2) Waldo (1952) defines administration as a cooperative effort, that has a high level of rationality; 3) Dimock (1937) say that administration is a science that studies what people want through government, and how they get it. Meanwhile; and 4) Siagian defines administration as the entire process of cooperation between two or more people based on certain rationality to achieve predetermined goals (Pasolong, 2014).

From several opinions regarding the meaning of administration above, administration consists of characteristic dimensions and elements inherent in administration (Pasolong, 2014). The dimensions of administrative characteristics consist of 1) Efficient, which means that administration aims to achieve results efficiently. Tjokroamidjojo said that efficiency is the best comparison between input and output or the comparison between expenditure and profit. In other words, a comparison between what has been produced and what should have been completed; 2) Effectiveness, which means that previously planned goals can be achieved. Gibson & Nelson (2014) said that effectiveness is the achievement of goals from joint efforts; 3) Rational, which means that the goals that have been achieved are useful for useful purposes, which are carried out consciously and deliberately. Simon (2013) said that it is objectively rational if the goals to be achieved are for the benefit of the organization.

Therefore, the goal to be achieved through administrative activities at VHS 15 Merangin is to apply work abilities and skills so that the goal is achieved effectively and efficiently through rational action. Goals can be realized effectively and efficiently through rational action if there is realistic planning that is truly precise, logical, and workable. For more clarity, see Fig. 1 below.

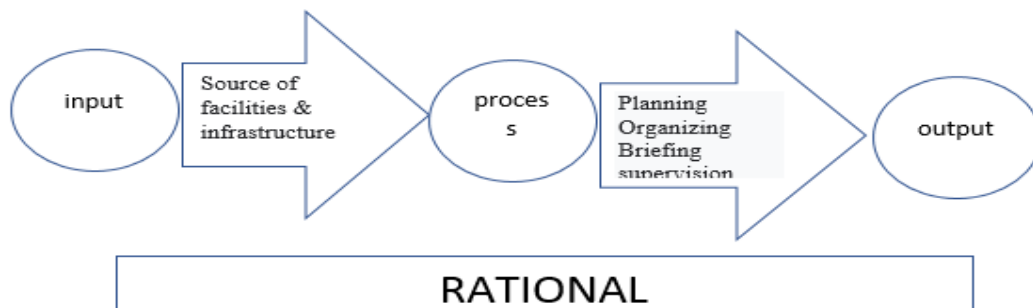


Figure 1. Realistic planning that is truly precise, logical, and workable

Information :

1. If the output is greater than the input, it means it is efficient.
2. If the organization's goals are achieved, it means it is effective.
3. If the goals achieved are for the benefit of the organization, it means they are rational.

From the chart above, it can be interpreted that in the school administration of VHS 15, input comes from sources of facilities and infrastructure to achieve effective and efficient educational goals, while administration as a process of activity is planning, organizing, directing, or leading and supervising or controlling to produce results by the objectives education.

3.2 Definition of School Education Administration

According to Sutisna (1989) in educational administration in an institution, there are three areas of attention and interest, namely: 1) educational administration arrangements (geography, demography, economics, ideology, culture, and development); 2) education (administration area); and 3) substance of educational administration (tasks, processes, principles, and administrative behavior), this further strengthens that educational management/administration has a field that covers a wide area that is interrelated so that understanding it requires broad knowledge and anticipation of various changes that occur. occurs in society in addition to deepening theoretical developments in terms of management/administration.

Educational administration in an institution can be interpreted as the entire process of cooperation by utilizing all available and appropriate personnel and material resources to achieve educational goals that have been set effectively and efficiently (Satori, 1980). As for educational administration, it can be said that administration is 1) all joint efforts to utilize all resources effectively and efficiently; and 2) activities in the form of a framework for policies issued by managers; and administration (Parida et al., 2021).

Administration when viewed from a terminology perspective is quite broad and very diverse according to the point of view of each administrative expert himself. for example, the definition put forward by Sondang P. Siagian explains that administration is the entire process of cooperation between two or more people which is based on certain rationality to achieve predetermined goals. The things contained in this definition are: 1) Administration as an art is a process that can only be known at the beginning, but in the end, it does not exist, administration as an art is a social phenomenon; 2) Administration has certain elements, namely the existence of two or more people, the existence of duties or tasks that must be carried out, the existence of tools and equipment to carry out these tasks; and 3) Administration as a cooperative process is not something new, because it has emerged together with the emergence of human civilization. Furthermore, Liang Gie (Putawa, 2022) stated that what is meant by administration is the entire series of structuring activities regarding main jobs and other activity resources that are intended to achieve any goal in the joint efforts of a group of people.

3.3 Objectives of School Educational Administration

The aim of the administration at VHS 15 Merangi is to improve operational implementation in achieving educational goals efficiently and effectively, with the hope

that the school situation at VHS 15 Merangin in providing education and teaching can run well and satisfy the students. Educational administration is used to support the success of organizing education so that educational goals can be achieved by the objectives. Educational administration exists to maximize services so that the goals and activities of all institutions served are compatible. According to Daryanto, educational administration has a goal, namely administration as a joint effort to improve the quality of education and support the maximum achievement of educational goals.

3.4 Benefits of School Education Administration

The benefits of educational administration at VHS 15 Merangin, are as follows: 1) Planning, where these activities are carried out by collecting data, both student data and institutional data, processing it, and then creating a job or project to be carried out; 2) Arranging, activities to organize and build work communication between teaching staff to achieve goals; 3) Providing guidance, by providing input to get improvements so that they can carry out their duties well. Coordination, so that there is cooperation between teaching staff so that all activities can be aligned in the same direction. e. Reporting, by providing all information about what is done as a form that the activity has been carried out by the administration. f. Budgeting, by managing and planning activities related to finance and beyond.

3.5 Scope of School Education Administration

According to H. Hadari Nawawi, in general, the scope of administration also applies to educational administration. This scope includes the following areas of activity for midwives: a. Administrative management. This field of activity is also called management of administrative functions, namely activities aimed at directing everyone in the organization/collaboration group to do the right things according to the goals to be achieved. b. Operative management. This field of activity is also called management of operative function, namely activities aimed at directing and fostering so that in carrying out the work that is the burden of their respective duties, each person carries it out appropriately and correctly.

3.6 Factors that need to be considered in school education administration

In the educational administration of VHS 15 Merangi, the factors that need to be considered are management, leadership, and cooperation. In administrative management in schools, education will manage both related data and related existing funding in the institution, while in leadership of course how a leader must know activities related to administration in his/her company so that a good school climate and cooperation in related activities can be created. Being in a school or educational institution certainly cannot be separated from cooperation and giving each other input or other suggestions so that the activities carried out can be in line with the goals to be achieved.

Other factors that need to be considered in educational administration are 1) school obligations which schools are fully required to carry out and be able to manage resources transparently, democratically, without a monopoly, and be responsible to society; 2) Government Policies and Priorities mean that for government priorities (programs aimed at improving literacy and numeracy, efficiency, quality, and equitable distribution of education) implemented by schools and all school activities aimed at providing services to

students so that they can study well, the government must develop a common set of guidelines on the implementation of MBS. This guidance is primarily aimed at ensuring that educational outcomes (student outcomes) are well measured, government policies are implemented effectively, schools are managed within a framework approved by the government, and budgets are spent by objectives; 3) The role of parents and the community Through the school board, parents and the community can participate in a variety of decision-making processes; 4) Professionalism and Managerialism To fulfill the requirements for implementing SBM, school principals, teachers and administrative staff must have the professionalism and managerial characteristics. Requires in-depth knowledge of students and educational principles; and 5) Professional Development For schools to benefit from the benefits offered by SBM, they must establish a professional development center to serve as a provider of SBM's educational staff training services.

3.7 Factors that influence student service satisfaction

The factors that influence customer satisfaction, according to Hanan and Karp, were quoted by Diana Rahmawati, namely factors related to the product, namely product quality, product form, and product reliability by customer desires, as well as factors related to service. By this theory, customers in the context of this research are students who can be influenced by the quality of service provided because the quality of service is as good as expected, so students feel satisfied. (Rahmawati & Ridwan, 2017)

3.8 Administrative Services in Schools Definition of service

Moenir said that service is a process of fulfilling needs through the activities of other people directly (Nur & Massang, 2010). Service can also be interpreted as any activity or activity that can be provided by one party to another party that is intangible and does it result in the ownership of something and its production may or may not be related to a physical product. So services are activities offered by individuals or organizations to consumers, which are intangible and cannot be owned. Like the services provided to students at VHS 15 Merangin, including data entry/data processing, administrative services at the beginning of the school year, administration during the school year, and administrative services at the end of the school year.

3.9 Influence of School Administrative Services Satisfaction

Satisfaction is an individual's level of emotion after comparing perceived performance or results with expectations. Therefore, satisfaction is a function of the difference between perceived performance and expectations. If performance falls short of expectations, customers will be disappointed. Customers are satisfied when performance meets expectations. Conversely, if performance exceeds expectations, customers will be very satisfied.

This can be seen from students at VHS 15 Merangin, namely student administration satisfaction with teachers and student satisfaction with the institution, as follows:

- Students towards teachers. From research conducted by researchers through questionnaires, observations, and interviews, it can be concluded that out of 34 students of class X PTR and students of class, the remaining 7 students (20.6%) were influenced by other factors. It can be said that the service provided by teachers to students is very satisfying to students and can be received with a good response. This indicates that

79.4% of the institutional services provided to participants show satisfactory results for students. This means that the teacher's performance in providing learning activities can be accepted by students. This also indicates that students accept and understand the learning methods provided by the teacher (Fig 2).

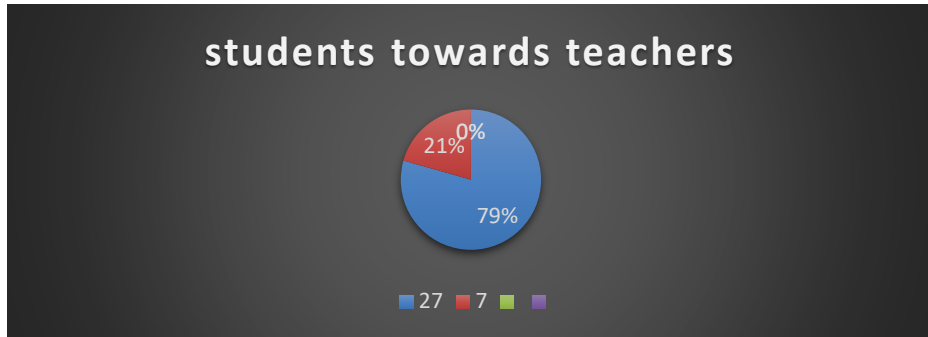


Figure 1. Student towards teachers

- Students towards the institution. From research conducted by researchers, of the 34 class X PTR students and class X TBSM students, 25 students (73.5%) and the remaining 9 students (26.5%) were influenced by other factors. This has shown that the institutional administration services provided by participants showed 73.5% with satisfactory results for students (Fig 3).

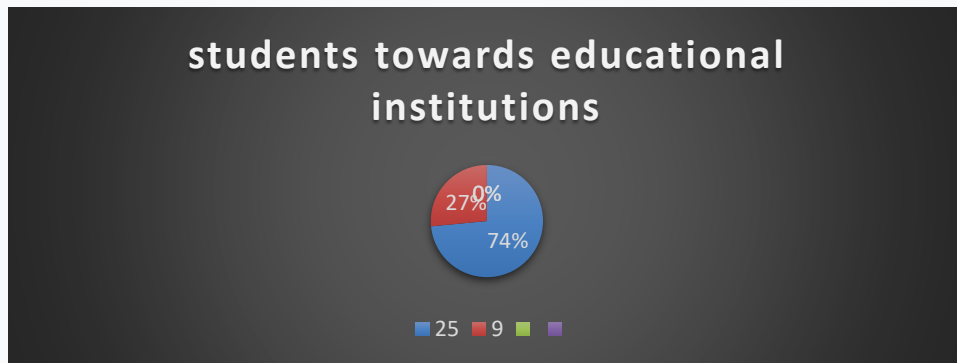


Figure 3. Student towards educational institutions

CONCLUSIONS

Educational administration services in an institution influence students. Likewise, teachers administrative services for students. Because serving administration in an organization certainly requires several factors that must be taken into account by administrative staff and also by leadership and cooperation, so that it can run in the same direction as achieving goals. In providing customer service to students, school educational institutions should further improve the quality of their services so that students feel served and satisfied with the educational services available at the institution.

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