Behind the Scenes of Learning: How Administration Drives Education

Sarifudin[1]*, Sekar Utami[2], Amrullah Nasrudin[3]

[1,2]Islamic Educational Management Department, Sekolah Tinggi Agama Islam Al-Hidayah, Bogor, Indonesia
[3]Aqidah and Da'wah Department, Islamic University of Madinah, Saudi Arabia
Email: sarifudin@staiabogor.ac.id[1], Sekar13utami05@gmail.com[2], amrullahnasrudin24@gmail.com[3]

Abstract:

This study aims to analyze the leadership strategies employed by the Head of Administration in enhancing the quality of administrative services in schools. The method used is a descriptive, qualitative approach through interviews, observation, and documentation, with triangulation techniques employed to ensure data validity. The results show that the strategies implemented include the preparation of competency-based job descriptions, selective staff training, the provision of performance-based incentives, and regular evaluation of administrative performance. Supporting factors include staff professionalism, the availability of infrastructure, and operational funding support. However, service quality is still hampered by low staff discipline, error-prone manual recording, and suboptimal digitalization of the administrative system. Solutions implemented include strengthening communication, providing internal training, implementing a fingerprint attendance system, and planning the development of an internal payment application. The implications of this study suggest that transformational leadership at the administrative level can serve as a model for school administrative management, one that is adaptable to technological developments, encourages staff professionalism, and fosters transparent and accountable educational governance in the digital era.

Keywords: *Service Quality, Staff Professionalism, Transformational Leadership*

Abstrak:

Penelitian ini bertujuan menganalisis strategi kepemimpinan Kepala Tata Usaha dalam meningkatkan kualitas layanan administrasi di sekolah. Metode yang digunakan adalah deskriptif kualitatif melalui wawancara, observasi, dan dokumentasi dengan teknik triangulasi untuk menjamin validitas data. Hasil penelitian menunjukkan bahwa strategi yang diterapkan meliputi penyusunan uraian tugas berbasis kompetensi, pelatihan staf secara selektif, pemberian insentif berbasis kinerja, serta evaluasi berkala terhadap kinerja administrasi. Faktor pendukung mencakup profesionalisme staf, ketersediaan sarana prasarana, dan dukungan dana operasional. Namun, kualitas layanan masih terkendala oleh rendahnya disiplin staf, pencatatan manual yang rawan kesalahan, serta digitalisasi sistem administrasi yang belum optimal. Solusi yang diterapkan mencakup penguatan komunikasi, pelatihan internal, penggunaan sistem absensi sidik jari, dan perencanaan pengembangan aplikasi pembayaran internal. Implikasi penelitian menunjukkan bahwa kepemimpinan transformasional di level tata usaha dapat menjadi model pengelolaan administrasi sekolah yang adaptif terhadap perkembangan teknologi, mendorong profesionalisme staf, serta memperkuat tata kelola pendidikan yang transparan dan akuntabel di era digital.

Kata Kunci: *Kualitas Layanan, Profesionalisme Staf, Transformational Leadership*

INTRODUCTION

School administrative services are a crucial component of educational management, as they support the smooth teaching and learning process and facilitate institutional governance. Without effective administration, educational activities risk being disrupted (Chatzipanagiotou & Katsarou, 2023; Harmey & Moss, 2023; Hendriksen, 2023). In the era of Society 5.0, schools are required to adopt innovative, transparent, and technology-based administrative systems to meet the needs of students, teachers, and stakeholders promptly and effectively (Agarwal et al., 2025; Osorio et al., 2024; Tavares et al., 2022). Previous research has confirmed that transformational leadership plays a significant role in enhancing service efficiency and quality. Faig (2024) highlights its contribution in encouraging administrative innovation, while Lestari et al. (2024) prove its positive influence on the quality of academic and administrative services. Thus, transformational leadership is a key factor in aligning administration with educational goals, while ensuring services are more adaptive to the demands of changing times.

School administration services are a crucial element in educational management, as they support the smooth operation of the teaching and learning process and institutional governance. Without effective administration, educational activities risk being disrupted (Chatzipanagiotou & Katsarou, 2023; Harmey & Moss, 2023; Hendriksen, 2023). In the era of Society 5.0, schools are required to adopt innovative, transparent, and technology-based administrative systems to meet the needs of students, teachers, and stakeholders promptly and effectively (Agarwal et al., 2025; Osorio et al., 2024; Tavares et al., 2022). This study demonstrates that the strategy of the Head of Administration (KTU) at SMKN 1 Ciomas embodies the application of transformational leadership through the preparation of job descriptions, staff training, incentives, and periodic evaluations. The strategy increases the effectiveness of services in the areas of curriculum, finance, staffing, and public relations (David et al., 2023; Muhammad & Nugraheni, 2022; Ugwu et al., 2025). Although there are obstacles in the form of employee discipline, manual recording, and limited infrastructure, solutions are implemented through effective communication, the utilization of technology, and the strengthening of human resource capacity (Nii Akai Nettey et al., 2024; Timotheou et al., 2023; Zhao et al., 2024). Thus, transformational leadership is a key factor in aligning administration with educational goals and ensuring adaptive services to the demands of the Society 5.0 era.

Several studies confirm the strategic role of principals and heads of administration in driving administrative reform through visionary and collaborative leadership. Previous studies have demonstrated that the transformational leadership of school principals can stimulate digital transformation and organizational learning, which in turn impacts the efficiency and responsiveness of administrative services (Asif et al., 2024; Sharma & Lenka, 2024; Yang et al., 2025). However, the majority of the research still focuses on school principals and has not explored the specific strategies of the head of

administration (Chatzipanagiotou & Katsarou, 2023; Overman & Schillemans, 2022; Tamadoni et al., 2024). In fact, the head of administration is the backbone of school operations, being directly responsible for the quality of administrative services, which has implications for student satisfaction, teacher performance, and the effectiveness of institutional governance (Alam, 2022; Luthuli et al., 2024; Peurach et al., 2025). Therefore, this study occupies a unique position by exploring the strategies employed by the head of administration in new schools within the context of administrative services. This area is still rarely studied.

Although transformational leadership in education has been widely studied, a significant gap remains in the exploration of the head of administration's strategy for improving the quality of school services. Previous research has primarily focused on the roles of school principals and teachers in educational transformation. In contrast, administrative heads who play a crucial role in managing service and operational infrastructure have rarely received academic attention. This condition results in a limited systematic understanding of effective strategies to address administrative constraints, such as limited human resources, low digital literacy, and irregular documentation. Therefore, this study aims to fill this gap by examining the strategic practices of the head of administration, particularly in new schools that are establishing their administrative systems from scratch, to enhance the quality of educational services sustainably.

The uniqueness of this study lies in the focus on the leadership strategy of the head of administration in the context of newly established public schools, such as SMKN 1 Ciomas. In these conditions, the head of administration is required not only to perform technical functions but also to design and adjust the administrative system to meet the standards of public service. The novelty of this research lies in an in-depth exploration of the planning, implementation, and evaluation strategies of administrative services, including the challenges faced and the solutions implemented. The study also offers a contextual perspective on the application of transformational leadership in schools with limited resources. Thus, this research makes a significant empirical contribution to the development of administrative leadership models in new educational institutions and schools that are restructuring their administrative service systems.

This study aims to analyze the leadership strategy of the head of administration in improving the quality of school administration services at SMKN 1 Ciomas. The focus is directed to the strategic planning, implementation, and evaluation carried out by the head of administration in answering various administrative challenges. This research also examines the supporting and inhibiting factors for implementing the strategy and explores innovative solutions that can enhance the performance of administrative services. By employing a qualitative descriptive approach, this study aims to provide a comprehensive understanding of the relationship between administrative leadership strategies and the improvement of educational service quality. The results of this research are expected to serve as both an academic and practical reference for educational institutions that are building or reforming their administrative systems to be more responsive, professional, and adaptable to the demands of change.

RESEARCH METHOD

This study employs a qualitative descriptive design to explore the planning strategy of the Head of Administration in enhancing the quality of administrative services at SMKN 1 Ciomas. This newly established public school is developing an administrative governance system. This design was chosen because it can depict in depth the context, dynamics, and real practices that occur in the field (Saab et al., 2021; Shorey & Ng, 2022; Younas et al., 2023). The type of research employed is a case study, as this research focuses on a single specific case: the administrative strategy implemented in a single educational institution. Case studies enable a holistic and in-depth exploration of processes, policies, and their impacts. The approach of this research is qualitative and naturalistic, with an orientation toward the meaning and perception of the participants, and does not involve variable manipulation (Cleland et al., 2021; Neumann et al., 2024; Prosek & Gibson, 2021). The theoretical foundation refers to transformational leadership theory (Bass & Avolio), which is relevant in analyzing systemic change through value-based leadership strategies, vision, and staff empowerment (Bakker et al., 2023; Coleman & Donoher, 2022; Hermans, 2021). This approach supports an in-depth and contextual understanding of the administrative context.

The data collection technique involved in-depth interviews, participatory observations, and documentation, with the principle of triangulation employed to enhance the credibility of the findings. The researcher acts as both the primary instrument and a direct data collector, with sensitivity to the social and cultural dynamics within the school environment. The informants comprise the Head of Administration, the Principal, six administrative staff members, and students, who are selected based on their direct involvement in administrative services. The research was conducted at SMKN 1 Ciomas, Bogor Regency, with a duration of three months (June–August 2022). Data credibility is maintained through member checking, triangulation of sources and techniques, and trail audits (Cleland et al., 2021; Singh et al., 2021; Younas et al., 2023). The format of the informant table used is the Field Context Format, to display the relationship between informants, engagement, and administrative settings:

Table 1. Research Informant

Name of the Informant	Interview Code	Research Setting	Duration of Engagement
Head of Administration	WP. MP-KTU-SMKN1C	Administrative Room	Since the school's founding
Principal	WP. M-KS-SMKN1C	Principal's Office	3 years
Administrative Staff 1	WP. DAP-PGTU-SMKN1C	Finance Committee	2 years
Student	WP. RM-S-SMKN1C	Student Services	Last 1 year

Data analysis was conducted using the Miles and Huberman interactive model, which comprises three main stages: data reduction, data presentation, and conclusion/verification. This technique was chosen because of its ability to capture the complexity of qualitative data through a systematic and continuous analysis

process. Data reduction was carried out by selecting relevant excerpts from interviews and field notes (Al Fath et al., 2024; Cabello et al., 2021; Tsoukas et al., 2022). The data is then presented in the form of a matrix, tables, and a thematic narrative to uncover strategic patterns. The final step involves drawing conclusions, which are carried out iteratively through cross-verification and triangulation (Lim, 2025; Sridharan, 2021; Wang & Liu, 2025). Credibility is maintained through an open and transparent code process, accompanied by a clear recording of analytical decisions. With this approach, the interpretation of the results becomes deeper, more reflective, and in line with the specific context of SMKN 1 Ciomas, a new school that is developing strategy-based administrative governance.

RESULT AND DISCUSSION
Result
Strategic Planning of the Head of Administration

The strategic planning of school administrative services reflects the systematic efforts of the Head of Administration in designing the division of labor, conducting position analysis, and strengthening staff capacity. At SMKN 1 Ciomas, planning serves as the foundation for a well-organized and effective work system. Based on an analysis of student and institutional needs, the Head of Administration develops a competency-based strategy by adjusting tasks to the staff's expertise. Concrete steps include preparing job descriptions, providing internal training, and offering incentives to motivate employees. Structured planning not only increases accountability but also speeds up administrative services. These findings suggest that new schools require robust administrative planning to support institutional growth.

The Head of Administration at SMKN 1 Ciomas stated that the first step in improving administrative services is to prepare job descriptions according to the competence of the staff: "The first thing to do is to create a job description according to the skills of each member of the administrative staff." (WP. MP-KTU-SMKN 1 Ciomas. 15.06.22). In line with this, the Principal explained: "The strategy is to divide the work into different areas, such as treasurers, archives, regular BOPD treasurers, DAPODIK, labor operators, finance committees, curriculum, and BOPD operators." (WP. M-KS-SMKN 1 Ciomas-11.08.22).

The above statement shows that the Head of Administration applies a managerial approach based on position analysis and division of labor. This strategy enables administrative staff to work within a structured system, rather than sporadically. The implementation of job descriptions encourages task specialization and increases accountability, thus increasing the effectiveness of services. Adjustment of competencies to the field of work also facilitates the monitoring and evaluation process. In the context of new schools, this planning is particularly relevant to establishing a professional work culture from the outset. Thus, the strategy plays a crucial role in delivering fast, responsive, and accurate administrative services.

The results of the field findings show that SMKN 1 Ciomas already has an organized work structure. Each administrative staff member has specific tasks, including archive management, committee finances, curriculum development,

and Dapodik administration. Work facilities, including personal computers and administrative rooms, also support the implementation of tasks. However, challenges persist, particularly in terms of staff inequality and training limitations. The training program currently covers only a subset of the staff, specifically those deemed relevant to the training topic. Regarding this, the Head of Administration stated: "These training programs have not been implemented optimally, but we continue to plan regarding training to improve the performance of administrative staff, and we will continue to strive for their implementation." (WP. MP-KTU-SMKN 1 Ciomas. 15.06.22).

However, the clear division of tasks shows that planning has been carried out. This reinforces the quality of service and reflects strategic planning based on actual needs. Departing from this, the form of planning strategies found is presented in Table 2.

Table 2. Types of Strategic Planning and Their Impact on School Administrative Services

Types of Planning	Form of Implementation	Impact on Administrative Services
Competency-based job description preparation	Distribution of written assignments based on staff expertise: archives, finance, curriculum, Dapodik, correspondence, and committees	Ensure clarity of tasks, improve specialisation, staff accountability, and service effectiveness.
Staff development training	Organize training in specific administrative fields for relevant staff, but do not distribute evenly to all employees.	Improving the technical competence of staff, although the scope is still limited, and driving work efficiency in specific areas
Providing incentives and appreciation for work	Incentives, such as monetary rewards or recreational activities, are provided after significant events, including PPDB, PTS, PAT, and PKL.	Enhance work motivation, staff loyalty, and foster a conducive and productive work environment.

Table 2. It outlines three primary strategies in school administration planning that complement one another. First, preparing competency-based job descriptions is a fundamental step to ensure that each staff member has a clear role aligned with their expertise. This fosters specialization and increases accountability in administrative services. Second, staff development training is geared towards strengthening technical capacity in specific areas, although its application is still limited to certain staff members. This strategy demonstrates a commitment to improving competence, although it needs to be distributed more evenly to achieve optimal benefits. Third, the provision of incentives and appreciation, both financial and recreational, is an effective means of maintaining motivation, loyalty, and building a conducive work atmosphere. When viewed as a whole, these three strategies form an administrative management pattern that emphasizes clarity of structure, capacity building, and appreciation for staff performance, thereby contributing directly to the improvement of school administrative services.

This study shows that the planning strategy of the head of administration has a significant impact on improving the quality of administrative services. Planning based on job description analysis and job description results in an

organized and accountable work structure. Although the implementation of training is not optimal, this strategy is still able to encourage efficiency and increase staff motivation. With clear division of duties and incentive support, administrative staff can work more professionally. This emphasizes that careful planning is essential for developing an administrative system that is adaptable and responsive to educational needs.

Implementation and Evaluation of School Administrative Services

The implementation and evaluation of administrative services are key aspects in ensuring the quality of education governance. Implementation refers to the implementation of daily administrative tasks that include services for students, teachers, and school stakeholders. At SMKN 1 Ciomas, implementation is carried out through the division of functional work according to the job description that has been determined. Evaluations are conducted to assess the effectiveness of work, gather feedback from service users, and inform the design of improvements. This process is carried out periodically through internal monitoring and complaint management. This theme emphasizes that the planned strategy must be consistently implemented in the field and periodically reviewed to ensure the quality of administrative services is maintained and sustainable.

Administrative services are carried out by six staff members who are each tasked with a specific field: "There are six administrative staff, including one in the archives, one in the treasury, one in the curriculum, one in correspondence, one in the finance committee, and one more." (WP. MP-KTU-SMKN 1 Ciomas. 15.06.22)

However, from the student's side, complaints arose regarding the service response: "I am still not satisfied with the administrative services because the staff is sometimes slow to respond to requests, such as when processing payment transactions." (WP. --StuRat (talk) 20:06, 20 January 2010 (UTC)

The implementation of administrative services at SMKN 1 Ciomas runs through a structured division of labor system. However, the gap between technical performance and user satisfaction points to the need for improved responsiveness and service quality. Although the tasks have been clearly divided, the speed and accuracy of the staff's response have not fully met the expectations of students and teachers. Therefore, evaluation is an important element in maintaining service quality. Evaluations are conducted twice a year, supplemented by monthly monitoring by the Head of Administration, which takes into account student and teacher complaints as the primary input. These findings confirm that implementing services without continuous evaluation risks stagnation. The combination of consistent implementation and evaluation serves as a quality control mechanism to improve the professionalism and satisfaction of administrative services. The form of implementation and evaluation, along with its impact on school administration, is illustrated in Figure 1.
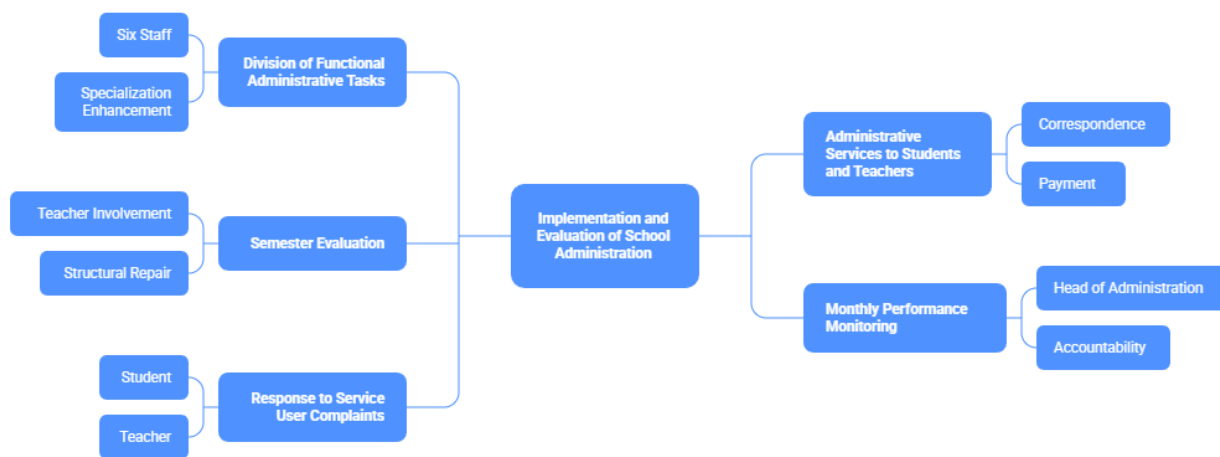
Figure 1. Implementation and Evaluation of School Administration

Figure 1 illustrates the implementation and evaluation of school administration through various mechanisms. The functional division of administrative tasks, involving six staff members and increased specialization, strengthens work effectiveness. Semester evaluations involve teachers and focus on improving the structure, so that the administrative process remains relevant to academic needs. Additionally, the mechanism for responding to student and teacher complaints highlights the importance of needs-based services. In the aspect of administrative services, the main attention is directed to correspondence and payments that are in direct contact with students and teachers. Monthly monitoring is conducted by the Head of Administration, adhering to the principle of accountability, to facilitate periodic performance evaluations. Thus, this picture confirms that school administration is not only a technical activity but also a system that requires role sharing, continuous evaluation, and accountable supervision to improve the quality of educational services.

The implementation and evaluation of administrative services at SMKN 1 Ciomas took place in parallel. The division of functional tasks is already in place, but the quality of service is not yet fully responsive to user needs. Performance evaluation twice a year and monthly monitoring are crucial tools for enhancing service quality. However, staff limitations, uneven training, and technical obstacles, such as manual recording, remain significant challenges. The integration of evaluation based on user feedback with continuous improvement in the implementation of daily tasks will strengthen administrative services, serving as the primary support for the effective and efficient quality of education.

Supporting and Inhibiting Factors of School Administration Service Quality

The quality of administrative services is not only determined by planning and implementation strategies, but is also influenced by supporting and inhibiting factors in the school environment. Supporting factors include staff professionalism, availability of infrastructure, and operational budget support. In contrast, inhibiting factors include discipline, manual work systems, and technological limitations. At SMKN 1 Ciomas, the combination of these two factors determines the success of administrative services. A deep understanding of these dynamics is crucial for developing sustainable solutions and creating adaptive

systems. This theme systematically examines how internal and external factors affect the quality of administrative services, as well as the basis for policy formulation and strengthening of management systems based on real needs. The Head of TU said: "Every administrative staff member has a computer and high-speed internet access to make the job easier." (WP. MP-KTU-SMKN 1 Ciomas. 15.06.22).

However, the Principal revealed: "The main obstacle to the progress of the project is the lack of timeliness shown by the administrative staff." (WP. M-KS-SMKN 1 Ciomas-11.08.22). In addition, the finance staff stated: "The input process is still manual. When multiple payments come in, there are often data mismatches because only one person handles them." (WP. DAP-PGTU-SMKN 1 Ciomas-16.06.22).

The alignment between facilities, human resource competencies, and work systems greatly influences the success of administrative services. Adequate work tools and BOS financial support are the main strengths. However, effectiveness has decreased due to weak staff discipline and an unautomated work system. Manual payment recording, for example, can cause data mismatches and slow down services. Another obstacle arises from the lack of training in information systems and effective time management. These findings confirm that technology and facilities do not automatically produce quality services without a disciplined work culture and an efficient support system. Therefore, evaluating inhibiting factors must be a priority in continuous improvement.

Table 3. Supporting and Inhibiting Factors of School Administration Services

Category	Factor	Implication
Supporting Factors	Professionalism and competence of staff	Improve work accuracy and trust of service users
	Complete infrastructure (computers, printers, internet)	Speed up the completion of administrative tasks
	BOS fund support for operations	Ensure continuity of service and completeness of facilities
Inhibiting Factors	Low administrative staff time discipline	Lowering the quality of service, causing a delay in response
	Manual and labor-limited recording systems	Causing data mismatches, slowing down financial transactions
	There is no digitalization system for transactions and reporting	Limiting work efficiency and the accuracy of administrative data

Table 3. Displaying supporting and inhibiting factors that affect the quality of school administrative services and their implications. Supporting factors include professionalism and staff competence, which increase work accuracy and user trust. The availability of infrastructure such as computers, printers, and the internet also speeds up task completion. The support of BOS funds ensures the continuity of operations as well as the fulfillment of facilities that support the effectiveness of services.

On the other hand, the inhibiting factor is still quite dominant. A lack of time discipline among staff reduces the quality of service. It triggers delays in response—manual recording systems, with a limited workforce, risk causing data mismatches and slowing down financial transactions. The absence of a digitized

system for transactions and reporting further limits efficiency and reduces data accuracy. Overall, these findings confirm that optimizing administrative services requires strengthening competencies, improving discipline, and implementing digitalization to ensure services are faster, more precise, and more accountable.

Supporting and inhibiting factors have a direct effect on the quality of administrative services at SMKN 1 Ciomas. The availability of work tools and operational budget support provides a strong foundation for implementing administrative tasks. However, the success of the service still depends on the discipline of the staff and the effectiveness of the work system. Reliance on manual recording and low punctuality are still significant obstacles. Future solutions should focus on implementing digitalization, fostering a culture of work discipline, and providing training tailored to both technical and managerial needs. Optimizing supporting factors and emphasizing inhibiting factors will encourage more professional, efficient, and responsive administrative services to the needs of education stakeholders.

Discussion

This study revealed that the strategy employed by the Head of Administration (KTU) to improve the quality of administrative services at SMKN 1 Ciomas includes preparing job descriptions, providing staff training, offering incentives, and conducting periodic performance evaluations. These findings are relevant to the focus of research examining administrative leadership in the context of new schools that are adapting to the national education management system. This relevance is also related to the challenge of administrative reform in the digital age, where the effectiveness of services depends not only on the sophistication of the system, but also on responsive and transformative strategic leadership. Based on these findings, the discussion will relate the research results to transformational leadership theory and compare them with previous studies to strengthen the scientific argument.

The strategy of the Head of Administration (KTU) in compiling job descriptions and conducting administrative staff training demonstrates conformity with Bass and Avolio's transformational leadership theory. This theory emphasizes the importance of developing human resource capacity through inspiration, empowerment, and clear direction (Bakker et al., 2023; Coleman & Donoher, 2022; Hermans, 2021). In practice, KTU not only serves as a technical administrator who regulates routine activities but also acts as an agent of change, capable of developing a directed work structure and enhancing staff competence. This approach is relevant in the context of new schools such as SMKN 1 Ciomas, which require a strong and responsive administrative system. Thus, the KTU strategy serves as the initial foundation that supports the development of a professional and measurable work culture.

The findings of this study align with several previous studies that emphasize the role of transformational leadership in enhancing service quality. Osorio et al. (2024) demonstrate that transformational leadership significantly contributes to enhancing the quality of academic services by leveraging digital systems and efficient resource management. Harmey & Moss (2023) emphasized

that leadership that prioritizes transformation encourages system efficiency, strengthens collaboration, and increases staff trust in work processes. The same finding was also revealed by Tavares et al. (2022), which highlights digital leadership strategies as a factor in accelerating administrative processes and improving data accuracy. In this context, the practice of KTU at SMKN 1 Ciomas shows compatibility with the trend of educational leadership in the era of digital transformation.

However, there are obstacles to the limitations of training that have not been addressed in all administrative staff. This situation differs from the findings of David et al. (2023), which emphasized the importance of equitable distribution of training in enhancing the effectiveness of services in vocational schools. This inconsistency can be explained by local factors, particularly budget constraints in new schools, which necessitate that training be carried out selectively and limited to specific areas. This condition poses a new challenge, namely the unequal distribution of competencies among administrative staff. Nevertheless, the strategy that has been running still provides benefits in maintaining work accountability. This emphasizes the need to strengthen human resource capacity through long-term planning, ensuring that administrative services are more professional, efficient, and adaptable to school needs.

This research provides practical guidance for the Head of Administration (KTU) and school principals in developing a structured, adaptable, and informed administrative strategy, informed by continuous evaluation. These findings can serve as a reference for formulating policies to enhance TU performance, particularly in new schools that are still adapting to the national service system. Strategies that include job description planning, staff training, incentivization, and performance evaluation can be used as models to be applied in a broader context. In addition to practical contributions, this research also enriches the literature on transformational leadership in the field of educational administration. The emphasis on the role of KTU as a strategic actor expands the scope of leadership theory from the realm of principals to the administrative level, thus opening up new perspectives on institutional change management.

The leadership strategy of the Head of Administration (KTU) at SMKN 1 Ciomas in improving the quality of administrative services reflects the application of transformational leadership theory that is adaptive to the needs of new institutions. Structured planning, focused training, incentivization, and continuous evaluation prove to be key factors in the success of school administrative services. Although there are still obstacles, including limited training and digital infrastructure, the implemented strategy shows a positive direction of improvement and an increase in work professionalism. These findings confirm that strategic administrative leadership can be a driving force in building an effective service system. To strengthen these results, further research is suggested to examine technology integration more thoroughly and examine the role of collaboration between KTU, school principals, and stakeholders in creating a responsive and efficient education administration system.

CONCLUSION

This study confirms that the strategy of the Head of Administration (KTU) at SMKN 1 Ciomas in improving the quality of administrative services reflects the implementation of structured transformational leadership through job description planning, staff training, incentives, and periodic performance evaluations. This strategy has been proven to strengthen service effectiveness in various areas, including curriculum management, finance, staffing, and public relations. However, the study identified several challenges, including low employee discipline, inefficient manual record-keeping, and limited infrastructure and training. To overcome these obstacles, schools implement gradual solutions through improved communication, the effective utilization of technology, and the strengthening of human resource capacity. These findings underscore the importance of responsive and adaptive administrative leadership, presenting opportunities for further research on digital integration in enhancing the quality of educational administration services.

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