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OPTIMIZING THE FUNCTIONS OF EDUCATIONAL ADMINISTRATION IN IMPROVING THE EFFECTIVENESS OF THE SCHOOL LEARNING PROCESS

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Abstract

This study aims to analyze the role and strategies for optimizing educational administration functions in improving the effectiveness of the learning process in schools. The research method used is descriptive qualitative, with data collection techniques through interviews, observations, and documentation of school principals, administrative staff, teachers, and students. The results show that educational administration plays a crucial role in supporting order, discipline, and learning efficiency. The main obstacles identified include minimal use of technology, limited administrative staff, and a lack of understanding of the strategic role of administration. Suggested optimization strategies include digitizing the administrative system, training administrative staff and teachers, and strengthening coordination between school stakeholders. This study concludes that optimal educational administration functions not only as administrative record-keeping but also as a strategic instrument in improving the quality of learning in schools.

Keywords: *educational administration, learning effectiveness, optimization, school*

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1. Introduction

Educational administration is one of the important pillars in supporting the teaching and learning process in schools, because through good and structured management, all components of education can run effectively and efficiently (Sapitri et al., 2024). Well-organized administration allows the planning, implementation, and evaluation of academic and non-academic activities to run according to objectives, starting from curriculum development, schedule management, infrastructure arrangement, to documentation of learning outcomes. Furthermore, educational administration also functions as a communication bridge between the principal, teachers, administrative staff, students, and parents, thus creating harmonious coordination in supporting the achievement of educational goals. In other words, the success of the teaching and learning process is not only determined by the quality of teachers and students, but also depends greatly on the optimization of administrative functions that are able to create an orderly, directed, and conducive learning climate (Fitriana et al., 2024).

Good administration includes various important aspects in supporting the smooth running of the educational process, starting from managing student attendance which ensures regular learning, preparing a structured lesson schedule so that learning activities run effectively, to recording and managing academic archives as a form of documentation of student development (Zamharun, 2025). In addition, administration also includes administrative services for teachers, such as arranging teaching assignments, recording evaluations, and other academic administrative needs, which play a role in supporting educator performance. Equally important, managing adequate learning facilities including classrooms, laboratories, and learning media is part of the administration that must be

7 managed optimally to create a conducive, efficient learning environment that meets the needs of both students and teachers.

4 Many schools still face various administrative problems that directly impact the effectiveness of learning, such as delays in processing student and teacher data, the lack of a well-organized documentation system, and slow bureaucracy in decision-making and administrative services (Hanim et al., 2020). These problems often hinder the smooth running of the teaching and learning process, for example in the distribution of class schedules, recording attendance, and managing academic archives, which should support the availability of fast and accurate information. Administrative irregularities can also reduce the quality of service to students and teachers, create coordination gaps between school units, and reduce the efficiency of overall educational management. Therefore, optimizing administrative functions is a strategic step to increase learning effectiveness and create a more professional, transparent, and accountable education system.

Optimizing administration in the digital era is becoming increasingly important because efficient school management directly impacts the quality of educational services provided to students and teachers. The use of digital technology enables administrative processes, such as data processing, archiving, attendance management, and academic report preparation, to be carried out more quickly, accurately, and transparently. Digital-based administration systems also facilitate communication between schools, parents, and other stakeholders, enabling more effective coordination. Thus, digitalization of administration not only improves the work efficiency of school staff but also contributes to creating an organized, modern, and quality-oriented learning environment (Olivia et al., 2024).

25 Schools with good administrative governance tend to improve discipline, order, and consistency in the teaching and learning process, as each educational activity can proceed according to a structured and clearly documented plan. Well-organized administration supports schedule management, attendance recording, academic evaluation, and systematic monitoring of student progress, allowing teachers and students to focus more on core learning activities. Furthermore, administrative order also creates an orderly and professional school climate, where every element of education consistently understands its role and responsibilities. Thus, effective administrative governance not only functions as a support system but also serves as an important foundation for realizing a culture of discipline and sustainable learning quality (Yanti et al., 2024).

14 The research gap in this study lies in the limited number of studies directly linking educational administration to the effectiveness of the teaching and learning process. Previous research has primarily discussed educational administration from the perspective of educational management theory without emphasizing its implementation on the quality of classroom learning. Some studies only highlight the role of teachers and principals in administration, but fail to explore the comprehensive involvement of administrative staff as an integral part of the education system. Furthermore, previous research tends to focus on procedural evaluations, such as document management or administrative compliance, without detailing how optimizing administrative functions can serve as a strategic instrument in improving the quality of student learning in schools.

7 The purpose of this study is to describe the function of educational administration in schools, identify various obstacles in its implementation that impact the effectiveness of the learning process, and analyze strategies for optimizing administrative functions to support more effective learning. Furthermore, this study also aims to provide recommendations for implementing educational administration that is more efficient, measurable, and adaptive to the needs of schools in the modern era, thereby supporting the continuous improvement of the quality of educational services.

The novelty of this research lies in its emphasis on the direct link between educational administration and the effectiveness of student learning, not just the managerial aspects discussed in many previous studies. This study also presents a multi-stakeholder perspective by involving principals, administrative staff, teachers, and students, thus providing a more comprehensive picture of the role of educational administration from various perspectives. Furthermore, this research provides a tangible contribution in the form of an applicable

educational administration optimization model that can be directly implemented to improve learning effectiveness. Thus, this research fills a gap in the literature by positioning educational administration as a strategic factor that plays a crucial role in improving overall school quality.

2. Method

This research method uses a descriptive qualitative approach with the aim of exploring in depth the role and function of educational administration in supporting the effectiveness of the teaching and learning process in schools (Fatimah & Ilyas, 2024). The research was conducted in schools (e.g., certain junior high/senior high schools) with research subjects including the principal, administrative staff, teachers, and students as additional informants. Data sources consisted of primary data in the form of interviews, direct observation, and documentation of administrative activities, as well as secondary data in the form of school archives, activity reports, administrative books, and school policies related to educational management. Data collection techniques were carried out through observation of the educational administration process, in-depth interviews with various informants, and documentation of related documents such as schedules, attendance, meeting minutes, academic evaluation reports, and administrative SOPs.

The researcher acted as the main instrument (human instrument) with the help of interview guides, observation sheets, and field notes. Data analysis used the Miles & Huberman model through data reduction, presentation of data in the form of narratives, tables, or charts, and drawing conclusions to identify patterns, themes, and meanings related to administrative functions and learning effectiveness. Data validity was maintained through source triangulation, technical triangulation, and member checking to confirm the interpretation results with informants. The research steps include determining the research focus, determining key informants, collecting field data, simultaneous analysis from the start of data collection, to drawing conclusions regarding the optimization of educational administration in increasing the effectiveness of the learning process.

3. Results and Discussion

The results of the study indicate that the functions of educational administration in schools include schedule planning, attendance management, archive storage, and coordination between teachers and staff, which have been proven to support the smooth learning process, especially in maintaining discipline and regularity in teaching and learning activities. However, this study also found several obstacles, including the lack of use of technology in manual administration management, the workload of administrative staff that is not balanced with the number of available personnel, and the lack of teacher understanding of the importance of administration as a learning support. To overcome these problems, the optimization strategies offered include digitizing school administration through the use of attendance applications and academic information systems, training and capacity building of administrative staff and teachers related to educational management, and improving coordination between the principal, administrative staff, and teachers in planning learning activities. This administrative optimization has a positive impact, namely the learning process becomes more structured because the schedule and attendance are well managed, time efficiency increases so that teachers can focus more on learning, and students feel comfortable learning because orderly administration creates a conducive classroom atmosphere.

The Strategic Role of Educational Administration

Educational administration can be viewed as the primary foundation of school management because it serves as a framework that ensures all educational activities are conducted in an orderly, directed, and measurable manner. Without well-organized administration, schools will struggle to plan, implement activities, and evaluate the achievement of educational goals. Administration plays a role in integrating various school elements, from curriculum planning and human resource management to facilities and

23 infrastructure management, to academic information management. With strong administration, the principal has a clear foundation for making strategic decisions, teachers can focus more on the learning process, administrative staff have a reference point for carrying out technical tasks, and students can experience an orderly and conducive learning environment. Thus, educational administration is not merely a matter of recording or filing, but rather a foundation for school management that plays a crucial role in creating effectiveness, efficiency, and continuously improving the quality of education (Triarsuci et al., 2024).

The relationship between administrative governance and the orderliness of the learning process is very close because well-organized administration is a prerequisite for creating a disciplined, efficient, and structured learning climate. Administrative governance, which includes preparing lesson schedules, managing student absences, distributing teacher assignments, and recording academic archives, serves as an operational guide that ensures all teaching and learning activities run according to plan. When administration is well managed, teachers can arrive on time and focus on learning, students have a clear schedule that allows them to prepare themselves well, and the school can systematically monitor the orderliness of the learning process. Conversely, weak administration will lead to irregularities, such as conflicting schedules, unmonitored absences, or an unbalanced distribution of the teaching load, which ultimately disrupts the effectiveness of learning. Therefore, administrative governance functions as a control instrument that ensures the orderliness of the learning process, creates a conducive atmosphere in the classroom, and supports the optimal achievement of educational goals.

Condition of Educational Administration in Schools

The implementation of educational administration in schools essentially encompasses various activities that support the teaching and learning process. Class schedules are systematically arranged to avoid conflicts between subjects or classroom use. Student absences are routinely managed to monitor attendance and discipline, while grade documentation and academic archives are stored for reference in assessments and reporting. Furthermore, supporting facilities such as master books, academic management software, and an administration room are crucial elements in ensuring that every activity is properly recorded and easily accessible when needed. All of these aspects, when executed in an orderly manner, create order that supports a smooth learning process (Kamila et al., 2024).

27 However, in practice, many schools still rely on manual administration systems. Paper-based management systems, such as manual attendance, physical archiving, or traditional schedule recording, often present various challenges. Documents are easily lost or damaged, data retrieval takes time, and recording errors are more common. These weaknesses directly impact learning effectiveness, such as delays in reporting learning outcomes, inaccurate data for evaluation, and reduced time for teachers and staff that could otherwise be focused on learning. This situation highlights the need for innovation and digitalization in educational administration (Chairiyah et al., 2023).

2 In the context of administrative management, the roles of the principal, teachers, and administrative staff complement each other. The principal serves as a policymaker and director to ensure the administrative system aligns with the school's vision and mission. Teachers, on the other hand, are users and inputters of administrative data related to learning, such as assessments, student attendance, and academic reports. Meanwhile, administrative staff act as technical managers, ensuring all data is properly recorded, documented, and distributed. Collaboration between these three parties is key to successful, effective administrative management, as without synergy, administration will be fragmented and will not support the optimization of the learning process as a whole (Dike, 2025).

Obstacles in Optimizing Administration

Obstacles to optimizing educational administration remain a real challenge in many schools. One major obstacle is the minimal use of digital technology in administrative

processes, resulting in many activities such as attendance, archiving, and reporting still being performed manually, which is time-consuming and error-prone (Sermal & Yunus, 2025). Furthermore, the administrative workload is often disproportionate to the number of available staff, causing delays and irregularities in data management and academic services. Lack of coordination between school parties, including principals, teachers, and administrative staff, further exacerbates the situation, hindering the flow of information and often leading to miscommunication. Furthermore, some teachers' lack of understanding of the importance of administration as a learning support system limits their involvement in supporting the school's administrative system. The accumulation of these obstacles impacts the effectiveness of the learning process, as suboptimal administration directly impacts the regularity, efficiency, and quality of educational services received by students (Muiz et al., 2024).

Educational Administration Optimization Strategy

Efforts to optimize educational administration can be implemented through several integrated strategies. First, implementing a digital school administration system, such as the SIAKAD application or e-attendance, will simplify academic data management, speed up the reporting process, and reduce the risk of recording errors (Sudi et al., 2023). Second, improving the competency of administrative staff and teachers through training is an important step to ensure that all parties involved have the skills to operate technology and understand modern administrative governance (Mania et al., 2025). Third, strengthening coordination and communication among school stakeholders principals, teachers, administrative staff, and students is necessary to ensure that all administrative policies can be implemented synergistically without overlapping tasks. Finally, a periodic administrative evaluation system is necessary to assess the effectiveness of the current system, identify obstacles, and formulate continuous improvements. By implementing these steps, school administration will not only become more efficient and accountable but will also support the overall effectiveness of the learning process.

The Impact of Administrative Optimization on Learning Effectiveness

The implementation of optimal educational administration has a significant positive impact on the quality of the learning process in schools. One of the main benefits is increased order and discipline for both students and teachers, as lesson schedules, attendance, and academic activity management are well-coordinated, providing each party with a clear framework for carrying out their duties (Dianis Sviri, 2023). In addition, time efficiency in teaching and learning activities is also increasingly felt, where teachers can focus more on delivering material without being burdened by complicated administrative issues, while students can follow the learning process according to the predetermined time allocation. Orderly administration also ensures the availability of more accurate, complete, and quickly accessible academic data and information, which is very useful in the evaluation process and decision-making. Ultimately, the combination of order, efficiency, and the availability of well-managed data will create a conducive and higher-quality learning environment, so that educational goals can be optimally achieved.

The implications of this research emphasize that educational administration is not merely a technical administrative activity, but rather a strategic instrument that plays a crucial role in improving school quality. Optimizing administration can be used as an indicator of school management quality, as the regularity, efficiency, and accuracy of the resulting data directly impact the effectiveness of the teaching and learning process. Furthermore, the results of this study can serve as a reference for schools in implementing administrative management reforms, particularly in addressing the demands of educational modernization and the need for a more transparent, accountable, and adaptive system to technological developments.

4. Conclusions and Suggestions

Penelitian ini menyimpulkan bahwa fungsi administrasi pendidikan memiliki peran strategis dalam meningkatkan efektivitas proses pembelajaran di sekolah. Administrasi tidak

hanya berfungsi sebagai pencatatan, tetapi juga sebagai instrumen penting untuk menciptakan keteraturan, kedisiplinan, dan efisiensi pembelajaran. Kendala utama yang dihadapi adalah minimnya pemanfaatan teknologi, keterbatasan tenaga administrasi, serta rendahnya pemahaman terhadap peran strategis administrasi. Oleh karena itu, optimalisasi fungsi administrasi dapat dilakukan melalui digitalisasi sistem, peningkatan kompetensi tenaga administrasi dan guru, serta penguatan koordinasi antar pemangku kepentingan sekolah.

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