Performance of educational personnel in school data management in Madrasah Tsanawiyah

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Abstract:
This study aims to find out and obtain in-depth information about the performance of education personnel in managing school data at MTs Negeri 2 Bandar Lampung by looking at: (1) the competence of madrasa administration staff; (2) motivation of madrasah administrative staff and (3) feedback as the service quality of madrasah administrative staff. This research is a qualitative descriptive study. The place that became the object of research was MTs Negeri 2 Bandar Lampung. The subject of this research is the head of madrasa administration staff. The informants in this study were the madrasah administrative staff themselves, the madrasa principal, teachers, students, and the community. Methods of data collection using interviews, observation, and documentation. Test the validity of the data using triangulation of sources and methods. The data analysis technique used is done interactively which includes: data reduction, data presentation, and concluding. The results of the study show that the competencies possessed by each madrasa administrative staff are by their respective fields which include personality competence, social competence, managerial competence, and technical competence. The motivation given by the head of the madrasa and the head of administrative staff to each administrative staff is still not optimal, especially the lack of monitoring and evaluation so that it affects the performance of administrative staff in carrying out their duties. Feedback as the quality of service provided by administrative staff to customers, namely students, all madrasa employees, and the community is quite satisfactory so that many parents entrust MTs Negeri 2 Bandar Lampung as the school of choice, both domiciled near or far from the madrasa.

Keywords: Data Management; Education Staff; Performance

Introduction
Educational institutions are very important and depend on the performance of human resources who are members, including the resources of teachers, in this case, educators and education staff.
Teachers and education personnel are important parameters in the process of controlling educational institutions in schools because of their very central position (Situmorang, 2019). More specifically, teachers are professionals who can make their students able to plan, analyze, and conclude the problems they face (Nuere & de Miguel, 2021). While education staff are members of the community who try to devote themselves and are appointed to support the implementation of education in the Republic of Indonesia Law No. 20 of 2003, CHAPTER I Article 1 (Nurasmi, 2019).

Junior High Schools, especially MTs Negeri 2 Bandar Lampung, are institutions engaged in educational services. To produce a quality graduate product of course and must require a good and quality process. In this effort, education staff as school administration support staff are required to have high performance. To support the smooth learning process in schools, a part that supports these activities is needed, namely school administration. In essence, administrative activities are all correspondence management activities starting from collecting (receiving), recording, processing, duplicating, sending, and storing all information needed by the organization (Tjeriawan & Afriansyah, 2019).

The administration is one element of administration. the school administration is a series of work organization management activities carried out by a person or group of people systematically and regularly to achieve an institutional goal (Nandra & Afriansyah, 2020). Thus, school administration is the spearhead of an institution's educational services, namely as a school administration body that directly handles internal and external school services (Elviera et al., 2019). The existence of school administration in the learning process is very necessary. As one of the components of the learning process, the duties and functions of administration cannot be carried out by educators, because administrative work is administrative which is subject to special rules and characteristics (Sari et al., 2018). Educational staff are employees who are appointed by the principal to help advance an institution (Hidayah, 2020).

The competencies that must be possessed by school administrative staff are with their main duties and functions as school administration staff which have been regulated in the Regulation of the Minister of National Education Permendiknas Number 24 of 2008 concerning Competence of School Administration Personnel (Valentina et al., 2018). Competent school administrative personnel are also related to the quality of service or excellent service so that they can support the existing learning process and ultimately realize the goals of the school. In this regard, the role of school/madrasah administrative staff is very important to support the smooth and successful administration of school/madrasah administration. It takes competence and skills that support the field of administration.

The existence of school/madrasah administration at the primary and secondary education levels in the learning process is very necessary for the creation of quality schools. Along with the turn of time, educational institutions are always faced with various problems. The era of globalization makes the competition in the education service business increasingly increasing. The relay of problems faced by institutions can certainly be passed well if they are consistent in improving the quality and quantity of graduates produced (Zeibote et al., 2019). In an educational institution implementing a
Total Quality Management (TQM) system or so-called integrated quality management which is an approach in running a business that tries to maximize the competitiveness of the organization through continuous improvement of products, services, people, labour, processes, and the environment (Permana et al., 2021).

Total Quality Management (TQM) is a management system that elevates quality as a customer satisfaction-oriented business strategy by involving all members of the organization in educational institutions (Hasan et al., 2018). The most crucial and fundamental thing that spearheads the survival or development of educational institutions is customer satisfaction. So service to customers is a must for the survival of educational institutions. For that, all needed human resources can be relied on. Human resources are one of the most important factors that cannot even be separated from an organization, either an institution or a company. In essence, HR is in the form of humans who are employed in an organization as movers, thinkers, and planners to achieve the goals of the organization itself.

Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties by the responsibilities given to him. In this case, employees can learn how much they are performing through means of information such as good or bad comments from colleagues. The focus of performance appraisal is to find out how productive an employee is. In performance, a person is required to have the knowledge, skills, and attitudes of a profession. Therefore, competence is the potential and ability possessed by a person as a basic characteristic and has the drive that is in humans as a driving force in achieving goals in increasing the competence that exists within him which is called motivation.

Based on the results of observations with the Head of Madrasah Administrative Staff at MTs Negeri 2 Bandar Lampung, namely Mr Agus Tamam Hamdan, it was stated that the number of madrasa administrative staff there were 21 people, with each person having the responsibility as head of madrasa administration staff, SIMPATIKA operator administration, library administration, salary treasurer, treasurer of School Operational Assistance (BOS), committee treasurer, correspondence administration, personnel administration, EMIS operator administration and KKM administration (Madrasah Working Group). Library administration staff, UKS administration staff. There are 13 administrative staff at MTs Negeri 2 Bandar Lampung with the status of Civil Servants (PNS) totalling 13 people and 8 people with honorary status with a minimum education qualification of SMA/Equivalent. Supporting facilities owned by schools in carrying out school administration are computers, telephones, digital presentations, fans, administration books and internet services. Seeing the results of the pre-survey conducted above regarding madrasah administrative staff, the authors are increasingly interested in researching further related to the performance of madrasa education personnel. The problem of education personnel is seen from the technical education staff in this case the madrasa administration staff and presents it under the title "Performance of Educational Personnel in Management of School Data at MTs Negeri 2 Bandar Lampung". This research is important because it wants to get the results of the performance of education personnel in managing school data at MTs Negeri 2 Bandar Lampung.
Methods
This type of research is qualitative descriptive research. By using qualitative research methods, it is expected to obtain in-depth data and information so that the research objectives can be achieved, which in this study aims to determine how the performance of education personnel in managing school data at MTs Negeri 2 Bandar Lampung. This research was conducted at MTs Negeri 2 Bandar Lampung, with the stages of preparation, implementation, data analysis, and preparation. Data sources namely, primary data and secondary data.

The data collection method used in this study was carried out in three ways, namely observation, interviews, and documentation. The research instrument in this study is the "human instrument" or the researcher himself. Data analysis by organizing and sorting data into patterns, categories, and basic units of description so that themes can be found and working hypotheses can be formulated as suggested by the data. Activities in analyzing data are data reduction, data display and Conclusion.

Results and Discussion
Based on research that has been obtained by the author through interviews, observations and documentation obtained data about the performance of education personnel in managing school data at MTs Negeri 2 Bandar Lampung by looking at indicators of competence, motivation and feedback on services in administrative staff which will be explained in the following discussion. There are 21 administrative staff at MTs Negeri 2 Bandar Lampung, consisting of 8 PNS and 13 PTT. This is by the results of an interview with Mrs Dianah (personnel administration staff) on February 6, 2020, that the total number of administrative staff in the madrasa is 21 people after some have retired. Consists of 8 civil servants and 13 PTT. 8 madrasah administrative staff with civil servant status continue to assist madrasa administration which includes student administration, staffing, finance, public relations and schools. Madrasah administrative staff with civil servant status hold the role of administrative staff. 95 Almost the same interview result was also conveyed by the madrasah operator on February 6, 2020, that the number of madrasa administrative staff was 21 people, some were already civil servants and some were still PTT or honorarium so that everyone had their respective main tasks.

1. K Competency of Madrasah Administration Staff
According to the Law of the Republic of Indonesia Number 13 of 2003, it has been explained that work competence is the workability of each individual which includes aspects of knowledge, skills, and work attitudes by predetermined standards. Competence shows skills or knowledge characterized by professionalism in a particular field as something that is most important. In this case, the competence of school administration staff is related to how they perform in managing school data. But in its implementation, the school administration staff at MTs Negeri 2 Bandar Lampung only carries out student administration, personnel administration, financial administration, correspondence and filing administration, and public relations administration with madrasas. Meanwhile, the administration of infrastructure and curriculum administration has become part of the special development team, not the main task of the administrative staff.
Regulation of the Minister of National Education Number 24 of 2008, the standard of school administration, it can be seen that the competence of school/madrasah administrative staff includes personality competence, social competence, technical competence and managerial competence.

2. The motivation of Madrasah Administration Staff

Performance is the result of work that can be achieved by a person or group of people in an organization, so to achieve these results it is necessary to have high work motivation. Without motivation, all performance cannot be achieved optimally. Work motivation is a stimulus or stimulus for every madrasa administrative staff employee to work and achieve the goals that have been set, efforts to increase morale cannot be separated from motivation. Thus, motivation is an encouragement or driving force. To assess the work motivation of administrative staff at MTs Negeri 2 Bandar Lampung, the dimensions and indicators of work motivation according to Hamzah B. Uno are used, namely internal motivation and external motivation. Internal motivation, which includes responsibility in carrying out tasks, carrying out tasks with clear targets, having clear and challenging goals, having feedback on the results of their work, having a sense of pleasure at work, always trying to outperform others, prioritizing achievements from what they do. Meanwhile, external motivation includes always trying to meet the needs of life and work needs, likes to get praise for what he does, working with the desire to get incentives, works with the hope of getting attention from friends and superiors.

3. Feedback as Quality of Administration Service

In the MENPAN decision Number 63 of 2003, it is explained that education is one of the service groups. Services are usually provided directly to customers by all madrasa employees, especially madrasa administrative staff to provide the best service to customers such as students, parents, and the community (external customers), as well as the teachers themselves (internal customers). One of the performance indicators is customer satisfaction which can be measured by the services provided to customers. In this case, the invisible measures are important success factors such as attention, courtesy, hospitality, and assistance. The performance of quality of education can be measured by the level of customer satisfaction. Thus, service quality can be defined by how far the difference between reality and customer expectations for the services they receive, the dimensions of these educational services based on research can be explained based on quality measurements which are better known as SERVQUAL.

Competence is an ability to carry out a job or task based on skills or knowledge and supported by the work attitude required by the job. Its application in carrying out tasks and work in a place that refers to the work requirements set. Thus, the combination seen in terms of knowledge, skills and attitudes is reflected in the habits of thinking and acting. Based on the Regulation of the Minister of National Education Number 24 of 2008, the standard of school administration, it can be seen that the competencies of school/madrasah administrative staff include personality competence, social competence, technical competence and managerial competence (Heriyansyah, 2018). With the competence of the madrasa administrative staff, their performance can be seen and adjusted to the recruitment and existing needs. At MTs Negeri 2 Bandar Lampung there are 21 administrative staff
who in carrying out their duties are divided into several sections, namely, personnel administration staff, EMIS administration staff (student data), SIMPATIKA administration staff (teacher data), correspondence and filing administration staff, KKM administration staff (madrasa working group), financial administration staff, library administration staff, and medical administration staff (UKS). Thus, its performance in processing data is professional, not mixed up and does not overlap.

The competencies possessed by madrasah administration staff in processing data are by their educational background, however, some are not by their educational background but are competent in the field they are engaged in while carrying out the tasks they are given. Based on the description of the results of data collection through observations, interviews and documentation, it can be concluded that there are 3 administrative staff at MTs Negeri 2 Bandar Lampung who are not by their educational background in managing madrasa data, namely: financial administration staff, library administration staff, and administrative staff. UKS. The financial administration staff is managed by a science/physics teacher who is appointed by the head of the madrasa as treasurer who manages madrasa finances in preparing the RAPBM, RKM, and salary of honorary teachers.

In carrying out their duties, a treasurer must also take part in a series of training and tests administered directly by the central financial agency to obtain a certificate. If in taking the test, it is declared that you do not pass, the madrasa treasurer cannot disburse operational funds for madrasa activities. However, with all the competencies possessed including personality, social, technical, and managerial competencies a series of tests that he took also produced satisfactory results and made him eligible and official to be used as a madrasa treasurer with the certificate he already had. The library administration staff is managed by a madrasa teacher who is given additional tasks by the head of the madrasa as the head of the library in managing library data by its technical guidelines, including making data reports, submitting books needed by the library to the madrasa leadership (Hidayatulloh et al., 2019).

Although, he is not a librarian, with all the competencies he has, including personality, social, technical, and managerial competencies as well as the training he participated in so that he can bring his name as the second National Level Champion as a librarian, and for the madrasa library he manages with 1 employee who is a librarian. it is by its competence because according to its educational background the D3 library won third place in Bandar Lampung City School Library. After all, the library has a program that can be expelled, namely the cheerful library program. The UKS/M administration staff is managed by a religion teacher who is given additional tasks by the head madrasas as UKS supervisors to manage madrasa health in helping to treat students and all madrasa residents who are sick. With all the competencies possessed including personal, social, technical, and managerial competencies and assisted by 1 employee who is by his competence because it is by his educational background as a Medical S1 Nursing officer who already has an STR certificate/practice permit.

With the UKS/M collaboration, they won second place at the National Level and became a model for healthy schools for Madrasah at the Bandar Lampung City level. Not only treating the sick, but UKS/M also has excellent programs, namely the development of entrepreneurship and student
health, organic vegetables, compost, fish cultivation, Tahfidz Qur'an and calligraphy, distribution of blood-enhancing tablets, traditional music and dance, and healthy herbs. In addition, the flagship program that is carried out is also complete with administrative management, and the equipment owned by UKS/M is complete, meaning that there are complete nurses, coaches, and health counselling rooms. That is what makes UKS MTsN 2 Bandar Lampung a model for healthy schools. Furthermore, from the results of data collection through observations, interviews and documentation, it can be concluded that the motivation for administrative staff at MTs Negeri 2 Bandar Lampung has not been carried out optimally. Internal motivation, which includes responsibility in carrying out tasks, carrying out tasks with clear targets, having clear and challenging goals, having feedback on the results of their work, having a sense of pleasure at work, always trying to outperform others, prioritizing achievements from what they do.

Meanwhile, external motivation includes always trying to meet the needs of life and work needs, likes to get praise for what he does, working with the desire to get incentives, works with the hope of getting attention from friends and superiors. Based on the research findings, the head of the madrasa as the head of the institution is not fully in place to monitor and supervise the performance of his subordinates, especially the performance of the madrasa administration staff. Likewise, the head of the administrative staff who in its implementation is still running the existing operational procedure system has not carried out an update or innovation that can give morale to his subordinates, so that the administrative staff of the EMIS operator section who manages student data is also not motivated to create a system that makes his work easier. still, maintain a manual system in entering student data because of the age factor that influences creativity at work.

By Abraham Maslow's motivational theory, which expresses the need for self-actualization that provides opportunities to develop abilities, satisfaction, and the need to complete work well(Gopinath, 2020). This inner motivation is associated with the UKS/M and library administration staff who excel and can win the National level. Administrative staff who excel and win at the national level such as UKS/M and Libraries as well as EMIS operators who work more than office hours get appreciation only to the extent of support and thanks for the absence of rewards in the form of compensation. Education is service quality. Services are usually provided directly to customers by all madrasah employees, especially madrasa administrative staff to provide the best service to customers such as students, parents, and the community as external customers, as well as the teachers themselves as internal customers. One of the performance indicators is customer satisfaction which can be measured by the services provided to customers. Based on the description of the results of data collection through observations, interviews and documentation, it can be concluded that the feedback from customers of educational services to administrative staff at MTs Negeri 2 Bandar Lampung received a good and positive response. Based on the discussion of the research findings, it can be concluded that students are satisfied with the services of madrasa administrative staff which include physical evidence, reliability, responsiveness, assurance, and empathy. Likewise, the community and parents of students support all positive activities. Thus, this conclusion is by the theory put forward by Edward Sallis, that education is the quality of services needed to improve product quality and provide satisfaction to customers through the services provided (Asnawan, 2021). Customer satisfaction is an emotional response to the evaluation of the consumption experience of a product or service. In this case, it is associated with educational services
Conclusion and suggestion

Based on the performance of administrative staff, it can be seen from the 4 (four) competencies possessed by administrative staff, namely, personality competencies, social competencies, managerial competencies and technical competencies. The performance of administrative staff based on their motivation both internally and externally is still not optimal. Feedback is the quality of administrative services, which are given to customers, especially students and the public, starting from data services, mail services, documentation services, and information services. All services provided have been carried out according to demand and can be said to be able to provide the best/prime service to customers. However, the management of administrative staff services in serving the academic administration of students at MTs Negeri 2 Bandar Lampung has not fully implemented the 5S attitude (smile, greeting, greeting, polite, and courteous) to students. For further researchers, to follow up and develop it through other research.
References


