



# TEACHER PERCEPTION OF THE EFFECTIVENESS OF SCHOOL ADMINISTRATIVE STAFF SERVICES IN PUBLIC JUNIOR HIGH SCHOOLS IN TIGO NAGARI DISTRICT, PASAMAN REGENCY

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## ABSTRAK

**Objective:** This study aims to describe the effectiveness of School Administrative Staff services in Public Junior High Schools in Tigo Nagari District, Pasaman Regency. This study focused on four indicators, namely timeliness of service, ease of obtaining service, officer responsibility, and clarity of service communication. This study used a quantitative descriptive method. The study population was 103 teachers, with a sample of 52 teachers selected using the Proportional Stratified Random Sampling technique. Data were collected through questionnaires that had been tested for validity and reliability, then analyzed using descriptive statistics. The results showed that the effectiveness of School Administrative Staff services was in the high category with an average score of 4.54. Timeliness of service obtained an average score of 4.55, ease of obtaining service 4.50, officer responsibility 4.57, and clarity of service communication 4.53, all of which were in the high category. The results of this study indicate that School Administrative Staff services have been implemented effectively and are able to support the administrative needs of teachers in schools.

**Keywords:** Service Effectiveness, School Administrative Staff, Administrative Services.

## ABSTRAK

**Objektif:** Penelitian ini bertujuan untuk mendeskripsikan efektivitas pelayanan Tenaga Administrasi Sekolah di SMP Negeri Se-Kecamatan Tigo Nagari Kabupaten Pasaman. Penelitian ini difokuskan pada empat indikator, yaitu ketepatan waktu pelayanan, kemudahan mendapatkan pelayanan, tanggung jawab petugas, dan kejelasan komunikasi pelayanan. Penelitian ini menggunakan metode deskriptif kuantitatif. Populasi penelitian berjumlah 103 guru, dengan sampel sebanyak 52 guru yang dipilih menggunakan teknik Proportional Stratified Random Sampling. Data dikumpulkan melalui angket yang telah diuji validitas dan reliabilitasnya, kemudian dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa efektivitas pelayanan Tenaga Administrasi Sekolah berada pada kategori tinggi dengan skor rata-rata sebesar 4,54. Ketepatan waktu pelayanan memperoleh skor rata-rata 4,55, kemudahan mendapatkan pelayanan 4,50, tanggung jawab petugas 4,57, dan kejelasan komunikasi pelayanan 4,53, yang seluruhnya berada pada kategori tinggi. Hasil penelitian ini menunjukkan bahwa pelayanan Tenaga Administrasi Sekolah telah dilaksanakan secara efektif dan mampu mendukung kebutuhan administrasi guru di sekolah.

**Kata kunci:** Efektivitas pelayanan, Tenaga Administrasi Sekolah, Pelayanan Administrasi

## INTRODUCTION

Schools are educational institutions consisting of various components that are interconnected and work together to achieve educational goals. One of the important components in the implementation of education is the School Administrative Staff (TAS). The existence of School Administrative Staff plays an important role in supporting the smooth educational process through effective and efficient administrative services. School Administrative Staff are not only responsible for administrative management but also support the creation of good school governance. The success of education implementation is influenced by the quality of administrative management and the involvement of school resources in carrying out their duties (Wardani, 2021)..

School Administrative Staff are part of educational personnel whose duties are to provide administrative services to support educational activities in schools. Administrative services include document management, information provision, teacher needs services, and various other administrative activities. In carrying out their duties, School Administrative Staff are required to have professional competence, responsibility, and good communication skills so that the services provided are in accordance with the needs of school members (Yusuf et al., 2018).

The effectiveness of School Administrative Staff services is one of the factors that support the success of educational implementation. Effective services can be seen from the ability of officers to provide services on time, provide convenience for service users, be responsible for their duties, and deliver information clearly. Good services will provide satisfaction for service users and help create a more effective school environment (Wardani, 2021). In the school environment, teachers are one of the service users who frequently interact with School Administrative Staff. Therefore, the quality of administrative services provided will affect the smooth implementation of teachers' duties. Quality services are characterized by timeliness, ease of access, officer responsibility, and clear communication between officers and service users (Moenir, 2015).

The urgency of this study is based on the importance of administrative service quality in supporting teacher effectiveness. Based on the Regulation of the Minister of National Education Number 24 of 2008 concerning Standards for School/Madrasah Administrative Staff, School Administrative Staff have the responsibility to provide administrative services that support the educational process. However, based on the initial observations conducted at Public Junior High Schools in Tigo Nagari District, Pasaman Regency, several problems related to administrative services were found, as follows:

No	Administrasi Service Problems	Impact
1	Delays in the administrative service proces	Teachers experience obstactles in completing administrative tasks
2	Lack of communication clarity between teachers and school administrative staff	Misunderstanding of administrative information occurs
3	Differences in service treatment	Perceptions of service quality become less optimal

These problems indicate that the effectiveness of School Administrative Staff services needs to be studied further to determine the quality of services provided and their suitability with teachers' needs. Evaluation of services is needed as an effort to improve the quality of

school administration (Tjiptono, 2017).

Based on initial observations at Public Junior High School 1 Tigo Nagari, Public Junior High School 2 Tigo Nagari, and Public Junior High School 3 Tigo Nagari, Pasaman Regency, several obstacles were identified, including delays in administrative services, ineffective communication between teachers and administrative staff, and inconsistencies in service delivery. These issues may affect the smooth implementation of teachers' duties, highlighting the need to examine the effectiveness of School Administrative Staff services (Sugiyono, 2019).

Therefore, this study aims to describe the effectiveness of School Administrative Staff services in Public Junior High Schools in Tigo Nagari District, Pasaman Regency, based on timeliness, ease of obtaining services, officer responsibility, and clarity of service communication. The findings are expected to provide input for improving the quality of administrative services to support more effective and efficient educational implementation (Sugiyono, 2019).

## RESEARCH METHODS

This research uses a quantitative approach with a descriptive research type. Descriptive research is used to depict or describe a situation as it is without manipulating the variables being studied. According to (Arikunto, 2019) descriptive research aims to systematically investigate and describe certain circumstances, conditions, or phenomena based on facts found in the field. In this study, a descriptive approach was used to describe teachers' perceptions of the effectiveness of school administrative staff services at public junior high schools in Tigo Nagari District, Pasaman Regency.

### a. Types and sources of data

The type of data used in this study is quantitative data obtained from respondents' answers to the research questionnaire. The research data source was data obtained directly from 52 public junior high school teachers from Tigo Nagari District, Pasaman Regency, who served as research respondents.

### b. Population and Sample

The population of this study was all 103 public junior high school teachers in Tigo Nagari District, Pasaman Regency. The sample size was 52 teachers, selected using Proportional Stratified Random Sampling, so that each school received a sample size proportional to the number of teachers it had.

### c. Data Collection Techniques

Research data was collected using a questionnaire compiled based on indicators of the effectiveness of school administrative staff services, namely timeliness of service, ease of service, staff responsibility, and clarity of service communication. The questionnaire used a Likert scale with five alternative answers and was distributed to 52 teachers who served as the research sample.

### d. Data Analysis Techniques

Data were analyzed using descriptive statistics by calculating the average (mean) value for each research indicator. The results were then interpreted based on assessment categories to describe the effectiveness of school administrative staff services at public junior high schools in Tigo Nagari District, Pasaman Regency.

### e. Research Procedure

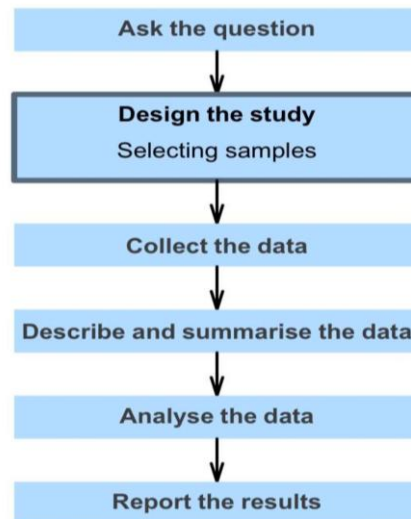


Figure 1. Research Procedure of School Administrative Staff Service Effectiveness

Explanation:

The research procedure begins with identifying problems related to School Administrative Staff services. After that, the researcher conducts initial observations and literature reviews to strengthen the research foundation. The next stage is determining the population and sample, followed by preparing research instruments in the form of questionnaires. The instruments are tested for validity and reliability before being used for data collection. After the data are collected, the researcher analyzes the data using descriptive statistical analysis and then draws conclusions based on the research results.

## RESULTS AND DISCUSSION

### Results

The results of this study on the effectiveness of school administrative staff services in public junior high schools in Tigo Nagari District, Pasaman Regency, were obtained through a questionnaire distributed to 52 teachers as respondents. Data analysis showed that the effectiveness of school administrative staff services was in the high category with an average score of 4.54.

Table 1. Effectiveness of School Administrative Staff Services

No	Indicator	Mean	Category
1.	Timeliness of Service	4,55	High
2.	Ease of Service	4,50	High
3.	Staff Responsibility	4,57	High
4.	Clarity of Service Communication	4,53	High
Total		18,15	High
Average		4,54	

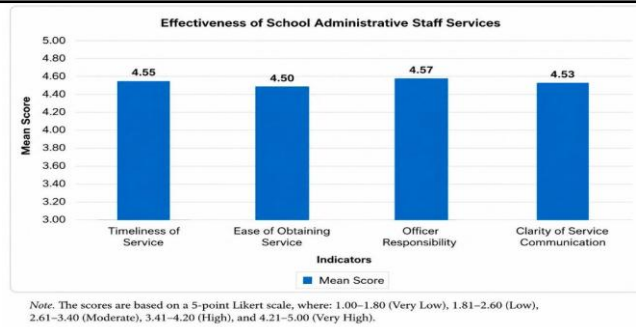


Figure 2. Effectiveness of School Administrative Staff Services

## Discussion

### a. Timeliness of Service

The timeliness of service indicator achieved a mean score of 4.55 (high), indicating that School Administrative Staff provide prompt and timely services. Although occasional delays still occur due to workload and limited resources, overall service is effective. This finding supports Ardiansyah & Sulistiyowati (2018), who state that effective service is characterized by speed and accuracy.

### b. Ease of Obtaining Services

The ease of obtaining services indicator obtained a mean score of 4.50, categorized as high. This shows that teachers can access administrative services easily through clear procedures and good interaction with staff. The highest score was for ease of following service procedures, while the lowest was for administrative requirements, indicating that some procedures are still considered complex. This supports Warsim (2025), who emphasizes that service accessibility is an important indicator of service quality and user satisfaction.

### c. Officer Responsibilities

The officer responsibility indicator achieved the highest mean score of 4.57, categorized as high. This reflects that administrative staff perform their duties responsibly and professionally. However, the aspect of administrative errors received the lowest score within this indicator, suggesting that minor errors still occur. This finding supports Hasibuan (2019), who states that responsibility involves completing work properly and being accountable for the results..

### d. Clarity of Service Communication

The clarity of service communication indicator obtained a mean score of 4.53 (high), indicating that administrative staff provide clear and understandable information to teachers. The highest scores were for ease of understanding information, while staff friendliness received the lowest score, although it remained in the high category. This finding supports Putri (2021), who emphasizes that clear communication improves service effectiveness. Overall, the effectiveness of School Administrative Staff services was high, indicating that administrative staff effectively support teachers' administrative needs. However, improvements are still needed in service delays, administrative requirements, and staff friendliness.

## CONCLUSION

Based on the results of the study, it can be concluded that teachers' perceptions of the effectiveness of School Administrative Staff services in Public Junior High Schools in Tigo

Nagari District, Pasaman Regency, are in the high category, with an average score of 4.54. This indicates that school administrative staff have effectively supported teachers' administrative needs. The average scores for each indicator were 4.55 for timeliness of service, 4.50 for ease of obtaining services, 4.57 for officer responsibility, and 4.53 for clarity of service communication. Officer responsibility received the highest score, reflecting that administrative staff performed their duties well. Although the overall services met teachers' expectations, improvements are still needed in reducing service delays, simplifying administrative requirements, and enhancing staff friendliness to further improve service quality.

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