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The Effect of Technical Competence and Professional Development of School Administrative Staff on the Quality of Administrative Services through School Quality Culture: A Systematic Literature Review

Rahmi Malahayati
Universitas Negeri Padang, Indonesia
Hadiyanto
Universitas Negeri Padang, Indonesia
Sulastri
Universitas Negeri Padang, Indonesia

Corresponding Author: malahayati457@gmail.com

Abstract

This study aims to analyze the influence of technical competence and professional development of administrative staff on the quality of administrative services, with school quality culture as a mediating variable. The study employs a Systematic Literature Review (SLR) approach by examining various relevant scientific articles from indexed national journals. Data were collected through literature searches in academic databases using keywords aligned with the research variables. Data analysis was conducted through stages of identification, selection, evaluation, and synthesis to identify patterns of relationships among variables. The results of the study indicate that the technical competence of administrative staff plays a significant role in improving the quality of administrative services, particularly in terms of speed, accuracy, and service efficiency. Professional development has been proven to contribute to enhancing technical competence, work motivation, and professionalism of administrative staff. In addition, school quality culture acts as a mediating variable that strengthens the relationship between technical competence and professional development on the quality of administrative services. A strong quality culture creates a conducive working environment, promotes service consistency, and enhances commitment to quality. Thus, the quality of school administrative services is the result of the interaction between technical competence, professional development, and school quality culture. These three factors need to be managed in an integrated manner to achieve optimal administrative services. This study

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is expected to serve as a reference for improving the quality of administrative services in the educational sector.

Keywords: ***technical competence, professional development, school quality culture, administrative service quality***

INTRODUCTION

Education is one of the fundamental pillars of national development, as it serves as a means of producing high-quality, competent, and globally competitive human resources. The success of educational implementation is determined not only by the teaching and learning process in the classroom but also by various supporting components, one of which is school administrative services. Effective administrative services facilitate both academic and non-academic activities while providing easy access to information and services required by all members of the school community.

In today's rapidly evolving educational landscape, the demand for high-quality services continues to increase. Stakeholders expect not only the availability of services but also services that are efficient, accurate, transparent, and easily accessible. This expectation is closely related to the advancement of information technology, which has transformed organizational operations, including those of educational institutions. Consequently, school administrative services are required to adapt to these changes in order to remain relevant and effectively meet the needs of service users.

The quality of administrative services is considered one of the key indicators in assessing the effectiveness of school management. High-quality services are evaluated not only based on outcomes but also on the processes through which the services are delivered. According to Tjiptono (2017), service quality refers to the level of excellence expected by customers and the ability to consistently maintain that level of excellence in meeting users' needs. In other words, service quality reflects the extent to which an organization is capable of delivering services that meet users' expectations. Within the school context, this implies that administrative services should provide satisfaction to students, teachers, and the wider community through services that are effective, efficient, and professional.

One of the most influential factors affecting the quality of school administrative services is the technical competence of school administrative staff. Technical competence refers to the essential abilities directly related to administrative tasks, including records management, data

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processing, report preparation, and the utilization of information technology. Administrative personnel with strong technical competence are able to complete their duties more accurately and efficiently, thereby improving the quality of administrative services. Furthermore, in the digital era, proficiency in utilizing information technology has become increasingly important because most administrative processes are now conducted through digital systems.

In addition to technical competence, professional development also plays a significant role in improving the quality of administrative services. Professional development is a continuous effort aimed at enhancing the knowledge, skills, and competencies of administrative staff. Through training programs, workshops, seminars, and continuing education, administrative personnel are able to update their knowledge and adapt to the continuous changes in administrative systems. Consequently, professional development not only enhances individual competence but also contributes to the overall improvement of service quality.

Moreover, school quality culture constitutes another crucial factor in enhancing the quality of administrative services. A quality culture reflects the values, norms, and organizational practices that emphasize continuous quality improvement. A strong quality culture encourages all members of the organization, including administrative staff, to perform their duties according to established standards while continuously striving to provide the best possible services. According to Sallis (2012), a quality culture in education emphasizes the active involvement of all organizational members in continuous quality improvement initiatives. This perspective suggests that service quality depends not only on individual competence but also on the organizational culture that supports quality-oriented performance.

However, in practice, various challenges in school administrative services continue to exist. Common issues include the limited technical competence of administrative staff, insufficient opportunities for continuous professional development, and the suboptimal utilization of information technology. Furthermore, not all schools have successfully established a strong quality culture, resulting in administrative services that are inconsistent and do not fully meet users' expectations. These conditions indicate that improving the quality of administrative services requires serious attention and a comprehensive approach.

Based on the foregoing discussion, it can be understood that the quality of school administrative services is influenced by several factors, including technical competence, professional development, and school quality culture. These three factors are interrelated and collectively contribute to determining the quality of services provided. Therefore, this study aims to examine the effects of the technical competence and professional development of school

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administrative staff on the quality of administrative services by considering school quality culture as a mediating variable. The findings of this study are expected to contribute to the development of educational administration scholarship and provide valuable insights for schools in improving the quality of administrative services more effectively.

RESEARCH METHOD

This study employed a Systematic Literature Review (SLR) approach to systematically examine previous studies related to the technical competence of school administrative staff, professional development, school quality culture, and the quality of administrative services. This approach was selected because it enables a structured and comprehensive synthesis of existing research findings, thereby providing a deeper understanding of the relationships among the variables under investigation. According to Snyder (2019), a literature review is an effective method for systematically integrating and evaluating findings from previous studies.

Data were collected through a comprehensive literature search using academic databases, including Google Scholar, Garuda, and nationally indexed journal portals. The search keywords included *"technical competence of school administrative staff," "professional development," "school quality culture,"* and *"quality of administrative services."* The inclusion criteria comprised articles that were relevant to the research topic, available in full text, published in journals indexed by SINTA with a minimum ranking of SINTA 3, and published within a specified time frame to ensure the relevance of the reviewed literature.

The data analysis was conducted through four stages: identification, selection, evaluation, and literature synthesis. During the identification stage, studies relevant to the research topic were collected. Subsequently, the articles were screened based on their relevance and research quality. The evaluation stage involved assessing the methodological rigor and research findings of the selected studies, while the synthesis stage integrated the findings to identify patterns of relationships among the variables. This procedure is consistent with the systematic review framework proposed by Kitchenham and Charters (2007).

The primary focus of this review was to examine the effects of technical competence and professional development on the quality of administrative services, with school quality culture serving as the mediating variable. The findings of this review are expected to provide a comprehensive understanding of the relationships among these variables and serve as a foundation for improving the quality of school administrative services.

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DISCUSSION

A. Technical Competence of School Administrative Staff

The technical competence of school administrative staff refers to the fundamental abilities required to perform administrative duties effectively, efficiently, and professionally. This competence encompasses a wide range of skills, including records management, personnel administration, data processing, information service delivery, and the utilization of technology in daily administrative tasks. In the current educational environment, technical competence is no longer limited to manual administrative work but has evolved toward digital system management, requiring administrative staff to possess adequate technological skills.

Based on previous studies, technical competence plays a crucial role in supporting the effectiveness of school administration. Administrative personnel with strong technical competence are able to perform their duties more efficiently, accurately, and systematically. This finding is consistent with Qaidah et al. (2025), who argued that school administrative staff play a strategic role in supporting school operations, particularly in managing digital-based administrative systems. Adequate technical competence enhances work efficiency while minimizing errors in data processing and administrative management.

Furthermore, Nabila et al. (2025) reported that the competence of school administrative staff in correspondence management and records administration falls within the "competent" category. This indicates that although administrative personnel generally possess adequate fundamental skills, continuous improvement is still necessary to optimize the quality of administrative services. These findings suggest that technical competence is dynamic in nature and should continuously develop in response to changing workplace demands.

In the era of digital transformation, technological proficiency has become an essential component of technical competence. Nurhaliza et al. (2025) demonstrated that competence in utilizing digital technologies significantly influences the effectiveness of administrative work. Administrative personnel who are proficient in operating administrative applications and school information systems are able to complete their tasks more efficiently, resulting in faster and more accurate service delivery.

Technical competence is also directly associated with the quality of administrative services. Rahmawati et al. (2025) found a significant relationship between the technical competence of school administrative staff and the quality of administrative services. This finding suggests that higher levels of technical competence contribute to better service delivery for students, teachers, parents, and other stakeholders.

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In addition to improving service quality, technical competence also contributes to the overall job performance of administrative staff. Nisa et al. (2022) reported that employee competence has a significant positive effect on the performance of school administrative personnel. Improved job performance enables administrative activities to be carried out more systematically and enhances the overall effectiveness of administrative services.

Moreover, Swara and Rusdinal (2023) emphasized that technical competence extends beyond routine administrative tasks to include the ability to manage information systems and prepare systematic administrative reports. This finding indicates that school administrative personnel are expected to possess not only operational skills but also competencies in data analysis and information management.

Nevertheless, not all school administrative personnel possess the same level of technical competence. Several studies have identified limitations in technological proficiency among administrative staff. Septiani and Rusdinal (2023) found that some administrative personnel have not yet fully mastered digital administrative systems, primarily due to limited training opportunities and inadequate technological facilities.

Similarly, Carolina and Rusdinal (2023) identified competency disparities among school administrative staff. While some personnel demonstrate advanced technological skills, others continue to experience difficulties in adapting to digital administrative systems. Such disparities may negatively affect the overall quality and consistency of administrative services.

Another study conducted by Ganata (2020) indicated that the technical competence of school administrative personnel remains at a moderate level and therefore requires further enhancement to support higher-quality administrative services. Likewise, Muhyadi (2013) reported that although the competence of school administrative staff is generally adequate, shortcomings remain in professional certification and the allocation of administrative responsibilities.

Based on these previous studies, it can be concluded that technical competence plays a vital role in improving the quality of school administrative services. Technical competence not only influences the effectiveness of administrative work but also determines the level of satisfaction among service users. Therefore, continuous efforts to strengthen the technical competence of school administrative staff through professional development programs and technology-based training are essential for improving administrative service quality and supporting effective school management.

how we think about information and knowledge sharing, as well as how we coordinate our

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learning and thoughts. Canning et al. (2019) claim it would be next to no investment for teachers to know how their thinking is expected to influence students' motivation and productivity. We believe that motivating teaching staff to track encouragement and critical awareness about self-reflection will have a greater influence.

B. Professional Development of School Administrative Staff

Professional development of school administrative staff refers to planned and continuous efforts to enhance the knowledge, competencies, and skills required to perform administrative duties effectively and professionally. Professional development can be achieved through various activities, including training programs, workshops, seminars, continuing education, and self-directed learning. Within the context of modern education, professional development has become increasingly important because administrative responsibilities have grown more complex and are increasingly supported by information technology.

Previous studies have consistently demonstrated that professional development plays a significant role in improving the competencies of school administrative personnel. Administrative staff who actively participate in professional development activities generally exhibit higher levels of job performance than those who do not. This finding is consistent with Fauzan et al. (2023), who argued that administrative personnel should continuously develop their competencies as a reflection of professional commitment in carrying out their responsibilities. Through continuous professional development, school administrative staff are better able to adapt to the ongoing transformation of administrative systems and organizational practices.

Similarly, Hidayat et al. (2022) emphasized that professional development represents a strategic approach to improving the quality of human resources in educational institutions. Continuous training programs equip administrative personnel with the knowledge and skills necessary to respond effectively to organizational changes, particularly those associated with the rapid advancement of information technology.

Professional development has also been shown to contribute significantly to the enhancement of technical competence. Wulandari et al. (2023) found that professional development has a positive and significant effect on the competencies of school administrative staff, particularly in the utilization of information technology. This finding is supported by Pratama and Suryani (2022), who reported that technology-based training programs substantially improve the digital skills of administrative personnel, enabling them to perform administrative tasks more efficiently and accurately.

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Beyond improving technical competencies, professional development also influences the work attitudes and professional behavior of school administrative staff. Lestari et al. (2021) found that administrative personnel who regularly participate in professional development activities tend to demonstrate higher levels of work motivation. Increased motivation subsequently contributes to better service performance and improved satisfaction among service users.

Furthermore, Rahman (2022) argued that professional development not only strengthens employees' technical capabilities but also fosters professional values such as discipline, responsibility, accountability, and commitment to service excellence. Consequently, professional development exerts an indirect influence on the quality of administrative services by cultivating both professional competence and positive workplace behavior.

Despite its importance, the implementation of professional development programs continues to face several challenges. Fitriani et al. (2023) identified budget constraints as one of the primary barriers to the provision of continuous training opportunities. In addition, training programs are often insufficiently aligned with the actual needs and responsibilities of school administrative personnel, thereby limiting their effectiveness.

Similarly, Sari et al. (2022) reported that opportunities to participate in professional development activities are not equally available to all school administrative staff. This unequal access contributes to disparities in competence among administrative personnel within schools. Moreover, inadequate institutional support from school management may further hinder the successful implementation of professional development initiatives.

Nevertheless, professional development remains one of the most critical factors in improving the quality of school administrative services. Administrative personnel who are provided with continuous learning opportunities are better prepared to address emerging workplace challenges, particularly those associated with digital transformation and technological innovation in school administration.

Based on the findings of previous studies, it can be concluded that professional development plays a fundamental role in enhancing both the technical competence of school administrative staff and the quality of administrative services. Professional development contributes not only to the improvement of employees' knowledge and technical skills but also to the development of professional attitudes and workplace behavior. Therefore, professional development should be implemented continuously and systematically, with programs designed to meet the specific needs of school administrative personnel in order to maximize their contribution to administrative service quality and institutional effectiveness.

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C. School Quality Culture

School quality culture refers to the values, norms, practices, and work patterns that are embedded within a school environment and oriented toward continuous quality improvement. This culture reflects the commitment of all members of the school community, including administrative staff, to providing high-quality services. Within the context of school administration, a quality culture is an essential organizational factor because it influences how the competencies and capabilities of administrative personnel are translated into daily work practices.

Previous studies have demonstrated that school quality culture functions as a mediating factor between the competencies of school administrative staff and the quality of administrative services. In other words, although administrative personnel may possess strong competencies, these competencies cannot produce optimal outcomes without the support of a work culture that emphasizes continuous quality improvement. This finding is consistent with the study conducted by Setyaningsih et al. (2024), which reported that both the competencies of administrative staff and school culture have a significant combined effect on the quality of school services.

A strong quality culture also contributes to the creation of a conducive working environment. Suryadi (2021) explained that a quality-oriented organizational culture promotes discipline, orderliness, and systematic work practices. In such an environment, school administrative staff are able to perform their duties more effectively because they operate within clearly established standards and guidelines.

Furthermore, a quality culture promotes consistency in service delivery. Mulyasa (2020) argued that a quality culture in educational institutions is characterized by a strong commitment to customer satisfaction, continuous improvement, and the active involvement of all organizational members in maintaining service quality. Consequently, school administrative personnel are expected not only to complete administrative tasks efficiently but also to continuously strive to deliver the highest standard of service to students, teachers, parents, and other stakeholders.

Similarly, Handayani et al. (2022) found that a quality culture enhances service consistency while encouraging innovation in administrative systems. Administrative staff working in schools with well-established quality cultures are more likely to seek innovative approaches that improve the efficiency and effectiveness of administrative processes. Such innovations contribute to better organizational performance and higher levels of service quality.

In addition, school quality culture significantly influences the attitudes and work behavior of administrative personnel. Administrative staff who work within organizations that maintain a

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strong quality culture tend to demonstrate higher levels of discipline, responsibility, accountability, and organizational commitment. These positive work behaviors indirectly contribute to improving the quality of administrative services.

However, not all schools have successfully established a strong quality culture. Several studies indicate that some schools still lack clearly defined operational standards or have not fully implemented quality-oriented management practices. As a result, the competencies possessed by administrative personnel are not always utilized effectively, thereby limiting improvements in service quality.

Therefore, school quality culture should be regarded as a critical organizational factor in efforts to improve administrative service quality. It serves as a reinforcing mechanism that ensures the competencies and capabilities of administrative staff are effectively translated into high-quality service delivery and continuous organizational improvement.

Based on the findings of previous studies, it can be concluded that school quality culture plays a vital role as a mediating variable in the relationship between the competencies of school administrative staff and the quality of administrative services. A strong quality culture not only strengthens the positive effects of administrative competencies on service quality but also creates a supportive organizational environment that promotes continuous performance improvement, innovation, and sustainable administrative excellence.

D. Quality of School Administrative Services

The quality of school administrative services refers to the ability of school administrative staff to provide effective, efficient, and professional services to all stakeholders, including students, teachers, educational personnel, parents, and the wider community. High-quality administrative services are evaluated not only by the outcomes achieved but also by the service delivery process, including its timeliness, accuracy, accessibility, responsiveness, and professionalism. Consequently, the quality of administrative services has become one of the key indicators in assessing the overall effectiveness of school management.

From a theoretical perspective, service quality can be assessed using the five dimensions proposed by Parasuraman et al. (1988), namely tangibles, reliability, responsiveness, assurance, and empathy. In the context of school administration, the tangibles dimension refers to the availability of physical facilities, administrative offices, information systems, and supporting infrastructure. Reliability represents the ability of administrative personnel to provide accurate, dependable, and consistent services. Responsiveness reflects the willingness and promptness of

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administrative staff in addressing the needs of service users. Assurance relates to the competence, professionalism, and credibility demonstrated during service delivery, while empathy refers to the ability of administrative personnel to provide courteous, caring, and individualized attention to service users.

Previous studies have consistently demonstrated that the quality of administrative services is strongly influenced by the competencies of school administrative personnel. Administrative staff possessing high levels of technical competence are better equipped to deliver services that are accurate, timely, and efficient while minimizing administrative errors. This finding is supported by Nugroho et al. (2022), who reported that enhancing the technical competence of school administrative personnel, particularly in digital technology utilization, significantly improves the efficiency and quality of school administrative services. Through effective technological skills, administrative processes become faster, more systematic, and more accurate.

In addition to technical competence, the effective utilization of information technology has become an essential determinant of administrative service quality. Santoso et al. (2023) explained that integrating information technology into school administration enhances transparency, accountability, and accessibility of administrative services. For example, the implementation of school information systems enables students, teachers, and parents to access administrative information and services electronically without the need for face-to-face interactions, thereby improving user satisfaction and organizational efficiency.

The quality of administrative services is also influenced by the interpersonal competencies of school administrative staff. Kurniawati et al. (2022) emphasized that prompt, accurate, and courteous services are among the primary determinants of service quality. Administrative personnel who communicate effectively and demonstrate respectful attitudes contribute to greater user satisfaction, whereas poor communication and unfriendly behavior may reduce perceived service quality despite technically accurate service delivery.

Furthermore, the professional development of school administrative personnel contributes substantially to improving administrative service quality. Administrative staff who regularly participate in professional development programs acquire updated knowledge, skills, and competencies that enable them to perform their duties more effectively. They are also better prepared to adapt to technological innovations and changes in administrative systems. Consequently, professional development enhances not only individual competence but also the overall effectiveness and quality of administrative services.

School quality culture also plays a fundamental role in determining administrative service

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quality. Schools that foster a strong quality culture encourage administrative personnel to perform their duties according to established quality standards while continuously seeking opportunities for service improvement. Within such an organizational environment, administrative staff are motivated to maintain service consistency, promote innovation, and pursue continuous improvement, ultimately resulting in higher-quality administrative services.

Despite these positive developments, several challenges continue to hinder efforts to improve school administrative services. One of the primary challenges is the limited availability of qualified human resources. An insufficient number of administrative personnel relative to the workload often results in delays and reduced service efficiency. In addition, limited access to professional training restricts the ability of administrative staff to adapt to technological advancements and changing administrative requirements.

Another frequently encountered challenge is the inadequacy of administrative facilities and infrastructure. Insufficient technological resources, including computers, internet connectivity, and integrated information systems, may impede administrative processes and reduce service effectiveness. Furthermore, many schools have not yet fully implemented digital administrative systems, limiting their ability to provide efficient and user-oriented services.

Management practices also significantly influence the quality of school administrative services. Inadequate supervision, limited performance evaluation, and the absence of clearly defined service standards may result in inconsistent service delivery. Therefore, effective administrative management is essential to ensure that school administrative personnel perform their responsibilities efficiently and consistently while maintaining high standards of service quality.

To improve the quality of school administrative services, comprehensive and sustainable strategies should be implemented. These strategies include enhancing the technical competence of administrative personnel through continuous professional training, strengthening digital literacy and information technology skills, fostering a strong school quality culture, improving administrative facilities and digital management systems, and conducting regular evaluations to ensure continuous service improvement. The integration of these strategies is expected to promote more effective, efficient, and user-centered administrative services.

Based on the existing body of literature, it can be concluded that the quality of school administrative services is the result of the interaction among technical competence, professional development, and school quality culture. These three factors are closely interconnected and mutually reinforcing. Technical competence provides the foundation for effective administrative

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performance, professional development enhances employees' knowledge and skills, while school quality culture ensures that administrative processes are implemented consistently in accordance with established quality standards.

Therefore, the quality of school administrative services is determined not only by the competencies of individual administrative personnel but also by the organizational systems and quality-oriented culture that support their performance. Schools that successfully integrate these three dimensions are more likely to deliver administrative services that are efficient, professional, reliable, and responsive to stakeholders' needs. Ultimately, such improvements strengthen public trust in educational institutions and contribute to the continuous enhancement of overall educational quality.

CONCLUSION

Based on the findings of the literature review, it can be concluded that the technical competence of school administrative staff has a significant influence on the quality of administrative services. Administrative personnel who possess strong technical competence are able to provide services that are faster, more accurate, and more efficient, thereby enhancing user satisfaction. However, technical competence is not static; it must be continuously developed to keep pace with technological advancements and the evolving demands of administrative work.

Professional development also plays a crucial role in improving the quality of administrative services. Through training programs and other professional development activities, school administrative staff can enhance their technical competencies, strengthen their professional attitudes, and increase their work motivation. Consequently, professional development contributes both directly and indirectly to improving the quality of administrative services.

Furthermore, school quality culture has been shown to function as a mediating variable that strengthens the relationship between technical competence, professional development, and the quality of administrative services. A strong quality culture creates a supportive working environment, promotes consistency in service delivery, and reinforces the commitment of all school members to continuous quality improvement.

Overall, the quality of school administrative services is the result of the interaction among technical competence, professional development, and school quality culture. Therefore, efforts to improve administrative service quality should be implemented through an integrated approach that includes strengthening the technical competence of school administrative staff, providing

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continuous professional development opportunities, and fostering a strong quality culture within the school environment.

FUTURE DIRECTIONS

The findings of this literature review provide several directions for future research. First, future studies should empirically examine the proposed conceptual relationships among technical competence, professional development, school quality culture, and the quality of administrative services using quantitative approaches such as Structural Equation Modeling (SEM) or Partial Least Squares Structural Equation Modeling (PLS-SEM). Such studies would provide stronger empirical evidence regarding the direct and indirect effects among these variables.

Second, future research should investigate additional factors that may influence the quality of school administrative services. Variables such as digital literacy, leadership support, organizational commitment, work motivation, job satisfaction, organizational climate, technological readiness, and digital transformation may serve as important antecedents or moderating variables that strengthen the existing research model.

Third, comparative studies across different educational contexts, including public and private schools, urban and rural schools, and different educational levels, are recommended to determine whether contextual differences influence the relationships among technical competence, professional development, school quality culture, and service quality. Such comparisons would enhance the generalizability of the research findings.

Fourth, future studies should employ longitudinal research designs to examine how continuous professional development contributes to the improvement of technical competence and administrative service quality over time. Longitudinal evidence would provide a deeper understanding of the sustainability of professional development programs and their long-term organizational impacts.

Fifth, qualitative or mixed-methods research is recommended to explore the experiences, perceptions, and challenges faced by school administrative staff in implementing quality-oriented administrative services. Such approaches would complement quantitative findings by providing richer insights into organizational culture, employee behavior, and institutional practices.

Finally, given the rapid advancement of digital technologies in education, future research should investigate the role of digital administration systems, artificial intelligence (AI), cloud-based management systems, and e-governance applications in improving school administrative services. Integrating emerging technologies into school administration may provide new

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perspectives on enhancing service efficiency, transparency, and stakeholder satisfaction while strengthening the overall quality culture within educational institutions.

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