

# Competence of the Duties of the Head of Administration in Improving the Quality of Administrative Services in Padangsidempuan City

Nur Apnilelawati<sup>1</sup>, Didik Santoso<sup>2</sup>, Amiruddin Siahaan<sup>3</sup>

<sup>1)</sup> Universitas Islam Negeri Sumatera Utara, Medan Indonesia

<sup>2)</sup> Universitas Islam Negeri Sumatera Utara, Medan Indonesia

<sup>3)</sup> Universitas Islam Negeri Sumatera Utara, Medan Indonesia

Correspondent e-mail: [apnisiregar@gmail.com](mailto:apnisiregar@gmail.com)

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## Abstract

Service activities greatly influence the achievement of quality and smoothness of organizational activities and influence the achievement of overall organizational goals. The services provided do not only assist with customer needs but also provide good service to customers. This research aims to determine the extent of task competence that the head of administration must have in improving the quality of administrative services in madrasahs. The research was carried out using a descriptive qualitative phenomenological method with multiple, namely MAN 2 Padangsidempuan Model and MAN 1 Padangsidempuan. Based on the results of data verification, there are seven findings from this research, namely regarding the duties of the head of administration which describe competencies, namely; a) ability to manage administration, b) ability to lead TU staff, c) ability to plan work programs, d) ability to realize plans, e) ability to evaluate work results, f) ability to carry out main tasks and functions, and g) Skilled at work. The seven findings of this research are developments of existing theories. Where the seven findings are classified into three types of competence, namely technical competence, managerial competence, and professional competence.

## Abstrak

Aktivitas pelayanan sangat berpengaruh terhadap pencapaian mutu dan kelancaran kegiatan organisasi serta berpengaruh terhadap pencapaian tujuan organisasi secara keseluruhan. Pelayanan yang diberikan tidak hanya sekedar memberikan bantuan terhadap kebutuhan pelanggan, tetapi juga memberikan pelayanan yang baik kepada pelanggan. Penelitian ini bertujuan untuk mengetahui sejauh mana kompetensi tugas yang harus dimiliki kepala tata usaha dalam meningkatkan kualitas pelayanan administrasi di madrasah. penelitian dilakukan dengan metode deskriptif kualitatif fenomenologis dengan multisitus yakni MAN 2 Model Padangsidempuan dan MAN 1 Padangsidempuan. Berdasarkan hasil verifikasi data terdapat tujuh temuan dari penelitian ini yakni tentang tugas kepala tata usaha yang menggambarkan kompetensi yaitu; a) kemampuan mengurus administrasi, b) kemampuan memimpin staf TU, c) kemampuan merencanakan program kerja, d) kemampuan merealisasikan perencanaan, e) kemampuan mengevaluasi hasil kerja, f) kemampuan melaksanakan tugas pokok dan fungsi, dan g) Terampil dalam bekerja. Ke tujuh temuan penelitian ini merupakan pengembangan dari teori yang sudah ada. Dimana ke tujuh temuan tersebut diklasifikasikan kedalam tiga jenis kompetensi yaitu pada kompetensi teknis, kompetensi manajerial dan kompetensi profesional.

### Keywords:

Kompetensi;  
Pelayanan;  
Administrasi,  
Madrasah Aliyah.

## **INTRODUCTION**

Human resources are the main element in educational institutions/schools to improve the quality of school administration services. To achieve good school administration, professional administrative staff in the field of school administration is needed, as well as adequate facilities and infrastructure (Anggraini, Armanila, Nasution, Maghfirah, & Siregar, 2023). Apart from that, good cooperation between staff and the head of administrative affairs, between staff and the school principal, and between staff and teachers is also an important factor in achieving this goal. Following the Regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 28 of 2021 concerning Organization and Work Procedures, educational communication, culture, research, and market technology, 107 administrative sub-sections have the task of carrying out planning, financial, personnel, management and property matters. state, correspondence, archives, and housekeeping directorate (RI, 2021). Based on these regulations, an institution/school is required to have school administration or administrative staff. School administration involves more than just school administration, but includes all aspects of activities within it, including those related to materials, personnel, planning, cooperation, leadership, curriculum, and so on.

To carry out this complex and diverse task, individuals are needed who are competent and have a broad understanding of the implementation and goals of the school, as well as the relationship between the various existing aspects (Akmalia, Nst, & Siahaan, 2023). Without effective administration and leadership, it becomes difficult for schools to operate smoothly and achieve the expected educational and teaching goals. School administration is a work organization management activity carried out by a person or group of people who have the task of serving, assisting, and fulfilling or providing all needs in a school/madrasah systematically and regularly to achieve school goals (Afandi, Mardiyah, & Sugiarti, 2023; Fajry, Annur, & Handayani, 2024; Imamiyah & Istikomah, 2023; Indrawati, 2020). Administration will deal directly with students, alumni, parents, and the community for various purposes (Elviera, Irawan, & Syafrina, 2019). Of course, this relationship will be related to service. One indicator for measuring consumer satisfaction is service quality (Sallis, 2010; A Siahaan, Akmalia, et al., 2022). The services provided not only meet customer needs but also focus on providing good overall service. Good service quality will be obtained if the head of administration's management duties competence is good in managing his staff in serving the community (Amirudin, Supiana, Zaqiah, & Rohimah, 2024; Hasanudin, Srinio, & Warti'ah, 2024; Zakhiroh, 2017). If the head of administration does not have good management competency then the goals of the school/madrasah will not be achieved.

The importance of administration as a driving force in the course of education to achieve the vision and mission of madrasahs is so important (Napitupulu, MB, Sibagariang, Sihombing, & Turnip, 2022), but the fact is that school administration/administration is underestimated, even the government pays little attention to administrative staff as proven every time CPNS vacancies are very rarely opened for administrative staff, even though in North Sumatra, especially the city of Padangsidempuan, there are very few administrative staff who are ASN, including MAN 2 Model Padangsidempuan besides the head of administrative affairs only has 2 ASN administrative staff, while MAN 1 Padangsidempuan does not there are administrative staff who are ASN outside the head of administration. Recently, the Ministry of Religion of the Republic of Indonesia issued a decree appointing government employees with work agreements (PPPK) to the Ministry of

Religion simultaneously on August 15 2023, totaling 29,069. For the North Sumatra region, there are 13,567 teachers, and Padangsidempuan City has 322 teachers. None of the PPPK Ministry of Religion teachers have been appointed as administrative staff. This indicates that administrative staff are still underestimated. Not only that, the welfare of the head of administration also does not receive attention from the government where the head of administration is a structural official with structural position allowances at echelon Va but has the same performance allowance as his staff, of course this is unnatural but that is the fact.

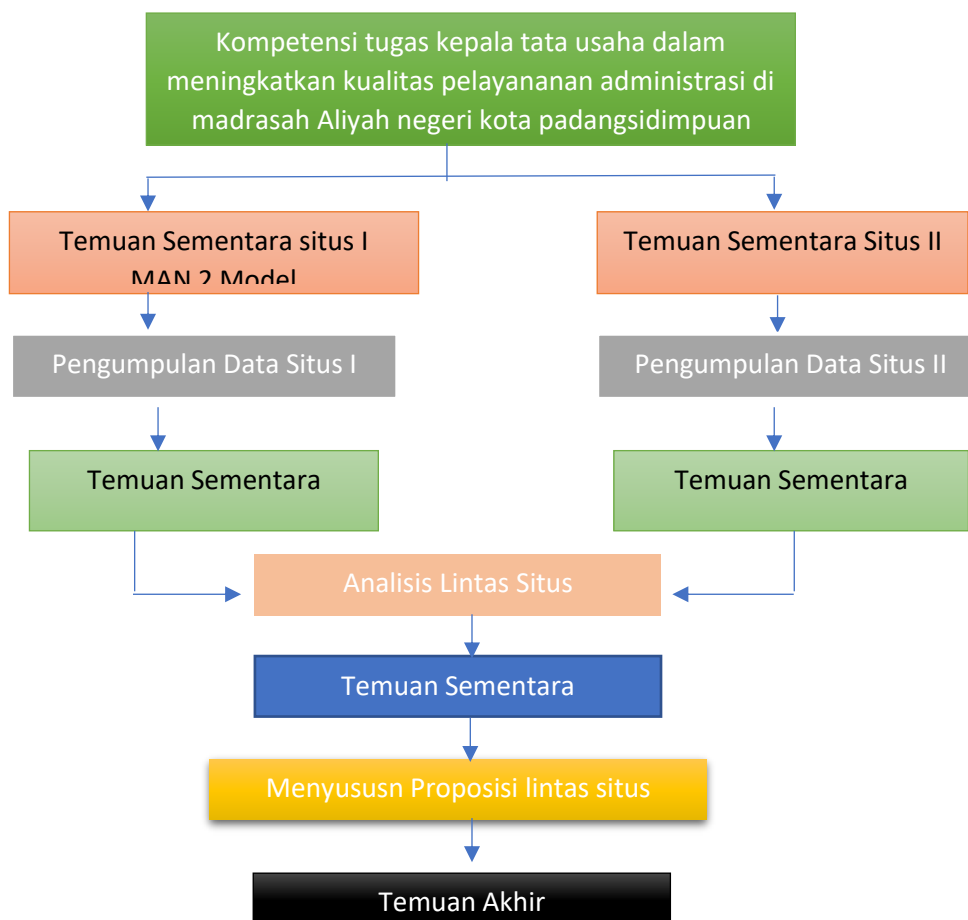
Apart from that, facts on the ground reveal that administrative services take a very long time, even though sometimes the community or parents only need a certificate, but it takes two days to complete this, problems like this cannot be ignored because it will damage the public's trust in an institution, especially madrasas (Anwar, Rahman, Nurwahidin, Sutrisno, & Saputra, 2023; Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023). Besides that, administrative staff often refuse what the head of administration orders because the task given is not their part. Another problem encountered in the field during observations was that there were some staff whose work did not match the education they had. It is believed that when recruiting staff, the madrasah did not carry out selection procedures. Apart from that, the administrative staff is still weak in terms of archiving correspondence and state inventory items/office inventory items. Likewise, in terms of documentation and report preparation, the event also takes a long time, it takes 2 weeks to complete and then the report is prepared. Even though the administration has an important role in advancing madrasas, if the administration is good then the madrasah will also be good. For this reason, madrasahs are expected to be selective in recruiting staff and need to match their education with the field they are responsible for so that they can work quickly, effectively, and efficiently for staff who do not understand the management of correspondence, further training is required.

In line with this, several research results reveal that the administrative assistant program is currently running very well as seen from the existence of an online tuition payment system and the SIMAK program which makes it easier for teachers to enter data online ( Zayyana (2016). To improve the quality of services provided, there is a collaborative effort among academics (Leni Ardianti in 2021). The availability of archival facilities for officers and archivists is a factor that influences the work of the head of administration (Rosita Novianti). , reliability, responsiveness, assurance, and empathy are categorized as very good (Somawijaya, 2021). Administrative staff should be expected to overcome all factors that can cause low administrative services, especially in MAN Padangsidempuan City, and administrative staff are expected to be able to carry out their respective duties and functions so that School administration activities can run well and support the educational process at school. To improve the quality of school administration in general and school administration initiatives with effective and efficient methods, the Head of Administration needs to have adequate task competence. This research focuses on the role of KTU as manager and administrator, which involves MAN 2 Padangsidempuan Model and MAN 1 Padangsidempuan.

## **RESEARCH METHODS**

This research uses a descriptive qualitative phenomenological research type with a multisite design, namely a type of design that focuses attention on sites in two or more institutions/madrasahs intensively and in detail, an analysis using an inductive approach. Research data consists of primary data and secondary data. The primary data is the result of direct interviews from KTU MAN Padangsidempuan City, KTU superiors, KTU subordinates, Madrasa teachers,

visitors/community members, or fellow KTU friends. Meanwhile, secondary data is data collected indirectly in the form of history, vision, mission, goals, and the condition of other facilities and infrastructure. To be more focused, researchers created a conceptual research scheme as follows:



**Figure 1.** Conceptual Research

The data collection technique used by researchers is to collect data in the field through interviews, observation, and documentation studies. Data analysis was carried out using the method described by Miles and Huberman, namely data reduction, data presentation, and drawing conclusions (Miles, M.B. & Huberman, 1984). To determine the validity of the data, five criteria inspection techniques are required, namely credibility, transferability, dependability, confirmability, and auditing (Yusuf, 2017).

## **RESULTS AND DISCUSSION**

### **Ability to Manage Administration**

The ability to handle administration is one of KTU's job competencies. The ability to take care of administration is proven from the results of interviews with KTU MAN 2 Model Padangsidempuan as follows;

"KTU's duties are many and have quite a large responsibility, namely everything related to general affairs to office administration and finance, directing, mobilizing TU staff and coordinating staff work, signing SPMs (pay orders), preparing work programs, making reports on activities at the madrasah. As well as all personnel administration services,

infrastructure, management of correspondence, student affairs and curriculum and public relations as well as information services for the community."

Data from KTU MAN 2 The above model is supported by data from KTU MAN 1 Padangsidimpuan as follows;

"As far as I know, KTU's duties are quite numerous and have quite a large responsibility, everything related to general administrative matters to Madrasah administration, finance, directing staff, influencing staff to work, coordinating staff work, signing SPM (pay orders), preparing work programs, making reports on activities at the madrasah. as well as all personnel administration services, infrastructure, correspondence management, archiving, student affairs, curriculum and public relations as well as information services for the community."

The two data regarding the ability to manage administration above are supported by data on personnel administration services from TU MAN 2 Padangsidimpuan Model staff as follows;

"Create and compile a list of employee ranks and display it in the administration room so that the administration officers and employees concerned know when they are periodically promoted and the implementation of personnel administration at MAN 2 Model Padangsidimpuan, apart from being orderly and disciplined, all employee files are neatly arranged and if and when you need it, it's immediately there."

The results of interviews with TU MAN 1 Padangsidimpuan staff also explained that;

"Record and sort employee data based on rank and class as well as record the fields of study taught and display them in the TU room so that civil servants and the public who come to the madrasah know about the number of teachers and employees and their fields in the madrasah, record employee absences and make the necessary assignment letters employees take care of employee leave, etc., record and manage everything related to employee data, including promotions, periodic and employee leave. Employee master book, recap of employee attendance list, regulations for educators and education personnel, making monthly employee report data every month and implementing personnel administration very well, disciplined and integrated services that prioritize optimal visitor satisfaction."

Apart from that, the study teacher and deputy head of the madrasa for academic affairs at MAN 1 Padangsidimpuan are as follows;

"Managing finances, from planning, and realization, to preparing reports. "Payment of honorary salaries and taking care of expenses for madrasah needs as well as office equipment, maintenance, and learning equipment and in general the quality of the Madrasah's financial administration is running well, this can be seen from the absence of quotations from guests who come except for the agreed collection of funds."

Based on the analysis of interviews, observations and documentation above, the madrasah KTU has mastered the competence in the field of administrative services in madrasahs both in terms of personnel administration services, finance, infrastructure, public relations, correspondence and archiving, student affairs and curriculum as well as special services and ICT so it can be concluded that KTU MAN Padangsidimpuan City can handle administration. In this

way, the author can conclude that KTU MAN Padangsidempuan City has the competence to handle administration. With the competencies possessed by KTU, it will make it easier to achieve madrasah goals in improving administrative services in madrasahs.

### **Ability to Lead TU Staff**

The ability to lead TU staff is proven from the results of interviews with KTU MAN 2 Model Padangsidempuan and KTU MAN 1 Padangsidempuan whose interview results revealed that; *"Directing, mobilizing TU staff and coordinating staff work, signing SPM (pay orders), preparing work programs, making reports on activities at the madrasah, as well as administrative services."*

MAN 1 Padangsidempuan study teacher also commented that; *"Yes, KTU masters its work, this can be seen that there were no obstacles when we teachers were dealing with the TU office and really understood its main duties and tasks well and carried them out well too."*

The ability to lead the TU staff above is supported by wise data with the head of MAN 2 Model Padangsidempuan as follows; *"From the evaluation carried out by KTU, I see that year after year we will understand more and be able to improve our way of working and be wiser in facing and overcoming problems in madrasahs."* The same thing was explained by the staff of TU MAN 1 Padangsidempuan as follows; *"The evaluation carried out by KTU at the end of the learning year is a process of maturation and improvement to become better and wiser in making decisions and resolving small problems in madrasahs."*

Based on analysis of interviews, observations, and documentation, KTU MAN Padangsidempuan City is a person who is wise in making decisions and wise in solving problems, wise in acting, and wise in giving sanctions to TU staff who often come late to the madrasah. From this explanation, wisdom is important for everyone, especially KTU madrasah, because being wise will require you to always walk and act with truth so that it will create harmony in work, family, and society and ultimately there will be peace within oneself, family, workplace and society. So it can be concluded that KTU MAN Padangsidempuan City is a person who is responsible for carrying out the tasks he carries out.

### **Ability to Plan Work Programs**

KTU MAN Padangsidempuan City can plan work programs. The ability to plan work programs is proven from the results of interviews with KTU MAN 2 Model Padangsidempuan as follows; *"A madrasah KTU has a plan in carrying out its duties, namely by creating a work program at the beginning of the learning year for smooth and directed tasks."*

Data from KTU MAN 2 The above model is supported by data from KTU MAN 1 Padangsidempuan as follows; *"All work that will be carried out is planned with the KTU work program which is known to the head of the Madrasah and signed by the head of the Madrasah at the beginning of the learning year."*

The Head of MAN 1 Padangsidempuan also commented that;

*"By holding a meeting first with the head of the madrasah and conveying to the staff about the work planning, providing direction and guidance regarding everything that has been planned and realized based on urgent interests, this means that the planning can change to more urgent and more important interests."*

The same thing was conveyed by TU madrasah staff; *"KTU madrasahs always make plans in the form of work programs at the beginning of the learning year."*

Based on the analysis of interviews, observations, and documentation above, it can be concluded that KTU MAN Padangsidempuan City is a KTU that already can create work programs. In this way, KTU MAN Padangsidempuan City is a person who has competence, KTU's task is to prepare work programs to achieve the goal of improving the quality of madrasah administration services and supporting the madrasah's vision and mission. Compiling a work program, it will provide benefits for achieving administrative services and have an impact on the progress of the madrasah.

### **Ability to Realize Planning**

The ability to realize planning is proven from the results of interviews with KTU MAN 2 Model Padangsidempuan as follows; *"In carrying out the planned tasks, KTU madrasah realizes them following urgent needs."*

Data from KTU MAN 2 The above model is supported by data from KTU MAN 1 Padangsidempuan as follows;

*"By holding a meeting first with the head of the madrasah and informing TU staff about the work planning, providing direction and guidance regarding everything that has been planned and realized based on urgent interests, meaning that the planning can change to more urgent and more important interests."*

The two data regarding the ability to realize the work program above are supported by the head of MAN 2 Model Padangsidempuan as follows; *"KTU always realizes work programs by prioritizing more urgent interests and then continuing unfinished work. And prioritize the interests of people who have business going to the madrasa."*

Based on analysis of interviews, observations, and documentation, KTU MAN Padangsidempuan City can realize work programs that are prepared based on urgent and more urgent interests.

### **Ability to Evaluate Work Results**

The ability to evaluate work results is proven from the results of interviews with KTU MAN 2 Model Padangsidempuan as follows; *"Every year I always evaluate the results of my work to improve new work programs. What programs have not been realized and what are the obstacles?"*

Data from KTU MAN 2 The above model is supported by data from KTU MAN 1 Padangsidempuan as follows; *"I always evaluate my work at the end of every lesson before creating a new work program, what needs to be improved and what has not been realized from what was programmed."*

The two data regarding the ability to evaluate work programs above are supported by data from the head of MAN 1 Padangsidempuan as follows; *"At the end of every year, KTU always evaluates work results to improve plans that have not been realized under the planning program created at the beginning of the learning year."*

The data from the head of MAN 1 Padangsidempuan above is supported by data from the head of MAN 2 Model Padangsidempuan when interviewed in the madrasa head's office as follows; *"KTU evaluates the program work results that have been prepared to see whether they have been achieved well and what has not been achieved will be evaluated to improve the program in the following year and motivate staff to work even better."*

Based on the analysis of the author's observations, KTU MAN 2 Padangsidempuan Model at the end of each year evaluates the results of its work for the process of improving the work program for the following year. Likewise, KTU MAN 1 Padangsidempuan has also carried out the same thing, namely that KTU madrasah has evaluated work results as a first step in improving the work program for the following year.

### **Ability to Carry Out Main Duties and Functions**

The ability to carry out basic tasks and functions is proven from the results of interviews with KTU MAN 2 Model Padangsidempuan as follows; "KTU has main tasks and functions in work that are well structured and planned."

Data from KTU MAN 2 The above model is supported by data from KTU MAN 1 Padangsidempuan as follows; "*By holding a meeting with the head of the Madrasah regarding task planning which begins with planning the work program, the main tasks and functions are prepared and planned at the beginning of the learning year.*"

The two data regarding being able to carry out the main tasks and functions above are supported by data from the Head of MAN 2 Model Padangsidempuan as follows; "KTU MAN 2 Model Padangsidempuan already understands its main tasks and functions well, and carries out these tasks effectively and efficiently."

Data from the head of MAN 2 Model Padangsidempuan is supported by data from TU MAN 2 Model Padangsidempuan staff as follows; "KTU MAN 2 Padangsidempuan Model already understands its duties well, both its main duties and its function as KTU madrasah, this can be seen from the effort that every task is made on time."

Based on the analysis of interviews, observations, and documentation by the author, KTU MAN Padangsidempuan City already can carry out its duties and functions as KTU madrasah and does not interfere with work that does not constitute its duties and functions. He works according to his field and expertise.

### **Skilled at Work**

Skilled at work is proven from the results of interviews with TU MAN 2 Model Padangsidempuan staff as follows; "*KTU MAN 2 Padangsidempuan Model is skilled at work and provides motivation to improve employee performance and is carried out based on the provisions of the regulations that apply in madrasahs.*"



Figure 2. TU MAN Staff 2 Models



Data from TU MAN 2 staff. The above model is supported by data from TU MAN 1 Padangsidimpuan staff as follows; *"Yes, I consider KTU to be skilled in carrying out its duties, skilled at improving employee performance and carried out under the provisions of the regulations in force at the Madrasah."*

The two data regarding skilled work above are supported by data from the MAN 2 Model Padangsidimpuan teacher who has additional duties as deputy head of the madrasa for religious affairs as follows; *"I consider him skilled at work, improving employee performance and carrying out this under the provisions of the regulations in force at the Madrasah."*

The data from the MAN 2 Padangsidimpuan Model teacher above is supported by data from the MAN 1 Padangsidimpuan study field teacher as follows; *"I consider him skilled at work, can improve employee performance and carry out work based on the regulations that apply at the Madrasah."*

### **Similarity of Competency for the Duties of the Head of Administration in Improving the Quality of Administrative Services at MAN Padangsidimpuan City**

Based on the results of data verification, the two madrasahs both know their main duties and functions, have carried out their duties, have administrative duties, both general administration and finance, and KTU is the leader/leader of their staff, has carried out their duties, mastered their work, every day KTU coordinates services. administration according to the required data requirements, understands the task, is skilled at work, responsible, and works according to interests. So it can be concluded that KTU MAN Padangsidimpuan City has seven task competencies that are found in the field, namely KTU MAN Padangsidimpuan City already has seven competencies that describe tasks, namely; 1) ability to manage administration, 2) ability to lead TU staff, 3) ability to plan work programs, 4) ability to realize planning, 5) ability to evaluate work results, 6) ability to carry out main tasks and functions, and 7) Skilled at work.

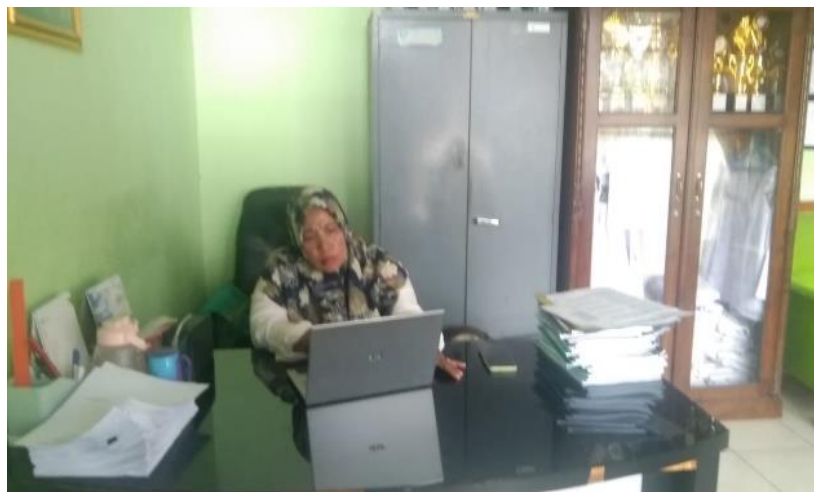


Figure 3. KTU MAN 1 Padangsidimpuan work space

### **Differences in Competency in the Duties of the Head of Administration in Improving the Quality of Administrative Services at MAN Padangsidimpuan City**

Based on the results of verification of observations, documentation, and interviews regarding the competence of KTU's duties in improving the quality of administrative services at MAN Padangsidimpuan City, namely in the two Madrasahs MAN 2 Model Padangsidimpuan and MAN 1 Padangsidimpuan above, there are 5 points of difference in the quality of administrative services between the two madrasahs, namely;

The quality of personnel administration services at MAN 2 Model Padangsidempuan is neater in terms of archives compared to MAN 1 Padangsidempuan. However, the KTU of these two madrasahs both have the same competence in being able to handle personnel administration. The quality of financial administration services at MAN 1 Padangsidempuan is superior and neat compared to MAN 2 Model Padangsidempuan. However, the KTU of these two madrasahs both have the same competence in being able to handle financial administration

The quality of service and infrastructure is more complete in MAN 2 Model Padangsidempuan when compared with MAN 1 Padangsidempuan. However, the KTU of these two madrasahs both have the same competence to take care of the administration of facilities and infrastructure. The quality of student administration services and curriculum at MAN 1 Padangsidempuan is superior to MAN 2 Padangsidempuan Model in terms of student achievement. However, the KTUs of these two madrasahs have the same competence in being able to handle student administration and curriculum. The quality of administration services for special services and ICT at MAN 2 Model Padangsidempuan is superior to MAN 1 Padangsidempuan. However, the KTU of both madrasahs have the same competence in being able to handle the administration of special services and ICT.

Good service quality is also the success of the team, namely Tu and KTU staff who work together in providing the best service. Without cooperation and competence, the tasks of TU staff, especially KTU, administrative services will not run. Therefore, with the task competence of the head of administration, the quality of madrasa administration services can be improved.

## **DISCUSSION**

In general, office work is administrative work whose responsibility is KTU. KTU is the driving force for the progress of an educational institution organization. If KTU has adequate task competence, administrative services will improve and run smoothly. However, administrative services are not the responsibility of KTU alone but are a shared responsibility because the quality of administrative services will not work without cooperation between KTU and staff, KTU and teachers, and KTU and madrasa heads, for this reason, good cooperation is needed, so that quality administrative services can be improved. Of course, this cannot be separated from the role of KTU madrasah which has competence in the tasks it carries out. This is in line with expert opinion that the head of administration is responsible for the smooth running of administration in supporting madrasa activities in achieving madrasa goals (Efendi & Sholeh, 2023; Fu'adah, Sholihah, & Masthuroh, 2022; Murharyana, Ayyubi, Rohmatulloh, & Suryana, 2023). Service quality is an organization's ability to provide services to satisfy every service user, both in administrative services and other fields. Service quality can be measured from the customer's perspective on the service that is expected to receive the best service and that is received by consumers themselves (A. Siahaan, Syukri, & Akmalia, 2022).

A leader is a person who influences his subordinates, in this case the head of administration must influence his staff and set a good and authoritative example. Leadership is the most important factor in any organization, according to (Amiruddin Siahaan & Bayoangin, 2014) madrasa administration . This is a resource that allows a leader to get the right to invite or influence other people according to the abilities and competencies he has (Fauzi & Masrupah, 2024; Sintasari & Lailiyah, 2024; Thoha, 2017). As a means of maximizing the results of the work carried out, a head of administration must have technical, managerial, personality and socio-cultural skills to increase the productivity of each organizational unit. KTU's duties are very much

in the field of all administrative and financial matters, namely everything related to general affairs to information services for the community.

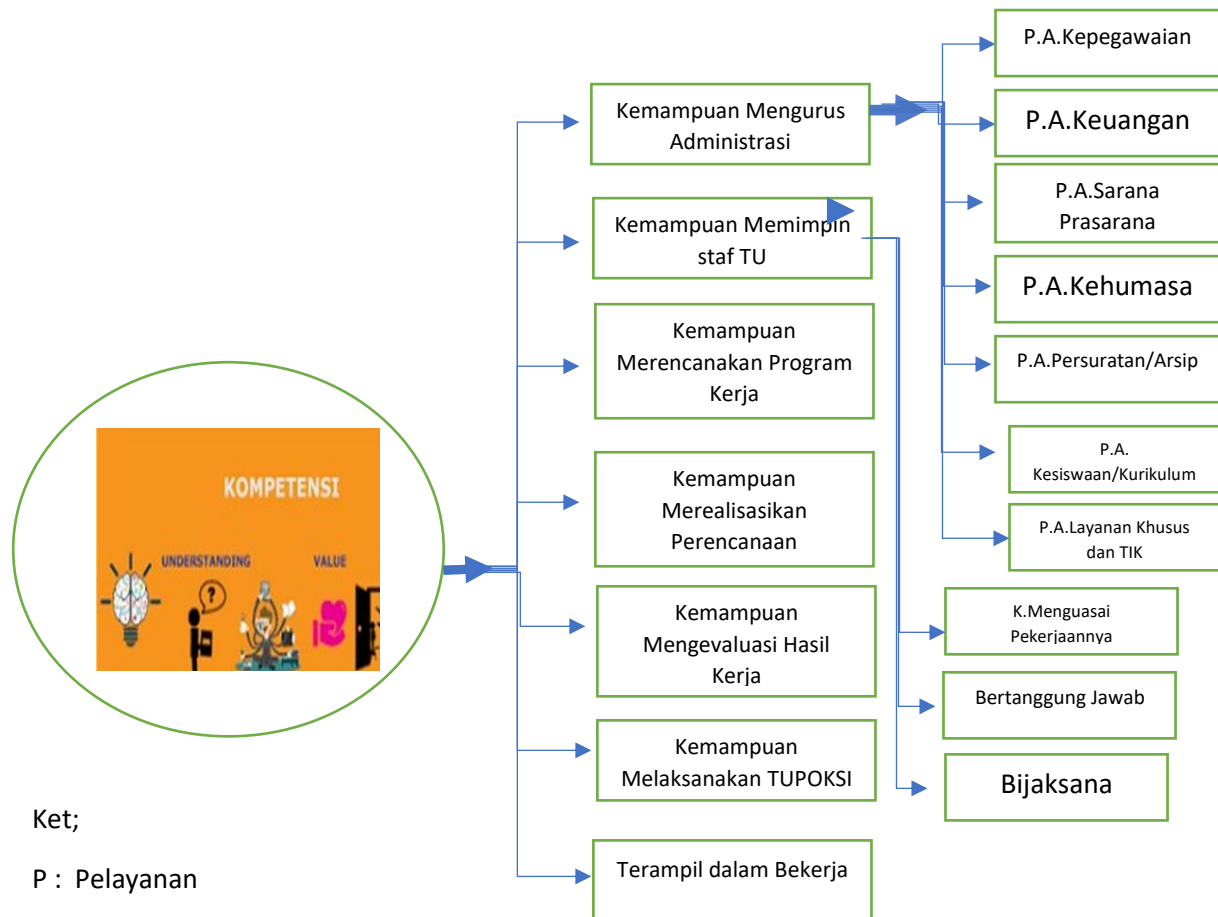
KTU is also a leader for its staff, namely carrying out supervision, guiding, coordinating staff work and making reports on activities at the madrasah. Apart from that, KTU has also carried out its duties well, has a work program, realized the work, carried out an evaluation of its work with the aim that after the evaluation process KTU will be wiser in its work and duties. This has answered what was in the problem formulation in point one, namely what is the competency of the duties of the head of administration of MAN Padangsidempuan City. KTU MAN Padangsidempuan City has good task competence as evidenced by the quality of administrative services in two madrasahs, namely MAN 2 Model Padangsidempuan and MAN 1 Padangsidempuan. KTU has carried out its duties at MAN Padangsidempuan City well, has understood and mastered its duties and work well, this can be seen from KTU always establishing good relationships with staff and teachers (Arianto et al., 2024; Fitriana & Attalina, 2023).

KTU MAN Padangsidempuan City is seen as having the ability to master the competency of the duties of a head of administration, KTU MAN 2 Model Padangsidempuan has a religious undergraduate education background but he is still skilled in terms of administrative services, which is different from KTU MAN 1 Padangsidempuan who has an education appropriate to his field. However, KTU MAN 2 Padangsidempuan Model is no less than KTU MAN 1 Padangsidempuan, they can still work well, this can be seen from the results of the author's observations and interviews with key informants and eight supporting sources. KTU also has expertise in carrying out its duties and work under the field of work it carries out.

From the results of data verification on the findings of this research, it can be concluded that there are 7 competencies for KTU tasks in improving the quality of administrative services at MAN Padangsidempuan City, namely: a) Ability to manage administration, b) Ability to lead TU staff, c) Ability to plan work programs, d) Ability to realize plans, e) Ability to evaluate work results, f) Ability to carry out main tasks and functions, and g) Skilled at work. In these seven findings, the ability to manage administration is further divided into seven aspects of administrative services, namely; 1) Personnel administration services, 2) Financial administration services, 3) Facilities and infrastructure administration services, 3) Public relations administration services, 4) Letters and archives administration services, 5) Letters and archives administration services, 6) Student affairs and curriculum administration services, 7) Special service administration, information and communication services. Meanwhile, regarding the ability to lead TU staff, it is further divided into three aspects of skills that a KTU must have, namely; 1) able to master their work, 2) responsible, and 3) wise.

As previously explained, the seven research findings regarding the competence of the head of administration in improving the quality of administrative services at MAN Padangsidempuan City, these seven findings are a development of existing theory, where the seven competencies can be classified into 3 competencies according to experts, namely technical competence, managerial competence and professional competence. The classification of 3 competencies against seven research findings on competencies can be described as follows; 1) the ability to handle administration, being able to carry out the main tasks and functions classified into technical competence where technical competence includes the areas of personnel administration, finance, infrastructure, school-community relations, correspondence and archiving, student administration, curriculum administration, destination service administration specifically, and information and communication technology (ICT) , 2) the ability to lead TU staff,

the ability to plan work programs, the ability to realize plans, and the ability to evaluate work results can be classified as managerial competencies, where managerial competencies include managing national education standards, preparing programs work and work reports, organizing staff, developing staff, making decisions, creating a conducive climate, utilizing human resources, developing staff, managing conflicts, and compiling reports, 3) for skilled competence at work can be classified into professional competence, where professional competence includes abilities directly related to work or professionalism. To make it easier to understand these seven findings can be seen in the following chart;



Ket;

P : Pelayanan

A : Administrasi

K : Kemampuan

Chart 1. Research Findings

## CONCLUSION

The findings of this research are a development of existing theories. Where the seven findings are classified into three types of competence, namely technical competence, managerial competence, and professional competence. The classification of the 3 competencies regarding the seven research findings can be described as follows; 1) the ability to handle administration, being able to carry out the main tasks and functions classified into technical competence where technical competence includes the areas of personnel administration, finance, infrastructure, school-community relations, correspondence and archiving, student administration, curriculum administration, destination service administration specifically, and information and

communication technology (ICT), 2) the ability to lead TU staff, the ability to plan work programs, the ability to realize plans, and the ability to evaluate work results can be classified into managerial competencies, where managerial competencies include managing national education standards, preparing programs work and work reports, organizing staff, developing staff, making decisions, creating a conducive climate, utilizing human resources, developing staff, managing conflicts, and compiling reports, 3) for skilled competencies at work can be classified into professional competencies, where professional competencies includes abilities directly related to work or professionalism. This research recommends to other researchers that regarding the issue of competency of madrasa heads, it is very suitable to be researched in other areas, to compare what the author's findings in this research are with those in other areas by further developing existing studies, theories, and research. deeper.

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