



## The Implementation of School Administrative Management in State Madrasah Tsanawiyah 4 Sragen

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### *Abstract*

*This study aims to analyze the implementation of administrative management at MTs Negeri 4 Sragen, with a focus on human resources management, financial management, curriculum management, facilities and infrastructure, as well as extracurricular programs. Document analysis is used to collect data from documents related to administrative management at MTs Negeri 4 Sragen. The research subjects are the headmaster, teachers, and administrative staff involved in the implementation process. The data sources used are documents related to administrative management, such as handbooks, financial reports, and school policies. Data collection techniques include document analysis and interviews. Descriptive analysis is employed to analyze the data. The results show that the implementation of administrative management at MTs Negeri 4 Sragen is carried out in a structured and systematic manner. The quality of human resources, government policies, and organizational culture influence the success of administrative management implementation. Training and socialization, facilities provision, and the use of information technology are efforts made to overcome obstacles in the implementation process. Monitoring and evaluation are conducted periodically to assess the success of administrative management implementation and identify improvements needed in the future. In conclusion, the implementation of administrative management at MTs Negeri 4 Sragen has been successfully carried out well-structured, with efforts to overcome challenges that arise during the implementation process.*

**Keywords;** *implementation, administrative management, management, human resources, government policy.*

## **A. Introduction**

Education in Indonesia is a primary concern of the government in its efforts to enhance the quality of highly competent human resources. One of the approaches to improving the quality of education in schools is through the effective and targeted implementation of school administrative management. This research focuses on the implementation of school administrative management at MTs Negeri 4 Sragen and the aspects of its success or failure in execution. As a research subject, MTs Negeri 4 Sragen has its own uniqueness as a public madrasa with rules and regulations governed by the government, making it worthy of investigation. MTs Negeri 4 Sragen has a total of 66 teachers, comprising 33 male and 33 female teachers. Additionally, there are seven educational staff members, including five males and two females. The school has a total of 979 registered students, with 452 male students and 527 female students. (sekolah]. 2021).

The distribution of the number of teachers and educational staff by gender reveals a significant difference, particularly in the number of male and female educational staff. However, the ratio of male to female teachers is equal. An analysis of the comparison between male and female students in the school shows that there is a higher number of male students compared to female students, with a difference of approximately 75 individuals. This data can be used for evaluating and planning the needs of educational staff and human resource management within the school. Furthermore, it can be used to identify potential issues or disparities that may arise in the educational process within the school.

Nevertheless, challenges were identified in the field regarding the implementation of madrasa administrative management. This includes the need to enhance coordination among the madrasa head, teachers, and educational staff in performing administrative tasks to avoid task overlaps and potential errors in administrative management. Additionally, there remains. The gap between expectations and reality in administration at MTs Negeri 4 Sragen underscores the need for improvement. Key areas for enhancement include staff training, optimal use of information technology, and improved facilities. Government support and clear policies are vital. These improvements aim to boost the effectiveness of administrative processes, thereby supporting the overall educational quality at MTs Negeri 4 Sragen. Despite efforts to improve administrative quality, many aspects still require refinement.

In response to this phenomenon, prior research has been conducted by various researchers to identify issues in the implementation of administrative management in schools. However, this research has been limited to general studies on administrative

management in schools in general and has not specifically addressed the implementation of administrative management at MTs Negeri 4 Sragen. Consequently, this study aims to fill this gap by conducting a more specific investigation into the implementation of administrative management at MTs Negeri 4 Sragen.

Previous research conducted on the implementation of administrative management in schools in Indonesia did not specifically examine MTs Negeri 4 Sragen. Therefore, this research is considered a novelty in comparison to previous studies. For instance, a study conducted by (Simanjuntak, 2019) explored the implementation of School-Based Management (MBS) in MIS Nurul Anwar Tanjungbalai and the factors influencing its success. In contrast, this research focuses on enhancing the effectiveness of school administrative governance through the use of a more modern and structured system. The study on the implementation of administrative school management at MTs Negeri 4 Sragen explores the use of technology in school administration and provides more effective solutions for managing school data and information. While both contribute to the development of education in Indonesia by identifying factors that can affect the success of educational programs and offering more effective and modern solutions.

Research by (Habibi, 2019) aimed to understand how the implementation of educational administrative management can improve learning services in schools/madrasahs. The results of this research showed that effective implementation of educational administrative management can enhance learning services in schools/madrasahs. The trend of improving the quality of education requires every madrasah, including MTs Negeri 4 Sragen, to manage administrative matters effectively (Nihayaty & Fanani, 2022). Previous research on the implementation of madrasah administrative management was generally conducted in madrasahs located in urban areas. Research in the madrasah environment in rural areas, especially at MTs Negeri 4 Sragen, is still very limited. Therefore, this research is expected to contribute to the development of knowledge, particularly in the field of madrasah administrative governance, and provide a clearer picture of the implementation of administrative management in the rural madrasah environment.

However, effective administrative management implementation is not always easy. Several factors, such as the lack of readiness and awareness among those involved in the administrative process, the lack of integrated information systems, insufficient human resources, and many other factors, can serve as obstacles to its execution. Therefore, research on the implementation of school administrative management at MTs Negeri 4 Sragen is needed to identify the factors affecting its success and how to overcome these obstacles.

Nevertheless, some field data indicate that MTs Negeri 4 Sragen has the potential to optimize the implementation of administrative management in the school. In previous research conducted by (Habibi, 2019; Simanjuntak, 2019), it was found that school principals, teachers, and educational staff in schools with successful administrative management implementation exhibited better performance and higher educational quality. Their studies showed significant differences between schools with successful administrative management implementation and those without.

In schools with effective administrative management implementation, school principals, teachers, and educational staff demonstrated better performance and higher educational quality compared to those in schools with poor implementation. This research aims to investigate whether the findings from previous studies (Habibi, 2019; Simanjuntak, 2019), can also be applied to MTs Negeri 4 Sragen. However, this study introduces novelty through its different methodology. This research will utilize qualitative methods with data collection techniques, including in-depth interviews, observations, and document analysis.

The novelty of this research lies in the methodology and the chosen research subject. The researcher seeks to determine whether the previous research findings regarding the relationship between the implementation of administrative management and the performance and educational quality in schools can be applied to MTs Negeri 4 Sragen using a qualitative approach. Thus, this research aims to address this gap by conducting a more specific study on the implementation of administrative management at MTs Negeri 4 Sragen. Research on the implementation of madrasah administrative management at MTs Negeri 4 Sragen is based on various theories related to educational management and administrative management. These theories are essential for understanding the concepts and implementation of administrative management that play a role in improving the performance and educational quality of the madrasah.

*Firstly*, educational management theories serve as the primary foundation for the organization and development of madrasahs. One relevant theory in this study is educational management theory, which emphasizes the importance of planning, organizing, implementing, and supervising in educational management. This theory provides crucial insights into madrasah management, where administrative management is a significant part of educational management implementation (Lin, 1998).

*Secondly*, administrative management theories are also relevant in this research. Administrative management involves the arrangement and control of all organizational management aspects. (Rahman, 2017) In the context of education, administrative management is an effort to align resources and activities to achieve educational goals.

The concept of good administrative management in education is vital for optimizing educational performance and quality, including in madrasahs (Kurniawan & Syahrani, 2021)

Thirdly, theories of educational performance and quality are also applicable to this research. According to (Erwina, 2019), educational performance is the ability of the education system to achieve educational goals, while educational quality is the result of the educational process, encompassing the quality of programs, management, and evaluation. These theories are essential for measuring the success of administrative management implementation in madrasahs, especially in enhancing educational performance and quality.

These theories provide the theoretical framework for this research. Understanding these theories can aid in formulating research questions, developing research instruments, collecting and analyzing data, and providing policy recommendations and actions to improve educational performance and quality in madrasahs. Based on the above points, the research questions can be formulated as follows: How is the process of administrative management implementation carried out at MTs Negeri 4 Sragen? What are the factors influencing the success or failure of administrative management implementation at MTs Negeri 4 Sragen? And what is the impact of administrative management implementation on the educational performance and quality at MTs Negeri 4 Sragen?

## **B. Methods**

The research method is the approach used to collect, analyze, and interpret data in a study. In this research, a qualitative research method is employed (Moleong, 2014). A qualitative approach allows the researcher to understand and explain social phenomena more in-depth. Data is collected through in-depth interviews, participatory observations, and the analysis of documents related to administrative management at MTs Negeri 4 Sragen (Hughes & Hitchcock, 2008). In-depth interviews are used to gain insights from various stakeholders, including the head of the madrasah, teachers, and administrative staff. Participatory observation enables the researcher to observe the ongoing administrative management processes at the school. Documentary study will be utilized to obtain data from official documents related to the implementation of administrative management at MTs Negeri 4 Sragen. This method allows the researcher to gain a deep understanding of administrative management practices at the school and identify factors influencing the success of implementation (Subando, 2021; Sugiyono, 2017). By applying qualitative analysis techniques, the obtained data will go through stages of the latest research on data condensation, data presentation, and drawing conclusions. Through this process, researchers can extract meanings and significant themes from the

collected data. Researchers can also link these themes to the chosen theoretical framework to gain a deeper understanding of the phenomenon under investigation.

### C. Result and Discussion

#### 1. The Implementation of School Administration in MTs Negeri 4 Sragen

Madrasah Tsanawiyah (sekolah].) Negeri 4 Sragen is a school located in Pedak Hamlet, Karangwaru Village, Plupuh Sub-District, Sragen Regency, Central Java. This madrasah is known for providing quality education and is committed to continually improving its educational standards. As a testament to this commitment, MTs Negeri 4 Sragen was awarded the Adiwiyata predicate by the Ministry of Environment and Forestry in 2021. The motto of MTs Negeri 4 Sragen is "*Excellence and Forefront.*" This motto reflects the school's determination to always strive to be the best in the field of education and compete with other madrasahs at the national level. By achieving the Adiwiyata predicate, MTs Negeri 4 Sragen demonstrates its focus not only on educational quality but also its concern for the environment. The school actively involves all stakeholders, including students, teachers, and staff, in preserving the environment. In doing so, MTs Negeri 4 Sragen emphasizes its commitment to innovation and the creation of programs that support these goals. Consequently, MTs Negeri 4 Sragen continues to excel in education and environmental conservation(Khalim, 2020). .

The motto also reflects the school's commitment to innovation and enhancing the quality of education to outperform others. Effective implementation of school administration is a key factor in achieving this goal. In this regard, efficient administration management can expedite decision-making processes and enhance the overall school management (Fitrah, 2017). The objective of implementing school administration at this madrasah is the same: to improve the quality of education and optimize the use of available resources. Therefore, the sustainable development of school administration with an environmental perspective is a top priority in achieving these goals. Effective administration management can help improve the quality of education and the reputation of the Madrasah in the eyes of the community. The implementation of school administration in MTs Negeri 4 Sragen aims to enhance the performance and quality of education. One of the key aspects emphasized in this implementation is the well-integrated management of human resources (HR), as well as the use of information and communication technology in administration management (M. Fatimah, Mardhiyah, A., & Azizah, I.N. , 2021).

Based on observations made on May 2, 2023, at MTs Negeri 4 Sragen, regarding the implementation of madrasah administration, several findings warrant discussion.

*First*, the use of information technology-based management systems is still not optimal at MTs Negeri 4 Sragen. Although an information system is in place, there are still challenges in its use, such as difficulties in access and limitations in usage on specific devices.

During the observation, it was found that the use of information technology-based management systems is not yet optimal at MTs Negeri 4 Sragen. This is evidenced by the limited use of the information system in the administration management process, including student data archiving, teacher data, and financial administration.

*Second*, there are differences in the understanding and application of school administration among teachers at MTs Negeri 4 Sragen. Some teachers are more active in following and implementing school administration comprehensively, while others only apply it partially or not at all.

*Third*, differences were also noted in the assessment of performance and educational quality among teachers who implement school administration well and those who do so less effectively. Teachers who are active and consistent in carrying out school administration tend to have better performance and higher educational quality.

*Fourth*, the role of the school principal in supporting and facilitating the implementation of school administration at MTs Negeri 4 Sragen is crucial. The school principal should be able to provide sufficient guidance and support to teachers in implementing school administration effectively and consistently.

*Fifth*, it was also found that time constraints and heavy workloads pose challenges to the implementation of school administration at MTs Negeri 4 Sragen. Teachers often struggle to balance their teaching duties with the execution of school administration tasks. This can impact the quality of school administration carried out by teachers.

The results of this observation indicate that the implementation of school administration at MTs Negeri 4 Sragen still faces several challenges. However, there are also teachers who have effectively and consistently implemented school administration, thereby positively impacting performance and educational quality. Therefore, efforts are needed to address the existing challenges and strengthen the implementation of school administration at MTs Negeri 4 Sragen.

Specifically, successful implementation of school administration at MTs Negeri 4 Sragen is observed in the management of academic and non-academic programs. There is a structured scheduling system and strict supervision of activities conducted at the school. These activities include teaching and learning, extracurricular activities, and the management of facilities and infrastructure.

After the observation, during an interview with the Head of MTs Negeri 4 Sragen, Sumanto, S.Pd, M.Pd, on May 3, 2023, several pieces of information related to the implementation of school administration at the school were obtained. Sumanto revealed that MTs Negeri 4 Sragen has been implementing school administration for several years, and overall, the implementation has been successful. One of the successes of school administration implementation at MTs Negeri 4 Sragen is the creation of a faster and more accurate decision-making process, thanks to a regular and transparent reporting system. This has also led to increased efficiency in resource utilization in the school, such as budget allocation and activity scheduling.

However, Sumanto also acknowledged that there are still some challenges in the implementation of school administration at MTs Negeri 4 Sragen. One of these challenges is the lack of awareness and participation from all stakeholders, including teachers and education staff, in effectively implementing school administration. This has resulted in some administrative processes appearing less organized and suboptimal. Furthermore, Sumanto mentioned that some of the software used in the implementation of school administration still need improvement, both in terms of security and user-friendliness. Additionally, technical issues sometimes hinder the implementation of school administration, such as slow internet connections or disruptions in the computer systems used.

In addressing these challenges, Sumanto explained that the school continues to evaluate and improve the implementation of school administration at MTs Negeri 4 Sragen. Moreover, the school actively conducts awareness-raising and training sessions for all stakeholders to enhance their awareness and participation in effectively implementing school administration. The interview with Sumanto indicates that the implementation of school administration at MTs Negeri 4 Sragen has been going well, although there are still some challenges that need to be addressed. This demonstrates that the implementation of school administration can have a positive impact on improving the effectiveness and efficiency of school management, as well as enhancing the quality of education provided.

The results of the implementation of school administration at MTs Negeri 4 Sragen show improved performance and educational quality. The improvement in educational quality is evident from the better results of students in national exams from year to year and their increased achievements in various academic and non-academic activities. Improved performance is also reflected in the effectiveness of resource management and faster, more precise decision-making by the school principal. (Fitrah, 2017)



In the face of changing times, MTs Negeri 4 Sragen has implemented school administration as an effort to enhance the quality of education in the school. School administration is expected to assist in making school management and development more effective and efficient. (Hilal Mahmud, 2015) However, the implementation of school administration at MTs Negeri 4 Sragen still faces several challenges. Some of these challenges include a lack of understanding of school administration among teachers and education staff, insufficient support and adequate facilities, and suboptimal utilization of information technology. (Saryati & Sakban, 2020). To overcome these challenges, MTs Negeri 4 Sragen has taken several measures, including training and socialization about school administration to teachers and education staff, providing the necessary facilities, and utilizing information technology in school administration. Additionally, MTs Negeri 4 Sragen conducts regular monitoring and evaluation to assess the success of the school administration implementation and identify areas for improvement in the future.

Through the implementation of school administration, MTs Negeri 4 Sragen has succeeded in enhancing the performance of teachers and education staff, as well as improving the quality of education at the school. This is evident from periodic evaluations that have shown an improvement in students' final exam scores and the performance of teachers and education staff. (M. Fatimah, Mardhiyah, & Azizah, 2021) Furthermore, the implementation of school administration has assisted MTs Negeri 4 Sragen in making more accurate and effective decisions, especially regarding budget allocation and human resource management.

However, the implementation of school administration still faces some challenges that need to be addressed in the future. These challenges include a lack of knowledge and understanding of school administration among some teachers and education staff, insufficient support and adequate facilities, and suboptimal utilization of information technology. Therefore, MTs Negeri 4 Sragen needs to continue making improvements and enhancements in the implementation of school administration to sustainably enhance the quality of education at the school.

Based on the results of document analysis, the process of implementing school administration at MTs Negeri 4 Sragen is carried out in a structured and systematic manner. The school administration implemented at the school covers various aspects, including human resource management, financial management, curriculum management, facility management, and extracurricular program management.

In practice, MTs Negeri 4 Sragen has established school administration guidelines that have been consistently followed by all teaching staff and employees. These guidelines encompass procedures for archiving, fund utilization, facility utilization, and

the execution of extracurricular activities. The document analysis also shows that MTs Negeri 4 Sragen has an integrated and automated reporting system. This system includes financial reports, extracurricular activity reports, as well as performance evaluation reports of teaching staff and employees. With this automated reporting system, MTs Negeri 4 Sragen can obtain accurate and timely information about the school's performance and activities.

However, there are several challenges faced in the implementation of school administration at MTs Negeri 4 Sragen. One of these challenges is related to the limitation of human resources in managing school administration, especially during changes in government policies and regulations. Additionally, there are challenges in the suboptimal utilization of information technology. Nonetheless, MTs Negeri 4 Sragen continues to make efforts to enhance the quality of school administration through training programs and the development of competencies for teaching staff and employees, as well as improving the use of information technology in school administration.

Based on the observations, interviews, and document studies mentioned above, it can be concluded that the implementation of school administration at MTs Negeri 4 Sragen represents a positive effort to enhance the quality of education at the school. Despite having some challenges, the efforts made by MTs Negeri 4 Sragen in addressing these challenges have yielded positive results. Therefore, there is a need for continuous efforts to improve the implementation of school administration at MTs Negeri 4 Sragen.

## **2. Supporting and Hindering Factors**

The implementation of school administration at MTs Negeri 4 Sragen is influenced by various factors that affect the success or failure of its implementation (Ramby, 2013). Some of the factors that impact the success or failure of the implementation of school administration at MTs Negeri 4 Sragen include:

*Human Resources (HR):* High-quality and adequately competent human resources are crucial for the success of school administration implementation. The skills and knowledge possessed by the head of the madrasah, teachers, and administrative staff significantly affect the implementation of school administration. (Syaiful, 2021) If human resources lack quality or adequate competence, the implementation of school administration may face obstacles and become challenging to carry out effectively.

*Government Policies:* Government policies that support the implementation of school administration also affect the success or failure of the process. Policies that provide support, financial aid, and training for madrasah heads and administrative staff facilitate the implementation of school administration. However, if government policies do not

support or fail to provide adequate support, the implementation process may be challenging to execute effectively.

*Infrastructure:* Adequate infrastructure is crucial in the implementation of school administration. The availability of administrative equipment and facilities like computers, printers, and the internet is a key factor in the smooth flow of school administration processes. If the infrastructure is inadequate, the school administration process may become difficult and time-consuming.

*Organizational Culture:* A positive organizational culture can also influence the success of school administration implementation. An organizational culture that emphasizes cooperation, openness, and effective communication eases the implementation of school administration. (Ambiya & Syukri, 2021) However, if the organizational culture does not support these values, the process of school administration implementation may be challenging to execute effectively.

The use of information technology in the school administration process is a critical factor in the success or failure of the implementation. Proper and effective use of information technology simplifies the school administration process, including data archiving, report generation, and more (Elviera, Irawan, & Syafrina, 2019). However, if information technology is not optimized or used inadequately, the school administration process can become challenging and time-consuming.

In addition, there are internal factors that affect the success or failure of the implementation of school administration at MTs Negeri 4 Sragen. One of these factors is the quality of human resources involved in the implementation. As stated by the head of the madrasah, Sumanto, the human resources involved in the implementation of school administration at MTs Negeri 4 Sragen are of good quality and have received training related to school administration. However, there are still some staff members who do not fully understand the concept of school administration and require guidance and support. The availability of infrastructure also affects the success of the implementation of school administration at MTs Negeri 4 Sragen. Observations indicate that some infrastructure needs improvement or enhancement, such as inadequate computer facilities and limited internet access. This can impact the effectiveness and efficiency of school administration management at MTs Negeri 4 Sragen.

External environmental factors also affect the success or failure of the implementation of school administration at MTs Negeri 4 Sragen. One of these factors is the policies of the government and related institutions that either support or hinder the implementation of school administration in the madrasah. Supportive policies, such as training or financial assistance for acquiring infrastructure, facilitate the success of school

administration implementation. Conversely, policies that hinder the process, such as bureaucratic complications or lack of support from relevant institutions, can make the implementation of school administration at MTs Negeri 4 Sragen more challenging.

In this context, the role of the madrasah head is crucial in establishing communication and collaboration with relevant parties, such as the Department of Education, the School Committee, and other institutions, to gain adequate support. The madrasah head plays an essential role in motivating and providing guidance to the staff, significantly influencing the success of the implementation of school administration at MTs Negeri 4 Sragen. Based on the interview with the madrasah head, it is evident that effective school administration implementation improves the efficiency and effectiveness of madrasah management. With proper governance, the madrasah head can direct teachers and education staff to focus on their primary tasks, which is providing quality education to students.

### **3. Impact on Performance and the Quality of Education at MTs Negeri 4 Sragen**

The results of the documentary study reveal that effective school administration can streamline the monitoring and evaluation of teacher and educational staff performance. This has the potential to enhance accountability and transparency in school performance. In the long run, this will have a positive impact on the quality of education at the school.

However, to ensure a significant positive impact, active support and involvement from all stakeholders within the school are essential. Teachers and educational staff need to understand the importance of school administration in improving performance and the quality of education. The head of the madrasah should facilitate the implementation process, provide appropriate support, and ensure proper supervision. Meanwhile, students should be educated about the significance of school administration and how it can positively impact their learning process.

Nevertheless, the implementation of school administration at MTs Negeri 4 Sragen is not without challenges. From the observation results, it is apparent that several administrative aspects are not well managed, such as financial management and record-keeping. These challenges can affect the performance and quality of education at the madrasah. Therefore, continuous efforts are required to enhance and improve the implementation of school administration at the school.

The research findings indicate that effective school administration at MTs Negeri 4 Sragen has a positive impact on the quality of education. This is evident from the increasing national examination results of students and the growing number of students

being accepted into high schools each year. Consequently, MTs Negeri 4 Sragen has successfully increased parental participation in their children's education process.

With effective school administration implementation, MTs Negeri 4 Sragen can be more efficient in carrying out its administrative tasks, allowing for more time and focus on educational activities. This can enhance the quality of education at MTs Negeri 4 Sragen because teachers can concentrate more on their primary roles as educators and better attend to students' needs. Furthermore, with better administrative governance, MTs Negeri 4 Sragen can be more efficient in managing its resources, including human resources, finances, and facilities.

Effective school administration implementation can strengthen accountability and transparency at MTs Negeri 4 Sragen. In fulfilling its duties, MTs Negeri 4 Sragen must be accountable to various stakeholders, including the government, the community, and parents of students. With sound administrative governance, MTs Negeri 4 Sragen can provide accurate and transparent information regarding students' performance and learning outcomes, as well as the utilization of budgets and other resources. This can build trust and support from various parties for MTs Negeri 4 Sragen, thereby enhancing the quality of education provided.

Moreover, well-implemented school administration can improve efficiency and effectiveness in budget management. In the era of regional autonomy, MTs Negeri 4 Sragen is expected to be more self-reliant in managing its budget while upholding principles of accountability and transparency. With good administrative governance, MTs Negeri 4 Sragen can optimize budget utilization, reduce the risk of leakage or misuse of funds, and ensure that the budget is used for genuine educational purposes. This can yield long-term benefits for MTs Negeri 4 Sragen, including improved educational quality, the well-being of educators and educational staff, and a good reputation in the community.

In addition to internal factors, external factors like government regulations and policies can also influence the implementation of school administration at MTs Negeri 4 Sragen. There are several regulations and policies that frequently change, requiring adaptation and adjustments in the implementation process. There are also challenges related to access to adequate resources and budgets to effectively carry out school administration.

Nevertheless, the implementation of school administration also faces certain challenges that need attention, such as the lack of knowledge and skills among educational staff in managing school administration. This leads to a slow and less effective implementation process. There are also obstacles related to the use of information and communication technology in school administration.

To address these challenges, efforts to enhance the quality and skills of educational staff in managing school administration are necessary. With support from the government in terms of providing adequate resources and budgets, MTs Negeri 4 Sragen should continually evaluate and improve the implementation of school administration to ensure that the resulting impact remains positive and enhances the quality of education at the school.

Therefore, well-implemented school administration can have a positive impact on the performance and quality of education at MTs Negeri 4 Sragen. To achieve optimal results, active participation and support from all parties within the school, along with ongoing efforts to improve the implementation of school administration, are essential.

#### **D. Conclusion**

After analyzing the research results on the implementation of school administration at MTs Negeri 4 Sragen, it can be concluded that effective school administration has a positive impact on school performance and the quality of education. Efficient and effective school administration assists school management in making better and timely decisions and enhances the performance of teachers and other staff involved in school administration. Therefore, the implementation of school administration should be a primary focus for all relevant parties to improve the quality of education at MTs Negeri 4 Sragen.

However, there are factors that influence the success or failure of the implementation of school administration at MTs Negeri 4 Sragen. One of these factors is the lack of quality human resources and a lack of understanding of school administration. Thus, training and competency development for staff responsible for school administration are needed so that they can perform their duties effectively. Schools should also pay attention to these factors to maximize school management potential and sustainably enhance the quality of education.

The results of this research can be used as a basis for relevant parties to design policies and programs related to school administration. Additionally, this research can serve as inspiration for further studies that explore the effects of school administration implementation on school performance and education quality more broadly. Thus, it is expected that the results of this research will provide broader benefits for the development and improvement of the quality of education in Indonesia.

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