



Educational Administration at Cluster III State Elementary Schools Basarang District, Kapuas Regency

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ABSTRACT

This study aims to: (1) analyze the administration of education at Gugus III Public Elementary School, Basarang District, Kapuas Regency, (2) identify the driving and inhibiting factors in improving the quality of education administration at Gugus III Public Elementary School, Basarang District, Kapuas Regency, (3) know the solution in improving the quality of education administration in Gugus III State Elementary School, Basarang District, Kapuas Regency. The type of research used in this research is descriptive. The data collected comes from interviews (Interviews), observation, and documentation. Data analysis in qualitative research The results showed: (1) The administration of education at Gugus III State Elementary School, Basarang District, Kapuas Regency, still needed to run optimally (2) Meanwhile, the obstacles faced in the implementation of educational administration were the inadequate quantity of teaching staff. (3) Solutions in improving the quality of education administration.

INTRODUCTION

Educational administration is a science that studies how to organize resources to achieve predetermined goals productively and how to create a good atmosphere for humans who participate in achieving mutually agreed goals. Paying attention to this understanding, educational administration is, in principle, a form of application—administration in managing, organizing, and allocating resources in the education world. The function of educational administration is a tool for integrating the role of all resources to achieve educational goals in a particular social context. This means that the managed areas have specificities that differ from management in other fields. The work area of educational administration includes planning, implementation, and supervision with the fields of work, namely human resources (HR), learning resources, and sources of facilities and funds so that it can be seen what is being done in the context of education administration to achieve educational goals productively both for individuals and institutions.

Educational institutions such as school organizations are institutional frameworks in which educational administration can play a role in managing the organization to achieve the goals that have been set. Judging from the levels of an organization, in this case, schools, educational administration can be seen at three levels: institutional, managerial, and technical. The goal is none other than that all these activities support educational goals; in other words, the administration is used in education to achieve educational goals in institutions or schools; education administration is a subsystem in the school education system. The purpose of educational administration is to support the achievement of the School's educational goals. In the administration of education, some principles can support administrative activities and achieve the goals of educational administration because these principles are defined. Among the principles of educational administration are:

1. The cooperation of a group of people.
2. There is arrangement and regulation for cooperation.
3. HR (Human Resources)/personnel must be managed.
4. There are tools and equipment that must be arranged.
5. Existence Sim, which is to be achieved together from cooperation.

Education Administration, according to Denim (2014: 54), there are four objectives, namely work effectiveness, efficiency, ability to adapt (adaptivity), and job satisfaction. Of the four objectives, it can be used as a criterion in determining the success of a school administration. For example, schools have a function to achieve quality work so that schools can produce graduates following the demands of the curriculum. To achieve the above objectives, efforts must be made as efficiently as possible, namely by using the maximum possible funding and human resources capabilities so that these graduates can proceed to the next level and adapt to the new school environment. Educational administration has four benefits (Asnawir: 2015:98) consisting of:

1. We are raising the degree of worker performance and helping to succeed and improve that performance.

2. We are creating an excellent working climate to apply the principles of healthy human relations by emphasizing respect for everyone in the educational institution concerned.
3. We encourage translating and changing educational ideas and theories into curricula, programs, methods, media, procedures, and various other educational activities to take the right path to achieve educational goals.
4. Trying to connect/bring together educational institutions with the community towards development, progress and stability.

The Principal of Gugu's III Public Elementary School, Basarang District, Kapuas Regency, generally carries out his duties by placing himself as someone with high authority and responsibility to improve the quality of education administration through supervision. Teachers must be able to master the class and be able to control their students. In addition, the Principal must be able to motivate and facilitate teachers in teaching. Based on the results of pre-survey Cluster III Public Elementary Schools, it was found that there was a process for placing teaching staff that was not on target, understanding that the diplomas and expertise of educators who are placed as teachers are not linear with their expertise so that many students are not optimal in obtaining their expertise in elementary schools. Apart from that, teachers who were considered qualified and had the spirit of educators were transferred, impacting the quality of students.

The role of the Principal is significant because apart from being an innovator, they are also administrators, managers, and educational supervisors with managerial skills. There are three areas of managerial skills that need to be mastered by education managers, concerning the opinion of Robert Katz, quoted by Wahyudi (2012: 64), namely conceptual skills (conceptual skill), human relations skills (human skill), technical skills (technical skill). All three managerial skills are needed to carry out managerial tasks effectively, although the application of each skill depends on the organization's level. Management of school quality improvement is one form of education reform. The system is to offer schools or schools to provide better and adequate education for students. The management of school quality improvement is a strategy to improve the quality of education by granting decision-making authority and responsibility to school principals by involving individual participation, school personnel, and community members.

The implementation of school-based quality improvement management will bring changes to the pattern of education management from a centralized to a decentralized system. Decentralization is an approach that entrusts education management to the region designed to be effective and efficient. The quality of education will be achieved if all components of well-organized education support it. These components are input, process, output, teachers, facilities, infrastructure, and costs, all of which need full support from those who have an essential role in educational institutions, in this case, the school principal. The implementation of educational administration can be said to be good if it has the right foundations, including the principles of efficiency,

management, effective leadership, prioritizing management and cooperation tasks, and education administration is no exception at Gugus III Public Elementary School, Basarang District, Kapuas Regency.

THEORETICAL REVIEW

Meaning of Education

In everyday life, we often encounter terms or notions of education that are not uniform in expressing the true meaning of education. Terms that have almost the same meaning in education, namely, teaching, fostering, Training, nurturing, and caring for children. Teaching can be interpreted as providing knowledge to develop one's potential or thinking ability. Here the emphasis is on the cognitive aspect (Hidayanto, 2013: 1). Education is always directed to the development of the values of human life. Developing this value implies understanding the benefits humans want to achieve. So what you want to develop is what can be utilized from the direction of the development itself. According to Dwi Nugroho Hidayanto (2013: 3), three main aspects are the direction of education, namely the Benefits of Education based on 1. The direction of Individual Development, 2. Development of Sociality.3. Susila development direction.

Educational administration is a combination of two words, namely: Administration and Education, each of which has its meaning, but when combined, it forms a new meaning. According to the Opinion of Hadari Nawawi (2015: 11), "education is a series of activities or the entire process of controlling the collaborative effort of several people to achieve educational goals in a systematic manner that is held in a certain environment, especially in formal educational institutions." Meanwhile, Ary H. Gunawan (2014: 1) "Educational administration is all efforts to utilize the available material effectively and personal resources to achieve educational goals." The fields covered in educational administration, According to Burhanuddin (2015: 38), put forward the following:

1. The field of school administration includes:
 - a. Organization and structure of administrative staff.
 - b. School finance budget.
 - c. Staffing and school personnel issues.
 - d. Finance and bookkeeping.
 - e. Correspondence and letters.
 - f. Appointments, transfers, placements, reports, filling out master books, reports, and so on.

2. The field of student personnel, covers between other:
 - a. Student organization.
 - b. Student health problems.
 - c. Welfare problems
 - d. Evaluate student progress.
 - e. Guidance and counseling for students.

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 - a. Student health problems.
 - b. Welfare problems
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 - d. Guidance and counseling for students.
4. The field of supervision (supervision) includes, among others:
 - a. Effortawaken spirit teachers and administrative staff in carrying out their duties as well as possible.
 - b. Cultivate and develop good cooperation between teachers, students, and school administrators.
 - c. Trying and making guidelines on how to assess educational and teaching results.
 - d. Efforts to enhance the quality and experience of teachers in general.
5. Areas of curriculum implementation and construction:
 - a. Guided by and applying what is contained in the relevant school curriculum to achieve the basics and goals of education and teaching.
 - b. Carry out curriculum organization and its methods adapted to hunting education and community environment.

Thus, among others, the fields covered in the administration of education. The essential part of education administration will focus on 3 (three) components. These components can be grouped as follows: (Yusak Burhanuddin, 2015: 40).

1. The field of curriculum administration, which includes curriculum implementation, curriculum development, syllabus preparation, daily preparation, and so on
2. The field of material administration, namely administrative activities related to material fields, such as school administration, financial administration, equipment, and others.
3. The field of personnel administration includes the administration of teacher personnel and school employees, and so on.

Educational administration is often termed school administration. The 2016 Curriculum (In the Management Manual) states that school administration (meaning educational administration) includes arrangements, teaching and learning processes, student affairs, personnel, teaching equipment, buildings and equipment, finance, and public relations or relationship with society. This is all the scope of school administration/education administration. Several legal bases cover the existence of the Principal. Law of the Republic of Indonesia Number 20 of 2014 and Government Regulation Number 19 of 2005 are the latest legal foundations confirming this functional official's existence. In addition, the Decree of the Minister of Administrative Reform Number 118 of 2014 (amended by decision number 091/2014) and the Decree of the Minister of Education and Culture Number 020/U/2014 (amended by decision number

097/U/2014) constitute the determination of supervisors as functional officials. Permanent to date.

According to applicable laws and regulations, the existence of the Principal is clear and firm. Thus it does not mean that the Principal is free from various problems. The institution of the Principal is getting more problematic after the decentralization of education handlers. These institutions are often used as dumping grounds, parking lots, and places to hoard several apparatus that are no longer used (roughly: junk officials). In addition, school principals need to be optimally functioned by education management in districts and cities. The saddest thing is that the budget for school principals is not included in the regional (district/city) budget. At least this phenomenon is still visible today. It's just that the problems teachers face in carrying out their duties are not only problems of professional development but are related to other problems. For example, as a teacher, you cannot meet household needs with the income or salary you receive each month. The amount of salary was reduced because of a loan from the bank, which must be paid every month by deducting the salary directly from the salary treasurer. Therefore, the implementation of the duties of the teaching profession, even though supervisors have assisted them, always faces obstacles (Siahaan, 2014: 89).

METHODOLOGY

This research is a descriptive analysis that describes in depth the object of the research being carried out. Data from critical informants and informants obtained through interviews, observation, and documentation results were then identified. The identification results show that the dimensions are influential, relevant, analyzed, interpreted, and relevant analyzed and interpreted and give an interpretation.

RESULTS AND DISCUSSIONS

Education Administration at Gugus III Public Elementary School, Basarang District, Kapuas Regency

In this study, the focus of education administration at SDN Gugus III, Basarang District, Kapuas Regency is the Curriculum Administration Sector, the Materials Administration Sector, and the Personnel Administration Sector (Teachers and Employees), Pushing and Inhibiting Factors in improvement at Gugus III Public Elementary School, Basarang District, Kapuas Regency. Field of Curriculum Administration. The curriculum is a mandatory component of the Learning Plan. Each has a learning objective, referring to K 13 like other schools. Meanwhile, learning indicators refer to signs that can be used to see the achievement of learning management in SschoolBasis of State Group III, Basarang District, Kapuas Regency. Detailed indicators can be used directly for curriculum use. Efforts to use the curriculum according to the guidelines, however, cannot be enough because other than using the curriculum, The existing curriculum is also accompanied by a character-based curriculum, including the elaboration of subjects that use an objectivity system so that students understand that the lessons given are aimed at faith and at the same

time knowledgeable in general. Continuous so that students are formed character.

The curriculum created by the central government is a standard curriculum that applies nationally. Schools are allowed to deepen the curriculum, and schools are also allowed to enrich what is taught. Besides that, schools are also free to develop local content curricula. The curriculum management set at Gugus III Public Elementary School, Basarang District, Kapuas Regency, is dynamic towards change, especially developments in the community environment and the direction of government policies in the education sector. So gradually, the curriculum will be reviewed to adjust to changes in progress. This step is in line with the demands of today's society and government, where students must receive an education that concerns all aspects, namely mastery of science and technology and character mastery. The curriculum carried out at Gugus III Public Elementary School, Basarang District, Kapuas Regency, regarding the mastery of science and the mastery of faith and piety. This is in line with Muhaimin's opinion that curriculum or educational programs are directed to help, guide, train, and condition the atmosphere so that learners (students) can develop and improve the quality of IQ, EQ, CQ, and SQ. IQ education concerns the quality of the head so that students become intelligent, intelligent people, and so on. EQ education concerns quality improvement heart so that students become competitive, patient, humble, maintain self-esteem, empathize, have good intentions, and not rush into action. CQ education concerns improving the quality of hands so that students will become agents of change and innovate or create new things. SQ education concerns moral qualities so that students become people who believe and fear Allah, have a noble character, are trustworthy in holding positions, and have the four primary characteristics: Sadiq, amanah, tabligh, fathonah, and so on.

To achieve curriculum management and to learn oriented towards quality development in Gugus III State Elementary School, Basarang District, Kapuas Regency, the steps taken are curriculum development. This also follows the opinion of Muhaimin et al. (2008) that to maintain the reliability and validity of the curriculum used, it is necessary to have rules regarding curriculum revision and development. Based on the fact that the conditions of schools are very diverse, the implication is that schools may develop, modify, but may not reduce the contents of the nationally applicable curriculum. Schools can enrich what is taught and modify the curriculum so that it is more contextual and aligned with the characteristics of students, as well as the freedom to develop local content curricula. Gugus III State Elementary School, Basarang District, Kapuas Regency seeks to collaborate synergistically between the SchoolSchool and the community in helping to realize the vision and mission. This collaboration was developed to increase community participation in providing quality education. Observing the cooperation sought by the Gugus III Public Elementary School, Basarang District, Kapuas Regency above, E. Mulyasa believes that the cooperative relationship between the SchoolSchool

and the community in order to create an effective and efficient school. The relationship thus created will form:

1. Mutual understanding between schools, parents, community, and other institutions in society, including the business world;
2. Helping each other in Schools and communities because they know the benefits and roles of each;
3. Close cooperation between the SchoolSchool and various parties in the community, and they will feel involved and responsible for the success of education in schools.

The same thing was also conveyed by Hendyat Soetopo, that the participation of society, industry, company, government, and private institutions in advancing education is urgent to be woven together and even made possible as wide as possible with the outside state for educational purposes. Meanwhile, related to the field of teaching, there are nine steps of quality planning carried out by the Gugus III Public Elementary School, Basarang District, Kapuas Regency, among others; preparing semester programs and annual programs, including the distribution of teaching assignments; compile a learning schedule every year; regulate the implementation of the preparation of the study unit model and the division of time used; arrange the implementation of learning evaluation; set assessment norms; regulate class promotion/ranking norms; manage the recording of student learning progress; plan and carry out improvement efforts, increase the development of learning; arrange a program for filling empty time because the teacher is unable to attend.

The planning for the development of Cluster III Public Elementary School, Basarang District, Kapuas Regency, is in line with the opinion of Bafadhah (2015: 111) that the nine steps of quality development planning are as follows; learning management includes; planning, namely: analysis of subject matter (AMP); preparation of educational calendars; programming yearly (prota) taking into account the educational calendar and the results of the analysis material lesson; preparation of the semester program; arrange education unit program (PSP); preparation of lesson plans (RP); organizing namely; division of teaching tasks and other tasks; preparation of learning schedules, corrective activities, enrichment activities, activities extracurricular, and guidance activity schedule. Briefing, namely, arrangements for the opening of the new academic year; implementation of learning activities; implementation of guidance and counseling activities; supervision; supervision implementation learning, counseling guidance, process evaluation, and results of guidance and counseling activities.

In addition, Mulyasa (2016: 33) also argues that curriculum and learning management includes; curriculum planning, implementation, and assessment. And operationally, it is necessary to divide teacher tasks, prepare educational calendars and learning schedules, divide time used, determine the implementation of learning evaluations, determine assessments, determine grade promotion norms, record student learning progress, improve teaching

improvements, and fill in empty hours. The emphasis is on empowering students in teaching and learning at Gugus III Public Elementary School, Basarang District, Kapuas Regency. In other words, students are required to play an active role compared to teachers. This can be actively seen in the learning process, creative, compelling fun (PAKEM), and innovative CTL-based (contextual teaching and learning). As we know, PAKEM is one of the desired learning models in implementing C 13 in the classroom. The PAKEM learning model, Hairuddin et al. believe that PAKEM is a learning process carried out in the classroom that can stimulate activity and creativity in learner learning and implement effectively and funnily. This model is also an alternative solution to create qualified, competitive and superior graduates. While CTL (Contextual Teaching and Learning) is a learning model that binds learning materials with real-world situations that develop and occur in the environment around students so that they can connect and apply competent learning outcomes to everyday life. In addition to the teaching and learning process, Schools are free to choose strategies, methods, and techniques for effective learning and teaching.

Field of Materials Administration

Facilities/infrastructures are all equipment or equipment that is directly used and supports the educational process, especially the teaching and learning process that takes place at Gugus III Public Elementary School, Basarang District, Kapuas Regency. Facilities and infrastructure management includes; regulating the maintenance of building cleanliness and the beauty of the schoolyard (physical school environment), including sports fields, rooms (classes and halls), organizing and maintaining equipment Schools (chairs, tables, cupboards, blackboards, chalk, and other ATK, organize investment land, buildings, and school equipment, either consumable or permanent. Facilities and infrastructure are supporting factors to achieve optimal learning outcomes. In teaching, adequate facilities and infrastructure are critical to improving and developing the quality of teaching and learning. It was based on the fact that there are still many assumptions in schools that infrastructure and facilities are considered less important compared to other learning infrastructure and facilities such as science, mathematics, and social studies, so it is not uncommon for infrastructure and facilities in schools to be sidelined. If school infrastructure and facilities are set aside, learning cannot occur. Besides that, the quality and condition of physical education infrastructure and facilities that are less or not ideal and unsuitable are still used in learning, affecting teachers in teaching and their expertise.

Activity Proses B study Mengage in the classroom is a learning activity between students and their teachers. In other words, learning occurs in interactions with indoor learning spaces. For learning to occur effectively, several principles must be considered, including motivation, namely the urge to carry out learning activities, both intrinsic and extrinsic motivation. Intrinsic motivation is considered better because it directly relates to learning objectives. Attention or concentration of psychic energy on learning is closely related to

motivation. To focus students' attention on lessons can be based on the students themselves and or on the learning situation. If students' thoughts and feelings are not actively involved in learning situations, these students are not learning. Various methods and media can stimulate students to be more active in learning. Feedback in learning is essential, so students immediately know whether their work is correct. Feedback from the teacher should make students aware of their mistakes and increase students' understanding of the lesson. The classroom is the place where the teaching and learning process takes place. Class size and the number of students will impact the application of different teaching techniques and methods. In terms of encouraging and increasing student engagement, the teacher is in charge of creating a comfortable atmosphere in the classroom.

Concerning the infrastructure mentioned above, Mulyasa (2016: 133) argues that the scope of management means and infrastructure includes the activities of planning, procurement, supervision, investment storage, and write-off, as well as arrangement. To organize the class as a place for teaching and learning, classroom arrangements are always attempted. Room class must have windows and adequate ventilation so that air exchange occurs freely. The teacher's desk is set in a good place and can see the entire classroom. Student desk chairs are set, so they stay calm. Adjust the number of desks with room capacity. So the teacher who teaches must also arrange furniture that is no longer used so that it does not pollute the room. Apart from Malaysia, Bafadal (2012:54) also argues that management of facilities/infrastructure includes planning activities; consisting of analyzing the needs for school facilities and infrastructure, planning and procuring school facilities and infrastructure, organizing; consisting of the distribution of school facilities and infrastructure, the arrangement means and school infrastructure, direction; consisting of effective and efficient use of school facilities/infrastructure, maintenance of school facilities and infrastructure, deletion of school facilities and infrastructure. Observing the opinions of Bafadhhal & Mulyasa above describe that each academic unit must have facilities including furniture, educational equipment, educational media, books, and other learning resources, consumables, and other equipment that is treated to support an orderly and continuous learning process. On the other hand, Prabowo (2007"32) argues that the facilities and infrastructure that must exist in schools include; classrooms, language and science laboratories, school mosques, leadership houses, teachers and administration, rooms, sports and student centers, experimental gardens, and art studio.

Schools cooperate with other parties to organize or utilize other facilities and infrastructure for educational purposes. In the context of School-Based Quality Improvement Management, good facilities/infrastructure is expected to create clean, tidy, beautiful schools to create pleasant conditions for teachers and students to be in School. It is hoped that adequate learning facilities will be available quantitatively, qualitatively, and relevant to needs. It can be used optimally to benefit the education and teaching process by teachers as instructors and students as students. Apart from facilities/infrastructure,

another essential element is the management of special services. To provide good and quality services for students of Gugus III State Elementary School, Basarang District, Kapuas Regency, is to provide a particular service unit. The special service unit at Gugus III Public Elementary School, Basarang District, Kapuas Regency, includes; effort school health (UKS), school counseling guidance (BKS), enrichment programs, and several canteen units. The connection with the special service unit for the Gugus III Public Elementary School, Basarang District, Kapuas Regency, Bafadhal (2008:331) says that the particular service unit includes; planning consists of; analysis of the needs of particular service programs for school members, preparation of special service programs for school members; organizing namely; distribution of tasks for implementing special service programs for school members; briefing namely, arranging the implementation of shuttle, lunch, and cooperative programs for students, as well as other special services. Supervision, namely, monitoring special service programs and evaluating the performance of special program services for school residents.

On the other hand, Mulyasa (2006:33) argues that exceptional service management consists of service health and safety. Observing the statement above, there is no other way except that schools must maintain and improve the health and spirituality of students to improve school quality. Apart from facilities/infrastructure, another essential element is the management of special services. To provide good and quality services for students of Gugus III State Elementary School, Basarang District, Kapuas Regency, is to provide a particular service unit. The special service unit at Gugus III Public Elementary School, Basarang District, Kapuas Regency, includes; effort school health (UKS), school counseling guidance (BKS), enrichment programs, and several canteen units. Concerning the particular service unit for the Gugus III Public Elementary School, Basarang District, Kapuas Regency, Bafadhal (2008: 133) says that the exceptional service unit includes; planning consists of; analysis of the needs of particular service programs for school residents, preparation program special services for school residents; organizing namely; distribution of tasks for implementing special service programs for school members; briefing namely, arranging the implementation of shuttle, lunch, and cooperative programs for students, as well as other special services. Supervision, namely, monitoring special service programs and evaluating the performance of special program services for school residents.

Personnel Administration (Teachers and Employees)

Related to the above, Human Resources Bafadal (2008: 211) argues that the importance of increasing the professional ability of teachers can be viewed from several perspectives. First, in terms of the development of educational science and technology. Along with the rapid development of science and technology, various methods and media and material development have all been successfully developed. Thus increasing the ability of professional teachers is carried out continuously along with science and technology in education. Second, in terms of ability and work morale. Coaching is the right of

every employee in the SchoolSchool, then improvementprofessional teachers are also seen as a right. This coaching, if done correctly and does not produce professional staff, but more satisfied and has high morale and morale. Third, in terms of work safety. Learning activity contains risks and intense subject matter that require teachers and students to use science and technology. When learning is not handled professionally, it creates hazards such as chemical explosions, touched mains voltage, etc. Therefore teacher training must be carried out continuously. Here it is essential to increase the professional ability of teachers. Fourth, improving professionalism among teachers is essential in school-based quality improvement management. This follows the characteristics of Management Enhancement Sex-Based Qualityprocessing MPMBS where the independence of all school stakeholders, one of which is the teacher. Their independence will grow when there is an increase in professional abilities to him.

Bearing in mind Law No. 20/2003 concerning the National Education System that education personnel is tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in academic units, educators are professionals tasked with designing and carry out learning process, assessing learning outcomes, conducting guidance and Training. The teacher (educator) is the soul, and the SchoolSchool is the container. Schools implementing school-based management will realize this, especially in developing academic staff. This must be done continuously, given the rapid progress of science and technology. In short, the education staff needed for the success of MBM are highly committed, capable, and able to carry out their duties properly. Anticipating this statement, the SchoolSchool principal is essential in improving the quality of education in schools. He is fully responsible for the smooth implementation of teaching in the SchoolSchool. Teaching leadership aims to improve teaching in schools, emphasizing the professionalism and skills of teachers. Driving and Inhibiting Factors in Improving the Quality of Educational Administration in Gugus III Public Elementary Schools, Basarang District, Kapuas Regency

Based on the presentation and results of interviews with the Principal and head of administrative staff and staff, it was revealed that to support the smooth running of administrative staff performance activities in improving educational administration, the SchoolSchool principal gradually met the needs of administrative staff, then supported by administrative staff, each of whom already has a computer. In addition to the supporting factors, there are also inhibiting factors, namely the lack of administrative staff with State or PNS status and the lack of Training or Training for administrative staff. Suitable educational administration activities are supported and begin with mature and good planning. So that in carrying out activities following the objectives set effectively and efficiently. According to Bafadal (2003: 26), these supporting factors are a process of thinking about and determining activities or programs that will be carried out in the future to achieve specific goals. Planning for administrative staff at Gugus III Public Elementary School, Basarang District, Kapuas Regency always prioritizes planning and sees current needs. Both the

needs of customers/students and education and carry out checks or checks on past service processes, and add to them according to the needs of the SchoolSchool.

Furthermore, according to Bafadal (2003: 26), educational administration must also pay attention to several aspects of obstacles, namely: what to do, what to do, when to do it, where to do it, how to do it, and what is needed so that the goals can be maximized. Administrative staff planning in Gugus III Public Elementary School, Basarang District, Kapuas Regency, can be analyzed by researchers that the administrative staff planning implemented is carried out in consultation and coordinated by the administrative staff manager, namely the Head of Administrative Staff with teachers and school staff in the annual meeting agenda. Before planning, service checks are held so that planning for service improvement can run effectively and efficiently. Solutions to Improving the Quality of Education Administration in Gugus III Public Elementary Schools, Basarang District, Kapuas Regency. Improve services following the plans determined in preparing school programs and budgets. Procedures for improving services consist of planning, implementation, and reporting. The staff manager of each SchoolSchool carries out the service improvement planning process. On average, three people analyze customer needs and education at the end of the semester. After that, the manager of administrative staff is responsible for making data on submitting customer needs and always coordinating with the school principal, then the manager and the school principal identify the services needed.

The implementation of service improvement at Gugus III Public Elementary School, Basarang District, Kapuas Regency, is by customer needs data approved by the school principal, then carrying out a service development selection meeting. Once approved, the manager carries out the planned service development. Service reporting is checking the services that have been provided, and if something is inappropriate, the service will be repaired. Then if the service is appropriate, the administrative manager reports it to the school principal. Based on these data, aspects of service planning carried out by administrative staff at Gugus III State Elementary School, Basarang District, Kapuas Regency, in general, can be said to be following the plan, namely starting from deliberations to determine services, repairs, or renewal, checking services to service development, as well as making direct service improvements if the service process is related to daily activities. However, in particular, it does not rule out the possibility of obstacles in service planning, such as the development of services related to school facilities and infrastructure, which cannot be realized directly because they are waiting for funds from the local government. Implementation is an effort to direct the workforce and utilize existing facilities. One such effort is development and maintenance. Development is an activity to add or change something to make it better and better. Based on the findings of observational data that researchers conducted at Gugus III Public Elementary School, Basarang District, Kapuas Regency, the development and maintenance of services are intended so that the service process always has improvements and runs well. Then for anything that needs

to be improved in service, the school administration holds a meeting or meeting with student guardians. This is done to find out the performance of school services.

Besides that, regarding the availability of infrastructure, schools always strive to improve the quality of educational services for their students. This can be seen from the School's efforts to provide the infrastructure that suits the needs. The distribution that was implemented at Gugus III Public Elementary School, Basarang District, Kapuas Regency, the distribution activities went quite well. The implementation of administrative staff tasks indeed leads to the goals of an administration itself, which according to Sergiovanni and Carver in Daryanto (2008: 17), mentions four organizational goals, namely: production effectiveness, efficiency, adaptability, and job satisfaction. The activity of evaluating the services of school administrative staff is by supervising or seeing the service process directly. The service will be repaired if it does not meet specific requirements. Evaluation is carried out at least twice every six months (one semester), involving teachers and staff to report related services that need to be repaired or renewed. Evaluation activities by direct monitoring, if the service is still proper and reasonable, then maintenance and improvement will be carried out. Still, if there are complaints about the service, changes and improvements will be made. Changes and improvements are activities of changing and adding or subtracting based on applicable guidelines. Changes and improvements are made so that the quality or quality of service is maintained. The performance of administrative staff in improving educational administration must have supporting factors. The administrative staff at Gugus III Public Elementary School, Basarang District, Kapuas Regency, tries to optimize every management process, then supported by each staff who already has their computer so that it is enough to help the performance of administrative staff in improving educational administration.

The Principal of the Gugus III Public Elementary School, Basarang District, Kapuas Regency, has been gradually trying to meet the School's needs. The Gugus III Public Elementary School, Basarang District, Kapuas Regency, still encounters many problems. This problem arises because there is still a shortage of administrative staff with state status, so there are a lot of overlapping jobs or multiple positions. And lack of Training for administrative staff employees affects the activities of administrative staff, which could be more optimal. According to Mutohar (2013: 129), the characteristics of improving school quality management can be seen in how schools can optimize performance organization schools, learning processes, resource management, and administration. The provision of Training to para-energy administration is indeed significant. It is hoped that administrative staff can fulfill their competence. As said by Syaefudin (2003: 100) the competence of school administrative staff is the ability to carry out tasks and roles and to integrate knowledge based on experience and learning carried out in the implementation of the work demanded in operational, technical skills, or technical administration in schools. The efforts of administrative staff to improve educational administration at Gugus III Public Elementary School,

Basarang District, Kapuas Regency, still face several obstacles, namely: (1) Human resources for administrative staff are still lacking, especially those with civil servant status. (2) Lack of Training or Training for administrative staff so that the management of IT systems cannot be optimal. The strategy adopted to overcome these obstacles is the administrative staff, who are civil servants who inevitably hold concurrent positions to fill the existing vacancies, the following strategy is for experienced administrative staff to provide direction, and it is hoped that fellow administrative staff will share, and are willing to learn.

CONCLUSIONS AND RECOMMENDATIONS

The performance of administrative staff in improving educational administration must have supporting factors. The administrative staff at Gugus III Public Elementary School, Basarang District, Kapuas Regency, tries to optimize every management process, then supported by each staff who already has their computer so that it is enough to help the performance of administrative staff in improving educational administration. The Principal of the Gugus III Public Elementary School, Basarang District, Kapuas Regency, has been gradually trying to meet the School's needs. The Gugus III Public Elementary School, Basarang District, Kapuas Regency, still encounters many problems. This problem arises because there is still a shortage of administrative staff with state status, so there are a lot of overlapping jobs or multiple positions. And lack of Training for administrative staff employees affects the activities of administrative staff, which could be more optimal. According to Mutohar (2013: 129), the characteristics of improving school quality management can be seen in how schools can optimize performance organization schools, learning processes, resource management, and administration.

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FURTHER STUDY

Furthermore, according to Bafadal (2003: 26), educational administration must also pay attention to several aspects of obstacles, namely: what to do,

what to do, when to do it, where to do it, how to do it, and what is needed so that the goals can be maximized. Administrative staff planning in Gugus III Public Elementary School, Basarang District, Kapuas Regency, can be analyzed by researchers that the administrative staff planning implemented is carried out in consultation and coordinated by the administrative staff manager, namely the Head of Administrative Staff with teachers and school staff in the annual meeting agenda. Before planning, service checks are held so that planning for service improvement can run effectively and efficiently.

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