

**PERFORMANCE EVALUATION OF ADMINISTRATIVE STAFF AT
MADRASAH TSANAWIYAH ZIYADATUT TAQWA**
**Rusdiana Navlia, Waqiatul Masrurah, Buna'i, Abdul Wahid, Munawarah, dan
Sofia Mubarakah Sa'bana**
Institut Agama Islam Negeri Madura
Email: rusdiananavlialia@iainmadura.ac.id, waqiatul76@gmail.com,
bunai@iainmadura.ac.id, abdulwahid@iainmadura.ac.id,
22381042139@student.iainmadura.ac.id, dan sofiamubarakahsabana@gmail.com

Abstrak

Tenaga administrasi memegang peran krusial sebagai pilar pendukung mutu pendidikan, namun evaluasi kinerjanya seringkali terabaikan. Penelitian kualitatif ini bertujuan untuk menganalisis tujuan dan faktor penghambat evaluasi kinerja tenaga administrasi di Madrasah Tsanawiyah Ziyadatut Taqwa, melalui wawancara mendalam, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa evaluasi kinerja dimaknai bukan sebagai prosedur rutin, melainkan sebagai instrumen strategis yang fundamental untuk menjamin kelancaran ekosistem belajar dan menjaga mutu pendidikan. Meskipun demikian, pelaksanaannya terhambat oleh jalinan persoalan sistemik yang saling mengunci, mencakup kesenjangan kapasitas sumber daya manusia (kurangnya pelatihan dan teknologi), kelemahan struktural (absennya sistem yang baku dan buruknya koordinasi), serta hambatan kultural-psikologis (beban kerja tinggi dan motivasi rendah). Penelitian ini menyimpulkan adanya kesenjangan signifikan antara visi ideal evaluasi dengan realitas implementasinya. Diperlukan pendekatan holistik untuk mengubah evaluasi dari beban formalitas menjadi alat pengembangan mutu yang otentik dan fungsional.

Kata kunci: *evaluasi kinerja, tenaga administrasi, mutu pendidikan, manajemen pendidikan, madrasah*

Abstract

Administrative staff play a crucial role as a supporting pillar for educational quality, yet their performance evaluation is often overlooked. This qualitative study aims to analyze the purpose and inhibiting factors of administrative staff performance evaluation at Madrasah Tsanawiyah Ziyadatut Taqwa, utilizing in-depth interviews, observation, and documentation. The findings reveal that performance evaluation is perceived not as a routine procedure, but as a fundamental strategic instrument to ensure the smooth functioning of the learning ecosystem and uphold educational quality. However, its implementation is hampered by an interlocking web of systemic problems, including a human resource capacity gap (lack of training and technology), structural weaknesses (the absence of a standardized system and poor coordination), and cultural-psychological barriers (high workload and low motivation). This study concludes that a significant gap exists between the ideal vision of evaluation and its implementation reality. A holistic approach is necessary to transform the evaluation process from a formalistic burden into an authentic and functional tool for quality development.

Key Words: *performance evaluation, administrative staff, education quality, education management, madrasah*

INTRODUCTION

The national education paradigm has undergone a significant transformation in efforts to achieve sustainable educational quality. However, the focus of attention in the context of performance evaluations still tends to be on teaching staff, while the strategic role of administrative staff as the operational pillar of educational institutions has not received proportional attention. This creates a paradox in the education quality assurance system, where vital supporting components are neglected in the comprehensive evaluation process.

Administrative staff in the educational context play a fundamental role, as stipulated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Article 39, paragraph (1) explicitly states that educational personnel, including administrative staff, are tasked with carrying out administration, management, supervision, and technical services to support the educational process in educational units.¹ Even though the legal basis has provided strong legitimacy, the implementation of administrative staff performance evaluation still faces various challenges in practice.

Administrative staff play not only a supporting role but also an integral part of the broader education system. They are responsible for ensuring that all aspects of school operations run smoothly, enabling effective teaching and learning. Through administrative tasks, resource management, supervision, and technical services, administrative staff directly contribute to creating a conducive learning environment and supporting the achievement of educational goals. In addition to teachers and other teaching staff, administrative staff are also responsible for ensuring the provision of various administrative needs, such as student data management, financial administration, and coordination between the school and the community. This function impacts the overall smooth operation of the school and the quality of education.²

Researchers argue that evaluating the performance of administrative staff is not merely a routine activity, but rather an urgent strategic necessity based on three fundamental perspectives. First, from an organizational systems perspective, the effectiveness of educational institutions depends on the synergy of all components, including administrative staff, who serve as the operational backbone. Second, from a quality management perspective, performance evaluation is a vital instrument for identifying competency gaps and designing measurable improvement strategies. Third, from a public accountability perspective, evaluating the performance of administrative staff serves as a form of transparency in the management of educational resources.

The absence of systematic performance evaluation of administrative staff can have a detrimental domino effect. Unclear performance standards can lead to decreased work motivation, uncertainty about the direction of competency development, and ultimately a decline in the quality of administrative services, which indirectly impacts the overall quality of education. This situation becomes even more crucial when linked to the increasingly complex and dynamic demands for improving the quality of education.

¹ Yusuf Umar et al., "Evaluasi Kinerja Tenaga Administrasi Sekolah Melalui Countenance Stake Model," *Jurnal Pendidikan Islam* 4, no. 2 (2021): 1–5, <http://ejournal.radenintan.ac.id/index.php/idaroh/article/>.

² Sрни Rianti, Andi Mappincara, and Andi Wahed, "Peran Tenaga Administrasi Sekolah Dalam Layanan Administrasi Di SMP Cokroaminoto Tamalanrea Makassar," *EDUSTUDENT: Jurnal Ilmiah Pendidikan Dan Pembelajaran* 1, no. 3 (2022): 173, <https://doi.org/10.26858/edustudent.v1i3.31520>.

Recent research has shown interesting developments in the study of educational administrative staff performance. Research on the strategies employed by the head of administrative staff to improve educational staff performance at MAN 1 Aceh Besar reveals that educational staff performance is already satisfactory with a comprehensive strategy in place.³ This finding indicates the importance of strategic roles in managing administrative staff performance, but it is still limited to certain contexts. Arfanaldy revealed the inconsistency of madrasah administrative staff management with Regulation of the Minister of National Education Number 24 of 2008, especially in aspects of position placement, competency development, and performance evaluation. This finding underlies the importance of standardizing administrative staff performance evaluation, which has not been optimally implemented in various educational institutions.⁴

Psychological factors and the work environment have a limited but significant influence on the productivity of administrative staff. This finding provides empirical evidence that there is still significant room for performance improvement that can be achieved through systematic and ongoing evaluation, while also demonstrating the need to identify other factors that contribute more to optimizing administrative staff performance in supporting the achievement of educational quality. A study on the relationship between school climate and job satisfaction with the performance of administrative staff in high schools throughout Tulungagung shows a moderate level of performance, with an effective contribution of job satisfaction to performance of 16.8 percent.⁵

A systematic performance management system for teachers and education personnel, including administrative staff, is an urgent need in the context of improving the quality of contemporary education. The complexity of the tasks and responsibilities carried out by administrative staff in the era of digitalization of education demands a structured and sustainable evaluation framework. Without a systematic performance management system, educational institutions will struggle to identify development potential, measure the achievement of performance targets, and design targeted improvement strategies. This can ultimately impact the effectiveness of school operations and the achievement of desired educational goals. Susanti, Murniawaty, and Izzati, in their research on the implementation of madrasah principal leadership in madrasah-based management, uncovered challenges in the administration and management aspects of education.⁶

Longitudinal research demonstrates the evolving understanding of the role of administrative staff. Julita and Ami's research on the application of management functions

³ Yusri M. Daud, "Strategi Kepala Tenaga Administrasi Dalam Peningkatan Kinerja Tenaga Kependidikan Di MAN 1 Aceh Besar," *Konstruktivisme : Jurnal Pendidikan Dan Pembelajaran* 16, no. 2 (2024): 394–403, <https://doi.org/10.35457/konstruk.v16i2.3697>.

⁴ Sehan Rifky Arfanaldy, "Analisis Kebutuhan Pengelolaan Tenaga Administrasi Madrasah," *Edu Cendikia: Jurnal Ilmiah Kependidikan* 4, no. 01 (2024): 1–9, <https://doi.org/10.47709/educendikia.v4i01.3561>.

⁵ Wahyu Adi Setiawan, Ibrahim Bafadal, and Wildan Zulkarnain, "Hubungan Iklim Sekolah Dan Kepuasan Kerja Dengan Kinerja Tenaga Administrasi Sekolah," *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan* 2, no. 4 (2022): 329–42, <https://doi.org/10.17977/um065v2i42022p329-342>.

⁶ Fitri Susanti et al., "Implementasi Kepemimpinan Kepala Madrasah Dalam Pelaksanaan Manajemen Berbasis Madrasah," *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (2023): 1–17, <https://doi.org/10.59373/kharisma.v2i1.12>.

to improve educational quality remains relevant in the contemporary context. A study on empowering school administrative staff to improve their performance demonstrates the importance of a holistic approach to performance management, which has not yet been fully implemented.⁷

Ensuring the quality of education is not only the responsibility of educational institutions, but also involves various parties, including organizers of educational units or programs, local governments, and the broader community.⁸ In other words, ensuring educational quality is a shared responsibility, not just the responsibility of a particular individual or institution. A systemic and integrated approach to educational quality assurance means that all components of education must work together harmoniously and in a coordinated manner. Educational units are responsible for implementing established quality standards, while educational unit or program administrators provide support and oversight.

Local governments play a crucial role in providing resources, infrastructure, and policies that support educational quality assurance, while the community is expected to actively monitor and provide input. This regulation also emphasizes the importance of a culture of quality at all levels of education. A culture of quality implies that all parties involved in the educational process have a strong commitment to continuously improving the quality of education. This can be achieved through training, professional development, and periodic evaluations involving all parties. By involving various parties and implementing a systemic and integrated approach, it is hoped that educational quality assurance in Indonesia can be effective and sustainable. This will have a positive impact on improving the overall quality of education, which will ultimately improve the quality of Indonesia's human resources. Educational quality is a crucial aspect in determining the quality of educational output, both in terms of academics and student character. Therefore, to ensure educational quality, all elements within educational institutions must function optimally, including administrative staff.⁹

The importance of administrative staff in the education system is often underestimated compared to the role of teaching staff. However, good administration plays a crucial role in supporting the effectiveness and efficiency of learning and improving the quality of school management. The quality of education is not only measured by student academic success but also by the proper and accurate management of school resources. Therefore, evaluating the performance of administrative staff is highly relevant and crucial, ensuring that school operations run optimally and contribute to improving the quality of education. However, the role of administrative staff often receives insufficient attention compared to that of teaching staff, such as teachers. However, suboptimal administrative staff performance can negatively impact the

⁷ Ahmad Salim and Endi Rochaendi, "Pemberdayaan Tenaga Administrasi Sekolah Dalam Meningkatkan Kinerja Pelaksanaan Tupoksi," *Transformasi : Jurnal Kepemimpinan & Pendidikan Islam* 4, no. 1 (2020): 41–58, <https://doi.org/10.47945/transformasi.v4i1.343>.

⁸ Djoko Susilo, "Peran Kepala Sekolah, Guru, Dan Tenaga Administrasi Dalam Penjaminan Mutu Madrasah Di MTs Negeri Plupuh Kabupaten Sragen" (Universitas Muhammadiyah Surakarta, 2016), https://eprints.ums.ac.id/46123/16/NASKAH_PUBLIKASI1.pdf.

⁹ Syarip Hidayat Sutisna, Abdul Rozak, and Wahyu Renanda Saputra, "Peran Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan Sekolah," *JIIIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 9 (2023): 1–7, <https://doi.org/10.69607/jm.v3i1.46>.

educational process, from delays in student administration and financial management to disruptions in the provision of learning facilities.¹⁰

Previous research by Yudella Arina, Sufyarma Marsidin, and Sulastris entitled "The Role of Administrative Staff in Improving the Quality of School Services." This research found that administrative staff are not only integral supporters of the education system, contributing significantly to higher service standards, but also play a crucial role in creating a conducive learning environment, improving the quality of administrative services, and enhancing the effectiveness of the learning process. The importance of capacity development for administrative staff is also emphasized, with the aim of enhancing their abilities in carrying out administrative tasks, managing resources, supervising, and providing technical services.¹¹

Furthermore, Dinda demonstrated that Madrasah Ibtidaiyah al-Munawaroh Bandar Lampung has implemented educational quality management effectively. This study found that the madrasah followed four main stages in implementing quality management: planning, implementation, assessment, and follow-up. The madrasah first establishes and develops quality standards, then implements the established plan, conducts periodic assessments and controls, and maintains and improves the evaluation process as needed.¹²

METHOD

The method used in compiling this article is to use a qualitative approach, namely a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words,¹³ and reporting detailed views obtained from informants, and conducted in a natural setting rather than solely based on literature.¹⁴ Qualitative research methods, as explained by Sugiyono, emphasize the quality or most important thing of the nature of an item or object. The most important thing about an item or service, especially in the form of an event, phenomenon, or social phenomenon, is the meaning behind the event.¹⁵ This meaning can be a valuable lesson for the development of theoretical concepts. It is important to capture and understand this meaning so that something valuable does not pass over time without leaving practical benefits. The data collection technique uses triangulation (combined),¹⁶ while the type of triangulation used in this study is triangulation of data

¹⁰Abdul Pandi, "Peran Tenaga Administrasi Dalam Meningkatkan Mutu Layanan Administrasi Di MTs Hidayatul Muhisnin," *Mudir: Jurnal Manajemen Pendidikan* 4, no. 1 (2022): 162–74, <https://doi.org/10.55352/mudir.v4i1.493>.

¹¹Sulastris Sulastris Yudella Arina, Sufyarma Marsidin, "Peranan Tenaga Administrasi Dalam Peningkatan Mutu Layanan Di Sekolah Yudella," *Jurnal Pendidikan Dan Konseling* 4 (2022): 9145–51, <http://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/9823>.

¹²Dinda Fadilah Mustaqim, "Implementasi Manajemen Mutu Pendidikan Di Madrasah Ibtidaiyah Al-Munawaroh Bandar Lampung" (Universitas Islam Negeri Raden Intan Lampung, 2021), [https://repository.radenintan.ac.id/15815/1/SKRIPSI 1-2.pdf](https://repository.radenintan.ac.id/15815/1/SKRIPSI%201-2.pdf).

¹³John W. Creswell, *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, Dan Campuran*, 4 Terj. ol (Yogyakarta: Pustaka Pelajar, 2016).

¹⁴Syaifuddin Azwar, *Metode Penelitian* (Yogyakarta: Pustaka Pelajar, 1998).

¹⁵Imam Gunawan, *Metode Penelitian Kualitatif: Teori Dan Praktik* (Jakarta: Bumi Aksara, 2013).

¹⁶Triangulation is a research technique used to increase the validity and reliability of data by comparing and confirming information from multiple sources or methods. The goal is to ensure that research findings are accurate and reliable, while minimizing bias and error. There are several types of triangulation, including: Data Source Triangulation: Using multiple data sources (e.g., interviews with different people or data

sources. Meanwhile, data analysis is inductive/qualitative. The results of qualitative research emphasize meaning more than generalization. The data collection techniques use observation,¹⁷ documentation, and interviews. With informants from the principal, administrative staff, the Deputy Head of Curriculum, and other teachers. This research was conducted at Madrasah Tsanawiyah Ziyadatut Taqwa to determine the performance of administrative staff at Madrasah Tsanawiyah Ziyadatut Taqwa and what inhibiting factors are in the implementation of this performance as a process and evaluation result.

RESULT AND DISCUSSION

The Purpose of Administrative Staff Performance Evaluation at Ziyadatut Taqwa Islamic Junior High School

An in-depth analysis of interviews with key informants at Ziyadatut Taqwa Islamic Junior High School revealed a fundamental collective awareness: administrative staff performance evaluation is not simply a routine managerial procedure, but rather a strategic pillar that underpins the overall education quality ecosystem. Explanations from the Principal, Administrative Staff, and a senior educator intertwine, forming a comprehensive understanding of the vital, often behind-the-scenes role of administration. The link between administrative efficiency and educational quality is the central thread of the informants' narratives, which can be further broken down into several central themes.

Performance Evaluation as a Strategic Quality Assurance Instrument

The Principal's perspective positions administrative staff performance evaluation as a strategic instrument for quality assurance. This vision goes beyond simply monitoring daily tasks and addresses the essence of educational goals at the madrasah. His statement that evaluation aims "to ensure that all administrative processes run efficiently and support the smooth running of teaching and learning activities" implicitly emphasizes that the administrative function is not an end in itself, but rather a support service whose success is measured by its impact on the core activity, namely, learning.

The principal identified evaluation as a diagnostic tool to "identify deficiencies and promptly correct them so that the learning process is not disrupted." This interpretation demonstrates a proactive approach oriented toward continuous improvement. In this context, evaluation is not interpreted as a judgmental mechanism, but rather as a reflective process to identify areas where administrative staff skills or knowledge enhancements are needed. This aligns with the concept of modern human resource management, which emphasizes staff capacity development to achieve larger organizational goals, in this case, holistically improving the quality of education..

To realize this strategic vision, the principal's leadership must be able to manage the complexities of madrasah administration, which encompasses a broad spectrum. This spectrum encompasses six main areas: facilities, general administration, student affairs,

from different points of time) to verify the consistency of information. Method Triangulation: Using multiple data collection methods, such as interviews, observation, and documentation, to compare results from different approaches. Researcher Triangulation: Involving more than one researcher in the data collection or analysis process to ensure different perspectives and reduce subjective bias. Theory Triangulation: Using more than one perspective or theory to interpret the same data.

¹⁷Aris Herdiansyah, *Wawancara, Observasi, Dan Focus Group: Sebagai Instrumen Penggalan Data Kualitatif* (Depok: Raja Grafindo Persada, 2013).

personnel, archival services, and special services.¹⁸ In this context, research confirms that effective managerial supervision by the principal significantly improves the performance of administrative staff, especially when implemented through digitalization and an Islamic-based approach.¹⁹ This managerial competence is ideally realized in a systematic cycle, from the planning phase through implementation and evaluation, accompanied by concrete actions such as involving staff in training programs and providing adequate learning support facilities.²⁰ All these managerial efforts ultimately aim to empower administrative staff, whose role has proven to be central to ensuring efficient school operations and supporting the overall educational process.²¹

The Practical and Operational Dimensions of Crucial Administrative Performance

If the Principal provides the strategic framework, then the perspective of the Administrative Staff, Mr. Zainul Syafaat, provides the operational details that fill that framework. He translates the concepts of "efficiency" and "fluency" into concrete and measurable performance indicators, such as "timeliness in completing tasks, neatness and accuracy in document management, and communication skills." These technical aspects, in essence, represent the concrete manifestation of the Principal's efforts to achieve operational efficiency.

The emphasis on document neatness, for example, is not merely a matter of aesthetics but also concerns data integrity, easy access to information, and institutional accountability. Similarly, the ability to communicate with teachers, students, and parents is key to creating a positive and collaborative madrasah climate. A communicative administrative staff serves as a bridge, reducing friction and misunderstandings that can hinder the educational process. Mr. Zainul Syafaat's perspective underlines that excellent quality administrative services (which are professional and orderly) directly contribute to the creation of a "conducive learning environment," a fundamental prerequisite for effective teaching and learning activities.

his operational perspective aligns with findings in the literature, which confirm that administrative staff performance does indeed encompass concrete indicators such as punctuality, document accuracy, and communication skills, effectively translating the concept of strategic efficiency into measurable results.²² To achieve these performance standards, effective administrative management requires the synergy of several key elements: competent human resources, technology integration, and a collaborative

¹⁸Arfanaldy, "Analisis Kebutuhan Pengelolaan Tenaga Administrasi Madrasah."

¹⁹Taufan Taufan, Susi Yusianti, and Muhammad Anggung Manumanoso Prasetyo, "Implementasi Supervisi Manajerial Kepala Madrasah Dalam Meningkatkan Kinerja Tenaga Administrasi," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 3 (2024): 1957–64, <https://doi.org/10.51169/ideguru.v9i3.1210>.

²⁰Ibnu Abinnashih and Nurfuadi Nurfuadi, "Kompetensi Manajerial Kepala Madrasah Dalam Meningkatkan Kinerja Pendidik Dan Tenaga Kependidikan," *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 1 (2023): 543–49, <https://doi.org/10.31004/edukatif.v5i1.4451>.

²¹Maria Ulfah, "Peran Tenaga Administrasi Dalam Meningkatkan Mutu Layanan Administrasi Di SMP Negeri 1 Pengaron," *Pahlawan Jurnal Pendidikan-Sosial-Budaya* 19, no. 1 (2023): 23–26, <https://doi.org/10.57216/pah.v19i1.556>.

²²Meriza Kurniati, Mardianto, and Deby Chintia Hesteriniah, "Analisis Kinerja Tenaga Administrasi Sekolah Dalam Layanan Kependidikan Di Sekolah Menengah Pertama Negeri 4 Talang Kelapa Kabupaten Banyuasin," *Jurnal Administrasi Publik* 3, no. 2 (2023), <https://doi.org/https://doi.org/10.37858/publik.v3i2.378>.

approach between principals, teachers, and administrative staff.²³ The impact of this robust support system is immediately felt in the classroom; studies show that comprehensive administrative support positively impacts teacher performance and motivation, enabling them to focus more on learning activities.²⁴ This confirms that quality administrative services essentially require a systematic and planned approach in accordance with applicable regulations to optimally support the educational process.²⁵

The Direct Implications of Administrative Performance on the Learning Ecosystem

Mr. Syaiful Rahman's perspective lends weight and urgency to both previous perspectives by asserting that "good administrative performance is one of the main foundations of quality education." The metaphor of administration as a "foundation" vividly illustrates its direct impact on the entire educational edifice of a madrasah. A weak foundation (characterized by slow, inaccurate, or disorganized administration) will cause the entire structure to falter.

When he stated that evaluation "ensures that no administrative obstacles interfere with teaching and learning activities," he highlighted a crucial reality in many educational institutions. Administrative obstacles often become "time thieves" for educators, forcing them to divert focus and energy from their primary task of designing and implementing meaningful learning. Thus, the effective performance of administrative staff serves as a safeguard for the classroom. By smoothly managing paperwork, finances, and facilities, the administrative staff frees teachers to fully concentrate on developing students' potential.

Collectively, the informants' views converged on one fundamental understanding: at Madrasah Tsanawiyah Ziyadatut Taqwa, the evaluation of administrative staff performance is not interpreted as an audit of clerical tasks, but rather as an ongoing reflection on the health of the foundation that supports the entire edifice of educational quality. This finding confirms that to improve the quality of classroom learning, serious and systematic attention must be given to strengthening the capacity and performance of human resources who work outside the classroom, but whose role is crucial to the success of the process in the classroom.

The fundamental understanding revealed by these informants is reinforced by various studies in the field of educational management. Research consistently shows that effective administrative performance directly impacts the learning ecosystem, particularly by eliminating administrative barriers that can disrupt teaching and learning activities.²⁶ More specifically, completeness of administration has been shown to significantly impact teacher performance, allowing educators to focus on systematic teaching and student competency development, rather than being burdened by non-

²³Nanu Andriani and Manarul Hidayat, "Pengelolaan Administrasi Sekolah," *Jurnal Pelita Nusantara* 1, no. 2 (2023): 215–20, <https://doi.org/10.59996/jurnalpelitanusantara.v1i2.195>.

²⁴Chesia Chaerany, "Literature Review Pengaruh Kelengkapan Administrasi Pembelajaran Terhadap Kinerja Guru Di Madrasah," *Journal Education and Government Wiyata* 2, no. 4 (2024): 381–95, <https://doi.org/10.71128/e-gov.v2i4.155>.

²⁵Amiruddin, "Kinerja Pegawai Tata Usaha Dengan Mutu Layanan Administrasi," *Al-Idarah : Jurnal Kependidikan Islam* 7, no. 1 (2017): 126–45, <https://ejournal.radenintan.ac.id/index.php/idaroh/article/view/2254>.

²⁶Chaerany, "Literature Review Pengaruh Kelengkapan Administrasi Pembelajaran Terhadap Kinerja Guru Di Madrasah."

academic tasks.²⁷ This context also emphasizes that educational administration is not merely a matter of record-keeping, but rather a comprehensive management process that involves systematically organizing the entire educational process to achieve institutional goals effectively and efficiently.²⁸ Ultimately, the implementation of an appropriate administrative system is key to creating a supportive learning environment, which in turn encourages innovation and results-oriented education.

Factors Inhibiting Administrative Staff Performance Evaluation in Ensuring Educational Quality at Ziyadaut Taqwa Junior High School

A thorough analysis of various perspectives at Ziyadaut Taqwa Junior High School reveals that the factors inhibiting administrative staff performance evaluation are not a series of isolated issues, but rather a complex web of interlocking systemic problems. Accounts from leaders, staff, and teachers collectively paint a picture of an ecosystem where human resource capacity constraints, managerial framework weaknesses, and cultural and psychological barriers intertwine, rendering the evaluation process more of a formality than a substantive quality assurance tool. These findings underscore that improvement efforts cannot be implemented in isolation but must address the multifaceted root causes of the problem.

Capacity Constraints: Competency Gaps and Resource Limitations

A key common thread emerging from interviews with the Principal and the Vice Principal of Curriculum is a fundamental gap in human resource capacity. The Principal's statement regarding the "lack of structured training and coaching" and Mr. Nuril Qulub's similar view regarding the "lack of specific training related to performance evaluation" highlight the root cause of the entire problem. The lack of adequate understanding of the duties, responsibilities, and quality standards of education inherently hinders the evaluation process. How can an evaluation be effective if neither the subject nor the object of evaluation has a shared understanding of what should be measured and why it is important?

This competency gap is exacerbated by limited technological resources, as expressed by the Principal and Mr. Miftahul Faizin. Reliance on "manual methods of documenting data" is not only a matter of efficiency but also accuracy. This directly creates operational barriers, hampering the evaluation process by hindering the lack of relevant and accurate data, a key barrier to effective evaluation. These limitations create additional administrative workloads, which ironically consume time that could otherwise be used for self-development and the evaluation itself.

The capacity gaps identified in the field reflect broader challenges in education. Studies consistently highlight inadequate training and professional development as key barriers, resulting in teachers lacking a thorough understanding of curriculum implementation and assessment standards.²⁹ These challenges are compounded by technological limitations, with educators often struggling with the IT competencies

²⁷Chaerany.

²⁸Risnawati, "Administrasi Dan Supervisi Pendidikan," *Aswaja Prasindo*, no. January (2014): 270.

²⁹Winda Fajar Qomariah, Rian Vebrianto, and Abu Anwar, "Implementasi Kurikulum 2013 Pada Jenjang Sekolah Dasar," *Jurnal Pendidikan (Teori Dan Praktik)* 6, no. 2 (2022): 82–86, <https://doi.org/10.26740/jp.v6n2.p82-86>; Leonard Leonard, "Kompetensi Tenaga Pendidik Di Indonesia: Analisis Dampak Rendahnya Kualitas SDM Guru Dan Solusi Perbaikannya," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 5, no. 3 (2016): 192–201, <https://doi.org/10.30998/formatif.v5i3.643>.

essential for modern teaching methods and effective data management.³⁰ Furthermore, capacity constraints extend beyond staff; principals' managerial competencies are also crucial, with inadequate supervision and a lack of meetings focused on performance improvement hindering progress.³¹ Ultimately, these resource constraints extend beyond human capital to include inadequate incentives for staff, which directly limit their job satisfaction and overall performance.

Structural Weaknesses: Absence of a System and Poor Coordination

The issue of individual capacity is rooted in deeper weaknesses at the structural and managerial levels. Research findings indicate a "lack of a structured and sustainable evaluation system," resulting in the absence of definitive benchmarks for assessment. Without clear guidelines and frameworks, evaluations are prone to subjectivity and inconsistency, ultimately eroding their legitimacy among staff. This situation reinforces the perception, as expressed in the data, that evaluations are "merely a formality."

This absence of a solid system manifests itself in poor communication and coordination, a complaint echoed by both administrative staff (Mr. Zainul Syafaat) and teachers (Mr. Miftahul Faizin). When vital information is frequently late or incomplete, it results not only in process delays but also in work fragmentation. Administrative staff cannot function optimally because they are isolated from the information they need. This demonstrates that performance evaluation cannot be separated from the organization's overall communication management. These structural failures, coupled with the "lack of support from school management" identified in the data, create a fragile foundation for the implementation of meaningful evaluation.

The lack of a structured and sustainable evaluation system is a fundamental problem. This lack of a framework often leads to subjective and inconsistent assessments, ultimately undermining the legitimacy of the evaluation process itself.³² Consequently, poor communication and coordination often result, creating a fragmented work environment where critical information arrives late or incomplete.³³ In this context, the managerial capacity of school leaders emerges as a determining factor, underscoring the central role of leadership in building and maintaining a healthy system.

Cultural and Psychological Barriers: Workload, Motivation, and Resistance

The impact of capacity constraints and structural weaknesses ultimately boils down to barriers at the cultural and psychological levels. The high workload, highlighted by Ms. Nafila Zulfa and Mr. Nuril Qulub, distorts perceptions of evaluation. Instead of being a development tool, evaluation is viewed as an "additional burden" that is deprioritized

³⁰Sanasintani Sanasintani et al., "Penerapan Manajemen Sumber Daya Manusia Terhadap Kegiatan Di Sekolah," *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 10 (2023): 7690–98, <https://doi.org/10.54371/jiip.v6i10.2538>.

³¹Jeihan Zhahira, Shalahudin, and Jamilah, "Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Kinerja Guru Sekolah Dasar," *Journal of Educational Research (JER)* 4, no. 4 (2021): 291–96, <https://doi.org/10.54371/jiip.v4i4.272>.

³²Indro Agustian et al., "Manajemen Evaluasi Kinerja Guru Di Pondok Pesantren Al-Iman Putra Ponorogo," *COMSERVA Indonesian Jurnal of Community Services and Development* 2, no. 09 (2023): 1873–82, <https://doi.org/10.59141/comserva.v2i09.567>.

³³Anggun Riski Lestari et al., "Analisis Dinamika Koordinasi, Komunikasi, Dan Supervisi Dalam Manajemen Berbasis Sekolah (MBS) Di Daerah Pesisir," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 4 (2024): 1733–45, <https://doi.org/10.53299/jppi.v4i4.902>.

amidst the pile of daily tasks. This is a natural psychological response when a process is not designed efficiently and is not integrated with normal workflows.

This negative cycle is deepened by a "lack of continuous feedback" and feelings of "underappreciation," which directly erode staff motivation. When evaluations do not yield constructive feedback and are not recognized for their contributions, staff lose the incentive to participate fully. As a result, a work culture that is resistant to change emerges, not out of a rejection of improvement, but rather as a defense against a process perceived as futile and burdensome. Collectively, the informants' views converged on a vicious cycle: a weak system produces meaningless evaluations, which then kills motivation and participation, ultimately further weakening the system's implementation. Breaking this cycle is the primary challenge for Madrasah Tsanawiyah Ziyadatut Taqwa.

This perception of high workload as a major obstacle is well-founded in the literature, which shows that it does indeed negatively impact performance and increase job stress, a phenomenon that is particularly relevant in demanding educational environments.³⁴ However, the relationship between workload and performance is not linear; it is mediated by motivation. Some research even suggests that workload can positively influence motivation under the right conditions, where there are clear goals and adequate support.³⁵ The context of Islamic educational institutions, such as madrasahs, adds a unique layer of challenges, including inadequate supervision, limited capacity development, and ineffective evaluation systems, which collectively create an environment where workloads are felt more heavily and demotivation is more likely.³⁶

CONCLUSION

Based on research at the Ziyadatut Taqwa Islamic Junior High School (Madrasah Tsanawiyah), the purpose of evaluating administrative staff performance is deeply understood as a strategic pillar for educational quality assurance. This process is not viewed as merely a routine managerial procedure, but rather as a fundamental instrument for ensuring the efficiency and effectiveness of all administrative services (from document management to communication). Optimal administrative performance serves as a solid foundation for the learning ecosystem, aiming to eliminate administrative barriers, free up teachers' time and energy to focus on learning activities, and create a conducive madrasah environment. Thus, the ultimate goal is to make the administrative function a proactive support service that improves the overall quality of education.

Despite its ideal goals, the implementation of performance evaluation is faced with a series of systemic and interlocking inhibiting factors, forming a vicious cycle that is difficult to break. These obstacles encompass three main dimensions: first, gaps in human resource capacity characterized by a lack of structured training and technological limitations; second, structural and managerial weaknesses, such as the absence of a standardized evaluation system, poor coordination, and lack of leadership support; and

³⁴Tazkiatun Nafs, "Pengaruh Beban Kerja Terhadap Stres Kerja Pada Guru Tahfidzdi Pesantren Terpadu Darul Qur'an Mulia," *Acta Psychologia* 2, no. 2 (2020): 199–208.

³⁵Muhammad Ihsan Nasution, Iskandarini -, and Sugih Arto Pujngkoro, "Pengaruh Beban Kerja Dan Budaya Organisasi Terhadap Kinerja Dimediasi Motivasi Kerja Karyawan Bank Syariah Indonesia (Bsi) Regional Finance Operation Medan," *Jurnal Ilmiah Muqoddimah: Jurnal Ilmu Sosial, Politik, Dan Humaniora* 7, no. 2 (2023): 508, <https://doi.org/10.31604/jim.v7i2.2023.508-517>.

³⁶Abdu Darim, "Manajemen Perilaku Organisasi Dalam Mewujudkan Sumber Daya Manusia Yang Kompeten," *Munaddhomah* 1, no. 1 (2020): 22–40, <https://doi.org/10.31538/munaddhomah.v1i1.29>.

third, structural and managerial weaknesses, such as the absence of a standardized evaluation system, poor coordination, and lack of leadership support. and third, cultural and psychological barriers, where high workloads, minimal feedback, and low motivation lead to evaluation being viewed as a formality. The interaction of these three factors erodes the legitimacy and effectiveness of the evaluation process, making it less meaningful for staff development and failing to contribute optimally to the desired quality assurance of education.

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