

## **The Roles of School Operators in Managing Information Data as Guarantors of the Quality of Education Services**

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**Abstract :** Quality management in education is a way of managing all directed educational resources so that everyone involved carries out their duties and participates in achieving academic goals. One of the supporting elements in the education unit is the academic staff; school operators are one of them. The lack of attention to school operators is the background of this research. The research method used is a descriptive method with a qualitative approach. The study was conducted at Pringgabaya District Middle School, East Lombok Regency. Collecting data in research is done by observation, interviews, and documentation. Informants in this study included: Principals, Teachers and Education Personnel (School Operators). The data analysis technique used is Miles and Huberman's interactive data analysis model. to measure the validity of the data in research conducted by triangulation. The study results show that apart from inputting and managing Dapodik, school operators also play an essential role in other data collection, from filling out e-reports and ARKAS to working on the PMP application. Besides that, the problem faced by school operators is a lack of attention to the performance and welfare of school operators, which can be seen from unclear regulations and legality.

**Keywords:** *School Operators, Quality of Education Services*

### **I. INTRODUCTION**

Quality assurance is a system in quality management. Quality management is a way of managing an organization that is comprehensive and integrated. The goal aimed at quality management is to improve the quality of work by enhancing performance and improving work quality. Quality management in education is a way of managing all directed educational resources so that everyone involved carries out their duties and participates in achieving academic goals. In the School Accreditation policy, it is stated that what is meant by the quality of educational services is a guarantee that the process of providing education in schools is in by what should be and as expected. The achievement of educational goals in the education unit depends mainly on the leadership skills and wisdom of the Principal. The Principal is a professional office in the school organization tasked with organizing the school's resources to achieve educational goals. In Permendiknas No. 24 of 2008 concerning School / Madrasah Administration Personnel Standards, it is explained that there are several

supporting elements for schools, one of which is Educators. They are non-teaching staff in charge of providing administrative service support for implementing the educational process in schools. Referring to the regulation means that the school has the authority to recruit administrative personnel to help and support activities in the school. To help administer data in education units, the central government issued an application called Data Pokok Pendidikan, abbreviated Dapodik. The word Dapodik has always been synonymous with school operators. Data managers at the education unit level commonly hold School Operators. The netting of information in the Basic Data of Education (Dapodik) begins at the level of education units, academic unit entities, students, educators and education personnel, and infrastructure. The education unit is a source of information in Dapodik data collection.

School operators have a vital role, especially when it comes to managing and presenting data. In addition, the principal's leadership also dramatically influences the performance of school operators. The results of research conducted by Zulfan (2021) show that the magnitude of the influence of the principal's leadership on the performance of school operators is 98%. Through Dapodik, data can be used by policymakers in the field of education as material in the formulation of education policies, program planning and evaluation in the field of education. The data in the Dapodik application is expected to be considered for educational planning and quality control. In addition, it can be used as a reference in supporting all programs within the Regional Government and Central Government. If the data input in the Dapodik application is done correctly, precisely and accurately, the school quality mapping will be by the actual situation. However, if it is the other way around, it will significantly affect the improvement of school quality and the planning of educational programs.

In this regard, the role of data managers at the education unit level is vital. They become the spearhead of data collection whose task is not light so that the quality of the data manager in charge will ultimately also affect the quality of Dapodik in his education unit. In its development, school operators handle Dapodik and fill out the PMP Application, e-report card and School Activity Plan and Budget Application (ARKAS) which other educators should carry out. Given its strategic position in data collection, the appointment of a school operator should not be arbitrary. They indirectly become one of the guarantors of the quality of educational services in schools. The lack of attention to the performance and welfare of school operators can be seen from unclear regulations and legalities; it should be that the appointment or determination of school operators should be based on clear rules and legalities. In addition, attention to the welfare (remuneration) of the operator is still lacking.

Ogunyemi et al. (2019) explain that remuneration refers to the gifts, benefits, compensation or honorariums an individual or group receives because of the services provided, including any financial rewards an employee or group earns from an employer for their employment, services, and loyalty. In other words, remuneration can be seen as part of a transactional process in which rewards or benefits are exchanged for services provided by an individual. Kassim (2011) notes that remuneration can be extrinsic or intrinsic. The purpose of this study is to describe the duties and roles, as well as the problems of school operators in managing data and information as a guarantor of the quality of education services in SMP Pringgabaya District, East Lombok, West Nusa Tenggara.

## II. RESEARCH METHOD

This research uses a descriptive method with a qualitative approach. Creswell (2016) explains that qualitative research explores and understands meanings that several individuals or groups consider to be derived from social or humanitarian problems. The location of study was conducted at Pringgabaya Junior High School, East Lombok Regency. Observation, interviews, and documentation were carried out in data collection in the study. Informants in this study include the Principal, Vice Principal, Teachers and Education Personnel (School Operators) at Pringgabaya Junior High School, East Lombok Regency. Miles, Huberman & Saldana (2014) used data analysis techniques in this study, including data collection, condensation, display, and conclusion.

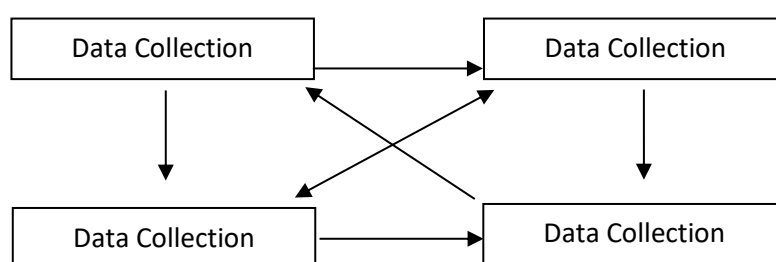


Figure. 1. Components of Interactive Data Analysis

Researchers used triangulation techniques to measure the data's validity in this study. The triangulation used in this study was source triangulation using data cross-checking between informants. In the triangulation technique, the data obtained by the researchers was re-examined by equating the results of interviews, observations and documentation about the tasks, roles, and problems of school operators in managing data and information as a

guarantor of the quality of education services at Pringgabaya District Junior High School, East Lombok, West Nusa Tenggara at different times.

### III. RESULT (S)

A study by Mehdinezhad and Mansouri (2016) found that the principal's leadership behavior is closely related to the teacher's sense of self-efficacy, which can have long-term effects on overall teacher performance and organizational commitment. For example, in a study focused on the principal's leadership behavior and the trust of teacher organizations, Kars and Inandi (2018) concluded that principals carry feelings of trust among teachers. However, what happened was that the leadership of the principal at SMP Negeri Pringgabaya Subdistrict, East Lombok Regency, has not been able to influence the self-confidence of the teachers in terms of carrying out their responsibilities in filling out the e-report cards that should be their responsibility, they become unconfident in their abilities so that they impose their duties on school operators.

Not a few school operators have suffered this unfortunate fate. The amount of their services in the success of government and school programs is not comparable to the welfare they get. Not only in Pringgabaya Sub-District, East Lombok Regency, but many school operators also have to work for a modest "salary" that is not commensurate with their work. As we know, the main job of school operators is to input and manage Dapodik data. Still, they also do the work teachers should do, such as preparing administrative requirements to disburse teacher allowances. Besides that, it also compiles various other documents.

Meanwhile, the salary received by school operators at Pringgabaya Middle School, East Lombok Regency, is an average of Rp. 650,000.00 per month with an inappropriate workload. They also work outside school hours. Considering the heavy task makes its role very important, it should be of concern to the school, especially the principal. This condition should make schools aware that not only admission, processing, and graduation of students but also administrative and management services by school administrators must be considered.

For the performance of school operators to be optimal, efforts to improve the performance of school operators are not only the responsibility of the government, but the role of the education unit, in this case, is the principal, the existence of the principal in the education unit other than as an educator has the task of guiding teachers, guiding employees, guiding students, and developing staff. The school as an institution has a function in organizing education to achieve the goals of education itself, so managerial leadership

through the principal must be carried out professionally; professional management must refer to the science of organizational management, namely management science. In the education unit, the principal can be equated with a manager, So that with its existence, it must be able to make a vision and mission to achieve the goals by making plans on how to achieve the goals (planning), determining who will carry out (organizing), how to carry out the mission (actuating), and can evaluate the process and achievement of goals through predetermined programs (controlling). According to Manning and Curtis (2003), effective leadership can be measured by indicators, including: (1) fact-based (objective) judgments are not subjective; (2) creating a clear vision and mission; (3) can motivate and (4) can empower staff. In this case, the principal's role as a manager is to guide, direct and mobilize and supervise/monitor the performance of school operators.

#### **IV. DISCUSSION**

Education personnel in schools are filled by several positions, one of which is the school operator as administrative personnel. Administrative personnel is defined as school human resources who are not directly involved in teaching and learning activities but are very supportive of the success of school administration activities. The task of school operators is becoming more complex with the use of Dapodik data. The mission of school operators has become increasingly involved with the help of Dapodik data, which makes school operators the information center for school principals, educators, students, treasurers and even school committees and parents.

The school operator's main task is to input and manage school data and send it online to a central server. However, from the results of the research that has been done, in addition to working Dapodik data, school operators also fill in e-reports, PMP, and ARKAS, which teachers, principals and treasurers should do. It shows that the role of operators in schools is vital. They do almost all the work in administration. The correctness and accuracy of Dapodik's data are the Principal's responsibility. Widiyastuti and Arikunto (2015) state that Principals must have intelligence above the average subordinate and behave effectively and professionally to carry out their roles effectively.

#### **V. CONCLUSION**

The role of data managers at the education unit level is vital as the spearhead of data collection. The task is not light. Obtaining precise, complete, and accurate data is not easy to obtain and requires high diligence and accuracy. The quality of the data manager on duty always influences the quality of Dapodik in their academic units. Given its strategic position

in data collection, the appointment of school operators should not be arbitrary. Dapodik is state data, so data confidentiality and accountability must be maintained. So, when the head of the education unit appoints a school operator, the determination must be based on clear regulations and legality. With his position as a school operator, he will automatically have access rights to all data management in the education unit. To realize an education basic data information system (dapodik) that is precise, fast, complete, and accurate, dapodik operators are required to have mastery of the curriculum, knowledge of applicable government regulations, and supporting understanding of computers or technology. An operator must have adequate competence in operating a computer. In addition to having competent operators, schools must also have a good system.

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