

Administrative Services' Effectiveness in Mokupa INPRES Primary School, Tombariri District, Minahasa Regency

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ABSTRACT

This study aims to determine and analyze the effectiveness of administrative services at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency. The aspects examined in this study consist of: 1) Administrative Service Process, namely: a) administrative service procedures, b) speed in performing administrative services (corresponding completion), c) accuracy in performing administrative services (accuracy in typing correspondence).) d) service provider style. 2) The obstacles that arise in administrative services at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency, namely: a) facilities and infrastructure, b) room temperature and maintenance c) administrative service room. The research method used in this research is descriptive qualitative method, while data collection techniques are carried out by means of observation, interviews, and documentation to the Principal, Administrative Staff, Teachers, Students and Parents of students. The results of this study indicate that Administrative Services in the Administrative Section at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency are not yet fully effective. This is proven by not having competent administrative staff with civil servant status, and inadequate infrastructure so that administrative services often experience delays in the correspondence completion process and are less thorough in typing correspondence.

Keywords: Administrative Service, Service Effectiveness, Qualitative Method.



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INTRODUCTION

Public service is the provision of services to the desires and needs of the community as citizens by state administrators. As stated by the mandate of the 1945 constitution, state's obligation to its citizens is to fulfill basic needs of every citizen. One of its important values is carrying out public services effectively and efficiently. In delivering public services, based on Indonesian Law no. 25 of 2009 the public organizations are obliged to: (1) develop and determine service standards, (2) provide quality services based on principles of public service delivery, (3) provide accountability

for services provided, (4) place competent implementers, (5) assist the community in understanding their rights and responsibilities.

Education is an important instrument and agenda for development in Indonesia, and that is why education should be made a top priority in development at the central, provincial and regional levels (Suarga, 2017; Wijanarti, 2016). The quality of the educational process and the success of a school in providing education is highly dependent on various interplaying factors owned by the school such as the principal with one of his roles as educational administrators, teacher qualifications, curriculum, students, finances, facilities, and educational community (Saleh et al., 2016).

Indonesian Law Number 20 of 2003 concerning the National Education System (Sisdiknas) article 14 states: "The levels of formal education consist of basic education, secondary education, and higher education". To support teaching and learning process in schools, administrative services play important part in building good governance in educational institution. Administrative services are one of the supporting work units in school organizations and have a strategic position in achieving organizational goals (Nasution et al., 2017). Therefore, it is imperative for this unit to always be able to provide good services to students, teachers, education staff, parents, government, and others (Asmi & Sahuri, 2013).

Minister of National Education Regulations No. 13 of 2007 concerning the standard of school principals is the principal in charge of managing administration in support of school goals. Minister of National Education Regulations Number 24 of 2008 concerning Standards for School Administration Personnel includes heads of administrative staff, executives of affairs, and school / Islamic school special service officers. The administrative tasks and functions in elementary schools are as follows: (1) preparation of work programs, (2) managing school administration, (3) managing and implementing school administration/infrastructure. Administrative function; (1) information services, (2) implementation of financial affairs, (3) coordination of planning, evaluation of programs and budgets, and reports. The role of school administration is very helpful for teachers, such as in the following ways: planning the use of school spaces, formulating policies on the division of teaching tasks for teachers, providing and maintaining source books for teachers and learning resource books for students, playing a role in correspondence in the school environment, and act as recipients, sorters, note-takers, directors, processors, archivists in the correspondence process.

The level of performance of the administrative service center of a public organization can be directly related to the work efficiency of government affairs (Yang et al., 2017). This also includes the process of developing democracy and information, the level of public services. As previously stated that government without the support of qualified public administrators is similar as a vehicle without wheels (Gupta et al., 2017). Public administrators around the world are under pressure from various stakeholder to perform and provide quality services with less resources. This is a challenge for organizers in managing public organizations such as schools. While some type of public organizational focus on how managing people in their organization (Agustina et al., 2021; Dawud et al., 2018; Pradesa, 2018), educational services certainly have different characteristics from other types of public services. The form of public services will of course lead to how satisfied the service users are (Novira et al., 2020; Sulistyan et al., 2017). Based on that, educational institutions will try to build and maintain their existence so that they continue to be well known and recognized by the community (Wijanarko & Sularso, 2014).

Student administration includes student or student data, educators or teachers, curriculum, and infrastructure. All these components must support each other to achieve success in providing services in educational institution (Muspawi & Robi'ah, 2020; Romlah et al., 2019). Data and information describing the growth and development of students, both individually and in groups, need to be collected, recorded, and maintained carefully and regularly. This data processing must be done from the first time a student is enrolled in school until the student finishes the study and

graduated from school. A series of activities to collect, record, and maintain information data about students is included in school administration services. For teachers, they have to participate in this process to carry out school administration affairs as a whole, because of classroom administration is an integral part of school administration. Thus, teachers cannot be separated from classroom and school administration, because an elementary school teacher is essentially an education administrator. The elementary school administration is the activity of providing, regulating, and utilizing all resources to achieve educational goals in schools effectively (Wijanarti, 2016). The scope of school administration activities includes the management of official letters and school archives.

Based on preliminary observation, the implementation of administrative services at the Mokupa INPRES Elementary School, Tomabariri District, Minahasa Regency is not yet effective. This is caused by the absence of administrative staff. The work of administrative administration services is only carried out by two honorary teachers who are assigned to do the work accompanied by the principal. The two honorary teachers must serve about 95 students, consisting of 58 male students and 37 female students. Available facilities and infrastructure (tables, chairs, laptops, printers, paper) needed still do not meet the standards. This condition will lead to lack of quality in providing administration service process.

The length of the process in this administrative service turned out to cause the correspondence process to be delayed and fulfill the target. There is a maximum time standard that the completion of correspondence is no more than 3 days. But in practice the process could take longer about 4-5 days. Besides that, less careful in carrying out the typing of correspondence means the frequent occurrence of errors in writing correspondence. The lack of informativeness of administrative service officers means that various information that should be conveyed to teachers and students is slow or even not reaching the teachers and students. Table 1 below show about delay in the completion of correspondence in 2020 at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency:

Table 1. List of correspondence completion targets at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency 2020

No	Letter Description	Number of Letter	January - March 2020		April - June 2020		September - November 2020		Note
			Target	Realization	Target	Realization	Target	Realization	
1	Parrent Meeting Invitation Letter	95	1 day	2 days	1 day	3 days	1 day	1 day	
2	Completion of personnel administration	9	2 days	6 days	1 day	3 days	1 day	2 days	
3	Compilation of student beneficiary data	95	3 days	5 days	2 days	1 day	1 day	2 days	exceed the specified time standard
4	Transfer student data, graduate students, drop out of school	50	1 day	2 days	1 day	3 days	2 days	3 days	
5	Letter of assignment	5	1 day	2 days	1 day	1 day	1 day	2 days	

Source: INPRES Mokupa Elementary School administration data, Tombariri District, Minahasa Regency, June 2021

Table 1 show the completion of correspondence which not completed according to the specified time. During January-June, parent meeting invitation letters were often delayed, and September-November was on time. The completion of the personnel administration in January-March experienced a very severe delay that cause personnel administration have to pending input to system. For this case in April-November still delayed. The data compilation on students who receiving aid from January to March was delayed, April to June was quietly good, while September-November have delay problem in its process.

Data on transfer students, graduate students, and dropouts for January-June are not too far from the target in completing the letter. However, for September-November, the completion of the letter was delayed quite far from the target. Letter of Assignment January-June is not too far from the target in completing the letter. However, for September-November, the completion of the letter was delayed quite far from the target. In addition, administrative employees are often less careful in carrying out typing correspondence, so this has an impact on the delay in completion. Furthermore, there are still complaints from teachers and parents regarding the delay in various information. Such as delays in assignment letters or activity invitations delivered to the teacher so that it seems sudden. Likewise, information to students and parents is often delayed.

Table 2. Errors in Typing Correspondence in 2020 at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency

No	Letter Description	Number of Letter	Number of typing errors January-March 2020	Number of typing errors April-June 2020	Number of typing errors September-November 2020	Note
1	Parents Meeting Invitation Letter	95	20	25	15	Incorrect letter number and meeting invitation date
2	Completion of personnel administration	9	3	2	5	Incorrect TTL, Name, and NIP
3	Compilation of student beneficiary data	95	15	30	20	Parent's occupations are confused with other students' data, letter numbers are reversed
4	Transfer student data, graduate students, drop out of school	50	10	8	5	Mistyped student name
5	Letter of assignment	5	2	1	3	Wrong date of assignment and term of assignment

Source: INPRES Mokupa Elementary School administration data, Tombariri District, Minahasa Regency, June 2021

Based on the table above, it can be seen that errors in typing letters that often occur are errors in typing names, letter numbers, TTL, teacher IDs, parents' jobs being confused with other student's parents' data, and the date of the letter. For the number of letters that experience errors month to month very many errors occur. In addition, training on school administration issues is rarely held. So administrative activities only rely on administrative knowledge used by existing schools. In addition, the nature of the administration is done by copying and pasting the existing schools, for example in the form of letters, reports, and other administrative formats. Another problem is the

inadequacy of facilities and infrastructure. At the Mokupa INPRES Elementary School, Tombariri District, in the process of making letters using 1 laptop, and 1 printer. And the tools for storing letters are not yet complete, at the school, they are only used, such as cupboards, folders, stamps, and folders. If this problem is not handled effectively, this will cause administrative services at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency not to run with service standards. Based on the description of the problems above, administrative services at the INPRES Mokupa Elementary School, Tombariri District, Minahasa Regency have not been fully effective because they have not met the proper facilities and infrastructure and have not been able to achieve the goal of providing excellent service.

METHOD

This research is in the form of a qualitative description which is seen from the point of view of education by using the data collection instruments of interviews, observations, and documentation. According to Miles et al., (2014) revealed that qualitative data analysis is about using words that are always arranged in an expanded or described text. When giving meaning to the data collected, the authors analyze and interpret the data. Because the research is qualitative, the data analysis takes place from the beginning of the study until the end of the research which is outlined in a research report that is carried out simultaneously and continuously. Furthermore, the interpretation of the data is carried out by referring to theoretical references related or related to the problem (Miles et al., 2014).

Object of this study is SD INPRES Mokupa, Tombariri District, and Minahasa Regency. At this point, data collection process in the following ways: (1) interviews with selected research subjects and informants, (2) reviewing documents related to the research focus, (3) observing the activities of the research subjects by participating in activities school. Data provided by the subject and informant was refined, and improvements were made both in terms of language and systematics so that the results reporting research results obtained a high degree of confidence.

The subjects in this study included the principal, teachers, parents, and students at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency. As qualitative study, the presence of researchers is necessary because the researcher have a role as main instrument. The main instrument referred to here as well as the data collector, analysis, and data interpreter. Researchers used the method of observation, interviews, and documentation.

The methods used to obtain data and information as the main materials that are relevant and objective in this study are:

1. Observation
Observation is data collection which is done systematically and intentionally through observation of the investigated phenomena. This method was used to obtain data on the effectiveness of administrative services at the Mokupa INPRES Elementary School, Tombariri District.
2. Interview
Oral interview, which is a dialogue conducted by the interviewer to obtain information from the interview. Interviews can be viewed as a data collection technique by means of one-sided questions and answers that are carried out systematically based on the general purpose of the investigation. In this case, interviews were conducted to obtain information about the role of the Principal and Teachers in providing school administration services.
3. Documentation
Document comes from the word document which means written items in research techniques, researchers investigate written objects such as books, magazines, documents, regulations, and so on.

In this study, the examination of the validity of the researcher's data is based on certain criteria, to ensure the reliability of the data obtained by the researcher through the study. The criteria for the validity of the data that the researcher will do are as recommended by Lincoln & Guba (1990) and Creswell & Miller (2010). Qualitative descriptive approach was used in this study, so that the data analyzed by perform data reduction, data presentation, and draw conclusions (Miles et al., 2014).

RESULTS AND DISCUSSION

The Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency was established on January 12, 1980. Decree on the establishment of the school: 821.2/SK/12/1980, the date of the Decree on the operational permit was January 1, 1910. Ownership status is Local Government. located in Mokupa Village. Land area: 3 M², 450 electric power and electricity sources from PLN. Since the establishment of the Mokupa INPRES Elementary School, Tombariri District, and Minahasa Regency, school facilities and infrastructure are still limited. Along with the times, the Mokupa INPRES School, Tombariri District, and Minahasa Regency have increased. This can be seen in the better school building.

The Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency is located on the Trans Sulawesi Road in Mokupa Village, Tombariri District, Minahasa Regency.

1. School Statistics Number: 101170212009
2. School Registration Number: 101970
3. Name of School : SDN INPRES Mokupa
4. School Status: State
5. School Address: North Sulawesi Trans Road in Mokupa Village
6. District: Tombariri
7. District: Minahasa
8. Province : North Sulawesi

Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency have its vision and mission as stated below

1. Vision
The realization of quality education, believing, being responsible and independent.
2. Mission
 - a. Provide effective and professional learning services
 - b. Forming quality human resources with personality and virtuous character
 - c. Provide a vehicle for student development in the arts and sports
 - d. Carrying out faith-building and development
 - e. Build the school's image as a trusted partner in the community

Objectives of the Mokupa INPRES Elementary School, Tombariri District INPRES Mokupa Elementary School Education, Tombariri District aims to improve intelligence, knowledge, personality, noble character, and skills to live independently and attend further education by having a balance of attitudes, knowledge, and skills that are integrated into everyday life.

The Table 3 below shot the state of the administrative staff at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency:

Table 3. Administrative Personnel

No	Name	Status	Position
1	Venny Kapoh, S.Pd	Government employees	Principal
2	Debby South, S.Pd	Honorary	Administration section
3	Elvina Herlina, SP.d	Honorary	Processing Section

Source: Data Processed, 2021

Teachers at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency have the main task of manage learning to be well delivered for students. The teacher is the implementer and developer of the teaching and learning process activity program. As one of the main components of education, teachers play an important role in achieving educational goals. The main task of a teacher is to direct his students in learning process so that learning outcomes can be met properly. The situation of students at the Mokupa INPRES Elementary School, Tombariri District has 95 students, and there are 9 teachers registered. In 2020, INPRES Mokupa Elementary School students, Tombariri District, Minahasa Regency totaled 77 students. 46 men and 31 women. Semester 2021/2022 the number of students at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency is 95 students which consist of 58 men and 37 women.

Educational facilities and infrastructure are one of important resources in supporting the learning process in schools. The success of educational programs in schools is strongly influenced by the condition of educational facilities and infrastructure owned by schools and by optimizing their management and utilization. The condition of the classrooms was not damaged, one library was slightly damaged and the teacher's sanitation was slightly damaged and two student sanitation facilities were slightly damaged.

The research subjects in this study were informants who could provide information about the effectiveness of administrative services at the INPRES Mokupa Elementary School, Tombariri District, Minahasa Regency. The research subjects/informants are:

1. Mrs. VK Principal at Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency
2. Mrs. EH is an Honorary Teacher as an administrative and teaching staff in the second grade
3. Mrs. DS is an Honorary Teacher as an administrative and teaching staff in the first grade
4. Mrs. FM is a civil servant teacher teaching in grade 3
5. Mr. NK PNS teacher teaches in grade 4
6. Parents of Students, Initials MM
7. Parents of Students, Initials AM
8. Student, Initials SA
9. Student, Initials MR

Specific Findings and Discussion

The focus of the research on the effectiveness of administrative services at the INPRES Elementary School, Mokupa, Tombariri District, Minahasa Regency. There are several criteria which can be used to measure the work effectiveness of organizations that provide services, namely: 1. Time factor, 2. Accuracy factor, and 3. Service delivery style factor. The following are the results of research and discussion between researchers and informants as follows:

1. Administrative Service Process

The process of Administrative Administration services based on interviews with informants is still not satisfactory. From interview result show that many phenomena still exist which cause dissatisfaction with administrative services for teachers, students, and parents of students. Some of the phenomena that occur include late correspondence such as an invitation that should be attended on the D day but the new letter arrives D + 1, typing errors in making letters such as errors in writing names and letter numbers, as well as other student administration letters such as student data. There is a error typo so students or parents have to wait again for the creation of a new letter. This problem occurs because there is no administrative staff at the school, there are no facilities and infrastructure such as computers that are specifically intended for the administration section. This school administration activity is carried out by the Principal assisted by two honorary teachers. From the results of interviews, it can be concluded that the administrative service process at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency, is still not yet effective.

a. Quickness in performing Administrative Services (completion of correspondence)

Based on the results of interviews conducted by researchers with the Principal, Mrs. VK, she said that: "The speed of administrative services in this school is still long, and it is below standard. The Administrative staff is very undisciplined in completing correspondence. The time specified for completing the letter was not complied well. This is very disappointing for us" (VK, 7 June 2021). The results of interviews by researchers with honorary teachers who are also seconded as administrative administrative staff stated that the implementation of administrative services showed delays due to the main duty of teaching. They also had to carry out school administrative tasks with limited facilities (only one laptop and one printer) that was shared with other administrative officers. Delays in administrative services process often occurred and it could reduce the quality of services itself.

b. Accuracy in performing administrative services

Based on the results of interviews conducted by researchers with the Principal, Mrs. VK : "The accuracy of administrative services at this school is quite fair. Administrative staff are sometimes having error in typing correspondence, such as name, letter number, letter date" (VK, 7 June 2021). The results of interviews by researchers with honorary teachers show that the implementation of the correspondence service is carried out as carefully as possible. There were typing error in the student's name because of data provided also wrong. There are some data that consist of typing errors such as the number and date of the letter due to lack of information. Through observation that have been done by researcher, the accuracy of the administrative staff in typing correspondence quite often experienced errors. It can be concluded that in performing administrative services requires high accuracy in the process of completing correspondence in order to create good service.

c. Service Provider Style

Based on the results of interviews conducted by researchers with the Principal, namely Mrs. VK: "The administration service provider style in this school is very satisfying. Administrative staff are very loyal to the leader. They are also quite friendly to teachers, parents and students" (VK, 7 June 2021). The results of interviews by researchers with one of honorary teachers stated that "I have provided good, polite and friendly service to parents, teachers and even I have great respect for the principal". (EH, October 11, 2021). "In the service, of course, you must provide totality, so far I am very sure that I have provided satisfactory service" (Ms. DS, October 7, 2021). While interviews with other teachers and parents of students show that "administrative staff in providing services are very friendly and polite so that I as a class teacher like the service" (Ms. FM, October 10, 2021), "Administrative staff at school Some of these are good and friendly, but some are firm in providing administrative services" (Mr. NK, October 8, 2021). The researcher also interviewed Ms. MM's as parents of students, and she said: "As a parent, I am very satisfied with the services provided by the teacher. Because for me the teacher is very friendly and the instruction or direction for me is very easy to understand" (Ms. MM, October 9, 2021).

Based on the results of interviews with some of the informants above, the researcher can conclude that the administrative service process at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency is not yet effective, because there are still factors of speed and accuracy that are not effective even though the service provider style is as expected. Findings also reveals about minor proposition is as follows: "If the administrative service process at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency includes the speed of performing administrative services in completing correspondence with a predetermined time, accuracy in this case accuracy in typing correspondence, it will support the achievement of the effectiveness of administrative services at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency.

2. Obstacles that arise in administrative services at the INPRES Mokupa Elementary School, Tombariri District, Minahasa Regency.

Based on the results of interviews between researchers and informants regarding the implementation of Administrative Services at the Mokupa INPRES Elementary School, Tombariri District, Minahasa Regency, there are often several things that become obstacles such as:

a. Inadequate facilities and infrastructure

Based on the results of interviews with researchers with school informants regarding the facilities and infrastructure in supporting the implementation of administrative services in schools, namely as follows:

1) Computer and Printer Electronic Machinery

Electronic machines, computers, and printers are tools to speed up work processes such as creating student databases and making correspondence a daily activity for school administrative officers. Ideally, one school administrative officer has one computer and printer. The current condition of the availability of electronic computers and printers at the Mokupa INPRES elementary school only has 1 laptop and printer. With the existence of human resources that are seconded for administrative administrative services by as many as three people, the service becomes ineffective. Errors and delays in school administration services often occur. This causes complaints from parents, students, and teachers.

2) Office Equipment/Supplies

In the process of administrative administration services, complete office stationery/equipment is needed so that administrative services can be fast, precise, and satisfying for students, parents, and teachers. Until now, there is still some equipment/equipment that is not yet available such as perforators, sorters, filling cabinets, orders, labels, numerators, guides, sticky notes, pens and pencils, holders, letter sorting racks, small and medium paper clips so that hinder the smooth running of school administration services.

3) Equipment for storing letters

For the convenience and smoothness of the administrative service process, cabinets, holders, file folders, and other tools are needed, so that the storage and archiving of letters is neat and orderly. Based on observations, mail storage is not adequate so it is still difficult to find letters quickly. Currently, there are 3 cabinets that are allocated for storing archives of letters, but all of them have not been used for archival storage, besides that the arrangement of the archives of letters has not been neat.

b. Room Temperature and Maintenance

The ideal temperature for archival storage ranges from 60°-75° F, with humidity levels should be between 50-60%. The current condition of the archive room is still united to the school administration service room equipped with two fans. Every day it is cleaned by picket officers and students in turns. The room was still exposed to direct sunlight so that the file of letters quickly turned yellow, besides that the administrative staff felt the air was hot and not comfortable.

CONCLUSION

Based on the results of research on the effectiveness of administrative administration services at the INPRES Mokupa Elementary School, Tombariri District, Minahasa Regency, it was concluded that the implementation of administrative administrative services had not been effective. This is based on several weaknesses including the unavailability of permanent administrative staff, incomplete facilities and infrastructure. Honorary staff who are assigned to carry out administrative administration cannot concentrate 100% on administrative work, because their main task is as a teacher. Administrative work is carried out after teaching, resulting in delays, inaccuracies or mistakes in administrative services, even though they have tried to do the administrative work as well as possible. Incomplete facilities and infrastructure are weaknesses that affect the speed and

accuracy of school administration services. For example, electronic machines in the form of laptops and printers are only available in one unit while there are 3 administrative staff, there is no special administrative room for administrative services, office stationery equipment is not yet complete, and there is no archive storage area.

In order to improve administrative services at the INPRES Mukopa elementary school, Tombariri sub-district, Minahasa district, suggestion for school that two administrative staff be could added immediately. Another suggestion is upgrading adequate facilities and infrastructure such as providing facilities such as computer and printers. While school principal must be concern about providing a special room for administrative services with air conditioning facilities and a special room for filing cabinets. From economic perspective, improving infrastructure is considered as vital point to produce service and goods. Allocating more resources to build effective administrative services is taken as good step for INPRES Mukopa elementary school, Tombariri sub-district, Minahasa district.

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