MIKAILALSYS
Journal of Multidisciplinary Sciences

e-ISSN : 2987-2286
p-ISSN : 2987-3924

Index: Harvard, Boston, Sydney, Copernicus, Sinta 4, Scilit, Semantic, Google, etc

https://doi.org/10.58578/mikailalsys.v4i3.11756

Management of Student Administrative Services at Madrasah Tsanawiyah Nurul Hikam, Tanjung Jabung Barat, Jambi Province

Erlan Saputri, Siti Raudhatul Jannah, Fransisko Chaniago
UIN Sulthan Thaha Saifuddin Jambi, Indonesia
erlansaputri5@gmail.com

Article Info:

Submitted:	Revised:	Accepted:	Published:
Jun 27, 2026	Jul 25, 2026	Aug 6, 2026	Aug 11, 2026

Abstract

Student administrative service management is essential for maintaining orderly records, ensuring data accuracy, and sustaining educational activities in madrasahs. However, research examining these services as an integrated cycle of planning, organizing, implementation, and supervision in private Islamic junior secondary schools remains limited. This study aimed to describe the management of student administrative services, identify its supporting and inhibiting factors, and examine the solutions implemented at Madrasah Tsanawiyah Nurul Hikam, Tanjung Jabung Barat. A descriptive qualitative approach was employed, involving purposively selected informants comprising the madrasah head, administrative staff, teachers, and students. Data were collected through observations, interviews, and documentation and analyzed through data reduction, data display, and conclusion drawing and verification. Data credibility was established through source and technique triangulation. The findings indicate that student administrative services were delivered through the four management functions. Their implementation was supported by the leadership of the madrasah head, staff cooperation, and existing facilities,

Mikailalsys is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License

although limited personnel, facilities, service time, and the absence of written standard operating procedures constrained service effectiveness. The madrasah addressed these constraints by strengthening coordination, optimizing available facilities, gradually adopting information technology, conducting regular supervision, and improving administrative staff competence. The study concludes that effective student administrative services depend on the coordinated implementation of management functions, adequate institutional support, and sustained staff capacity development. These findings provide context-specific evidence for improving administrative governance in private madrasahs and highlight the importance of formalized procedures, human-resource development, and gradual digitalization in strengthening service quality.

Keywords: Educational Administration; Islamic Junior Secondary School; Madrasah Management; Student Administrative Services; Student Records Management

INTRODUCTION

Education plays a central role in developing human capabilities, social responsibility, and the moral character required to participate meaningfully in society. Educational institutions are expected not only to facilitate the transfer of knowledge but also to create organized learning environments that encourage positive changes in students' attitudes and behavior. Educational management must consequently be planned, coordinated, and continuously improved to ensure that institutional goals are achieved effectively (Nurcahya et al., 2024; Putri et al., 2025). Within the madrasah context, educational management carries an additional responsibility because academic development must be integrated with Islamic values and ethical formation. Such integration is essential for producing students who are knowledgeable, socially responsible, and morally grounded (Mahsusi et al., 2024; Nadlir et al., 2025).

International discussions on educational quality increasingly emphasize inclusive access, effective institutional leadership, responsive student services, and the achievement of Sustainable Development Goal 4. Educational leaders are expected to establish administrative systems that support equitable learning opportunities and provide services that respond to students' diverse needs (Mallick, 2025). Educational service quality is also understood as a multidimensional construct involving curriculum delivery, learning facilities, administrative support, human interaction, and the broader institutional environment. The

quality of these dimensions influences students' experiences, satisfaction, retention, and perceptions of institutional credibility (Surya Bahadur et al., 2024). These concerns demonstrate that educational quality cannot be separated from the effectiveness of the administrative structures that support students throughout their period of study.

Student administration constitutes an important component of educational management because it regulates student-related activities from admission to graduation. Its scope includes student registration, data management, academic records, attendance, discipline, student development, document archiving, and the delivery of information required by students and parents. Properly managed student administration promotes institutional order, service efficiency, and continuity in educational activities (Nuralia & Rizqa, 2024). Studies conducted in Indonesian schools and madrasahs indicate that systematic administrative management can contribute to educational quality by ensuring that student information is accurate, accessible, and appropriately documented (Hidayatulloh et al., 2022; Ilham et al., 2024; Nadlir et al., 2025). Student administration should therefore be viewed not merely as routine clerical work but as a managerial process that directly supports learning and institutional decision-making.

Technological change has created new expectations for the management of educational administration. Digital platforms can improve the accuracy of student databases, accelerate information services, strengthen institutional transparency, and reduce delays in document processing. Digital transformation in madrasah management may also strengthen institutional competitiveness when it is supported by appropriate leadership, infrastructure, and organizational culture (Mahsusi et al., 2024). The effective deployment of information and communication technology nevertheless depends on adequate funding, reliable facilities, and personnel who possess relevant technical competencies (Onyekachi & Mohammed, 2021). Improvements in student affairs management also require organizational innovation and continuous human resource development so that administrative personnel can respond to changing service demands (Nguyen et al., 2023; Permatasari & Sukmara, 2026).

Service quality represents another important consideration in the management of student administration. Administrative services are experienced directly by students through the clarity of procedures, staff responsiveness, data accuracy, service timeliness, and accessibility of information. Students are more likely to develop positive attitudes toward their institution when administrative employees provide reliable, responsive, and

professional services. Research has shown that the quality and performance of academic administrative personnel are associated with student satisfaction (Mustafa et al., 2022) . Similar findings indicate that satisfaction with school administration is shaped by the extent to which services correspond to students' actual needs and expectations (Hasibuan et al., 2025). Service quality must therefore be treated as a managerial outcome that reflects the institution's ability to coordinate human resources, procedures, facilities, and communication systems.

Previous studies have examined student administration from several perspectives. Elizah et al. (2025) analyzed the management of student administrative services in a higher education institution and emphasized the importance of coordinated service procedures. Firdaus et al. (2025) assessed school administrative service quality using the SERVQUAL model, particularly in relation to reliability, responsiveness, assurance, empathy, and physical evidence. Syafrina et al. (2025) discussed strategies for managing student administration, while Tholib et al. (2025) examined strategic administrative management as a means of improving school services. These studies demonstrate that administrative effectiveness is influenced by managerial strategy, employee competence, service standards, and institutional support. Their findings also confirm that educational administration should be evaluated through both managerial processes and the quality of services received by users.

Existing research has largely focused on student satisfaction, general service quality, digital transformation, or student administration in universities and public schools. Limited attention has been given to the complete management cycle of student administrative services in a private Islamic junior secondary school, particularly through the interconnected functions of planning, organizing, implementation, and supervision. The distinctive character of madrasahs also creates managerial demands that differ from those of general schools because administrative services must accommodate national educational requirements while reflecting the institution's Islamic identity. The present study addresses this gap by examining student administrative services as an integrated management process rather than assessing only a single service dimension or measuring user satisfaction. This perspective allows the study to identify how managerial decisions, personnel arrangements, technological resources, and supervisory practices shape the daily delivery of student services.

Preliminary observations conducted on December 15, 2025, at Madrasah Tsanawiyah Nurul Hikam, Tanjung Jabung Barat, indicated that student administrative services had not

been implemented optimally. The institution faced a limited number of administrative personnel, low utilization of information technology, and inadequate supporting facilities. These conditions contributed to delays in student data processing and document archiving. Service planning had not been arranged systematically, while task distribution among administrative personnel was not always aligned with their competencies. Service implementation also remained largely dependent on manual procedures, and the evaluation of administrative activities had not been conducted consistently. Such conditions may reduce service efficiency and limit the institution's ability to respond promptly to the needs of students, teachers, parents, and school leaders.

This study aims to analyze the management of student administrative services at Madrasah Tsanawiyah Nurul Hikam, Tanjung Jabung Barat, Jambi Province. The analysis focuses on how student administrative services are planned, organized, implemented, and supervised, as well as on the constraints encountered during their implementation. The findings are expected to provide a contextual understanding of student administration management in a madrasah setting and offer practical insights for improving service effectiveness, administrative accuracy, technological utilization, and institutional responsiveness.

METHODS

This study employed a descriptive qualitative approach to obtain a contextual and in-depth understanding of student administrative service management at Madrasah Tsanawiyah Nurul Hikam, Tanjung Jabung Barat, Jambi Province. A qualitative approach was selected because the study sought to interpret administrative practices, participants' experiences, and institutional conditions in their natural setting rather than quantify them statistically. Fadli (2021) explains that qualitative research emphasizes interpretive and naturalistic inquiry to understand complex phenomena within their actual contexts. The study adopted a descriptive case-oriented design because it focused on one madrasah and examined how student administrative services were planned, organized, implemented, and supervised. The research site was selected because it is a privately managed madrasah, is accessible to the researcher, and has obtained A-level accreditation.

The research participants were selected purposively based on their roles and knowledge of student administrative services. They included the head of the madrasah as the

key informant, administrative staff, teachers, and students as supporting informants. The head of the madrasah provided information concerning institutional policies and the management of student administration. Administrative staff explained service procedures and the implementation of student record management, while teachers described their coordination with administrative personnel in supporting learning activities. Students provided information about their experiences and perceptions of the administrative services they received. Primary data were collected directly from these informants, while secondary data were obtained from institutional documents, archives, organizational structures, the school's vision and mission, and records related to students' academic achievements.

Data were collected through participant observation, semi-structured interviews, and documentation. Observation was used to examine administrative activities and service practices directly in the school environment, while interviews were conducted to obtain detailed accounts from the head of the madrasah, administrative staff, teachers, and students. Documentation was used to complement the interview and observation data by examining institutional records and other relevant written materials. Sugiyono (2013) notes that observation, interviews, documentation, and triangulation are commonly used in qualitative data collection. The data were analyzed interactively through data reduction, data display, and conclusion drawing and verification, following the qualitative analysis procedures described by Rijali (2018). Data credibility was strengthened through prolonged engagement, persistent observation, and source triangulation. These procedures allowed the researcher to compare information from different participants and data sources, reduce interpretive bias, and ensure that the findings accurately represented the conditions of student administrative service management at the research site.

RESULTS

The findings were organized according to the main research questions concerning the management of student administrative services, supporting and inhibiting factors, and the strategies adopted by Madrasah Tsanawiyah Nurul Hikam to improve its services. The results were derived from interviews with the head of the madrasah, administrative staff, a teacher, and a student, supported by observations of administrative activities and institutional documentation. To protect the participants' positions within the institution, the findings are presented primarily by referring to their organizational roles.

1. Management of Student Administrative Services

Student administrative services at Madrasah Tsanawiyah Nurul Hikam covered new student admissions, student data recording, correspondence, document management, information services, and the fulfillment of students' routine administrative needs. The findings indicated that these services had generally been delivered and were perceived as helpful by students and parents. However, several aspects of administrative arrangement had not yet been formally standardized.

The administrative staff described the existing services as reasonably effective while acknowledging the need for further improvement. She explained that the madrasah had provided administrative services appropriately, although some arrangements still needed to be improved to make the process more effective and efficient. Student administration, particularly during new student admissions, was managed from the registration stage until the accepted students formally began their education at the madrasah.

The management process was examined through four functions: planning, organizing, implementation, and supervision. Table 1 summarizes the empirical findings related to each management function.

Table 1. Management Functions in Student Administrative Services

Management function	Empirical activities	Evidence from the field	Remaining issue
Planning	Coordination meetings, preparation of admission schedules, determination of requirements, committee formation, task allocation, and preparation of documents	Meetings were held before the beginning of the new academic year; registration forms, student master records, and archives were prepared in advance	Planning focused strongly on new student admissions and had not yet been fully documented as a comprehensive annual administrative program
Organizing	Division of responsibilities among the head of the madrasah, administrative staff, and teachers	Tasks were distributed according to institutional roles, while staff members supported one another during periods of high workload	The number of administrative employees remained limited
Implementation	Student registration, data entry, correspondence, issuance of certificates, document archiving, and routine student services	Administrative services were provided daily based on student needs and directions from the head of the madrasah	No written standard operating procedure specifically governed student administrative services
Supervision	Direct monitoring, document checking, correction of errors, guidance, and periodic evaluation	The head of the madrasah regularly monitored administrative work and provided feedback	Supervision was largely informal and had not been supported by a written evaluation instrument

As shown in **Table 1**, the four management functions were present in the administration of student services. Nevertheless, the degree of formalization differed across functions. Planning and supervision were implemented through meetings, direct coordination, and managerial instructions, while written procedures and systematic evaluation instruments remained limited.

a. Planning

Planning was undertaken before the beginning of the academic year, especially in preparation for new student admissions for the 2026/2027 academic year. The head of the madrasah initiated coordination meetings involving teachers and administrative staff. These meetings discussed the admission schedule, administrative requirements, committee formation, task allocation, and the documents required during the registration process.

The head of the madrasah explained:

"Before new student admissions begin, we hold a meeting with the teachers and administrative staff to determine the schedule, requirements, committee, and division of duties." *(Head of the madrasah, interview, May 25, 2026)*

The administrative staff also prepared registration forms, student master records, archives, and other supporting documents before registration opened. Prospective student information was recorded and stored to facilitate subsequent data processing. Field observations conducted on May 11 and May 25, 2026, confirmed that the required documents had been prepared and that tasks had been assigned before the admission activities began.

These findings show that planning was not limited to setting the admission schedule. It also included the preparation of personnel, documentation, registration facilities, and data-management procedures. The planning process helped reduce confusion during registration and clarified the responsibilities of the staff involved. However, the available evidence primarily reflected operational planning for new student admissions rather than a fully documented annual plan covering all student administrative services.

b. Organizing

The organization of administrative services involved the head of the madrasah, administrative staff, and teachers. The head of the madrasah was responsible for policies, direction, and supervision, while administrative staff handled student records,

correspondence, document storage, and daily administrative requests. Teachers supported the process when administrative activities required additional assistance or coordination related to students.

The head of the madrasah acknowledged that the number of administrative employees was limited because the institution was a privately managed madrasah whose staffing decisions had to be adjusted to its operational capacity. He stated that administrative services could continue because cooperation had been established among the head of the madrasah, teachers, and administrative staff.

The administrative staff provided a similar account:

"The number of administrative staff is limited, but we cooperate and help one another when urgent work must be completed so that services remain available." *(Administrative staff, interview, May 11, 2026)*

Observations indicated that task distribution was recognizable even though the institution had only a small administrative workforce. Cooperation allowed urgent work to be completed and reduced interruptions to student and parent services. The organizational structure therefore functioned through flexible coordination rather than through a large and highly specialized administrative unit.

The limited number of personnel also meant that several responsibilities were concentrated within the existing administrative staff. During busy periods, teachers and school leaders assisted according to their availability and competence. This cooperative arrangement sustained service delivery, but it also showed that the organization of administrative work remained dependent on interpersonal support.

c. Implementation

Student administrative services were implemented daily according to the needs of students, teachers, and parents. The services included student data entry, correspondence, issuance of certificates, management of student records, documentation, and the processing of administrative requirements. Students who needed a document or administrative service visited the administrative office and received information concerning the requirements they had to complete.

A student reported that administrative employees explained the necessary documents and generally processed requests appropriately. The service was considered helpful, although waiting time increased when several students requested services simultaneously.

The head of the madrasah stated:

"Student data, correspondence, and administrative documents are handled by the administrative staff according to their assigned duties." *(Head of the madrasah, interview, May 25, 2026)*

The administrative staff confirmed that services were delivered according to daily needs, including student data management, certificates, and other correspondence. Nevertheless, the madrasah did not yet have a written standard operating procedure specifically regulating student administrative services. Staff members performed their duties on the basis of instructions from the head of the madrasah, previous experience, established working habits, and direct coordination.

This condition did not stop administrative services from being delivered, but it created a dependence on informal institutional knowledge. Procedures could be understood by staff members who had experience in the institution, yet they were not documented in a uniform guide that could ensure consistency when responsibilities changed or new personnel were appointed.

Technology had begun to support implementation. Computers were used for correspondence, student data processing, and administrative reports. Microsoft Excel was used to organize student information according to the data format required by the Education Management Information System. WhatsApp and other social media platforms were used to distribute information, particularly announcements related to new student admissions.

d. Supervision

Supervision was performed by the head of the madrasah through direct and indirect monitoring. Direct supervision involved observing the administrative staff's work, checking documents, and reviewing the delivery of services. Indirect supervision occurred through reports, communication, and discussions about problems encountered during administrative activities.

The head of the madrasah explained that he routinely monitored the administrative work to ensure that services met institutional objectives. The administrative staff confirmed that errors or deficiencies were followed by guidance and corrective feedback.

"The head of the madrasah checks our administrative work and gives us directions when something needs to be corrected." *(Administrative staff, interview, May 11, 2026)*

Observations showed that the head of the madrasah maintained active communication with the administrative staff. This communication allowed problems to be identified and addressed without waiting for a formal evaluation meeting. Supervision also encouraged staff discipline and responsibility because administrative work was periodically checked.

The supervisory process was supported by a positive working relationship between the head of the madrasah and the administrative staff. Feedback could be communicated directly, and corrective measures could be implemented promptly. However, the supervision process was still based mainly on personal monitoring and verbal evaluation rather than written performance indicators, service standards, or structured evaluation forms.

2. Supporting Factors in Student Administrative Services

The implementation of student administrative services was supported by five managerial resources: people, funding, materials, technological tools, and working methods. These factors were particularly visible during new student admissions but were also used in routine administrative services.

Table 2. Supporting Factors in Student Administrative Services

Supporting factor	Available resource or practice	Contribution to administrative services
People	Head of the madrasah, administrative staff, teachers, committee members, and other supporting personnel	Managed registration, data processing, correspondence, document preparation, and direct services
Funding	Institutional funds initially provided through the madrasah's financial management	Supported the procurement of forms, office supplies, and operational needs
Materials	Registration forms, student master records, administrative books, archives, filing cabinets, office stationery, and service rooms	Supported data recording, documentation, storage, and service delivery
Technological tools	Computers, Microsoft Excel, WhatsApp, social media, and EMIS-oriented data formats	Accelerated data processing, document preparation, information dissemination, and data storage

Supporting factor	Available resource or practice	Contribution to administrative services
Methods	Coordination meetings, public information dissemination, registration procedures, document checking, data entry, and archiving	Provided an operational sequence for implementing administrative activities

Table 2 shows that human cooperation was the most visible supporting factor. Despite the limited number of administrative employees, the head of the madrasah, teachers, and administrative staff shared responsibilities when necessary. Their cooperation allowed services to continue during busy periods.

Funding was required to provide registration forms, office supplies, and other administrative materials. The findings indicated that the madrasah initially supported the costs of new student admissions through institutional funds managed by the treasurer. These funds enabled the committee to prepare the required operational materials before the registration process began.

Materials and facilities included a service room, forms, student master records, computers, filing cabinets, and administrative books. A teacher explained that preparation for new student admissions involved arranging the room, preparing registration forms, providing a computer for data management, and ensuring that other required materials were available.

Technological tools supported both information delivery and data processing. Social media, particularly WhatsApp, was used to distribute announcements and registration information. Computers and Microsoft Excel were used to record student data and prepare information in accordance with the EMIS format. Although the institution had not implemented a fully integrated digital administrative system, the available technology had reduced dependence on entirely manual work.

The operational method for new student admissions consisted of disseminating information, opening registration, receiving applications, verifying documents, recording applicant data, and archiving the documents. These procedures provided a recognizable work sequence, even though they had not yet been formalized as a written standard operating procedure.

3. Inhibiting Factors in Student Administrative Services

The study identified four main obstacles: limited administrative personnel, time constraints and overlapping workloads, delayed submission of student documents, and the absence of a written standard operating procedure. The effects of these barriers are summarized in Table 3.

Table 3. Barriers to Student Administrative Services

Barrier	Empirical evidence	Effect on service delivery
Limited administrative personnel	A small number of employees handled various student administrative responsibilities	Increased workload and required tasks to be completed gradually
Time constraints and overlapping activities	Administrative work coincided with other madrasah activities and periods of high service demand	Extended processing time and required work prioritization
Delayed submission of documents	Some students did not complete the required administrative documents on time	Delayed student data entry and document completion
Absence of written SOPs	Services relied on instructions, experience, and established habits	Created potential variation in procedures and dependence on individual staff knowledge
Limited facilities and technology	Available facilities were functional but not fully adequate for all administrative needs	Restricted the speed and scope of digital administrative development

As presented in **Table 3**, the limited number of administrative personnel was the most frequently reported barrier. The head of the madrasah explained that staffing had to be adjusted to the institution's capacity as a private madrasah. Administrative staff therefore handled several responsibilities simultaneously.

The administrative staff stated:

"Because the number of staff is limited, some administrative work must be completed in stages." *(Administrative staff, interview, May 11, 2026)*

The concentration of responsibilities increased the workload, particularly during new student admissions, reporting periods, or when many students needed administrative services at the same time. A student confirmed that service was generally satisfactory but sometimes required a longer waiting period during busy hours.

Time constraints were closely related to the limited workforce. Administrative activities sometimes coincided with other institutional programs, requiring employees to divide their attention between routine student services and additional school responsibilities. Work that could not be completed immediately was prioritized and processed gradually.

Delays also occurred when students had not completed the documents required for data recording. Incomplete files prevented administrative employees from finalizing student records and contributed to slower data processing.

The absence of a written SOP was another significant institutional barrier. Although staff members understood the usual procedures, service implementation relied heavily on verbal directions from the head of the madrasah and on working habits developed over time. This condition presented a risk to consistency because procedures had not been formally documented as a shared institutional standard.

4. Strategies for Improving Student Administrative Services

The madrasah had adopted several practical strategies to maintain and improve administrative services despite the constraints it faced. These strategies included strengthening coordination, optimizing available facilities, gradually expanding the use of information technology, conducting regular supervision, and improving staff competence.

Table 4. Strategies for Improving Student Administrative Services

Improvement strategy	Form of implementation	Intended service outcome
Strengthening cooperation and coordination	Mutual assistance among the head of the madrasah, administrative staff, teachers, and homeroom teachers	Reduced the workload of limited administrative personnel and accelerated urgent tasks
Optimizing available facilities	Maximizing the use of computers, filing cabinets, administrative books, office equipment, and service rooms	Improved document organization and service continuity
Gradual use of information technology	Using computers, Excel, social media, and EMIS-compatible formats	Improved data accuracy, storage, retrieval, and information delivery
Conducting regular supervision and evaluation	Monitoring work, checking documents, giving directions, and discussing service constraints	Enabled early correction of errors and continuous service improvement
Improving competence and professionalism	Guidance, motivation, work experience, self-learning, and adaptation to technological change	Strengthened staff accuracy, responsibility, discipline, communication, and technical capacity
Developing written service procedures	Identified as a necessary response to the absence of formal standards	Expected to improve consistency, clarity, accountability, and continuity of services

Table 4 indicates that cooperation was the primary immediate strategy used to compensate for staffing limitations. When urgent administrative work arose, educators and administrative personnel supported one another according to their respective abilities. This arrangement reduced disruptions and helped maintain services for students and parents.

The madrasah also optimized the facilities already available. Computers, filing cabinets, administrative books, and office equipment were used as efficiently as possible. Observations indicated that student documents were grouped and stored according to their functions so that staff could retrieve them when needed. Nevertheless, the available facilities still required further development to support more comprehensive digital administration.

The gradual use of information technology was intended to improve the accuracy and efficiency of data management. Computers were used for correspondence, student databases, and administrative reporting. The administrative staff reported that electronic storage made student data easier to organize and retrieve than entirely manual records.

Regular supervision and evaluation were used to identify administrative errors and provide immediate corrective direction. The head of the madrasah periodically checked administrative documents and discussed difficulties with the staff. This approach allowed minor problems to be resolved before they significantly interrupted service delivery.

Efforts to improve staff competence were undertaken through guidance, motivation, work-based learning, and adaptation to administrative and technological developments. The administrative staff showed a willingness to learn new procedures and improve the use of computer-based tools. Professional attitudes—including discipline, responsibility, friendliness, and clear communication—were also considered important because administrative services involved direct interaction with students and parents.

The findings as a whole show that student administrative services at Madrasah Tsanawiyah Nurul Hikam were operational and supported by strong interpersonal cooperation. Planning, organizing, implementation, and supervision were identifiable in daily administrative practices. The most prominent limitations concerned the small number of administrative employees, competing workloads, incomplete student documents, limited facilities, and the absence of written standard operating procedures. The madrasah responded by relying on coordination, maximizing existing resources, gradually adopting technology, strengthening supervision, and developing the capacity of its administrative personnel.

DISCUSSION

The findings indicate that student administrative services at Madrasah Tsanawiyah Nurul Hikam were managed through four recognizable functions: planning, organizing,

implementation, and supervision. These functions enabled the madrasah to provide registration, student data management, correspondence, document archiving, and other routine services despite its limited administrative resources. The presence of these managerial functions suggests that student administration was not treated merely as clerical work but as an institutional process connected to educational continuity. This finding supports Nuralia's (2024) view that student administration contributes to orderly and effective educational management by regulating student-related services from admission to graduation. It also corresponds with Purwanto & Muhsin (2018), who emphasize that student management contributes to educational quality when administrative activities are systematically directed toward students' needs.

Planning was most clearly evident in the preparation for new student admissions. The madrasah conducted coordination meetings, determined registration schedules and requirements, formed a committee, distributed responsibilities, and prepared administrative documents before registration began. This practice shows that planning reduced uncertainty and created a shared understanding of the tasks to be completed. Suherman et al. (2024) argue that educational planning provides direction for institutional activities by connecting goals, resources, responsibilities, and implementation procedures. The current findings also support (Ilham et al., 2024), who found that well-prepared student administration assists schools in maintaining orderly records and improving the implementation of educational services. Nevertheless, planning at Madrasah Tsanawiyah Nurul Hikam remained concentrated on new student admissions and had not yet developed into a comprehensive written annual program covering all student administrative services.

The organizational function was characterized by task distribution and strong interpersonal cooperation among the head of the madrasah, administrative staff, and teachers. This cooperative arrangement allowed services to continue even though the number of administrative personnel was limited. The finding demonstrates the importance of collective responsibility in a small private educational institution, where formal specialization may not always be possible. Sukmara (2024) explains that appropriate human resource management is necessary to maintain educational quality because institutional performance depends on how available personnel are placed, coordinated, and supported. Minh & Thanh (2024) similarly identify organizational restructuring and human resource improvement as important measures for strengthening student affairs management. The collaborative culture observed in this study therefore served as an adaptive institutional

resource, although continued dependence on informal assistance may become problematic when workloads increase or when key personnel are unavailable.

The implementation of student administrative services was generally responsive to the daily needs of students and parents. Administrative staff managed student records, issued letters and certificates, archived documents, and explained service requirements directly to users. Students perceived the services as helpful, although delays occasionally occurred when several requests were submitted at the same time. These findings are consistent with Mustafa et al. (2022), who found that the performance of administrative personnel and the quality of academic administration are closely related to student satisfaction. Budi (2025) also emphasizes that student satisfaction with school administration depends on service clarity, responsiveness, accuracy, and timeliness. The present study extends these findings by showing that service responsiveness in a madrasah can be sustained through personal commitment and direct communication, even when institutional resources remain limited.

A notable weakness in the implementation process was the absence of written standard operating procedures. Administrative personnel relied on instructions from the head of the madrasah, previous work experience, and established routines. This approach allowed daily services to continue, but it also made procedures dependent on individual knowledge and informal organizational memory. Tholib et al. (2025) underline the importance of strategic administrative management in improving school services, particularly through clear procedures, coordinated responsibilities, and continuous evaluation. Syafrina et al. (2025) likewise suggest that student administration requires explicit management strategies to ensure consistency and accountability. The absence of written procedures at Madrasah Tsanawiyah Nurul Hikam may not have caused immediate service failure, but it creates a risk of inconsistency, especially when responsibilities are transferred to new personnel.

Supervision was carried out directly by the head of the madrasah through document checking, staff monitoring, verbal guidance, and corrective feedback. This supervision helped resolve mistakes quickly and encouraged administrative staff to remain disciplined and responsible. The positive relationship between the head of the madrasah and the administrative staff made evaluation less confrontational and allowed problems to be discussed openly. This finding supports Sutrisna et al. (2023), who argue that educational leadership can improve service performance by providing direction, encouragement, and

continuous support. The supervisory process in this study, however, remained largely informal. The absence of written service indicators, evaluation forms, or documented performance standards limited the madrasah's ability to measure improvement systematically over time.

The five supporting resources identified in this study people, funding, materials, technological tools, and working methods demonstrate that effective student administration depends on more than administrative personnel alone. Human cooperation was the strongest resource, while institutional funding, forms, computers, filing facilities, communication platforms, and operational procedures supported service implementation. The integration of these resources reflects the practical reality of educational management, in which services emerge from the interaction of personnel, infrastructure, financing, and work processes. Istikhori et al. (2024) describe educational management as a coordinated process that requires organizational resources to be directed toward institutional goals. The findings of this study reinforce that perspective by showing that deficiencies in one resource, particularly staffing, can be partially compensated for by cooperation and the careful use of other available resources.

The gradual use of information technology represented an important step toward improving administrative efficiency. Computers and Microsoft Excel were used for student data processing, correspondence, reporting, and preparation of information compatible with the Education Management Information System. WhatsApp and other social media platforms supported the distribution of admission information. This finding is consistent with Mahsusi et al. (2024), who explain that digital transformation can strengthen madrasah management by improving efficiency, transparency, and institutional responsiveness. Onyekachi & Mohammed (2021) also show that information and communication technology can enhance school administration when supported by sufficient infrastructure and competent personnel. The technology used at Madrasah Tsanawiyah Nurul Hikam remained relatively basic, however, and had not developed into an integrated student administration system. Digital development should therefore be accompanied by improved facilities, data protection practices, staff training, and clearer procedures for electronic record management.

The most significant barriers were limited administrative personnel, overlapping workloads, time constraints, incomplete student documents, inadequate facilities, and the absence of written procedures. These barriers were interconnected. Limited staffing

increased individual workloads, while competing school activities reduced the time available for processing administrative requests. Incomplete documentation from students further delayed data entry and record completion. Similar concerns are reflected in Minh & Thanh (2024) analysis, which identifies human resource capacity and organizational effectiveness as central concerns in student affairs management. The findings also support Sukmara's (2024) argument that educational quality cannot be maintained without appropriate staffing and professional development. The delays reported in this study should therefore not be understood solely as individual performance problems; they also reflect institutional constraints that require managerial and structural responses.

The solutions adopted by the madrasah were practical and closely related to its available capacity. Cooperation was strengthened among administrative staff, teachers, homeroom teachers, and school leaders; existing facilities were used more efficiently; technology was introduced gradually; supervision was conducted regularly; and administrative staff were encouraged to improve their competence. These measures are in line with Putri et al. (2025), who views educational management as an evolving process that must respond to institutional challenges while maintaining service quality. They also correspond with Syafrina et al. (2025), who emphasize coordinated strategies in student administrative management. Although these responses helped maintain service continuity, their long-term effectiveness will depend on whether they are formalized through staffing plans, written procedures, service standards, training programs, and gradual infrastructure development.

Theoretically, the study demonstrates that student administrative service management in a private madrasah operates through an interaction between formal management functions and relational forms of cooperation. Planning, organizing, implementation, and supervision provided the structural foundation, while trust, flexibility, and mutual assistance enabled services to continue under resource constraints. This finding adds a contextual perspective to studies that tend to examine administrative quality primarily through service dimensions or user satisfaction. The study shows that service quality in a small madrasah is shaped not only by formal systems but also by the capacity of institutional actors to adapt, communicate, and share responsibilities.

The practical implications of the findings concern the need to balance relational strengths with institutional formalization. Cooperation among personnel should be

preserved because it represents an important feature of the madrasah's working culture. At the same time, the institution needs written standard operating procedures, clear job descriptions, annual administrative planning, service time targets, document checklists, and structured evaluation instruments. Additional administrative personnel should be considered according to workload and financial capacity. Digital data management should also be strengthened gradually to improve accuracy, accessibility, and document security. These measures would help ensure that service quality does not depend entirely on the presence or experience of particular individuals.

Several limitations must be acknowledged. The study was conducted at a single private madrasah and involved a limited number of informants, so its findings cannot be generalized statistically to all madrasahs or schools. The analysis focused on the experiences of the head of the madrasah, administrative staff, teachers, and students without systematically examining the perspectives of parents, foundation managers, or education authorities. The study also did not measure service satisfaction quantitatively or audit the accuracy, processing time, and security of administrative records. Further research could involve multiple madrasahs, include a broader range of stakeholders, and combine qualitative findings with service-quality measurements to provide a more comprehensive understanding of student administrative management.

CONCLUSION

Based on the research findings and discussion, student administrative service management at Madrasah Tsanawiyah Nurul Hikam, Tanjung Jabung Barat, was implemented through four main management functions: planning, organizing, implementation, and supervision. Planning included the preparation of new student admissions, student data collection, document archiving, and other administrative services. Organizing was reflected in the division of duties and responsibilities among the head of the madrasah, administrative staff, and teachers. The implementation of services covered new student registration, student data management, correspondence, document archiving, and other routine administrative needs. Supervision was carried out directly by the head of the madrasah through monitoring, document checking, guidance, and periodic evaluation to ensure that administrative services were delivered in accordance with institutional objectives.

The implementation of student administrative services was supported by the leadership of the head of the madrasah, cooperation between administrative staff and teachers, staff commitment, and the availability of administrative documents and facilities. The main obstacles included a limited number of administrative personnel, the absence of written standard operating procedures, overlapping workloads, and delays in completing several administrative services. To address these constraints, the madrasah strengthened coordination, improved task distribution, optimized available facilities, provided responsive services, and encouraged the professional development of administrative personnel through guidance and training. The madrasah also needs to gradually develop written service procedures, increase the use of information technology, and improve administrative facilities so that student services can become more effective, efficient, consistent, and professional. Future studies are recommended to examine student administrative services in several madrasahs and include the perspectives of parents and other stakeholders to obtain a broader understanding of administrative service management.

REFERENCES

Armiyanti, A., Sutrisna, T., Yulianti, L., Lova, N. R., & Komara, E. (2023). Kepemimpinan Transformasional dalam Meningkatkan Kinerja Layanan Pendidikan. *Jurnal Educatio FKIP UNMA, 9*(2), 1061–1070. https://doi.org/10.31949/educatio.v9i2.5104

Elizah, T., Asha, L., Fathurrochman, I., Hamengkubuwono, & Rahman, A. (2025). Analysis of student administrative service management at Institut Agama Islam Negeri Curup. *Tadbir: Jurnal Studi Manajemen Pendidikan, 9*(1), 337–364. https://doi.org/10.29240/jsmp.v9i1.13631

Firdaus, F., Fajrina, N. N., & Syafrina, M. (2025). Analysis of school administrative service quality using SERVQUAL model in SMA Negeri 19 Batam. *Jurnal Bisnis Mahasiswa, 5*(3), 1261–1269. https://doi.org/10.60036/jbm.618

Hasibuan, A. K., Pulungan, P. H., & Siregar, B. G. (2025). Pengaruh BI-Rate dan Inflasi terhadap Indeks Harga Saham Jakarta Islamic Index di Bursa Efek Indonesia (BEI) Periode 2020–2024. *Jurnal Ekonomi, Akutansi Dan Manajemen Nusantara, 4*(2), 200–207. https://loddosinstitute.org/journal/index.php/jeama/article/view/423

Hidayatulloh, A., Asiah, D., Afandi, I., Pitriyani, P., & Aditya, R. (2022). Pengelolaan Administrasi Sekolah di MI Jayasari. *J-STAF: Siddiq, Tabligh, Amanah, Fathonah, 1*(2), 355–360. https://doi.org/10.62515/staf.v1i2.67

Ilham, R., Setyaningsih, K., & Safitri, D. (2024). Pelaksanaan Administrasi Kesiswaan di MTs Nurul Akhlaq Desa Biaro Baru Kecamatan Karang Dapo Kebupaten Musi Rawas Utara. *Jurnal Pendidikan Tambusai, 8*(1), 12541–12548. https://jptam.org/index.php/jptam/article/view/14323

Istikhori, Khadafi, A., Dwiki, V., & Yuhaeni, Y. (2024). Pengertian, Fungsi dan Tujuan Manajemen Pendidikan. *Jurnal Riset Manajemen, 2*(4), 376–388. https://doi.org/10.54066/jurma.v2i4.2756

Mahsusi, Hudaa, S., Fahmi, M., Kusen, Haryanti, N. D., & Wajdi, M. B. N. (2024). Achieving excellence: The role of digital transformation in madrasah management and Islamic culture. *Cogent Arts & Humanities, 11*(1), 2304407. https://doi.org/10.1080/23311983.2024.2304407

Mallick, S. K. (2025). Leading Bangladesh's government colleges toward achieving Sustainable Development Goals (SDGs) 4: Principal and vice-principal perspectives. *International Journal of Leadership in Education*, 1–18. https://doi.org/10.1080/13603124.2025.2566504

Minh, D. V., & Thanh, T. V. (2024). Some solutions for student affairs management in public universities in the North Central Region. *East African Scholars Journal of Education, Humanities and Literature, 7*(5), 180–186. https://doi.org/10.36349/easjehl.2024.v07i05.001

Mustafa, D., Ahsan, S. C., Aris, M., Niswaty, R., & Prasodjo, T. (2022). Service quality and performance of academic administration employees on student satisfaction. *Sosiohumaniora, 24*(3), 335–342. https://doi.org/10.24198/sosiohumaniora.v24i3.40870

Nadlir, Mukhlishah, Baihaqi, M., & Huda, H. (2025). Humanizing teacher education for madrasah contexts: A curriculum model integrating ethical reflection on socio-scientific issues. *Cogent Education, 12*(1), 2583513. https://doi.org/10.1080/2331186X.2025.2583513

Nguyen, T. H., Nguyen, Q. T., Nguyen, D. M., & Le, T. (2023). The effect of corporate governance elements on corporate social responsibility reporting of listed companies in Vietnam. *Cogent Business & Management, 10*(1), 2170522. https://doi.org/10.1080/23311975.2023.2170522

Nuralia, N., & Rizqa, M. (2024). Peran Administrasi Kesiswaan untuk Kemajuan Pendidikan di Sekolah. *Inspirasi Dunia: Jurnal Riset Pendidikan dan Bahasa, 3*(3), 118–127. https://doi.org/10.58192/insdun.v3i3.2252

Nurcahya, A., Hayatunnisa, S., Zohriah, A., & Firdaos, R. (2024). Basic concepts of educational management. *J-MIND (Jurnal Manajemen Indonesia), 9*(1), 9–20. https://doi.org/10.29103/j-mind.v9i1.16479

Onyekachi, M. C., & Mohammed, Y. D. (2021). Deployment of ICT for school administration in public secondary schools in North-Central Geo-Political Zone, Nigeria. *International Journal on Integrated Education, 4*(11), 150–161. https://journals.researchparks.org/index.php/IJIE/article/view/2398

Permatasari, V. R., & Sukmara, A. R. (2026). *A systematic literature review on employee performance in human resource management* [Preprint]. Zenodo. https://doi.org/10.5281/zenodo.19199674

Purwanto, E. S., & Muhsin, A. (2018). Manajemen Kesiswaan dalam Meningkatkan Mutu Pendidikan. *PERSPEKTIF: Jurnal Program Studi Pendidikan Islam, 11*(1), 101–120. https://ejournal.kopertais4.or.id/mataraman/index.php/perspektif/article/view/4122

Putri, L. R., Anwar, A. S., & Wahjono, S. I. (2025). Pengaruh Financial Technology (Fintech) terhadap Perilaku Konsumtif pada Generasi Milenial melalui Penggunaan E-Commerce. *Journal of Innovative and Creativity, 5*(2), 660–675. https://joecy.org/index.php/joecy/article/view/233

Suherman, U., Esya, E. M., & Cipta, E. S. (2024). Konsep Perencanaan dalam Manajemen Pendidikan. *Journal of Teacher Training and Educational Research, 1*(3), 109–116. https://doi.org/10.71280/jotter.v1i3.251

Sukmara, A. R. (2024). Human resource management (HR) to maintain the quality of education. *Jurnal Ekonomi, 13*(3), 1907–1914. https://ejournal.seaninstitute.or.id/index.php/Ekonomi/article/view/5467

Surya Bahadur, G. C., Gurung, S. K., Poudel, R. L., Yadav, U. S., Bhattacharjee, A., & Dhungana, B. R. (2024). The effect of higher education service quality on satisfaction among business students in India and Nepal. *Cogent Education, 11*(1), 2393521. https://doi.org/10.1080/2331186X.2024.2393521

Syafrina, R. N., Hasanah, S., Andriego, J., Rizani, L., Aulia, N., Afriani, N., & Dwihari, D. (2025). Strategi Pengelolaan Administrasi Kesiswaan untuk Meningkatkan Kedisiplinan dan Keterlibatan Siswa. *Jurnal Manajemen Pendidikan, 10*(2), 403–409. https://ejurnal.stkip-pessel.ac.id/index.php/jmp/article/view/506

Tholib, S., Abidin, M. Z., & Ahadi, A. (2025). Strategic management of administrative affairs in enhancing school administration services at SMP IT Subulussalam Lampung Timur. *At Turots: Jurnal Pendidikan Islam, 7*(1), 170–182. https://doi.org/10.51468/jpi.v7i1.877