

Quality-Based Educational Personnel Management in Improving Educational Services at Muhammadiyah 7 Elementary School, Bandung City

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Abstract

Educational staff management is a crucial factor in supporting the achievement of quality educational services in schools. SD Muhammadiyah 7 Kota Bandung, as a private educational institution, strives to implement quality-based management to enhance the performance of its educational staff and the services provided to students. This study aims to analyze and describe Quality-Based Educational Staff Management in Improving Educational Services at SD Muhammadiyah 7 Kota Bandung. This research employs a qualitative method, conducted at SD Muhammadiyah 7 Kota Bandung. Data collection techniques include interviews, observation, and documentation. In-depth interviews were conducted with the vice principal for human resources, the vice principal for public relations, educational staff members, and the school committee. Data analysis was supported by the use of Atlas.ti 9 software to reveal theoretical frameworks and field findings. The research results show that quality-based management of educational staff has been implemented through five main aspects: (1) systematic planning of educational staff needs through competency and qualification mapping; (2) competency development and improvement through training, performance evaluation, and active involvement in school programs; (3) efficient and responsive educational services supported by an integrated information and service system (OSS); (4) periodic evaluation and quality assurance used as a basis for policy making; and (5) communicative and collaborative leadership between schools, teachers, and educational staff. With the optimization of training programs, strengthening of data-based evaluation systems, and developing cross-work unit collaboration, it is hoped that the quality of educational services will be maintained and improved sustainably.

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1. INTRODUCTION

Good education is evident in educational services that meet the needs of the community. As a legal entity, an educational institution must provide the best possible service. To achieve this, it is crucial for educational institutions to deeply understand the needs and expectations of the community, the primary target of educational services. The success of an educational institution in contributing to society can be measured by the level of community satisfaction with the services provided. This satisfaction encompasses various aspects, from the quality of teaching and facilities to administrative services. In other words, community satisfaction depends heavily on the extent to which the educational program meets their demands and needs.

To achieve these goals, educational institutions need to continuously evaluate and improve existing programs. Through community feedback, education providers can identify areas for improvement and ensure that every aspect of educational services meets expected standards. Educational staff management encompasses the planning, development, and management of educational staff to ensure they function optimally in providing educational services. With effective management, educational staff can be more motivated and perform at a high level in carrying out their duties.

Research conducted by Zahriani and Abdul [1] indicates that improving the quality of management for educators requires technical training related to administration in early childhood education institutions. With this training, the services provided by educators are expected to be of higher quality and meet community expectations. This quality improvement aims to develop quality education and produce competent, productive, creative, and successful educators.

The quality of educational staff management is an effort to assess how well educational staff can carry out their duties. The goal is to improve their performance so that educational services improve. This can be done by improving aspects such as morale, work ethic, motivation, social security, discipline, health, opportunities for achievement and career advancement, mastery of information technology, job satisfaction, government policies, and facilities for development according to goals [1].

In distributing the workload of educational staff, it should be adjusted and balanced with the physical abilities, cognitive abilities, and limitations of each individual assigned to complete the task. This imbalance can result in high work stress, especially when the workload exceeds the capabilities of the individual [2]. Therefore, educational staff management must pay attention to these aspects in distributing tasks and responsibilities and ensure that each individual can work effectively and efficiently without experiencing excessive workload.

A pleasant working environment can help educational staff become more focused while working, which means the tendency for stress effects can be managed well because educational staff must be able to complete their work according to the set targets. Conflict can arise if an educational staff cannot adapt to their colleagues. This will continue and affect their work ethic or undisciplined behavior in the workplace because it cannot meet the goals of the educational institution [3].

In carrying out their duties and functions, every educational staff member cannot be separated from coordinating and working relationships, both between fellow educational staff members and with...*stakeholder* other schools [4]. Good coordination and working relationships in school administration management are essential and are a supporting factor in the implementation of education. The implementation of educational staff duties requires a work program, division of work tasks, job descriptions, clarity of tasks and authority, *time schedule*, work agenda, and standard operating procedures.

Educational staff standards are regulations that determine the competencies that educational staff must possess, with academic and non-academic qualifications [5]. Every educational institution is required to comply with nationally established educational standards, including those related to educational staff. This is to ensure the quality of educational services at Muhammadiyah 7 Elementary School in particular, and in Indonesia in general. There are 8 personnel at Muhammadiyah 7 Elementary School who work as administrative and clerical staff. Of the total number of educational staff at Muhammadiyah 7 Elementary School, there are several educational staff who hold concurrent duties. This will affect the quality of educational services at the school.

To improve the quality of educational services, it is crucial to build a strong relationship between the quality of education and human resources. Therefore, the

recruitment, selection, and placement processes of educational staff must be carried out carefully, paying attention to appropriate knowledge, qualifications appropriate to their field, and the objectives of educational development. [6].

There are many factors that determine whether the quality of educational services can be improved. One way to determine whether the quality of educational services can be improved is by implementing good management [7]. Management of educational personnel in this study is a series of activities carried out starting from planning the procurement of educational personnel, recruitment and selection, appointment and placement, orientation, compensation, supervision and assessment and development to dismissal [8]. According to Siregar [9], there are several basic assumptions that underlie educational personnel as human resources being a strategic and rational factor that determines the level of success in the educational system, namely: 1) humans are the most important asset in an educational organization, 2) personnel determine the success of educational goals, 3) the human element is the largest controllable variable in the organization, 4) most organizational problems are related to human performance, 5) the main concern of the school system is identifying and managing behavior in order to achieve the set goals.

Based on the description above, the aim of this study is to analyze and describe Quality-Based Educational Personnel Management in Improving Educational Services at Muhammadiyah 7 Elementary School, Bandung City.

2. RESEARCH METHOD

This research was conducted using a qualitative descriptive method and complemented by analysis. In this study, a theoretical basis was used as an outline for the data collection process in the field. This research was conducted at Muhammadiyah 7 Elementary School, Bandung City, located in the Griya Bumi Antapani Complex, precisely at Jalan Kadipaten Raya No. 4-6, Antapani Kidul Village, Antapani District, Bandung City, from August 2024 to October 2024, or for three months.

In this study, the primary data source was interviews related to educational staff management. The criteria for this study were willingness to participate and be directly involved in the educational process at the school. Based on these criteria, the participants in this study were the principal, vice principal, administrative staff, laboratory assistants, and librarians who are directly involved as educational staff at Muhammadiyah 7 Elementary School in Bandung City. Meanwhile, secondary data included documentation, direct observations in the research area, and the results of previous research.

The data collection techniques used are interviews, observation, and documentation. In interviews, there are two types of interviews used based on [10], namely in-depth interviews (*in-depth interview*) and directed interviews (*guided interview*). Then, observation refers to several forms of observation according to Bungin and Burhan [11], namely participatory observation, unstructured observation, and group observation. Meanwhile, documentation is in the form of writing, pictures, or monumental works of the object being studied [12].

In this study, the researcher used a triangulation model in the form of repetition or clarification with various sources, namely [13] source triangulation, which shows the action of checking or comparing the level of trustworthiness of information obtained from various sources. As well as technical triangulation is a step to ensure the accuracy of data or research results. After the researcher has collected the data, the next stage is the data analysis stage which refers to Miles and Huberman in Thalib [14], namely data reduction, data models, and drawing or verifying conclusions.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

1. Educational Personnel Management

a. Educational Personnel Needs Planning Stage

Based on field findings, the planning process begins with identifying institutional needs, which includes a workload analysis, an evaluation of the qualifications and competencies of existing teaching staff, and a mapping of human resource deficiencies and excesses within the school. This activity is carried out through coordination with school management, particularly the vice principal for personnel affairs. The results of this process are then used as a basis for decision-making regarding the recruitment, training, and development of teaching staff that align with the school's vision and mission. Based on information provided by several sources, the school designs several planning stages to meet teaching staff needs.

b. Strict Qualification-Based Selection Process

Based on data obtained from interviews and supporting documents, the selection process is not only conducted to fulfill administrative needs, but also to fulfill competency standards relevant to the duties and functions of the position to be held. Each prospective education staff member is required to meet academic requirements, have relevant work experience, and demonstrate technical skills and personality traits that are in line with the school's work culture. Based on the interview results, it can be concluded that education staff at Muhammadiyah 7 Elementary School, Bandung City are placed according to their competencies and expertise and through a rigorous, qualification-based selection process.

c. Strategies and Policies for Meeting the Needs of Educational Personnel

Based on research findings, policies are formulated based on an analysis of the school's real needs and integrating the principles of efficiency, effectiveness, and sustainability. The strategies implemented include mapping the competencies of existing educational staff, identifying deficiencies in both quantity and quality, and planning for recruitment and periodic human resource capacity development. Furthermore, the school establishes internal policies such as ongoing training, performance-based incentives, and enforcing ethical work standards.

d. Identification of Educational Quality Goals

Based on the research results, the identification process begins with a review of the school's vision, mission, and objectives. Furthermore, quality objectives are identified through an evaluation of national education standards and the diverse needs of students. The school, through its quality management team, assesses indicators of educational success, such as academic achievement, social competence, 21st-century skills, and student ethics and character. The results of this identification then serve as the basis for formulating learning strategies, policies for managing teaching and administrative staff, and sustainable school development programs.

e. Organization of Educational Staff

Based on the research findings, this organization is carried out through a clear division of tasks and responsibilities, in accordance with the competencies and backgrounds of each individual. The organizational structure of the educational staff is structured hierarchically yet flexibly. Furthermore, there is a mechanism for supervision and performance evaluation that is carried out

periodically. Staff placement and assignment also considers the balance of workload and school operational needs. This process is coordinated by school management. Based on information provided by the resource person, the organization of educational staff is carried out with a clear structure, and each individual has an appropriate role, enabling them to work effectively and efficiently.

f. Stages of Implementation of the Education Personnel Work Program

Based on the research findings, the implementation of the work program involves all elements of the education staff according to their respective functions and roles. Activities in the work program include administrative aspects, technical operations, and service support for the learning process. The implementation of this program is directly supervised by school management through a periodic monitoring and evaluation system. In general, the implementation of the education staff work program demonstrates good coordination, discipline in carrying out tasks, and a commitment to continuously improving the quality of education services.

g. Customer Surveys and Feedback

Based on research data, surveys are conducted periodically involving various parties as respondents, including parents/guardians of students, students, and other school stakeholders. The survey instrument is systematically designed to measure the level of satisfaction with aspects of administrative services, cleanliness of the school environment, comfort of facilities, and responsiveness of educational staff to customer needs. In addition to structured surveys, the school also provides feedback channels through parent communication forums, suggestion boxes, and direct interaction with school management. Based on information provided by the resource person, the performance evaluation system for educational staff is conducted periodically and comprehensively and is based on customer feedback.

h. Educational Staff Award

Based on research findings, awards are given as a form of recognition for individual and group performance achievements in carrying out their assigned duties and responsibilities. The awarding process is carried out transparently and objectively, taking into account various performance indicators, such as dedication, professionalism, initiative in self-development, and contribution to school progress. According to sources, incentives or awards for educational staff who perform well include financial incentives, career development, welfare improvements, or certificates.

i. Participation in School Development

Based on research findings, this participation is not limited to educational staff, but also involves parents, school committees, and other stakeholders. Each stakeholder is given the opportunity to provide input and ideas through various forums. Furthermore, educational staff are involved in the decision-making process regarding school policies, including curriculum, resource management, and budgeting.

j. Evaluation of Educational Personnel Performance

Based on research findings, performance evaluations are conducted systematically and based on clear indicators. The evaluation process involves various methods. The evaluation also encompasses professional development aspects, including participation in training, seminars, and other competency-building activities. Performance evaluation results are used as a basis for

providing constructive feedback to education staff. This evaluation process is conducted periodically and involves collaboration between school leaders, the personnel management team, and other relevant parties.

k. Development of Educational Staff

Based on research findings, staff development for educational staff is carried out through various programs designed to enrich knowledge and skills, both in academic, administrative, and interpersonal aspects. These development programs include routine training, workshops, seminars, and in-service training activities focused on improving professionalism in their respective fields of work. Furthermore, staff development also includes opportunities for further education, both inside and outside the school. Based on information obtained, the results of staff performance evaluations are used as a benchmark for staff development.

l. Methods and Approaches in Identifying Educational Personnel Development

Based on the research results, the approach applied was participatory and evidence-based, involving various stakeholders, including school management, educators, education staff, and the school committee. The methods used were in-depth interviews and focus group discussions (*focus group discussion*). In addition, observation methods were also applied to collect data in a structured manner. The results of this identification were then analyzed to identify the strengths and weaknesses of educational staff competencies and the development needs required.

m. Indicators and Criteria in Evaluating the Performance of Educational Personnel

The performance indicators used in this evaluation generally cover several key aspects, such as service quality, professional competence, managerial ability, and contribution to educational program development. Therefore, the evaluation of educational staff performance serves not only to assess past achievements but also to identify areas for improvement and development.

2. Quality of Education

a. The Influence of Teachers' Professional Skills

In the educational context, educators who demonstrate a high level of professionalism tend to demand more responsive and efficient administrative and operational support from their staff. Furthermore, educator professionalism can also create a positive and collaborative work climate. In other words, educators' professional abilities act as a catalyst in shaping a productive and adaptive work culture in the educational environment, which directly impacts the performance of their staff.

b. Personal Capabilities of Educational Personnel

These capabilities encompass individual characteristics such as integrity, responsibility, discipline, work ethic, interpersonal communication skills, and emotional intelligence. Within an institutional context, these personal capabilities contribute to a positive, efficient, and conducive work climate conducive to achieving educational goals. Furthermore, strong personal capabilities also increase individual resilience in the face of work pressures and policy changes. According to informants, the personal capabilities of educational staff influence the quality of educational services.

c. Clarity of the Collaborative Relationship between Educators and Education Personnel

In the context of educational institution management, structured collaboration between these two elements enables operational efficiency and

improves the overall quality of educational services. Therefore, clear collaborative relationships, supported by a transparent organizational structure and a collaborative work culture, are strategic factors in strengthening functional integration and improving the institution's performance holistically.

d. Support for Education Personnel for Teachers

This support can take the form of academic administration, provision of facilities and infrastructure, student data management, and technical assistance in the use of learning technology. Institutionally, the synergy between teachers and educational staff creates a complementary work ecosystem. Thus, support from educational staff is not merely administrative but also directly impacts the quality of the learning process and outcomes. According to sources, educational staff support teachers in learning activities, from lesson preparation to extracurricular activities.

e. Provision of Infrastructure Facilities

From an educational management perspective, the provision of facilities and infrastructure must consider aspects of relevance to learning needs, accessibility, sustainable use, and efficiency in management. Therefore, the provision of facilities and infrastructure needs to be planned, based on needed data, and supported by transparent and accountable budgeting and governance policies. Based on interviews, the provision of facilities and infrastructure is one aspect that supports improving educational quality.

f. Interpersonal Skills

In a complex and dynamic educational environment, interpersonal skills are a pillar for creating a harmonious and collaborative work climate, which in turn impacts the effectiveness of educational delivery. Therefore, interpersonal skills need to be positioned not merely as a personal attribute, but as a professional competency that must be developed systematically through training, supervision, and continuous reflection in daily work practices. Based on the opinions of the informants, good interpersonal skills of educational personnel in serving educational activities are able to understand the needs and challenges that will be faced.

g. The Relevance of Educational Personnel Performance to School Operations

Optimal performance by educational staff ensures that the school's operational system runs efficiently, is structured, and responsive to learning needs. From a managerial perspective, the quality of school operations is determined not only by strategic planning or the principal's leadership, but also by the daily technical execution carried out by educational staff. Therefore, strengthening the capacity and professionalism of educational staff is a crucial step to ensure smooth school operations. Based on interview results, educational staff performance is highly relevant to school operational activities.

h. School Facilities to Support Collaboration Between Teachers and Education Personnel

In an institutional context, adequate facilities create a conducive work environment and foster a collaborative culture among educational stakeholders. Therefore, from an educational research perspective, the provision and maintenance of school facilities should be viewed as a strategic investment in building strong synergy between teachers and educational staff, which ultimately has a direct impact on the quality of educational services.

i. Assessment of Student Satisfaction with School Services

From an educational research perspective, student satisfaction reflects not only an effective response to the learning process but also various supporting services such as administration, facilities, guidance and counseling services, and interactions with educational staff. Therefore, assessing student satisfaction is not merely an administrative activity, but an integral part of a quality evaluation system oriented towards accountability and continuous improvement in the world of education. Based on the interview results, Muhammadiyah 7 Elementary School in Bandung City facilitates student satisfaction assessment activities towards school services through surveys, interviews, and direct meetings with students or committees.

3. Education Services

a. *Double Checkin Data Checking*

This procedure involves re-verifying the data obtained, particularly those related to administrative services, cleaning, security, and other support services for which educational staff are responsible. The accuracy of educational staff in carrying out their duties minimizes errors by conducting multiple data checks using data automation technology and providing training to educational staff to create professional educators.

b. *Ethics of Service for Educational Personnel*

Service ethics encompasses the attitudes, behaviors, and professional responsibilities demonstrated by educational staff in carrying out administrative tasks, providing student services, and interacting with teachers, parents, and the school community. Therefore, understanding and strengthening ethical values in daily service practices requires attention in efforts to improve the professionalism of educational staff. According to a resource person at Muhammadiyah 7 Elementary School in Bandung City, ethical standards for handling educational services have been established, which impacts service quality, comfort, and trust in the school.

c. *One Stop Service (US)*

One Stop Service(OSS) refers to a centralized service system where various school services, from administrative and academic information to student and parent needs, can be accessed through a single point of contact. According to sources, this service simplifies the registration and administration processes for prospective students and parents. Educational staff are also able to respond quickly to issues arising within the school environment.

d. *Systematic Coordination*

Systematic coordination refers to the process of managing and organizing school services, carried out in a planned, integrated, and sustainable manner by all elements of the educational staff. At Muhammadiyah 7 Elementary School, this coordination is reflected in the integration between the principal, administrative staff, teachers, and other support staff in implementing educational services, from academic services and student administration to school cleaning and security.

e. *Education Personnel Initiative*

Initiative refers to the ability and willingness of educational staff to act proactively, take corrective action, and offer solutions to service issues without having to wait for direct instructions from superiors. According to the informant, initiative, sensitivity, proactivity, and awareness are ingrained in each individual educational staff member at Muhammadiyah 7 Elementary School, Bandung City.

f. Responsiveness of Education Personnel

In the context of educational services, the responsiveness of educational staff is a crucial component in achieving quality service and user satisfaction. According to a resource person, every educational staff member at Muhammadiyah 7 Elementary School in Bandung City is responsive in responding to any problems that arise and in carrying out their duties.

g. Minimum Standards for Facilities and Infrastructure for Educational Personnel

The minimum standards in question include adequate work facilities such as comfortable workspaces, computer or administrative equipment, internet access, school information systems, and other supporting equipment appropriate to the needs of each educational staff member. At Muhammadiyah 7 Elementary School in Bandung City, these standards are, of course, based on government-set standards.

h. Improving the Quality of Education

Improving the quality of education depends heavily on schools' ability to provide responsive, professional services that are oriented toward the needs of all stakeholders. Furthermore, the involvement of competent and integrity-driven educational staff in managing these services is a key factor in supporting the creation of a conducive learning environment.

i. Effective Solution

An effective solution is defined as a strategic approach or step that not only addresses problems in a timely manner but also has a long-term positive impact on efficiency, user satisfaction, and the smooth operation of the school. Therefore, developing appropriate solutions is key to achieving high-quality, professional school services that optimally support the achievement of educational goals.

j. SOP for Educational Personnel Performance

The implementation of clear and measurable SOPs provides a foundation for educational staff to improve service quality, reduce errors, and expedite the completion of administrative and operational tasks. Furthermore, SOPs serve as an objective performance evaluation tool. Therefore, the existence of SOPs for educational staff performance is a crucial aspect in realizing professional, accountable, and high-quality school services.

k. Education Service System

An integrated and well-documented education service system will facilitate coordination among educational staff, improve service quality, and provide a rapid response to emerging issues. Furthermore, this system also supports transparency and accountability in school service management. Muhammadiyah 7 Elementary School, Bandung City, certainly implements an education service system that is user-friendly to all students and *stakeholder* in school.

l. Stages of Minimizing Errors in Educational Personnel Performance

The stages in minimizing errors in the performance of educational staff include identifying potential sources of errors, implementing clear standard operating procedures (SOPs), training and capacity building of educational staff, and regular monitoring and evaluation. To minimize errors while working, each educational staff member at Muhammadiyah 7 Elementary School in Bandung City applies several systems including double-checking, paying attention to every detail of the work, and following every work procedure, and is directly supervised by the Bandung City PDM Dikdasmen Council.

3.2. Discussion

1. Educational Personnel Management

a. Planning

In the management of educational staff at Muhammadiyah 7 Elementary School in Bandung, the first stage is to analyze the needs of educational staff. The results form the basis for developing plans for recruitment, training, and development of educational staff. The next stage is performance evaluation and human resource development. The evaluation process covers aspects of discipline, productivity, service quality, and professionalism in work, while the human resource development stage includes training, workshops, coaching, and providing opportunities for further education, if possible. The next stage is recruitment and selection. The recruitment process is carried out openly and transparently, starting from the preparation of job criteria and qualifications, dissemination of vacancy information, and the selection of qualified applicants. The selection stage is carried out through a series of stages such as administrative selection, written tests, interviews, and in some cases, work practice tests. The next stage is distribution and placement planning. Distribution planning begins with mapping the needs of each work unit, such as administration, library, cleaning, security, and other services, which are then adjusted to the profile and potential of the available educational staff. Meanwhile, placement of educational staff is carried out based on the principle *the right man on the right place*, namely ensuring that each individual carries out tasks that are appropriate to their expertise. Next is the preparation of a budget for educational staff that includes the allocation of funds for salaries, allowances, incentives, training, and other operational needs related to improving the performance and welfare of educational staff. The final stage is continuous monitoring and evaluation, monitoring is carried out routinely to monitor the implementation of tasks, attendance, performance, and compliance of educational staff with school policies, while evaluation is carried out to assess the results of program implementation, identify obstacles, and provide constructive feedback for future improvements.

b. Organizing

The organization of educational staff at Muhammadiyah 7 Elementary School in Bandung City is carried out with a structure that includes the principal as the main leader who regulates school policies and operations. The Vice Principal assists the principal in various areas (curriculum, student affairs, facilities, infrastructure, public relations). The Administrative Officer (TU) is responsible for school administration, such as finance, personnel, and academic documents. Laboratory staff provides and manages equipment for science, computer, and other subject labs. Finally, the Cleaning and Security Officer is responsible for maintaining the cleanliness and security of the school environment.

c. Implementation

Implementation of the planned work program at Muhammadiyah 7 Elementary School in Bandung City includes the Principal and Vice Principal conveying the work plan to all educational staff, teachers, students, and related parties; holding a coordination meeting; each educational staff is given tasks that are in accordance with their expertise and competence; forming a work team or special committee; using available resources optimally, conducting coordination and communication periodically, conducting regular supervision and

monitoring, using predetermined success indicators, holding an evaluation meeting, the evaluation results are documented in the form of a report, if obstacles are found, the school makes adjustments to the strategy, successful programs will be further developed while those that are not optimal will be improved.

d. Supervision

The principal or vice principal directly observes the performance of staff in carrying out daily tasks, and conducts evaluations through interviews, filling out assessment sheets, and receiving input from related parties such as teachers and students. Then, direct observations are conducted covering aspects such as time discipline, how to interact with students, teachers, and fellow coworkers, accuracy in completing administrative or technical tasks, and initiative and independence in work. After that, interviews and direct discussions with staff are conducted and staff are given the opportunity to express opinions, complaints, training needs, or work obstacles that may be related to facilities, work systems, or interpersonal relationships. Furthermore, questionnaires or feedback from teachers, students, and coworkers are compiled in the form of closed and open questions, covering aspects such as service attitude, speed and accuracy of work, cooperation, communication, and professionalism. Then, they are analyzed and used as considerations in performance evaluations, development planning, and policy making related to the management of educational staff. Finally, work reports and administrative documents that demonstrate achievements and the professional implementation of tasks. These documents also serve as archives that can be traced back if needed in further evaluations or internal audits.

2. Quality of Education

a. The relevance of educational staff performance to school operations

Educational staff, such as administrative staff, librarians, technicians, cleaning staff, and school security, are tasked with ensuring that all non-teaching needs are met. Furthermore, their contribution to maintaining an orderly and professional school management system is evident. Furthermore, educational staff also represent the school in interactions with parents, guests, and the community. Therefore, schools need to consistently provide comprehensive guidance, training, and evaluation.

b. Assessment of satisfaction with educational services

At Muhammadiyah 7 Elementary School in Bandung, this assessment serves as a crucial tool in evaluating the overall quality of education. Satisfaction assessments typically encompass several key aspects, such as the quality of administrative services (registration, payment, and document processing), the comfort and cleanliness of the school environment, the accessibility of information, the professionalism of staff, and non-academic services such as student safety and health. With a well-planned and responsive satisfaction assessment system, Muhammadiyah 7 Elementary School in Bandung can continually adapt to current needs and community expectations, and improve the quality of education holistically.

c. Clarity of the cooperative relationship between educators and educational staff

At Muhammadiyah 7 Elementary School in Bandung City, the school's operational success is largely determined by the synergy between these two elements. This collaboration must be supported by a clear division of tasks and responsibilities, as outlined in the school's organizational structure and job descriptions (*job description*), and standard operating procedures (SOPs). The

impact of this solid working relationship is significant for educational quality. With clarity and harmony in the working relationship, Muhammadiyah 7 Elementary School, Bandung City, can maintain operational stability, accelerate service innovation, and build a work culture that supports the sustainable achievement of educational quality standards.

3. Education Services

a. Ethics of educational services

To strengthen the implementation of service ethics, schools need to develop behavioral guidelines (*code of conduct*) which serves as a shared reference. In addition, regular training on excellent service and work ethics can be provided to educators and education personnel to ensure these values are firmly embedded in the school's work culture. Periodic evaluations and public complaint mechanisms can also be used to measure and monitor compliance with service ethics. Thus, Muhammadiyah 7 Elementary School not only provides technically efficient services but also morally and spiritually dignified ones, in line with Islamic and Muhammadiyah values.

b. *One Stop Service* (US)

At Muhammadiyah 7 Elementary School in Bandung, the OSS concept is implemented to provide all types of school services such as student administration, correspondence, parent consultations, payments, and complaints in one location or centralized service unit, so that school residents do not need to move to various departments to resolve their affairs. The main goal of OSS is to provide easy access, time efficiency, and improved service quality to students, parents, and students.*stakeholder* other.

c. Educational staff initiative

At Muhammadiyah 7 Elementary School in Bandung, initiatives from educational staff are a key indicator of improving service quality. These initiatives can take the form of streamlined workflows, technology utilization, administrative system development, or even friendlier and more responsive service to students and parents. With this approach, Muhammadiyah 7 Elementary School in Bandung will have a work culture that is adaptive and responsive to educational challenges, where educational staff play a role not only as technical implementers but also as agents of change in improving the quality of educational services.

4. Quality-Based Educational Personnel Management

The overall planning at Muhammadiyah 7 Elementary School in Bandung City is carried out not only to meet workforce needs, but also to optimize the function of each educational staff member as an integral part of the educational ecosystem. With quality-based planning, the school can ensure that each educational staff member has a strategic role in supporting the achievement of superior, measurable, and sustainable educational services. The organization of Muhammadiyah 7 Elementary School in Bandung City is carried out systematically, structured, and collaboratively. Through a clear division of tasks, a responsive structure, integration with technology and continuous evaluation, this organization directly contributes to improving educational services that are excellent, efficient, and oriented towards the satisfaction of students and the school community.

In its implementation, Muhammadiyah 7 Elementary School in Bandung City is run professionally, directed, and sustainably. Through standardized task execution, ongoing coaching, active supervision, and an Islamic work culture, educational staff are able to make a real contribution to improving educational

services that are high-quality, effective, and oriented towards the satisfaction of the school community. Meanwhile, supervision of Muhammadiyah 7 Elementary School in Bandung City is carried out systematically and sustainably. Through direct supervision, quality instrument-based evaluation, follow-up coaching, and a collaborative approach, the school is able to ensure that educational staff work optimally. This has a significant impact on improving the quality of educational services that are orderly, clean, professional, and oriented towards the satisfaction of all school members.

4. CONCLUSION

Quality-based management of educational staff at Muhammadiyah 7 Elementary School, Bandung City is implemented comprehensively through integrated planning, organizing, implementing, and monitoring stages. Planning is carried out systematically, based on needs analysis, competency mapping, and the development of educational staff programs that support improvements in the quality of educational services. This process involves not only school management but also teachers, school committees, and the educational staff themselves, creating inclusive planning that is responsive to the school's needs. The organization of educational staff is structured through a clear and proportional division of tasks based on qualifications and competencies. A flexible organizational structure, the use of information technology, and interdisciplinary collaboration support the efficiency and effectiveness of school services across the board. Management is implemented by prioritizing professionalism, discipline, and an Islamic work culture. Educational staff are directed to work based on quality standards, carry out their duties consistently, and participate in ongoing coaching and training to improve their competence and work ethic. Meanwhile, oversight is implemented systematically through direct supervision, quality-instrument-based performance evaluations, and follow-up in the form of coaching and awards. This collaborative and evaluative approach ensures that every education staff member performs their role optimally and contributes directly to improving the quality of education services. Overall, the implementation of quality-based educational staff management at Muhammadiyah 7 Elementary School, Bandung City has proven effective in encouraging superior, professional educational services, and is oriented towards the satisfaction of all school residents.

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