

## Organizational Culture Perspective on the Quality of Educational Administration Services

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### Abstract

The quality of educational administration services is one of the problems that is often perceived as a contributor to the weak quality of education. The service process is too convoluted, the turnaround time is long to the poor service of the administrator. And the focus of improving the quality of administrative services is usually only on improving the quality of administrators as the spearhead of the performance of an educational administration service. The administrator as the executor of educational administration services is the result of the interaction of the upper, middle, and lower levels of management so that it cannot be separated from the influence of social interaction, work climate which is collected in the form of organizational culture. This study aims to provide an overview of the relationship between organizational culture and the quality of educational administration services using the Library Research method. The results of the analysis show that organizational culture provides intervention on the quality of educational administration services, so the results of this study provide the concept of improving the quality of administrative services not only from improving the quality of administrator resources but also from other elements in the organization..

**Keywords:** Perspective; Organizational culture; Service quality; Education administration

### INTRODUCTION

Educational administration as a tool in a series of educational processes. The preparation of the curriculum, learning process, evaluation of learning, and educational infrastructure cannot be separated from the influence of the quality of administrative services in it. The accuracy of planning, coordination and evaluation is a determinant of the success of a series of implementation of educational goals to be achieved.

Educational administration services that involve the Principal and related stakeholders who have authority in education policy as managers in educational institutions also function as administrators in providing control over the quality of educational administration services. The administrator as the executor in the implementation of administration presents the performance of administrative services at every educational institution whose quality is felt by students and parents as well as the community as consumers of users of educational services.

Problems with the quality of educational administration services are often felt by consumers who use educational services, including: 1) The convoluted service process, ineffective administrative settlement procedure systems and the lengthy series of bureaucracy that must be taken often make students and parents complain about the situation, whereas in terms of functions and outputs, bureaucratic procedures and systems should be implemented in an easier and more effective way. 2) The completion time and the need for administrative information by students and parents take a long time, this can be seen when many students or parents have to wait a long time when they need

information about financial administration history, for example or student academic track record information. This is usually caused by several factors, such as: limited use of educational management information systems in educational institutions, weak data processing, and multi-functional administrator jobs. And 3) Weak quality of service carried out by administrators with weak alertness and not prioritizing customer satisfaction services is a separate problem.

On the other hand, the educational administration process involves social interaction between stakeholders in educational institutions, therefore the authors are interested in conducting an analysis of the quality problems of educational administration services from the organizational aspects that influence them to produce a concept of completing the improvement of the quality of educational administration services by involving improvement of organizational elements. Based on the literal meaning of education administration, it is a combination of the words Administration and Education, each of which has its own meaning. Administration comes from the Latin word *ad+ministrare*, *ad* means intensive, while *ministrare* means serving, helping and fulfilling. So the main task of an administrator is to provide excellent service.

Excellent Service is an abbreviation of: Appropriate, what is meant here is right on promise with low cost, great quality and right time. Empathy, namely understanding consumer needs, Direct; provide services in a responsive, immediate and uncomplicated manner, Accurate; do precisely, accurately and reliably, Confidently; have credibility and can be trusted, Safe; have a small risk and a low level of doubt, Comfortable; provide a pleasant and satisfying service, Tools; using complete and modern equipment, Real; have the appearance of infrastructure and personnel, Words; speak politely, friendly, easy to communicate, easy to understand, and consistent with actions, Confidential; guarantee the confidentiality of services, information; provide counseling clearly, easily heard and understood, objective, valid, reliable, comprehensive, complete and up-to-date, Easy; willingness to serve, easy to contact, easy to find, and easy to order, as well as experts; the person doing the work has the required competence. (Husaini Usman, 2013).

## METHOD

The quality of education administration services is one of the problems that is often perceived as contributing to the weak quality of education. The service process is too complicated, the completion time is long until the poor service administrator. And the focus on improving the quality of administrative services is usually only on improving the quality of administrators as the tip of the performance of an educational administration service. Administrators as executors of education administration services are the result of interaction from upper and middle level management so that they cannot be separated from the influence of social interaction, work climate which is collected in the form of organizational culture. This study aims to provide an overview of the relationship between organizational culture and the quality of education administration services using the Library Research method. Contains the type of research, time and place of research, targets/targets, research subjects, procedures, instruments and data analysis techniques and other matters related to the research method. Especially for qualitative research, the time and place of the research need to be clearly stated (for quantitative research, it is also necessary). The research objectives/subjects (for qualitative research) or the sample-population (for quantitative research) need to be clearly defined in this section. It is also necessary to write down the technique of obtaining the subject (qualitative research) and or the sampling technique (quantitative research).

The procedure is necessary according to the type of research. How the research is carried out and the data will be obtained, needs to be described in this section. For experimental research, the type of design (experimental design) used should be stated in this section. The type of data, how the data was collected, with which instrument the data was collected, and how it was collected, need to be clearly described in this section. How to interpret the data obtained, find problems and research objectives, need a clear view.

## RESULTS

Based on the above understanding, excellent service in administrative implementation becomes the main measure of the quality of an administrative service that is guided by the implementation of administrative service standards by generating perceptions of meeting standards, not meeting standards or exceeding standards. And the administrative service indicator is a measure for educational institutions in their productivity. The assessment of the quality of administrative services is measured on the effectiveness and efficiency that is carried out. Where efficiency (usefulness) with a focus on the process of saving to produce a usability without reducing the quality of use. Meanwhile, effective focuses on the results that involve three effective perspectives: 1) individual effectiveness (input), 2) group effectiveness (process) and 3) organizational effectiveness. Individual effectiveness is determined by knowledge, attitudes and skills, motivation and stress. Group effectiveness is determined by cohesiveness, leadership, structure, status, roles, and norms. Organizational effectiveness is determined by the environment, technology, strategic choices, structure, processes and culture. (Gibson, et al. 2009).

Within the Ministry of Education and Culture, education administration is defined as school administration which includes: 1) personnel administration 2) financial administration 3) infrastructure administration 4) school and community relations administration 5) correspondence and filing administration 6) student administration 7) curriculum administration 8) general administration and 9) administration of special services. While the broad sense of administration is a process that includes planning, organizing, directing and controlling organizational resources. Direction includes motivation, leadership, decision making and problem solving, communication, coordination, negotiation and organizational change, control includes monitoring, assessment and reporting. (Scherman, 1996; Stoner & Freeman, 2000; Hunsaker, 2002; Robbins, 2009).

Administration in a narrow sense as school administration in education units includes: 1) Letters and Archives, 2) Educators and Education Personnel and their standards 3) Finance (RAPBS etc.) 4) Content Standards 5) Process Standards 6) Student Affairs 7) Graduate competency standards 8) Standards for public relations and cooperation infrastructure 10) Management standards 11) Assessment standards 12) School production units at vocational high schools (SMK) and Madrasah Aliyah Vocational (MAK). Thus administration can be defined as a function that includes planning, implementation, and supervision. And administration is defined as a task covering the implementation of the 12 administrations above. (Sharma, 2009).

An organization that is a place where people gather at least two or more people who come together to achieve one goal, is the basis for the birth of an organizational culture. By gathering several or many people in an organization who come from different backgrounds, both in terms of education, personality characteristics, perspectives and other differences. According to James D Mooney's understanding of organization, organization is a form of every human association to achieve a common goal. And to achieve this common goal, a collaboration is formed. This is in line with the understanding of the organization according to Chester I Bernard that the organization is a system of cooperative activities carried out by two or more people. in organizations which later became part of the theory of organizational behavior.

So behavior in human organizations will display various kinds of behavior that are born from personal traits and personal experiences that have been experienced in the past and other backgrounds, so that organizational behavior cannot be separated from the influence of various interdisciplines that build organizational behavior. With these various influences, differences in style are born from one organization to another, where each organization has its own characteristics and uniqueness which are built collectively by the individuals involved in it so as to give birth to the values and norms adopted by its members. . Where these values and norms become guidelines for members in behaving, working and becoming the organizational philosophy they adhere to.

The word culture comes from English, namely culture, while in Latin *colore* which means thoughts, reason, or a number of certain attitudes, beliefs and feelings that underlie, direct and give meaning to a person's behavior in a society (KBBI online) Wood, Wallace, Zeffane, Schermerhorn, Hunt

and Osborn (2001:391) suggest that organizational culture is a system of beliefs and values developed by organizations where it guides the behavior of members of the organization itself. So that culture becomes an invisible part that has a direct impact on the work system of its members. Cushway and Lodge (GE: 2000) argue that organizational culture is an organizational value system and will affect the way work is done and the way employees behave.

Owen (1991) divides organizations into hard and soft, where hard includes organizational structure, rules, policies, technology and finance. While soft includes humans and their culture. In this way, culture becomes an inseparable part of the organization which indirectly binds its members to implement and comply with it. So that organizational culture manifests as a system adopted that distinguishes an organization from other organizations (Robbins: 2001).

Robbins (1996:294) reveals the function of organizational culture, namely (1) Culture creates a clear distinction between one organization and another, (2) Culture brings a sense of identity to organizational members, (3) Culture facilitates commitment to something broader than one's individual self-interest, (4) Culture is a social glue that helps facilitate the organization by providing appropriate standards for employees to follow, and (5) Culture as a meaning-making and control mechanism that guides employee attitudes and behavior .

In its embodiment, organizational culture consists of various dimensions that intervene each other so that it accumulates into a culture within the organization which in turn becomes a way of life for an organization and guides its members in behaving in the organizational environment. Lunenburg & Ornstein (2000) divides the dimensions of organizational culture/culture as a system consisting of inputs, processes and outputs. The inputs are Information resources and service results from feedback. The process is motivation, leadership, decision making, communication and organizational change that affect organizational culture as the core process. Culture itself is a philosophy, behavior, norms, rules, values and feelings that are embraced and obeyed by all members of the organization. The outputs are task description, selection system, evaluation and reward system

Administrators as administrative actors have an important role as the spearhead of creating quality administrative services. However, administrators are human beings who cannot be equated with administrative support equipment, such as printing machines and others that can only be fully controlled and only used for their functions. Humans are psycho-physical creatures that develop towards maturity and have psychological and physical functions that must be kept in balance so that the homeostatic nature of humans is able to pump out potential talents and work performance in an administrator.

Homeostasis is a state of harmony and harmony of motion and the functions of the psychic and physical organs. So that in the study of human factors (Human factors) in a job are efforts to manage, manage and improve its quality to a condition where each individual has added value in his work to produce a quality job. (Syaiful Sagala, 2004)

Therefore the problem of the quality of human resources (HR) which is often an issue in every educational institution to achieve the quality of human resources is not only focused on improving performance, but improving the factors that support the improvement of the quality of human resources in terms of physical and psychic. By providing comfort, security and freedom to innovate. In addition, the process of developing the quality of human resources is a continuous process, continuous improvement by taking into account the abilities, skills and knowledge that must be upgraded by employees based on the latest needs in job demands.

Besides that, the quality of educational administration services is not only about the quality of human resource administrators personally, but is formed from the quality of the relationship between humans involved in the education administration component. Human elements in education administration consist of students, parents, teachers, counselors, principals, supervisors, and other officials in schools, officials and employees of the education affairs office in both local and central governments. . (Syaiful Sagala, 2004)

The relationship between humans in educational administration as a system is seen from the relationship of the component parts of the system functionally and their interactions with each other. By reviewing the components and their relationship to one another, deficiencies and weaknesses of the organizational system and service system can be found so that it can determine what should be done to improve the system or the development of the administrative system.

The relationship between human school administrators in the school administration system has several factors that must be considered. First, the school as a work organization consists of a number of work units such as classes (class teachers), counseling guidance (teachers/guidance and counseling officers), school health efforts (UKS), and management controlled by the principal. Each of these units is part of a stand-alone work and is located as a sub-system which is part of the school as a total system. The development of the school as a total system in carrying out its function as a servant of learning is an improvement in human relations in the school administration system with educational professional relations between the school subsystems.

The two administrative concepts that concern personnel to improve service quality are not a process of fulfilling needs based on doing what the "boss" wants without the awareness of the perpetrator, but human relations in the administrative system that are expected to be awareness of their main duties and functions which are shown in their responsibilities. responsibilities within the organization according to the level of their respective assignments

## DISCUSSION

Based on a critical study, organizational culture analysis provides interventions on the way of life of members in the organization in managing organizational resources consisting of 7M and Information that determines the quality of service outcomes as a form of output and reciprocity from the results of educational administration interactions that are influenced by organizational culture. So that the educational administration process runs through administrative interactions within the organization which are influenced by organizational culture providing intervention on the quality of administrative services.

Implementation of educational administration services in the form of school administration services for students and parents which is carried out through a process of planning, implementation, and supervision involving school stakeholders; teachers, administrative officers, counselors, principals, supervisors, and other officials in schools.

In the process of planning, implementation, and supervision carried out by school stakeholders, there is an intervention in the interaction by organizational culture which becomes a way of life for an organization and guides its members in behaving in the organizational environment so that it has an impact on service quality.

## CONCLUSION

The quality of educational administration services is guided by the quality of Excellent Service, namely; Fast, Empathic, Direct, Accurate, Confident, Safe, Convenient, Tool, Real, Words, Confidential, Information, Easy and done by Experts. With the output in the form of school administration services carried out by school stakeholders through the administrative functions of planning, implementation, and supervision which are intervened by Organizational Culture at the educational institution.

So to improve the quality of education services through organizational perceptions, the stages are (1) Measuring the elements of the quality of educational administration services carried out by individuals/administrators by assessing knowledge, attitudes, motivational and stress skills, (2) Identifying the administrative implementation process by analyzing processes of planning, implementation and supervision, (3) Identifying the effectiveness of cohesiveness in organizations involving leadership, structure, status and roles, and (4) Identifying organizational interventions through cultural norms in order to provide positive guidance on administrator performance in order to be able to provide quality education administration services that are prime.



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