



School operators' perspectives on the administrative performance of teachers and principals: Barriers, challenges, and recommendations for improving efficiency

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ABSTRACT

Background: Administrative performance in schools plays a crucial role in ensuring effective management and educational quality. However, teachers and principals often face challenges related to workload and administrative complexity. This study aims to analyze the perspectives of school operators (OpS) on the administrative performance of teachers and principals, the obstacles encountered in administrative tasks, and their recommendations to overcome these challenges. Previous studies have shown that administrative burdens can affect teaching quality and leadership effectiveness, yet limited research has explored these issues from the perspective of school operators in Indonesia. **Methods:** This quantitative study employed a survey approach involving 493 respondents representing various educational levels across Indonesia. Data were collected using structured questionnaires and analyzed through descriptive and inferential statistical techniques to identify patterns, trends, and relationships among variables related to administrative performance. **Findings:** The majority of respondents came from Java Island, with a predominance of elementary school participants. Teachers' administrative performance was generally rated as good, although they encountered obstacles such as heavy workloads, insufficient facilities, and frequent policy changes. Principals also demonstrated good administrative performance, particularly in communication and staff coordination, yet faced challenges related to limited time and coordination barriers. School operators recommended training in administrative technology, time management, and administrative leadership for improvement. **Conclusion:** The study concludes that continuous training, improved facilities, and consistent administrative policies are essential to enhance the efficiency and effectiveness of school administrative performance. **Novelty/Originality of this article:** This study contributes new insights by presenting the unique perspectives of school operators regarding the administrative performance of teachers and principals in Indonesia, emphasizing the need for policy and management reforms to support more efficient school administration.

KEYWORDS: administrative; perspective; principal; school operator; teacher.

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1. Introduction

Indonesia, as a country that continues to strive to improve the quality of education, places the role of teachers and principals as key elements in the education system. This is based on a number of fundamental reasons. First, education is considered the foundation of a country's development, and good quality education has a tremendous impact in improving people's lives, reducing inequality, and supporting sustainable economic growth (Yudianto et al., 2025). Secondly, teachers are valuable assets in delivering the curriculum and teaching students, so the quality of teaching they provide is critical in achieving educational goals (Yudianto, 2024). Third, the principal has a central role in school management, including policy-making, resource management, and creating a school environment conducive to learning (Nurul Hidayat & Rugaiyah, 2023). Fourth, teachers and principals play a role in implementing various educational policies issued by the government, making them agents of change in implementing educational innovations and reforms (Rahayu et al., 2022). Fifth, the quality of teaching and school leadership have a direct impact on student learning outcomes, so they have a key role in improving student academic achievement (Gemnafle & Batlolona, 2021). Sixth, empowering teachers and principals through training, support and recognition of their performance is a long-term investment in the education system (N. Afifah et al., 2022). Seventh, the professional growth of teachers and principals is a driver of professional growth in education, capable of inspiring their peers and motivating them to continue learning and developing (Mustari, 2022). Finally, the quality of teachers and principals is strongly linked to the achievement of national education goals, such as improving literacy, numeracy and other skills, as well as developing students' character (Yudianto et al., 2024). Recognising the role of teachers and principals as key elements in the education system, the Indonesian government seeks to continuously improve education as a whole through efforts in improving quality, supporting professional development and ensuring that teachers and principals have a relevant and significant role in achieving the national education vision (Yudianto et al., 2025).

The performance of teachers and principals has a significant impact on the quality of education, both in terms of academic and administrative aspects. In the context of education quality, their roles cannot be ignored. From an academic perspective, the quality of teaching provided by teachers directly affects students' academic achievement (Yudianto, 2024). Competent, knowledgeable and dedicated teachers are able to provide effective teaching and promote students' learning progress. They help students master subject matter, develop skills and achieve the expected outcomes in the curriculum. Conversely, less qualified teachers can hinder students' academic development (Riowati & Yoenanto, 2022). Therefore, improving the quality of teachers is crucial in improving the quality of education.

Meanwhile, it has an important role in managing the administrative aspects of the school. Effective leadership ensures appropriate use of resources, wise budget allocation and sound policy implementation, which support a conducive learning environment (Paulina & Patimah, 2023). In contrast, ineffective leadership can hinder school operations and the quality of education (Puspita & Andriani, 2021). In addition, teachers' performance in time management, organisation and communication also affects the smooth running of school administration. These abilities help reduce teachers' administrative burden and allow them to focus more on teaching (Kusumawati, 2023). Therefore, the synergy between principals and teachers in administrative and teaching aspects is a major factor in improving the overall quality of education. However, understanding the impact of teacher and principal performance on school administration requires looking at it from the perspective of school operators. Administrative staff have an in-depth understanding of the administrative challenges faced on a daily basis as well as the complexity of school operational tasks (Hendrowati, 2021 and Lukihardianti & Ferdiana, 2023). They are responsible for document management, student data, communication with parents and other administrative tasks and witness how teachers and principals interact with the school administrative system. The principal, as a leader, has a role in budget planning, resource procurement and implementation of school policies, with administrative staff as key

partners in these tasks (Kim et al., 2024). Through the perspective of school operators, we can evaluate the effectiveness of administrative policies as well as identify improvements needed to support better educational goals.

School operators' perspectives on teachers' and principals' performance in administration play an important role in improving the education system. This understanding helps identify administrative bottlenecks and design solutions such as simplifying procedures, training or more effective resource allocation (N, 2021; Rianti et al., 2022). In addition, recognising the role of administrative staff can increase their motivation and involvement in school management. The impact is also seen in the quality of teaching, as the reduction in teachers' administrative burden allows them to focus more on student learning and support (Herdiansyah, 2023). In addition, understanding school operators' perspectives provides valuable insights for better decision-making in education, including more effective school policies, budget allocations and administrative changes. It also encourages collaboration between teachers, principals and administrative staff, which is key in creating an efficient school environment (Irlana et al., 2021; Pijar, 2021). In this context, a school operator's view helps recognise the role of teachers and principals in school operations and supports the identification of necessary policy changes. A better understanding of school administration can create a more conducive learning environment and contribute to improving the overall quality of education (Pijar, 2021; Veronika, 2021). Therefore, the perspective of school operators is an important element in improving the education system in Indonesia.

Understanding school operators' perspectives provides insights into the interrelationships between teacher, principal and school administration performance and helps identify opportunities for improvement and more effective solutions. These insights also support policy decision-making to improve the effectiveness of school administration in Indonesia. This research contributes to improving the quality of education by addressing the administrative challenges faced by teachers and principals. In addition, it helps improve the efficiency of resource use, empowers administrative staff and enables teachers to focus more on teaching. The results can also inform evidence-based policy making and strengthen the relationship between schools and communities. By understanding the administrative needs in different regions, more suitable solutions can be implemented to support the improvement of the education system in Indonesia. The heavy administrative burden on teachers and principals in Indonesia hinders their focus on learning. Teachers, including honorary teachers, face excessive administrative tasks (Gamal, 2023; Ramadhan, 2023; Syahrial, 2023), while principals experience difficulties in administrative management due to lack of information (Lubis, 2022; Putri, 2023; Sumardi, 2023). Inequities in the allocation of education funds and unprofessional teacher appraisals exacerbate this condition (A. N. Rohmah, 2023). Although President Jokowi and Education Minister Nadiem Makarim have called for improvements (CNN Indonesia, 2020; I. P. Putra, 2021), administrative burdens remain an obstacle to improving the quality of education and human resources (Ucu, 2021).

Previous studies have discussed the role of school operators in education information and data systems and the principal's strategy in improving the performance of school operators (Husnawati & Pujiarto, 2023; Muhamad et al., 2022; Nurjanah et al., 2023; S. Saputra, 2021; Selvi et al., 2023; Setyowati et al., 2023; Ulva et al., 2023). However, there are still aspects that are not optimal, such as work efficiency, operator assistance, and the gap between their work plans and results. Aji et al. (2024) emphasised the need to develop school operator performance management through the stages of planning, organising, mobilising and controlling. This study aims to better understand school operators' perspectives on teachers' and principals' performance in administrative aspects. The focus includes identifying administrative challenges, their impact on school efficiency, and the role of operators in problem solving and administrative decision making. The results of this study are expected to provide a basis for more appropriate education policies to improve school administration and education quality in Indonesia.

2. Methods

2.1 Research design

This study employs a quantitative research design using a survey approach. The survey design is appropriate for examining sociological and psychological phenomena across a relatively large population, allowing the researcher to identify patterns, trends, and relationships among variables (Smith & Hasan, 2020; Burke & Christensen, 2020). This approach enables systematic data collection and generalization within the defined population. The survey method in this study is applied in a descriptive and associative manner. It aims not only to describe the characteristics of the respondents but also to examine relationships between variables. This includes identifying tendencies and potential correlations among factors related to administrative roles in the education system (Sugiyono, 2019). The population of this study consists of school operators from various levels of education across Indonesia. A total of 493 respondents participated in this study, representing a segment of the broader population. This study uses a non-probability sampling method, specifically accidental sampling (convenience sampling). This technique was selected due to the wide geographical distribution of the population and the voluntary nature of participation through an online questionnaire. It allows data collection from respondents who are readily accessible and willing to participate. While this approach does not ensure representativeness, it is useful for capturing general trends and initial insights under constraints of time, cost, and accessibility.

2.2 Data collection and data analysis

The instrument used in this study is a structured questionnaire designed to collect quantitative data from respondents. The questionnaire includes items related to administrative aspects within the education system. Data were collected through an online survey distributed to respondents across Indonesia. Participation was voluntary, and respondents completed the questionnaire based on their availability and willingness. The collected data were analyzed using statistical methods. Descriptive statistics were used to summarize and present the main characteristics of the data, while inferential statistics were applied to identify significant relationships or patterns among variables. This analysis enables a more comprehensive understanding of the respondents' perspectives on administrative practices in the education system.

3. Results and Discussion

3.1 Distribution of respondents across different islands in Indonesia

Data on the distribution of respondents across the different islands of Indonesia shows significant variation in the number of participants from each island. Sulawesi Island has the highest number of respondents with 155 respondents, followed by Java Island with 119 respondents and NTT Island with 100 respondents. Sumatra Island recorded 92 respondents, while Kalimantan Island had 24 respondents, and Papua Island recorded the lowest number of respondents with only 3 respondents. The Ministry of Home Affairs (2022) notes that Indonesia's population density varies greatly between islands, which clearly affects the amount of participation in various activities, including research (Mustajab, 2023). This difference in the number of respondents can largely be explained by factors such as population density, accessibility and infrastructure on each island. Java Island, as the island with the largest population in Indonesia, tends to have more respondents. The same is true for Sulawesi Island and NTT Island, which have a relatively high number of respondents, perhaps due to their larger populations and better accessibility compared to the other islands. Badan Pusat Statistik, (2021) shows that Java

Island is the centre of economic, social, and governmental activities, which affects the level of community participation in various surveys and research.

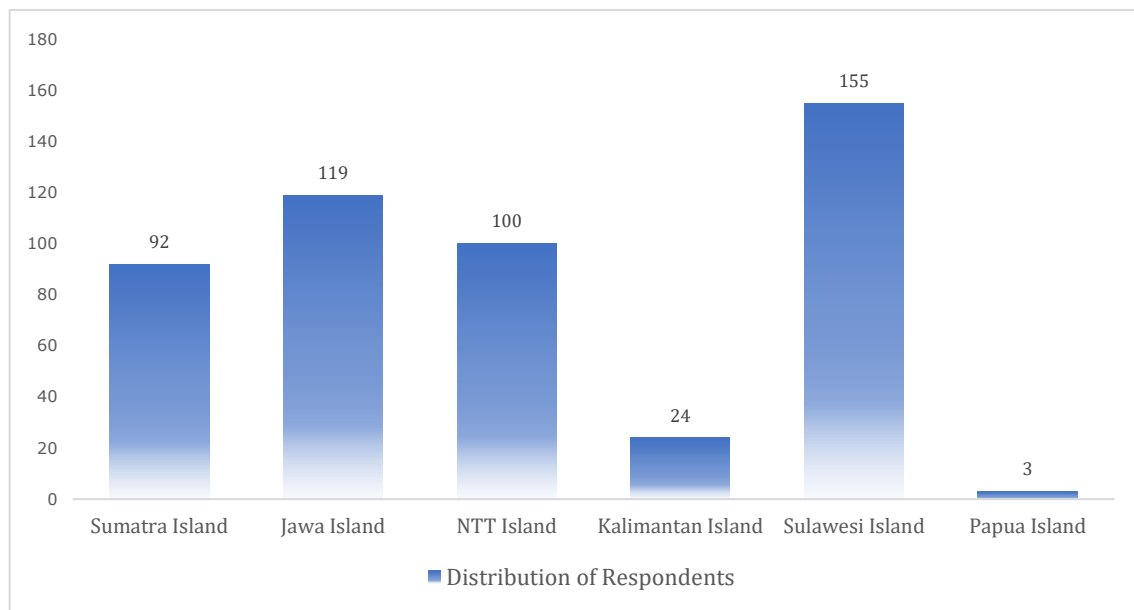


Fig. 1. Distribution of respondents on various islands in Indonesia

On the other hand, the islands of Kalimantan and Papua recorded a significantly lower number of respondents. This may be influenced by geographical factors that make data collection in these areas more challenging, as well as limited infrastructure and access to the technology required for survey participation. Aini et al. (2017) explained that regions outside Java, such as Kalimantan and Papua, face major challenges in terms of infrastructure and access to information, which limits participation in research activities. The island of Papua, which has a relatively small population and is spread across more remote areas, showed very low numbers with only 3 respondents, reflecting the greater challenges in reaching the region. Nawip (2024) emphasised that Papua, with its difficult geography and limited transport and technology, is a particularly challenging region for data collection. This contributed to the low participation of people in the region. Overall, the distribution of respondents shows an imbalance in the number of participants on each island, influenced by demographic, geographic and infrastructure factors. This demonstrates the importance of considering local conditions in research design and sampling to ensure fair and accurate representation of the population across Indonesia. Hardani (2020) reminds us that research involving Indonesia's vast and diverse territory must consider differences in geography and infrastructure in sampling planning in order to produce representative results.

3.2 Dominance of respondents in education level

The data results show that the level of education most followed by respondents is SD/MI, with 325 respondents. This is in accordance with the facts in the National Recap of the 2023/2024 Odd Semester (<https://dapo.kemdikbud.go.id/#>) which states that the number of education personnel at the primary level in Indonesia is the highest compared to other levels of education (Kemdikbud, 2023). The SD/MI level does have the largest number of respondents, which could be influenced by the large population at this level, given that SD/MI is the most common level of education and has more students in Indonesia. Ayu Firdaus et al. (2024) & Badrudin et al. (2024) It was also noted that primary education levels, such as SD and MI, have the largest number of education personnel as every child in Indonesia is required to attend primary education. In addition, the data also shows that the junior secondary school level has a significant number of respondents with 105 respondents, although fewer than the primary school level. This reflects the good

participation rate at the junior secondary level. Fatah et al. (2021) emphasises that participation at the junior secondary school level is increasing, in line with the development of education policies that encourage the expansion of access to secondary education.

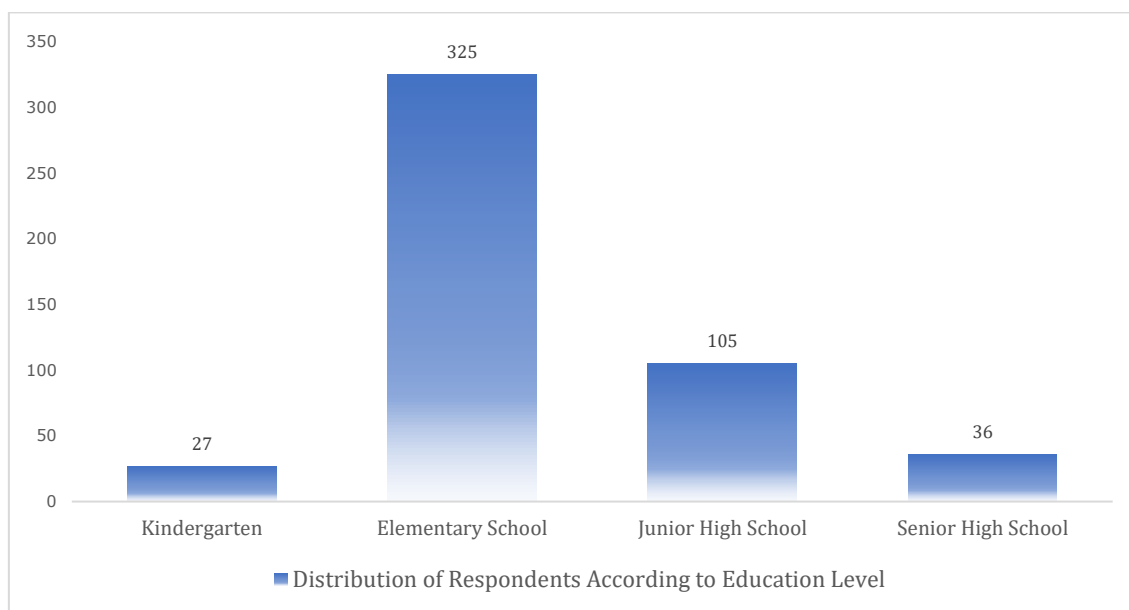


Fig. 2. Distribution of respondents according to education level

Meanwhile, the SMA/MA/SMK level with 36 respondents showed lower numbers, which could be influenced by more limited access or selectivity at this level. Hardiasanti & Trihantoyo (2021) On the other hand, the TK/KB/PAUD level had only 27 respondents, reflecting lower participation that may be due to limited access to early childhood education in some parts of Indonesia. Edo & Yasin (2024) explains that despite the importance of early childhood education (ECED), many areas still lack adequate facilities and access to support education participation at this level. Overall, the data reflects that primary education (SD/MI) dominates the number of respondents, in line with the fact that the education workforce at the primary level is the largest in Indonesia. Simanjuntak et al. (2022) state that primary education is the very foundation of Indonesia's education system, which explains why this level receives more attention in terms of participation and the supply of education personnel.

3.3 Teacher performance in administrative matters at school

Table 1. OpS perspective on teachers' performance in administrative matters at school

No	Description	Results	Number of respondents
1	OpS perspective on teacher performance in school administration (teacher performance in administration)	Good	239
2	OpS perspective on teachers' administrative performance in influencing school operational efficiency	Influencing	206
3	OpS perspective on the adequacy of school operators in providing support to teachers in administrative matters	Good	239
4	OpS perspective on the quality of training provided to teachers to improve administrative performance	Good	251

Table 1 shows that school operators' perspectives on teachers' administrative performance overall show a very positive trend. This can be seen from the majority of respondents who rated teachers' performance in carrying out administrative tasks as good, with 239 respondents giving positive ratings. This assessment shows that most teachers have managed their administrative tasks quite effectively, which of course contributes to

the smooth running of the education process in schools. Lembong et al. (2023) the study also found that teachers with good administrative skills can focus more on teaching and improve the quality of education in schools. Furthermore, teachers' administrative performance is also considered to have a significant influence on the efficiency of school operations, which is reflected in the positive ratings given by 206 respondents. This shows that administrative fluency can speed up various school operational processes, from data management to planning and reporting activities. High operational efficiency will support the achievement of optimal educational goals. Musa et al. (2025) also explains that efficient administrative management has a direct effect on the smooth operation of the school and in turn supports the achievement of educational goals.

The role of school operators in supporting teachers' administrative performance was also positively evaluated by the same number of respondents, 206. This shows that school operators have an important contribution to make in helping teachers manage administrative tasks, both through direct technical support and in providing the necessary resources. The involvement of school operators not only eases the burden on teachers but also ensures a more structured administration. Afandi et al. (2024) added that collaboration between school operators and teachers is crucial in creating an efficient and productive working environment. On the other hand, the quality of training provided to teachers to improve administrative skills also received positive ratings from 251 respondents. This indicates that the training organised is quite effective in helping teachers improve their administrative skills, which in turn can improve work performance and efficiency. With quality training, teachers can better manage their administrative tasks, which will have a positive impact on overall school management. Efendi & Sholeh (2023) shows that proper training can improve teachers' administrative skills, which affects their performance in the education process.

Nonetheless, although the administrative aspects of the school have been running well, this study also shows that there is still a significant influence on the efficiency of school operations. This can be further evaluated to see the factors that still hinder the efficiency, such as difficulties in time management or limited resources. Therefore, it is important to make improvements and adjustments so that the effectiveness of administration in schools can increase further. A. B. Putra et al. (2024) emphasises the importance of periodic evaluation of the administrative system to find areas that need improvement and adjustment. Overall, the results of this study illustrate that the administrative aspects of the school are doing quite well but there is still room for improvement, especially in improving the efficiency of school operations and providing more optimal support to teachers and school operators. Langdon Warren (2021) also suggested the importance of strengthening administrative management through capacity building and support for school operators and teachers.

3.3.1 An OpS perspective on teachers' habits in handling administrative tasks at school

Based on the data obtained, there are variations in teachers' habits in handling administrative tasks at school from the perspective of school operators (OpS). Most teachers are considered capable of completing administrative tasks in an orderly manner, although there are differences in time efficiency. A total of 208 respondents considered that teachers do administration in an orderly but time-consuming manner, while 150 respondents stated that teachers can complete it quickly and orderly. This is in line with the findings in a study by Kusuma (2024) which stated that although most teachers have good habits in completing administration, the issue of time efficiency is often an obstacle. On the other hand, there are still teachers who experience problems in administrative orderliness. A total of 101 respondents rated teachers as less orderly, while 14 respondents also gave similar ratings. In addition, 15 respondents stated that teachers neglect administrative tasks, indicating challenges in administrative management discipline in some cases. F. N. Rohmah & Chotimah (2024) found that indiscipline in administrative management can impact on the overall effectiveness of the school, which is consistent with this finding.

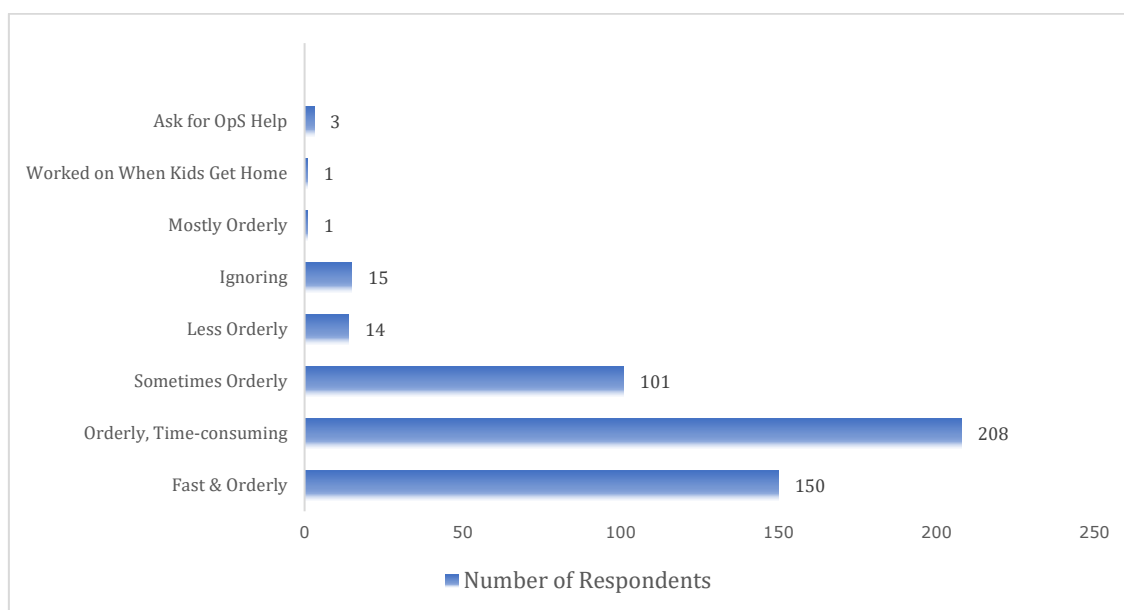


Fig. 3. Teacher habits in handling administrative tasks at school from the perspective of school operators

There are some specific habits observed by school operators, including 3 respondents mentioning that teachers ask for help from school operators in handling administration, 1 respondent stating that teachers work on administration after students go home, and 1 respondent assessing that most teachers have worked in an orderly manner. This reflects the support provided by school operators in facilitating smooth administration, as also discussed by Abdiyantoro et al. (2024) on the importance of collaboration between school operators and teachers in completing administrative tasks. Overall, this data shows that the majority of teachers already have good habits in handling administrative tasks, although there are constraints in time efficiency and there are still a small number of teachers who are less orderly or even neglect their administrative tasks. This can be further evaluated to improve the effectiveness of school administration, either through training, support from school operators, or policies that are more supportive of teachers' work efficiency. Lembong et al. (2023) also emphasised the importance of increased training and coaching for teachers in administrative management to improve the overall quality of school management.

3.3.2 Barriers that teachers often face in administrative tasks

Heavy workloads are one of the main challenges teachers face, given the many administrative responsibilities that must be completed outside of teaching. Lesson planning, assessment management, staff meetings, and student administration often detract from time that could be spent supporting learners' development. Sari et al. (2023) explained that high workloads on teachers can lead to stress and burnout, which negatively affect their well-being as well as the quality of classroom teaching. In addition, limited resources in schools, such as inadequate software and management systems, further complicate administrative tasks and make them more time-consuming. J. W. Kusuma et al. (2024) in their research on education management found that the lack of an effective management system in schools hinders teachers' work efficiency and increases the administrative pressures they have to deal with. Bureaucracy in the education system is also an obstacle as long and complex procedures often slow down administrative processes that could be more efficient. M. I. Sholeh (2023) stated that the convoluted education bureaucracy slows down the school management process, impacting on the quality of education services that should be faster and more effective.

Frequent policy changes require teachers to constantly adapt and understand new regulations, which can add to their administrative workload. Goldstein et al. (2023) highlights that frequent changes in education policy can cause confusion and difficulty for teachers in adjusting, which in turn adds to their administrative burden. While technology can help in simplifying administrative tasks, not all teachers have adequate access or sufficient training to use it optimally. Febrianti et al. (2023) examined that while technology can improve administrative efficiency, limited access and low levels of training for teachers are major barriers to implementation. Time management is a challenge as teachers must divide their attention between teaching, grading, lesson planning and completing other administrative tasks. Bergey & Ranellucci (2025) revealed that suboptimal time management can cause strain on teachers, given the many tasks they have to perform in a limited amount of time. The accumulation of this burden can increase mental and emotional stress, potentially affecting teachers' well-being as well as the quality of classroom teaching. Wu et al. (2025) stated that excessive workload and high pressure can cause stress and reduce the quality of teaching provided by teachers.

In addition, the availability of training is an important factor in helping teachers handle administrative tasks more effectively, especially in the face of policy changes or the implementation of new technologies. Maisyaroh et al. (2024) emphasised that effective training is necessary to help teachers improve their administrative skills. However, access to this training is not always easy to obtain. Stenman & Pettersson (2020) note that a lack of resources and opportunities for training is often a major obstacle for teachers in remote areas or with limited budgets. Lack of coordination among teachers in completing administrative tasks can also be a barrier, especially if they have to work independently without a clear support system in place. Zydziunaite et al. (2020) identified that the lack of coordination among fellow teachers in managing administrative tasks can exacerbate the existing workload. Technological constraints, both in the form of limited infrastructure and lack of skills in its use, further complicate the situation. Timotheou et al. (2023) state that limited technological infrastructure and low technology use skills among teachers affect their ability to manage administrative tasks efficiently. Therefore, strategic measures are needed to reduce teachers' administrative burden so that they can focus more on their main task, which is educating and guiding learners. Darling-Hammond (2020) recommends policies that support the reduction of teachers' administrative burden and the provision of adequate training so that teachers can focus on teaching quality.

3.3.3 OpS recommendations for improving teachers' administrative performance in schools

Efforts to minimise teachers' administrative barriers can be made through organisational culture building strategies (Caliskan & Zhu, 2020). This strategy focuses on effective leadership and open communication within the school environment (Hariyadi, 2020). Effective leadership is a key indicator in establishing a strong work culture, while good communication enables the exchange of ideas and strengthens organisational values in education units. Morris et al. (2020) state that leadership that supports the development of a healthy organisational culture plays an important role in improving staff motivation and performance, including in managing administrative tasks. With a supportive organisational culture, the implementation of teachers' administrative performance can run more optimally and efficiently. Mingaleva et al. (2022) revealed that an open and communicative organisational culture will make it easier for teachers to carry out administrative tasks, and help accelerate adaptation to new policies.

To improve teachers' administrative performance, several measures can be implemented. Firstly, schools need to provide adequate training related to administrative tasks and technology that teachers need, such as training in the use of school administration software, time management, and understanding the latest education policies. Komalasari et al. (2020) emphasised the importance of continuous training for teachers to improve their competence in managing administrative tasks and utilising educational technology. Secondly, schools should develop efficient and integrated management systems to

streamline administrative processes and reduce teachers' workload. Ovetz (2021) suggests that the development of an integrated management system can speed up and simplify data management and administrative tasks, which in turn reduces pressure on teachers. Third, a more proportional division of administrative tasks between teachers and school staff can help teachers focus more on the learning process. Sukawati et al. (2020) revealed that a clear division of tasks between teachers and school staff will improve administrative efficiency, as certain tasks can be assigned to staff who are more competent in that area.

In addition, the availability of adequate devices and infrastructure also needs to be considered, including access to computers, appropriate software, internet networks, and supporting office equipment. Timotheou et al. (2023) noted that the availability of adequate infrastructure in schools greatly influences teachers' administrative performance, as this supports more optimal use of technology in administrative activities. The use of technology can also help automate some administrative tasks, such as grade management and reporting, so that teachers can focus more on teaching activities. Matthew et al. (2018) stated that the implementation of cloud-based technology and administrative software in schools can help speed up administrative processes and reduce teachers' workload. Individual guidance and support from school staff is also needed to help teachers who experience obstacles in completing their administrative tasks. Elomaa et al. (2023) showed that direct support from administrative staff in helping teachers with their administrative tasks can increase effectiveness and reduce stress related to administrative work.

Collaboration between teachers is an important factor in improving the efficiency of administrative work. By sharing resources, lesson plans and best strategies in managing administration, teachers can help each other and reduce duplication of work. Muckenthaler et al. (2020) revealed that collaboration among teachers can reduce administrative burden and improve the quality of classroom teaching. Regular evaluation of administrative workload also needs to be done to identify obstacles and find more effective solutions. Chaeruman (2023) proposes that regular evaluation of administrative tasks can help schools identify bottlenecks and find ways to improve administrative efficiency. In addition, schools should ensure that all parties, including administrative staff, understand that the top priority is the learning process. Elomaa et al. (2023) argued that a shared awareness among teachers, administrative staff and school management of the importance of focusing on learning can minimise the disruption caused by administrative tasks.

Involving parents and students in some administrative aspects, such as permit collection or information dissemination, can also help reduce the burden on teachers. Jatiningsih et al. (2021) identified that involving parents and students in some administrative matters can ease the burden on teachers and improve communication between school and home. Thus, improved administrative performance is not only positive for teachers but also for students, as teachers can focus more on the learning process. In addition, the working atmosphere in schools becomes more conducive, which in turn supports teacher welfare and teaching effectiveness.

Aulia et al. (2023) suggested that creating a conducive working environment can improve the quality of education and teachers' welfare. Some additional suggestions given by respondents to improve teachers' administrative efficiency include that teachers should be more disciplined and have a strong commitment in completing administrative tasks. Schools are also advised to provide easy-to-use and affordable administrative applications to assist teachers in managing their tasks. Khasawneh et al. (2024) suggested that user-friendly administrative applications can improve teachers' work efficiency and reduce stress related to administrative tasks. Teachers need to prioritise administrative tasks and complete them before the deadline. Pradana & Mayasari (2024) emphasised the importance of good time management for teachers to avoid the accumulation of administrative tasks that can increase workload.

3.4 Principal's performance in administrative matters at school

Based on table 2, it can be explained that overall, the perspective of School Operators (OpS) towards the principal's administrative performance at school shows positive results. Most respondents rated the principal's performance in terms of administration as good and supportive of the administrative process in the school. For example, 224 respondents rated the assessment of the principal's performance in the administrative aspect at school as 'Good', which indicates that the principal has carried out his administrative duties quite well. This is in line with Djazilan & Darmawan (2022) who stated that the principal's leadership plays a significant role in influencing administrative performance in schools. Principals who provide clear examples and guidelines tend to get positive judgements from staff and teachers.

Table 2. OpS Perspective on the Principal's Performance in Terms of Administration at School

No	Description	Results	Number of respondents
1	OpS perspective on principal performance assessment in school administration	Good	224
2	OpS perspective on the principal's role in managing administrative tasks at school	Very instrumental	241
3	OpS perspective on the provision of clear guidelines in administrative matters by the school principal to staff and teachers	Clear	200
4	OpS perspective on principals' support to staff and teachers in carrying out administrative tasks	Very supportive	274
5	OpS perspective on communication between school principals and school operators in administrative matters	Very good	281
6	OpS perspective on principals' ability to identify and solve school administrative problems	Able	225

In addition, 241 respondents felt that the principal was very instrumental in managing administrative tasks, indicating the principal's leadership role is very strong in supporting the smooth running of the administration. A. T. Saputra et al. (2024) added that the principal's support for staff in carrying out administrative tasks increases staff motivation and work effectiveness and facilitates the implementation of administrative tasks. Regarding the provision of administrative guidelines by school principals to staff and teachers, 200 respondents considered that the guidelines provided were clear, indicating good communication regarding administrative guidelines. Moreover, the principal's support to staff and teachers in carrying out administrative tasks was rated as very supportive by 274 respondents, illustrating how important support from school leaders is in managing administrative tasks. Khana et al. (2023) explained that open and clear communication between principals and staff is key to success in school administration.

The communication aspect between principals and school operators also received excellent ratings with 281 respondents, reflecting an open and efficient relationship in administrative matters. (Artanti et al., 2024) revealed that the principal's ability to identify and solve administrative problems is crucial to maintain the smooth operation of the school. Although the results were slightly lower, 225 respondents rated the principals as capable of identifying and resolving administrative problems, which indicates the principals' ability to overcome various administrative obstacles. This study shows that principals have good administrative performance, with strong support and communication between school leaders and staff, although there is still room to improve their administrative problem-solving skills.

3.4.1 OpS perspectives on the problems often faced by school operators in administrative matters related to school principals

Some common problems faced by school operators in administrative tasks related to school principals include the lack of communication and coordination between school operators and school principals, high workload, and frequent policy changes that require adjustments to administrative tasks. Natavia et al. (2025) stated that ineffective communication between principals and administrative staff can lead to unclear division of tasks and cause a decrease in efficiency in administrative work. In addition, there are issues related to the lack of resources, such as adequate software or lack of additional personnel, as well as principals who are less active in school administration. Philipo & Ntawigaya (2025) highlighted that the lack of supporting facilities such as adequate software and lack of trained personnel exacerbate the workload of school operators, which risks lowering the quality of school administration.

Inadequate technology is also an obstacle, along with unclear division of tasks and an increase in additional irrelevant tasks. Arbain et al. (2024) noted that the inability to utilise the latest technology in school administration causes administrative work to become more complex and time-consuming. Some other issues include principals' lack of understanding of technology and administration, incomplete student data, internet network problems, and limited welfare of school operators. Timotheou et al. (2023) stated that principals' unfamiliarity with technology often has a negative impact on administration as they lack the necessary training for administrative staff. In addition, infrastructure issues such as limited internet networks are also a hindrance in the smooth running of school administration.

It is not uncommon for principals to overload operators with principal duties that should not be part of the operator's responsibilities. Budiasa (2021) highlighted that principals who do not understand the limitations of administrative tasks often assign workloads that are incompatible with the role of school operators, which can lead to discomfort and reduced productivity. Lack of training and support, difficulty in accessing data and resources, and limited time are also barriers. Anshori et al. (2024) revealed that the lack of training for school operators and limited time to complete administrative tasks are among the factors that hinder the work efficiency of school operators.

The issue of incentives and salaries for school operators has also been highlighted. Ali (2022) adds that inadequate incentives and unclear salaries for school operators have a major effect on their motivation and performance in carrying out administrative tasks. Most of these problems are related to the principals' lack of understanding of school administration, the use of technology and frequent policy changes. To overcome these problems, potential solutions involve improved training, better communication and a clearer division of tasks between principals and school operators. Damayanti et al. (2024) suggested that more open and transparent communication between principals and administrative staff can improve the effectiveness of school administration. Improving facilities and software can also help reduce constraints in school administration. Chaeruman (2023) emphasised the importance of improving technological infrastructure and adequate devices to support the smooth running of administrative tasks more efficiently and effectively.

3.4.2 OpS suggestions to improve the principal's performance in administrative matters

There are several suggestions and recommendations that can help principals improve their administrative performance. These include effective communication with administrative staff and teachers, providing support and training to administrative staff, and prioritising administrative tasks to make them more organised. Afifah et al. (2024) emphasised the importance of clear communication between principals and administrative staff to create a conducive and efficient working environment. Principals should ensure that all parties understand the prioritisation of administrative tasks and have sufficient access

to complete their tasks. In addition, principals also need to develop an efficient school management system, maintain consistency in administrative policies, and participate directly in the implementation of certain administrative tasks. R. Y. Sari et al. (2024) revealed that developing an efficient management system can reduce administrative errors and ensure smooth school operations. Principals who are directly involved in administrative processes can also set a good example for staff and teachers.

Giving awards and appreciation to administrative staff is also important as a form of motivation. Efendi & Sholeh (2023) state that recognising the performance of administrative staff can increase their morale and thus improve the quality of school administration. Conducting regular evaluations of the efficiency and effectiveness of administrative tasks and encouraging collaboration between principals, teachers and administrative staff can strengthen synergy within schools. Nufus et al. (2024) revealed that regular evaluation of administrative performance is essential to find areas for improvement and to ensure that all staff have the same understanding of administrative procedures.

Equally important, principals need to consider additional resources, such as administrative assistants, if possible, to support the smooth running of administrative tasks. Marlina & Nugraha (2024) suggested that providing administrative assistance in the form of assistants or additional staff can reduce the workload of principals and administrative staff and help improve the efficiency of school operations. These suggestions can assist principals in improving administrative performance, which in turn will have a positive impact on overall school management. Santoso et al. (2021) added that if administrative performance is improved, then school management becomes more organised and can improve the quality of education provided.

4. Conclusions

Based on the results and discussion presented, it can be concluded that principals' administrative performance has a major influence on the efficiency and effectiveness of school management. Principals who have good communication with administrative staff and teachers, and provide adequate support and training, can create a more productive and organised work environment. In this regard, efficient managerial strategies, the development of integrated administrative systems and rewarding the performance of administrative staff can improve the quality of school administration. In addition, the principal's direct involvement in certain administrative tasks and regular evaluation of administrative performance are important factors in strengthening the synergy between leaders and staff. However, there are still some challenges that need to be overcome, such as lack of resources, limited training and unclear division of tasks. Therefore, to improve administrative performance, strategic measures involving more effective communication, human resource development and more optimal utilisation of technology are needed.

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