



School Operator Management at Mubarokul Ulum Brebes Middle School

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Abstract

This research aims to analyze the management of school operators at Mubarokul Ulum Middle School, Brebes, focusing on competencies, tasks, and challenges faced in supporting school administration in the digital era. This research uses a qualitative descriptive method with data collection techniques, including observation, interviews, and document analysis. The research results show that school operator management at Mubarokul Ulum Brebes Middle School is carried out through systematic planning, organizing, mobilizing, and controlling stages. At the planning stage, various parties, such as the principal, head of administration, and school operators, contribute to identifying goals, tasks, and required resources. A transparent organizational structure ensures the effectiveness of administrative management. The mobilization stage directs related parties to work according to their offline and online duties through the Dapodik application. Control is carried out by monitoring system access and use and ensuring regular data updates. However, there are several obstacles, such as technical problems with the Dapodik software, computer hardware damage, and school operators' low salaries, which affect their work efficiency and motivation. Therefore, solutions are needed to overcome technical problems and improve school operators' welfare to support school administration's smooth running in the digital era.

Keywords: Middle school, school, school managemen, school operator managemen.

1. Introduction

According to Terry & Rue (2003), management is a typical process consisting of planning, organizing, activating, and controlling actions, which are carried out to determine and achieve predetermined goals by utilizing human resources and other resources. In Permendiknas No. 24 of 2008, it is stated that the educational staff is one of the supporting elements for schools. This regulation gives schools the authority to recruit administrative staff to support school activities and improve the quality of education.

School Administrative Staff are important in improving school administration services (Hasanah, Islam, & Rachman, 2024; Syafa'at, 2020). They are responsible for effective and efficient administrative services (Chairunnisa, Rusdinal, Ermita, & Kadri, 2021; Hasibuan, Elza, Aisyah, & Humairo, 2023; Tawas, Winokan, &

Lawarakan, 2022). Therefore, administrative staff must have the required competencies in order to carry out their duties well (Muhyadi, 2013). Educational staff, which includes administrative staff, are members of the community who dedicate themselves to supporting the provision of education (Aji Tuhagana & Syifa Pramudita Faddila, 2020; Widianti, Saputri, & Nihwan, 2023; Yunarti, 2019).

Minister of National Education Regulation No. 24 of 2008 explains that school/madrasah administrative staff consists of the head of administrative staff, affairs administrators, and special service officers. Implementing administrative affairs includes personnel administration, finance, infrastructure, public relations, correspondence and archives, student affairs, curriculum, and general administration for SD/MI/SDLB. Special service officers include school guards, gardeners, drivers, and errand boys (Irfan, Qosim, & Sudarsono, 2023). These administrative staff standards must be met nationally before they can be appointed as school/madrasah administrative staff.

With developments over time, especially in the era of Industrial Revolution 4.0, schools must follow a technology-based system to manage administration and other services (Saputra, 2021). Schools are not only tasked with educating and graduating students but also must provide administrative services that are integrated with technological developments. According to the Data and Information Technology Center of the Ministry of Education, Culture, Research, and Technology, in 2021, school operators will be data managers at the education unit level who will play a role in collecting information for Dapodik. School operators are essential in inputting and managing education data (Ferdias, Nusyirwan, & Nurvazly, 2022).

Specific criteria for school operators include understanding data and how to input it, skills in using data processing software, knowledge of data collection systems such as Dapodik, and the ability to operate a computer/laptop and back up data. In addition, they must have physical and mental strength to work in demanding conditions (Saputra, 2021). The main tasks of school operators include installing and updating data input applications, inputting school data, uploading data to a central server, printing school profile reports, and making necessary data corrections.

The rights and obligations of educational staff are regulated in National Education Minister Regulation Article 40 number 20 of 2003, which includes the rights to income, welfare, awards, career development, legal protection, and the opportunity to use educational facilities. Their obligations include creating a positive educational atmosphere, being committed to improving the quality of education and maintaining the institution's and profession's good name.

2. Method

This research aims to analyze the management of school operators at Mubarokul Ulum Middle School Brebes, focusing on competencies, tasks, and challenges faced in supporting school administration in the digital era. The qualitative descriptive method provides a systematic and accurate description, picture, or painting of the properties and relationships between the investigated phenomena (Nazir, 2015). Through this approach, it is hoped that an objective picture will be obtained regarding implementing school operator management.

Data collection techniques include observation, interviews, and document analysis. Qualitative methods emphasize observation of phenomena and research into the substance of the meaning of these phenomena. The main focus of qualitative research is on the process and meaning of the results. This research focuses on human elements, objects, and institutions, as well as the interactions between these elements, to understand certain events, behaviors, or phenomena (Fadli, 2021).

3. Results and Discussion

3.1 School Operator Management Planning at Mubarokul Ulum Middle School, Brebes

Researchers can describe how school operators manage through interviews and observations. Several parties are involved in planning, including the school principal, head of administration, and school operators. Each party makes its contribution to the realization of good planning. The aspects included in planning are the identification of goals and priorities, the identification of tasks and responsibilities, the evaluation of resources, the scheduling of tasks, training and development, and evaluation and monitoring. This plan was made in accordance with the curriculum currently used at Mubarokul Ulum Brebes Middle School.

3.2 Organizing School Operator Management at Mubarokul Ulum Middle School, Brebes

The organization of school operators and administration at Mubarokul Ulum Brebes Middle School has been created and determined. To make school administrative management more effective and accountable. With the following organizational structure.

- a. Arif Torik, S.Pd. : Principal of Mubarokul Ulum Middle School
- b. Jajang Cahyadiana, S.Sos : Head of Administration
- c. Saeful Anam, S.Pd : School Operator

3.3 Mobilization of School Operator Management at Mubarokul Ulum Middle School, Brebes

This activity is carried out to mobilize people involved in school operator activities to work according to the assigned duties and functions. These activities include:

- a. Offline Stage: At this initial stage, the data is in the form of hard copy or original data from new student admissions, teacher/ educational staff forms, etc. Then, it is entered using a computer by the school administration staff, namely the school operator, and stored in a computer application, one of which is Microsoft Excel.
- b. Online Stage: After the education data is stored in the Microsoft Excel application on a computer or laptop device, there is a national-scale online application, namely the basic education data application (DAPODIK). In this online application system, data is retyped or uploaded according to the instructions and commands of this application. The basic education data application contains data on students, educators/educational staff, graduate students, infrastructure, and plans for the school's financial needs.

3.4 Management Control of School Operators at Mubarokul Ulum Middle School, Brebes

This control is carried out to maintain the effectiveness of the performance of school operators. Technology that continues to develop requires the readiness of school operators to continue to update information issued by the government.

The Mubarokul Ulum Middle School operator carries out two control activities, namely general control & deposit application control. General control is controlling access to system devices and controlling system security by having provisions that only certain people can access the Dapodik system by using a username and password to be able to access the system.

The Dapodik application must be installed on a laptop or computer by entering the registration number provided by the Ministry of Education and Culture every time you enter the application. Each school only has one registration number for installing the Dapodik application on one laptop or computer. After registration and installation, the operator signs up by including the email and password that will be used to enter and access the Dapodik system.

Controlling the Dapodik application is data collection on Educators and Education Personnel (PTK) by downloading a form which must be downloaded and printed to collect PTK data manually by distributing hard copies to PTKs. The school operator has entered the teacher data into the application.

3.5 Obstacles for Operators of Mubarokul Ulum Middle School, Brebes

The effect of *MLECB* biofilm ratio on weight loss rate and TA of coated tomato species at different

a. Dapodik Software System Trouble

This problem often occurs with the Dapodik Application, which can disrupt the smooth running of educational units when updating data. Moreover, when the data updating (Synchronization) deadline is due, problems often occur, making school operators work until midnight to complete the task.

b. Damage to computer hardware

Some computer users have experienced problems with their devices, whether the problem damage was caused intentionally or unintentionally. This has happened several times in the school administration staff room, ranging from small things such as damage to cables or plugs to damage to the computer itself.

c. Small honor

The role of operators at Mubarokul Ulum Middle School is crucial because government supervision, whether for BOP disbursement or school repair assistance, is seen from the completeness of the files and descriptions of infrastructure uploaded to the Dapodik application. Apart from that, the work of school operators is not done enough at school, sometimes to the point of working overtime in the middle of the night, which is not comparable to the honorarium that school operators get at Mubarokul Ulum Middle School.

4. Conclusion

This research reveals that school operator management at Mubarokul Ulum Brebes Middle School has been implemented through systematic planning, organizing, mobilizing, and controlling stages. In planning, various parties, such as the school principal, head of administration, and school operators, contribute to identifying goals, tasks, and required resources. A transparent organization with a defined structure ensures the effectiveness of administrative management. The mobilization stage directs related parties to work according to their duties offline and online via the Dapodik application.

Control is carried out by monitoring system access and use and ensuring regular data updates. However, there are several obstacles, such as technical problems with the Dapodik software, computer hardware damage, and school operators' low salaries. These constraints affect the work efficiency and motivation of school operators. Therefore, solutions are needed to overcome technical problems and improve school operators' welfare to support school administration's smooth running in the digital era.

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